Santa Maria Joint Union
HIGH SCHOOL DISTRICT



2025-2026

COURSE CATALOG

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SMJUHSD

AGRICULTURE



Advanced Agriculture Construction

Santa Maria Joint Union High School District

Submitted: Jul 19, 2019
Decision: Aug 9, 2019

ubmission Feedback

PPROVED

asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
rnest Righetti High School (053303)	Classroom Based	**Abbreviation**	**Course Code**
		ADV AG Const A	AG6390
		ADV AG Const B	AG6391

Title: Advanced Agriculture Construction

Length of course: Full Year

Subject area: College-Preparatory Elective (G) / Interdisciplinary

UC honors designation? No

Prerequisites: AG Mechanics (Recommended)

Co-requisites: None

Integrated (Academics / CTE)? Yes: Agricultural Mechanics

Grade levels: 11th, 12th

ourse Description

urse overview:

This competency-based course is the third in a sequence of three designed for construction and architectural/computerized design work as it relates to agricultural. It provides students with technical instruction and practical experience in basic residential and commercial construction using sustainable and green technology.

Instruction includes an introduction, workplace safety, and reviews of resource management, trade mathematics, employability skills, and apprenticeship preparation. Emphasis is placed on the techniques, tools, and materials required for rough and finish carpentry, estimating, advanced plumbing and electrical work, renewable energy, roofing, and painting.

The competencies in this course are aligned with **h the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.**

The process of planning and designing a structure is introduced first. Students will experience each step of the development process and outline appropriate sequencing of events as it applies to project scheduling. The process of creating a floor plan will allow the students to investigate math modeling through construction in practical applications. In addition, students will be justifying their decisions by explaining their design choices in writing.

The physical transformation of the site begins in preparation for building. During site work, the building process moves from two and three-dimensional plans to three-dimensional structures. Students will have prepared the site through surveying, leveling, and grading for the building foundation and other necessary site improvements. This process will allow students to begin investigating .The work done on the plot of land and using the software program to create the 3-D plan. An essential part of this unit requires students to apply measurements from scale drawings to blueprint specifications.

Every structure needs to have a solid foundation. In this phase, students first survey the site, excavate soil for the foundation, build wall forms, pour footings and stem walls, and install rebar for structural strength. Students prepare a plan with estimates for the foundation work. Students continue to work with the site and floor plans.

Working with framing, students transform conceptual ideas and construction drawings into a real structure for the first time. The structure itself comes together during the framing process, starting with material selection, flooring, walls and roofing construction, tasks necessitating a review of trigonometric concepts. By the end of this unit, students will have constructed the entire framing for their structure. Students solve rational equations in their work using the scale model. The physical structure takes on aesthetic qualities. The exterior enclosure unit encompasses finishing the roof, building wrap, exterior wall finish material, and installing windows and doors on the structure. The components in this unit include precise measurements and working with scale from floor plans. As students calculate R-values for insulation. Mechanical systems are added to make the building fully functional. Plumbing, electrical, and HVAC are installed in the structure prior to completing exterior weatherproofing of the walls. The next step in this process is insulation, which encompasses thermal, moisture, and sound control. A s students calculate the R-value for the insulation to ensure compliance with Title 24, they gain experience calculating with inverse variation as well as an appreciation of the many mathematical concepts that must come together in the building of a structure.

Advanced AG Construction is an overview of the construction trades, with integrated Geometry content. Students master measurement systems, safe use of hand and power tools, calculation and characteristics of materials, carpentry, framing, basic electrical wiring, plumbing, and site preparation. Students learn about Construction and construction careers. Coursework is project-based, developing teamwork and project management skills. The culminating project is a house that will include: concrete/masonry, framing, electrical, plumbing, and finish work. Students demonstrate responsibility for personal, occupational safety on the job site and have the opportunity to obtain OSHA cards certifying their competence.

This course allows for hands-on mastery of rigorous geometrical and mathematical concepts within a context of Construction career preparation. In AG Construction 2, students will apply major concepts of Geometry, including measurement of angles and segments, polygon properties, area and surface area, congruence, proportion and similarity. Applying these skills, students use safe and appropriate practices following construction processes and systems vital to the industry. In addition, students maintain and troubleshoot equipment used in the construction industry. This year-long, multiple-project integration course will also provide a sequential series of industry experiences with the ultimate goal of providing a clear pathway for students interested in professions in Building Trades.

The value of the integration lies in the project-based process, which will include critical thinking, problem-solving, and analysis of mathematical problems following the progression of core geometrical concepts from inception to contextual (hands-on) completion. Students understand the attributes of good design and how it applies to the design, construction and servicing of structures. In small heterogeneous work groups, students mirror construction sites by demonstrating effective leadership styles, key concepts of group dynamics and individual decision making that will result in a tangible physical product.

A variety of formative and summative assessment methods are used throughout this course in order to assess student learning. The assessments are aligned with the course purpose and the instructional strategies used, and with the Common Core Standards for the development of mathematically proficient students. In all course assignments and assessments, students experience hands-on geometry as they problem-solve and reason, use appropriate tools, attend to precision, and construct a series of projects in the CTE classroom.

Additionally, a performance assessment and a written test for each student is conducted after each unit for the NCCER certification that the student can apply for at the end of the year. As well as an assessment with NOCTI.

ɹurse content:

Unit 1: Blueprints and Construction

Students demonstrate their knowledge of the foundations of geometry by using geometric vocabulary and tools to modify a blueprint for construction. Using scale drawings and blueprints, students demonstrate understanding of the rules of similarity and proportions. Students calculate area, and calculate volume of excavation, form materials, and concrete. Students calculate framing materials needed from plans, and prepare budgets.

⊒ Unit Assignment(s):

Signature Assignments:

Students modify a blueprint using the following mathematical concepts: vocabulary concerning the building blocks of Geometry-congruent, collinear, coplanar, and bisect; using an architectural ruler to measure segments to determine length and verify congruence; naming angles in multiple ways and identifying the vertex and sides of the angle; applying geometric concepts such as congruence and bisecting to angles; verifying congruence and bisection by measuring angles with protractors; constructing congruent angles, angle bisectors, and perpendicular bisectors. Students calculate framing materials needed from plans, and prepare budgets. Students calculate area, and calculate volume of excavation, form materials, and concrete.

Unit 2: Electrical Skills

This module introduces the students to the safety rules and regulations for electricians, including the necessary precautions for avoiding various job site hazards. Students also learn the various types of devices and installation procedures used in residential wiring. It also covers service-entrance and branch circuit calculations and National Electrical Code® requirements.

⮒ Unit Assignment(s):

Signature Assignment:

Teams of students compete to see who most efficiently and effectively complete three wiring tasks: wiring a receptacle, switch, and lamp. While doing this assignment students must explain electrical safety issues concerning lockout/tagout procedures, confined space entry, respiratory protection, and fall protection systems.

Unit 3: Green Construction

Green Construction is an exciting exploration into the process of environmentally responsible and sustainable construction techniques that will attract a lot of student interest. Activities include: installation and testing of a solar panel array, installation of energy-saving plumbing components, and analysis of lighting for electrical efficiency. Students also conduct a LEED audit.

⮒ Unit Assignment(s):

Signature Assignment:

Installation of solar panels

Unit 4: Weatherization

Students research weatherization strategies to make projects more environmentally friendly, and understand the environmental regulations that influence residential design. Students explain the impact of insulation, sealing, heating,

ventilation, and HVAC on building performance. Students explain the impact of water conservation and solar thermal on a project.

Unit Assignment(s):

Signature Assignments:

Students will work on a small scale weatherization home that includes the purpose and benefits of the program. Students will learn how homes gain and lose heat energy and how those losses can be reduced by sealing the building shell and by adding insulation. Students will also calculate low flow shower heads and regular flow shower heads to determine the amount of water being used. Students will use Ohm's law to see what light bulb would be more beneficial for the home user to save money.

Unit 5: Wall & Roof Framing

Students demonstrate their knowledge of the Pythagorean Theorem, Distance Formula, and trigonometric functions when analyzing blueprints, calculating angles, and constructing wall frames. Students identify the relationship between the angles formed when a transversal intersects parallel lines, then use these relationships to find the measures of angles. Students begin demonstration framing in classroom, from simple walls to complex structural systems. This work continues throughout the year.

Unit Assignment(s):

Signature Assignments:

Teams of students frame walls and a pitched roof, using the Pythagorean Theorem to determine distance and find missing lengths of sides of right triangles, and also using trigonometric functions to solve for an unknown length of a side right triangle, given an angle and a length.

Unit 6: Cabinetmaking

In this unit student will identify basic tools and equipment used in the cabinet making trade, understand basic techniques, and design and build a sample cabinet using 32mm technology.

Unit Assignment(s):

Signature Assignment:

The student will learn about making and assembling a kitchen-type cabinet. The cabinet is a frameless, European-style cabinet. Student will use typical cabinet materials and hardware.

Unit 7: Tile Setting

In this unit student will learn how to measure, cut, set and finish both vertical and floor tile. Students will cute and fit tile using several types of cutting tools, and apply mortar and grout.

Unit Assignment(s):

Signature Assignment:

Students will complete a tile counter and back-splash of their own design. The back-splash will include accent or mosaic highlights to the design.

Unit 8: Heating, Ventilation, Air-Conditioning, and Refrigeration

In this unit student will explore the relationship between electricity consumption and heating and cooling output using meters and testing devices.

Unit Assignment(s):

Signature Assignment:

This unit prepares students to enter the residential and light commercial HVAC industry. Students learn to test and service residential & light commercial Heating and Air Conditioning systems, including Heat Pumps. They also learn, safety and work practices, protective equipment, handling pressurized fluids and hazardous substances, and how to use hand and power tools to test and service heating and refrigeration equipment, including those used to measure air flow.

Unit 9: Concrete and Masonry

In this unit, students will identify and describe basic tools, equipment, and materials used in the concrete and masonry trade. They will gain an understanding of basic concrete and masonry trade and reinforcing applications.

⮒ Unit Assignment(s):

Signature Assignments:

Students will prepare, form, reinforce and pour a concrete slab and curb, while exploring applied science and mathematics in the trade. In Masonry skills students learn about the chemistry of mortar and how to mix it properly. Students learn how to cut and lay brick, then build a 3-course concrete block wall.

Unit 10: Finish Carpentry

In this unit students use a full size window and door trainer to install a pre-hung door and window. They learn to use techniques for applying flashing and using shims, levels and squares to correctly set the door and window.

⮒ Unit Assignment(s):

Signature Assignment:

Students will install a door using the compound mitre saw to cut and fit the door casing. They also learn how to use a "coping" saw for crown moulding and trim work.

Unit 11: Small House Construction

Students coordinate the phases of walls that each group built and then construct into a small house. Students estimate the cost of the small house project, calculating material requirements from a plan, generating a budget, and preparing a project bid. Teams of students construct a small house demonstrating mastery of concepts taught previously in the course.

⮒ Unit Assignment(s):

Signature Assignment:

Teams of students construct a small house demonstrating mastery of concepts taught previously in the course, having previously estimated materials, prepared a bid, and writing a short essay coordinating the phases of construction.

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ourse Materials

Textbooks

itle	Author	Publisher	Edition	Website	Primar
undamentals of Building Construction: Materials nd methods	Allen, Edward and Joseph Iano	Wiley & Associates	5th Edition	[empty]	No
uilding Construction: Principles, Materials, & ystems	Mehta, Scarborough, Armpriest	Pearson	2nd Edition	[empty]	No

Websites

itle	Author(s)/Editor(s)/Compiler(s)	Affiliated Institution or Organization	URL
uilding kills	[empty]	Paxton Patterson	http://www.paxtonpatterson.com/construction-education.aspx

dditional Information

urse Author:

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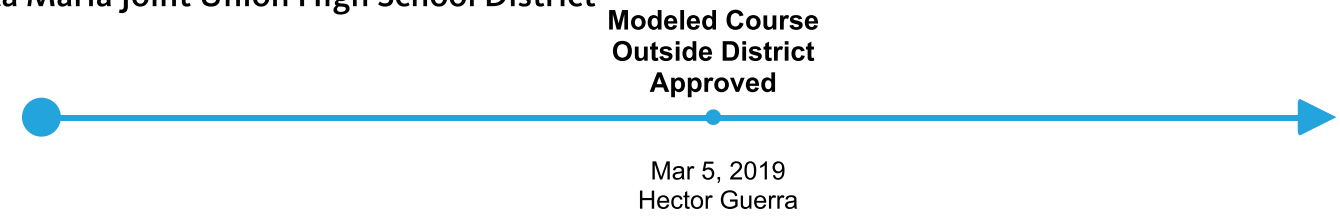
Advanced Agricultural Mechanics

Santa Maria Joint Union High School District



asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)
rnest Righetti High School (053303)	Classroom Based	Abbreviation: Adv Ag Mech A, Course Code: AG6680 Abbreviation: Adv Ag Mech B, Course Code: AG6681 Abbreviation: Adv Ag Mech 1A, Course Code: AG7023 Abbreviation: Adv Ag Mech 1B, Course Code: AG7024
anta Maria High School (053305)	Classroom Based	Abbreviation: Adv Ag Mech A, Course Code: AG6680 Abbreviation: Adv Ag Mech B, Course Code: AG6681 Abbreviation: Adv Ag Mech 1A, Course Code: AG7023 Abbreviation: Adv Ag Mech 1B, Course Code: AG7024
ioneer Valley High School (053847)	Classroom Based	Abbreviation: Adv Ag Mech A, Course Code: AG6680 Abbreviation: Adv Ag Mech B, Course Code: AG6681 Abbreviation: Adv Ag Mech 1A, Course Code: AG7023 Abbreviation: Adv Ag Mech 1B, Course Code: AG7024

Title: Advanced Agricultural Mechanics

Length of course: Full Year

Subject area: College-Preparatory Elective (G) / Interdisciplinary

UC honors designation?	No
Prerequisites:	Agriculture Mechanics A and B or teachers approval (Required)
Co-requisites:	None
Integrated (Academics / CTE)?	Yes
Grade levels:	10th, 11th, 12th

ourse Description

urse overview:

Advanced Agriculture Mechanics is the second class offered in the Mechanized Agriculture Pathway. In this course, students will continue to build on the knowledge and skills gained in the Agricultural Mechanics 1 course relating to the transfer of matter and energy through electrical, fluid, thermal and mechanical systems. They will also study more advanced fundamentals of mechanical and structural systems and facilities. Students will explore professional opportunities in the field of agricultural engineering. Integral to this will also be the opportunity to participate in activities developed through a student leadership organization. By participating in this program, students will be better prepared to matriculate into post-secondary Agriculture Engineering programs such as those offered at the University of California, Davis and Cal Poly, San Luis Obispo. Additionally, this course may be a gateway program for those students interested in pursuing a post-secondary study in mechanical or structural engineering.

urse content:

Exploring Careers in Agricultural Engineering/Mechanics/Welding

Objective:

Students will continue to explore various career opportunities available in the Agricultural Engineering/Mechanics field. Within each career we will explore and discuss parts of the job, such as working conditions, job requirements, educational requirements, and job outlook.

Unit Assignment(s):

Key Assignment(s):

Students will be introduced to industry professionals who will inform the students about available careers in the agricultural engineering industry. These presenters will also be able to inform students about post high school educational opportunities for students wishing to pursue agricultural engineering.

Students will complete a 3-5-page paper on a career interest within the Agricultural Engineering/Mechanics Industry. The papers are meant to be a way of further developing the student's knowledge of Ag engineering career opportunities.

Fabrication techniques Using Oxygen/Acetylene Torch

Objective:

Upon completion of the unit students will understand the theory of the oxygen/acetylene torch, as well as be able to properly demonstrate common cuts made with the torch.

⮒ Unit Assignment(s):

Key Assignment(s):

Students will be asked to demonstrate the proper procedure for setting up and shutting down the torch.

Using the torch, the students will be asked to cut a straight line, a 45 degree beveled cut, and pierce and a circular hole.

Irrigation and Plant Nutrient Distribution Systems

Objective:

Students will continue to build on the irrigation skills learned in Agricultural Mechanics 1. They will be design a mock irrigation system for a green house as well as help to maintain the current irrigation system in the school green house. Furthermore they will assemble a small personal irrigation system using materials typical to those used in agriculture.

⮒ Unit Assignment(s):

Key Assignment:

After studying the essentials of delivering water and nutrients to various plants and crops, students will use steel pipe and their welding skills to assemble a small irrigation sprinkler. Engineering principles pertaining to fluid flow and the reactions to chemicals on commonly used materials will be explored and considered.

Understanding Design and Fabrication Processes Using Gas Metal Arc Welding

Objective:

Students will understand the basic theory of GMAW welding, understand and identify five basic welding joints, and identify and correct basic weld defects.

⮒ Unit Assignment(s):

Key Assignment(s):

Following an instructor lead demonstration the students will use the GMAW machines to assemble a butt joint, corner joint, tee joint, lap joint, and an edge joint. They will be asked to focus on safety and proper technique.

Following the creation of these joints, the students will be asked to use their analytical skills to grade and judge the welds that they created. Students will be asked to focus on weld defects discussed in class. Furthermore they will be asked to explain how to prevent these defects from occurring in their future welds.

Understanding Design and Fabrication Processes Using Shielded Metal Arc Welding

Objective:

Students will understand the basic theory of SMAW welding, understand and identify five basic welding joints, and identify and correct basic weld defects.

⮒ Unit Assignment(s):

Key Assignment(s):

Following an instructor lead demonstration the students will use the SMAW machines to assemble a butt joint, corner joint, tee joint, lap joint, and an edge joint. They will be asked to focus on safety and proper technique.

Following the creation of these joints, the students will be asked to use their analytical skills to grade and judge the welds that they created. Students will be asked to focus on weld defects discussed in class. Furthermore they will be asked to explain how to prevent these defects from occurring in their future welds.

Small Engines

Objective:

Students will understand the principles of engine operation and will be able to identify engine systems and their components. Furthermore, students will be able to identify the need and use of small engines in agriculture.

⮒ Unit Assignment(s):

Key Assignment:

Students will study a number of engine operating systems such as the fuel systems, ignition, engine lubrication, and engine cooling. Further more students will be study engine performance and methods of measuring and calculating it. Students will have a small engine in class they will tear down and rebuild throughout the unit.

Project Planning and Design

Objective:

Upon completion of this unit students will understand the basics of how to measure and lay out a project that they have designed. Students will become proficient with a tape measure, square, compass, ruler, and other tools involved in the design/layout process.

⮒ Unit Assignment(s):

Key Assignment(s):

Students will be walked through the layout of a small wood project (boot puller) in order to gain an understanding of layout terms as well as how to properly use the tools.

Students will be given a metal dustpan that was built in the shop, and asked to reverse engineer it, and develop a set of plans to build one. This will require the student to use analytical skills to think through the steps that were required to create this project. Furthermore students will also have to draw out and label measurements for cuts and bends that need to be made.

Students will be charged with the task of designing and creating a small project of their own choosing. Before beginning construction on the project, the students must submit a complete set of plans detailing the dimensions of the project, as well as any cuts or bends that need to be made.

Safety in Agricultural Engineering

Objective:

Students will be introduced to the shop and the safety procedures that must be followed to ensure the safety of everyone working in it.

⊒ Unit Assignment(s):

Key Assignment:

Students will prepare a 5 min presentation on one particular power tool, its purpose, and safety precautions associated with it. Also the students will be required to pass a safety exam.

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ourse Materials

Textbooks

ïtle	Author	Publisher	Edition	Website	Primar
ıgricultural Mechanics undementals	Ray V Herren	Cengage Learning	7th Edition	[empty]	Yes
Velding Skills	B.J. Moniz and R.T. Miller	American Technical Publishers	3rd Edition/2004	[empty]	No

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Advanced Agriculture Mechanics
Two Terms
2010-2011

Course Description

This course will review Gas Metal Arc Welding (GMAW) and Shielded Metal Arc Welding (SMAW) in a variety of positions. Students will also learn advanced welding techniques and fabrication. Student will use skills learned in Agriculture Mechanics I course to build a large project. Projects are available through the Agriculture Department and can also be done individually. Trailer projects are the most common with students also competing at the Allan Hancock College's Welding Technology Program. During the first term, students will begin to cover the content and skill standards included in the following AHC Welding 106 class.

Students, who demonstrate proficiency of the identified AHC course competencies (skill standards) with a 'B' or better grade, may earn college credit. To gain college credit, students must complete all of the competencies listed for each course (B grade level). It will take most students two terms in high school to demonstrate competency. During the term most of the competencies will be covered in class…some may require additional independent work by the student.

Course Outline

ALL STUDENTS WILL DEMONSTATE THE FOLLOWING:

I. Safety Tests and Review
Students will demonstrate the safe and proper use of the following items
a. Introduction of rules and safety pledge
b. Cutoff saw
c. Grinder
d. Drill Press
e. Plasma Cutter
f. Oxyacetylene welding & cutting

II. Review of GMAW/SMAW – This is continuation of competencies not yet attained in Agriculture Mechanics
- Demonstrate safe and effective welding and shop working practices
- Demonstrate use of proper welding-related terminology
- Demonstrate proper equipment set-up and trouble-shooting techniques
- Proper polarity selected
- Proper work clamp placement used
- Demonstrate safe handling of compressed shielding gas bottles
- Compressed gas bottle is properly secure
- Regulator is correctly installed and set at proper flow rate
- Correct shielding gas is being used
- Gas is turned "on" for welding

- Demonstrate that proper welding wire is being used for welding material selected
- Demonstrate proper roller size used in wire feeder
- Demonstrate ability to change wire, rollers, tips, diffusers, nozzles, and set proper tension on rollers for welding
- Demonstrate ability to set proper parameters (voltage and wire feed speed)
- Demonstrate understanding of simple layout and fit-up practices on ¼" mild steel plate
- Demonstrate competency GMAW techniques with solid wire on mild steel in all positions:
    - Weld deposited with complete fusion
    - Bead shape is slightly convex and uniform in appearance
    - Weld is free from slag, undercut, cracking & porosity
    - Proper overlapping with a uniform appearance

III **Project Completion**

Each student will complete at least one project where they will prepare a drawing, bill of materials, steps and complete the project. Trailer plans will be used for a Responsible and capable group of 3 students. This may be sold about 15-25% above cost to be paid to the school district for consumables. These projects may be used to exhibit for silent auction at the Santa Barbara County Fair.

Course Topics:

Safety and Review
Project Planning
Project Completion (trailer, equipment, or art)
Skill Completion

Grading and Evaluation:

Students will be graded on the completion of their objectives and at the level at which they complete them, such as excellent, good, fair, poor, unacceptable. This translates to a 90, 80, 70, and 60 percent grading scale. Grades will be based on quality of finished project, attendance, and workmanship throughout the project.
60% on projects and completion (to be graded at the end by the instructor)
25% on participation (attendance, tardies, work ethic, etc.)
15% on SAE project and record book Participation Points
5 points each day are possible. Each week students must complete a yellow journal sheet that will be graded. 0 points for each absence (excused or unexcused)
-2 points for tardy, safety infraction, not wearing safety glasses, coveralls
-1 to -4 points for not cleaning area assigned or workstation and not working on assigned project.
SAE Project and Record Book
Students are also required to complete a SAE Record Books for in and out of class projects. Failure to do so will result in an incomplete grade. This will include a career

research paper done outside of class and will include interviews. Hours spent and the report is all that is required. This can include on of the following:

1. Exploratory – career research paper, apply small gas engine sills at home, report on a welding process
2. Placement – paid or unpaid work experience in an agriculturally related field. Natural resources, mechanics, yard maintenance, lawn mowing, volunteer community service, building projects outside normal class time.
3. Entrepreneurship – raising an animal, owning our own lawn mowing business etc.
4. Job application, resume, and interviewing techniques

Portfolio Items:

Agriculture Mechanics Safety Record
Agriculture Mechanics Project Pictures

Advanced Communications and Leadership in Agriculture

Pioneer Valley High School (053847)

Submitted: Feb 14, 2019
Decision: Feb 28, 2019

ubmission Feedback

PPROVED

asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
ioneer Valley High School (053847)	Classroom Based	**Abbreviation**	**Course Code**
		Adv Ag Lead A	AG6302
		Adv Ag Lead B	AG6303

Title: Advanced Communications and Leadership in Agriculture

Length of course: Full Year

Subject area: College-Preparatory Elective (G) / Interdisciplinary

UC honors designation? No

Prerequisites: None

Co-requisites: None

Integrated (Academics / CTE)? Yes: Agricultural Business

Grade levels: 10th, 11th, 12th

ourse Description

urse overview:

This course is designed to promote and develop leadership in the Agriculture Industry. Ag Communications and Leadership is a concentrator course for our CTE Pathway and is project-based course aimed at increasing students' leadership capabilities. Through the planning and execution of numerous events for the school's FFA chapter, students will discover how to best effect change in their communities. Students will read extensively about the nature of leadership and its different styles. Additionally, students write frequently write – critically, reflectively, persuasively – and speak about the real world issues in Agriculture. Topics will include current issues in Ag legislation, development of personal leadership skills, FFA operations, FFA Judging Teams and exploration of past and present needs in the Ag Industry and its leaders. A supervised Agricultural Experience project is required and will be developed with the aid of the instructor. Students will help plan, organize and put on events in FFA. Students are required to complete 20 hours per semester. FFA participation and SAE, Supervised Agricultural Experience Project will be part of the grade for this course.

Communications and Leadership has two goals. One, increase the positive school's FFA chapter's culture through academic and social events. Two, help students enrolled in the class become more effective leaders. This includes mastery of the following core leadership skills:

· Communication

· Planning/Organization/Forward Thinking

· Problem Solving

· Constructive Feedback/Evaluation

· Writing: critically, reflectively, persuasively

· Creativity

· Professionalism

· Confidence/Public Speaking

· Persistence

· Empathy

urse content:

Personality and Leadership

Description: Students will define leadership and create goals for themselves for the year. Students will examine different leadership styles and case studies. Students will research different real world leaders. Students will evaluate the strengths and weaknesses of different leadership styles and real world leaders.

This unit is an introduction to the topic of leadership. To achieve this goal, students will look a numerous real world leadership case studies and they will evaluate the issues within the situation, as well as evaluate how the person handled the situation. They will take personality assessments, evaluate 4 sets of preferences and how to work well with different group personalities. Students will have group and class discussions about these case studies and will write frequently about how they would handle the situation. Additionally, students will research a real world leader and present on the strengths and weaknesses of their leadership style.

⮒ Unit Assignment(s):

Students will write an essay explaining their personal leadership style and creating goals for the year. This assessment relates to the goals of the class because students will begin to think about themselves as leaders and how they would handle different situations as a leader. Additionally, the assessment connects to the writing goal of the class since students will need to clearly explain how they plan on being a leader.

In addition, students will plan FFA leadership meetings on the Pioneer Valley High School campus. They will invite all the agriculture students within the Agriculture department and present reports about building leadership skills to these students. The students in this class are responsible for planning, organizing and developing these leadership sessions for these monthly events.

Emotional Intelligence

Description: In this unit, students will evaluate their emotional intelligence (EQ). Emotional Intelligence is the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically. The purpose of this unit is to have students to effectively analyze their own personal emotional intelligence. They will evaluate various situations in an agricultural work environment and how people utilized emotional intelligence in these situations.

Conflict Resolution/ Problem Solving
Description: In this unit, students are introduced to basic techniques to handle conflict resolution. In any leadership situation, students will be presented with some type of conflict and need to be able to resolve this conflict in a positive way. This unit will also be focused on learning how to be assertive but an effective leader while making decisions and solving problems as a leader. Students will learn how to handle emotions effectively in a group situation. They will work to identify the core issues of any situation and look at problems from other perspectives. Students will learn how to build off of other's ideas in order to find a more creative and effective solution to the problem. This will be done through real work and hypothetical situational analysis of issues. Students will work in groups to develop and implement proposed solutions and will meet with appropriate personnel to present their solutions and persuade others of the viability of their ideas. Students will analyze examples of novel approaches to issues and will learn about effective brainstorming.

⮒ Unit Assignment(s):

Students will evaluate their own emotional intelligence through EQ quizzes. They will then be grouped with other students with similar emotional intelligence. The group will have to create a visual presentation that

describes their EQ and how they tend to work with people of other emotional intelligence styles.

Students will be presented with mock conflicts in Agricultural work environments. They will have to present possible methods to reduce the conflict within the work environment. The students will work in groups to clearly determine the core issues within the situation and provide a clear plan on how to handle emotions effectively and create a resolution for the conflict.

In addition, students will practice their ability to solve problems in a group environment. Students will engage in a community-based project related to Agriculture or the FFA chapter where they identify a problem they want to fix, organize a way to fix it, and then go about executing that solution. This assessment relates to the goals of the class because it connects the learning in class to the real world. Students will need to think creatively to find solutions to real problems and then plan their solution.

Leading a team

Description: In this unit, students will be investigating the proper way to leading a team. Firebaugh FFA chapter is officially led by seven officers who are always in this course. However, our goal is to have a whole class of leaders who are within this course. Hence, this unit is essential because it helps provide more guidance on how to properly lead a team or in this case, an FFA chapter. The students will investigate their interpersonal skills to evaluate themselves to see if they are a trusting individual to others.

⮒ Unit Assignment(s):

Leading a team is something often done by a coach. Hence, for an assignment, the students will be introduced to 10 key coaching skills. The students will have to take these ten key coaching skills and write about how they will apply them to being a leader in the FFA chapter. They will have to come up with a plan on how to better be leaders in their FFA chapter using these 10 key coaching skills.

Career Readiness

Description: In this unit, students will begin preparing themselves for a career. The purpose of this course is to prepare students for the future as a leader in a career in Agriculture. Through this unit, students will learn the basic skills of creating a cover letter, resume, job application and preparing for an interview. They will focus on building their individual interview skills by practicing their basic interview questions with their peers. In addition, they will practice giving positive feedback to their fellow students as they peer review cover letters and resumes.

⮒ Unit Assignment(s):

Students will participate in a local FFA Job Interview contest. They will each complete all the steps to participating in this contest which includes creating their resume, cover letter and completing a job interview. California FFA provides four mock job positions each year that the students will be applying to for the contest. The most difficult part of the contest is that the students will have to meet with an interview panel and interview for this mock position. Those students who score the highest in the local contest will continue on to the Sectional FFA Public Speaking competition for the Job Interview contest.

Communication

Description: Students will learn the skills necessary to being a good public speaker. These will include: projection, articulation, eye contact, body language, and confidence. Students will practice each of the public speaking skills necessary in increasingly difficult situations beginning with peer-to-peer and culminating in a large group speech. Students will investigate various communication styles including non verbal communications and verbal communications. In addition, the students will become familiar with the ten tools for effective listening.

⮒ Unit Assignment(s):

Students will have to practice their public speaking skills through the participation in a local chapter competition of the FFA Opening and Closing Ceremonies contest. These students will need to memorize specific parts of the ceremonies and have to present the entire ceremony's speech in a group contest. They will be graded based upon their presentation of the ceremony and their projection, articulation, eye contact, body language and confidence. The group that does the best in the local competition will move on to the Sectional FFA Opening and Closing Ceremonies contest.

Parliamentary Procedure

Description: Parliamentary procedure is the body of rules, ethics, and customs governing meetings and other operations of clubs, organizations, legislative bodies, and other deliberative assemblies. In Agriculture and the FFA, parliamentary procedure is the basic rules to make decisions and votes in a professional manner. As students are preparing for further involvement in the FFA and careers, parliamentary procedures are important to know. Almost anyone with a career in Agriculture will have to be aware of legislation in the state and by being familiar of parliamentary procedure will give anyone a head start in their career. In this unit, students will be familiar with the main motions and procedures for a vote to be passed and decisions to be made properly.

⮒ Unit Assignment(s):

The students will be grouped in a group of approximately 6 students and they will demonstrate their knowledge of main motions using parliamentary procedure. They will have to participate in a local Parliamentary Procedure contest that is similar to the FFA Parliamentary Procedure contest.

Team Building

Description: In this unit, students will learn about the skills needed to work as a team. They will investigate the characteristics of an effective team. This will allow them to evaluate how they are working as a leadership team within the Patterson FFA chapter. They will complete a team dynamics or group self assessment to see if they believe they have the proper dynamics as a team.

⮒ Unit Assignment(s):

The students will be presented with mock issues within a team environment. The students must evaluate these mock issues and develop plans on how to create or change the current team to build the proper team dyanmics or develop an effective team.

Event Planning

Description: Students will look at different ways to plan various types of school and community projects. They will learn and implement a project planning process to ensure that they are thinking about all the different aspects of organizing an event. Students will work to delegate tasks appropriately, as well as anticipate potential problems and plan solutions to those potential setbacks before they occur. Students will learn how to plan for the myriad aspects of an event, to communicate with necessary individuals and how to organize all the details of an event in a timely fashion. Students will learn to evaluate an event and identify improvements for future planning.

⮒ Unit Assignment(s):

In group committees, students will plan and implement various FFA events on campus using a project-planning format. They will be responsible for every aspect of the event including budgeting, personnel, marketing, communication and implementation. After their event, they will also evaluate the planning process and identify changes that they think are necessary to improve both the process and the results for future events.

Agricultural Issues

Description: In this unit, students will research various agricultural issues in the industry such as water rights, land uses and any other issue relating to agriculture. They will choose an agricultural issue that interests them and complete digital research on this issue. They will be introduced to the proper procedures to making a convincing presentation and the basic presentation skills. In this unit, they are learning more about common issues within the industry as well further developing their public speaking skills.

⮒ Unit Assignment(s):

Students will take their chosen agricultural issue and create a digital presentation to present to local agriculturalists. This assignment allows students to demonstrate their writing skills to write their presentation as well as demonstrate their use of technology to make a persuasive presentation. The panel of agricultural industry professionals will listen to these presentations and ask the student presenters questions at the end of each presentation.

Agriculture Literacy

Description: In this unit, students will research various agricultural topics in the industry such as California commodities, ag careers, livestock practices and any other topics relating to agriculture. They will choose an agricultural topic that interests them, complete digital research, and develop a lesson plan for a targeted elementary school age group. They will be introduced to the proper procedures to making a lesson plan and basic teaching skills. In this unit, they are learning more about common practices and the importance of the industry as well further developing their public speaking and communication skills.

⮒ Unit Assignment(s):

Students will take their chosen agricultural topic and create a persuasive speech to present to local parent club and school staff members. This assignment allows students to demonstrate their public speaking and communication skills to a targeted audience. Students will need to include a manuscript with references as part of the lesson plan which will demonstrate their ability to research, identify sources, and type up a prepare manuscript and meet the the objective of the lesson.

ourse Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primar
eadership Personal Development and Career uccess	Cliff Ricketts and John C. Ricketts	Delmar	3rd edition/2011	[empty]	Yes

dditional Information

urse Author:

ector Guerra
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uerra@pvhspanthers.org
59221305 ext. 5206

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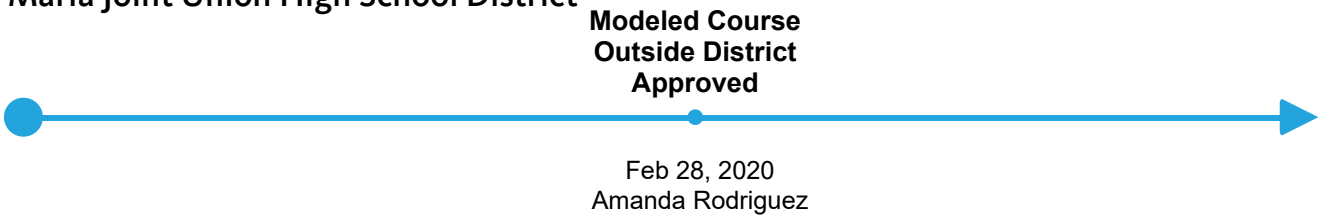
Advanced Floral Design

Santa Maria Joint Union High School District



asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)
rnest Righetti High School (053303)	Classroom Based	Abbreviation: Adv Floral DesA, Course Code: AG6104 Abbreviation: Adv Floral DesB, Course Code: AG6105
anta Maria High School (053305)	Classroom Based	Abbreviation: Adv Floral DesA, Course Code: AG6104 Abbreviation: Adv Floral DesB, Course Code: AG6105

Title: Advanced Floral Design

Length of course: Full Year

Subject area: Visual & Performing Arts (F) / Visual Arts

UC honors designation? No

Prerequisites: The Art & History of Floral Design (Required)

Co-requisites: None

Integrated (Academics / CTE)? Yes

Grade levels:

10th, 11th, 12th

ourse Description

urse overview:

Advanced Floral Design is designed to build off students' knowledge gained in beginning Floral Design with theories and principles of artistic design. Students will engage and apply practical skills and knowledge in elements and principles of design (line, shape/form, color, balance, and emphasis), history of floral art, arrangement styles and techniques, as well as seasonal, holiday and special event designs. Students will achieve this through creating, designing, identifying explaining and evaluating all topics of study. Students will research and study floral trends to understand and develop an appreciation for floral design with historical, cultural, formal and casual, ceremonial and traditional, including an understanding that floral designs are affected by society, culture, history, politics and economic influence. Advanced floral will reinforce use of taxonomy in identifying potted plants and cut flowers. Emphasis will be placed on judging/critiquing potted plants and cut flowers as in the State CDE contest requirements. Students will use extensive vocabulary to explore reasons and explanations of placing of classes based on elements and principles of design. Students will master the art of corsage and cut flower arranging in both 2 dimensional and 3 dimensional forms and will learn and detain the requirements of owning and operating a floral business. Classes will arrange and sell creations in a Santa Maria Agriculture Department floral Shop to fully submerge themselves in business situations and work environment. Marketing and pricing strategies will be covered in order to enhance the floral business experience. Workplace skills and ethics will be covered in detail and work safety habits certificated.

Students will also have the opportunity to seek Student Certifications within the Floral Industry including the California Certified Florist Exam. This exam consists of both a Tier 1 - Student California Certified Florist Written Exam and Tier 2 - Student California Certified Florist Hands-On Exam.

urse content:

Taxonomy

Students are expected to use taxonomy to identify over 50 potted plants and 50 cut flowers. Students will be able to use industry tools and identify by sight using the correct common names. Students will explore the use of taxonomy/nomenclature across curriculum and understand the universal Latin naming system.

⊒ Unit Assignment(s):

Students will use Western Garden books to research common and botanical names of flowers and identify a minimum of 3 varieties of each species explored. Students will create an identification book and have the ability to identify 10 species at a time with on-going power point quizzes. They will learn visually identification and proper name identification.

Ex. students will create an interactive notebook that will contain: class notes from lectures, drawings and class exercises. Photos/drawings of potted plants and cut flowers including genus and species as well as growing requirements and common form of sales. Students will build upon this notebook throughout each unit of instruction and build vocabulary and identification skills. Students will complete worksheets on taxonomy and assigned plants and complete intermittent quizzes on identification. Students will learn to build on knowledge and vocabulary.

Pricing Strategies

Students will be able to utilize basic math skills, including percentages, to calculate the cost of retail goods and price arrangements accordingly. As well as utilize proper ordering strategies to create product with minimal amount of waste. Economics, including supply and demand will be incorporated as well as studies of the current economic status of the United States and its' affect on the floral industry. On going throughout the year.

⮒ Unit Assignment(s):

For each design the students create, they will be given a pricing sheet to calculate the exact amount of an arrangements wholesale cost and then using the standard ratio markup strategy to calculate the retail value of the arrangement. Students will learn real world value of live goods as well as the difference between wholesale and retail value.

Art Appreciation

Students will use the principles and elements of design to critique and judge a class of 4 potted plants, 4 vases of cut flowers and 4 arrangements. They will learn how to identify a structurally correct arrangement, appreciate the principles that are in place and find uniformity or lack there of in the class of 4 products. Students will then use correct and relevant plant terminology to describe and argue their class placings while pairing the class in 3 pairings (top pair, middle pair, bottom pair). This unit will be ongoing throughout the year to build and utilize a data bank of terminology.

Throughout the year students will judge classes of plants/flowers and write their placings on cards as well as write, memorize and verbally give oral reasons to the stated judge.

⮒ Unit Assignment(s):

VPA 2.3, 2.6, 4.2 and 4.3

Students will complete a worksheet for elements and principles of design

Students will design a project utilizing the elements and principles of design

Evaluation of emotions and color influence project, creation of a color wheel

Additions to student portfolio projects: applications using triangular, circular, vertical, and horizontal floral art designs and applying hue, primary, secondary, tertiary, warm, cool, value, tint, tone and shades of floral artworks.

Group Project: the class will be divided into groups and assigned an element or principle. The group will research their topic and teach it to the rest of the class. Each group is responsible for developing a visual aide, a worksheet, an outline and a presentation to teach their concept. Students will learn and reinforce the principles and elements of design. They will learn how to work together in a group environment.

Workplace Readiness

Students will demonstrate the ability to conduct a proper job interview. They will create resumes and cover letters geared towards their ability in the floral industry. Students will learn proper work ethic through classroom assignments judging promptness, preparedness and participating in class. The unit will include a Career Research paper including a resume, business letter and portfolio.

⮒ Unit Assignment(s):

Students will be periodically taken to the school computer lab to research their career paper and to create a resume using Microsoft Office templates. A professional portfolio will be turned in at the end of each semester. The students will learn how to keep records on inventory and create a professional portfolio to help finding work outside of the school setting.

Technology Application

Students will effectively use work processing skills including Excel spreadsheets to create management systems for proper pricing, waste, storage of overages and unsold/unused materials. Students will be required to create and maintain an FFA AET record book on-line.

⮒ Unit Assignment(s):

Students will design their own spreadsheets and use provided spreadsheets to record and track the progress of virtual business and the Santa Maria Agriculture Floral shop business. Spreadsheets will be reviewed and evaluation of the business will be made. I-record books will be graded on-line per semester. Students will learn how to keep records and timecards of work and hours completed. They will learn the value of record keeping and evaluating costs to determine value of a project.

History of Floral Art

Students will explore the role of visual arts using flowers in culture and history. They will describe and distinguish characteristics and identify elements and styles of a particular historical time period.

VPA 1.3, 1.5, 1.6, 2.4-2.6, 3.1-3.4, 4.1-4.3, 4.5 and 5.2

⮒ Unit Assignment(s):

Students will explore the artistic side of floral design through the elements and principles of design. Students will display proper use color, line, form, textures and expression of balance, harmony, unity, emphasis, proportion and scale. Students will create works exploring other cultures and designs including modern, historical and Ikebana.

Principles of Design

Students will explore the artistic side of floral design through the elements and principles of design. Students will display proper use color, line, form, textures and expression of balance, harmony, unity, emphasis, proportion and scale. Students will create works exploring other cultures and designs including modern, historical and Ikebana.

VPA 1.1-1.4, 2.3, 2.6, 3.1, 3.3, 3.4, 4.2, 4.3

⮒ Unit Assignment(s):

Students will complete worksheets for elements and principles and design as well as create and design projects utilizing all of the elements and principles of design. Students will create a classroom color display board and create presentation display boards for use of color, harmony, value and color schemes. Each students will write a critique of others boards explaining the correct or incorrect use of the elements and principles. Students will learn how to properly implement all principles of design and elements of design.

ourse Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
loriculture Design & Merchandising	Charles Griner	Delmar Cengage Learning	3rd edition 2011	www.cengage.com/delmar	Yes

Other

Title	Authors	Date	Course material type	Website
unset Western Garden ook	editor Kathleen Norris Brenzel	2007	supplementary text/referrence book	www.sunsetbooks.com

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Advanced Interdiscplinary Science for Sustainable Agriculture

Santa Maria Joint Union High School District

Adopted Program Course Approved

May 13, 2020
AHRASEMA PINEDA

asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
anta Maria High School (053305)	Classroom Based	Abbreviation	Course Code
		ADV INT SCI AGA	AG2000
		ADV INT SCI AGB	AG2001

Title: Advanced Interdiscplinary Science for Sustainable Agriculture

Length of course: Full Year

Subject area: Science (D) / Interdisciplinary Sciences

UC honors designation? Yes

Non-honors equivalent course: None

Prerequisites: Successful completion of life science or physical science (Required)
Algebra 1 (Required)

Co-requisites: None

Integrated (Academics / CTE)? Yes

Grade levels: 11th, 12th

ourse Description

This course is adopted from **University of California Curriculum Integration (UCCI).** Please refer to their course list for a full course description.

ourse Materials

This course is adopted from **University of California Curriculum Integration (UCCI).** Please refer to their course list for a full course description.

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Advanced Ornamental Horticulture

Santa Maria Joint Union High School District

Submitted: Feb 14, 2019
Decision: Feb 27, 2019

ubmission Feedback

PPROVED

asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)
rnest Righetti High School (053303)	Classroom Based	Abbreviation: Adv Oh A 5Un, Course Code: AG7054 Abbreviation: Adv Oh B 5Un, Course Code: AG7055
anta Maria High School (053305)	Classroom Based	Abbreviation: Adv Oh A 5Un, Course Code: AG7054 Abbreviation: Adv Oh B 5Un, Course Code: AG7055
ioneer Valley High School (053847)	Classroom Based	Abbreviation: Adv Oh A 5Un, Course Code: AG7054 Abbreviation: Adv Oh B 5Un, Course Code: AG7055

Title: Advanced Ornamental Horticulture

Length of course: Full Year

Subject area: College-Preparatory Elective (G) / Interdisciplinary

UC honors designation? No

Prerequisites: Ornamental Horticulture A and B or teachers approval (Required)

Co-requisites:	None
Integrated (Academics / CTE)?	Yes: Ornamental Horticulture
Grade levels:	10th, 11th, 12th

ourse Description

urse overview:

This integrated class combines an interdisciplinary approach to laboratory science and research with agricultural management principles. Using skills and principles learned in the course, including the chemical and biological principles that govern plant science and crop production, students design systems and experiments to solve agricultural management issues currently facing the industry. Throughout the course, students will be graded on participation in intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program.

urse content:

Unit 1: Plant Anatomy and Functions

In this unit, students will gain a deeper understanding of the general anatomy and function of the leaf, stem, root and flower of a plant. There will be an introduction to the general parts of a leaf: tip, margin, veins, midrib, spine, base and petiole. Students will learn to notice the following parts of a stem: terminal bud, auxiliary bud, leaf scar, bud scale scar, lenticel and pith. In addition, the root parts such as phloem and xylem will be introduced along with the maturation region, elongation region, embryonic region and root cap. And lastly, the flower parts of pistil (stigma, style, ovary, and ovule), stamen (anther and filament), petal, ovary, receptacle and sepal will be detailed for the students.

Unit Assignment(s):

Students will be required to name and identify all of the different parts of the plants as they will make an educational poster outlining all of the parts of the plant. They will include all stem, root, leaf and flowers as well as drawing all of the parts of a flower. Students will also draw and label the inner xylem and phloem and describe how water and nutrients are transported through the plant.

Unit 2: Propagation

In this unit, students will explore a more in depth aspect of sexual and asexual reproduction in plants. In sexual reproduction, students will learn about meiosis and the process of creating a zygote. In asexual reproduction, students will review the processes of mitosis and cytokinesis. In addition to reproduction, the concept of propagation will be introduced to the students. They will compare the sexual versus asexual propagation processes such as seed germination through scarification and stratification, runners, stolons, sucker shoots, bulbs, layering, cuttings, grafting, budding and division.

⮒ Unit Assignment(s):

Students will start many different plants from seed and grow them to a saleable size. They will be responsible for watering and fertilizing their plants. Students will also propagate plants asexually for stem cuttings, division, leaf cuttings and any other method that is valid for the plants on hand.

Unit 3: Plant Nutrition

In this unit, students will review the primary and secondary nutrients for a plant such as Nitrogen, phosphorous, Potassium, Calcium and Magnesium. They will research the nutrient testing procedures in soil as a process that is necessary for plant growth. In addition, they will be introduced to the various types of fertilizers used in horticulture. Students will learn about organic fertilizers.

⮒ Unit Assignment(s):

Students will use their knowledge of fertilizers and nutrients to keep their plants healthy. Emphasis will be placed on organic fertilizers and using the correct formulation during vegetative growth versus flowering.

Unit 4: Pest Management

A more in depth study of the common pests and diseases in horticulture. Pests that students are asked to research include assassin bugs, damsel bugs, ground beetles, hunting wasps, lacewing, lady beetles, matis, pyrate bugs, parasitic nematodes, parasitic wasps, predatory stink bugs, soldier beetles, spiders, syrphid flies and tachinid flies. Diseases that students are asked to research include fungi, powdery mildew, leaf scorch and root rot. Students will view images of these pests and diseases and investigate for any signs of them in the Fallbrook High School greenhouses. In addition, there will be a large portion of the unit on preventing these pests and diseases on plants through cultural practices, physical controls, biological controls and chemical controls. Students will be able to read the labels of common pesticides and be familiar with the regulations relating to the use of pesticides. The students will focus on local pests and participate in hands on experience with the prevention of pests and diseases within the greenhouse on campus.

⮒ Unit Assignment(s):

Local Pest PowerPoint Project: Students will be able to create a PowerPoint presentation about a local pest that affects the San Diego County or California. Within the PowerPoint, the students must include a description of the pest, which crops the pest affects, characteristics of the damage on the crops, prevention and treatment methods including the use of Integrated Pest Management techniques. This PowerPoint is then presented to their classmates as a verbal presentation.

2) Students will be responsible for identifying pests on their plants in the greenhouse and offering solutions to eradicate the pests.

ourse Materials

Textbooks

itle	Author	Publisher	Edition	Website	Primar
lorticulture Today	Jodi Songer Riedel and Elizabeth Driscoll	Goodheart-Willcox Publisher	1st Edition/2017	www.g-w.com	Yes
ntroductory Horticulture	H.Edward Reiley and Carroll L. Shry, Jr.	Delmar	6th edition/2004	[empty]	No
andscaping Principles and ractices	Jack E. Ingels	Thomson/Delmar	6th edition/2004	[empty]	No
Vestern Garden Book	Editors of Sunset	Sunset Publishing Co.	9th edition/2012	[empty]	No

Other

itle	Authors	Date	Course material type	Website
lorticulture Today -Lab Workbook	Christopher D. Hart	2017	Lab Workbook	www.g-w.com

dditional Information

urse Author:

ctor Guerra
acher
uerra@pvhspanthers.org
59221305 ext. 5206

troactive Years:

17-18 - Pioneer Valley High School

16-17 - Pioneer Valley High School

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American Government- Agriculture

Pioneer Valley High School (053847)

Submitted: Feb 14, 2019

Decision: Feb 28, 2019

Pending

Submission Feedback

APPROVED

Basic Course Information

School(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)
Pioneer Valley High School (053847)	Classroom Based	Abbreviation: Amer Govt Ag; Course Code: AG4004

Title:	American Government- Agriculture
Length of course:	Half Year
Subject area:	History / Social Science (A) / Civics / American Government
UC honors designation?	No
Non-honors equivalent course:	{{ getNonHonorsEquivalentDisplayValue() }}
Non-honors exemption details:	
Prerequisites:	None (Recommended) None
Co-requisites:	None
	No

Integrated (Academics / CTE)?	
Does your course include lab activities in your course description?	**Yes**
Grade levels:	**12th**
Course learning environment:	**Classroom Based**

Online course self assessment

A. Content (13) ⊕0 ⊖0

B. Instructional Design (11) ⊕0 ⊖0

C. Student Assessment (7) ⊕0 ⊖0

D. Technology (11) ⊕0 ⊖0

E. Course Evaluation and Support (10) ⊕0 ⊖0

Course Description

Course overview:

This Course Overview is not available on the A-G Course Management Portal. For more information about this course, you need to contact the institution that authored this course.

In this course, students will pursue a deeper understanding of the institutions of American Government in addition to the underlying economic principles that shape policies throughout the agriculture industry. They will complete an in-depth study of the system of government in the world today and analyze the life and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive and judiciary branches of government. An emphasis is placed

on analyzing the relationship among federal, state, and local governments, the economic impacts of the aforementioned, and their relationship to agriculture and agribusiness. Students will also master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro and macroeconomics, international economics, comparative economic systems, measurement, and methods. This course is designed for advanced study of agriculture business opportunities and economics for college bound students with interest in agriculture. This course will create civic and financial literacy as students prepare to vote, participate in community activities and assume the responsibilities of citizenship as consumers in the American democracy.

Course content:

This Course Content is not available on the A-G Course Management Portal. For more information about this course, users should directly contact the institution that authored this course.

Unit 6: State and Local Government

In this unit, students will: Explain how conflicts between levels of government and branches of government are resolved. Identify the four major responsibilities and sources of revenue for state and local governments. Discuss reserved powers and concurrent powers of state government. Discuss the ninth amendment and the tenth amendment and interpretations of the extent of the federal government's powers. Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders. Compare the processes of lawmaking at each of the three levels of government.

💻 **Unit Assignment(s):**

1. Major Assignment: Attend City Council Meeting

Students will be given a list of Santa Maria City Counsel meeting dates and will need to attend one before the end of the semester. They will write a one page summary of what happened at the meeting and its impact, if any. On the city.

1. Major Assignment: Federal vs. State Laws

Students will create a short documentary on a state law that contradicts a federal law. They will be able to research any law from any state to use in the documentary. Things they will need to include: What is the law? Why was it passed at the state level? Why is it not a law at the Federal level? What are the two opposing views on the law? Who is impacted by the law? What are the positives and negatives to the law?

1. Major Assignment: Public Policy

Students will create a comic book following the creation and implantation of a new public policy. They will chose a policy of their own and show all the steps it takes to being used. These must include: national agenda, formation, adoption, implementation and evaluation.

Unit 5: Judicial Branch, Civil Rights, and Civil Liberties

In this unit, students will: Explain the process of selection, nomination, and confirmation of Supreme Court judges. List the length of term and jurisdiction of lower court and Supreme Court. Identify and give examples of judicial review. Explain the Court's decisions and its effects in each of the following U.S. Supreme Court cases: Marbury v. Madison, McCulloch v. Maryland, Plessy v. Ferguson, Brown v. Board of Education, Miranda v. Arizona. Identify the guarantees included in the First Amendment and the limitations on those guarantees. Describe the rights of the accused in a criminal trial. Describe the right of due process under the Fifth Amendment and fourteenth amendment.

💻 **Unit Assignment(s):**

1. Major Assignment: Supreme Court Justice Collector Cards

Students will be crating collector cards on the current Supreme Court Justices. Things that will be on card: Name, why chosen, years of service, education, qualifications, and land mark cases they've voted on, who appointed them and pictures.

1. Major Assignment: Supreme Court Case

Students will work in groups of two to three people. They will research and review a nominated court case and prepare an interactive presentation that will effectively persuade other members of the Landmark Supreme Court Case Commission to select their case as the most significant Supreme Court decision in recent times. Voting will take place in closed ballot.

Project Components will include:

- Research Paper - Constitutional issue, key players, opposing viewpoints (both sides of the argument), outcome, and relevance to today's society

- Visual to guide your presentation and highlight the court case

Unit 4: The Legislative Branch

In this unit, students will describe the structure of Congress; list qualifications for membership. Contrast the Senate's leadership and the role in the lawmaking process with that of the House of Representatives. Identify kinds of committees and why members serve on them. Explain the organization, leadership, and leadership responsibilities of the House and Senate. Define and provide examples of expressed, implied and inherent powers of Congress. Explain the purpose of Congress' oversight function and the process of impeachment. Explain how federal legislation is proposed, reviewed, and enacted.

💻 Unit Assignment(s):

1. Major Assignment: Get to know your representatives

Students will research their Senators, representative and districts. Students will research the demographics of the district they live in and how the people in the district tend to vote. This information will be used in a later project as well.

1. Major Assignment: Senate Simulation

Students will be assigned a state to represent, a political party and they will choose an issue to write a bill about, that will benefit their state. Once a bill is chosen, students will present their bill to other "senators" and convince them to vote for their bill to pass. Each political party's senators will then get together and discuss which bills to support and which to drop. Bills that are chosen to move on will be presented to the entire class and discussed by the entire class. The bills will then be voted on to pass or not.

Unit 3: Executive Branch

In this unit, students will: Identify qualifications for office and length of terms for the office the president. Explain how the president and vice president are elected through the Electoral College process. Identify the pros and cons of electing the president and vice president through the Electoral College. Explain and summarize the constitutional roles of the president – chief of state, executive, legislative, diplomatic, judicial, and military.

💻 Unit Assignment(s):

1. Major Assignment: Electoral College

Students will be writing a persuasive essay in which they will argue whether the Electoral College is the best method of electing a President. The essay must include a historical perspective of the Electoral College, pros and cons of the system. And your argument for against the Electoral College. If they support it they must explain why. If they oppose it they must propose an alternative.

1. Major Assignment: Article Review and Reflection

Students will read the article "One Chief Executive, No Experience Required" while taking notes and answering questions. They will then chose a President prior to 1950 and one after 1980, comparing and contrasting their Presidential duties during their tenure.

1. Major Assignment: Mock Electoral College

Using the political parties and candidates from the previous unit students will be holding a mock electoral college for the election. The popular voting numbers will be the outcome form the election in unit 2. Students will be assigned a state to serve as a representative of for the Electoral College. Ratios and states will be determined beforehand so there is as close of an accurate representation possible, i.e. California has 55 votes in the real college, they will have 4 in the class simulation. They will be given time to look up their states issues and needs and compare them to the candidates. Students will then vote as the Electoral College and will look at the differences in the popular versus the electoral votes and who would be elected.

Unit 2: Political Parties, Elections, and Voting

In this unit, students will: Trace the origins and development of the two major political parties in the United States and summarize the role of the political parties in American politics, explain the function and role of political parties and identify the importance of third parties in the political process. Demonstrate specific examples (including political cartoons) on how the media shapes our political beliefs. Include the evaluation of the role of polls, campaign advertising, and the controversies over campaign funding. Identify the qualifications and responsibilities of being a voter and analyze trends and influences in voter turnout. Identify and describe how the following Amendments expanded suffrage in the United States: fifteenth amendment, nineteenth amendment, twenty-fourth amendment, and the twenty- sixth amendment

💻 **Unit Assignment(s):**

1. Major Assignment: Political Cartoons

Students will be given 5 political cartoons and asked to describe the cartoons in detail. Focusing on the issue and the individuals being portrayed in the cartoon, they will have to explain how the cartoon does or could sway public opinion. Students will then choose from a list of current political issues and develop their own political cartoon on the issue they chose.

1. Major Assignment: Agricultural Lobbyists

Students will research an agricultural lobbyist group and what their focus is. Students will give a presentation to the class showcasing the lobbyist group they chose, its history in government, the major states they come from, campaign tactics and its current focus. Can be done on any group that is involved in the agriculture industry.

1. Major Assignment: Voting Rights History

Students will choose one of the four amendments that changed the history of Americas voting (15th, 19th, 24th and 26th) and create a journal from the view point of someone who lived through the passing of the amendment. The journal will require:

-At least15 passages from a year before the amendment was passed

-Point of view must be from someone being affected positively by the passing of the amendment

-At least one entry on the major players in the suffrage movement they chose

-What experiences someone fighting for the right to vote would go through

-What tactics were being used to lobby for the right to vote

-Creativity: “newspaper article”, pictures, media from the time

1. Major Assignment: Presidential Mock Election

This assignment will take place throughout the unit.

Students will go the electron process, starting at the primary season and ending with an election. The class will be divided into two groups, with each group creating their own party and party values. They will be provided with 3 school rules (to represent policies) and the parties will develop their stance on each policy. Once their party has developed values they will nominate people to run for president. Each candidate will prepare a speech and the party will vote for their parties’ final presidential candidate. The two parties will then turn to the campaign of the candidate, creating “swag” and recording commercials that would be shown to another undisclosed class to sway voters. The two candidates will participate in a debate that will be shown to voters and spend time on the campaign trail on the school campus. On the final day of the project, the selected voters will cast ballots- declaring a winner of the campaign.

Unit 1: Foundations of American Government

In this unit, students will: Discuss and define the history and purpose of government, analyze ideas and historical documents and events that shaped the US Constitution, and describe structural features of the Constitution. Explain how the US system of government is a federal one, identify the four main purposes of government, explain how various theories explain the origins of government and discuss the similarities and differences between a unitary government and a federal government system. Identify and describe why free enterprise is conducive to the growth and preservation of a democracy, name the ways the US has modified its Free Enterprise system, and contrast free enterprise to other systems. Explain and cite reasons as to why colonists expected representative government, identify the ways in which the American colonies operated in a democratic system and which ways they did not.

💻 **Unit Assignment(s):**

1. Major Assignment: Creating a Sovereign State

After learning the four major foundations of a sovereign state, students will pair up and create a sovereign state of their own. Working in pairs they will design a country focusing on developing the four foundations: Information they will include:

-A map of their country- highlighting natural resources

-Population Features- level of wealth, languages, education levels and traditions

-Government- choosing attributes of their government

-Military presence

-Developing 3 well known laws and dealing with criminals

-Handling citizen's needs- education, food, communication, health and transportation.

1. Major Assignment: Global Governments

Students will identify the 6 major government types in the world and create a list of countries that fall into each of the 6 types. Students will then choose two countries from one of the government types comparing and contrast the two countries and their governments, showing that even though they fall into the same categories each country governs differently.

1. Major Assignment: How has Federalism grown?

Students will participate in a class discussion on Federalism in today's society. Students will give their opinions on how Federalism shows itself in today's America. Students will state their opinions while using researched examples as evidence to back up their position.

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
Magruder's American Government	Magruder	Pearson Education	California Edition/2006	[empty]	Yes

Literary Texts

Title	Author	Publisher	Edition	Website	Read in entirety
Animal Farm	George Orwell	unknown	unknown	[empty]	Yes
The Jungle	Upton Sinclair	unknown	unknown	[empty]	Yes

Primary Documents

Title	Authors	Date	URL
Federalists Papers	[empty]	[empty]	[empty]
Constitution	[empty]	[empty]	[empty]
Articles of Confederation	[empty]	[empty]	[empty]
Federalist Papers	[empty]	[empty]	[empty]

Supplemental Materials

Title	Content

No course materials have been added to this course.

Additional Information

Course Author:

Hector Guerra
Teacher
hguerra@pvhspanthers.org
8059221305 ext. 5206

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COURSE DESCRIPTION (DISTRICT)

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
Agriculture Building Construction

2. Transcript Title(s) / Abbreviation(s)
Ag Build Const

3. Transcript Course Code(s) / Number(s)
AG6684 & AG6685

4. School
Santa Maria High School

5. District
Santa Maria Joint Union High School District

6. City
Santa Maria, CA

7. School / District Web Site
http://www.smjuhsd.k12.ca.us/

8. School Course List Contact

Name: Rosie Gonzalez

Title/Position: Curriculum & Instruton

Phone: 805 922-4573 **Ext.: 4212**

E-mail: rgonzalez@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Visual & Performing Arts
  - ☐ Intro ☐ Advanced
- ☐ College Prep Elective

10. Grade Level(s) for which this course is designed

☐ **9** ☒ **10** ☒ **11** ☒ **12**

11. Seeking "Honors" Distinction?

☐ **Yes** ☒ **No**

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Is this an Internet-based course? ☐ Yes ☒ No

If "yes", who is the provider? ☐ UCCP ☐ PASS/Cyber High ☐ Other_____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- ☐ A course reinstated after removal within 3 years. Year removed from list?_____
  - Same course title? ☐ Yes ☐ No
  - If no, previous course title?_____
- ☐ An identical course approved at another school in same district. Which school? _____
  - Same course title? ☐ Yes ☐ No
  - If no, course title at other school?_____
- ☐ Year-long VPA course replacing two approved successive semester courses in the same discipline
- ☐ Approved Advanced Placement (AP) OR International Baccalaureate (IB) course
- ☐ Approved UC College Prep (UCCP) Online course
- ☐ Approved CDE Agricultural Education course
- ☐ Approved P.A.S.S./Cyber High course
- ☐ Approved ROP/C Course. Name of ROP/C?_____
- ☐ Approved A.V.I.D. course
- ☐ Approved C.A.R.T. course
- ☐ Approved Project Lead the Way Course
- ☐ Other. Explain:_____

15. Is this course modeled after an UC-approved course from another school outside your district? ☐ Yes ☒ No

If so, which school(s)? _____

Course title at other school_____

16. Pre-Requisites

17. Co-Requisites

18. Is this course a resubmission? ☐ Yes ☒ No

If yes, date(s) of previous submission?_____
Title of previous submissions?_____

19. Brief Course Description

1. Use and safety of hand and power construction tools.
2. Basic surveying
3. Plans, specification, codes, building materials.
4. Concrete work, footing and foundation.
5. Construction framing, floor, wall, and roof.
6. Windows and Doors.
7. Post and beam construction.
8. Basic electricity and wiring
9. Basic pluming.

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

To provide an opportunity for students to learn and apply practical skills required by the building trade.

21. Course Objectives

1. Pass safety test with a 100%
2. Demonstrate basic surveying skill in layout of foundation and measuring grade.
3. Students will demonstrate hot to read basic construction plans, review codes relate to building site constructed that year; students will be tested on materials used in basic construction projects.
4. Students will be tested on concrete volumes and demonstrate methods used in building forms for footings and foundations. Students will demonstrate procedures for finishing concrete.
5. Students will demonstrate basic construction framing of floor, wall, and roof related to yearly construction project.
6. Students will frame door ways and window.
7. Students will be introduced to bean and post construction.
8. Students will be required to wire lights, duplexes, and switches and demonstrate safety

procedure for each

9. Student will work with all three types of plumbing galvanized pipe, plastic and copper. Students will be required to make basic plumbing units with each type.

22. Course Outline

CLF2100 TOOL USE AND MAINTENANCE AND SHOP SAFETY UNIT DIRECTORY

(CLF2101) Shop Cleaning and Tool Storage

(CLF2102) Shop Safety Practices

(CLF2103) Tool Identification, Safety, and Use

(CLF2104) Tool Selection for the Ag Mechanics Shop

(CLF2105) Sharpening Hand Tools and Grinder Safety

(CLF2106) Grinder and Wheel Selection

(CLF2107) Tool Sharpening Procedures

(CLF2108) Tool Handle Fitting

(CLF2109) cutting Tool Construction and Repair

(CLF2149) Unit Exam

CLF2150 MEASUREMENTS

(CLF2151) Measurement Systems

(CLF2152) Reading Measuring Tools

(CLF2153) Calipers and Micrometers

(CLF2154) Linear Measurements

(CLF2155) Square Measurements

(CLF2156) Cubic Measurements

(CLF2157) Weights and Measures

(CLF2199) Unit Exam

CLF2200 FASTENERS

(CLF2201) Types and Uses of Fasteners

(CLF2202) Selecting Fasteners

CLF2400 WOODWORKING

(CLF2401) Selecting Wood & Lumber

(CLF2402) Measuring & Marking Wood

(CLF2403) Woodworking Hand Tools

(CLF2404) Woodworking Power Tools

(CLF2405) Fastening Wood Joints

(CLF2449) Unit Exam

CLF2450 PROJECT DESIGN

(CLF2451) Measurement Systems

(CLF2452) Reading Measuring Tools

CLF2500 CONCRETE/MASONRY

(CLF2502) Concrete Proportions

(CLF 2503) Estimating Concrete Material

(CLF2504) Form Preparation and Reinforcement

(CLF2505) Placing, finishing, and curing Concrete

(CLF2506) Laying Masonry Units

(CLF2549) Unit Exam

CLF2550 PLUMING

(CLF2551) Plumbing Materials

(CLF2552) Pluming Fittings

(CLF2553) Plumbing Tools

(CLF2554) Installation of a Plumbing Project

(CLF2599) Unit Exam

CLF2650 ELECTRICITY

(CLF2651) Principles of Electricity

(CLF2652) Electrical Safety

(CLF 2653) Conductors & Overcurrent Protection

(CLF 2654) Wire Splices

(CLF 2655) Electrical Cord Repair

(CLF 2656) Simple Circuit Installation

(CLF 2657) Testing Electric Circuits

(CLF2699) Unit Exam

CLF2700 SURVEYING

(CLF2701) Surveying in Agriculture

(CLF2702) Surveying Equipment

(CLF 2703) Land Area Measurements

(CLF 2704) Differential Leveling

23. Texts & Supplemental Instructional Materials

1. *Modern Carpentry, Willis H. Wagner*
2. *Local Building*

24. Key Assignments

- See course outline for key assignments

25. Instructional Methods and/or Strategies

- Direct instruction
- Demonstrations
- Project-based learning
- Lecture
- Cooperative learning
- Reading assignments
- Video and CD-ROM Lessons
- Exhibitions of student art work

- Peer and teacher evaluation
- Interactive Notebook
- Work Portfolio
- Class discussions
- Guest Speakers
- Field Trips
- Supervised Agricultural Experience Projects (SAEP's)
- California Vocational Agriculture Recordbook

26. Assessment Methods and/or Tools

- Teacher observation
- Homework assignments
- Quizzes and tests
- Projects
- Interactive notebook
- Essay and reports
- Student demonstrations
- Work portfolio
- Rubrics
- Participation

C. HONORS COURSES ONLY

Please refer to instructions

27. Indicate how this honors course is different from the standard course.

N/A

D. OPTIONAL BACKBROUND INFORMATION

Please refer to instructions

28. Context for Course (optional)

N/A

28. History of Course Development (optional)

N/A

Agriculture Business Communications

Pioneer Valley High School (053847)

Submitted: Feb 14, 2019
Decision: Feb 27, 2019

ubmission Feedback

PPROVED

asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
ioneer Valley High School (053847)	Classroom Based	**Abbreviation**	**Course Code**
		Ag Bus Comm A	AG6740
		Ag Bus Comm B	AG6741

Title: Agriculture Business Communications

Length of course: Full Year

Subject area: College-Preparatory Elective (G) / Interdisciplinary

UC honors designation? No

Prerequisites: Teachers approval (Recommended)

Co-requisites: None

Integrated (Academics / CTE)? Yes: Agricultural Business

Grade levels: 10th, 11th, 12th

ourse Description

urse overview:

This course is designed to promote and develop communication skills for use in the Agriculture Industry. Agriculture Business Communications is a concentrator course for our CTE Ag Business Pathway and is project-based course aimed at increasing students' intercommunication capabilities. Through the planning and participation in events for the school's FFA chapter, students will discover how to best effect change in their communities. Students will read about the nature of business leadership and its different styles. Additionally, students write frequently – critically, reflectively, persuasively – and speak about the real world issues and real-world business applications and operations in Agriculture. Topics will include current issues in Ag legislation, development of personal business leadership skills, FFA operations, FFA Judging Teams and exploration of past and present needs in the Ag Industry and its leaders. A supervised Agricultural Experience project is required and will be developed with the aid of the instructor. Students will help plan, organize and participate in FFA activities. Students are required to complete 20 hours per semester. FFA participation and SAE, Supervised Agricultural Experience, Project will be part of the grade for this course.

urse content:

Unit 1 – Communication through the Written Word

In this unit, students will learn how to how to create, edit and proofread standard business communications, such as e-mails, business letters, memoranda. They will be introduced to the four stages in the writing process (prewriting, writing, post writing, and publishing). Throughout the writing process, students will learn about effective message development and use technology to aid in completion of the tasks. Students will also develop their editing skills, to include identifying and revising such mistakes as run-on sentences, inappropriate language level, use of active and passive voice, as well as unburying verbs.

⊒ Unit Assignment(s):

Major Assignments:

Students will write a complaint letter to a company based on a given scenario. They will be expected to complete all four steps in the writing process, as well as having a peer review the letter.

Students will complete a review of an ag event or exhibit. Students will their news media writing skills to create a review to be published in a newspaper, so students must consider their audience as they write the review.

Students will research Internet safety and how to use Social Media wisely. Given a specific set of requirements, students will create a newsletter that contains short articles based on research. The audience for the newsletter will be middle-school students, so topic and tone will have to be considered in the writing process

Unit 2 – Communication through Presentations

In this unit, students will learn to effectively use presentation software and practice oral presentations. Throughout this unit, students will consider such elements as identifying the purpose of the presentation, analyzing the audience, gathering information, and finally determining how to present using presentation software as an aid. Students will learn about public speaking and those things they need to consider as they present (volume and rate, pronunciation and enunciation, eye contact, and movement).

⮒ Unit Assignment(s):

Major Assignments:

Students will use a software package such as Google Slides, Prezi, or PowerPoint for presentations. Using the information they glean from their research, they will create a presentation and share their findings with the class.

Students will research agriculture commodities or equipment. The goal of the presentation is to inform the class about product distribution and manufacturing process including raw materials, production, pricing, and marketing. Student must be able to utilize effective public speaking skills.

Unit 3 – Communication through Data Presentation

In this unit, students will apply a variety of problem-solving techniques as they create solutions to data problems. They will apply known algorithms where appropriate and create new ones as needed. Students will be introduced to Boolean logic and functions. Students will learn how to present data in the form of charts and graphs to communicate the data in a way that can be more quickly analyzed and interpreted.

⮒ Unit Assignment(s):

Major Assignments:

Using the Internet, research the price of a variety of agriculture production equipment/livestock. Using the information, students will create a “What if” scenario, that includes different financing options and terms. Use of payment and sum functions will be required.

Students will create a budget for purchasing and acquiring their production items. They will research prices for any supplies needed, as well as equipment. A spreadsheet will be used to track total cost (Subtotal, Taxes, and Total). Each student will create a visual presentation that will outline the project and include a chart for a visual representation of the numeric data.

Unit 4 – Digital Communication

In this unit, students will explore current trends in digital communication, including email, blogging, podcasts and social media. Students will be introduced to these forms of communication, will understand how they are used appropriately and which type of communication is likely to be effective. Students will examine multiple social media examples where businesses have successfully grown their customer base.

❑ Unit Assignment(s):

Assignment:

Working in teams of two, students will create a plan for social media services for a campus organization or an upcoming campus event. Students must set up an appropriately named account for the club, must link to the club's Web site and provide a clear and concise description of the purpose of the club. Students must set a specific goal for their service such as increased attendance at club meetings, or increased awareness on campus of the club. At the end of the time period, students will create a presentation and give before class that informs the audience about the club and how the targeted social media campaign benefited the club.

Unit 5 – Communication for Employment

This unit prepares students for successful job search and acquisition. Students will understand the key components of successful resumes and will analyze and understand the different formats of a resume. Students will examine how social media has changed hiring and gain an understanding of the importance of a presenting a professional digital profile. Students will understand digital techniques that will increase their chances of getting an interview, and will practice interviewing skills through multiple mock interviews. Students will develop and conduct a peer review of each other's job acquisition skills by sharing and providing constructive feedback to each other.

❑ Unit Assignment(s):

Major Assignments:

Students will demonstrate career skills that will enable them to be successful in the workplace and in post-high school educational settings.

Students will research and create a digital career journal for 3 careers in the agriculture industry. Students will include the education requirements, earnings, and future outlook for their chosen careers.

Students will create a sample resume for one of their chosen careers. Their resume will be printed & utilized for their mock interview.

Students will participate in a mock interview with professionals from the community.

Unit 6 - Leading a Team

In this unit, students will be investigating the proper way to lead a team. This unit is essential because it helps provide more guidance on how to properly lead, motivate, and communicate with groups and teams. Students will learn about leading in an agribusiness setting as well as within their own FFA chapter. The students will also investigate their interpersonal skills to evaluate their personality and emotional intelligence to consider their leadership style.

⮒ Unit Assignment(s):

Students will practice their ability to lead and solve problems in group environment.

Major Assignments:

Students will take an online personality assessment to evaluate 4 sets of preferences and how to work well with different group personalities. Students will also take emotional intelligent quizzes to consider how to work with a diverse group of people.

Students will be presented with mock conflicts in Agricultural work environments. They will have to present possible methods to reduce their conflict within the work environment. The students will work in groups to clearly determine the core issues within the situation and provide a clear plan on how to handle emotions effectively and create a resolution for the conflict.

Leading a team is something often done by a coach. Hence, for an assignment, the students will be introduced to 10 key coaching skills. The students will have to take these ten key coaching skills and write about how they will apply them to being a leader in the FFA chapter. They will have to come up with a plan on how to better be leaders in their FFA chapter using these 10 key coaching skills.

Unit 7 - Agribusiness Management

In this unit students will learn about agribusiness organization, global influence, and ethical and social responsibility in business. Students will review business planning and the decision making process in agriculture business. They will go over proper planning tools and techniques for running a successful business.

⮒ Unit Assignment(s):

Major Assignments:

Students will review proper ethical behaviors within a business organization through book questions and chapter review. Students will be given a variety of ethical case studies, and asked to discuss and determine their ethical and social plan of action as a business professional.

Students will use online resources in order to research the top agriculture exports and imports for both the state and country. In partners they will pick a country to review and present a small poster demonstrating international agriculture production and trade regarding their chosen country.

Students will individually be asked to pick a agribusiness topic & create a printed marketing plan report about their business. Students will list their products, pricing, location and product distribution, and how they plan to effectively promote their product. The report must include a creative cover page with company logo and printed advertisement.

Unit 8 - Agricultural Issues

In this unit, students will research various agricultural issues in the industry such as water rights, land uses, and any other issue relating to agriculture. They will choose an agricultural issue that interests them and complete digital research on this issue and prepare a report including solutions and recommendations. They will be introduced to the proper procedures for making a convincing presentation and basic presentation skills. In this unit, they are learning more about common issues within the industry as well as further developing their public speaking skills.

Unit Assignment(s):

Major Assignments:

Students will take their chosen agricultural issue and create a digital presentation to present to local agriculturalists. This assignment allows students to demonstrate their writing skills as they write their presentation as well as demonstrate their use of technology to make a persuasive presentation. The panel of agricultural industry professionals will listen to these presentations and ask the student presenter questions at the end of each presentation.

ourse Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primar
gricultural Comunications in ction	Ricky Telg and Tracy Anne Irani	Cengage Learning	1st Edition/2012	[empty]	Yes
gribusiness Principles of Management	Van Fleet, Van Fleet, Seperich	Delmar Cengage Learning	2014	[empty]	No

Websites

Title	Author(s)/Editor(s)/Compiler(s)	Affiliated Institution or Organization	URL
ffective Writing ractices	[empty]	Northern Illinois University	http://www.niu.edu/writingtutorial/
ommunication heory	[empty]	unknown	http://communicationtheory.org/list-of-theories/
OWL - Online Writing Lab	[empty]	Purdue University	https://owl.english.purdue.edu/owl/resource/747/01/
Writing a omplaint Letter	[empty]	Department of Justice, New Hampshire	http://doj.nh.gov/consumer/complaints/writing-complaint.htm
imple and ffective Tips for ecruiting with ocial Media	[empty]	Volt Workforce Solutions	http://www.volt.com/Recruiting_with_Social_Media.asp
orbes Business ection	[empty]	Forbes	http://www.forbes.com/business/
nternet Privacy	[empty]	ACLU	https://www.aclu.org/issues/privacy-technology/internet-privacy

Multimedia

Title	Author	Director	Name of video series	Date	Website	Medium of Publication
Digital Media for Business Marketing	[empty]	[empty]	Films for the Humanities & Sciences	2014	[empty]	DVD
he Business Plan	[empty]	[empty]	Films for the Humanities & Sciences	2010	[empty]	DVD

Other

Title	Authors	Date	Course material type	Website
Microsoft Office	[empty]	2016	Software	[empty]
Adobe Creative Suite	[empty]	[empty]	Software	[empty]

dditional Information

urse Author:

ector Guerra
acher
uerra@pvhspanthers.org
59221305 ext. 5206

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UC Doorways Online Update Template

(Required Information needed to prepare for course submission)

- **District Information**

NOTE: The School Information must be updated / verified as accurate at the start of each submission cycle. This must be completed before the system will allow any course submissions.

District Information

High School District: *Santa Maria Joint Union High School District*

City: *Santa Maria, California*

District Course List Contact Information

First Name: John

Last Name: Davis

Position/Title: Assistant Superintendent of Curriculum and Instruction

Phone Number: (805) 922-4573 Ext.: 4211

E-mail: jdavis@smjuhsd.org

Teacher Contact Information

First Name: *Marc*

Last Name: *DeBernardi*

Position/Title: *Agriculture Department Head*

Phone Number: *(805) 925-2567* Ext.: *3330*

E-mail: *mdebernardi@smjuhsd.org*

- **Previously Approved Courses**

NOTE: Complete outlines are not needed for courses previously approved by UC. Courses that are defined as "previously approved" are courses from programs (Advanced Placement, International Baccalaureate, ROP courses, etc.) and courses from UC-approved online providers. Courses modeled after courses from outside the school district are also defined as "previously approved" but a complete course description will be required for submission. Each section below represents an individual page on the electronic submission site.

Was this course "Previously Approved" by UC? *X* Yes _____ No

If "No", proceed to the **Course Description** section.

If "Yes," please indicate which category applies:

Is this course modeled after a UC-approved course from another school outside your district?

X Yes _____ No

NOTE: If "Yes," you will be required to submit a complete course description. UC will review the previous submission, if available, to assist in our review process.

If "Yes," which school and ATP code? *Liberty Ranch High School*

Exact Course Title: *Ag Chemistry*

Has this course been provided program status, is not an online course, and is it listed below?

_____ Yes __X__ No

If "Yes," select an option from the Program Status list:

_____ AVID Program

_____ Advanced Placement (AP)

_____ CDE Agricultural Education

_____ CSU Early Assessment Program (EAP)

_____ Center for Advanced Research and Technology (CART)

_____ International Baccalaureate (IB) Program

_____ Project Lead the Way

_____ ROP/C Organization Name of ROP/C: _____

If "Advanced Placement", has it been authorized by the College Board through the AP Audit Process?

_____ Yes _____ In Progress

NOTE: UC will only allow Advanced Placement courses that have passed or are in the AP Audit process. UC requires all AP courses on your list, including those approved in prior years, to be verified via the College Board AP Audit process. UC will run quarterly reports based in AP Audit data; AP courses not listed on the AP Audit list will be removed.

If "In Progress," date submitted to AP: _____ (MM/DD/YY)

Exact Program Course Title: _____

Is this course provided by a UC-approved online curriculum provider listed below?

_____ Yes __X__ No

Have you signed the appropriate partnership agreement with the provider regarding methods of delivery and instruction?

_____ Yes __X__ No

NOTE: You must have signed an agreement with the appropriate provider and filed with UC in order to use their courses.

If "Yes" to both questions, select an option from the Online Provider list:

_____ Apex Learning Virtual School

_____ Brigham Young University Independent Study

_____ Connections Academy

_____ Education Program for Gifted Youth Online High School at Stanford University (EGPY)

_____ K12, Inc.

_____ Laurel Springs School (LSO)

_____ National University Virtual High School

_____ PASS Program / Cyber High

_____ UC College Prep Online (UCCP)

Exact Course Title: *Agriculture Chemistry*

- **Course Description**

Course Title: *Ag Chemistry*

NOTE: Courses that are "previously approved" must use the same exact course title as the previously approved course.

Selected Schools: *Santa Maria High School, Pioneer Valley High School, Ernest Righetti High School*

Transcript Title(s)/Abbreviation(s): _____

Course Code(s): _____

Seeking "Honors" Distinction

NOTE: To receive "honors" distinction, the course submission must satisfy certain requirements. For information about these requirements, please visit the a-g Guide: http://www.ucop.edu/a-gGuide/ag/a-g/honors.html. For "previously approved" courses (including AP and IB), the honors information will be pre-populated as applicable.

__X__ No

_____ Yes, AP

_____ Yes, IB (Higher Level)

_____ Yes, IB (Standard Level)

_____ Yes, Other Honors

NOTE: Defined as a course specifically designed by the school with distinctive features which sets it apart from regular high school courses in the same discipline areas. Course should be seen as comparable in terms of workload and emphasis to AP, IB, or introductory college courses in the subject. Honors courses must be designed for the 11th and 12th grade level and require a comprehensive, year-long, written final exam. In addition to AP and IB higher level courses, high schools may certify as honors level courses *not more than one unit in each of the following subject areas only*: history, English, advanced mathematics, each laboratory science, each language other than English, and each of the four VPA disciplines. If there are no AP or IB higher level courses in a given subject area, the high school may certify up to, but not more than, two units at the honors level in that area.

Subject Area and Category

_____ "a" – History / Social Science

_____ U.S. History

_____ American Government / Civics

_____ World History / Geography / Cultures

_____ "b" – English

_____ English

_____ English-ESL/ELD

_____ "c" – Mathematics

_____ Algebra 1; Yr 1 of 2

_____ Algebra 1; Yr 2 of 2

_____ Algebra 1

_____ Integrated Math 1

_____ Geometry; Yr 1 of 2

_____ Geometry; Yr 2 of 2

_____ Geometry

_____ Integrated Math 2

_____ Algebra 2; Yr 1 of 2

_____ Algebra 2; Yr 2 of 2

_____ Algebra 2

_____ Integrated Math 3

_____ Algebra 2/Trigonometry

_____ Advanced Mathematics

_____ Statistics

__X__ "d" – Laboratory Science

_____ Biological Science

__X__ Chemistry

_____ Physics

_____ Integrated Science

NOTE: Students electing to enroll in an integrated-science program (ISP) are strongly advised to complete the entire three-year sequence. In most cases, the first year of an integrated-science sequence fulfills only the "g" elective requirement; the second and third years of the sequence then fulfill the two-year "d" laboratory science requirement. Accordingly, if only ISP I is successfully completed, then two courses from the categories of Biology, Chemistry, or Physics in the "d" subject area must be completed. If ISP I and only one of ISP II or ISP III are completed, then one additional course from the categories of Biology, Chemistry, or Physics from the "d" subject area must be taken to fulfill the "d" requirement.

_____ Interdisciplinary Science

NOTE: This category demonstrates that the course is cross-disciplinary and is often used for advanced science courses such as AP Environmental Science or Biochemistry.

_____ "e" – Language Other than English

_____ LOTE Year 1

_____ LOTE Year 2

_____ LOTE Year 3

_____ LOTE Year 4+

Language:

_____ ASL

_____ Chinese

_____ French

_____ German

_____ Hebrew

_____ Italian

_____ Japanese

_____ Latin

_____ Other

_____ Russian

_____ Spanish

_____ "f" – Visual & Performing Arts

_____ Dance (Intro)

_____ Dance (Advanced)

_____ Music (Intro)

_____ Music (Advanced)

_____ Theater Arts (Intro)

_____ Theater Arts (Advanced)

_____ Visual Arts (Intro)

_____ Visual Arts (Advanced)

_____ "g" – Elective

_____ History / Social Science

_____ English

_____ English-ESL/ELD

_____ Math

_____ Statistics

_____ Science-Biological

_____ Science-Integrated

_____ Science-Physical

_____ LOTE

_____ VPA

_____ Interdisciplinary

_____ Other

Grade Level: _____ 9 __X__ 10 __X__ 11 __X__ 12

NOTE: Grade level pertains to which grades the course has been designed. 9th grade cannot be selected for Advanced VPA. 9th and 10th grades cannot be selected for honors courses.

Unit Value: _____ 0.5 (half year or semester equiv.) __X__ 1.0 (one year, 2 semesters, or 3 trimesters equiv.)

- **Course Attributes**

Is this course classified as a Career Technical Education course?

__X__ Yes _____ No

If "Yes," please select the name of the Industry Sector and Career Pathway:

__X__ Agriculture and Natural Resources

_____ Agricultural Business

_____ Agricultural Mechanics

__X__ Agriscience

_____ Animal Science

_____ Forestry and Natural Resources

_____ Ornamental Horticulture

_____ Plant and Soil Science

_____ Arts, Media, and Entertainment

_____ Media and Design Arts

_____ Performing Arts

_____ Production and Managerial Arts

_____ Building and Construction

_____ Cabinetmaking and Wood Products

_____ Engineering and Heavy Construction

_____ Mechanical Construction

_____ Residential and Commercial Construction

_____ Education, Child Development and Family Services

_____ Child Development

_____ Consumer Services

_____ Education

_____ Family and Human Services

_____ Energy and Utilities

_____ Electromechanical Installation and Maintenance

_____ Energy and Environmental Technology

_____ Public Utilities

_____ Residential and Commercial Energy and Utilities

_____ Engineering and Design

_____ Architectural and Structural Engineering

_____ Computer Hardware, Electrical, and Networking Engineering

_____ Engineering Design

_____ Engineering Technology

_____ Environment and Natural Science Engineering

_____ Fashion and Interior Design

_____ Fashion Design, Manufacturing, and Merchandising

_____ Interior Design, Furnishings, and Maintenance

_____ Finance and Business

_____ Accounting Services

_____ Banking and Related Services

_____ Business Financial Management

_____ Health Science and Medical Technology

_____ Biotechnology Research and Development

_____ Diagnostic Services

_____ Health Information

_____ Support Services

_____ Therapeutic Services

_____ Hospitality, Tourism, and Recreation

_____ Food Service and Hospitality

_____ Food, Science, Dietetics, and Nutrition

_____ Hospitality, Tourism, and Recreation

_____ Information Technology

_____ Information Support and Services

_____ Media Support and Services

_____ Network Communications

_____ Programming and Systems Development

_____ Manufacturing and Product Development

- _____ Graphic Arts Technology
- _____ Integrated Graphics Technology
- _____ Machine and Forming Technology
- _____ Welding Technology

_____ Marketing, Sales, and Service

- _____ E-Commerce
- _____ Entrepreneurship
- _____ International Trade
- _____ Professional Sales and Marketing

_____ Public Services

- _____ Human Services
- _____ Legal and Government Services
- _____ Protective Services

_____ Transportation

- _____ Aviation and Aerospace Transportation Services
- _____ Collision Repair and Refinishing
- _____ Vehicle Maintenance, Service, and Repair

- **Catalog Description**

Brief Course Description

NOTE: Briefly (in a short paragraph) describe the course, focusing on content, rather than instructional strategies, assessments, or rationale. If school has a catalog, enter the description that is in the catalog.

This is a college preparatory course for students interested in pursuing agricultural science programs in college, with emphasis on chemistry's applications to the environment and agricultural practices. Students will spend approximately 30% of this course engaged in laboratory exercises. Since this is an agricultural education course, students will also participate in leadership development and create a supervised agricultural experience program. Due to the co-curricular nature of FFA and SAE (Supervised Agricultural Experience) students will be required to participate in both FFA activities and SAE involvement, both of which are graded components of the course. As a culminating component to the class, students will also develop and present a content-relevant research project for the state Agriscience Fair. Students must have received satisfactory grades in Algebra as well as Agriculture Biology.

Pre-Requisites: *Ag Biology, Algebra* Required *X* Recommended _____

NOTE: Laboratory science and Advanced VPA courses require a pre-requisite. Submissions will not be allowed if this is not included. Some courses, particularly in the mathematics subject areas, require appropriate pre-requisites. For further explanation, refer either to the "Guide to a-g Requirements" document or the a-g Interactive Guide web site at www.ucop.edu/a-gGuide.

Co-Requisites: _____ Required _____ Recommended _____

- **Background Information**

NOTE: Do not include information that could identify your school or district.

Context for Course (optional) **REQUIRED FOR CTE COURSES**

NOTE: In order to understand the context for a new course, sometimes it is helpful for UC to understand the broader educational program and/or reform efforts of the school. How does this course fit into broader departmental and/or pathway structure? How does it fit into the overall school restructuring plans? Is the course intended to be a core course or supplemental? What are the student/school/community needs met by this course?

The Agricultural Chemistry is the third course in our core agricultural science pathway. Our campus has striven to incorporate academic rigor in our courses and pathways, and this course helps our department to align with this vision. This course helps build upon the biological principles taught in the Agricultural Biology course by providing students with an understanding of the physical nature of agricultural science.

History of Course Development (optional) **REQUIRED FOR CTE COURSES**

NOTE: Likewise, it is sometimes helpful for UC to know the origins of a course and who was involved in its development. Did you consult with UC Admissions personnel or UC professors? If so, what was the nature of such consultation and what was the result? Was this course modeled after another course at another school? If so, is that course UC approved? How does the course being submitted differ from the course after which it was modeled? Has this course received any special recognitions, designations or awards? Has it been articulated to local community colleges or universities?

The idea of the course is derived from the continued scientific research and advancements made in the Agriscience field. With these advancements come new career fields, which will need competent and prepared individuals to occupy. In many cases, multiple chemistry courses are required as a part of most post-secondary agricultural science educational programs, and so it is important to prepare students for such courses. A few high schools in California have paved the way and we have used their curriculum and resources to craft ours. The courses have been approved by UC. The help and expertise of many individuals were used to create and shape this course, including Agriscience teachers in our department, individuals from our campus science department, Agriscience professors from the CSU system, and a member of the UC Davis doctorate program in plant and soil science.

- **Textbooks**

NOTE: Include list of Primary and Secondary Texts. Make sure to note the books that will be read entirely and those that will be as excerpts. Textbook information is not necessary if your course is a Visual and Performing Arts, Advanced Placement or an International Baccalaureate course. Online texts or non-standard text materials should include a link to the online text.

Textbook

Title: *Chemistry*

Edition: *2008*

Publication Date: *August 6, 2004*

Publisher: *Peasron Prentice Hall*

Author(s): *Wilbraham, Staley, Matta and Waterman*

URL Resource(s): _____

Usage: *X* Primary Text *X* Read in entirety or near entirety

(Be sure to list any additional textbooks that are used for the class.)

Supplemental Instructional Materials: *Please describe. If using online text or non-standard material, please provide the title of the material or webpage and the URL link.*

- *California Department of Education FFA Curricular Code for the Agriscience Fair Contest*
- *California FFA Recordbook Manual*
- *California Career Technical Education Online Model Lessons*
- *Chemists at Work (The World of Chemistry Series):*
  - *Measurement (TWoC)*
  - *The Atom Revealed*
  - *Quantum Universe*
  - *Uncertainty*
  - *Kaboom!*
  - *The Precious Envelope (TWoC)*
  - *Dynamic Equilibriuim*
  - *Polyethylene*
  - *Carbon (TWoC)*
  - *Brief History of Time*
- *Videos and CDs*

Course Outline

The course begins with the study of matter and change, in which students will be introduced to the subject of chemistry, and review the scientific method and how scientists actually work. In a fairly brief manner, students will also examine the properties of matter, mixtures, elements, compounds, and chemical reactions. Students will use the required to text to study the history of chemistry and build a foundation for the coming concepts. Students will then focus on scientific method and the structure of matter, which will challenge them to review the origins and purpose of the System of International Units. Students will then study volume, mass, and density; and start building students understanding of dimensional analysis and conversion problems which will culminate in the use of stoichiometry. A historical perspective is studied of the atomic model and the discovery of the parts of the atom. Concepts such as atomic number, atomic mass number are reviewed. Students will use the text to help visualize some very spatial concepts introduced as a part of this unit. Next students will examine electrons in atoms, which will require them to understand the development of atomic models that led to the quantum theory of the atom. Key to this portion of the course is students ability to write electron configurations for atoms and be able to relate that to the atom's structure, position on the periodic table and their spectra. Once students are equipped with this knowledge, the next part of the course will focus on the Periodic Table. Students will be asked to discuss the development of the modern periodic table and understand trends in the periodic table and how elements are classified. The text will serve as a vital resource for this unit, as it will be critical for every student to have access to the periodic table. Once students have mastered the Periodic Table, the focus will shift to bonding, which will challenge students to understand and be able to distinguish the different types of chemical bonds and how they work on the atomic level. Students will be asked to identify the type of bonding exhibited by compounds by their characteristic properties. The text provides specific procedure for making such calculations and will again be a vital resource for this unit. Next in the outline of this course will be the study of chemical Names and Formulas, so that students understand and are able to use the rules for naming ionic and molecular compounds as well as acids and bases. The next unit heavily focuses on the mathematical component of chemistry through the study of chemical quantities. Students will be presented with the concepts of the mole as the chemical measurement of matter, and understand how it relates to mass on the periodic table. Students will be challenged to demonstrate the ability to calculate percent composition of elements in a compound and how empirical and molecular formulas relate. Once students have mastered these skills, the next topic will be chemical reactions. The objective is that students understand how to write and balance chemical equations and be able to characterize chemical reactions as single replacement, double replacement, combination, decomposition, or combustion. The next area of focus is stoichiometry, which will allow students to discuss and practice the arithmetic of equations and integrate all the concepts of mole ratios, dimensional analysis and algebra to solve chemical problems. Next is the study of the states of matter and behavior of gases, which will challenge students to compare the natures of gases and liquids. Students will also practice solving gas law problems, and discuss kinetic molecular theory as it relates to real and ideal gases. Next students will examine aqueous systems and solutions, which focus on the characteristics of aqueous solutions and the calculation of solution concentration, will be discussed. Once students have mastered these concepts, the focus will shift to thermochemistry, reaction rates, and equilibrium. In this unit, students will explore the flow of energy (heat) and rates of reactions, and the concept of chemical equilibrium. Next, students will take a close look at acids, bases and salts. As a part of this unit, students will focus on the three main theories of acids and bases, and the real-life characteristics of acids, bases and salts. Next students will examine hydrocarbon compounds, which will challenge them to relate the bonding and structure of simple carbon compounds to their characteristics. Simple organic nomenclature will be practiced. From there, Nuclear Chemistry will be the focus allowing students to explore nuclear radiation, as well as the fission and fusion processes. Lastly, ideal gases and mixture of gases will be examined. which entails studying the Ideal Gas Law and Dalton's Law of partial pressures.

Laboratory Activities

UNIT 1: Introduction/Matter and Change

Separating Mixtures by Filtration
In this experiment, the components of a mixture will be separated using a combination of chemical and physical changes. The mixture to be separated consists of iron oxide, more commonly known as rust, and salicylic acid, an organic compound used in drug manufacture. The purpose of this experiment is to separate a mixture of iron oxide and salicylic acid and to determine the percent composition of each component in the mixture. The students will carefully follow the procedure which involves filtering two substances, recording initial and final weights of the substances, and calculating the percent composition and percent error.

UNIT 2: Scientific Method/Atomic Structure

Measurement Challenge
Students will practice how to measure length, width, and height using a metric ruler on plastic blocks provided by the teacher. They will then calculate density of the objects. Once this is accomplished, the students will measure length, width, height, and calculate density of various agriculture objects such as a stick of butter, a bag of livestock feed, a bale of hay, and a bucket of soil. On all measurements and calculation, students will practice using significant figures. The purpose of this lab is to get students acquainted with scientific measurement and learn how to properly record accurate information.

Scientific Method
When given a roll of bubble tape bubble gum, students must develop a hypothesis, run an experiment, record data, and analyze results. After students are taught the scientific method, they must create their own testable experiment that includes a hypothesis, purpose, and independent/dependent variables. This lab allows students to apply the scientific method in a real and understandable way. Once the hypothesis has been tested, the students must graph the data, analyze the results, and make recommendations for future experiment replications.

Agriculture Science Fair Project
Students will create a hypothesis, design and run a well-balanced experiment, record data, and analyze results of an agriculture related experiment. The students will have four months to run an experiment, record results, write a paper, create a display board, and compete in a school wide science fair competition. The purpose of this project is to give students a chance to use the scientific method in an agriculturally related manner while giving them hands on experience.

UNIT 3: Electrons in Atoms

Atomic Emissions Spectra and Flame Test
Students will see the atomic emissions spectra of various elements using a spectroscope. Each element will emit a different spectrum of colors. Students will record the spectra by coloring them on a piece of paper. The purpose of this activity is to review how electrons behave within an atom and how photons play a role in the emissions of light. The purpose of the flame test is to determine the identity of the cation in an unknown substance based on its characteristic color in a flame. Sodium Chloride, Calcium Chloride, Lithium Chloride, Copper Chloride, and Potassium Chloride will be tested. Each substance will be tested and students must speculate on how the modern view of the atom supports the different colors each cation produces.

UNIT 5: Bonding

Chemical Pollution in Water: A Qualitative Ion Test Kit
The presence of eight different types of polluting ions in water will be tested. To test for typical pollution ions in water, students will mix the pollution ion with its indicating liquid, which yields vibrant chemical reactions. Students will mix the appropriate chemicals, record their observations, and discuss ways in which society can prevent water pollution. The phosphate ion will be discussed more in depth due to its relation to the agriculture industry. The purpose of this activity is to review the nature of ionic compounds, practice using indicating fluids, and discuss a real and prevalent environmental issue.

Paper Chromatography of Food Dyes

Students will use paper chromatography to separate and identify food dyes in various samples. This will display the separation of polar covalent compounds on the basis of their relative polarities. After allowing chromatography paper to reach the top of the paper when immersed in a sodium chloride solution, students will discuss which samples of food color are pure compounds and which are not. Students will identify which food dyes are most polar and least polar.

UNIT 6: Chemical Names and Formulas

Names and Formulas for Ionic Compounds
The purpose of this lab is to observe the formation of compounds and to write their names and formulas. Using a reaction surface, students will mix various chemicals including silver nitrate with sodium carbonate, lead nitrate with sodium phosphate, and calcium chloride with sodium hydroxide. The students will describe each precipitate that forms and write the formulas and names of the chemical compounds produced in the mixture.

Making Ionic Compounds
Students will mix solutions containing cations and anions to make ionic compounds. Students will create compounds such as iron carbonate, silver phosphate and lead hydroxide. Students will write the formula for each compound formed and discuss which compounds will be soluble in water.

UNIT 7: Chemical Quantities

Micro Mole Rockets: Hydrogen and Oxygen Mole Ratio
Microscale quantities of hydrogen and oxygen will be obtained to test their explosive nature, first separately, then in mixtures of various proportions. The goal is to find the most powerful gas mixture and use it to launch a rocket across the room. The purpose of this activity is to generate hydrogen and oxygen to determine the optimum ratio for their combustion reaction to give water. The optimum ratio will be used to calculate the mole ration for the reaction of hydrogen and oxygen in a balanced chemical equation. The concept of limiting reactants will be used to explain the results obtained with various hydrogen/oxygen gas mixtures. In this lab, students will practice stoichiometry, limiting reactants, mole ratios, and the act of combustion.

Boning Up on Calcium: Microanalysis of Calcium in Milk
Students will explore the chemistry behind nutrition with this experiment that measures the amount of calcium in milk. In a microscale titration analysis of calcium in milk, the number of drops of EDTA (of known molarity) needed for complete reaction with a measured volume of milk are counted. Sodium hydroxide is then added to milk to keep the solution basic, and a metal-ion indicator is added to show when all of the calcium in the milk sample has reacted with the EDTA. Parallel titrations are carried out using both control solutions and a reference solution. Students will practice using titration and calculating molarity while discussing the importance of calcium in the diet.

UNIT 8: Chemical Reactions

Chemical Reactions
Students will perform five chemical reactions: synthesis, decomposition, single replacement, double replacement, and combustion. After performing each chemical reaction, students will record their observations, write the evidence that a chemical reaction occurred, write the balanced chemical equation, and identify the type of reaction.

Soil Chemistry Lab
Students will test the acidity of soil relative to practices common in annual crop production, including soil liming. Students will examine the reactions present in soil when limed and write the balanced chemical equation for the reaction. Students will also obtain an alfalfa plant with intact roots and nodules. The class will discuss the chemical reaction that takes place in the root nodules to produce Nitrogen. Students will write the balanced chemical equation and identify the type of chemical reaction taking place in root nodules of legumes.

Chemistry of Food Additives: Fruit Facts
Students will test methods of preventing browning in various perishable foods such as apples and potatoes. Students will test the effectiveness of ascorbic acid on slices apples submerged in water versus sliced apples submerged in water with no acid. The purpose of this activity is to visualize and discuss the oxidation of phenolic compounds due to the action of polyphenol oxidase enzyme. Ascorbic acid is often used to prevent the discoloration of several foods. When added to distilled water, it lowers the pH of the solution, therefore inhibiting phenol oxidase activity. In the lab, student will discuss the ways in which produces package various agriculture

commodities such as sliced apples, and how chemistry can help producers preserve food.

UNIT 9: Stoichiometry

Leftover Aluminum Wire: A Stoichiometry Lab
The redox experiment between copper(II) chloride and aluminum metal gives an impressive visual reaction. In this lab, students will use a balanced chemical equation and stoichiometry calculations to predict the amount of aluminum that should react with copper(II) chloride and compare this to the actual amount of leftover aluminum wire. This lab will cover oxidation-reduction reactions, limiting reactants, stoichiometry, and yield calculations.

UNIT 10: States of Matter and Behavior of Gases

Boyle's law in a bottle
The purpose of this experiment is to perform a modern version of Boyle???s classic experiment without the hazards associated with the use of mercury. The experiment will be carried out using air trapped inside a sealed syringe within a pressure bottle. The bottle will be pressurized by pumping in air to obtain a pressure several times greater than the surrounding air. As some of the excess pressure within the bottle is released, the volume of the trapped air inside the syringe will change. Volume measurements will be made at several different pressures and the results will be analyzed by graphing to derive the mathematical relationship between pressure and volume.

UNIT 11: Aqueous Systems and Solutions

Making a Solution
Student will make a solution and use carefully measured date to calculate the solution???s concentration by filling a flask with sodium chloride, then dissolving it in water. After taking initial and final weights, the percent mass, mole fraction, molarity, and density of the solution will be calculated.
Observing Agriculture Solutions
Students will examine and discuss various solutions used in agriculture including liquid fertilizers such as anhydrous ammonia, pesticide applications, livestock feed additives, and different milk products. Students will then calculate the fertilizer to water ratio needed to spray a 100 acre field of pre-emergent corn seed.

UNIT 12: Thermochemistry, Reaction Rates, and Equilibrium

Hot and Cold Equilibrium
Students will visualize the effect of change in temperature on a system at equilibrium, reinforcing LeChateliers Principle. In this experiment, cobalt(II) chloride is dissolved in water to form a pink cobalt(II) chloride water complex ion. When alcohol is added to the aqueous cobalt chloride, three of the water molecules are removed, forming a blue species. This process is an endothermic reaction and heat is considered a reactant. Students will discuss how an increase of decrease in temperature affects a system at equilibrium.

Instant Hot/Cold Pack
Students investigate the concepts of thermochemistry by creating their own instant hot and cold packs. By using a heavy duty zip lock bag and various chemicals, each activity will demonstrate a different type of thermodynamic process or reaction. The cool reaction is an example of an endothermic reaction, the instant cold pack is an example of an endothermic process and the hot bag is an exothermic reaction. Students will create the hot and cold packs, record their observations, discuss the flow of heat in each reaction, and determine if they are an endothermic or exothermic reaction.

Phase Change of Water
Students will change the phase of water from solid, to liquid, to vapor by melting ice on a hot plate. Students will record the temperature in degrees Celcius every minute and plot time versus temperature on a graph. The purpose of this lab is to understand the flow of energy and change of temperature when a substance changes state.

Preparation and Properties of Biodiesel
Biodiesel is an alternative, processed fuel for cars and trucks that is obtained from biological sources. The purpose of this activity is to prepare biodiesel fuel and to investigate the amount of energy it releases when burned. Students will calculate the change in temperature, amount of energy absorbed, and the heat of combustion of the fuel from the change in energy of the water and the mass of fuel consumed. Students will then discuss the potential for using biodiesel in agriculture settings and how it can benefit the environment.

UNIT 13: Acids, Bases and Salts

Titration Lab
Students will determine if fresh or frozen orange juice contains more vitamin C. This will be determined by using a known amount of vitamin C as a standard solution then titrating the vitamin C sources into a dichloroindophenol solution. Students will then calculate the amount of vitamin C in milligrams when comparing it to the known amount.

Disappearing Ink: Thymolphthalein, an Acid-Base Indicator lab
In this activity, students will explore the properties of a characteristic acid-base indicator, thymolphthalein, and to extend their understanding of pH and acid-base concepts. Students will write a message using the thymolphthalein solution on a large piece of chromatography paper. After the message has disappeared, students will mist the paper of sodium hydroxide solution, allowing the message to reappear. Students will then experiment with other substances to determine the conditions which make the ink color disappear. Students will then estimate the pH range at which the indicator transition takes place. Students will describe what happened in this lab, and explain what cause the ink to disappear and reappear. This lab is intended to overview concepts of pH, acids and bases, and indicators.

Soil pH
Students will bring in soil samples from various locations around the county. Students will record the place in which each sample was taken and note any agriculture or industrial activity that has taken place in the soil's surroundings. They will then dilute them in water and test the pH of each soil using pH test strips. After recording their observations, students will make inferences about how the use of each soil impacts its pH and the effect agriculture has on soil pH.

Cheese-Making
The purpose of this activity is to examine the effects of enzyme activity and the different densities of milk components. Students will create cheese from powdered milk, age it for 48 hours and record observations of the final product. Students will discuss how pH, temperature, and bacteria type affect the cheese-making process.

UNIT 14: Organic Chemistry

Organic Models Lab
Students will build models of organic molecules and name the nine structural isomers of heptane. Using a ball and stick kit, students will use colors to represent certain elements. They will build a model for a straight chain isomer of heptanes followed by the eight other structural isomers. Students will determine which is the shortest possible straight carbon chain in the isomer and why each one has its own unique name.

Milk is a Natural
The purpose of this lab is to separate the protein and carbohydrate components of skim milk and verify their identity. This lab activity involves the separation, identification, and quantitative analysis of the protein and carbohydrate fractions of skim milk. The experimental results will be compared against the information provided on the nutritional label for the amount of protein and carbohydrate in milk.

Key Assignments

UNIT 1: Introduction/Matter and Change

Chemistry, 2007. Section 1.3 of chapter 1; all of chapter 2.
Students answer questions from the assigned reading.

UNIT 2: Scientific Method/Atomic Structure

Chemistry, 2007. All of chapters 3 and 4
Students will read text sections as noted in Resources section.

Safety Equipment Demo
Students take notes from teacher demonstration on lab safety.

AIM Chemistry Activity
Students will review the parts of the atom.

UNIT 3: Electrons in Atoms

Chemistry, 2007. Chapter 5
Students will read text sections as noted in Resources section, take notes from teacher generated PowerPoint.

The Atom Revealed, Quantum Universe, Uncertainty Videos
Students watch and take notes on videos to reinforce difficult to visualize concepts.

Element Advertisement
Students will create a billboard that advertises an element and its electron configuration and uses.

Ag Chemistry Advancement Assignment
Students will be assigned a topic to research related to historical advances in agricultural chemistry about which they will write a two page paper and present it to the class.

UNIT 4: The Periodic Table

Chemistry, 2007. Chapter 6, and wall periodic table
Students will read text sections as noted in Resources section. Students take notes from teacher generated PowerPoint and lecture.

Group Element Project
Students will research, create and present a poster highlighting the role of one element in modern or historical agricultural practice.

UNIT 5: Bonding

Chemistry, 2007.Sections 7.1 and 7.2 of chapter 7. Sections 8.1; 8.2; and 8.3 of chapter 8.
Students will read text sections as noted in Resources section, take notes from teacher generated PowerPoint. Students answer questions from the assigned reading.

UNIT 6: Chemical Names and Formulas

Chemistry, 2007. Chapter 9
Students will read text sections as noted in Resources section, take notes from teacher generated PowerPoint. Students answer questions from the assigned reading.

Sell that Compound Assignment
Students will draw a poster to sell the uses and characteristics of an assigned compound to an agricultural producer.

UNIT 7: Chemical Quantities

Chemistry, 2007. Chapter 10
Students will read text sections as noted in Resources section, take notes from teacher generated PowerPoint. Students answer questions from the assigned reading.

UNIT 8: Chemical Reactions

Chemistry, 2007. Sections 11.1 and 11.2 of chapter 11.
Students will read text sections as noted in Resources section, take notes from teacher generated PowerPoint. Students answer questions from the assigned reading.

Reaction Demonstrations
Students watch teacher reactions demonstrations, characterize each reaction and balance the resulting equation.

KaBoom! Video
Students will watch and take notes on a video describing the chemical reactions involved in explosives.

UNIT 9: Stoichiometry

Chemistry, 2007.Sections 12.1 and 12.2 of chapter 12.
Students will read text sections as noted in Resources section, take notes from teacher generated PowerPoint.
Students answer questions from the assigned reading.

UNIT 10: States of Matter and Behavior of Gases

Chemistry, 2007. Sections 13.1 and 13.2 of chapter 13 and 14.1 and 14.2 of chapter 14.
Students will read text sections as noted in Resources section, take notes from teacher generated PowerPoint.
Students answer questions from the assigned reading.

Gas Law Project
Students make a Power Point and do a presentation to explain a gas law.

UNIT 11: Aqueous Systems and Solutions

Chemistry, 2007. Sections 15.2 and 15.3 of chapter 15 and sections 16.1 and 16.2 of chapter 16.
Students will read text sections as noted in Resources section, take notes from teacher generated PowerPoint.
Students answer questions from the assigned reading.

UNIT 12: Thermochemistry, Reaction Rates, and Equilibrium

Chemistry, 2007. Section 17.1 of chapter 17 and 18.1 of chapter 18.
Students will read text sections as noted in Resources section, take notes from teacher generated PowerPoint.
Students will answer questions from the assigned reading.

Dynamic Equilibrium Video
Students will watch and take notes on a video describing the dynamic nature of equilibrium.

Thermochemistry Project
Student will write a two page essay, produce a visual aide, and present to the class on a real-life application of Thermochemistry as it relates to food processing.

UNIT 13: Acids, Bases and Salts

Chemistry, 2007. Section 19.1 of chapter 19.
Students will read text sections as noted in Resources section, take notes from teacher generated PowerPoint.
Students will answer questions from the assigned reading

Acids and Bases Essay
Students will write two page essay on uses, characteristics and sources of acids and bases in soil science and their effects on agricultural productivity.

UNIT 14: Hydrocarbon Compounds

Chemistry, 2007. Sections 22.1 and 22.2 or chapter 22
Students will read text sections as noted in Resources section, and take notes from teacher generated notes on Powerpoint.
Students will answer questions from the assigned reading.

Draw That Hydrocarbon Game
Students will compete as teams to correctly draw the structural formulas of hydrocarbons and substituted hydrocarbons.

UNIT 15: Nuclear Chemistry

Chemistry, 2008. Sections 25.1 and 25.3 in chapter 25
Students will read text sections as noted in Resources section, take notes from teacher generated PowerPoint.
Students answer questions from the assigned reading.

Albert Einstein Video
Students will watch and take notes on video to add a historical insight to their understanding of fission.

UNIT 16: Ideal Gases and Mixtures of Gases

Chemistry, 2007. Sections 14.3 and 14.4 of chapter 14.
Students will read text sections as noted in Resources section, take notes from teacher generated PowerPoint.
Students answer questions for the assigned reading.

Liquid Nitrogen/Vacuum Demonstration
Students watch teacher perform demonstrations and answer questions verbally posed by teacher.

The Precious Envelope video
Students will watch and take notes on a video regarding the atmospheric gases.

Atmospheric Gases Essay
Students will investigate the effects of atmospheric gases on weather and weather's effect on agricultural production. They will write a 3-page essay on the subject.

UNIT 17: Agriscience Fair

Chemistry, 2007. Section 1.1 of chapter 1.
Art supplies.
Students will prepare a poster detailing the importance of research in the development of agriculture.
Students will develop an agriculturally related science fair experiment and construct a research paper utilizing course knowledge as well as larger scientific principles.

Instructional Methods and/or Strategies

Being that chemistry is a laboratory science area, the primary instructional strategy used to deliver curriculum are hands-on labs or Experiential Learning. This method of instruction allows to students to practice the concepts and see them in action, which research suggests leads to improved retention and ability for application. Also, included in this area of Experiential Learning and used as a part of this course are research projects and assigned questions. Every unit within the content outline is supported by one or more experiential learning strategies.

Another key instructional strategy used is Interactive Learning, which allows students to manipulate content in various ways and form cognitive anchors. For example, there are opportunities for students to engage in role-playing, debates, discussion, and group projects. The following concepts within the content outline are supported by Interactive Learning; elements, compounds, ionic nomenclature, and the structure of gases.

Direct instruction is a foundational instructional strategy used as a par to this curriculum. Every unit provides students with direct instruction through teacher-lead discussion and lecture. Students are able to build a foundation of knowledge which will then be built upon through labs and other interactive methods.

The last strategy used is Indirect Instruction through activities such as essays, homework, and reading methods.

Assessment Methods and/or Tools

UNIT 1: Introduction/Matter and Change

To assess students understanding of the properties of matter, mixtures, elements and compounds, and chemical reactions, students will demonstrate their knowledge through a constructed response summative assessment.

UNIT 2: Scientific Method/Atomic Structure

To assess students understanding of volume, mass, density; dimensional analysis and conversion problems which will culminates in the use of stoichiometry, students will demonstrate their knowledge through a selected response assessment. To assess student understanding of atomic model and the discovery of the parts of the atom, students will demonstrate their knowledge through a lab report.

UNIT 3: Electrons in Atoms

To assess student understanding of atomic models and how they led to the quantum theory of the atom, students will demonstrate their knowledge through selected response formative assessment. To assess student ability to write electron configurations for atoms and be able to relate that to the atom's structure, position on the periodic table and their spectra, students will demonstrate their knowledge through a lab report.

UNIT 4: The Periodic Table

To assess student understanding of the development of the modern periodic table and trends in the periodic table and how elements are classified, students will demonstrate their knowledge through a selected response summative assessment.

UNIT 5: Bonding

To assess student ability to distinguish the different types of chemical bonds and how they work on the atomic level, students will demonstrate their knowledge through a lab report. To assess student ability to identify the type of bonding exhibited by compounds by their characteristic properties, students will demonstrate their knowledge through a constructed response summative assessment.

UNIT 6: Chemical Names and Formulas

To assess student ability to use the rules for naming ionic and molecular compounds as well as acids and bases, students will demonstrate their knowledge through several means of assessment, including a performance, lab reports, and constructed response assessments.

UNIT 7: Chemical Quantities

To assess student understanding of the concept of the mole as the chemical measurement of matter, and understand how it relates to mass on the periodic table, students will demonstrate their knowledge through several lab reports and a selected response summative assessment.

UNIT 9: Stoichiometry

To assess student understanding of arithmetic of equations and the concepts of mole ratios, dimensional analysis and algebra to solve chemical problems, students will demonstrate their knowledge through a lab report and selected response summative assessment.

UNIT 10: States of Matter and Behavior of Gases

To assess student ability to compare the natures of gases and liquids, then examine the properties of gases in more detail, students will demonstrate their knowledge through a series of lab reports and performance assessments. To assess student ability to solve gas law problems, and discuss kinetic molecular theory as it relates to real and ideal gases, students will demonstrate their knowledge through constructed response summative assessment.

UNIT 11: Aqueous Systems and Solutions

To assess student understanding of mixtures with an emphasis on solutions and the characteristics of aqueous solutions and the calculation of solution concentration, students will demonstrate their knowledge through a lab report and selected response summative assessment.

UNIT 12: Thermochemistry, Reaction Rates, and Equilibrium

To assess student understanding of the flow of energy (heat) and rates of reactions, and the concept of chemical equilibrium, students will demonstrate their knowledge through a performance assessment project, a series of lab reports, and a constructed response summative assessment.

UNIT 13: Acids, Bases and Salts

To assess student understanding of the three main theories of acids and bases, and the real-life characteristics of acids, bases and salts, students will demonstrate their knowledge through a lap report and selected response summative assessment.

UNIT 14: Hydrocarbon Compounds

To assess student understanding of the bonding and structure of simple carbon compounds, students will demonstrate their knowledge through a series of lab reports and a constructed response summative assessment.

UNIT 15: Nuclear Chemistry

To assess student understanding of nuclear radiation, as well as the fission and fusion processes, students will demonstrate their knowledge through a selected response summative assessment.

UNIT 16: Ideal Gases and Mixtures of Gases

To assess student understanding of the applications of the Ideal Gas Law and Dalton's Law of partial pressures, students will demonstrate their knowledge through a constructed response summative assessment, as well as a series of lab reports.

Course Title

Agricultural Electricity

Description of Target Group

This course is designed for any student. However, it is recommended for 10th, 11th, and 12th grade students. It is also suggested that the students have a firm understanding of math.

Purpose

The purpose of this one-semester class is to develop an awareness in the student of basic electricity as it applies to self, farm, and related industries. It will develop an understanding of simple electrical problems; how to work safely with them; develop techniques to be used by the student in working with electrical devices and simple construction wiring; develop a positive attitude so that the student will work SAFELY with electricity and know the limits. Students will study an overflow of career opportunities and planning with emphasis being placed on future educational plans if an interest is established in the electrical trades.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Complete District safety test with a passing score.
2. Safely handle electrical wiring and work safely with it.
3. Design and lay out simple AC circuits.
4. Understand electrical color codes and where to use them.
5. Check for ground.
6. Understand and use common terms used in electrical work.
7. Understand service entrance wiring and how to trace branch circuits.
8. Determine proper wire sizes and corresponding protective devices.
9. Strip wire and make normal switch and outlet installations.
10. Clean and service electrical motor.
11. Figure electrical cost after reading a kilowatt hour meter.

Instructional Materials

Text and Supplementary Materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

The student will use the information given them to study and complete their class manual. Groups of two or three students will work together on electrical circuits and electric motors. Individual reports will be given each student on areas selected by the instructor and student. The students will be exposed to films, filmstrips, and resource people.

Course Title

Horticulture Mechanics 1A

Description of the Target Group

This course is designed for all high school students who have completed Horticulture 1A and 1B.

Purpose

This course is designed to include: Landscaping construction care and maintenance of tools, wood structures and concrete work, and basic landscape design. This course is designed to be taken as part of the horticulture program.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following:

1. Learn about the FFA.
2. Be encouraged to have a supervised occupational experience program.
3. Realize the broad scope of career opportunities in landscape maintenance.
4. Identify the major horticulture related businesses in their country and state.
5. An understanding of tool care maintenance.
6. The safe and proper use of horticulture equipment.
7. Small gas engine trouble shooting.
8. The value of landscape structures.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria School District

Activities

Field trips, lectures, discussions, demonstrations, student reports, guest speakers, movies, and filmstrips.

Course Title

Horticulture Mechanics 1B

Description of the Target Group

This course is designed for all high school students who have completed Horticulture Mechanics 1A.

Purpose

This course is designed to include: Landscape construction, care and maintenance of tools, wood structures and concrete work, and basic landscape design. This course is designed to be taken as part of the horticulture program.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following:

1. Identify common garden tools and landscaping materials.
2. Basic concrete work.
3. Basic wood construction.
4. Basic landscape design symbols.
5. How to construct landscape structures.
6. Recognize a good landscape.
7. Work in the FFA.
8. Work on their Supervised Occupational Experience programs.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Field trips, lectures, discussions, demonstrations, student reports, guest speakers, movies, and filmstrips.

Course Title

Independent Study in Agriculture

Description of Target Group

Students enrolled in this course must be of 11th – 12th grade standing and have shown a desire to do independent, advanced work. Each student desiring to enroll will make application to the Department of Agriculture, stating their desired undertaking. Open to all 11th– 12th grade students.

Purpose

This course is designed to allow students to do individual advanced work in one or more industrial and vocational areas.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Complete a safety test with a passing score.
2. Provide and use protective clothing and eye protection when and where required.
3. Demonstrate the ability to set up and work under sage working conditions.
4. Operate safely and demonstrate ability in the proper use of hand and power equipment available to them.
5. Complete the work that was agreed upon by the student and department advisors.
6. Demonstrate ability to work independent of constant supervision.
7. Present a typed summary of the results of their understanding to their advisors.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Student, with help of the advisors, will provide materials and activities necessary for student to complete his undertaking.

Agriculture Leadership and Communications

Santa Maria Joint Union High School District

Submitted: Feb 14, 2019
Decision: Feb 27, 2019

ubmission Feedback

PPROVED

asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)
rnest Righetti High School (053303)	Classroom Based	Abbreviation: Ag Ldshp/Comm A, Course Code: AG6292 Abbreviation: Ag Ldshp/Comm B, Course Code: AG6293
anta Maria High School (053305)	Classroom Based	Abbreviation: Ag Ldshp/Comm A, Course Code: AG6292 Abbreviation: Ag Ldshp/Comm B, Course Code: AG6293
ioneer Valley High School (053847)	Classroom Based	Abbreviation: Ag Ldshp/Comm A, Course Code: AG6292 Abbreviation: Ag Ldshp/Comm B, Course Code: AG6293

Title: Agriculture Leadership and Communications

Length of course: Full Year

Subject area: College-Preparatory Elective (G) / Interdisciplinary

UC honors designation? No

Prerequisites:	Teachers approval (Required)
Co-requisites:	None
Integrated (Academics / CTE)?	Yes: Agricultural Business
Grade levels:	9th, 10th, 11th, 12th

ourse Description

urse overview:

This yearlong course is designed to engage students in experiential activities which further their personal development and premier leadership skills. The curriculum consists of integrated performance activities that will assist in the development of critical thinking, extemporaneous speaking, conflict resolution, consensus-building and group communication abilities. Written and oral skill development will be emphasized through individual and collaborative projects as well as character development through service-learning exercises.

urse content:

Personality and Leadership

Description: Students will define leadership and create goals for themselves for the year. Students will examine different leadership styles and case studies. Students will research different real world leaders. Students will evaluate the strengths and weaknesses of different leadership styles and real world leaders. This unit is an introduction to the topic of leadership. To achieve this goal, students will look a numerous real world leadership case studies and they will evaluate the issues within the situation, as well as evaluate how the person handled the situation. They will take personality assessments, evaluate 4 sets of preferences and how to work well with different group personalities. Students will have group and class discussions about these case studies and will write frequently about how they would handle the situation. Additionally, students will research a real world leader and present on the strengths and weaknesses of their leadership style.

Unit Assignment(s):

Assignment: Students will write an essay explaining their personal leadership style and creating goals for the year. This assessment relates to the goals of the class because students will begin to think about themselves as leaders and how they would handle different situations as a leader. Additionally, the assessment connects to the writing goal of the class since students will need to clearly explain how they plan on being a leader.

In addition, students will plan an FFA leadership conference on the Patterson High School campus known as the local Greenhand Conference. They will invite all the freshmen within the Agriculture department and present 5-6 different sessions about building leadership skills to these freshmen. The students in this class are responsible for planning, organizing and developing these leadership sessions for this leadership conference.

Emotional Intelligence

Description: In this unit, students will evaluate their emotional intelligence (EQ). Emotional Intelligence is the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically. The purpose of this unit is to have students to effectively analyze their own personal emotional intelligence. They will evaluate various situations in an agricultural work environment and how people utilized emotional intelligence in these situations.

⮒ Unit Assignment(s):

Assignment: Students will evaluate their own emotional intelligence through EQ quizzes. They will then be grouped with other students with similar emotional intelligence. The group will have to create a visual presentation that describes their EQ and how they tend to work with people of other emotional intelligence styles.

Conflict Resolution/ Problem Solving

Description: In this unit, students are introduced to basic techniques to handle conflict resolution. In any leadership situation, students will be presented with some type of conflict and need to be able to resolve this conflict in a positive way. This unit will also be focused on learning how to be assertive but an effective leader while making decisions and solving problems as a leader. Students will learn how to handle emotions effectively in a group situation. They will work to identify the core issues of any situation and look at problems from other perspectives. Students will learn how to build off of other's ideas in order to find a more creative and effective solution to the problem. This will be done through real work and hypothetical situational analysis of issues. Students will work in groups to develop and implement proposed solutions and will meet with appropriate personnel to present their solutions and persuade others of the viability of their ideas. Students will analyze examples of novel approaches to issues and will learn about effective brainstorming.

⮒ Unit Assignment(s):

Assignment: Students will be presented with mock conflicts in Agricultural work environments. They will have to present possible methods to reduce the conflict within the work environment. The students will work in groups to clearly determine the core issues within the situation and provide a clear plan on how to handle emotions effectively and create a resolution for the conflict.

In addition, students will practice their ability to solve problems in a group environment. Students will engage in a community-based project related to Agriculture or the FFA chapter where they identify a problem they want to fix, organize a way to fix it, and then go about executing that solution. This assessment relates to the goals of the class because it connects the learning in class to the real world. Students will need to think creatively to find solutions to real problems and then plan their solution.

Leading a Team

Description: In this unit, students will be investigating the proper way to leading a team. Patterson FFA chapter is officially led by seven officers who are always in this course. However, our goal is to have a whole class of leaders who are within this course. Hence, this unit is essential because it helps provide more guidance on how to properly lead a team or in this case, an FFA chapter. The students will investigate their interpersonal skills to evaluate themselves to see if they are a trusting individual to others.

⮒ Unit Assignment(s):

Assignment: Leading a team is something often done by a coach. Hence, for an assignment, the students will be introduced to 10 key coaching skills. The students will have to take these ten key coaching skills and write about how they will apply them to being a leader in the FFA chapter. They will have to come up with a plan on how to better be leaders in their FFA chapter using these 10 key coaching skills.

Career Readiness

Description: In this unit, students will begin preparing themselves for a career. The purpose of this course is to prepare students for the future as a leader in a career in Agriculture. Through this unit, students will learn the basic skills of creating a cover letter, resume, job application and preparing for an interview. They will focus on building their individual interview skills by practicing their basic interview questions with their peers. In addition, they will practice giving positive feedback to their fellow students as they peer review cover letters and resumes.

⮒ Unit Assignment(s):

Assignment: Students will participate in a local FFA Job Interview contest. They will each complete all the steps to participating in this contest which includes creating their resume, cover letter and completing a job interview. California FFA provides four mock job positions each year that the students will be applying to for the contest. The most difficult part of the contest is that the students will have to meet with an interview panel and interview for this mock position. Those students who score the highest in the local contest will continue on to the Sectional FFA Public Speaking competition for the Job Interview contest.

Communication

Description: Students will learn the skills necessary to being a good public speaker. These will include: projection, articulation, eye contact, body language, and confidence. Students will practice each of the public speaking skills necessary in increasingly difficult situations beginning with peer-to-peer and culminating in a large group speech. Students will investigate various communication styles including non verbal communications and verbal communications. In addition, the students will become familiar with the ten tools for effective listening.

⮒ Unit Assignment(s):

Assignment: Students will have to practice their public speaking skills through the participation in a local chapter competition of the FFA Opening and Closing Ceremonies contest. These students will need to memorize specific parts of the ceremonies and have to present the entire ceremony's speech in a group contest. They will be graded based upon their presentation of the ceremony and their projection, articulation, eye contact, body language and confidence. The group that does the best in the local competition will move on to the Sectional FFA Opening and Closing Ceremonies contest.

Parliamentary Procedure

Description: Parliamentary procedure is the body of rules, ethics, and customs governing meetings and other operations of clubs, organizations, legislative bodies, and other deliberative assemblies. In Agriculture and the FFA, parliamentary procedure is the basic rules to make decisions and votes in a professional manner. As students are preparing for further involvement in the FFA and careers, parliamentary procedures are important to know. Almost anyone with a career in Agriculture will have to be aware of legislation in the state and by being familiar of parliamentary procedure will give anyone a head start in their career. In this unit, students will be familiar with the main motions and procedures for a vote to be passed and decisions to be made properly.

⮒ Unit Assignment(s):

Assignment: The students will be grouped in a group of approximately 6 students and they will demonstrate their knowledge of main motions using parliamentary procedure. They will have to participate in a local Parliamentary Procedure contest that is similar to the FFA Parliamentary Procedure contest.

Team Development

Description: In this unit, students will learn about the skills needed to work as a team. They will investigate the characteristics of an effective team. This will allow them to evaluate how they are working as a leadership team within the Patterson FFA chapter. They will complete a team dynamics or group self assessment to see if they believe they have the proper dynamics as a team.

⮒ Unit Assignment(s):

Assignment: The students will be presented with mock issues within a team environment. The students must evaluate these mock issues and develop plans on how to create or change the current team to build the proper team dyanmics or develop an effective team.

Event Planning

Description: Students will look at different ways to plan various types of school and community projects. They will learn and implement a project planning process to ensure that they are thinking about all the different aspects of organizing an event. Students will work to delegate tasks appropriately, as well as anticipate potential problems and plan solutions to those potential setbacks before they occur. Students will learn how to plan for the myriad aspects of an event, to communicate with necessary individuals and how to organize all the details of an event in a timely fashion. Students will learn to evaluate an event and identify improvements for future planning.

⮒ Unit Assignment(s):

Assignments: In group committees, students will plan and implement various FFA events on campus using a project-planning format. They will be responsible for every aspect of the event including budgeting, personnel, marketing, communication and implementation. After their event, they will also evaluate the planning process and identify changes that they think are necessary to improve both the process and the results for future events.

Agricultural Issues

Description: In this unit, students will research various agricultural issues in the industry such as water rights, land uses and any other issue relating to agriculture. They will choose an agricultural issue that interests them and complete digital research on this issue. They will be introduced to the proper procedures to making a convincing presentation and the basic presentation skills. In this unit, they are learning more about common issues within the industry as well further developing their public speaking skills.

Unit Assignment(s):

Assignments: Students will take their chosen agricultural issue and create a digital presentation to present to local agriculturalists. This assignment allows students to demonstrate their writing skills to write their presentation as well as demonstrate their use of technology to make a persuasive presentation. The panel of agricultural industry professionals will listen to these presentations and ask the student presenters questions at the end of each presentation.

ourse Materials

Textbooks

itle	Author	Publisher	Edition	Website	Primar
eadership Personal Development and Career uccess	Cliff Ricketts and John C. Ricketts	Delmar	3rd Edition/2011	[empty]	Yes

dditional Information

urse Author:

ctor Guerra
acher
uerra@pvhspanthers.org
59221305 ext. 5206

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Course Description

A. COVER PAGE

1. Course Title
Agriculture Leadership and Communications

2. Transcript Title / Abbreviation
ag-ldshp-comm-ab

3. Transcript Course Code / Number
AG6292 / AG 6293

4. School
Righetti High School

5. District
Santa Maria Joint Union High School District

6. City
Santa Maria, CA

7. School / District Web Site
http://erhs.smjuhsd.k12.ca.us

8. School Contact

Name: Miguel Guerra

Title/Position: Teacher

Phone: 805-937-2051 **Ext.:** 2429

Fax: 805-934-0819

E-mail: mguerra@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Language other than English
- ☐ Visual & Performing Arts (for 2003)
- ☒ College Prep Elective

10. Grade Level(s)
9th – 12th

11. Seeking "Honors" Distinction?

☐ Yes ☒ No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Date of School Board Approval

14. Was this course previously approved by UC? ☐ Yes ☒ No If so, year removed from list? _____

Under what course title? _____

15. Is this course modeled after an UC-approved course from another school? ☐ Yes ☒ No

If so, which school(s)? _____

16. Pre-Requisites
none

17. Co-Requisites

18. Brief Course Description

Leadership, communication skills, and work ethics are major contributing factors in today's successful work force. This course is designed to instruct and train students to meet the necessary leadership and communication skills needed for a career in the Agriculture industry. This course will provide instruction and meaningful experiences in personal development, career awareness and planning, management, and presentation of FFA leadership activities and Community Service Projects. Students will also be required to compile an individual career plan and portfolio.

B. COURSE CONTENT

Please refer to instructions

19. Course Goals and/or Major Student Outcomes

Upon completion of this course students will be able to:

1. Be a fair and effective leader.
2. Make logical decisions.
3. Work effectively with groups and committees.
4. Be able to speak effectively and communicate with others.
5. Manage, prioritize, and plan time efficiently.
6. Identify conflict and use conflict management.
7. Be able to conduct a meeting using parliamentary procedure.
8. Prepare a personal career portfolio.
9. Select and plan for a career.
10. Apply for a job and go through an interview process.
11. Perform 20 hours of community or school service.

20. Course Objectives

1.) To develop personal leadership qualities.

- a. Leadership: Who and what is a Leader?
- b. Developing Personal Responsibility
- c. Ethics
- d. Social Behavior
- e. Developing standards of personal dress
- f. Developing a sense of vision
- g. Developing self-discipline and goals
- h. Taking risks

2.) Growing interpersonal relationships

- a. Effective one-on-one communication
- b. Non-verbal communication
- c. Developing people skills
- d. Keeping commitments
- e. Loyalty and openness
- f. Encouraging others
- g. Conflict resolution
- h. Service to others

3.) Nurturing group leadership

- a. Leading in constantly changing times
- b. Systems thinking
- c. Encouraging personal mastery
- d. Understanding mental models
- e. Building shared vision

f. Shared decision making

g. Presiding over meetings

h. Speaking in public

4.) To create an awareness of the importance of agricultural leadership.

5.) To prepare students for college level entry in the various disciplines of agriculture science.

21. Course Outline

Unit 1 personal Leadership Development

Lesson	Student Outcomes
Interpersonal Development	1. Demonstrate good manners and positive behaviors 2. Identify elements of positive self-concept 3. Demonstrate positive professional image and behaviors
Leadership Development	1. Knowledge of the history, aims, purposes, constitution, Organization of the Future Farmers of America. 2. Working knowledge of Parliamentary Procedure. 3. Demonstrate communication skills.

Unit 2 Effective Leadership Types and Traits of Good Leadership

1. Define and identify leadership styles.
2. Define technical, conceptual and human. relations skills.
3. Identify leadership potential
4. Understand Maslow's Hierarchy of needs.
5. Demonstrate methods of motivation and influence.

Unit 3 Career Planning / Career options

1. Explain the importance of work to the individual and society
2. Identify potential and local agriculture careers.
3. Describe economic and technological trends of the work environment.

Career Planning

1. Identify, research, and describe and a agriculture career.
2. Identify and list skills abilities, and education required for career choice.
3. Develop a career plan.

Individual Personal Portfolio

1. Develop personal; resume and letter introduction.
2. Complete a basic job application.
3. Acquire two letters of reference.
4. Demonstrate job interview skills.
5. Complete five agriculture work samples.
6. Understand employee/employer responsibilities.

Unit 4 Communication Processes / Importance of Speaking and Listening

1. List and describe the importance of public speaking skills.

2. Demonstrate the ability to leas a group discussion.
3. Demonstrate the ability of being a good listener.

Communication Technology

1. Identify and demonstrate ability to communicate effectively using telephone written memo and letters, verbally, and e-mail.

Public Speaking Skills

1. Select, research, develop, and deliver an 8-10 minute presentation to a local agriculture service group or education group.

Unit 5 Time Management / Importance of Time Management

1. Explain the process of time management
2. Develop a system for grouping and planning activities.
3. Develop and utilize a personal daily activity list.

Prioritizing

1. Understand and prioritize activities according to urgent, short term, immediate, or long term.
2. Develop and unitize a personal daily activity list.

Unit 6 Team Building/Group Dynamics

Lesson **Student Outcomes**

Group Definition and Functions

1. Identify and define group norms

Group Cohesiveness and Teamwork

1. Identify and demonstrate group norms Teamwork and team work skills.
2. Identify roles within groups (dynamics)
3. Identify and understand role conflicts.
4. Identify and demonstrate group communication skills.

Group Pressure

1. Identify and explain group pressure.

Role Playing in Small Groups

1. Identify and demonstrate different roles within a group.

Unit 7 Understanding Power in Organization

Unit 8 Goal Setting

Unit 9 Critical Thinking and Problem Solving

Unit 10 Conflict Management

Unit 11 Public Speaking

Unit 12 Parliamentary Procedure

Unit 13 Current Issues

22. Texts & Supplemental Instructional Materials

Developing Leadership and Personal Skills. Sharon Hunter, Marshal Stewart, Brenda Scheil, Robert Terry, Jr. Steven D. Fraze. Interstate Publishers Inc. Danville, Illinois
Roberts rules of order 3rd edition, FFA Manual, FFA Constitution and bylaws, Supplemental materials, FFA New Horizon Magazine, Western Region Ag. Alert periodical

23. Key Assignments

Individual and Group presentations in:
1.) Interpersonal Development
2.) Leadership Development
3.) Types and Traits of Good Leadership
4.) Career Options
5.) Career Planning
6.) Individual Personal Portfolio
7.) Importance of Speaking and Listening
8.) Communication Technology
9.) Public Speaking Skills
10.) Importance of Time Management
11.) Prioritizing
12.) Group Cohesiveness and Teamwork
13.) Group Pressure
14.) Role Play in Small Groups
15.) Understanding Power in Organization
16.) Goal Setting
17.) Critical Thinking and Problem Solving
18.) Conflict Management
19.) Public Speaking
20.) Parliamentary Procedure
21.) Current Issues

24. Instructional Methods and/or Strategies

Ag leadership will be structured around student inquiry based activities.

1.) Cooperative learning activities
2.), Speech Preparation
3.) Computer simulations
4.) Model constructions
5.) Critical thinking essays
6.) Exams, Quizzes
7.) Lectures
8.) Multimedia presentations
9.) CD-ROMs
10.) Videotapes
11.) Laser discs
12.) Field experiences
13.) Guest speakers
14.) Class discussions

25. Assessment Methods and/or Tools

The following is a list of techniques that may be used in assessing student progress of pre/post diagnostic assessment:
1.) Tests and Quizzes
2.) Laboratory Journal / Class Participation
3.) Projects / Essays
4.) California Student Record Book
5.) Development and maintenance of Supervised Agricultural experience Program (varies per type of project)
6.) Daily Attendance
7.) Final Exam

C. HONORS COURSES ONLY

Please refer to instructions

26. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

27. Context for Course (optional)

This course contributes to the district framework plan through School to Career Plan, and the Righetti High School ESLR's (Expected Schoolwide Learning Results)

28. History of Course Development (optional)

Course Title

Natural Resources Management 1 A/B

Description of Target Group

This course is for 10th, 11th, and 12th grade students.

Prerequisites: Must have completed Life Science, Biology, Agricultural Science 2 or Ag. Biology

Purpose

The purpose of NATURAL RESOURCES MANAGEMENT is to present a study of scientific principles, interrelationships, and problems regarding natural resources conservation. Emphasizes interdisciplinary aspects of environmental decisions and motivates those interested in conservation and management oriented occupations. To include environmental problems and their causes, and observe cultural changes, world views, and ethics. Students will study ecosystems, how they work and what are the major types, and what can happen to them. Other issues will include: environmental economics and politics, Risk, toxicology, and human health along with climate, global warming, and ozone loss. We will explore many aspects of natural resources and bio-diversity.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Reinforced Arithmetic skills
2. Ability to evaluate current events
    a. In relationship to Natural Resources and Ecology
    b. Leading and participating in class discussions of events, issues, and real policy
    c. Summarize weather and climate problems as they relate to global warming and ozone loss
3. Relate life situations to current events
    a. Working with others
    b. Critical thinking in response to reaction paragraph or short essays
    c. Understand world cultural changes and view points that lead to an ethical sustain ability
    d. Understand environmental economics and politics
4. Conservation Projects (to include, but is not limited to:)
    a. Figuring correct amounts and costs of materials
    b. Figuring volume of water projects and dams
    c. Drawing and drafting plans
    d. Summarize the major environmental problems and their causes
    e. Discuss the types and concepts of matter and energy resources
    f. Waste reduction and prevention
    g. Identify food resources and problems that relate to sustainable Earth Ag. systems

5. Discuss and Debate Issues
   a. Discuss ways that safely protect food resources.
   b. Earth's geological processes and the proper use and management of mineral and soil resources
   c. Describe the basic component of ecosystems and how they work
   d. Summarize human population growth, urbanization, and regulation problems and solutions
   e. Discuss chemical, physical, and biological risks and hazards as to various human health problems
   f. Discuss water's importance and the application of efficient water resource use
6. Conducting Lab Activities
   a. Scientific Experiments
   b. Measurements and Evaluations of Projects
   c. Misc. lab activities
7. Assessment of Student Learning
   a. Stunts will present evidence of learning by cooperating with groups or by individual assignments and presentations based on the above subjects.
   b. Students will demonstrate evidence of learning by presenting ideas, solutions, and conclusions to the areas stated above.
   c. Teacher observation and evaluation

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and approved supplementary books used in the Santa Maria Joint Union High School District

Current Topics in Magazines & Newspapers; such as: *Popular Science, California Farmer, Hoard's Dairyman, New Horizons, Wall Street Journal, Santa Maria Times, Feedstuffs, Farm Journal, and other supplementary materials.*

Activities

Individual work, lectures, class participation, demonstration, audio visual materials, guest speakers, small group activities, and field trips.

Course Title

Ornamental Horticulture 1A

Description of Target Group

All 11th and 12th grade students with an interest in art, horticulture and agriculture fields to include business management, leadership and career awareness. Also, group/ team efforts will be stressed throughout the course.

Purpose

To expose students in all areas of Ornamental Horticulture to insure an appreciation of the complex nature of all facets of the industry including botanical classification, physiology, pests/disease, history, artistic designs, selection, color, proportionality of different types of arrangements. Career presentations and individual/group projects will be emphasized. Written and oral evaluations will be required of all units. Student will receive 5 units per semester from this course.

Prerequisites: none (preferably Ag. biology, biology, intro. to art, and 2 years of English)

Standards of Expected Student Achievement

Science Content Standards for California Public Schools,
Biology / Life Science,
#1 Cell Biology
#2 Genetics
#6 Ecology

Chemistry,
#1 Atomic and Molecular Structure
#2 Chemical Bonds
#5 Acids and Bases
#6 Solutions

Earth Science,
#6 Energy in the Earth System
#8 Structure and Composition of the Atmosphere

Ornamental Horticulture 1A (continued)

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Become familiar with Ornamental Horticulture terminology
2. Be able to identify the basic plant anatomy and physiology (leaves, stem, and roots) and have a working knowledge of their importance in the growing process.
3. Identify plant groups: trees, shrubs, ground covers, houseplants, vines, annuals, and perennials.
4. Be able to identify, by common name, the plants listed in the course curriculum sheet that are common to the local area.
5. Be able to recognize the qualifications and requirements for the various ornamental occupations.
6. Use, care for, and identify common ornamental horticulture tools and their safety.
7. Know the different types of propagation: seed, cuttings, grafting, budding, and division.
8. Identify soil amendments and how to prepare soil mixes.
9. Be able to name and have a working knowledge of different methods of watering plants.
10. Identify and explain the uses of horticultural structures: greenhouse, lath house, cold frame, and hot bed.
11. Know and understand the safety and sanitation rules in the nursery unit before working in the nursery area.

Methods of Assessment of Student Learning

1. Objective tests
2. Laboratory Reports
3. Written assignments
4. Class participation
5. Notebook
6. Research reports and oral presentations
7. Poster board display and presentation
8. Written self critiques of all presentations
9. Flyer and brochure development
10. Agricultural experience program
1. Individual and group projects (3 per semester)
12. Supervised agricultural experience project
13. California Agricultural Recordbook and FFA application
14. Attendance, positive attitude and work ethic

Ornamental Horticulture 1A (continued)

Instructional Materials

Floriculture Designing and Merchandising by Charles Griner
Introductory Horticulture by H. Edward Reiley and Carroll L. Shry, Jr.
Western Garden Book by Sunset
Western Fertilizer Handbook by Ca. Fertilizer Association
California Agricultural Education Record Book by Calif. State Dept. of Education

Activities

Laboratory and Field Activity titles
·Poster board display on a research project
· Floral arrangement construction (5+ types)
· Corsage construction
· Banquet/mock wedding planning
· Dish garden
· Plant breeding (genetics)
· Problem Solving
· Ornamental Iron work and design
· Woodwork and design
· Record book/ record keeping
· Lecture/group discussion
· Window display design and critique
· Fertilizer experiment with graph and research report
· Plant growth experiment
· Plant needs experiment
· Create own floral design/landscape with how to instructions
· Water analysis / testing report

Bold activities introduced in Intro. to Art class

Course Outline

Ornamental Horticulture, 1B

To be submitted for A-G: Yes, F requirement

Description of Target Group

All 11th and 12th grade students with an interest in art, horticulture and agriculture fields to include business management, leadership and career awareness. Also, group/ team efforts will be stressed throughout the course.

Purpose

To expose students in all areas of Ornamental Horticulture to insure an appreciation of the complex nature of all facets of the industry including botanical classification, physiology, pests/disease, history, artistic designs, selection, color, proportionality of different types of arrangements. Career presentations and individual/group projects will be emphasized. Written and oral evaluations will be required of all units. Student will receive 5 units per semester from this course.

Prerequisites: None (preferably Ag. biology, biology, intro. to art, and 2 years of English)

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully:
1. Demonstrate knowledge of the elements of visual art and the principals of landscape/floral design.
2. Integrate the use of floral equipment, materials and methods with the elements of art and principles of floral design to create a portfolio of original works of art.
3. Illustrate the interrelationship between the visual arts and the historical and cultural trends and developments.
4. Appreciate, analyze, and critique masterworks of photography as well as individual student works.
5. Relate the broader lessons of the floral and landscape arts to other subjects and fields of endeavor.

Units/Topic (standards/objectives)
Working with Natural Light
- Outdoor Light Conditions (2.1– 2.3)
- Qualities of Light and Shadow (2.1 – 2.3)

- Intensity
- Direction
- Specular vs. Diffused Light
- Color
- Spotlighting

Composition

- Perception (1.1 – 1.3, 2.1 – 2.3, 2.5, 2.6)
- Composition
- Snapshot vs. Vertical Framing
- Horizontal and Vertical Framing (1.1 – 1.3, 2.1 – 2.3, 2.5, 2.6)
- Dominant and subordinate elements
- Shape and form – 2 & 3 – dimensional objects
- Line
- Simplicity (1.1 – 1.3, 2.1 – 2.3, 2.5, 2.6)
- Space/"negative space"
- Dominant and subordinate elements
- Visual weight
- Contrast
- Unity
- The Rule of Thirds (1.1 – 1.3, 2.1 – 2.3, 2.5, 2.6)
- Balance
- symmetry
- asymmetry
- movement
- Lines and Designs (1.1 – 1.3, 2.1 – 2.3, 2.5, 2.6)
- Abstraction
- Line and implied line
- Repetition
- Pattern
- Theme and variation
- Rhythm
- Regular
- Irregular
- Texture
- Unusual Viewpoint
- Point of view
- Emphasis

Analysis and Critique

- 1A self-evaluation assignment sheet (1.1, 1.3, 4.5)
- Group/class critiques
- Classroom Display of Student work (1.1,1.3,4.1 – 4.5)
- Landscape and arrangement shows of student work (1.1, 1.3, 4.1 – 4.5)

Ornamental Horticulture 1B (continued)

Instructional Strategies

The following instructional methods and strategies are used:

- Lecture with student note-taking
- Computer presentation software, such as Microsoft PowerPoint
- Teacher demonstration
- Student-led demonstration or presentation
- Lab work
- Class exercises / guided practice
- Class discussion
- Critiques
- Question and answer
- Reading textbook passages or chapters, articles from periodicals
- Class begins with a written Daily warm-up activity, which can be used for review or to activate prior knowledge or to respond to arrangements or landscape design or ideas.
- Expository writing
- Research in classroom resources, library, internet
- Individual work
- Pair or small group work
- Test and quizzes

Natural Forms

- Landscape (1.1-1.3,2.1-2.3, 2.5, 2.6)
- Still life (1.1-1.3, 2.1-2.3, 2.5, 2.6)

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Become familiar with Ornamental Horticulture terminology
2. Be able to identify the basic plant anatomy and physiology (leaves, stem, and roots) and have a working knowledge of their importance in the growing process.
3. Identify plant groups: trees, shrubs, ground covers, houseplants, vines, annuals, and perennials.
4. Be able to identify, by common name, the plants listed in the course curriculum sheet that are common to the local area.
5. Be able to recognize the qualifications and requirements for the various ornamental occupations.
6. Use, care for, and identify common ornamental horticulture tools and their safety.
7. Know the different types of propagation: seed, cuttings, grafting, budding, and division.
8. Identify soil amendments and how to prepare soil mixes.
9. Be able to name and have a working knowledge of different methods of watering plants.
10. Identify and explain the uses of horticultural structures: greenhouse, lath house, cold frame, and hot bed.
11. Know and understand the safety and sanitation rules in the nursery unit before working in the nursery area.

Ornamental Horticulture 1B (continued)

Methods of Assessment of Student Learning

1. Objective tests
2. Laboratory Reports
3. Written assignments
4. Class participation
5. Notebook
6. Research reports and oral presentations
7. Poster board display and presentation
8. Written self critiques of all presentations
9. Flyer and brochure development
10. Agricultural experience program
11. Individual and group projects (3 per semester)
12. Supervised agricultural experience project
13. California Agricultural Recordbook and FFA application
14. Attendance, positive attitude and work ethic

Instructional Materials

Floriculture Designing and Merchandising by Charles Griner
Introductory Horticulture by H. Edward Reiley and Carroll L. Shry, Jr.
Western Garden Book by Sunset
Western Fertilizer Handbook by Ca. Fertilizer Association
California Agricultural Education Record Book by Calif. State Dept. of Education

Activities

Laboratory and Field Activity titles

- Poster board display on a research project
- Floral arrangement construction (5+ types)
- Corsage construction
- Banquet/mock wedding planning
- Dish garden
- Plant breeding (genetics)
- Landscape design (CAD)
- Ornamental Iron work and design
- Woodwork and design
- Record book/ record keeping
- Problem Solving
- Lecture/group discussion
- FFA proficiency app. In area of choice
- Window display design and critique
- Fertilizer experiment with graph and research report
- Plant growth experiment
- Plant needs experiment
- Create own floral design/landscape with how to instructions
- Water analysis / testing report
- Soil testing report

Course Title

Ornamental Horticulture 2A

Description of Target Group

This course is for 10th, 11th, and 12th grade students who have completed Ornamental Horticulture 1 A/B.

Purpose

The purpose of ORNAMENTAL HORTICULTURE 2A is to study the areas of: plant identification, advanced landscaping, turf management, advanced floral design, commercial flower production, sales, marketing, and job opportunities. This is the first semester of a one year course.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Be able to identify by botanical name the plants listed in the course curriculum sheet common to the local area.
2. Use, care for, and identify common floral and landscaping tools and materials.
3. Name and construct the different types of flower arrangements and corsages.
4. Identify common lawn grasses.
5. Know and use safety rules in the operation of horticultural power equipment.
6. Identify common cut flowers.
7. Be able to recognize the qualifications and requirements for jobs in the nursery practices and floriculture industries.
8. Be able to draw a landscaping plot plan.
9. Identify floral containers and mechanics.
10. Know the process of flower marketing from grower to consumer.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

1. Individual work
2. Lectures
3. Class participation
4. Demonstrations
5. Audio-visual materials
6. Field trips
7. Small group activities
8. Outside resource people

Course Title

Ornamental Horticulture 2B

Description of Target Group

This course is for 10th, 11th, and 12th grade students who have completed ORNAMENTAL HORTICULTURE 2A.

Purpose

The purpose of ORNAMENTAL HORTICULTURE 2B is to continue and further develop an understanding and knowledge of: plant identification, landscaping, commercial flower production, flower arrangement and corsage making, operation and maintenance of ornamental horticulture equipment, disease and pest identification, turf management, and arboriculture. This is the second semester of a one year course.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Be able to identify by botanical name the house plants and cut flowers listed in the course curriculum sheet.
2. Identify, use and care for common types of turf equipment.
3. Be able to recognize the qualifications and requirements for occupations in turf management and arboriculture.
4. Be able to maintain a lawn.
5. Be able to maintain permanent plantings.
6. Be able to identify common insect pests of ornamentals.
7. Be able to identify common weeds of ornamentals.
8. Correctly prune a landscape tree and shrub.
9. Be able to repair PVC pipe sprinkler system.
10. Apply common pesticides to ornamentals for the control of common insect pests.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

1. Individual work
2. Lectures
3. Class participation
4. Demonstrations
5. Audio-visual materials
6. Field trips
7. Small group activities
8. Outside resource people

COURSE DESCRIPTION (DISTRICT)

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
Agriculture Science 1

2. Transcript Title(s) / Abbreviation(s)
Ag Sci 1

3. Transcript Course Code(s) / Number(s)
AG6294 AG6295

4. School
Santa Maria High School

5. District
Santa Maria Joint Union High School District

6. City
Santa Maria, CA 93455

7. School / District Web Site
http://www.smjuhsd.k12.ca.us

8. School Course List Contact

Name: Jim Armstrong

Title/Position: Asst. Supt. Curric/Instruction

Phone: 922-4573 **Ext.:** 4211

E-mail: jarmstrong@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Visual & Performing Arts
  - ☐ Intro ☐ Advanced
- [X] **College Prep Elective**

10. Grade Level(s) for which this course is designed

[X] **9** ☐ **10** ☐ **11** ☐ **12**

11. Seeking "Honors" Distinction?

☐ **Yes** [X] **No**

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- [X] 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Is this an Internet-based course? ☐ Yes ☐ No

If "yes", who is the provider? ☐ UCCP ☐ PASS/Cyber High ☐ Other_____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- ☐ A course reinstated after removal within 3 years. Year removed from list?_____
  - Same course title? ☐ Yes [X] No
  - If no, previous course title?_____
- ☐ An identical course approved at another school in same district. Which school? _____
  - Same course title? ☐ Yes ☐ No
  - If no, course title at other school?_____
- ☐ Year-long VPA course replacing two approved successive semester courses in the same discipline
- ☐ Approved Advanced Placement (AP) OR International Baccalaureate (IB) course
- ☐ Approved UC College Prep (UCCP) Online course
- [X] Approved CDE Agricultural Education course
- ☐ Approved P.A.S.S./Cyber High course

☐ Approved ROP/C Course. Name of ROP/C?_____

☐ Approved A.V.I.D. course

☐ Approved C.A.R.T. course

☐ Approved Project Lead the Way Course

☐ Other. Explain:_____

15. Is this course modeled after an UC-approved course from another school <u>outside</u> your district? ☐ Yes ☐ No

If so, which school(s)? _____

Course title at other school_____

16. Pre-Requisites

Algebra 1 or concurrent enrollment

17. Co-Requisites

Agriculture Biology (year 2)

18. Is this course a resubmission? ☐ Yes ☒ No

If yes, date(s) of previous submission?_____

Title of previous submissions?_____

19. Brief Course Description

The Agriculture Science 1 course is designed to include units in: California Agriculture, Principles of Soil Science, the Environment and Earth's Resources, Applied Agri-science and Technology and Agriculture Research. This course provides students with critical thinking and leadership development skills via the FFA student agricultural experience project is required for all students.

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

21. Course Objectives

22. Course Outline

23. Texts & Supplemental Instructional Materials

24. Key Assignments

25. Instructional Methods and/or Strategies

26. Assessment Methods and/or Tools

C. HONORS COURSES ONLY

Please refer to instructions

27. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKBROUND INFORMATION

Please refer to instructions

28. Context for Course (optional)

29. History of Course Development (optional)

Agriculture Science 1
Meets the UC "g" Admission Requirement

I. COURSE INFORMATION:

A. Course Title: Agriculture Science I

B. Grade Level: 9-12 Grades

C. Length of Course 1 year

D. Prerequisites: Algebra 1 or Concurrent Enrollment

E. Credit: 10 Units

II. MAJOR GOAL AND STUDENT OUTCOMES:

A. The Agriculture Science I course is offered to first year agriculture students who are planning to major in agriculture in college or university. The course is designed in conjunction with Agriculture Biology our meet UC requirements and California State Standards for Biological Sciences. It has been designed to provide students with a unique perspective of agriculture and its impact on America Society. It also provides students with critical thinking and leadership development skills via the Future Farmers of America (FFA), as well as foundation skills and knowledge in the seven program areas of agriculture.

B. The Agriculture Science I course is designed to be both academically challenging and demanding. Students will be expected to not only acquire knowledge, but also to organize, analyze, evaluate, predict, problem solve and apply this knowledge. The student must be able to read and comprehend a variety of materials; demonstrate writing skills that convey ideas in written and visual form; speak with clarity, meaning, and confidence, exhibit creativity; use technology in research and accessing information; appreciate and respect individual and cultural differences; and demonstrate the ability to work collaboratively.

III. MAJOR OBJECTIVES:

A. The course objectives are as follows:

1. Define agriculture and the agricultural industry.
2. Describe important needs and sources of food and fibers.
3. Explain ecosystems and their impact on agriculture.
4. Explain the importance of standard measurements in agriculture.
5. Understand how new energy sources are developed from agricultural products.

B. Using the Science of Computation

1. Define the important terms and concepts in Agriscience measurements and computations.
2. Explain the use and importance of standard measurement.
3. Make measurements of length, temperature, and weights.
4. Calculate area and volume of objects of various shapes.
5. Explain important characteristics of biological organisms.
6. Explain life span and its stages.
7. Explain heredity and genetics in agriculture.
8. Define plant and distinguish plants from animals.

9. Explain asexual and asexual propagation in plants.
10. Explain and understand the major organ systems of animals.
11. Name and describe the major animal groups.
12. Explain the food nutrients needed by animals and plants.
13. List examples of plant and animal classifications.
14. Understand health concerns and diseases of animals.
15. Learn leadership skills associated with the FFA.
16. Develop a Supervised Agricultural Experience Project.
17. Develop an understanding of data entry in record books.

IV. Course Outline

A. Meeting Human Needs in Changing World

1. Define agriculture and agribusiness
2. Describe how the agriculture industry meets human needs for food, fiber, and shelter.
3. Identify the origin of food and fiber items.
4. Describe the areas of the agriculture industry that affects our quality of life.
5. Contrast the interrelations of agriculture and society at the local, state, national, and international levels.
6. Economic impact for leading agricultural commodities.

B. Using Applied Sciences and Technology

1. Explain how the areas of Science relate to Agriscience.
2. Apply the scientific method.
3. Explain the laws and regulations concerning biotechnology.
4. Describe the role and uses of Technology.
5. Understand public concern for technological advancements in agriculture, such as Genetically Modified Organisms (GMO's).

C. Agriculture, the Environment and Earth's Resources

1. Describe Key agricultural environmental impacts on earth resources: soft, water, and air.
2. Explain ecosystems and how they work.
3. Understand current agricultural environmental challenges.
4. Compare and contrast practices for conserving renewable/non-renewable resources.
5. Explain pollution and identify sources of pollution.
6. Understand how new energy sources are developed from agricultural products.

D. Using the Science of Computation

1. Define the important terms and concepts in Agriscience measurements and computations.
2. Explain the use and importance of standard measurement.
3. Make measurements of length, temperature, and weights.
4. Calculate area and volume of objects of various shapes.

E. Determining the Bases of Life

1. Understand the purpose and anatomy of cells
2. Describe how cell parts function.
3. Explain and describe various cell functions.

4. Describe the differences between plant and animal cells
5. Describe the life processes in organisms

F. Classifying and Naming Living Things

1. Describe the classification systems for living things.
2. Explain taxonomy.
3. Use a classification key to identify leaves.
4. Describe how classification systems are useful in agriscience and technology

G. Applying Plant Science Principles

1. Define plant science and how plants differ from animals.
2. Label the parts of a plant and describe their functions.
3. Explain the life cycle of a plant
4. Observe the effects of light on plant growth.
5. Observe the effect of gravity on plant growth.

H. Plant Propagation and Reproduction

1. Explain the processes for the propagation of plants.
2. Label the parts of a plant and explain their functions.
3. Determine viability of seeds by using germination and vigor tests.
4. Explain the importance of imported seeds.
5. Analyze suitable common feed ingredients for ruminant, monogastric, equine, and avian digestive systems, including roughages, concentrates, and supplements.

I. Plant Growth and Nutrients

1. Explain factors and processes in plant growth/
2. Understand the photosynthesis process and the roles of the sun, chlorophyll, sugar, carbon dioxide, and water in the process.
3. Understand the anatomy and functions of plant systems and structures.
4. Explain the respiration process in food and organic matter breakdown.
5. Describe annual, biennial, and perennial life cycles.
6. Explain plant sexual and asexual reproduction.

J. Plant and Insects and Pests

1. Understand the major classifications of pests.
2. Explain three conditions for pest problems.
3. Describe how pests affect plants and cause losses.
4. Explain the chemical, mechanical, cultural, and biological methods for plant pest control.
5. Explain the advantages and disadvantages of Integrated Pest Management (IPM).
6. List safety practices to follow in pest control.

K. Applying Animal Science Principles

1. Name and describe the major animal groups.
2. Describe the anatomy and physiology of animals.
3. Identify and explain the major organ systems of animals which include skeletal, nervous, circulatory, respiratory, excretory, digestive, reproductive and mammary.
4. Understand the evolution and roles of domesticated animals.
5. Explain the differences between domestication and natural selection.

L. Animal Feeds and Nutrition

1. Explain the feed needs of animals.
2. Describe the feedstuffs that provide nutrients.
3. Explain the characteristics of good feed.
4. Understand animal feeding guidelines and evaluate sample feeding programs for various species.
5. Describe the types of nutrients required by farm animals.
6. Analyze suitable common feed ingredients for ruminant, monogastric, equine, and avian digestive systems, including roughages, concentrates, and supplements.

M. Animal Genetics and Reproduction

1. Differentiate between genotype and phenotype, and describe how dominant and recessive genes function.
2. Compare and contrast genetic characteristics among different breeds of farm animals.
3. Demonstrate how to display phenotype and genotype ratios by utilizing a Punnett Square.
4. Explain the fertilization process and the methods of insemination.
5. Understand the purpose and processes of mitosis and meiosis.

N. Animal Health and Diseases

1. Explain common animal health practices.
2. Understand the causes and control of common diseases.
3. Describe environmental influences of animal health.
4. List and examine the different types of animal diseases.
5. Describe the different types of injections.

O. Using Biotechnology to Improve Life

1. Describe biotechnology and how it is being used.
2. Identify issues associated with Biotechnology.
3. Distinguish between two major areas of biotechnology
4. List and explain examples of orgasmic biotechnology.
5. Describe the role of genetics, cells, and genomes in molecular biotechnology
6. Describe the process of genetic engineering and the use of recombinant DNA.
7. Identify the areas of Agriscience being developed through genetic engineering.

P. Applying Principals of Soil Science

1. Describe the major soil components and types.
2. Explain the different ways that soil can be formed.
3. Understand how soil texture, structure, pH, and salinity affect plant growth.
4. Explain the different kinds of soil.
5. Explain the types, uses, and applications of soil amendments and fertilizers.
6. Explain the relation between soil and land.

Q. Marketing Technology in Agriscience

1. Describe the importance of agricultural marketing.
2. Explain the ways agricultural products are marketed.
3. List and explain the major functions in agricultural marketing.
4. Describe the role of marketing infrastructure.
5. Explain the role of communication in agricultural marketing.

R. Computer Technology and Agriculture

1. Name five uses in agribusiness
2. Name and explain the functions of the major external parts of the computer.
3. Demonstrate the use of a word processor.
4. Gain access to information highway through the internet.

S. Interpersonal Skills & Leadership Development (FFA)

1. Explain leadership traits in a leader.
2. Chart a short history and purposes of the FFA
3. List and describe the FFA degree requirements.
4. Explain and recite the FFA Creed.
5. List components of teamwork and cooperation.
6. Goal setting and creating the positive attitude.
7. Completion of a Supervised Agricultural Experience Project.

T. Parliamentary Procedure & Law

1. Define Parliamentary Procedure.
2. Understand the basic concepts of Parliamentary Law.
3. Apply Parliamentary Law in a meeting setting.
4. Use effectively Parliamentary law within a meeting.

U. Communication and Speaking Skills

1. List and describe the importance of public speaking skills.
2. Demonstrate the ability to lead a group discussion.
3. Describe the importance of being a good listener.
4. Demonstrate public speaking skills in selecting, researching and orally delivering a 5-10 minute presentation.

V. Agriculture Science Research Project

1. Development of an agriculture science project.
2. Statistical management of project via Record Book.
3. Instructional coordination and supervision.
4. Analysis of project results.

W. Professional Opportunities in Agriculture

1. Biotechnology & research fields
2. Other related agriculture science fields.

V. TEXTS & SUPPLEMENTAL INSTRUCTIONAL RESOURCES:

Modern Biology 2 Edition (Holt, Rinehart & Winston, 2004)
Laboratory Investigations in Biology (Holt, Rinehart & Winston, 2004)
Agriculture Biology Lab Manual Revised (Fullerton, 1999)
Biological Science Applications in Agriculture (Osborne, 1999)
National FFA Organization (2004). Official Manual. Indianapolis, IN.
California FFA Association (2004). California Agriculture Record Book, Sacramento, CA.
University of California, Daivs & California Department of Education (2002).

Agriculture Model Curriculum Lesson Plans for Core I. CDE Press. Sacramento, CA.
California Core Agriscience CD Lesson Plan Library (2004)

VI. KEY ASSIGNMENTS:

A. Research Paper on Agriculture Science
B. Seminar Presentation on Agriculture Science Practices
C. Development of Science Fair Project relating to Agriculture Science
D. Laboratory activities
E. Supervised Agricultural Experience Project & Record Book
F. FFA Leadership Participation

VII. INSTRUCTIONAL METHODS:

A. Lecture
B. Audio Visual Materials
C. Research Readings and Written Presentation
D. Homework Assignments
E. Group & Individual Activities
F. Laboratory Investigation – 1 per week (20% of grade)
G. Discussion & Group Dynamics
H. Quizzes, Tests & Final Exam
I. Guest Speakers
J. Field Trips
K. Internet Exploration
L. Seminar Presentation

VIII. ASSESSMENT METHODS

A. Quizzes, Tests & Final Exam	40%
B. Laboratory Investigation & Write-ups	20%
C. Writing Assignments	10%
D. Leadership & Critical Thinking Activities	10%
E. Research Report and Seminar Presentation	10%
F. Supervised Agricultural Experience Project & Record Book	10%

IX. LABORATORY ACTIVITIES:

A. The following laboratory activities will be incorporated:

1. The scientific method
2. Using the microscope
3. Using the dissecting microscope
4. Introduction to lab exercises
5. The effects of population shifts
6. The effects of air pollution
7. Water testing
8. Root & stem anatomy
9. Leaf anatomy
10. Flower anatomy
11. Pollution and fertilization
12. Sexual & asexual reproduction
13. Plant reactions to the environment

14. Soil testing
15. Soil erosion
16. Osmoses & diffusion investigation
17. Weed identification
18. Insect identification
19. Examination and diagram cells microscopically
20. Natural selection
21. Examine stained blood slides for form, function, parasites etc.
22. Simple digestion
23. Bacteria in Digestion
24. Parasites
25. Urinalysis – chemistry and morphology
26. Dilution and toxicity
27. Chemical mechanism of digestion
28. Chemistry analysis that identifies blood glucose levels
29. Chick embryo development
30. Normal system response
31. Fetal pig dissection
32. Effects of steroids on growth
33. Gene regulation
34. Manipulation of DNA
35. Genetic traits

Course Title

Agricultural Surveying

Description of Target Group

This class is designed for 11th or 12th grade students who show an interest in agriculture mechanics and surveying. It is recommended that the student have satisfactorily completed Basic Agricultural Mechanics. A good basic understanding of math is necessary.

Purpose

The purpose of this one-semester course in Agricultural Surveying is to provide a combination of subject matter and activities designed to develop an awareness of skills necessary to perform the basic techniques of surveying. It will develop an insight to the actual problems of surveying. Operation of equipment and safe practices are included. Career opportunities and planning will be provided and the student will have the opportunity to decide if abilities, attitude and general interest is great enough to seek out further education in the area of engineering.

Standards of Expected Students Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Complete a District safety test with a passing score.
2. Determine their pace and how to use it in rough distance measurement.
3. Use the engineers tape correctly.
4. Use various formulas in determining calculations.
5. Use terms common to surveying.
6. Keep accurate field notes.
7. Safely handle surveying equipment.
8. Read the rod for studio distance.
9. Set up surveying equipment.
10. Make simple infiltration rate tests.
11. Lay out a contour line and a ditch line.
12. Determine slope of land and grade and stake out.
13. Make topography map.
14. Draw profiles.

Instructional Materials

Text and Supplementary Materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Students will use the material presented and their manual to learn the basic principals of surveying. The students will work in groups while doing the field work much the same as is done by a surveying party. The students will be exposed to such media as films, filmstrips, and resource people.

Agricultural Mechanics

Santa Maria Joint Union High School District

Submitted: Feb 15, 2019
Decision: Mar 6, 2019

ubmission Feedback

PPROVED

asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)
rnest Righetti High School (053303)	Classroom Based	Abbreviation: Ag Mech A, Course Code: AG6282 Abbreviation: Ag Mech B, Course Code: AG6283
anta Maria High School (053305)	Classroom Based	Abbreviation: Ag Mech A, Course Code: AG6282 Abbreviation: Ag Mech B, Course Code: AG6283
ioneer Valley High School (053847)	Classroom Based	Abbreviation: Ag Mech A, Course Code: AG6282 Abbreviation: Ag Mech B, Course Code: AG6283

Title: Agricultural Mechanics

Length of course: Full Year

Subject area: College-Preparatory Elective (G) / Interdisciplinary

UC honors designation? No

Prerequisites: none (Recommended)

Co-requisites:	None
Integrated (Academics / CTE)?	Yes: Agricultural Mechanics
Grade levels:	9th, 10th, 11th, 12th

ourse Description

urse overview:

Agricultural Mechanics is the first in a series of courses offered in the Mechanized Agriculture Pathway. In this course, students will study theories relating to the transfer of matter and energy through electrical, fluid, thermal and mechanical systems. They will also study the fundamentals of mechanical and structural systems and facilities. Students will explore professional opportunities in the field of agricultural engineering. Integral to this will also be the opportunity to participate in activities developed through a student leadership organization. By participating in this program, students will prepare to matriculate into post-secondary Agriculture Engineering programs such as those offered at the University of California, Davis and Cal Poly, San Luis Obispo. Additionally, this course may be a gateway program for those students interested in pursuing a post-secondary study in mechanical or structural engineering.

urse content:

Electrical Theories and Electrical Wiring

1. Electrical Theories and Electrical Wiring

Objective: Students will understand how the theories of electricity apply to circuits and devices common to simple lighting and power distribution systems.

Procedure: Following a reading assignment and instructor lead demonstration, students will analyze diagrams and instructions to assemble a functional electrical distribution circuit. This lab apparatus will consists of switches, outlets, plugs, connectors, and lighting devices. After proper operating status is achieved, students will measure all operating parameters using instrumentation and processes presented in the demonstration and instructions. Data will be recorded and a narrative report written to verify that correct readings of voltage, current and resistance were made.

Unit Assignment(s):

Students will understand proper basic electrical circuit and wiring techniques with nonmetallic cable and conduit as defined by the National Electric Code.

Students will be able to produce and demonstrate the proper electrical test equipment for AC and direct current (DC).

Students will be learn and be able to use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.

Electronics

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2. Electronics

Objective: Students will be able to identify specific electronic components, breadboard a simple circuit and determine if the device is operating correctly.

Procedure: Students will study a number of discrete electronic components and be able to connect them in a functional circuit using a laboratory breadboard. A simple timing device will be used to demonstrate how electronic devices can be used as components of automated devices in agriculture. As part of the project, students will observe circuit operation and record data as listed in the lab description.

⮒ Unit Assignment(s):

Students will name and how to use the proper electrical testing equipment.

Students will name and how to use common electrical wiring tools.

Students will continue to demonstrate how various tools are used to prepare electrical circuits.

Students will be able to identify the electrical tools that are used in the industry.

Understanding Design and Fabrication Processes using Wood

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3. Understanding Design and Fabrication Processes using Wood

Objective: Upon completion of the lab students will understand three basic wood working joints and how to properly assemble those joints.

Procedure 1: Using hand tools in the lab area students will be responsible for cutting a rabbit joint, dado joint, and miter joint.

Procedure 2: Using hand and power tools in the lab facility, students will construct two bookends and a planter box using #2 pine that will allow them to put to practical use the theories learned in the classroom. They will be asked to focus on the areas of safety, types of wood fasteners, measurement, proper finishing of wood, and applying paint or finish.

⮒ Unit Assignment(s):

Students will accurately measure lumber length, width, and thickness. Students will successfully calculate the volume of each board sample. Students will be able to determine the board feet calculation for four samples of lumber. Students will be able to relate changes in measurement with change of scale to the units used and to conversions between units. They will learn how to extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration. Students will be able to produce and construct models and projects based off of drawings and plans. Students will continue to demonstrate the use of sophisticated learning tools by following technical directions. Students will produce a wood project with the skills learned that may or may not include a wood saw horse.

Irrigation and Plant Nutrient Distribution Systems

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4. Irrigation and Plant Nutrient Distribution Systems

Objective: Students will be able to design and assemble a scaled irrigation system using materials typical to those used in agriculture.

Procedure: After studying the essentials of delivering water and nutrients to various plants and crops, students will use steel, plastic, aluminum and copper tubing or pipe to assemble a small scale irrigation system. Assigned research will aid students in making choices in design and materials selection. Engineering principles pertaining to fluid flow and the reactions to chemicals on commonly used materials will be explored and considered. Students will make observations and collect data to support design and materials choices or to make necessary changes.

⮒ Unit Assignment(s):

Students will understand the use of technological resources to access, manipulate, and produce information, products, and services. Students will be able to apply appropriate problem solving strategies and critical thinking skills to work-related issues and tasks. Students will be able to learn and produce a complete plumbing project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, joining, and testing. Students will continue to learn basic plumbing and irrigation fitting skills with a variety of materials, such as copper, pvc, steel, polyethylene, and ABS.

Engineering Principles of Hydraulic Systems in Agriculture

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5. Engineering Principles of Hydraulic Systems in Agriculture

Objective: Through the application of the principles of physics, students will gain an understanding of pressurized fluid work and tool systems. They will learn how to determine flow rates, pressures, thermal conditions and types of pump systems required to meet engineered specifications.

Procedure: Students will use Pascal's Law to determine pressure, force and mechanical advantage of hydraulic systems. In addition students will disassemble analyze and re-assemble a gear pump, vane pump, piston pump and cylinders in order to understand the operation and principles of physics that enable these devices to be effective instruments. Systems will be

operated as a part of this laboratory experience, observations will be made, data will be collected, efficiencies computed and conclusions drawn to facilitate student understanding.

Unit Assignment(s):

Students will be able to identify everyday items that use hydraulics. Students will be able to learn the varieties of equipment and how hydraulics work. Students will be able to closely read informational text and identify central idea and key details. Students will be able to explain how energy is transferred. Students will be able to evaluate how energy is transferred and predict the effects of resistance in mechanics, electrical, fluid, and thermal systems. Students will learn how to assemble a variety of hydraulic systems to ensure they learn the parts and contribution of each piece. Students will learn the practices and methods of irrigation as it relates to pressure and irrigation systems.

Concrete as an Engineered Structural Material

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6. Concrete as an Engineered Structural Material

Objective: Students will study variables and follow process needed to formulate, mix, form and cure concrete as a material used in constructing engineered structures.

Procedure: Each student will design and manufacture a stepping stone. Following a laboratory instruction sheet, materials will be gathered, measured and mixed in a quantity needed to complete the designed stone. Then, the mixture will be poured into a form fabricated by the student, set, removed and cured. The finish project will be evaluated as to appearance then tested for strength to see that in meets the minimum requirements set in the design.

Unit Assignment(s):

Students will extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration. Students will be able to demonstrate the use of sophisticated learning tools by following technical directions. They will be able to produce and generate relevant questions about readings on issues that can be researched. Students will be able to produce and complete a concrete or masonry project, including developing a bill of materials, assembling, mixing, placing, and finishing. Students will learn the vast array of tools through tool identification along with the techniques of pre-pouring, tamping, screeding, floating, jointing, edging, finishing and curing.

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ourse Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
Agricultural Mechanics Fundamentals	Ray V. Herren	Delamr	6th edition	[empty]	Yes

Supplemental Materials

Title	Content
Supplemental Materials	Fluid Power Data Book
	NFPA 70: National Electrical Code (NEC) Handbook, 2011 Edition
	Mark W. Earley and Jeffrey S. Sargent

Additional Information

Course Author:

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Course Title

Agricultural Mechanics

Description of Target Group

This class is designed for beginning agricultural students. It is primarily recommended for 9th and 10th grade level students with an interest to make a career in agriculture.

Purpose

Basic Agricultural Mechanics is a one-semester class designed to give the beginning student a feeling of worth and a positive attitude toward accomplishing basic tasks. It makes the student aware of the great need for an advanced educational background necessary to pursue a career in agriculture repair or general farming. The class is designed to teach basic shop skills. Taking class enables the student to participate in FFA activities.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Complete the District safety test with a passing score.
2. Be aware of the hazards of working in a farm shop.
3. Wear the necessary safety clothing and eye protection for the appropriate areas of the shop.
4. Understand how a simple working drawing or sketch can help a student or farmer build a more successful projects.
5. Become familiar with the types of lumber used in the construction of most home farm projects.
6. Be familiar with the types of tools used in the shop.
7. Understand the uses and hazards of the oxyacetylene welding equipment in the shop.
8. Be aware of the uses and hazards of the electric arc welding equipment in the shop.
9. Be familiar with the types of rope commonly used on the home farm.
10. Be familiar with the types of metals used in the construction of projects on a home farm.
11. Work on pipe, including threading and sealing joints.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Students will actively initiate the knowledge gained from demonstration lectures. Each student will work with hands and mind, developing those skills which are basic to a good foundation in agricultural mechanics. The overall activity will be on an individual basis except where a group effort is needed, such as the building of concrete forms, mixing, pouring, and finishing. The student will be exposed to films, charts, and filmstrips to build their background and thinking about skills presented.

COURSE TITLE

Agriculture Science 2 (CP)

Description of Target Group

Agriculture Science 2 is a one-year, laboratory science course designed as the second phase of the agriculture sequence. It is for the college-bound student with career interest in agriculture and will meet the University of California "a-f" requirements of Science as well as for the student who will enter the agriculture workplace following high school or further training at the community college level. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts, and inner-relationships among the following topics: the molecular and cellular aspects of life, the chemical and structural basis of life, energetic of life, growth and reproduction in plants and animals, evolution of modern plants and domestic livestock species, plant and animals genetics, taxonomy of modern agricultural plants and animals, animal behavior, ecological relationships among plants, animals, humans and environment, nutrition in animals, health and diseases in animals and the similarities between animals and humans. The course is centered around an extensive laboratory component in order to connect the big ideas of life science with agricultural applications, earth and physical science principals, and other curricular areas, including written and oral reporting skills.

Length of Course:	One Year
Units of Credit:	10
Prerequisites:	Ag Science 1 (CP) or Instructor's Approval
Grade Level:	10-12
Special Course Designation:	College Pre "f" requirement
Course Code:	*
Homework:	3 hrs+/wk

Standards of Expected Student Achievement

Upon completion of this course, the student will be able to:

1. **Unit A. Introduction to Agricultural Biology**

    1.1 Explain the importance of Agricultural Biology in our society. Provide evidence for and defend your explanation.
    1.2 Compare various careers in the area of Agricultural Biology. Report on careers that are held by persons in underrepresented populations.

2. Unit B. Agricultural Research

2.1 Explain the importance of research in agriculture.
2.2 Describe the process of scientific research methods in agriculture.
2.3 Develop a Supervised Agricultural Experience Project which involves the scientific method.
2.4 Formulate a term project focusing on one topic in Agricultural Biology and relate it to other scientific disciplines.
2.5 Develop a research project that can be entered in the FFA Agriscience competition.

3. Unit C. Agriculture and the Environment

3.1. Identify the roles of plants and animals and their interactions in the web of life.
3.2. Describe the flow of energy through the biosphere.
3.3. Compare and contrast the oxygen and nitrogen cycles. Report on their importance in agriculture.
3.4. Define the term “ecosystem”.
3.5. Appraise at least three current issues in agriculture which biology affects the environment.
3.6. Explain the impact of population on the environment and the effect of the environment on populations.
3.7. Report on both the good and bad effects of the agricultural revolution on the environment.
3.8. Evaluate the economic effects of pollution and erosion on production agriculture.
3.9. Develop and defend a plan to preserve limited resources related to agriculture.
3.10. Compare and contrast five forms of energy used in agriculture.
3.11. Design and conduct an experiment which shows the relationship between soil characteristics and plant growth.
3.12. Describe how agriculture practices can modify soil to improve soil moisture relationships.
3.13. Conduct an experiment, which involves water movement through soil.
3.14. Compare the internal systems of a single celled organism to those of multicellular organisms.
3.15. Describe the difference between plant cells and animal cells.
3.16. Identify blood, bone, fat, nerve, and muscle cells.
3.17. Identify and diagram male and female gametes in both plants and animals.
3.18. Compare and Contrast the process of Mitosis and Meiosis.
3.19. Describe how cells respond to certain stimuli.
3.20. Explain the concept of cellular adaptation.
3.21. Discuss the development of the biological concept of “Kingdom”.
3.22. Discuss three reasons for the current use of the modern system of plant classification.
3.23. Apply taxonomy in three ways to the field of agriculture.

3.24. Prepare a phytogenic tree for at least one domestic animal species.
3.25. Explain how the process of natural selection affects plants and animals. Include the impact of external conditions in the explanation.
3.26. Analyze the impact of increasing populations on the environment and its resources.

4. Unit D. Plant physiology, reproduction, photosynthesis, and growth.

4.1 Compare and Contrast the structures and functions of plants from different families.
4.2 Design and conduct an experiment which covers the entire life cycle of a plant.
4.3 Defend the role of green plants in the maintenance of life.
4.4 Compare and Contrast monocotyledons and dicotyledons with respect to leaf, stem, flower, structure, and agricultural significance.
4.5 Analyze the interrelationships among the different systems within the plant.
4.6 Discuss abiotic environmental factors that affect plant growth (wind, temperature, polar radiation, soil conditions, humidity, pollution, etc.).
4.7 Explain the difference between sexual and vegetative reproduction.
4.8 Demonstrate an application of both sexual and vegetative reproduction.
4.9 Discuss how sexual and a sexual reproduction are used in agriculture.
4.10 Research and report on the significant uses of plants in nutrition and medicine.
4.11 Compare the life cycle of simple plants, such as algae of mass to a complex plant.
4.12 Grow at least one indoor and one outdoor landscaping plant or vegetable. Chart to growth pattern and report the results of observations.

5. Unit E. ANIMAL PHYSIOLOGY AND BEHAVIOR

5.1 Demonstrate an understanding of the structure and function of the digestive system by tracing the pathways of food through the various types of livestock digestive systems with emphasis on the function of organs in the digestive process.
5.2 Analyze the function of each mammalian body.
5.3 Compare the interrelationships of each system within the mammalian body.
5.4 Compare and contrast the estrus cycles of cattle, sheep, and swine and the menstrual cycle in humans. Chart the process of fertilization in each species.
5.5 Explain the importance of cellular respiration to living organisms. Develop a flow chart outlining the process of cellular respiration.
5.6 Develop a flow chart outlining the development of an embryo from conception through parturition.

5.7 Describe how animal behavioral patterns affect management and handling practices of domestic animals.
5.8 Dissect various organisms and identify the organs and systems of each.
5.9 Compare and contrast the organ systems of different livestock species.
5.10 Analyze the nutrient requirements of various domestic species.
5.11 Analyze the nutrient content of several feeds.
5.12 Develop a low-cost feed ration for one species of livestock form maintenance, growth, and lactation, using concentrates and roughage available locally.
5.13 Describe the symptoms of five common nutritional disorders caused by vitamin or mineral deficiencies or laxicity and explain the treatment and prevention of these diseases.
5.14 Feed an animal through an entire production cycle, recording the types of feed used, rate of gain, and the lean-to-fat ration. Report on observation and conclusions.
5.15 Develop a flow chart outlining the life cycle of one internal and one external parasite.
5.16 Describe the impact of parasites on livestock and on the agricultural industry.
5.17 Design a disease prevention and health care plan for a project animal.
5.18 Appraise the results of human medicine in relation to livestock medicine.

6. UNIT F. PLANT AND ANIMAL GENETICS

6.1 Compare and contrast the phenotypic traits of related breeds and varieties of animals and plants.
6.2 Explain the function of each of the following: gene, allele, DNA and RNA.
6.3 Explain the role of enzymes in chromosome replication, and the implications of biotechnology involving these enzymes.
6.4 Discuss the contributions of Gregor Mendel to the field of genetics.
6.5 Conduct a simple experiment, which exhibits dominant and recessive properties.
6.6 Evaluate the effectiveness of selection and heritability in production of agriculture by comparing modern day crops and animals to their ancestors.
6.7 Develop an experiment, which develops a trait through selection and heritability.
6.8 Analyze the effects of biotechnology on modern agriculture.
6.9 Report on the importance of natural selection on the driving force of evolution and its importance in production agriculture.

7. SAMPLES OF LABORATORY EXAMPLES

7.1 The scientific method
7.2 Analyzing ecosystems
7.3 Checking water for Coliform Bacteria

7.4 Genotypic and phenotypic rations
7.5 Flower dissections and pollen growth germination
7.6 N-P-K tissue test on greenhouse/potted plants
7.7 Warm germination test
7.8 TS test
7.9 Cold germination test
7.10 Salinity and seed germination
7.11 Determining salt tolerance of plants
7.12 Factors affecting photosynthesis
7.13 Effects of leaf surface area, air movement and light on transportation rate
7.14 Effects of light quality on plant growth
7.15 Geotropism
7.16 Phototropism
7.17 The hydrologic cycle
7.18 Comparison of soil vs soilless plant culture
7.19 Effects of nutrient concentrations of hydroponic plant growth
7.20 Effects of herbicides on crop and plants
7.21 Herbicide bioassay
7.22 Effects of rooting hormones on root development
7.23 Effects of gibbarallic acid on seed germination
7.24 Embryo culture of apples
7.25 Another culture
7.26 DNA extraction
7.27 Probability of trait inheritance
7.28 Classifying animals
7.29 Examining animal cells
7.30 Effects of feed ration on growth
7.31 Analyzing feed for nutrient content
7.32 Starch digestion by enzyme action
7.33 Effects of physical and chemical treatment of forage samples on digestibility
7.34 Effects of feed additives on animal growth
7.35 Livestock basic physical exam
7.36 Parasites of agriculture animals
7.37 Comparison of female reproductive organs
7.38 Culturing bacteria
7.39 Evaluating semen
7.40 Safety

8. CLASSIFYING AND NAMING LIVING THINGS

8.1 Describe and classification system for living things
8.2 Explain taxonomy
8.3 Use a classification key to identify leaves
8.4 Describe how classification systems are useful in Agriscience and technology

9. APPLYING PRINCIPLES OF PLANT SCIENCE

9.1 Define plant science and how plants differ from animals
9.2 Label the parts of a plant and explain their functions
9.3 Explain the life cycle of a plant
9.4 Observe the effect of light on plant growth
9.5 Observe the effect of gravity on plant growth

10. REPRODUCING PLANTS

Explain the processes for the propagation of plants

10.1 Label the parts of a plant and explain their role
10.2 Determine viability of seeds by using germination and vigor tests
10.3 Explain the importance of imported seed

11. PRODUCING PLANTS

11.1 Explain factors and processes in plant growth
11.2 Determine the rate of photosynthesis
11.3 Test for sugar production during photosynthesis
11.4 Define transpiration and its importance
11.5 Observe water loss by transpiration
11.6 Name the nutrients plants need and describe how plants get them
11.7 Explain the use of fertilizers

12. KEEPING PLANTS HEALTHY

12.1 Explain five major kinds of pests
12.2 Explain three conditions for pests problems
12.3 Describe how pests are prevented
12.4 Describe how pests affect plants and cause losses
12.5 Explain integrated pest management
12.6 List safety practices to follow in pest control

13. APPLYING PRINCIPLES OF ANIMAL SCIENCE

13.1 Name and describe the major animal groups
13.2 Describe the anatomy and physiology of animals
13.3 Describe the role of genetics, cells and genomes in molecular biotechnology
13.4 Describe the process of genetic engineering and the use of recombinant DNA
13.5 Identify areas of Agriscience being developed through genetic engineering

14. APPLYING EARTH SCIENCE IN AGRICULTURE

14.1 Describe major features and resources of the earth
14.2 Explain changes that occur in the earth
14.3 Describe atmosphere and its importance in Agriscience
14.4 Explain the importance of climate in Agriscience
14.5 Identify and describe major factors in weather
14.6 Explain succession and its relationships to the Earth

15. APPLYING PRINCIPLES OF SOIL SCIENCE

15.1 Describe the materials that make soil
15.2 Explain the different ways that soil can be described
15.3 Explain how soil is formed
15.4 Describe soil profile
15.5 Explain the kinds of soil water
15.6 Describe soil pH and its relation to plant growth
15.7 Explain the relation between soil and land
15.8 Describe important soil management practices

16. APPLYING PRINCIPLES OF CHEMISTRY

16.2 Describe the major kinds of matter
16.3 Distinguish between elements, atoms and molecules
16.4 Describe how new compounds are formed
16.5 Explain the importance of carbon
16.6 Distinguish between solutions and suspensions
16.7 Explain acids, bases, and salts
16.8 Describe common chemical processes in Agriscience
16.9 Describe the importance of measurements in chemistry

17. APPLYING PRINCIPLES OF PHYSICS

17.1 Define physics and explain important areas of physics
17.2 Explain work and power
17.3 Describe mechanical advantage
17.4 Explain the use of thermal energy in Agriscience
17.5 Explain the use of electrical energy in Agriscience
17.6 Describe the use of compression in Agriscience

18. COMMUNICATIONS

18.1 List and describe the importance of public speaking skills
18.2 Demonstrate the ability to lead a discussion group
18.3 Describe the importance of being a good listener

18.4 Demonstrate public speaking skills by selecting, researching and orally delivering a five to ten minute presentation
18.5 Identify and demonstrate skills using telephones, letters, memos, and verbal conversation
18.6 Identify skills necessary to work on committees effectively and efficiently

19. RECORD KEEPING

19.1 List reasons for record keeping
19.2 Explain functions of, maintain, and complete a calendar, business agreement, budget, and journal in a record book
19.3 Explain how business uses records

20. COMPUTERS

20.1 Name five uses in agribusiness
20.2 Name and explain the functions of the major external parts of the computer
20.3 Demonstrate the use of a word processor
20.4 Gain access to information highway through computer network

IV. Student Assessment - Pre/Post Test

1.1 To evaluate objective materials, pretests will be administered at the beginning of the course, and a post-test will be given at the end of the school year
1.2 To test application domain skills, an evaluation instrument will be maintained by the student
1.3 To evaluate specific performance indicators in the analysis, synthesis, and evaluation domains, essay questions will be administered and scored with a rubric.
1.4 Students will participate in FFA activities, such as the state Agriscience Fair and Agriscience Student of the Year program.

Instructional Materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Course Title

Agricultural Electricity

Description of Target Group

This course is designed for any student. However, it is recommended for 10th, 11th, and 12th grade students. It is also suggested that the students have a firm understanding of math.

Purpose

The purpose of this one-semester class is to develop an awareness in the student of basic electricity as it applies to self, farm, and related industries. It will develop an understanding of simple electrical problems; how to work safely with them; develop techniques to be used by the student in working with electrical devices and simple construction wiring; develop a positive attitude so that the student will work SAFELY with electricity and know the limits. Students will study an overflow of career opportunities and planning with emphasis being placed on future educational plans if an interest is established in the electrical trades.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Complete District safety test with a passing score.
2. Safely handle electrical wiring and work safely with it.
3. Design and lay out simple AC circuits.
4. Understand electrical color codes and where to use them.
5. Check for ground.
6. Understand and use common terms used in electrical work.
7. Understand service entrance wiring and how to trace branch circuits.
8. Determine proper wire sizes and corresponding protective devices.
9. Strip wire and make normal switch and outlet installations.
10. Clean and service electrical motor.
11. Figure electrical cost after reading a kilowatt hour meter.

Instructional Materials

Text and Supplementary Materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

The student will use the information given them to study and complete their class manual. Groups of two or three students will work together on electrical circuits and electric motors. Individual reports will be given each student on areas selected by the instructor and student. The students will be exposed to films, filmstrips, and resource people.

Course Title

Agricultural Surveying

Description of Target Group

This class is designed for 11th or 12th grade students who show an interest in agriculture mechanics and surveying. It is recommended that the student have satisfactorily completed Basic Agricultural Mechanics. A good basic understanding of math is necessary.

Purpose

The purpose of this one-semester course in Agricultural Surveying is to provide a combination of subject matter and activities designed to develop an awareness of skills necessary to perform the basic techniques of surveying. It will develop an insight to the actual problems of surveying. Operation of equipment and safe practices are included. Career opportunities and planning will be provided and the student will have the opportunity to decide if abilities, attitude and general interest is great enough to seek out further education in the area of engineering.

Standards of Expected Students Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Complete a District safety test with a passing score.
2. Determine their pace and how to use it in rough distance measurement.
3. Use the engineers tape correctly.
4. Use various formulas in determining calculations.
5. Use terms common to surveying.
6. Keep accurate field notes.
7. Safely handle surveying equipment.
8. Read the rod for studio distance.
9. Set up surveying equipment.
10. Make simple infiltration rate tests.
11. Lay out a contour line and a ditch line.
12. Determine slope of land and grade and stake out.
13. Make topography map.
14. Draw profiles.

Instructional Materials

Text and Supplementary Materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Students will use the material presented and their manual to learn the basic principals of surveying. The students will work in groups while doing the field work much the same as is done by a surveying party. The students will be exposed to such media as films, filmstrips, and resource people.

Course Title

Agriculture Business & Management A

Description of Target Group

This one-semester course is designed for 11th and 12th grade students who have completed Basic Agricultural Science A and B. The course is applicable to any student interested in agriculture. It is recommended that the student complete at least two other agriculture courses prior to enrollment in this class.

Purpose

This course is designed to include: discussion of the world food situation, California agriculture situations, cooperative marketing, agricultural prices, study of major local agriculture industries and job and career orientation.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Become familiar with FFA program.
2. Learn the types of farming operations.
3. Know the basic steps in starting a farm business corporation.
4. Complete a simple livestock or crop budget.
5. Learn what local agricultural businesses do.
6. Complete a unit on farmer cooperatives.
7. Learn how to fill out a college application form.
8. Learn what Junior and State colleges have to offer in the way of agricultural courses.
9. Complete a resume and job application.
10. Learn how to fill out a bank load application.
11. Learn how to read a farm real estate ad.
12. Learn skill in labor management.
13. Learn how to sell a product in class (salesmanship).
14. Become acquainted with career opportunities in agriculture.

Instructional Materials

Text and Supplementary Materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Field Trips, lectures, discussions, demonstrations, laboratory exercises and experiments, student reports, guest speakers, films, filmstrips, and slides.

Course Title

Agriculture Business & Management B

Description of Target Group

This one-semester course is designed for 11th and 12th grade students who have completed Basic Agricultural Science A and B. The course is applicable to any student interested in agriculture. It is recommended that the student complete at least two other agriculture courses prior to enrollment in this class.

Purpose

This course is designed to include: discussion of the world food situation, California agriculture situations, cooperative marketing, agricultural prices, study of major local agriculture industries and job and career orientation.

Standards of Expected Student Achievement

Upon completion to this course, students will be able to successfully demonstrate the following skills:

1. Become familiar with FFA program.
2. Learn the types of farming operations.
3. Know the basic steps in starting a farm business corporation.
4. Complete a simple livestock or crop budget.
5. Learn what local agricultural businesses do.
6. Complete a unit on farmer cooperatives.
7. Learn how to fill out a college application form.
8. Learn what Junior and State colleges have to offer in the way of agricultural courses.
9. Complete a resume and job application.
10. Learn how to fill out a bank load application.
11. Learn how to read a farm real estate ad.
12. Learn skill in labor management.
13. Learn how to sell a product in class (salesmanship).
14. Become acquainted with career opportunities in agriculture.

Instructional Materials

Text and Supplementary Materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Field trips, lectures, discussions, demonstrations, laboratory exercises and experiments, student reports, guest speakers, films, filmstrips and slides.

Course Title **ERHS**

Agricultural Science 1 (P)

Description of Target Group

This course is the first phase for students interested in agriscience. The purpose of this course is to introduce students interested in the agricultural/agriscience side of science. It will give students the opportunity to learn the fundamentals of human needs, behavior, biology animal science, plant science, biotechnology, food science, processing, computers, marketing and will meet the University of California "a-f" requirements ("College prep elective"). In addition, students will participate in leadership training activities, public speaking, and have the opportunity to be part of the F.F.A.

Length of Course:	One Year
Units of Credit:	Ten
Prerequisites:	None
Grade Level:	9th
Special Course Designation:	Science "f" requirement

Course Content Defined in Goals, Objectives, and Performance Indicators

Standards of Expected Student Achievement

Students shall learn the importance of Agriculture in our society. Students understand the basic structures and functions of cells. This would include the similarities and differences between plant and animal cells. In addition, students shall understand the concepts of the Scientific Method of Investigation and the Metric system of measurement.

1.1 The students will identify the importance of Agriculture.
- 1.1.1 The students will explain the importance of Agriculture in our society.
- 1.1.2 The students will explain the importance of agriculture.

1.2 The student will apply scientific concepts in agriculture.
- 1.2.1 The student will explain the importance of research in agriculture.
- 1.2.2 The student will describe the process of scientific research in agriculture.
- 1.2.3 The student will develop a Supervised Agricultural Experience project, which involved the scientific method.
- 1.2.4 The student will formulate a term project focusing on one topic in agricultural.
- 1.2.5 The student will develop a research project that can be entered in a science fair or competition.

Agricultural Science 1 (CP) (continued)

1.2.6 The student will calculate relationships in research projects utilizing statistics.

2. Meeting human needs in a changing world
   - 2.1 Define agriculture, agribusiness.
   - 2.2 Describe how the agriculture industry meets human needs for food, fiber and shelter.
   - 2.3 Identify the origin of food and fiber items
   - 2.4 Describe areas of the agriculture industry that affects us everyday.
   - 2.5 Contrast of world agriculture.
3. Using applied science and technology
   - 3.1 Explain how the areas of science relate to agriculture.
   - 3.2 Apply the scientific methods.
   - 3.4 Organize data and prepare graphs.
   - 3.5 Describe the role and uses of technology.
   - 3.6 Define agriscience and technology.
4. Using the earth's resources
   - 4.1 Define environment and natural resources.
   - 4.2 Explain ecosystems and how it works.
   - 4.3 Describe the relationship between habitat and population fluctuations.
   - 4.4 Test water purity.
   - 4.5 Explain pollution and identify sources of pollution.
5. Using the science of computation
   - 5.1 Define important terms and concepts in agriscience measurements and computations.
   - 5.2 Explain the use and importance of standard measurements.
   - 5.3 Make measurements of length, temperatures, and weights.
   - 5.4 Calculate area and volume of objects of various shapes.
6. Determining the bases of life
   - 6.1 Name cell parts and their functions.
   - 6.2 Explain the concepts of genetics and heredity in agriscience.
   - 6.3 Identify the parts of the microscope and their uses.
   - 6.4 Make wet mount slides.
   - 6.5 Identify major cell structures using the microscopes.
   - 6.6 Describe growth and cell division.
   - 6.7 Describe the life process in organisms.
   - 6.8 Identify and explain the major organ systems of animals, which include, skeletal, muscular, nervous, circulatory, respiratory, excretory, digestive, reproductive, and mammary.

7. Feeding animals
   - 7.1 Describe the feed and needs of animals.
   - 7.2 Explain the major nutrients needed by animals.
   - 7.3 Describe the feed stuff that provides nutrients.
   - 7.4 Explain the characteristics of good feed.
   - 7.5 Describe how animals are fed.
   - 7.6 Compare feeds using nutrients and cost.
   - 7.7 Identify carbohydrate, fats, proteins, vitamin c, and water by chemical tests.

1. Breeding animals
   - 8.1 Explain breed and bloodlines.
   - 8.2 List examples of breeds.
   - 8.3 Distinguish between methods of insemination.
   - 8.4 Describe different breeding systems.
   - 8.5 Describe management practices in breeding animals.
   - 8.6 Identification of meat cuts.
   - 8.7 Identification of external parts.

9. Keeping animals healthy
   - 9.1 Explain health and the signs of good and ill health.
   - 9.2 Describe environmental influences on animal health.
   - 9.3 List and explain the losses caused by poor animal health.
   - 9.4 Explain how good health if maintained.
   - 9.5 Describe the kinds of diseases and give examples of each.
   - 9.6 Explain general methods of disease control.
   - 9.7 Describe the different types of injections.
   - 9.8 Explain how animals defend themselves against
   - 9.9 diseases.

10. Using biotechnology to improve life
    - 10.1 Define biotechnology and describe how it is being used.
    - 10.2 Identify issues associated with biotechnology.
    - 10.3 Distinguish between two major areas of biotechnology.
    - 10.4 List and explain examples of organismic biotechnology.

11. Marketing technology in agriscience
    1. Describe the importance of agricultural marketing technology.
    2. Explain ways that agricultural produce is marketed.
    3. List and explain the major functions in agricultural marketing.
    4. Describe the role of marketing infrastructure.
    5. Explain the role of communication in Agricultural marketing.

12. Processing technology in agriscience
    - 12.1 Explain the meaning and importance of processing.
    - 12.2 List and describe methods of food preservation.
    - 12.3 Explain spoilage in food.
    - 12.4 Describe methods used in processing fiber products.
    - 12.5 Describe methods used in processing wood products.
    - 12.6 Describe methods used in processing dairy products.
    - 12.7 Describe methods used in processing meat products.
    - 12.8 Describe safety and regulations that apply to processing.

1 3. Leadership
    - 13.1 Explain leadership.
    - 13.2 Define a leader.
    - 13.3 Chart a short history and purpose of the agriculture youth leadership program.
    - 13.4 Name F.F.A. awards and contests.
    - 13.5 List requirements for F.F.A. membership and participation.
    - 13.6 Explain and recite the agriculture/F.F.A. creed.
    - 13.7 List components of teamwork and cooperation.
    - 13.8 Goal setting and creating the positive attitude.

14. Parliamentary procedure
    - 14.1 Define parliamentary procedure.
    - 14.2 Ascertain the basic concepts of parliamentary law.
    - 14.3 Apply parliamentary law in a meeting setting.
    - 14.4 Explain how and where parliamentary procedure is used in our society.
    - 14.5 Use effective parliamentary law within a contest structured debated.

IV. Student Assessment - Pre/Post Tests

1. The student's knowledge and skills of the performance objective will be assessed using the formats listed below.
    - 1.1 To evaluate objective materials, presets will be administered at the beginning of the course, and a post-test will be given at the end of the school year.
    - 1.2 To test application domain skills, an evaluation instrument will be maintained by the student.
    - 1.3 To evaluate specific performance indicators in the analysis, synthesis, and evaluation domains, essay questions will be administered and scored with a rubric.
    - 1.4 Students will participate in FFA activities, such as the state Agriscience Fair and Agriscience Student of the Year awards program.

Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

COURSE DESCRIPTION (DISTRICT)

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
Agriculture Science 1

2. Transcript Title(s) / Abbreviation(s)
Ag Sci 1

3. Transcript Course Code(s) / Number(s)
AG6294 AG6295

4. School
Santa Maria High School

5. District
Santa Maria Joint Union High School District

6. City
Santa Maria, CA 93455

7. School / District Web Site
http://www.smjuhsd.k12.ca.us

8. School Course List Contact

Name: Jim Armstrong

Title/Position: Asst. Supt. Curric/Instruction

Phone: 922-4573 **Ext.:** 4211

E-mail: jarmstrong@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Visual & Performing Arts
  - ☐ Intro ☐ Advanced
- [X] **College Prep Elective**

10. Grade Level(s) for which this course is designed

[X] **9** ☐ **10** ☐ **11** ☐ **12**

11. Seeking "Honors" Distinction?

☐ **Yes** [X] **No**

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- [X] 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Is this an Internet-based course? ☐ Yes ☐ No

If "yes", who is the provider? ☐ UCCP ☐ PASS/Cyber High ☐ Other_____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- ☐ A course reinstated after removal within 3 years. Year removed from list?_____
  - Same course title? ☐ Yes [X] No
  - If no, previous course title?_____
- ☐ An identical course approved at another school in same district. Which school? _____
  - Same course title? ☐ Yes ☐ No
  - If no, course title at other school?_____
- ☐ Year-long VPA course replacing two approved successive semester courses in the same discipline
- ☐ Approved Advanced Placement (AP) OR International Baccalaureate (IB) course
- ☐ Approved UC College Prep (UCCP) Online course
- [X] Approved CDE Agricultural Education course
- ☐ Approved P.A.S.S./Cyber High course

☐ Approved ROP/C Course. Name of ROP/C?_____

☐ Approved A.V.I.D. course

☐ Approved C.A.R.T. course

☐ Approved Project Lead the Way Course

☐ Other. Explain:_____

15. Is this course modeled after an UC-approved course from another school <u>outside</u> your district? ☐ Yes ☐ No

If so, which school(s)? _____

Course title at other school_____

16. Pre-Requisites

Algebra 1 or concurrent enrollment

17. Co-Requisites

Agriculture Biology (year 2)

18. Is this course a resubmission? ☐ Yes ☒ No

If yes, date(s) of previous submission?_____

Title of previous submissions?_____

19. Brief Course Description

The Agriculture Science 1 course is designed to include units in: California Agriculture, Principles of Soil Science, the Environment and Earth's Resources, Applied Agri-science and Technology and Agriculture Research. This course provides students with critical thinking and leadership development skills via the FFA student agricultural experience project is required for all students.

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

21. Course Objectives

22. Course Outline

23. Texts & Supplemental Instructional Materials

24. Key Assignments

25. Instructional Methods and/or Strategies

26. Assessment Methods and/or Tools

C. HONORS COURSES ONLY

Please refer to instructions

27. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKBROUND INFORMATION

Please refer to instructions

28. Context for Course (optional)

29. History of Course Development (optional)

Agriculture Science 1
Meets the UC "g" Admission Requirement

I. COURSE INFORMATION:

A. Course Title: Agriculture Science I

B. Grade Level: 9

C. Length of Course 1 year

D. Prerequisites: Algebra 1 or Concurrent Enrollment

E. Credit: 10 Units

II. MAJOR GOAL AND STUDENT OUTCOMES:

A. The Agriculture Science I course is offered to first year agriculture students who are planning to major in agriculture in college or university. The course is designed in conjunction with Agriculture Biology our meet UC requirements and California State Standards for Biological Sciences. It has been designed to provide students with a unique perspective of agriculture and its impact on America Society. It also provides students with critical thinking and leadership development skills via the Future Farmers of America (FFA), as well as foundation skills and knowledge in the seven program areas of agriculture.

B. The Agriculture Science I course is designed to be both academically challenging and demanding. Students will be expected to not only acquire knowledge, but also to organize, analyze, evaluate, predict, problem solve and apply this knowledge. The student must be able to read and comprehend a variety of materials; demonstrate writing skills that convey ideas in written and visual form; speak with clarity, meaning, and confidence, exhibit creativity; use technology in research and accessing information; appreciate and respect individual and cultural differences; and demonstrate the ability to work collaboratively.

III. MAJOR OBJECTIVES:

A. The course objectives are as follows:

1. Define agriculture and the agricultural industry.
2. Describe important needs and sources of food and fibers.
3. Explain ecosystems and their impact on agriculture.
4. Explain the importance of standard measurements in agriculture.
5. Understand how new energy sources are developed from agricultural products.

B. Using the Science of Computation

1. Define the important terms and concepts in Agriscience measurements and computations.
2. Explain the use and importance of standard measurement.
3. Make measurements of length, temperature, and weights.
4. Calculate area and volume of objects of various shapes.
5. Explain important characteristics of biological organisms.
6. Explain life span and its stages.
7. Explain heredity and genetics in agriculture.
8. Define plant and distinguish plants from animals.

9. Explain asexual and asexual propagation in plants.
10. Explain and understand the major organ systems of animals.
11. Name and describe the major animal groups.
12. Explain the food nutrients needed by animals and plants.
13. List examples of plant and animal classifications.
14. Understand health concerns and diseases of animals.
15. Learn leadership skills associated with the FFA.
16. Develop a Supervised Agricultural Experience Project.
17. Develop an understanding of data entry in record books.

IV. COURSE OUTLINE

A. Meeting Human Needs in Changing World

1. Define agriculture and agribusiness
2. Describe how the agriculture industry meets human needs for food, fiber, and shelter.
3. Identify the origin of food and fiber items.
4. Describe the areas of the agriculture industry that affects our quality of life.
5. Contrast the interrelations of agriculture and society at the local, state, national, and international levels.
6. Economic impact for leading agricultural commodities.

B. Using Applied Sciences and Technology

1. Explain how the areas of Science relate to Agriscience.
2. Apply the scientific method.
3. Explain the laws and regulations concerning biotechnology.
4. Describe the role and uses of Technology.
5. Understand public concern for technological advancements in agriculture, such as Genetically Modified Organisms (GMO's).

C. Agriculture, the Environment and Earth's Resources

1. Describe Key agricultural environmental impacts on earth resources: soft, water, and air.
2. Explain ecosystems and how they work.
3. Understand current agricultural environmental challenges.
4. Compare and contrast practices for conserving renewable/non-renewable resources.
5. Explain pollution and identify sources of pollution.
6. Understand how new energy sources are developed from agricultural products.

D. Using the Science of Computation

1. Define the important terms and concepts in Agriscience measurements and computations.
2. Explain the use and importance of standard measurement.
3. Make measurements of length, temperature, and weights.
4. Calculate area and volume of objects of various shapes.

E. Determining the Bases of Life

1. Understand the purpose and anatomy of cells
2. Describe how cell parts function.
3. Explain and describe various cell functions.

4. Describe the differences between plant and animal cells
5. Describe the life processes in organisms

F. Classifying and Naming Living Things

1. Describe the classification systems for living things.
2. Explain taxonomy.
3. Use a classification key to identify leaves.
4. Describe how classification systems are useful in agriscience and technology

G. Applying Plant Science Principles

1. Define plant science and how plants differ from animals.
2. Label the parts of a plant and describe their functions.
3. Explain the life cycle of a plant
4. Observe the effects of light on plant growth.
5. Observe the effect of gravity on plant growth.

H. Plant Propagation and Reproduction

1. Explain the processes for the propagation of plants.
2. Label the parts of a plant and explain their functions.
3. Determine viability of seeds by using germination and vigor tests.
4. Explain the importance of imported seeds.
5. Analyze suitable common feed ingredients for ruminant, monogastric, equine, and avian digestive systems, including roughages, concentrates, and supplements.

I. Plant Growth and Nutrients

1. Explain factors and processes in plant growth/
2. Understand the photosynthesis process and the roles of the sun, chlorophyll, sugar, carbon dioxide, and water in the process.
3. Understand the anatomy and functions of plant systems and structures.
4. Explain the respiration process in food and organic matter breakdown.
5. Describe annual, biennial, and perennial life cycles.
6. Explain plant sexual and asexual reproduction.

J. Plant and Insects and Pests

1. Understand the major classifications of pests.
2. Explain three conditions for pest problems.
3. Describe how pests affect plants and cause losses.
4. Explain the chemical, mechanical, cultural, and biological methods for plant pest control.
5. Explain the advantages and disadvantages of Integrated Pest Management (IPM).
6. List safety practices to follow in pest control.

K. Applying Animal Science Principles

1. Name and describe the major animal groups.
2. Describe the anatomy and physiology of animals.
3. Identify and explain the major organ systems of animals which include skeletal, nervous, circulatory, respiratory, excretory, digestive, reproductive and mammary.
4. Understand the evolution and roles of domesticated animals.
5. Explain the differences between domestication and natural selection.

L. Animal Feeds and Nutrition

1. Explain the feed needs of animals.
2. Describe the feedstuffs that provide nutrients.
3. Explain the characteristics of good feed.
4. Understand animal feeding guidelines and evaluate sample feeding programs for various species.
5. Describe the types of nutrients required by farm animals.
6. Analyze suitable common feed ingredients for ruminant, monogastric, equine, and avian digestive systems, including roughages, concentrates, and supplements.

M. Animal Genetics and Reproduction

1. Differentiate between genotype and phenotype, and describe how dominant and recessive genes function.
2. Compare and contrast genetic characteristics among different breeds of farm animals.
3. Demonstrate how to display phenotype and genotype ratios by utilizing a Punnett Square.
4. Explain the fertilization process and the methods of insemination.
5. Understand the purpose and processes of mitosis and meiosis.

N. Animal Health and Diseases

1. Explain common animal health practices.
2. Understand the causes and control of common diseases.
3. Describe environmental influences of animal health.
4. List and examine the different types of animal diseases.
5. Describe the different types of injections.

O. Using Biotechnology to Improve Life

1. Describe biotechnology and how it is being used.
2. Identify issues associated with Biotechnology.
3. Distinguish between two major areas of biotechnology
4. List and explain examples of orgasmic biotechnology.
5. Describe the role of genetics, cells, and genomes in molecular biotechnology
6. Describe the process of genetic engineering and the use of recombinant DNA.
7. Identify the areas of Agriscience being developed through genetic engineering.

P. Applying Principals of Soil Science

1. Describe the major soil components and types.
2. Explain the different ways that soil can be formed.
3. Understand how soil texture, structure, pH, and salinity affect plant growth.
4. Explain the different kinds of soil.
5. Explain the types, uses, and applications of soil amendments and fertilizers.
6. Explain the relation between soil and land.

Q. Marketing Technology in Agriscience

1. Describe the importance of agricultural marketing.
2. Explain the ways agricultural products are marketed.
3. List and explain the major functions in agricultural marketing.
4. Describe the role of marketing infrastructure.
5. Explain the role of communication in agricultural marketing.

R. Computer Technology and Agriculture

1. Name five uses in agribusiness
2. Name and explain the functions of the major external parts of the computer.
3. Demonstrate the use of a word processor.
4. Gain access to information highway through the internet.

S. Interpersonal Skills & Leadership Development (FFA)

1. Explain leadership traits in a leader.
2. Chart a short history and purposes of the FFA
3. List and describe the FFA degree requirements.
4. Explain and recite the FFA Creed.
5. List components of teamwork and cooperation.
6. Goal setting and creating the positive attitude.
7. Completion of a Supervised Agricultural Experience Project.

T. Parliamentary Procedure & Law

1. Define Parliamentary Procedure.
2. Understand the basic concepts of Parliamentary Law.
3. Apply Parliamentary Law in a meeting setting.
4. Use effectively Parliamentary law within a meeting.

U. Communication and Speaking Skills

1. List and describe the importance of public speaking skills.
2. Demonstrate the ability to lead a group discussion.
3. Describe the importance of being a good listener.
4. Demonstrate public speaking skills in selecting, researching and orally delivering a 5-10 minute presentation.

V. Agriculture Science Research Project

1. Development of an agriculture science project.
2. Statistical management of project via Record Book.
3. Instructional coordination and supervision.
4. Analysis of project results.

W. Professional Opportunities in Agriculture

1. Biotechnology & research fields
2. Other related agriculture science fields.

V. TEXTS & SUPPLEMENTAL INSTRUCTIONAL RESOURCES:

Modern Biology 2 Edition (Holt, Rinehart & Winston, 2004)
Laboratory Investigations in Biology (Holt, Rinehart & Winston, 2004)
Agriculture Biology Lab Manual Revised (Fullerton, 1999)
Biological Science Applications in Agriculture (Osborne, 1999)
National FFA Organization (2004). Official Manual. Indianapolis, IN.
California FFA Association (2004). California Agriculture Record Book, Sacramento, CA.
University of California, Daivs & California Department of Education (2002).

Agriculture Model Curriculum Lesson Plans for Core I. CDE Press. Sacramento, CA.
California Core Agriscience CD Lesson Plan Library (2004)

VI. KEY ASSIGNMENTS:

A. Research Paper on Agriculture Science
B. Seminar Presentation on Agriculture Science Practices
C. Development of Science Fair Project relating to Agriculture Science
D. Laboratory activities
E. Supervised Agricultural Experience Project & Record Book
F. FFA Leadership Participation

VII. INSTRUCTIONAL METHODS:

A. Lecture
B. Audio Visual Materials
C. Research Readings and Written Presentation
D. Homework Assignments
E. Group & Individual Activities
F. Laboratory Investigation – 1 per week (20% of grade)
G. Discussion & Group Dynamics
H. Quizzes, Tests & Final Exam
I. Guest Speakers
J. Field Trips
K. Internet Exploration
L. Seminar Presentation

VIII. ASSESSMENT METHODS

A. Quizzes, Tests & Final Exam	40%
B. Laboratory Investigation & Write-ups	20%
C. Writing Assignments	10%
D. Leadership & Critical Thinking Activities	10%
E. Research Report and Seminar Presentation	10%
F. Supervised Agricultural Experience Project & Record Book	10%

IX. LABORATORY ACTIVITIES:

A. The following laboratory activities will be incorporated:

1. The scientific method
2. Using the microscope
3. Using the dissecting microscope
4. Introduction to lab exercises
5. The effects of population shifts
6. The effects of air pollution
7. Water testing
8. Root & stem anatomy
9. Leaf anatomy
10. Flower anatomy
11. Pollution and fertilization
12. Sexual & asexual reproduction
13. Plant reactions to the environment

14. Soil testing
15. Soil erosion
16. Osmoses & diffusion investigation
17. Weed identification
18. Insect identification
19. Examination and diagram cells microscopically
20. Natural selection
21. Examine stained blood slides for form, function, parasites etc.
22. Simple digestion
23. Bacteria in Digestion
24. Parasites
25. Urinalysis – chemistry and morphology
26. Dilution and toxicity
27. Chemical mechanism of digestion
28. Chemistry analysis that identifies blood glucose levels
29. Chick embryo development
30. Normal system response
31. Fetal pig dissection
32. Effects of steroids on growth
33. Gene regulation
34. Manipulation of DNA
35. Genetic traits

Course Title

Agriculture Science 1A

Description of Target Group

This course is designed for students in the 9th and/or 10th grade.

Purpose

This is the first semester of a one-year course. The course is designed to follow the model agricultural education core curriculum established by the State of California. This portion of the course will include California Agriculture, Animal Science, Agriculture Business Management and Leadership.

Standards of expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Students shall understand the economic importance of the agriculture sector in California, including leading production areas and commodities.
2. Students shall understand the interrelationship of agriculture and society in California, including factors which influence agricultural activities.
3. Students shall understand the impact of agricultural production on the environment and natural resources of California.
4. Students will develop an appreciation of energy, its effects on modern agriculture and current and potential applications of alternate sources of energy available to the field today.
5. The students will understand the importance of domestic animals and their role in modern society.
6. Students will develop a basic understanding of the behavior, morphology, taxonomy, general reproductive traits and natural selection.
7. Students will develop a basic understanding of the structure, function and maintenance of the major body systems (e.g., digestive organ systems, etc.) and their components.
8. Students will develop a basic understanding of the inheritance and genetic basis for animal selection.
9. Students will develop an understanding of the factors involved in animal nutrition, animal feeding, and the basic feed stuffs available for that purpose.
10. Students shall understand the concept of animal health. They shall become familiar with methods of identification of unhealthy animals, preventative measures, treatment, and the casual agent of common health problems in animals of economic importance.
11. Students will develop an appreciation for the factors involved in and the ability to evaluate and select livestock for specific uses.
12. Students will understand the basis for meat grading and develop an appreciation of the variety of products available from meat animals.

13. Students shall appreciate the importance of keeping accurate records of business transaction in agriculture.
14. Students shall understand the basic role of financial credit in agriculture, including sources and costs of farm credit.
15. Students shall understand the basic functions of the marketing process in agriculture.
16. Students will understand the basic concepts of computer literacy and appreciate the role of computer applications in agriculture.
17. Students shall understand the four types of business structures in agriculture.
18. Students will appreciate the wide variety of leadership training activities available through the Future Farmers of America organization.
19. Students shall appreciate the important role that communication skills play in developing leadership abilities.
20. Students will understand the principles of Parliamentary Procedure.
21. Students shall understand the basic concept of scientific inquiry and critical thinking.

Instructional Materials

Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District.

Activities

Field trips, lectures, discussions, demonstrations, films, filmstrips, slides, speakers, student presentations and involvement in Future Farmers of America.

Course Title

Agriculture Science 1B

Description of Target Group

This course is designed for students in the 9th and/or 10th grade.

Purpose

This is the second semester of a one-year course. The course is designed to follow the model agricultural education core curriculum established by the State of California. This portion of the course will include Plant Science, Supervised Occupational Experience, Employability and Careers.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Students will understand the growth and development of plants, including the functions of plant parts, reproductive systems, and auxins.
2. Students will understand the role of soil in the plant production, including factors, which affect soil productivity.
3. Students shall understand the role of fertilizers in agricultural production.
4. Students will understand the role of irrigation in plant production.
5. Students shall understand the importance of pest control in agricultural production and appreciate the need for safe pesticide application procedures.
6. Students will develop an appreciation for safety in the work place and proper use of tools.
7. Students shall understand the basic applications of measurement in calculating volume and distance and develop an appreciation for the differences between the American and Metric System.
8. Upon completion of this course all students will have a basic understanding of agriculture and its ramifications in California.

Instructional Materials

Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District.

Activities

Field trips, lectures, discussions, demonstrations, films, filmstrips, slides, speakers, student presentations and involvement in Future Farmers of America.

Course Title **ERHS**

Agriculture Science 2 (CP)

Description of Target Group

Agriculture Science 2 is a one-year, laboratory science course designed as the second phase of the agriculture sequence. It is for the college-bound student with career interest in agriculture and will meet the University of California "a-f" requirements of Science as well as for the student who will enter the agriculture workplace following high school or further training at the community college level. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts, and inner-relationships among the following topics: the molecular and cellular aspects of life, the chemical and structural basis of life, energetic of life, growth and reproduction in plants and animals, evolution of modern plants and domestic livestock species, plant and animals genetics, taxonomy of modern agricultural plants and animals, animal behavior, ecological relationships among plants, animals, humans and environment, nutrition in animals, health and diseases in animals and the similarities between animals and humans. The course is centered around an extensive laboratory component in order to connect the big ideas of life science with agricultural applications, earth and physical science principals, and other curricular areas, including written and oral reporting skills.

Length of Course:	One Year
Units of Credit:	Ten
Prerequisites:	Ag Sci 1 (CP) or Instructor's Approval
Grade Level	10-12
Special Course Designation:	College Pre "f" requirement
Course Code *	
Homework	3 hrs+/wk

Standards of Expected Student Achievement

Upon completion of this course, the student will be able to:

1. Unit A. Introduction to Agricultural Biology
   - 1.1 Explain the importance of Agricultural Biology in our society. Provide evidence for and defend your explanation.
   - 1.2 Compare various careers in the area of Agricultural Biology. Report on careers that are held by persons in under represented populations.

2. Unit B. Agricultural Research
   - 2.1 Explain the importance of research in agriculture.
   - 2.2 Describe the process of scientific research methods in agriculture.
   - 2.3 Develop a Supervised Agricultural Experience Project which involves the scientific method.
   - 2.4 Formulate a term project focusing on one topic in Agricultural Biology and relate it to other scientific disciplines.
   - 2.5 Develop a research project that can be entered in the FFA Agriscience competition.
3. Unit C. Agriculture and the Environment
   - 3.1 Identify the roles of plants and animals and their interactions in the web of life.
   - 3.2 Describe the flow of energy through the biosphere.
   - 3.3 Compare and contrast the oxygen and nitrogen cycles. Report on their importance in agriculture.
   - 3.4 Define the term “ecosystem”.
   - 3.5 Appraise at least three current issues in agriculture which biology affects the environment.
   - 3.6 Explain the impact of population on the environment and the effect of the environment on populations.
   - 3.7 Report on both the good and bad effects of the agricultural revolution on the environment.
   - 3.8 Evaluate the economic effects of pollution and erosion on production agriculture.
   - 3.9 Develop and defend a plan to preserve limited resources related to agriculture.
   - 3.10 Compare and contrast five forms of energy used in agriculture.
   - 3.11 Design and conduct an experiment which shows the relationship between soil characteristics and plant growth.
   - 3.12 Describe how agriculture practices can modify soil to improve soil moisture relationships.
   - 3.13 Conduct an experiment, which involves water movement through soil.
   - 3.14 Compare the internal systems of a single celled organism to those of multicellular organisms.
   - 3.15 Describe the difference between plant cells and animal cells.
   - 3.16 Identify blood, bone, fat, nerve, and muscle cells.
   - 3.17 Identify and diagram male and female gametes in both plants and animals
   - 3.18 Compare and Contrast the process of Mitosis and Meiosis.
   - 3.19 Describe how cells respond to certain stimuli.
   - 3.20 Explain the concept of cellular adaptation.

3.21 Discuss the development of the biological concept of “Kingdom”.
3.22 Discuss three reasons for the current use of the modern system of plant classification.
3.23 Apply taxonomy in three ways to the field of agriculture.
3.24 Prepare a phytogenic tree for at least one domestic animal species.
3.25 Explain how the process of natural selection affects plants and animals. Include the impact of external conditions in the explanation.
3.26 Analyze the impact of increasing populations on the environment and its resources.

4. Unit D. Plant physiology, reproduction, photosynthesis, and growth.
   4.1 Compare and Contrast the structures and functions of plants from different families.
   4.2 Design and conduct an experiment which covers the entire life cycle of a plant.
   4.3 Defend the role of green plants in the maintenance of life.
   4.4 Compare and Contrast monocotyledons and dicotyledons with respect to leaf, stem, flower, structure, and agricultural significance.
   4.5 Analyze the interrelationships among the different systems within the plant.
   4.6 Discuss abiotic environmental factors that affect plant growth (wind, temperature, polar radiation, soil conditions, humidity, pollution, etc.).
   4.7 Explain the difference between sexual and vegetative reproduction.
   4.8 Demonstrate an application of both sexual and vegetative reproduction.
   4.9 Discuss how sexual and a sexual reproduction are used in agriculture.
   4.10 Research and report on the significant uses of plants in nutrition and medicine.
   4.11 Compare the life cycle of simple plants, such as algae of mass to a complex plant.
   4.12 Grow at least one indoor and one outdoor landscaping plant or vegetable. Chart to growth pattern and report the results of observations.

5. Unit E. ANIMAL PHYSIOLOGY AND BEHAVIOR
   5.1 Demonstrate an understanding of the structure and function of the digestive system by tracing the pathways of food through the various types of livestock digestive systems with emphasis on the function of organs in the digestive process.
   5.2 Analyze the function of each mammalian body.
   5.3 Compare the interrelationships of each system within the mammalian body.
   5.4 Compare and contrast the estrus cycles of cattle, sheep, and swine and the menstrual cycle in humans. Chart the process of fertilization in each species.
   5.5 Explain the importance of cellular respiration to living organisms. Develop a flow chart outlining the process of cellular respiration.
   5.6 Develop a flow chart outlining the development of an embryo from conception through parturition.
   5.7 Describe how animal behavioral patterns affect management and handling practices of domestic animals.
   5.8 Dissect various organisms and identify the organs and systems of each.

5.9 Compare and contrast the organ systems of different livestock species.
5.10 Analyze the nutrient requirements of various domestic species.
5.11 Analyze the nutrient content of several feeds.
5.12 Develop a low-cost feed ration for one species of livestock for maintenance, growth, and lactation, using concentrates and roughage available locally.
5.13 Describe the symptoms of five common nutritional disorders caused by vitamin or mineral deficiencies or laxicity and explain the treatment and prevention of these diseases.
5.14 Feed an animal through an entire production cycle, recording the types of feed used, rate of gain, and the lean-to-fat ration. Report on observation and conclusions.
5.15 Develop a flow chart outlining the life cycle of one internal and one external parasite.
5.16 Describe the impact of parasites on livestock and on the agricultural industry.
5.17 Design a disease prevention and health care plan for a project animal.
5.18 Appraise the results of human medicine in relation to livestock medicine.

6. UNIT F. PLANT AND ANIMAL GENETICS
6.1 Compare and contrast the phenotypic traits of related breeds and varieties of animals and plants.
6.2 Explain the function of each of the following: gene, allele, DNA and RNA.
6.3 Explain the role of enzymes in chromosome replication, and the implications of biotechnology involving these enzymes.
6.4 Discuss the contributions of Gregor Mendel to the field of genetics.
6.5 Conduct a simple experiment, which exhibits dominant and recessive properties.
6.6 Evaluate the effectiveness of selection and heritability in production of agriculture by comparing modern day crops and animals to their ancestors.
6.7 Develop an experiment, which develops a trait through selection and heritability.
6.8 Analyze the effects of biotechnology on modern agriculture.
6.9 Report on the importance of natural selection on the driving force of evolution and its importance in production agriculture.

7. SAMPLES OF LABORATORY EXAMPLES
7.1 The scientific method
7.2 Analyzing ecosystems
7.3 Checking water for Coliform Bacteria
7.4 Genotypic and phenotypic rations
7.5 Flower dissections and pollen growth germination
7.6 N-P-K tissue test on greenhouse/potted plants
7.7 Warm germination test
7.8 TS test
7.9 Cold germination test
7.10 Salinity and seed germination
7.11 Determining salt tolerance of plants
7.12 Factors affecting photosynthesis
7.13 Effects of leaf surface area, air movement and light on transportation rate
7.14 Effects of light quality on plant growth

7.15 Geotropism
7.16 Phototropism
7.17 The hydrologic cycle
7.18 Comparison of soil vs soilless plant culture
7.19 Effects of nutrient concentrations of hydroponic plant growth
7.20 Effects of herbicides on crop and plants
7.21 Herbicide bioassay
7.22 Effects of rooting hormones on root development
7.23 Effects of gibbarallic acid on seed germination
7.24 Embryo culture of apples
7.25 Anther culture
7.26 DNA extraction
7.27 Probability of trait inheritance
7.28 Classifying animals
7.29 Examining animal cells
7.30 Effects of feed ration on growth
7.31 Analyzing feed for nutrient content
7.32 Starch digestion by enzyme action
7.33 Effects of physical and chemical treatment of forage samples on digestibility
7.34 Effects of feed additives on animal growth
7.35 Livestock basic physical exam
7.36 Parasites of agriculture animals
7.37 Comparison of female reproductive organs
7.38 Culturing bacteria
7.39 Evaluating semen
7.40 Safety

8. CLASSIFYING AND NAMING LIVING THINGS
8.1 Describe and classification system for living things
8.2 Explain taxonomy
8.3 Use a classification key to identify leaves
8.4 Describe how classification systems are useful in Agriscience and technology

9. APPLYING PRINCIPLES OF PLANT SCIENCE
9.1 Define plant science and how plants differ from animals
9.2 Label the parts of a plant and explain their functions
9.3 Explain the life cycle of a plant
9.4 Observe the effect of light on plant growth
9.5 Observe the effect of gravity on plant growth

10. REPRODUCING PLANTS
Explain the processes for the propagation of plants
10.1 Label the parts of a plant and explain their role
10.2 Determine viability of seeds by using germination and vigor tests
10.3 Explain the importance of imported seed

11. PRODUCING PLANTS
    - 11.1 Explain factors and processes in plant growth
    - 11.2 Determine the rate of photosynthesis
    - 11.3 Test for sugar production during photosynthesis
    - 11.4 Define transpiration and its importance
    - 11.5 Observe water loss by transpiration
    - 11.6 Name the nutrients plants need and describe how plants get them
    - 11.7 Explain the use of fertilizers
12. KEEPING PLANTS HEALTHY
    - 12.1 Explain five major kinds of pests
    - 12.2 Explain three conditions for pests problems
    - 12.3 Describe how pests are prevented
    - 12.4 Describe how pests affect plants and cause losses
    - 12.5 Explain integrated pest management
    - 12.6 List safety practices to follow in pest control
13. APPLYING PRINCIPLES OF ANIMAL SCIENCE
    - 13.1 Name and describe the major animal groups
    - 13.2 Describe the anatomy and physiology of animals
    - 13.3 Describe the role of genetics, cells and genomes in molecular biotechnology
    - 13.4 Describe the process of genetic engineering and the use of recombinant DNA
    - 13.5 Identify areas of Agriscience being developed through genetic engineering
14. APPLYING EARTH SCIENCE IN AGRICULTURE
    - 14.1 Describe major features and resources of the earth
    - 14.2 Explain changes that occur in the earth
    - 14.3 Describe atmosphere and its importance in Agriscience
    - 14.4 Explain the importance of climate in Agriscience
    - 14.5 Identify and describe major factors in weather
    - 14.6 Explain succession and its relationships to the Earth
15. APPLYING PRINCIPLES OF SOIL SCIENCE
    - 15.1 Describe the materials that make soil
    - 15.2 Explain the different ways that soil can be described
    - 15.3 Explain how soil is formed
    - 15.4 Describe soil profile
    - 15.5 Explain the kinds of soil water
    - 15.6 Describe soil pH and its relation to plant growth
    - 15.7 Explain the relation between soil and land
    - 15.8 Describe important soil management practices
16. APPLYING PRINCIPLES OF CHEMISTRY
    - 16.2 Describe the major kinds of matter
    - 16.3 Distinguish between elements, atoms and molecules
    - 16.4 Describe how new compounds are formed
    - 16.5 Explain the importance of carbon
    - 16.6 Distinguish between solutions and suspensions

16.7 Explain acids, bases, and salts
16.8 Describe common chemical processes in Agriscience
16.9 Describe the importance of measurements in chemistry

17. APPLYING PRINCIPLES OF PHYSICS
    17.1 Define physics and explain important areas of physics
    17.2 Explain work and power
    17.3 Describe mechanical advantage
    17.4 Explain the use of thermal energy in Agriscience
    17.5 Explain the use of electrical energy in Agriscience
    17.6 Describe the use of compression in Agriscience
18. COMMUNICATIONS
    18.1 List and describe the importance of public speaking skills
    18.2 Demonstrate the ability to lead a discussion group
    18.3 Describe the importance of being a good listener
    18.4 Demonstrate public speaking skills by selecting, researching and orally delivering a five to ten minute presentation
    18.5 Identify and demonstrate skills using telephones, letters, memos, and verbal conversation
    18.6 Identify skills necessary to work on committees effectively and efficiently
19. RECORD KEEPING
    19.1 List reasons for record keeping
    19.2 Explain functions of, maintain, and complete a calendar, business agreement, budget, and journal in a record book
    19.3 Explain how business uses records
20. COMPUTERS
    20.1 Name five uses in agribusiness
    20.2 Name and explain the functions of the major external parts of the computer
    20.3 Demonstrate the use of a word processor
    20.4 Gain access to information highway through computer network

I V Student Assessment - Pre/Post Test

1. The student's knowledge and skills of the performance objectives will be assessed using the formats listed below
    1.1 To evaluate objective materials, pretests will be administered at the beginning of the course, and a post-test will be given at the end of the school year
    1.2 To test application domain skills, an evaluation instrument will be maintained by the student
    1.3 To evaluate specific performance indicators in the analysis, synthesis, and evaluation domains, essay questions will be administered and scored with a rubric.
    1.4 Students will participate in FFA activities, such as the state Agriscience Fair and Agriscience Student of the Year program.

Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Course Title

Agriculture Science 2 A

Description of Target Group

This course is designed for students who have completed Agriculture Science 1.

Purpose

This is the first semester of a one-year course. The course is designed to follow the model agricultural education core curriculum established by the State of California. This portion of the course will include California Agriculture, Animal Science, Agriculture Business Management and Leadership.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Students shall expand their understanding of the economic importance of the agriculture sector in California, including the local production areas and commodities.
2. Students shall further understand the interrelationship of agriculture and society in California, including factors which influence agricultural activities.
3. Students shall further understand the impact of agricultural production on the environment and natural resources of California.
4. Students will increase their appreciation of energy, its effects on modern agriculture and current and potential applications of alternate sources of energy available to the field today.
5. The students will further understand the importance of domestic animals and their role in modern society.
6. Students will increase their understanding of animal behavior, morphology, taxonomy, general reproductive traits and natural selection.
7. Students will advance their understanding of the structure, function and maintenance of the major body systems (e.g., digestive organ systems etc.) and their components.
8. Students will increase their understanding of the theory of inheritance and genetic basis for animal selection.
9. Students will increase their understanding of the factors involved in animal nutrition, animal feeding, and the basic feed stuffs available for that purpose.
10. Students shall further understand the concept of animal health. They shall become familiar with methods of identification of unhealthy animals, preventative measures, treatment, and the casual agents of common health problems in animals of economic importance.
11. Students will expand their appreciation for the factors involved in and the ability to evaluate and select livestock for specific uses.

12. Students will further understand the basis for meat grading and develop an appreciation of the variety of products available from meat animals.
13. Students shall increase their appreciation of the importance of keeping accurate records of business transactions in agriculture.
14. Students shall further understand the basic role of financial credit in agriculture, including sources and costs of farm credit.
15. Students shall further understand the basic functions of the marketing process in agriculture.
16. Students will further understand the basic concepts of computer literacy and appreciate the role of computer applications in agriculture.
17. Students shall increase their understanding of the four types of business structures in agriculture.
18. Students will further appreciate the wide variety of leadership training activities available through the Future Farmers of America organization.
19. Students shall further appreciate the importance role that communication skills play in developing leadership abilities.
20. Students will expand their understanding of the principles of Parliamentary Procedure.
21. Students shall advance their understanding of the basic concepts of scientific inquiry and critical thinking.

Instructional Materials

Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District.

Activities

Field trips, lectures, discussions, demonstrations, films, filmstrips, slides, speakers, student presentations and involvement in Future Farmers of America.

Course Title

Agriculture Science 2B

Description of Target Group

This course is designed for students who have completed Agriculture Science 2A.

Purpose

This is the second semester of a one-year course. The course is designed to follow the model agricultural education core curriculum established be the State of California. This portion of the course will include Plant Science, Supervised Occupational Experience, Employability and Careers.

Standards of Expected Students Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Students will expand their understanding of the growth and development of plants, including the functions of plant parts, reproductive systems, and auxins.
2. Students will further understand the role of soil in plant production, including factors which affect soil productivity.
3. Students shall increase their understanding of the role of fertilizers in agricultural production.
4. Students will reinforce their understanding of the role of irrigation in plant production.
5. Students shall increase their understanding of the importance of pest control in agricultural production and appreciate the need for safe pesticide application procedures.
6. Students will increase their appreciation for safety in the work place and the proper use of tools.
7. Students shall further understand the basic applications of measurement in calculating volume and distance and develop an appreciation for the differences between the American and Metric Systems.
8. Upon completion of this course all students will have a comprehensive understanding of agriculture and its ramifications in California.

Instructional Materials

Supplementary Materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District.

Activities

Field trips, lectures, discussions, demonstrations, films, filmstrips, slides, speakers, student presentations and involvement in Future Farmers of America.

COURSE DESCRIPTION (DISTRICT)

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
Agriculture Skills

2. Transcript Title(s) / Abbreviation(s)
Ag Skills

3. Transcript Course Code(s) / Number(s)
AG 6286

4. School
Santa Maria High School

5. District
Santa Maria Joint Union High School District

6. City
Santa Maria, CA

7. School / District Web Site
http://www.smjuhsd.k12.ca.us/

8. School Course List Contact

Name: Marc DeBernardi

Title/Position: Teacher

Phone: (805) 925-2567 Ext.: 3330

E-mail: mdebernardi@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Visual & Performing Arts
  - ☒ Intro ☐ Advanced
- ☐ College Prep Elective

10. Grade Level(s) for which this course is designed

☒ **9** ☐ **10** ☐ **11** ☐ **12**

11. Seeking "Honors" Distinction?

☐ **Yes** ☒ **No**

12. Unit Value

- ☒ 0.5 (half year or semester equivalent)
- ☐ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Is this an Internet-based course? ☐ Yes ☒ No

If "yes", who is the provider? ☐ UCCP ☐ PASS/Cyber High ☐ Other_____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- ☐ A course reinstated after removal within 3 years. Year removed from list?_____
  - Same course title? ☐ Yes ☒ No
  - If no, previous course title?_____
- ☐ An identical course approved at another school in same district. Which school? _____
  - Same course title? ☐ Yes ☒ No
  - If no, course title at other school?_____
- ☐ Year-long VPA course replacing two approved successive semester courses in the same discipline
- ☐ Approved Advanced Placement (AP) OR International Baccalaureate (IB) course
- ☐ Approved UC College Prep (UCCP) Online course
- ☒ Approved CDE Agricultural Education course
- ☐ Approved P.A.S.S./Cyber High course
- ☐ Approved ROP/C Course. Name of ROP/C?_____
- ☐ Approved A.V.I.D. course
- ☐ Approved C.A.R.T. course
- ☐ Approved Project Lead the Way Course
- ☐ Other. Explain:_____

15. Is this course modeled after an UC-approved course from another school outside your district? ☐ Yes ☒ No

If so, which school(s)? _____

Course title at other school_____

16. Pre-Requisites

- **None**

17. Co-Requisites

18. Is this course a resubmission? ☐ Yes ☒ No

If yes, date(s) of previous submission?_____
Title of previous submissions?_____

19. Brief Course Description

Agricultural Skills is a one term class with an emphasis on the agricultural career pathways. Units of instruction to be covered in the class include: Ornamental Horticulture, Agricultural Science, Animal Science, Articultural Mechanics, FFA/Leadership and Careers in Agriculture.

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

Agriculture Skills provides an introduction to career pathways in agriculture. At the conclusion of the class students will be able to perform the following agriculture skills.

- Basic floral design
- Principles of plant and crop science
- Lab techniques, procedures and experiments
- Introductory welding skills
- Basic electrical knowledge and standard rope use
- Animal husbandry
- Public speaking
- Recordkeeping of student Supervised Agriculture Experience Project (SAEP)
- Agriculture career exploration

21. Course Objectives

- Students will have a basic understanding the color wheel and the relation to floral design
- Students will learn to plant, care for the harvest a variety of plants and crops.
- Students will learn proper technique for using a variety of laboratory equipment.
- Students will learn how to safely use an oxyacetylene cutting torch and become familiar with other welding practices such as SMAW, Arc, Plasma.
- Demonstration of proper driving skills – forklift and tractor
- Students will complete a single circuit electrical board and safety practices related to electrical currents.
- Students will demonstrate knowledge of a variety of knots that are involved in many agricultural tasks.
- Students will learn how to care for various types of livestock.
- Students will recite FFA Creed Motto and the FFA Statue.
- California Voc Ag Record book – student projects and leadership activities.
- Research on agriculture careers using career center, internet, and agriculture periodicals

22. Course Outline

Unit 1 – Agriculture Science
Unit 2 – Ornamental Horticulture
Unit 3 – FFA/Leadership/Record Keeping
Unit 4 - Agriculture Mechanics
Unit 5 – Animal Science

23. Texts & Supplemental Instructional Materials

- **FFA Handbook/Manual**
- **Voc Ag Record Book**
- **Class handouts and guides**
- **Computer and Internet technologies**
- **Ag related periodicals and news sources**
- **Ag core CD**

24. Key Assignments

- Voc Ag Record Book
- Floral Arrangement
- Circuit Board
- Lab Drawings
- Metal Project
- Rope Halter
- Livestock Projects
- Plant Projects
- Career Search
- History of FFA

25. Instructional Methods and/or Strategies

- Direct instruction
- Demonstrations
- Project-based learning
- Lecture
- Cooperative learning
- Reading assignments
- Video and CD-ROM lessons
- Exhibitions of student work
- Peer and teacher evaluation
- Class discussions
- Guest Speakers
- Field Trips
- Supervised Agricultural Experience Projects (SAEP's)

26. Assessment Methods and/or Tools

- Teacher observation
- Homework assignments
- Quizzes and tests
- Projects
- Student demonstrations
- Classroom and lab Participation
- Notebook
- SAEP's
- FFA Activities
- California Vocational Agriculture Recordbook

C. HONORS COURSES ONLY

Please refer to instructions

27. Indicate how this honors course is different from the standard course.

N/A

D. OPTIONAL BACKBROUND INFORMATION

Please refer to instructions

28. Context for Course (optional)

N/A

29. History of Course Development (optional)

N/A

Course Title

Welding 1A
Agriculture Welding 1A

Description of Target Group

This course is designed for all students interested in learning welding skills for a possible future vocation.

Purpose

Survey of welding is a one-semester course. It will provide a combination of subject matter and activities designed to develop skills necessary to perform practices for self and others. They will learn an appreciation for welding, fundamentals of gas and electrical welding, and study the economic role welding plays in today's agriculture and related industries. The course provides students with the opportunity to decide whether welding as a career fits their personal aptitudes, abilities, and interest. It is recommended that agricultural students complete basic agricultural mechanics prior to enrollment.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Complete district safety test with a passing score
2. Work safely with oxyacetylene equipment and understand how it works
3. Set up the oxyacetylene unit.
4. Adjust the oxyacetylene flame.
5. Use and understand welding joints.
6. Puddle and run a bead with rod.
7. Fuse bead metal together.
8. Make lap, butt and fillet welds.
9. Operate a cutting torch.
10. Work safely with electric arc welders.
11. Understand how the electric arc works.
12. Run arc beads.
13. Use the weave pattern to weld.
14. Make single and multiple pass welds.
15. Weld a beveled butt and fillet weld.
16. Weld outside corner welds.
17. Be able to identify rods and select the right rod for welding joint.
18. Run the 30-ton shear.
19. Pay all fees pending.

Instructional Materials

Text and Supplementary Materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

The student will be exposed to media such as films, filmstrips, and charts to help them conceive the ideas presented. This will reinforce the concepts and techniques presented. Considerable time is spent on building skills for job entry level. The students do many fabrication jobs; these are similar to ones they would do in industry. A variety of other welding processes are covered as indicated in the course outline.

Course Title

Welding 1B
Agriculture Welding 1B

Description of Target Group

This course is designed for any student who has completed Welding 1A.

Purpose

Welding 1B is a one-semester course. It will provide a combination of subject matter and activities designed to develop skills necessary to perform basic welding techniques. It will also develop in the student a positive attitude toward safe shop practices, appreciation for welding, fundamentals of gas and electric welding and an insight into the important economic role welding plays in today's agriculture and related industries. The areas of T.I.B. and M.I.G. are explored and the students become aware of their important role in welding. Other areas stressed help the student develop insight into specialty areas in welding. The student will become involved in the educational value of welding and become aware of career preparation in welding.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Complete the district safety test with a passing score.
2. Braze weld pipe.
3. Braze weld in the overlap and fillet positions on pipe.
4. Understand where and how to purchase welding supplies.
5. Weld horizontal beads.
6. Weld vertical beads.
7. Weld overhead.
8. Electric weld pipe.
9. Understand about heat distortion.
10. Work safely in the construction of larger farm welding projects.
11. Understand the importance that must be given to details and assembly of welding projects.
12. Pay all shop fees pending.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Lectures, demonstrations, filmstrips, movies, quizzes and tests, reading assignments and study sheets.

Course Title

Welding 2A
Agricultural Welding 2A

Description of Target Group

This course is designed for any student interested in developing saleable skills in the welding industry. It is recommended for students who have completed Welding 1A and 1B and those who obtain instructor's approval.

Purpose

The overall purpose Welding 2A is to provide a combination of subject matter and activities designed to develop skills necessary to perform advanced welding techniques used in today's welding industries. It will also develop in the student an awareness of safe shop practices, appreciation for welding, and advance use of gas and electric welding. The areas of tungsten inert gas and metallic inert gas are expanded upon and the students become aware of their important role in welding. Other areas are covered as listed in the course outline to help the student develop insight into career opportunities, exploration and educational planning in welding.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Complete district safety test with a passing score.
2. Work safely with oxyacetylene and arc welding equipment and understand how it works when given an oral test.
3. Weld vertical, horizontal, and overhead.
4. Identify the problems of heat distortion.
5. Place welds properly where necessary to complete the project.
6. Identify safety working procedures for welding on larger farm and other related equipment.
7. An understanding of the importance that must be given to details and assembly of welding projects.
8. Identify the correct welding process to use in order to complete the job satisfactorily.
9. Select the proper welding machine, polarity and electrode to complete the job satisfactorily.
10. Set-up and properly weld with the tungsten inert gas welding machine.
11. Set-up for the welding operation correctly.
12. Awareness of the importance of welding to our farming and industrial
13. Familiarity with opportunities in the welding industry.
14. Pay all shop fees pending.

Welding 2A and Agricultural Welding 2A (continued)

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

The student will be exposed to media such as films, filmstrips, and charts to help them conceive the ideas presented. This will reinforce the concepts and techniques presented. Considerable time is spent on building skills for job entry level. Many fabrication jobs are done by the students; these are similar to ones they would do in industry. A variety of other welding processes are covered as indicated in the course outline.

Course Title

Welding 2B
Agricultural Welding 2B

Description of Target Group

This course is designed for students interested in increasing practices and skills learned in Vocational Welding 2A.

Purpose

Activities and subject matter in Welding 2B are designed to develop advanced welding skills and techniques. Awareness of shop practices and the advance use of gas, electric welding, tungsten inert gas and metallic inert gas, as well as career opportunities are expanded.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Complete district safety test with a passing score.
2. Identify and use safe working procedures for welding on large equipment and related equipment.
3. Understand welding assembly techniques.
4. Set up large welding operations correctly.
5. Familiarity with opportunities in the welding industry.
6. Pay all shop fees pending.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Large job fabrication is done by the students; media exposure includes film, filmstrips and charts.

Course Title

Welding 3A

Description of Target Group

This course is designed for any student interested in developing saleable skills in the welding industry. It is recommended for students who have completed Vocational Welding 2B.

Purpose

The overall purpose of Welding 3 is to provide a combination of subject matter and activities designed to develop skills necessary to perform basic welding techniques used in today's welding industries. It will also develop in the student an awareness of safe shop practices, appreciation for welding, fundamentals of gas and electric welding and an insight into the important economic role welding plays in today's agriculture and related industries. The areas of tungsten inert gas and metallic inert gas rare explored and the students become aware of their important role in welding. Other areas are covered as listed in the course outline to help the student develop insight into career opportunities, exploration and educational planning in welding. Other areas are covered as listed in the course outline to help the student develop insight into career opportunities, exploration and educational planning in welding.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Complete District safety test with a passing score.
2. Works safely with oxyacetylene and arc welding equipment and understand how it works when given an oral test.
3. Braze weld pipe together.
4. Braze weld in the overlap and fillet positions on pipe.
5. A vertical and horizontal weld.
6. Identify the problems of heat distortion.
7. Place welds properly where necessary to complete the projects.

Welding 3A (continued)

8. Identify safety working procedures for welding on larger farm equipment.

9. And understanding of the importance that must be given to details and assembly of welding projects.

10. Identify the correct welding process to use to complete the job satisfactorily.

11. Select the proper welding machine, polarity and electrode to complete a job satisfactorily.

12. Set-up and properly weld with the tungsten inert gas welding machine.

13. Set up for the welding operation correctly.

14. Awareness of the importance of welding to our farming and industrial economics.

15. Familiarity with opportunities in the welding industry.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

The student will be exposed to media such as films, filmstrips, and charts to help them conceive the ideas presented. This will reinforce the concepts and techniques presented. Considerable time is spent on building skills for job entry level. Many fabrication jobs are done by the students; these are similar to ones they would do in industry. A variety of other welding processes are covered as indicated in the course outline.

Course Title

Agriculture Science IA

Description of Target Group

This course is designed for students in the 9th and/or 10th grade.

Purpose

This is the first semester of a one-year course. The course is designed to follow the model agricultural education core curriculum established by the State of California. This portion of the course will include California Agriculture, Animal Science, Agriculture Business Management and Leadership.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Students shall understand the economic importance of the agriculture sector in California, including leading production areas and commodities.

2. Students shall understand the interrelationship of agriculture and society in California, including factors which influence agricultural activities.

3. Students shall understand the impact of agricultural production on the environment and natural resources of California.

4. Students will develop an appreciation of energy, its effects on modern agriculture and current and potential applications of alternate sources of energy available to the field today.

5. The students will understand the importance of domestic animals and their role in modern society.

6. Students will develop a basic understanding of animal behavior, morphology, taxonomy, general reproductive traits and natural selection.

7. Students will develop a basic understanding of the structure, function and maintenance of the major body systems (e.g., digestive organ systems, etc.) and their components.

8. Students will develop a basic understanding of the theory of inheritance and genetic basis for animal selection.

9. Students will develop an understanding of the factors involved in animal nutrition, animal feeding, and the basic feedstuffs available for that purpose.

10. Students shall understand the concept of animal health. They shall become familiar with methods of identification of unhealthy animals, preventative measures, treatment, and the casual agents of common health problems in animals of economic importance.

11. Students will develop an appreciation for the factors involved in and the ability to evaluate and select livestock for specific uses.

12. Students will understand the basis for meat grading and develop an appreciation of the variety of products available from meat animals.

13. Students shall appreciate the importance of keeping accurate records of business transactions in agriculture.

14. Students shall understand the basic role of financial credit in agriculture, including sources and costs of farm credit.

15. Students shall understand the basic functions of the marketing process in agriculture.

16. Students will understand the basic concepts of computer literacy and appreciate the role of computer applications in agriculture.

17. Students shall understand the four types of business structures in agriculture. ~

18. Students will appreciate the wide variety of leadership training activities available through the Future Farmers of America organization.

19. Students shall appreciate the important role that communication skills play in developing leadership abilities.

20. Students will understand the principles of Parliamentary Procedure.

21. Students shall understand the basic concept of scientific inquiry and critical thinking.

Instructional Materials
Supplementary Materials
Activities

Field trips, lectures, discussions, demonstrations, films, filmstrips, slides, speakers, student presentations and involvement in Future Farmers of America.

Refer to: Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District

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Course Title
Agriculture Science IB

Description of Target Group

This course is designed for students in the 9th and/or 10th grade.

Purpose

This is the second semester of a one-year course. The course is designed to follow the model agricultural education core curriculum established by the State of California. This portion of the course will include Plant Science, Supervised Occupational Experience, Employability and Careers.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Students understand the growth and development of plants, including the functions of plant parts, reproductive systems, and auxins.

2. Students will understand the role of soil in plant production, including factors which affect soil productivity.

3. Students shall understand the role of fertilizers in agricultural production.

4. Students will understand the role of irrigation in plant production.

5. Students shall understand the importance of pest control in agricultural production and appreciate the need for safe pesticide application procedures.

6. Students will develop an appreciation for safety in the work place and the proper use of tools.

7. Students shall understand the basic applications of measurement in calculating volume and distance and develop an appreciation for the differences between the American and Metric Systems.

8. Upon completion of this course all students will have a basic understanding of agriculture and its ramifications in California.

Instructional Materials
Supplementary Materials
Activities

Field trips, lectures, discussions, demonstrations, films, filmstrips, slides, speakers, student presentations and involvement in Future Farmers of America.

Refer to: Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District.

Spring 1988

Course Title **ERHS**

Agriculture Science 2 (CP)

Description of Target Group

Agriculture Science 2 is a one-year, laboratory science course designed as the second phase of the agriculture sequence. It is for the college-bound student with career interest in agriculture and will meet the University of California "a-f" requirements of Science as well as for the student who will enter the agriculture workplace following high school or further training at the community college level. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts, and inner-relationships among the following topics: the molecular and cellular aspects of life, the chemical and structural basis of life, energetic of life, growth and reproduction in plants and animals, evolution of modern plants and domestic livestock species, plant and animals genetics, taxonomy of modern agricultural plants and animals, animal behavior, ecological relationships among plants, animals, humans and environment, nutrition in animals, health and diseases in animals and the similarities between animals and humans. The course is centered around an extensive laboratory component in order to connect the big ideas of life science with agricultural applications, earth and physical science principals, and other curricular areas, including written and oral reporting skills.

Length of Course:	One Year
Units of Credit:	Ten
Prerequisites:	Ag Sci 1 (CP) or Instructor's Approval
Grade Level	10-12
Special Course Designation:	College Pre "f" requirement
Course Code *	
Homework	3 hrs+/wk

Standards of Expected Student Achievement

Upon completion of this course, the student will be able to:

1. Unit A. Introduction to Agricultural Biology
   - 1.1 Explain the importance of Agricultural Biology in our society. Provide evidence for and defend your explanation.
   - 1.2 Compare various careers in the area of Agricultural Biology. Report on careers that are held by persons in under represented populations.

2. Unit B. Agricultural Research
   - 2.1 Explain the importance of research in agriculture.
   - 2.2 Describe the process of scientific research methods in agriculture.
   - 2.3 Develop a Supervised Agricultural Experience Project which involves the scientific method.
   - 2.4 Formulate a term project focusing on one topic in Agricultural Biology and relate it to other scientific disciplines.
   - 2.5 Develop a research project that can be entered in the FFA Agriscience competition.
3. Unit C. Agriculture and the Environment
   - 3.1 Identify the roles of plants and animals and their interactions in the web of life.
   - 3.2 Describe the flow of energy through the biosphere.
   - 3.3 Compare and contrast the oxygen and nitrogen cycles. Report on their importance in agriculture.
   - 3.4 Define the term “ecosystem”.
   - 3.5 Appraise at least three current issues in agriculture which biology affects the environment.
   - 3.6 Explain the impact of population on the environment and the effect of the environment on populations.
   - 3.7 Report on both the good and bad effects of the agricultural revolution on the environment.
   - 3.8 Evaluate the economic effects of pollution and erosion on production agriculture.
   - 3.9 Develop and defend a plan to preserve limited resources related to agriculture.
   - 3.10 Compare and contrast five forms of energy used in agriculture.
   - 3.11 Design and conduct an experiment which shows the relationship between soil characteristics and plant growth.
   - 3.12 Describe how agriculture practices can modify soil to improve soil moisture relationships.
   - 3.13 Conduct an experiment, which involves water movement through soil.
   - 3.14 Compare the internal systems of a single celled organism to those of multicellular organisms.
   - 3.15 Describe the difference between plant cells and animal cells.
   - 3.16 Identify blood, bone, fat, nerve, and muscle cells.
   - 3.17 Identify and diagram male and female gametes in both plants and animals
   - 3.18 Compare and Contrast the process of Mitosis and Meiosis.
   - 3.19 Describe how cells respond to certain stimuli.
   - 3.20 Explain the concept of cellular adaptation.

3.21 Discuss the development of the biological concept of “Kingdom”.
3.22 Discuss three reasons for the current use of the modern system of plant classification.
3.23 Apply taxonomy in three ways to the field of agriculture.
3.24 Prepare a phytogenic tree for at least one domestic animal species.
3.25 Explain how the process of natural selection affects plants and animals. Include the impact of external conditions in the explanation.
3.26 Analyze the impact of increasing populations on the environment and its resources.

4. Unit D. Plant physiology, reproduction, photosynthesis, and growth.
   4.1 Compare and Contrast the structures and functions of plants from different families.
   4.2 Design and conduct an experiment which covers the entire life cycle of a plant.
   4.3 Defend the role of green plants in the maintenance of life.
   4.4 Compare and Contrast monocotyledons and dicotyledons with respect to leaf, stem, flower, structure, and agricultural significance.
   4.5 Analyze the interrelationships among the different systems within the plant.
   4.6 Discuss abiotic environmental factors that affect plant growth (wind, temperature, polar radiation, soil conditions, humidity, pollution, etc.).
   4.7 Explain the difference between sexual and vegetative reproduction.
   4.8 Demonstrate an application of both sexual and vegetative reproduction.
   4.9 Discuss how sexual and a sexual reproduction are used in agriculture.
   4.10 Research and report on the significant uses of plants in nutrition and medicine.
   4.11 Compare the life cycle of simple plants, such as algae of mass to a complex plant.
   4.12 Grow at least one indoor and one outdoor landscaping plant or vegetable. Chart to growth pattern and report the results of observations.

5. Unit E. ANIMAL PHYSIOLOGY AND BEHAVIOR
   5.1 Demonstrate an understanding of the structure and function of the digestive system by tracing the pathways of food through the various types of livestock digestive systems with emphasis on the function of organs in the digestive process.
   5.2 Analyze the function of each mammalian body.
   5.3 Compare the interrelationships of each system within the mammalian body.
   5.4 Compare and contrast the estrus cycles of cattle, sheep, and swine and the menstrual cycle in humans. Chart the process of fertilization in each species.
   5.5 Explain the importance of cellular respiration to living organisms. Develop a flow chart outlining the process of cellular respiration.
   5.6 Develop a flow chart outlining the development of an embryo from conception through parturition.
   5.7 Describe how animal behavioral patterns affect management and handling practices of domestic animals.
   5.8 Dissect various organisms and identify the organs and systems of each.

5.9 Compare and contrast the organ systems of different livestock species.
5.10 Analyze the nutrient requirements of various domestic species.
5.11 Analyze the nutrient content of several feeds.
5.12 Develop a low-cost feed ration for one species of livestock for maintenance, growth, and lactation, using concentrates and roughage available locally.
5.13 Describe the symptoms of five common nutritional disorders caused by vitamin or mineral deficiencies or laxicity and explain the treatment and prevention of these diseases.
5.14 Feed an animal through an entire production cycle, recording the types of feed used, rate of gain, and the lean-to-fat ration. Report on observation and conclusions.
5.15 Develop a flow chart outlining the life cycle of one internal and one external parasite.
5.16 Describe the impact of parasites on livestock and on the agricultural industry.
5.17 Design a disease prevention and health care plan for a project animal.
5.18 Appraise the results of human medicine in relation to livestock medicine.

6. UNIT F. PLANT AND ANIMAL GENETICS
6.1 Compare and contrast the phenotypic traits of related breeds and varieties of animals and plants.
6.2 Explain the function of each of the following: gene, allele, DNA and RNA.
6.3 Explain the role of enzymes in chromosome replication, and the implications of biotechnology involving these enzymes.
6.4 Discuss the contributions of Gregor Mendel to the field of genetics.
6.5 Conduct a simple experiment, which exhibits dominant and recessive properties.
6.6 Evaluate the effectiveness of selection and heritability in production of agriculture by comparing modern day crops and animals to their ancestors.
6.7 Develop an experiment, which develops a trait through selection and heritability.
6.8 Analyze the effects of biotechnology on modern agriculture.
6.9 Report on the importance of natural selection on the driving force of evolution and its importance in production agriculture.

7. SAMPLES OF LABORATORY EXAMPLES
7.1 The scientific method
7.2 Analyzing ecosystems
7.3 Checking water for Coliform Bacteria
7.4 Genotypic and phenotypic rations
7.5 Flower dissections and pollen growth germination
7.6 N-P-K tissue test on greenhouse/potted plants
7.7 Warm germination test
7.8 TS test
7.9 Cold germination test
7.10 Salinity and seed germination
7.11 Determining salt tolerance of plants
7.12 Factors affecting photosynthesis
7.13 Effects of leaf surface area, air movement and light on transportation rate
7.14 Effects of light quality on plant growth

7.15 Geotropism
7.16 Phototropism
7.17 The hydrologic cycle
7.18 Comparison of soil vs soilless plant culture
7.19 Effects of nutrient concentrations of hydroponic plant growth
7.20 Effects of herbicides on crop and plants
7.21 Herbicide bioassay
7.22 Effects of rooting hormones on root development
7.23 Effects of gibbarallic acid on seed germination
7.24 Embryo culture of apples
7.25 Anther culture
7.26 DNA extraction
7.27 Probability of trait inheritance
7.28 Classifying animals
7.29 Examining animal cells
7.30 Effects of feed ration on growth
7.31 Analyzing feed for nutrient content
7.32 Starch digestion by enzyme action
7.33 Effects of physical and chemical treatment of forage samples on digestibility
7.34 Effects of feed additives on animal growth
7.35 Livestock basic physical exam
7.36 Parasites of agriculture animals
7.37 Comparison of female reproductive organs
7.38 Culturing bacteria
7.39 Evaluating semen
7.40 Safety

8. CLASSIFYING AND NAMING LIVING THINGS
8.1 Describe and classification system for living things
8.2 Explain taxonomy
8.3 Use a classification key to identify leaves
8.4 Describe how classification systems are useful in Agriscience and technology

9. APPLYING PRINCIPLES OF PLANT SCIENCE
9.1 Define plant science and how plants differ from animals
9.2 Label the parts of a plant and explain their functions
9.3 Explain the life cycle of a plant
9.4 Observe the effect of light on plant growth
9.5 Observe the effect of gravity on plant growth

10. REPRODUCING PLANTS
Explain the processes for the propagation of plants
10.1 Label the parts of a plant and explain their role
10.2 Determine viability of seeds by using germination and vigor tests
10.3 Explain the importance of imported seed

11. PRODUCING PLANTS
    - 11.1 Explain factors and processes in plant growth
    - 11.2 Determine the rate of photosynthesis
    - 11.3 Test for sugar production during photosynthesis
    - 11.4 Define transpiration and its importance
    - 11.5 Observe water loss by transpiration
    - 11.6 Name the nutrients plants need and describe how plants get them
    - 11.7 Explain the use of fertilizers
12. KEEPING PLANTS HEALTHY
    - 12.1 Explain five major kinds of pests
    - 12.2 Explain three conditions for pests problems
    - 12.3 Describe how pests are prevented
    - 12.4 Describe how pests affect plants and cause losses
    - 12.5 Explain integrated pest management
    - 12.6 List safety practices to follow in pest control
13. APPLYING PRINCIPLES OF ANIMAL SCIENCE
    - 13.1 Name and describe the major animal groups
    - 13.2 Describe the anatomy and physiology of animals
    - 13.3 Describe the role of genetics, cells and genomes in molecular biotechnology
    - 13.4 Describe the process of genetic engineering and the use of recombinant DNA
    - 13.5 Identify areas of Agriscience being developed through genetic engineering
14. APPLYING EARTH SCIENCE IN AGRICULTURE
    - 14.1 Describe major features and resources of the earth
    - 14.2 Explain changes that occur in the earth
    - 14.3 Describe atmosphere and its importance in Agriscience
    - 14.4 Explain the importance of climate in Agriscience
    - 14.5 Identify and describe major factors in weather
    - 14.6 Explain succession and its relationships to the Earth
15. APPLYING PRINCIPLES OF SOIL SCIENCE
    - 15.1 Describe the materials that make soil
    - 15.2 Explain the different ways that soil can be described
    - 15.3 Explain how soil is formed
    - 15.4 Describe soil profile
    - 15.5 Explain the kinds of soil water
    - 15.6 Describe soil pH and its relation to plant growth
    - 15.7 Explain the relation between soil and land
    - 15.8 Describe important soil management practices
16. APPLYING PRINCIPLES OF CHEMISTRY
    - 16.2 Describe the major kinds of matter
    - 16.3 Distinguish between elements, atoms and molecules
    - 16.4 Describe how new compounds are formed
    - 16.5 Explain the importance of carbon
    - 16.6 Distinguish between solutions and suspensions

16.7 Explain acids, bases, and salts
16.8 Describe common chemical processes in Agriscience
16.9 Describe the importance of measurements in chemistry

17. APPLYING PRINCIPLES OF PHYSICS
    17.1 Define physics and explain important areas of physics
    17.2 Explain work and power
    17.3 Describe mechanical advantage
    17.4 Explain the use of thermal energy in Agriscience
    17.5 Explain the use of electrical energy in Agriscience
    17.6 Describe the use of compression in Agriscience
18. COMMUNICATIONS
    18.1 List and describe the importance of public speaking skills
    18.2 Demonstrate the ability to lead a discussion group
    18.3 Describe the importance of being a good listener
    18.4 Demonstrate public speaking skills by selecting, researching and orally delivering a five to ten minute presentation
    18.5 Identify and demonstrate skills using telephones, letters, memos, and verbal conversation
    18.6 Identify skills necessary to work on committees effectively and efficiently
19. RECORD KEEPING
    19.1 List reasons for record keeping
    19.2 Explain functions of, maintain, and complete a calendar, business agreement, budget, and journal in a record book
    19.3 Explain how business uses records
20. COMPUTERS
    20.1 Name five uses in agribusiness
    20.2 Name and explain the functions of the major external parts of the computer
    20.3 Demonstrate the use of a word processor
    20.4 Gain access to information highway through computer network

I V Student Assessment - Pre/Post Test

1. The student's knowledge and skills of the performance objectives will be assessed using the formats listed below
    1.1 To evaluate objective materials, pretests will be administered at the beginning of the course, and a post-test will be given at the end of the school year
    1.2 To test application domain skills, an evaluation instrument will be maintained by the student
    1.3 To evaluate specific performance indicators in the analysis, synthesis, and evaluation domains, essay questions will be administered and scored with a rubric.
    1.4 Students will participate in FFA activities, such as the state Agriscience Fair and Agriscience Student of the Year program.

Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Agriscience & Physics

Santa Maria Joint Union High School District



asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
anta Maria High School (053305)	Classroom Based	**Abbreviation**	**Course Code**
		AGRISCI & PHYSA	AG6200
		AGRISCI & PHYSB	AG6201

Title: Agriscience & Physics

Length of course: Full Year

Subject area: Science (D) / Physics/Earth & Space Sciences

UC honors designation? No

Prerequisites: None

Co-requisites: None

Integrated (Academics / CTE)? Yes

Grade levels: 9th, 10th, 11th, 12th

ourse Description

urse overview:

Agriscience & Physics is a collaborative standards-based laboratory science that fulfills the physical science requirement focusing on college and career readiness. This course gives students a foundation in physics with related earth science and agriculture phenomena in addition to the Science and Engineering Practices. The following units will be covered in this course; Motion, Force, Gravity, Waves, Light Waves, Electricity & Magnetism, Energy & Renewable Energy, and Nuclear Physics & the Earth. This course also provides an opportunity and expectation for students' participation in the National FFA organization including FFA participation and a Supervised Agriculture Experience Project.

Agriscience & Physics fulfills the physical science high school graduation requirement and the UC/CSU "d" laboratory science requirement, in addition to being aligned to the California Next Generation Science Standards (CA NGSS). Students in this course will learn content based on the three dimensions of CA NGSS science: Science and Engineering practices (SEPs), Disciplinary Core Ideas (DCIs), and Crosscutting Concepts (CCCs).

urse content:

Unit 1 –Motion

Students will explain and predict the motion of objects, the process in which the surface of the earth was formed. Students will explain how engineers create stable structures for various conditions found around the planet.

NGSS Performance Expectations

- HS-PS2-1: Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net forces on a macroscopic effect, its mass, and its acceleration.

- HS-PS2-2: Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system
- HS-PS2-3: Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision

- HS-ETS1-2: Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

- HS-ETS1-3: Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.

NGSS Science & Engineering Practices

- Analyzing and Interpreting Data
- Developing and Using Models
- Constructing Explanations and Designing Solutions

NGSS Cross-Cutting Concepts

- Stability and Change
- Cause and Effect
- Structure and Function

💻 Unit Assignment(s):

The motion detector lab gives students a kinesthetic experience in the relationships between verbal, graphic, and diagrammatic representations of motion. Students will instantaneously collect data with motion detectors to produce motion vs time graphs. Students will also use Gizmos simulations and academic science readings (CK12 AND NEWSELA) to reinforce the academic skills learned in this unit.

🧪 Unit Lab Activities:

Motion Detector Lab: Explain how the motion detector can be used to determine a target object's position. Students will try to create the position vs. time graphs provided to them by moving with the same motion to recreate the graph on the motion detector. Students will determine from a class discussion that the slope of a position-time graph is the velocity and can then be translated onto a velocity-time graph. Students are producing several different representations of motion: real-life movement, position vs. time graphs, velocity vs. time graphs, written descriptions, and motion maps.

Water Balloon Lab – With the use of a water balloon sling to illustrate how forces and masses affect acceleration, students will analyze data (either student-generated or provided) showing mass, force, and acceleration for an object (accelerations for different masses, accelerations for different forces).

Unit 2 – Force

In this unit, students are introduced to the first half of Newton's Modeling Cycle Students are moving from the realm of descriptive models (kinematical laws of motion) to that of causal models: dynamics. Students will explore the concept that changes in velocity require interaction between an agent and an object. In addition this unit explores Newton's second and third laws of motion. Students collect descriptive and mathematical data to understand the relationship between acceleration, net force, mass, and action-reaction force pairs.

Performance Expectations:

- HS-PS2-2: Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system
- HS-PS2-3: Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision
- HS-ETS1-2: Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
- HSETS1-3: Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.

Science & Engineering Practices:

- Using Mathematics and Computational Thinking
- Constructing Explanations and Designing Solutions

Cross-Cutting Concepts:

- Systems and System Models
- Cause and Effect

💻 Unit Assignment(s):

Students explore forces and changes in motion by moving a bowling ball through an obstacle course with a hand broom. Students produce observational descriptions of forces and motion.

Students collect distance measurements of a free-falling ball using the burst setting on a camera. Students then derive the equation for free fall. Students produce a final data table with position, time, velocity, and acceleration. Students will also use Gizmos simulations and academic science readings (CK12 AND NEWSELA) to reinforce the academic skills learned in this unit.

🧪 Unit Lab Activities:

Free Fall Ball Lab: The purpose of this lab is to determine the relationship between position and time for a freely falling object. The teacher shows the class a ball and asks them what would happen if the ball were to drop? The teacher drops the ball and asks the students, “Does the motion of the ball verify their hypothesis?” Do they have evidence? If not, what do they need to do to verify their hypothesis? The teacher asks the students what they can measure. The students now have experience with measuring position and time for uniformly accelerated motion, so these quantities will occur to them readily. They are also familiar with video labs and have recently completed the Frictionless Incline Lab so the motion analysis should be fresh in their minds.

Agricultural/Natural Resources Application: Students will study the physics behind logging. Students will learn and create force diagrams to justify how the equipment can work on steep slopes and cut down tall trees. Students will create posters to demonstrate that they know how the equipment stays upright.

Students will also learn about how water moves through forests before and after logging. Students will answer the questions: Why do roads/mountain sides collapse during heavy rainstorms. Students will perform a lab to compare the water/soil movements from a planted demonstration table and one that has been “logged.” Students will be able to explain the mechanism and forces behind these movements. Students will be able to explain the impact that plants and soil structure have on an ecosystem.

Unit 3 - Gravity

Students will explore what factors affect Universal Gravitation. Students will explore what the relationship is between orbital period, orbital radius and velocity in an elliptical orbit. Students will explore how satellites are kept in orbit.

NGSS Performance Expectations

- HS-PS2-4: Use mathematical representations of Newton’s Law of Gravitation and Coulomb’s Law to describe and predict the gravitational and electrostatic forces between objects
- HS-ESS1-4: Use mathematical or computational representations to predict the motion of orbiting objects in the solar system
- HS-ETS1-4: Use a computer simulation to model the impact of proposed solutions to complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.

NGSS Science & Engineering Practices

- Using Mathematics
- Computational Thinking

NGSS Cross-Cutting Concepts

- Patterns
- Scale Proportion and Quantity

📃 Unit Assignment(s):

Students will analyze tangential velocities and periods for different orbit radii. Given data about planet orbits (period and radius), students will graph and find a relationship between the two. Students will also use Gizmos simulations and academic science readings (CK12 AND NEWSELA) to reinforce the academic skills learned in this unit.

🧪 Unit Lab Activities:

Circular Motion Lab - Students will measure velocity and compare velocity to the centripetal force for a constant radius.

Agriculture & Natural Resource Application Students will explore the relationship between orbital period, orbital radius and velocity in an elliptical orbit. Students will explore how to keep a satellite in orbit. Students will relate to this agriculture and discuss the mechanism behind how information transfers from Auto Farm tractors to a satellite and back to the phone.

Unit 4- Waves

Students will determine the relationship between frequency, wave speed, and wavelength of a wave in a medium. Students will explore how the medium affects the wave properties. Students will explore the advantages and disadvantages of using digital storage and transmission of information. Students will explore how wave behavior is and wave interaction involved in the capture and transmission of information and energy.

NGSS Performance Expectations

- HS-PS4-1: Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media
- HS-PS4-2: Evaluate questions about the advantage of using a digital transmission and storage of information
- HS-PS4-5: Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy
- HS-ESS2-3: Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection

NGSS Science & Engineering Practices

- Using Mathematics and Computational Thinking
- Developing and Using Models
- Asking Questions and Defining Problems
- Obtaining, Evaluating, and Communicating Information

NGSS Cross-Cutting Concepts

- Cause and Effect

Stability and Change

Unit Assignment(s):

Students will gather data about damage from an earthquake or seismograph analysis and plot on a map to find the epicenter. Students will also use Gizmos simulations and academic science readings (CK12 AND NEWSELA) to reinforce the concepts of earthquakes.

Class Project - Wave technology timeline, develop a method to transmit a message using light (LEDs, breadboards, buttons, potentiometers, wires, and batteries)

Unit Lab Activities:

Slinky Lab - Students will make waves on a slinky and measure wavelength, speed, and frequency (slow-motion video).

Agricultural/Natural Resources Application: Students will study earthquakes and the impact it has on communities. California is greatly concerned about earthquake damage and has many laws and regulations to prevent damage. Students will study the mechanical waves created during an earthquake and explain how it affects buildings. Students will collect and analyze data from the seismogram website to see how our community is affected.

Unit 5 - Light

Students will explore the nature of light. Students run experiments to learn about the basic concept of what light is, they will study light, the absence of light, speed, intensity, reflection, and refraction. They will be able to use descriptive and mathematical explanations to predict light behavior. Students will explore how stars are made of and how they are moving.

NGSS Performance Expectations

- HS-PS4-3: Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other

- HS-PS4-4: Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter

- HS-ESS1-2: Construct an explanation of the Big Bang Theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe

NGSS Science & Engineering Practices

- Engaging in Argument from Evidence
- Obtaining, Evaluating
- Communicating Information
- Constructing Explanations and Designing Solutions

NGSS Cross-Cutting Concepts

- Systems and System Models
- Cause and Effect
- Energy and Matter
- Stability and Change

💻 Unit Assignment(s):

Students will determine the law of reflection by measuring the angles produced from a laser reflecting on several mirrors. Students will produce data tables with initial and final angles and form a common determination of the law of reflection.

Students will perform a diffraction experiment to separate light into waves of interference. They will first mimic the idea in a wave tank to see how waves cause these changes. They will produce sketches and written descriptions of the wave behavior.

🧪 Unit Lab Activities:

Students will make a telescope or microscope using lenses and mirrors; observe and compare emission spectra from different gases, glow sticks, etc.

Agricultural/Natural Resources Application: Students will study and see how agricultural equipment uses lasers to identify high and low-quality fruit. Students will see how optical sorters in the tomato and vineyard industries can sort fruit based on a computer visualizing each piece of fruit. Students will be able to explain how optical sorters work and how it helped

the industry increase the quality of the commodity.

Agricultural/Natural Resources Application: Students will study how light wavelengths are important for plants to absorb energy during photosynthesis. Students will set up a comparison lab at the farm. Students will grow plants under two different wavelengths of light (a blue vs green light). Students will collect growth rate data on the plants under different conditions. Students will graph the data in excel.

Unit 6 - Electricity and Magnetism

Students will explore what factors affect the force between charges. Students will explore which force rules - electric or gravitational. Students will explore how to generate electricity. Students will explore how to can create magnets. Students will explore what factors affect the force between magnets.

NGSS Performance Expectations

- HS-PS2-4: Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.
- HS-PS2-5: Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.
- HS-PS3-5: Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction

NGSS Science & Engineering Practices

- Engaging in Argument from Evidence
- Obtaining, Evaluating, and Communicating Information
- Constructing Explanations
- Designing Solutions

NGSS Cross-Cutting Concepts

- Systems and System Models
- Cause and Effect
- Energy and Matter
- Stability and Change

Unit Assignment(s):

PhET Simulation - Electrostatics lab (plastic rod, glass rod, fur, silk, pith ball electroscope) - generate charges on the rods and compare their effects on the pith ball,

Students will build a simple compass to determine the direction in addition to the use Gizmos simulations and academic science readings (CK-12) to reinforce the concepts of electricity and magmatism.

Unit Lab Activities:

Agriculture & Natural Resource Application: Students will properly install and wire using common industrial devices on an electrical board using common electronic parts including (wires, LEDs, buttons, batteries, buzzers, motors). Students will practice using common electrical testers.

Unit 7 – Energy & Renewable Energy

Students will be able to explore different types of power plants are there, and how they work including solar and wind energy. Students will be able to describe the journey of energy through a power plant (transfers and transformations). Students will be able to design, build, analyze and refine a device that converts energy from one form to another.

NGSS Performance Expectations

- HS-PS3-1: Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.
- HS-PS3-2: Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects).
- HS-PS3-3: Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.
- HS-PS3-5: Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.
- HS-ESS3-2: Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.

- HS-ETS1-1: Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

- HS-ETS1-2: Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

- HS-ETS1-3: Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts

NGSS Science & Engineering Practices

- Developing and Using Models
- Using Mathematics and Computational Thinking
- Constructing Explanations and Designing Solutions
- Analyzing Interpreting Data

NGSS Cross-Cutting Concepts

- Systems and Systems Models
- Energy and Matter

Unit Assignment(s):

Flexible Track and Cars - put a track in a U shape and compare starting and ending heights and energies (and speed at the bottom), then put track in a loop and predict how high the car needs to start

Balloon Launcher -Measure the elastic force of the balloon launcher at different compression distances, graph and determine, the work the launcher will do and its spring constant, and use that to predict the launch velocity of the projectile and then test their prediction, measure the motion of a block down an inclined plane and determine the energy transferred to heat due to friction

Unit Lab Activities:

Generator Lab - Students will use hand-crank generators with different types of light bulbs to compare power transfer, use power meters to measure energy use of different electric devices,

Agricultural/Natural Resources Application: Students will install a small solar panel system in various locations. These will be so students can learn how solar panels collect and transform energy into electricity. Examples include but are not limited to: a solar chicken coop, solar electric fencing, etc. Students will also maintain and study solar energy.

Unit 8 – Nuclear Physics & The Earth

Students will explore what happens during fission, fusion, and radioactive decay. Students will explore why nuclear bombs do or power plants, release so much energy. Students will explore what's the oldest rock on earth, and how is it determined. In addition, students will be able to explore where the sun gets its energy and where the elements came from.

NGSS Performance Expectations

- HS-PS1-8: Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.
- HS-ESS1-1: Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy in the form of radiation.
- HS-ESS1-3: Communicate scientific ideas about the way stars, over their life cycle, produce elements.
- HS-ESS1-5: Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.
- HS-ESS1-6: Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

NGSS Science & Engineering Practices

- Developing and Using Models
- Constructing Explanations and Designing Solutions
- Engaging in Argument From Evidence
- Obtaining, Evaluating, and Communicating Information

NGSS Cross-Cutting Concepts

- Energy and Matter
- Stability and Change
- Patterns
- Scale Proportion, and Quantity

🖳 Unit Assignment(s):

Students will visualize and model what happens when a nucleus decays. Radioactive decay is accompanied by the emission of radiation (alpha, beta, or gamma). Students will also use Gizmos simulations and academic science readings (CK-12) to reinforce the concepts of half-life.

Students will write equations for nuclear reactions (decay sequence of uranium, fission, fusion, etc.) using nuclear symbols and calculate the mass defect and energy released for each reaction.

Unit Lab Activities:

Star & Element Lab: Students will model several stellar nucleosynthesis reactions with pennies, given the reactants and one product, determine the other product.

Agriculture & Natural Resource Application - Students use a rock collection to observe and compare the three types of rocks (igneous, metamorphic, and sedimentary). Students can decipher between the three types of rocks and understand the methods that each of these rocks form under. Students understand the steps of the rock cycle and that it takes a long time to happen and that all rocks can move through the cycle differently than other rocks.

ourse Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
he Physics Classroom	Tom Henderson	The Physics Classroom	Online	https://www.physicsclassroom.com/	Yes

Websites

Title	Author(s)/Editor(s)/Compiler(s)	Affiliated Institution or Organization	URL
Gizmo Simulations	Explore Learning	Explore Learning	http://www.explorelearning.com
CK12	CK12 Foundation	CK12 Foundation	http://ck12.org

Title	Author(s)/Editor(s)/Compiler(s)	Affiliated Institution or Organization	URL
NewsELA.com	NewsELA	NewsELA	http://newsela.com
AET (Agriculture Experience Tracker)	National FFA Organization	National FFA Organization	http://theaet.com
PhET Interactive Simulations	University of Colorado, Boulder	University of Colorado, Boulder	http://phet.colorado.edu

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American Economics- Agriculture

Santa Maria Joint Union High School District

Basic Course Information

School(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
Santa Maria High School (053305)	Classroom Based	**Abbreviation** Amer Econ Ag	**Course Code** AG4003
Pioneer Valley High School (053847)	Classroom Based	**Abbreviation** Amer Econ Ag	**Course Code** AG4003

Title:
American Economics- Agriculture

Length of course:
Half Year

Subject area:
College-Preparatory Elective (G) / History / Social Science

UC honors designation?
No

Prerequisites:
None (Recommended)

Co-requisites:
None

Integrated (Academics / CTE)?
Yes: Agricultural Business

Grade levels:
12th

Course Description

Course overview:
American Economics Agriculture is a course that focuses on the economics of the agriculture industry. It is an introduction to the economic aspects of agriculture and their implications to the agricultural producer, consumer, and the food system. The management principles encountered in the day to day operation of an agricultural enterprise are stressed as they relate to the decision making process. In this class, you will learn the concepts and organization of the economic system we live in. The class is designed to teach students the role they play in our economic system. Students will also gain a valuable understanding of how to manage their own finances. In addition, students will develop life-long learning skills**.** Curriculum is based on the Standards developed by the California Department of Education.

THIS COURSE MEETS THE ECONOMICS GRADUATION REQUIREMENT.

Course content:
Unit 1: Fundamentals of Economics and Microeconomics
Students will describe the basic economic functions as well as the effects of those functions on agriculture.

Major objectives include: Describe economics as well as agricultural economics. Define microeconomics. Analyze the opportunity costs present in policy decisions. Analyze the relationships between inputs, outputs, price and agricultural production.

Determine an economic course of action based on the behavior of markets. Describe consumer equilibrium and market demand. Calculate Elasticity of consumer goods. Advise action to a producer based on knowledge of elasticity. Describe the relationship between production and resource use. Describe the relationship between production and resource use.

Unit Assignment(s):

Students will calculate elasticity of the top 20 crops in California. Students will undergo a problem-based simulation that requires them to make economic decisions based on market functions. Students will write an advice letter to an agricultural producer advising which crops to produce based on estimated own-price and income elasticity.

Unit 2: Macroeconomics

Students will examine the aggregate economics systems in place both domestically and across the globe.

Major objectives include: Describe product markets and their relationship to national output. Present information about one major topic in macroeconomics. Decide the best course of action based on aggregate economic information and data. Describe the relationship between policy and macroeconomics. Assess fundamental knowledge of macroeconomics and policy-making. Create and present a federal budget that synthesizes information gathered regarding citizen needs and revenue sources. Make policy decisions that affect economic activities across the nation.

Unit Assignment(s):

Students will learn how stock markets affect macroeconomics, choose a stock and follow it through the quarter. Students will research and write an essay about production and price levels for one of the top 50 agricultural commodities in California. Fluctuations and changes will be analyzed for causation and potential effects. Students will work in groups to develop an infomercial, including student handouts, about one of the following topics: Determinants of Planned Consumption, Determinants of Planned Saving, Determinants of Planned Investment, Aggregate Expenditures, The Keynesian Cross, Aggregate Supply and Full Employment, Recessionary Gaps. Presentations include a handout.

Unit 3: Global Economics

Students will examine the relationships between countries across the globe, trade agreements and how they affect agricultural production and consumption as well as human development.

Major objectives include: Describe the reasons for trade between nations as well as the policies governing trade. Assess knowledge of existing trade policies and reasons for their existence. Describe comparative advantage. Make decisions regarding trade policies after evaluating data and information. Assess the benefits of a trade agreement and present to the class. Evaluate the effectiveness of trade agreements in the development of global economies.

Unit Assignment(s):

Students will undergo a problem-based simulation that requires them to make decisions based on data regarding the benefits and tradeoffs of international trade.
Students will work in groups to develop a promotional poster for one major existing trade agreement and then present their poster to the class. Students will study sales strategies and develop a sales scheme for a product determined in groups. Students will then develop a sales strategy for their product and present to a panel of external judges from local agricultural businesses.

Unit 4: Agricultural Sales

Students will explore methods used in business to sell goods and services, thereby increasing profit margins.

Major objectives include: Demonstrate sales strategies used in agriculture business. Evaluate the effectiveness of sales strategies.

Unit Assignment(s):

Students will analyze the marketing messages and strategies used by agricultural and food companies in the United States. Students will work in groups to develop a value-added product for a local agricultural business and develop an industry-approved marketing plan to promote and market the product. The plan will include market research, economics,

potential for global marketing and advertising and sales strategies. Additionally, students will develop a 15-minute presentation to be delivered to a set of industry professionals.

Unit 5: Agricultural Marketing
Students will create a comprehensive marketing plan using all course knowledge and following a method used in agricultural businesses.

Major objectives include: Students will analyze strategies used by American and foreign food marketers and agricultural businesses. Students will develop and present a marketing plan for a value-added agricultural commodity. Students will assess the effectiveness of marketing plans.

The text will be used to introduce the topic of marketing and to give examples of the economic benefits of marketing.

Unit Assignment(s):
Students will write a six to eight page marketing plan for a value-added agricultural commodity. The marketing plan must include at least three different advertisement sources, a plan to roll out the marketing and to whom the audience will be. Students will produce and present one of the marketing pieces to the class.

Unit 6: FFA Leadership
As a part of a CTE pathway all students will learn and develop leadership skills through the National FFA Orginization. The history of the orginization will be taught and students will be take the FFA Marketing test as a part of this course.

Unit Assignment(s):
Students will participate in a number of experiential activities in teambuilding, consensus development, conflict resolution and public speaking that detail the methods and benefits of involvement in assorted FFA activities. Students will participate in a minimum of three approved leadership development activities within the FFA organization.

Course Materials

Textbooks

Title	Author	Publisher	Edition
Economics: Principles in Action	Arthur O'Sullivan and Steven M. Sheffrin	Prentice Hall	1st edition/2007

Supplemental Materials

Title	Content
Supplemental Materials	California Agriculture Core Curriculum. Agriculture Business Management Pathway Curriculum. This will be used as a fundamental set of established lessons created by the Agriculture Education unit of the California Department of Education. These lessons ensure adherance to state standards both in economics as well as agriculture. The site is: http://calaged.csuchico.edu/resourcefiles/curriculum/advcluster/1000.htm California Career Technical Education Online Model Lessons. These innovative lessons created by practicing teachers under the guidance of the Department of Education utilize engaging teaching techniques to deliver standards-based content.

Additional Information

Course

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American Government- Agriculture

Pioneer Valley High School (053847)

Submitted: Feb 14, 2019
Decision: Feb 28, 2019

ubmission Feedback

PPROVED

asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
ioneer Valley High School (053847)	Classroom Based	Abbreviation	Course Code
		Amer Govt Ag	AG4004

Title: American Government- Agriculture

Length of course: Half Year

Subject area: History / Social Science (A) / Civics / American Government

UC honors designation? No

Prerequisites: None (Recommended)

Co-requisites: None

Integrated (Academics / CTE)? No

Grade levels: 12th

ourse Description

urse overview:

In this course, students will pursue a deeper understanding of the institutions of American Government in addition to the underlying economic principles that shape policies throughout the agriculture industry. They will complete an in-depth study of the system of government in the world today and analyze the life and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments, the economic impacts of the aforementioned, and their relationship to agriculture and agribusiness. Students will also master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro and macroeconomics, international economics, comparative economic systems, measurement, and methods. This course is designed for advanced study of agriculture business opportunities and economics for college bound students with interest in agriculture. This course will create civic and financial literacy as students prepare to vote, participate in community activities and assume the responsibilities of citizenship as consumers in the American democracy.

urse content:

Unit 6: State and Local Government

In this unit, students will: Explain how conflicts between levels of government and branches of government are resolved. Identify the four major responsibilities and sources of revenue for state and local governments. Discuss reserved powers and concurrent powers of state government. Discuss the ninth amendment and the tenth amendment and interpretations of the extent of the federal government's powers. Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders. Compare the processes of lawmaking at each of the three levels of government.

⊒ Unit Assignment(s):

1. Major Assignment: Attend City Council Meeting

Students will be given a list of Santa Maria City Counsel meeting dates and will need to attend one before the end of the semester. They will write a one page summary of what happened at the meeting and its impact, if any. On the city.

1. Major Assignment: Federal vs. State Laws

Students will create a short documentary on a state law that contradicts a federal law. They will be able to research any law from any state to use in the documentary. Things they will need to include: What is the law? Why was it passed at the state level? Why is it not a law at the Federal level? What are the two opposing views on the law? Who is impacted by the law? What are the positives and negatives to the law?

1. Major Assignment: Public Policy

Students will create a comic book following the creation and implantation of a new public policy. They will chose a policy of their own and show all the steps it takes to being used. These must include: national agenda, formation, adoption, implementation and evaluation.

Unit 5: Judicial Branch, Civil Rights, and Civil Liberties

In this unit, students will: Explain the process of selection, nomination, and confirmation of Supreme Court judges. List the length of term and jurisdiction of lower court and Supreme Court. Identify and give examples of judicial review. Explain the Court's decisions and its effects in each of the following U.S. Supreme Court cases: Marbury v. Madison, McCulloch v. Maryland, Plessy v. Ferguson, Brown v. Board of Education, Miranda v. Arizona. Identify the guarantees included in the First Amendment and the limitations on those guarantees. Describe the rights of the accused in a criminal trial. Describe the right of due process under the Fifth Amendment and fourteenth amendment.

🖳 Unit Assignment(s):

1. Major Assignment: Supreme Court Justice Collector Cards

Students will be crating collector cards on the current Supreme Court Justices. Things that will be on card: Name, why chosen, years of service, education, qualifications, and land mark cases they've voted on, who appointed them and pictures.

1. Major Assignment: Supreme Court Case

Students will work in groups of two to three people. They will research and review a nominated court case and prepare an interactive presentation that will effectively persuade other members of the Landmark Supreme Court Case Commission to select their case as the most significant Supreme Court decision in recent times. Voting will take place in closed ballot.

Project Components will include:

- Research Paper - Constitutional issue, key players, opposing viewpoints (both sides of the argument), outcome, and relevance to today's society

- Visual to guide your presentation and highlight the court case

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Unit 4: The Legislative Branch

In this unit, students will describe the structure of Congress; list qualifications for membership. Contrast the Senate's leadership and the role in the lawmaking process with that of the House of Representatives. Identify kinds of committees and why members serve on them. Explain the organization, leadership, and leadership responsibilities of the House and

Senate. Define and provide examples of expressed, implied and inherent powers of Congress. Explain the purpose of Congress' oversight function and the process of impeachment. Explain how federal legislation is proposed, reviewed, and enacted.

⮒ Unit Assignment(s):

1. Major Assignment: Get to know your representatives

Students will research their Senators, representative and districts. Students will research the demographics of the district they live in and how the people in the district tend to vote. This information will be used in a later project as well.

1. Major Assignment: Senate Simulation

Students will be assigned a state to represent, a political party and they will choose an issue to write a bill about, that will benefit their state. Once a bill is chosen, students will present their bill to other "senators" and convince them to vote for their bill to pass. Each political party's senators will then get together and discuss which bills to support and which to drop. Bills that are chosen to move on will be presented to the entire class and discussed by the entire class. The bills will then be voted on to pass or not.

Unit 3: Executive Branch

In this unit, students will: Identify qualifications for office and length of terms for the office the president. Explain how the president and vice president are elected through the Electoral College process. Identify the pros and cons of electing the president and vice president through the Electoral College. Explain and summarize the constitutional roles of the president – chief of state, executive, legislative, diplomatic, judicial, and military.

⮒ Unit Assignment(s):

1. Major Assignment: Electoral College

Students will be writing a persuasive essay in which they will argue whether the Electoral College is the best method of electing a President. The essay must include a historical perspective of the Electoral College, pros and cons of the system. And your argument for against the Electoral College. If they support it they must explain why. If they oppose it they must propose an alternative.

1. Major Assignment: Article Review and Reflection

Students will read the article "One Chief Executive, No Experience Required" while taking notes and answering questions. They will then chose a President prior to 1950 and one after 1980, comparing and contrasting their Presidential duties during their tenure.

1. Major Assignment: Mock Electoral College

Using the political parties and candidates from the previous unit students will be holding a mock electoral college for the election. The popular voting numbers will be the outcome form the election in unit 2. Students will be assigned a state to serve as a representative of for the Electoral College. Ratios and states will be determined beforehand so there is as close of an accurate representation possible, i.e. California has 55 votes in the real college, they will have 4 in the class simulation. They will be given time to look up their states issues and needs and compare them to the candidates. Students will then vote as the Electoral College and will look at the differences in the popular versus the electoral votes and who would be elected.

Unit 2: Political Parties, Elections, and Voting

In this unit, students will: Trace the origins and development of the two major political parties in the United States and summarize the role of the political parties in American politics, explain the function and role of political parties and identify the importance of third parties in the political process. Demonstrate specific examples (including political cartoons) on how the media shapes our political beliefs. Include the evaluation of the role of polls, campaign advertising, and the controversies over campaign funding. Identify the qualifications and responsibilities of being a voter and analyze trends and influences in voter turnout. Identify and describe how the following Amendments expanded suffrage in the United States: fifteenth amendment, nineteenth amendment, twenty-fourth amendment, and the twenty- sixth amendment

⮒ Unit Assignment(s):

1. Major Assignment: Political Cartoons

Students will be given 5 political cartoons and asked to describe the cartoons in detail. Focusing on the issue and the individuals being portrayed in the cartoon, they will have to explain how the cartoon does or could sway public opinion. Students will then choose from a list of current political issues and develop their own political cartoon on the issue they chose.

1. Major Assignment: Agricultural Lobbyists

Students will research an agricultural lobbyist group and what their focus is. Students will give a presentation to the class showcasing the lobbyist group they chose, its history in government, the major states they come from, campaign tactics and its current focus. Can be done on any group that is involved in the agriculture industry.

1. Major Assignment: Voting Rights History

Students will choose one of the four amendments that changed the history of Americas voting (15th, 19th, 24th and 26th) and create a journal from the view point of someone who lived through the passing of the amendment. The journal will require:

-At least15 passages from a year before the amendment was passed

-Point of view must be from someone being affected positively by the passing of the amendment

-At least one entry on the major players in the suffrage movement they chose

-What experiences someone fighting for the right to vote would go through

-What tactics were being used to lobby for the right to vote

-Creativity: “newspaper article”, pictures, media from the time

1. Major Assignment: Presidential Mock Election

This assignment will take place throughout the unit.

Students will go the electron process, starting at the primary season and ending with an election. The class will be divided into two groups, with each group creating their own party and party values. They will be provided with 3 school rules (to represent policies) and the parties will develop their stance on each policy. Once their party has developed values they will nominate people to run for president. Each candidate will prepare a speech and the party will vote for their parties’ final presidential candidate. The two parties will then turn to the campaign of the candidate, creating “swag” and recording commercials that would be shown to another undisclosed class to sway voters. The two candidates will participate in a debate that will be shown to voters and spend time on the campaign trail on the school campus. On the final day of the project, the selected voters will cast ballots- declaring a winner of the campaign.

Unit 1: Foundations of American Government

In this unit, students will: Discuss and define the history and purpose of government, analyze ideas and historical documents and events that shaped the US Constitution, and describe structural features of the Constitution. Explain how the US system of government is a federal one, identify the four main purposes of government, explain how various theories explain the origins of government and discuss the similarities and differences between a unitary government and a federal government system. Identify and describe why free enterprise is conducive to the growth and preservation of a democracy, name the ways the US has modified its Free Enterprise system, and contrast free enterprise to other systems. Explain and cite reasons as to why colonists expected representative government, identify the ways in which the American colonies operated in a democratic system and which ways they did not.

⮒ Unit Assignment(s):

1. Major Assignment: Creating a Sovereign State

After learning the four major foundations of a sovereign state, students will pair up and create a sovereign state of their own. Working in pairs they will design a country focusing on developing the four foundations: Information they will include:

-A map of their country- highlighting natural resources

-Population Features- level of wealth, languages, education levels and traditions

-Government- choosing attributes of their government

-Military presence

-Developing 3 well known laws and dealing with criminals

-Handling citizen’s needs- education, food, communication, health and transportation.

1. Major Assignment: Global Governments

Students will identify the 6 major government types in the world and create a list of countries that fall into each of the 6 types. Students will then choose two countries from one of the government types comparing and contrast the two countries and their governments, showing that even though they fall into the same categories each country governs differently.

1. Major Assignment: How has Federalism grown?

Students will participate in a class discussion on Federalism in today's society. Students will give their opinions on how Federalism shows itself in today's America. Students will state their opinions while using researched examples as evidence to back up their position.

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ourse Materials

Textbooks

itle	Author	Publisher	Edition	Website	Primary
Magruder's American Government	Magruder	Pearson Education	California Edition/2006	[empty]	Yes

Literary Texts

itle	Author	Publisher	Edition	Website	Read in entirety
nimal Farm	George Orwell	unknown	unknown	[empty]	Yes
he Jungle	Upton Sinclair	unknown	unknown	[empty]	Yes

Primary Documents

itle	Authors	Date	URL
ederalists Papers	[empty]	[empty]	[empty]
onstitution	[empty]	[empty]	[empty]

Title	Authors	Date	URL
rticles of Confederation	[empty]	[empty]	[empty]
ederalist Papers	[empty]	[empty]	[empty]

dditional Information

urse Author:

ector Guerra
acher
uerra@pvhspanthers.org
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Course Title

American Economics - Agriculture

Description of Target Group

This course is for 12th grade students.

Purpose

The purpose of American Economics - Agriculture is to enable students to understand the principles of economics and of our economic system. Students will compare our system to those of other countries and make reasoned judgements about economic questions. This is a one semester course. It is required to meet the district's graduation requirement. It will meet the state mandated requirement that high school graduates successfully complete a course in economics. Credit will constitute the A-F college entrance requirements.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Fundamental economic concepts and terms.
2. The tools of analysis such as charts and graphs.
3. Economic indicators such as gross national products, inflation, and measures of unemployment.
4. Understanding basic economic problems facing society such as scarcity of resources.
5. All societies have economic systems determining choice of production.
6. U. S. economy characterized by competition and market structure.
7. Individual should use economic concepts in making consumer decisions.
8. Role that labor, agriculture, and business organizations have played in the U.S. economy.
9. Role of government in market economy and establishing monetary policy.
10. Role of financial institutions.
11. Understanding business cycles with periods of inflation, deflation, and unemployment.
12. U.S. economic history.
13. Importance of international trade and migration across international borders.
14. How values influence monetary spending and opportunities for students to develop creative thinking skills.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Individual work, lectures, class participation, demonstrations, audio visual materials, field trips, small group activities, and outside resource people.

Course Description

A. COVER PAGE

1. Course Title
Animal and Plant Physiology

2. Transcript Title / Abbreviation
ani-pln-phy-ab-(p)

3. Transcript Course Code / Number
AG6290 / 6291

4. School
Righetti High School

5. District
Santa Maria Joint Union High School District

6. City
Santa Maria, CA

7. School / District Web Site
http://erhs.smjuhsd.k12.ca.us

8. School Contact

Name: Miguel Guerra

Title/Position: Teacher

Phone: 805-937-2051 **Ext.:** 2429

Fax: 805-934-0819

E-mail: mguerra@smjuhsd.org

9. Subject Area

- [ ] History/Social Science
- [ ] English
- [ ] Mathematics
- [x] Laboratory Science
- [ ] Language other than English
- [ ] Visual & Performing Arts (for 2003)
- [x] College Prep Elective

10. Grade Level(s)
9th-12th

11. Seeking "Honors" Distinction?

- [ ] Yes
- [x] No

12. Unit Value

- [ ] 0.5 (half year or semester equivalent)
- [x] 1.0 (one year equivalent)
- [ ] 2.0 (two year equivalent)
- [ ] Other: _____

13. Date of School Board Approval

14. Was this course previously approved by UC? [ ] Yes [x] No If so, year removed from list? _____

Under what course title? _____

15. Is this course modeled after an UC-approved course from another school? [x] Yes [ ] No

If so, which school(s)? Camarillo High School and Exeter High School

16. Pre-Requisites
Agricultural Science 1 A,B college prep or General Science

17. Co-Requisites

18. Brief Course Description

This course is designed to provide a foundation in Biology and addresses Chemistry and Physics through real world experiences through agriculture for students in grades 9 - 12. Career awareness, career exploration, and skill preparation are integral parts of the curriculum. As students progress through the core curriculum and move into specific agricultural career clusters, there is a transition of emphasis from career awareness and general exploration to career and occupationally relevant experience of greater scope and depth. Applications of physical science to the agriculture industry will be the emphasis of this coarse.

B. COURSE CONTENT

Please refer to instructions

19. Course Goals and/or Major Student Outcomes

1.) Students will determine effective communication skills
2.) Students will demonstrate essential mathematical skills
3.) Students will demonstrate critical thinking skills
4.) Students will demonstrate goal setting skills
5.) Students will demonstrate the ability to work cooperatively with culturally diverse groups
6.) Students will demonstrate the ability to solve problems and think critically by effectively completing challenging group and individual projects and assignments.

20. Course Objectives

1.) To develop an appreciation of agricultural sciences.

2.) To incorporate scientific methods and biological principles with modern agricultural practices.

3.) To create an awareness of the importance of agricultural sciences.

4.) To prepare students for college level entry in the various disciplines of agriculture science.

21. Course Outline

A. Brief outline of Course Content

1. Meeting Human Needs in a Changing World
    a. Food sources
    b. Human needs
    c. Agricultural industry
    d. Quality of life
    e. Renewable natural resources
2. Using Science and Technology
    a. The meaning of agri-science and technology
    b. Relation of agriculture to science
        1. Physical Sciences
        2. Biological Sciences
        3. Social Science
    c. Methods of agri-scientist thinking
        1. Scientific method
        2. Practical use
    d. New areas of agri-science
        1. Biotechnology
        2. Genetic engineering
        3. Remote sensing
        4. Laser technology
        5. Computer applications
    e. Issues associated with agri-science and technology

3. Using the Earth's Resources
    a. Environmental and natural resources
    b. Renewable resources
        1. Water cycle
        2. Forests
        3. Air
    c. Non-renewable Resources
    d. Environmental Pollution
    e. Agricultural pollution prevention

4. Using the Science of Computation
    a. Measurement systems
    b. Agri-science measurements
    c. Problem solving in measurements

5. Determining the bases of life
    a. Life processes
    b. Structural basis

        1. Cell structure
        2. Heredity and genetics

    c. Mitosis and Meiosis

6. Classifying and Naming Living Things
    a. A Scientific classification system
    b. Classification kingdoms

22. Texts & Supplemental Instructional Materials

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

Cooper, Elmer L. Agriscience: Fundamentals and Applications Third Edition (2002). Albany, New York: Delmar Publishers.

Cooper, Elmer L. Agriscience: Fundamentals and Applications Laboratory Manual (1990). Albany, New York: Delmar Publishers.

Physical Science Applications in Agriculture. By Buriak, Phillip and Osborne, Edward W., The Interstate Publishers, Inc. 1996. ISBN 8134-3013-5.

Biological Science Applications in Agriculture. By Buriak, Phillip and Osborne, Edward W., The Interstate Publishers, Inc. 1994. ISBN 8134-2759-9.

California Supervised Agricultural Experience Record Book

FFA Student Handbook

Model Agriculture Core Curriculum

Handouts

Videos

DVD's

Internet

23. Key Assignments

Labs, Homework, and Group Presentation in each of the following areas

1. Meeting Human Needs in a changing world
2. Using science and technology
3. Using the earth's resources
4. Using the science computation
5. Determining the bases of life
6. Classifying and Naming living things
7. Applying principles of plant science
8. Reproducing plants
9. Understanding plant processes
10. Keeping plants healthy
11. Applying principles of animal science – Anatomy and Physiology
12. Feeding animals
13. Breeding animals
14. Keeping animals healthy
15. Using biotechnology for improving life
16. Applying principles of earth science in agriculture
17. Applying principles of soil science
18. Applying principles of chemistry
19. Applying principles of physics
20. Marketing technology in agri-science
21. Processing technology in agri-science
22. Introduction to FFA and Leadership Activities
23. Agriculture careers
24. Computer applications

24. Instructional Methods and/or Strategies

Animal and Plant Physiology will be structured around student inquiry based activities.

1.) Dissections
2.) Laboratory experiments
3.) Computer simulations
4.) Model constructions
5.) Critical thinking essays
6.) Exams, Quizzes
7.) Lectures
8.) Multimedia presentations
9.) CDROMs
10.) Videotapes
11.) Laser discs
12.) Field experiences
13.) Guest speakers
14.) Class discussions
15.) Cooperative learning activities

25. Assessment Methods and/or Tools

The following is a list of techniques that may be used in assessing student progress of pre/post diagnostic assessment:

1.) Tests and Quizzes
2.) Laboratory Journal / Class Participation
3.) Projects / Essays
4.) California Student Record Book
5.) Development and maintenance of Supervised Agricultural experience Program (varies per type of project)
6.) Daily Attendance
7.) Final Exam

C. HONORS COURSES ONLY

Please refer to instructions

26. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

27. Context for Course (optional)

Animal and Plant Physiology is necessary to prepare students for university or advanced training in a science related career. The students will develop skills necessary for medically oriented professions and workplace relationships. In addition, students will learn safe and correct laboratory procedures. This course contributes to the district framework plan through the School to Career Plan, and the Righetti High School ESLR's (Expected Schoolwide Learning Results).

28. History of Course Development (optional)

Course Title

Animal Science A/B (P)

Description of Target Group

This course is for 10th, 11th, and 12+ grade students.
Prerequisites: None

Purpose

This course is sequenced in such a way to expand the knowledge of advanced topics in animal science. Animal nutrition, physiology, and reproduction will be studied with attention to proper care of animals. Animal health practices and management techniques will be included. This class is designed for science elective (F) credit and to include requirements of the state community college 2+2 program. This is a year long, ten unit course.

Standards of Expected Student Achievement

Animal Facilities, Equipment, and Handling
Students will understand the correct and safe uses of animal facilities and housing, restraint equipment, and tools. They will demonstrate safe and appropriate handling and restraint procedures for various species.
Animal Nutrition
Students will understand principles of animal nutrition and feeding. Students will trace and explain the pathway of food through the four different types of digestive systems and the interrelationships between the body systems and organs related to nutrition.
Animal Physiology
Students will understand the structure, function, and maintenance of the major organ systems of animals. Students will explain the interrelationships between the circulatory, respiratory, excretory, endocrine, digestive, reproductive, skeletal, and muscle systems.
Reproduction Animal
Students will understand the structure and function of the endocrine and reproductive systems and how they relate to reproductive management practices and fetal development. Students will describe breeding systems commonly used in animal production and explain the significance of artificial insemination and embryo transfer.
Animal Genetics
Students will understand the basic theory of inheritance, the genetic basis for animal selection, the process of fertilization, the role(s) of DNA and RNA, and the process of meiotic division to form sperm and ova. Students will use probability to predict the phenotypic and genotypic results of a dominant/recessive gene pair to the F2 generation.
Animal Health
Students will understand the nature of disease as it applies to animal health problems, including the causes of nutritional diseases. Students will demonstrate preventative techniques and treatments based on disease symptoms and diagnosis of disease based on symptoms.

Animal Science A/B (P) (continued)

Animal Parasites and Pests
Students will understand the life cycle and production problems associated with internal and external pests and parasites. Students will explain control measures for these pests and parasites and develop their own parasite control program.
Large and Small Animal Production
Students will understand the principles of animal production, marketing, management, and record keeping. Students will describe different production and marketing strategies, the characteristics of each, and their economic importance.
Range Management
Students will understand range management practices, including calculation of the carrying capacity of rangeland. Students will identify common rangeland, forage, legumes, poisonous plants, weeds, and shrubs. Students will explain how range management practices affect animal health, erosion control, pasture production, and the overall balance of the ecosystem.
Waste Management
Students will understand the problems associated with animal waste management and will identify types of agricultural wastes. They will analyze different methods for the disposal and cost-effective recycling of waste including consideration of environmental impacts.
Record Keeping
Students will understand the principles of record keeping. They wil1 demonstrate record keeping utilizing a variety of methods and systems. They will explain the differences between production and financial records.
Interpersonal Leadership Development
Students will recognize the traits of effective leaders. They will participate in leadership training activities associated with the FFA including public speaking, leading group discussions, working within a committee, conducting business meetings, and problem solving.
Supervised Practical Experience Project
Students will understand the relationship between a supervised practical experience project (SPE) and their preparation for a career in agriculture. They will engage in a supervised practical experience employing skills and knowledge learned in the classroom. Students will maintain an on-going record book.

Methods of Assessment of Student Learning: written scenario, authentic assessment, work samples, portfolios, and agriculture record book.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Individual work, lectures, class participation, demonstration, audio visual materials, small group activities, field trips, outside resource people, guest speakers, and job shadowing.

THE ART AND HISTORY OF FLORAL DESIGN

Santa Maria Joint Union High School District

Modeled Course
Inside District
Approved

Apr 15, 2015
Irma Martinez

asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)
rnest Righetti High School (053303)	Classroom Based	Abbreviation / Course Code Floral Design / AG6102 Floral Design / AG6103

Title: THE ART AND HISTORY OF FLORAL DESIGN

Length of course: Full Year

Subject area: Visual & Performing Arts (F) / Visual Arts

UC honors designation? No

Prerequisites: Ag Biology (Required)
Algebra (Required)

Co-requisites: None

Integrated (Academics / CTE)? Yes

Grade levels: 9th, 10th, 11th, 12th

ourse Description

urse overview:

Elements and Principles of Floral Design have been implemented to aquaint students with theories and principles of artistic design and their influence on the floral industry. The course emphasizes the necessary knowledge and skills to provide the student with a perceptual and tactile base leading to understanding artistic perception, creative expression, historical and cultural contexts: aesthetic valuing and connections, relations and applications of the visual arts. Students will derive meaning from art works through analysis, interpretation, and judgements applying what is learned in floral art to other forms, subjects, and post educational experiences. Through practical skill development the student will become familiar with material selection, design mechanics, maintenance and design evaluation. Students will achieve this through creating, designing, identifying, explaining, and evaluating all topics of study. Balance, color, and symmetry using floral and synthetic medium will be emphasized to allow students to apply an artistic approach to floral art. Various assignments based on abstract, two and three dimensional designs, historical culture, theory, color theory, and analytical critiques of various floral art works using design vocabulary in conjunction with development of technical skills in floral art will serve as a foundation for more complex works such as multi-part floral designs and creative expression. Students will also have the opportunity to develop their skills further through competitive competition and analytical events offered through the program.

The Elements and Principles of Floral Design provides an introduction to artistic and creative perception including aesthetic valuing through a series of projects in various media including: plant, pencil, flowers, glass and a variety of papers. Students are also introduced to the elements and principles of visual art design such as line, shape/form, color, balance, and emphasis using a series of floral based projects to explore the connections, relations and application to visual arts design. Students will research and study floral trends to understand and develop an appreciation for floral design within historical and cultural boundaries, formal and casual, ceremonial and traditional, including and understanding that floral designs are affected by society, culture, history politics, and economic influence. Various assignments based on abstract, two and three dimensional designs, historical culture, theory, color theory, and analytical critiques of various floral art works using design vocabulary in conjunction with development of technical skills in floral art will serve as a foundation for more complex works such as multi-part floral designs and creative instruction through wedding consultations. Upon completion of this course, students will be able to complete a wide array of artistic floral designs while considering historical to modern culture and theory, the elements and principles of design, personal and creative expression, and connections, relationships and applications to visual art.

urse content:

This course satisfies the Creative Expression requirement through students creating works of floral art that demonstrate knowledge of the power of the principles and elements of design. Students will create unique arrangements utilizing a variety of media while applying arrangement techniques to communicate effectiveness. Students will evaluate, synthesize and analyze visual and floral art problems in two and three dimensional media by applying their knowledge of the technical skills of the principles and elements of design and blend them in new and original ways to create a personal statement. Students will express their ideas and thoughts through a wide variety of floral media, techniques and processes. Students

will select specific media and develop a personal study of images that contain and express different meanings. Students will identify different approaches to making critical judgments and use them when reflecting on their own work and that of others. Students will analyze and discuss their own work and others work and use of media to translate ideas, feelings into visual statements of aesthetic merit.

This course satisfies the Artistic Perception requirement through students perceiving their surroundings and demonstrating relationships between visual, tactile and aromatic senses to arrange original floral art. Students will create arrangements that illustrate their knowledge of the principles and elements of design as well as their observation and perceptions of visual art characteristics. Students will develop, comprehend and apply an extensive terminology base to the visual and floral arts. Students will discern amongst various floral designs, materials and purposes to identify commonalities and differences. Students will create and analyze aesthetic qualities of their own/peers' arrangements in order to refine their own works.

I. Unit 1: Introduction to Art

Students will be introduced to the variety of art through artistic perception. Students will be able to assess what makes art by analyses of the philosophy of arts, aesthetic value of objects, artistic inspirations, art appreciation, and arts role in the world. Students will identify the symbolism of flowers and foliage, in historical and modern works of art, cultural art, and Ikebana designs.

a. The variety of art

i. Artistic perception

b. When is it art?

i. Philosophy of arts
ii. Aesthetic value of objects
iii. Artistic inspirations
iv. Art appreciation
v. The art world

c. Floral Symbolism

i. Identify flowers and foliage and their symbolism in art

1. Historical and modern works of art

2. Cultural

3. Design

II. Unit 2: Historical Contributions and Cultural Dimensions

Students will interpret the meaning of art and explore the elements of art history. Students will research current floral visual art styles and the origination. Students will research the influences of floral artists of the 20th and 21st Century including styles and techniques, artistic inspirations, visual themes used in various cultures, artistic components of various time periods and cultures, time periods in floral art history, and design alternatives.

a. Interpretation

i. The meaning of art

ii. Elements of art history

b. History of floral art

i. The floral designs of ancient civilizations
ii. The floral art design styles and their originations

c. Research the influences of the floral artists of the 20th and 21st century

i. Styles and techniques

ii. Artistic interpretations

iii. Visual themes used in various cultures
iv. Artistic components of various time periods and cultures
v. Time periods in floral art history
vi. Historical styles and periods
vii. Floral art design: culture, ethnicity, time periods, and media
viii. Cultural themes: religious, holiday, funeral, and weddings
ix. Cultural design

x. Design alternatives

III. Unit 3: Aesthetic Valuing and Making Judgments on Individual Works of Art

Students will analyze and critique works of art and aesthetic value in terms of art elements and design principles using appropriate visual art terms. Students will apply sensory qualities to works of floral art and explore various styles and periods of viewed art. Finally, students will evaluate and critique art elements and art principles used in others and their own works of art.

a. Works of art and esthetic value

i. Critique works of art using appropriate visual terms

ii. Analyze art works in terms of art elements and design principles

iii. Apply sensory qualities to works of floral art

iv. Explore various styles and periods of viewed art

v. Evaluate and critique art elements and part principles used in others and own works of art

IV. Unit 4: Art elements of Design

Students will discover the art elements of design including lines, shapes/forms, colors, textures, values, space, and depth. Line topics include uses of line in visual art works such as implied, expressive, vertical, horizontal, and diagonal. Shape topics will be covered in length as students arrange designs of each of the following forms: round, oval, vertical, horizontal,

diagonal, inverted-t, fan, Hogarth-curve, crescent, right triangle, equilateral triangle, isosceles triangle, scalene triangle. Students will research the origin of color through visual art, analyze color harmony in various art works, and discover monochromatic, analogous, complementary, and triadic color schemes and apply this knowledge to student and other color visual art works. Students will create designs and art projects using visual and tactile components in floral art using fine medium and coarse textured media. Students will select containers, materials, flowers, and foliage based on texture components to complete and artistic floral design. Students will compare light and dark color values of various works of art and light and dark change in floral art. Students will analyze depth and space in two and three dimensional art designs, interpret space in our environment, and recognize the use of space in visual designs by applying angling and overlapping media in floral art designs. Additionally, students will distinguish the significance of size and color of media in floral art.

a. Lines

i. Implied and expressive use of line in the floral art works

ii. Vertical, horizontal, and diagonal use of lie in the floral art works

b. Shapes/Forms

i. Shape and form in visual art works

ii. Visual art elements fo shape and form in design through floral art works

c. Colors

i. The origin of the color through visual art

ii. Color harmony in various art works

iii. Use of monochromatic, analogous, complimentary, and triadic schemes in student and other visual art works.

d. Textures

i. Visual and tectile components n floral art using fine, medium, and coarse textured medium

ii. Container and material components of floral art

iii. Flowers and foliage use through arrangements

e. Value

i. Light and dark in visual arts design

ii. Light and dark change in floral art

f. Space and depth

i. The use of space in two and three dimensional visual art

ii. Interpret space in our environment

iii. The use of space in visual designs by applying and angling and overlapping media in floral art designs

iv. Significance of size and color of media in floral art

V. <u>Unit 5: Principles of Design</u>

Students will discover the art principles of design including balance, proportion/scale, emphasis, rhythm, harmony, unity, placement, transition, proximity, and contrast. Students will compare symmetrical, asymmetrical, radial, and open balance in floral art and create floral art works with each. Students will examine proportion and scale through application of floral art designs using the following techniques: flower to container, flower to flower, flower to foliage, and arrangement to environment. Geometrical techniques in floral art and visual art designs will also be explored. Students will create emphasis and a focal point in visual floral art works. Students will convey understanding of location, size, pattern, framing,

and isolation in floral art designs by using line direction and directional facing. Students will create rhythm in floral art using repetition, eye movement, transition, and radiating line in floral art works. Students will create harmony and unity through applying color combinations, placement, transition, and proximity to visual designs. Students will critique harmony and unity in their own and other student works. Students will review contrast and examine contrasting color schemes in floral art design using various media.

a. Balance

i. symmetrical and asymmetrical balance in floral art

ii. Asymmetrical or symmetrical balance through developing floral art works

iii. Radial and open balance in visual art designs

b. Proportion/Scale

i. Proportion and scale through application of floral art designs using the following techniques: flower to container, flower to flower, flower to foliage, and arrangement to environment

ii. Geometrical techniques in floral art and visual art designs

c. Emphasis

i. Visual art floral works

ii. Other visual art works: convey understanding of location, size, pattern, framing, and isolation in floral art designs

iii. Emphasis in floral designs by using line direction and directional facing

d. Rhythm

i. Floral art repetition and eye movement

ii. Transitiona nd radiation line in floral art works.

e. Harmony and Unity

i. Harmony and unity through applying color combinations to visual designs

ii. Placement, transition, and proximity in visual art works and critique student works in floral design

f. Contrast

i. Color schemes in floral art design using various media

VI. Unit 6: Creative Expression Through Applying Artistic Processes and Skills to Original Works of Art

Students will design two-dimensional media using a basic drawing a layout including a sample perspective drawing, original art work sketches, and a project layout. Students will practice and apply painting techniques for floral art through development of a color wheel and still life floral art work. Students will utilize mosaic art designs for floral art using paper and tile, pressed flowers, photograph and graphic design through computer art. Students will design three-dimensional sculptures to display flower and foliage media techniques for specific floral art such as mass flower and foliage, filler flower and foliage, line flower and foliage, form flower and foliage, fresh flower and foliage, dry flower and foliage, and artificial flower and foliage. Students will discover the proper use of floral mechanics, materials, and media through an introduction to proper care and proper usage of floral equipment and media. Students will research and identify specific artists styles and techniques such as Oriental, European, and Exhibition styles including Chinese, Japanese, Vertical, Circular, Triangular, and Wear and Carry designs. Students will demonstrate the process of evaluation and refining floral art projects.

a. Two-Dimensional Media

i. Basic drawing and layout: simple perspective drawing, sketching original art works, and project layout

ii. Painting techniques for floral art though developing a color wheel and still life floral art work

iii. Mosaic art design for floral arts using paper and tile

iv. Paintmaking to floral art using presed flowers

v. Photographic and graphic design through computer art

b. Three-Dementional Sculptures

i. Display flower and foliage media techniques for specific floral art: mass flower and foliage, filler flower and foliage, line flower and foliage, form flower and foliage, fresh flower nd foliage, dry flower and foliage, and artificial flower and foliage

ii. Mechanics, materials, and media through and introduction to proper care and usage of floral equipment and media

iii. specific artists styples and technique using Oriental, European and exhibition styles: Chinese, Japanese, Vertical, Cirular, Triangular, and wear and carry designs

VII. Unit 7: Connections, Relationships and Applications used in Visual Art

Students will connect art relationships to other disciplines as they compare and contrast works of art to these areas. Students will equate principles in floral art design in relationship to other visual art forms through comparing and contrasting of a wide spectrum of art expression. Students will identify and explain careers and subjects related to the floral and visual art industries.

a. Relationships to other Disciplines

i. Compare and contrast works of art to other discipline areas; science, literature, and history

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This course satisfies the Historical and Cultural Context requirement through students identifying and discussing variations in stylistic periods and artistic expressions from different historical eras. Students will describe distinguishable characteristics, identifying elements and styles of the visual and floral arts. Students will compare and contrast differences in the expression of common themes and in the use of visual elements, technical processes and stylistic elements in the floral arts of various cultures. Students will demonstrate knowledge and uses of floral arts from a variety of diverse cultures by describing roles and arranging specific floral designs. Students will interpret specific themes and ideas through analyzing a variety of cultural and contemporary arrangements. Students will analyze floral works understanding the artist's reflection of the ideas and values of their own cultures.

Key Assignments

UNIT 1: Introduction to Art

- *During the course of this unit Introduction to Art, all or parts if the following chapter(s) will be read and questions answered from chapter 1 and chapter 18.*
    - *Students will develop and interactive notebook that contains: class notes, drawings, exercises, and activities. The notebook will be expanded with each instructional unit while students use both sides of the brain as students write and draw informative notes on the Introduction to Art.*
    - *In partners, students will gain an introductory scope of art as they research and evaluate and artist or design style of significance including: Ikebana, Van Goh, Picasso, Monet, Wagner, Lersch, Els and Hazenberg, O'Keeffe, Renoir, Cassatt, Hassam, Cezanne, Griffel, Gaugin, Westcott, Manet, Bremer, Martin, Le Sidaner, Pissarro, Caillebotte. From their in depth investigation, students will write a two page typed, double spaced, 12 point font, research paper in MLA format. The research paper will include history of the artist's life, type of art created by the artist, and other important contributions made by the artist.*
    - *Students will research and become familiar with the language of flowers and the symbolism of specific flowers and foliage with the results being presented in a 1 page typed, double spaced, 12 point font, research paper in MLA format and presentation.*
    - *By choosing a palate of flowers and foliage, students will create a symbolically significant design demonstrating learned knowledge of floral symbolism by material selection and placement.*
    - *Individual student portfolios will be developed to document student learning and showcase each students' work including sketches, photos and critiques of student work that will portray the floral art they can create, and their ability to analyze, evaluate, and reflect on their pieces.*
    - *Art Introduction Unit Exam – 30 questions including Multiple Choice, Fill-in, and Short Answer on Art Designers, and the Language of Flowers and their representation in design.*
    - *Students will design a personality project using wire and ribbon to reflect a beginning point for design*

<u>UNIT 2: Historical Contributions and Cultural Dimensions</u>

- *During the course of this unit, all or parts of the following chapter(s) will be read and questions answered from chapter 1, 13, 18, and chapter 19.*
- *Students will continue to develop an interactive notebook that contains: class notes, drawing, exercises, and activities. This notebook will be expanded with each instruction unit while student use both sides of the brain as students write and draw informative notes on Historical Contributions and Cultural Dimensions.*
- *Students will evaluate art examples from various time periods noting the similarities and differences of art expression. Students will complete a Venn diagram comparing similarities and differences of art work of four different time periods to demonstrate their understanding of different art periods.*
- *Students will create a visual PowerPoint presentation on floral art history and specific art periods including: Egyptian, Greek, Roman, Byzantine, Middle Ages, Baroque, Dutch Flemish, French, English Georgian, Victorian, Chinese, Japanese, Early American, Colonial, Neoclassicism-Federal and Greek Revival, American Victorian, European Period, Impressionistic Era, Oriental Influence, and American Styles. Students will include a picture, description, and lists of containers, plant material, and design styles for each period.*
- *Students will develop a scaled timeline of floral design historical periods from the Egyptian period to current floral art. Using a 2 inch by 36 inch strip of paper, students will divide their timeline into 13 labeled segments denoting era, time elapsed, and a sketch representing notable contributions of that historical period.*
- *Students will create a two and three dimensional visual display of floral art from one of the following periods: Freeform Expression, Geometric Mass, Art Deco, Art Nouveau, and Modern Contemporary through the use of various media. Utilizing acrylic as an art medium and a period art work as model, students will sketch and paint a representation of their selected time period. They will then follow-up with a completed floral design arrangement using media and mechanics authentic to that period.*
- *Students will complete a practicum using a given historical theme: two dimensional layouts, three dimensional arrangements, while selecting the appropriate fresh and dry cut flowers and containers. When engaging in this supervised practical application of their learning, students will sketch a draft of their design, apply appliqués focusing around their historical theme, and will subsequently select and utilize floral media to produce a three dimensional rendition of their design.*

- *Unit Exam – 30 questions including Multiple Choice, Fill-in, and Short Answer on the history of floral design including time periods, floral styles of each time period, and how historical events affected floral design.*

UNIT 3: Aesthetic Valuing and Making Judgments on Individual Works of Art

- *During the course of this unit, all or parts of the following chapter(s) will be read and questions answered from chapter 1 and chapter 13.*
- *Students will analyze various works including digital, electronic, media, and floral pieces. Students will write a reflective paragraph in their Interactive Notebook making judgments on the quality and creativity of the design.*
- *Students will complete a floral art three dimensional critique sheet for historical periods.*
- *Students will create a floral design arrangement with emphasis on elements and principles of design, including: balance, proportion, scale, focal point, rhythm, harmony and unity.*
- *Students will create verbal and written reflections for floral design projects while utilizing their Interactive Notebooks.*
- *Students will develop a portfolio including two dimensional drawings, sculptures, and artworks' critiques.*
- *Students will demonstrate knowledge of influential are periods through a cultural and historical research paper, with the results being presented in a 3-5 page types, double spaced, 12 point font, research paper in MLA format and presentation.*
- *Students will analyze and interpret student and others' work through critiques and rubrics in both verbal and written forms.*
- *Students will develop and convey floral art knowledge using visual art terminology in an oral presentation for floral art.*
- *In partners, students will conduct wedding and funeral consultations and create a complete event flower order and design plan, with the results being presented in a 1-03 page typed, double spaced, 12 point font, paper, a completed order form using the appropriate wedding or funeral form, and a detailed poster board or PowerPoint presentation to display pictured detailing their "planned" event for use as a visual aid for the presentation.*
- *Unit Exam – 30 questions including Multiple Choice, Fill-in, and Short Answer.*

UNIT 4: Art Elements of Design

- *During the course of this unit, all or parts of the following chapter(s) will be read and questions answered from chapter 3, 6, and chapter 7.*
- *Students will complete an element and principles of design worksheet, which will include fill in and short answer, this will be possible after receiving the notes from the unit PowerPoint presentation.*
- *Students will complete a Shape Scavenger Hunt by locating examples of floral shapes in the floriculture industry and retail magazines and assembling a reference guide to be displayed in the class during the remainder of the year as a visual aid and resource guide.*
- *Students will create a design of choice with own selection of materials and colors, they will be graded on their completed arrangement including proportion, balance, color combination, use of space and texture, design to scale ratio, and overall shape of design.*
- *Students will create a reference guide that compares color and its influence on emotion, this will be done using a types, double spaced, 20 point font PowerPoint with each color having its own slide and a list of emotion responses on that slide. The PowerPoint will be presented in the following color order: red, orange, yellow, green, blue, purple, pink, brown, black, and white.*
- *Students will create a color wheel and color scheme templates to be displayed on a poster board and hung on the wall to be used as a reference tool.*
- *Students will make additions to student art and floral Portfolio Projects: application using triangular, circular, vertical and horizontal floral art designs and applying hue, primary, secondary tertiary, warm, cool, value, tint, tone, and shades to floral art works.*
- *Students will create a design with pulp paper and pressed flowers using different textures within the design.*
- *Students will create a design for the Texture Challenge as they try to incorporate as many textures as possible into their design.*

- *Students will create and abstract design using the tint, tone, and shades of a color.*
- *Students will create a depth focus arrangement using foam and wire.*
- *Students will create a design project utilizing elements of design.*
- *Unit Exam – 30 questions including Multiple Choice, Fill-in, and Short Answer.*

UNIT 5: Principles of Design

- *During the course of this unit, all or parts of the following chapter(s) will be read and questions answered from chapter 2, 4, and chapter 5.*
- *Students will complete the elements and principles of design worksheet and will demonstrate their understanding by employing the use of a relief sculpture. Students will design symmetrical and asymmetrical layouts illustrating balance, scale, and proportion.*
- *Students will add balance, proportion, and scale notes in their Interactive Notebook. They will engage in discerning between visual weight between mediums. They will create sketches that accompany their notes to illustrate adhering to balance, proportion, and scale within their design work.*
- *Students will create a balance project with shapes of paper representing different types of flowers, fillers, and foliages. Shapes are assembles to represent the four types of balance.*
- *Students will add Focal Point/Emphasis Notes in their Interactive Notebook. Utilizing their individual student computer server space, students will access a PowerPoint and with their note guide will record complete with sketches of the importance of dominance/focal points/emphases in arrangements. Given line sketches of floral works, a student will circle the focal point in each arrangement.*
- *Students will sketch still life designs of floral and fruit media and circle focal points. Given a set of 1 and 2 dimensional images and 3 dimensional art pieces, students will sketch and provide special emphasis of the focal points in each design by circling them.*
- *Through tactile activities, students will create rhythm movement with objects and their body. An assemblage representing the student's design interests will be created using found objects, cutouts, photos, and natural media. A wide variety of textures should be encompassed within the project to ensure the greatest tactile exposure.*
- *Students will create a classroom color display board in groups. Students will build color displays and represent these colors through moving from hue tints to shades. Given analogues, monochromatic, complementary and split complementary color schemes, students will incorporate a color wheel diagramming all primary, secondary, and tertiary colors.*
- *Students will make additions to student art and floral Portfolio Projects: applying focal points to student work. Students will be able to designate focal points as well as imply focal points by use of paving, terracing and other grouping mechanisms. Students will begin to select and label their portfolio collections to be representative of their work and design growth.*
- *Students will water color visual patterns of the visual arts on a patterned worksheet. By creating a free form stencil, students will implement repetition in their design as they build utility both moving forward and reverse pattern. As they choose 3 shapes from existing design and create their stencils and subsequent design they will be communicating a story.*
- *Students will create a design project utilizing all principles of design. Through the use of a student constructed diorama used to illustrate a theme or scene, students will demonstrate to scale the principles of design.*
- *Unit Exam - 30 Multiple Choice, Fill-in, Short Answer and sketch completion questions on the powerful concepts of elements and principles of design particularly balance, proportion, rhythm, and scale.*

UNIT 6: Creative Expression Through Applying Artistic Processes and Skills to Original Works of Art

- *During the course of this unit, all or parts of the following chapter(s) will be read and questions answered from chapter 12, 14, and chapter 17.*
- *Students will create a thematic multi art display with cultural, holiday and event themes. Given a list of holidays, cultural celebrations or special events, students will work in teams to develop a thematic approach to express the event's meaning. Steps to include planning, construction, implementation and review.*

- *Students will create a presentation board displaying basic drawing and layout skills. Working in groups of four, students will select specific drawing and layout skills and develop a presentation complete with accompanying board that will demonstrate the terms and techniques involved in developing the prerequisite skill sets.*
- *Students will create mosaic art designs for floral art using paper, tile, and acrylics. Individuals will first sketch their mosaic design based on geometric art principles. They will then select their paper or tile pieces and using acrylic with the tiles they will attach them in place and cover their completed design with acrylic coating.*
- *Students will create and display flower and foliage media techniques for specific floral art: Mass, filler, line, form, fresh, dry and silk flower and foliage. Given the floral materials, students will construct the following designs to a high degree as per the design rubric: Horizontal, Vertical, Hogarth Curve, Inverted T, Symmetrical, Right Angle, Asymmetrical and Oval. Upon completion of four arrangements-Line, Mass, Form, and Filler- students will engage in group critiques of their finished products.*
- *Students will create a floral project applying mechanics, materials and media through an introduction to proper care, proper usage, equipment and media. Following, one hundred pieces of floral equipment, one hundred flowers and one hundred tropical plants will be set out for a matching identification test.*
- *Students will create a floral project displaying specific artists' styles and techniques using Oriental, European, and Exhibition Styles. As an example within the Oriental style, students will review contemporary floral artists Keith Kawaski's work and will become inspired to create a design of their own utilizing the Ikebana School of design style. A student will be given a low container, 3 foliage flowers, flowers and foliage and will be asked to design a Shin-Soe-Tai Ikebana Design.*
- *Students will evaluate his/her floral art project and support a position regarding the aesthetic value of the project and either change or defend position after considering views of others. Utilizing a designer's critique sheets, students will sketch and review their work utilizing ten guide questions. Students will then display their work, their critique of that work and receive peer feedback into which they will subsequently engage in a round robin review discussion group.*
- *Students will design a two to three dimensional floral room drawing. Using one point perspective, students will found a floral based interior design on a specific artist and represent that artist in their floral room drawing.*
- *Students will draw floral and fruit media still life sketches. Using sketching techniques such as tone, shading, shadows, color, and building up processes such as hatching, students will create depth and dimension in their design and represent floral media and still life fruit.*
- *Students will create a Glitter Painting of a flower. The students must use glitter in various colors and shades to create a flower painting in photo quality. The students will also write a short paper on the history and culture of the flower selected.*
- *Unit Exam - 30 Multiple Choice, Fill-in, Short Answer and practical application / description questions that pertain to the concepts of artistic processes and skills and their relationship to floral artistry.*

<u>UNIT 7: Connections, Relationships, and Applications Learned in Visual Art</u>

- *During the course of this unit, all or parts of the following chapter(s) will be read and questions answered from chapter 20, 21, and chapter 22.*
- *Students will create a mosaic art design utilizing geometric shapes. With the assistance of a compass and protractor, students will create an 8 section, 4inch diameter pie that they will use as their shaped base for their mosaic on which glass tile bits and grout will be interwoven. Negative space and the Greek / Roman origins of mosaics will be emphasized.*
- *Students will write an emotional poetic piece and design color influenced project designed visually for floral art. These pieces will be contained with a student's naturally designed twig journal in which they will keep poetry, prose, nature sketches, and observations and dried / pressed flower and foliage collection.*
- *Students will write a historical time period and artistic works and report. Research should include media and mechanics as well as associated accessories that were appropriate for the time period including examples of the artists' work. The report should be 3 pages typed, double spaced, 12 point font, done in MLA format and include a presentation.*

- *Students will design a floral advertisement using art elements, principles and techniques to display student's work at an art exhibition. With an impending Floral Design Symposia, each student will develop a 4 inch by 8 inch advertisement that can also be published in the newspaper that will promote their work and demonstrate a strong grasp of the elements and principles of design.*
- *Students will design a floral design shop, including letterhead, advertisements, and overall concept of shop and message to the public on the types of designs that are created within the shop. An overview is presented and graded by peers.*
- *Students will create a two dimensional or three dimensional design incorporating elements and principles as applied to a specific theme and culture. A one dimensional layout pencil sketch shall be turned into a two dimensional pressed flower design which shall be translated into three dimensional floral designs which shall be translated into a three dimensional floral design representative of a specific theme and culture.*
- *Students will develop an awareness of careers in American life and industry by researching those occupations in the floral industry that make use of arts. As a part of their heightened awareness, students will complete a resume, letter of application and obtain letters of recommendation to pursue further education or a career in the floral arts field.*
- *Students will take notes in their Interactive Notebook from various Guest Speakers from the Floral Design Industry. They will also provide lists of contemporary / historic artists and the questions that they will pose, if they had an opportunity to speak with these individuals.*
- *Unit Exam - 50 Multiple Choice, Fill-in, and Short Answer questions revolving around connections to the world and other art disciplines. This will be paired together with a 100 matching floral media, tool and tropical plant identification component.*

This course satisfies the Connections, Relationships, and Applications requirement through students comparing principles of floral art design between other visual art forms through the comparing and contrasting of a spectrum of art forms. Students will identify and explain careers and subjects related to the floral and visual arts industries. Students will complete a survey of a community building, a mall or another public site observing and recording the use of visual arts including flowers and ornamental plants in their design scheme and will be able to recognize the function of visual floral arts in a community. Students will recognize the floral designer's role. The Elements and Principles of Floral Design is centered around an extensive visual arts component as well as incorporating agriculture and other curricular areas including reading, writing and oral reporting as well as technological applications

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Instructional Methods and/or Strategies

The following instructional methods will be used to enhance student learning in this course:

- *Direct Instruction Units: Units 1-7, teacher and mentor led instruction*
- *Checking for understanding through formative and summative assessments: Units 1-7, pre-questioning, thought provoking discussion, and written and verbal assessments*

- *Floral Art Portfolio Development: Units 1-7, students developed portfolio to display knowledge and art concepts as they apply to floral art*
- *Art Critique Component: Units 1-6, using terminology written and verbal skills to apply critiquing skills to student and other art work and projects including individual and group evaluation*
- *Creative Expression with flowers: Units 3-6, applying art concepts and individual perspective and guided training students will develop floral art projects*
- *Drawing and Sketching of Floral Arrangements: Units 1 & 4-6, using basics of art principles students will develop projects reflecting their knowledge of art*
- *Literacy Assignments Including Technical Reading and Writing: Units 1-7, students will complete reading and writing assignments to measure their understanding of art concepts. Advanced students will work in pairs with slower students to enhance their abilities and help slower learners to achieve success*
- *Guest Speakers: Units 1-3 & 5-7, using local artists, visits to floral shops, and businesses involved in the floral industry, students will garner a greater understanding of equipment and art skills used in floral art*
- *Field Experiences: Units 5-7, working in school floral shop, local floral shops and students projects, stents will develop their skills and abilities*
- *Cooperative Group Work: Units 1-7, in pairs, small groups, and working on floral opportunities with the public, students will display their knowledge and skill in applying their art background to floral art works*
- *DVD/Video and Multimedia Representations: Units 1-7, viewing, listening and creating video projects, students will demonstrate their skills and knowledge of art concepts*
- *Peer and Teacher Evaluation: Units 1-7, using rubric for evaluating floral projects, students will have the opportunity to evaluate theirs and other students art works using both verbal and written commentary*
- *Exhibitions of Student Work: Units 4-6, students will develop floral art projects using flowers and other media used in floral art projects. Students will also enter projects in local fair competitions in order to enhance the public's awareness of floral art*
- *Lecture with Accompanying Class Discussion and Notes: Units 1-7, students will learn how to take concise notes and develop listening skills to help them be more successful learners through teacher and group activities*
- *Guided Practice of Principles and Elements of Design in a Variety of Mediums: Units 3-6, teacher and guest lectures to introduce students to various art media and equipment*
- *Peer Assisted Learning at Design Stations: Units 1 & 3-6, working in groups or as individuals, advanced students with teacher guidance will help other students succeed in their project work*
- *Design Practicum with Self, Peer and Student Critique Feedback: Units 1 & 4-6, students will complete floral art projects and evaluate them*
- *Field Studies Occurring On and Off Campus with a Journal Completion Component: Units 5-7, working on writing skill student will keep a journal of their work and complete worksheets for any and all field trips*
- *Research Conducted Via Texts, Periodicals, Online and Interviewing: Units 1-7, students will learn to research using computer skills in the school library and interviews of local guest lecturers*
- *Project Based Instruction with Integrated Authentic Assessment Mediums: Units 1 & 4-6, using rubrics students will learn to evaluate floral art projects for art concepts learned through the class*
- *Interdisciplinary Lessons with Team Teaching Activities: Units 1-7, using guest lecturers and ties to other instruction areas on campus, students will learn that art is something that can touch their lives in many ways*
- *Technology Equipment Usage and Familiarization with Technology Based Assignments: Units 1-7, students will learn to use equipment such as cameras, computers, and other equipment used in the floral art industry and society*
- *Vocabulary Teaching Techniques and Graphic Organizers: Units 1-7, students will learn the flowers, vocabulary, and how to organize and present their thoughts on topics related to the floral industry and their lives*

Assessment Methods and/or Tools

- *Worksheets and text questions, vocabulary quizzes: to measure student progress in covering material related to art concepts and floral art while developing critical thinking skills*
- *Interactive Notebook: check daily, weekly and monthly goals and structures while aiding students in measuring their progress towards course goals*
- *Floral Art Practicum Presentation: unit and section projects to demonstrate student understanding of art concepts and floral art practices*
- *Student presentations and papers graded by rubric: oral and visual floral presentations accompanied by a written example using correct vocabulary and sentence structure to present floral art and other concepts, physical and higher thinking*
- *Lab Write-ups with reflection paragraphs: processing information gained from the lab experiences and expanding on their importance*
- *Designs graded by rubric: rubric presentation to aid understanding of how a floral project will be graded for design qualities enabling students to improve their performance*
- *Floral Design Portfolio: a collection of students floral and other art projects and media to display their abilities and knowledge of art concepts and abilities*
- *Art Portfolio: a collection of the various projects reflecting media, culture, history, and styles of art to reflect the students development in art theory and practice*
- *Reflective writing in Interactive Notebook: collection of student writings showing their development of ideas and thoughts on what is covered in the course*
- *History of Floral Presentation Rubrics: rubric development to help students understand how their art history presentation will be viewed and graded*
- *Timeline Rubric: rubric covering he development of art and art concepts through the ages and how they relate to floral art*
- *Individual Rubrics: help students understand how rubrics are designed and used to evaluate their work and others work during peer evaluations*
- *Analysis Paper: written and verbal presentation on an art concept or project presented to the class*
- *Grade Drawing Portfolio Rubric: understanding what is required to complete the drawing and sketching component of art appreciation and floral art*
- *Cultural and Historical Research Paper Rubric: developing a research paper on the history of art from the past, present, and how it developed down through the ages and civilizations*
- *Reflective Paragraph Rubric: students using their knowledge, correct art vocabulary, and thoughts to express how art is involved in their lives*
- *Floral Art Presentation: a presentation where students use note cards to present a verbal and physical presentation of their floral art project. This instrument can have an alternative of a written assignment for students who fear public speaking*
- *Consultation Rubric: teacher presentation on rubric design and how to use it to evaluate student floral projects to enable students to understand their grading, learn to evaluate the work of others in peer grading, and develop self-evaluation skills of their own floral art projects*
- *Color Wheel Rubric: students will develop a color wheel using colors and tints to create a color wheel. May also be done using play-dough to involve a tactile component*
- *Texture Pulp Paper and Pressed Flower Rubric: a floral art project and its grading requirements using texture media, flowers and other materials*
- *Texture Design Rubric: rubric helping students understand texture in their designs can help their grade*
- *Depth Arrangement: a floral arrangement project to demonstrate the students understanding of depth in art and floral art projects*
- *Balance Project Rubric*

- *Teacher Observation: teacher interaction with students through class and class activities, projects, presentations, interviews, media projects, equipment used in floral art production, and consultation of skill and career development*
- *Short Answer Quiz: verbal and written examples of student knowledge about floral art*
- *Visual Patterns Graded by Rubric: student understanding and interaction*
- *Presentation Board or PowerPoint graded according to Rubric: student's project used to educate others about an art concept or art related theory, or example down through history. Can be done on a standard display board or through using technology*
- *Matching and Short Answer Quiz on Types of Flowers: students will take a quiz on flower and plant identification, and materials used in floral art*
- *Flower and Foliage displays Graded with Rubric: rubric used in grading floral arrangements for their art value using flowers and foliage to meet art qualities like: depth, design, color, focal point, etc.*
- *Glitter Painting Design Graded According to Rubric: using glitter and its effective use in art designs*
- *Time Period Poster Presentations Graded with Rubric: students select a specific time period and discuss the art forms of that period, how they came to be, and why they changed floral art*

This course satisfies the Aesthetic Valuing requirement through students conducting research and being engaged in direct instruction, discussion and application whereby they will derive the meaning of specific works in the way in which these works are related to historical, cultural and contemporary context. Students will respond to floral artworks by evaluating and discussing their own interpretations, ideas, attitudes, views and interactions with the visual arts. Students will become more sensitized to art resulting in a greater appreciation of floral art works. Students will use analysis, interpretation and judgment about visual relationships based on learned aesthetic values to improve floral art production. Students will analyze aesthetic similarities and differences. Students will heighten their aesthetic awareness of visual and tactile qualities of art, nature, events and objects within the total environment.

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ourse Materials

Textbooks

itle	Author	Publisher	Edition	Website	Primar
rt Talk	Rosalind Ragans	Glencoe/McGraw-Hill	4th	[empty]	Yes

Title	Author	Publisher	Edition	Website	Primary
xploring Visual Design: The Elements and rinciples	Gatto, Porter and Selleck	Davis	4th	[empty]	Yes
rt Fundamentals	Otto Ocvirk	McGraw Hill	11	[empty]	Yes

Supplemental Materials

Title	Content
upplemental Materials	• *The Art of Floral Design, Norah T Hunter, Del Mar, USA, 2000 Second Edition* • *Discovering Art History*, by Gerald F. Bromer; pub Davis • *Exploring Visual Design: The Elements & Principles*; pub Davis • *The Visual Experience*; pub Delmar • *Essential Impressionist*; pub Parragon • *The Natural Way to Draw*, by Kimon Nicolaides • *Elements of Design* (video); pub Crystal Productions • Bouquets Floral Arrangements of the Masters, Barrons, 1995 • California Department of Education Content Standards for Visual and Performing Arts • The Book of Flowers, Le Livre des Fleurs, 1997

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UC Doorways Online Update Template

(Required Information needed to prepare for course submission)

- **District Information**

NOTE: The School Information must be updated / verified as accurate at the start of each submission cycle. This must be completed before the system will allow any course submissions.

District Information

High School District: *Santa Maria Joint Union High School District*

City: *Santa Maria, California*

District Course List Contact Information

First Name: _____

Last Name: _____

Position/Title: _____

Phone Number: _____ Ext.: _____

E-mail: _____

Teacher Contact Information

First Name: *Marc*

Last Name: *DeBernardi*

Position/Title: *Agriculture Department Head*

Phone Number: *(805) 925-2567* Ext.: *3330*

E-mail: *mdebernardi@smjuhsd.org*

- **Previously Approved Courses**

NOTE: Complete outlines are not needed for courses previously approved by UC. Courses that are defined as "previously approved" are courses from programs (Advanced Placement, International Baccalaureate, ROP courses, etc.) and courses from UC-approved online providers. Courses modeled after courses from outside the school district are also defined as "previously approved" but a complete course description will be required for submission. Each section below represents an individual page on the electronic submission site.

Was this course "Previously Approved" by UC? *X* Yes _____ No

If "No", proceed to the **Course Description** section.

If "Yes," please indicate which category applies:

Is this course modeled after a UC-approved course from another school outside your district?

X Yes _____ No

NOTE: If "Yes," you will be required to submit a complete course description. UC will review the previous submission, if available, to assist in our review process.

If "Yes," which school and ATP code? *Indio High School*

Exact Course Title: *The Art and History of Floral Design*

Has this course been provided program status, is not an online course, and is it listed below?

_____ Yes __X__ No

If "Yes," select an option from the Program Status list:

_____ AVID Program

_____ Advanced Placement (AP)

_____ CDE Agricultural Education

_____ CSU Early Assessment Program (EAP)

_____ Center for Advanced Research and Technology (CART)

_____ International Baccalaureate (IB) Program

_____ Project Lead the Way

_____ ROP/C Organization Name of ROP/C: _____

If "Advanced Placement", has it been authorized by the College Board through the AP Audit Process?

_____ Yes _____ In Progress

NOTE: UC will only allow Advanced Placement courses that have passed or are in the AP Audit process. UC requires all AP courses on your list, including those approved in prior years, to be verified via the College Board AP Audit process. UC will run quarterly reports based in AP Audit data; AP courses not listed on the AP Audit list will be removed.

If "In Progress," date submitted to AP: _____ (MM/DD/YY)

Exact Program Course Title: _____

Is this course provided by a UC-approved online curriculum provider listed below?

_____ Yes __X__ No

Have you signed the appropriate partnership agreement with the provider regarding methods of delivery and instruction?

_____ Yes __X__ No

NOTE: You must have signed an agreement with the appropriate provider and filed with UC in order to use their courses.

If "Yes" to both questions, select an option from the Online Provider list:

_____ Apex Learning Virtual School

_____ Brigham Young University Independent Study

_____ Connections Academy

_____ Education Program for Gifted Youth Online High School at Stanford University (EGPY)

_____ K12, Inc.

_____ Laurel Springs School (LSO)

_____ National University Virtual High School

_____ PASS Program / Cyber High

_____ UC College Prep Online (UCCP)

Exact Course Title: *The Art and History for Floral Design*

- **Course Description**

Course Title: *The Art and History of Floral Design*

NOTE: Courses that are "previously approved" must use the same exact course title as the previously approved course.

Selected Schools: *Santa Maria High School, Pioneer Valley High School, Ernest Righetti High School*

Transcript Title(s)/Abbreviation(s): _____

Course Code(s): _____

Seeking "Honors" Distinction

NOTE: To receive "honors" distinction, the course submission must satisfy certain requirements. For information about these requirements, please visit the a-g Guide: http://www.ucop.edu/a-gGuide/ag/a-g/honors.html. For "previously approved" courses (including AP and IB), the honors information will be pre-populated as applicable.

__*X*__ No

_____ Yes, AP

_____ Yes, IB (Higher Level)

_____ Yes, IB (Standard Level)

_____ Yes, Other Honors

NOTE: Defined as a course specifically designed by the school with distinctive features which sets it apart from regular high school courses in the same discipline areas. Course should be seen as comparable in terms of workload and emphasis to AP, IB, or introductory college courses in the subject. Honors courses must be designed for the 11th and 12th grade level and require a comprehensive, year-long, written final exam. In addition to AP and IB higher level courses, high schools may certify as honors level courses *not more than one unit in each of the following subject areas only*: history, English, advanced mathematics, each laboratory science, each language other than English, and each of the four VPA disciplines. If there are no AP or IB higher level courses in a given subject area, the high school may certify up to, but not more than, two units at the honors level in that area.

Subject Area and Category

_____ "a" – History / Social Science

_____ U.S. History

_____ American Government / Civics

_____ World History / Geography / Cultures

_____ "b" – English

_____ English

_____ English-ESL/ELD

_____ "c" – Mathematics

_____ Algebra 1; Yr 1 of 2

_____ Algebra 1; Yr 2 of 2

_____ Algebra 1

_____ Integrated Math 1

_____ Geometry; Yr 1 of 2

_____ Geometry; Yr 2 of 2

_____ Geometry

_____ Integrated Math 2

_____ Algebra 2; Yr 1 of 2

_____ Algebra 2; Yr 2 of 2

_____ Algebra 2

_____ Integrated Math 3

_____ Algebra 2/Trigonometry

_____ Advanced Mathematics

_____ Statistics

_____"d" – Laboratory Science

_____ Biological Science

_____ Chemistry

_____ Physics

_____ Integrated Science

NOTE: Students electing to enroll in an integrated-science program (ISP) are strongly advised to complete the entire three-year sequence. In most cases, the first year of an integrated-science sequence fulfills only the "g" elective requirement; the second and third years of the sequence then fulfill the two-year "d" laboratory science requirement. Accordingly, if only ISP I is successfully completed, then two courses from the categories of Biology, Chemistry, or Physics in the "d" subject area must be completed. If ISP I and only one of ISP II or ISP III are completed, then one additional course from the categories of Biology, Chemistry, or Physics from the "d" subject area must be taken to fulfill the "d" requirement.

_____ Interdisciplinary Science

NOTE: This category demonstrates that the course is cross-disciplinary and is often used for advanced science courses such as AP Environmental Science or Biochemistry.

_____ "e" – Language Other than English

_____ LOTE Year 1

_____ LOTE Year 2

_____ LOTE Year 3

_____ LOTE Year 4+

Language:

_____ ASL

_____ Chinese

_____ French

_____ German

_____ Hebrew

_____ Italian

_____ Japanese

_____ Latin

_____ Other

_____ Russian

_____ Spanish

__X__ "f" – Visual & Performing Arts

_____ Dance (Intro)

_____ Dance (Advanced)

_____ Music (Intro)

_____ Music (Advanced)

_____ Theater Arts (Intro)

_____ Theater Arts (Advanced)

__X__ Visual Arts (Intro)

_____ Visual Arts (Advanced)

__X__ "g" – Elective

_____ History / Social Science

_____ English

_____ English-ESL/ELD

_____ Math

_____ Statistics

_____ Science-Biological

_____ Science-Integrated

_____ Science-Physical

_____ LOTE

__X__ VPA

_____ Interdisciplinary

_____ Other

Grade Level: _____ 9 __X__ 10 __X__ 11 __X__ 12

NOTE: Grade level pertains to which grades the course has been designed. 9th grade cannot be selected for Advanced VPA. 9th and 10th grades cannot be selected for honors courses.

Unit Value: _____ 0.5 (half year or semester equiv.) __X__ 1.0 (one year, 2 semesters, or 3 trimesters equiv.)

- **Course Attributes**

Is this course classified as a Career Technical Education course?

__X__ Yes _____ No

If "Yes," please select the name of the Industry Sector and Career Pathway:

__X__ Agriculture and Natural Resources

_____ Agricultural Business

_____ Agricultural Mechanics

_____ Agriscience

_____ Animal Science

_____ Forestry and Natural Resources

__X__ Ornamental Horticulture

_____ Plant and Soil Science

__X__ Arts, Media, and Entertainment

_____ Media and Design Arts

__X__ Performing Arts

_____ Production and Managerial Arts

_____ Building and Construction

_____ Cabinetmaking and Wood Products

_____ Engineering and Heavy Construction

_____ Mechanical Construction

_____ Residential and Commercial Construction

_____ Education, Child Development and Family Services

_____ Child Development

_____ Consumer Services

_____ Education

_____ Family and Human Services

_____ Energy and Utilities

_____ Electromechanical Installation and Maintenance

_____ Energy and Environmental Technology

_____ Public Utilities

_____ Residential and Commercial Energy and Utilities

_____ Engineering and Design

_____ Architectural and Structural Engineering

_____ Computer Hardware, Electrical, and Networking Engineering

_____ Engineering Design

_____ Engineering Technology

_____ Environment and Natural Science Engineering

_____ Fashion and Interior Design

_____ Fashion Design, Manufacturing, and Merchandising

_____ Interior Design, Furnishings, and Maintenance

_____ Finance and Business

_____ Accounting Services

_____ Banking and Related Services

_____ Business Financial Management

_____ Health Science and Medical Technology

_____ Biotechnology Research and Development

_____ Diagnostic Services

_____ Health Information

_____ Support Services

_____ Therapeutic Services

_____ Hospitality, Tourism, and Recreation

_____ Food Service and Hospitality

_____ Food, Science, Dietetics, and Nutrition

_____ Hospitality, Tourism, and Recreation

_____ Information Technology

_____ Information Support and Services

_____ Media Support and Services

_____ Network Communications

_____ Programming and Systems Development

_____ Manufacturing and Product Development

- _____ Graphic Arts Technology
- _____ Integrated Graphics Technology
- _____ Machine and Forming Technology
- _____ Welding Technology

_____ Marketing, Sales, and Service

- _____ E-Commerce
- _____ Entrepreneurship
- _____ International Trade
- _____ Professional Sales and Marketing

_____ Public Services

- _____ Human Services
- _____ Legal and Government Services
- _____ Protective Services

_____ Transportation

- _____ Aviation and Aerospace Transportation Services
- _____ Collision Repair and Refinishing
- _____ Vehicle Maintenance, Service, and Repair

- **Catalog Description**

Brief Course Description

NOTE: Briefly (in a short paragraph) describe the course, focusing on content, rather than instructional strategies, assessments, or rationale. If school has a catalog, enter the description that is in the catalog.

Elements and Principles of Floral Design have been implemented to acquaint students with theories and principles of artistic design and their influence on the floral industry. The course emphasizes the necessary knowledge and skills to provide the student with a perceptual and tactile base leading to understanding artistic perception, creative expression, historical and cultural contexts: aesthetic valuing and connections, relations and applications of the visual arts. Students will derive meaning from art works through analysis, interpretation, and judgments applying what is learned in floral art to other forms, subjects, and post educational experiences. Through practical skill development the student will become familiar with material selection, design mechanics, maintenance and design evaluation. Students will achieve this through creating, designing, identifying, explaining, and evaluating all topics of study. Balance, color, and symmetry using floral and synthetic medium will be emphasized to allow students to apply and artistic approach to floral art. Various assignments based on abstract, two and three dimensional designs, historical culture, theory, color theory, and analytical critiques of various floral art works using design vocabulary in conjunction with development of technical skills in floral art will serve as a foundation for more complex works such as multi-part floral designs and creative expression. Students will also have the opportunity to develop their skills further through competitive competition and analytical events offered through the program.

Pre-Requisites: *Ag Biology, Algebra* Required *X* Recommended _____

NOTE: Laboratory science and Advanced VPA courses require a pre-requisite. Submissions will not be allowed if this is not included. Some courses, particularly in the mathematics subject areas, require appropriate pre-requisites. For further explanation, refer either to the "Guide to a-g Requirements" document or the a-g Interactive Guide web site at www.ucop.edu/a-gGuide.

Co-Requisites: _____ Required _____ Recommended _____

- **Background Information**

NOTE: Do not include information that could identify your school or district.

Context for Course (optional) **REQUIRED FOR CTE COURSES**

NOTE: In order to understand the context for a new course, sometimes it is helpful for UC to understand the broader educational program and/or reform efforts of the school. How does this course fit into broader departmental and/or pathway structure? How does it fit into the overall school restructuring plans? Is the course intended to be a core course or supplemental? What are the student/school/community needs met by this course?

The floral design course is a part of the Ornamental Horticulture pathway at the high school. It is our hope that be getting UC credit for the floral design course we will be able to attract more college bound students into the Ornamental Horticulture pathway. As our school moves towards the College and Career Readiness the restructuring of our Agricultural Industry Sectors Pathways will allow students more options for post-secondary education and build a stronger school community.

History of Course Development (optional) **REQUIRED FOR CTE COURSES**

NOTE: Likewise, it is sometimes helpful for UC to know the origins of a course and who was involved in its development. Did you consult with UC Admissions personnel or UC professors? If so, what was the nature of such consultation and what was the result? Was this course modeled after another course at another school? If so, is that course UC approved? How does the course being submitted differ from the course after which it was modeled? Has this course received any special recognitions, designations or awards? Has it been articulated to local community colleges or universities?

The floral design course has been developed over the course of many years working with industry and educational volunteers. With a committee reviewing the UC system requirements needed to meet the applied for art credit. We reviewed several approved models from Merced County ROP classes, two classes from the central valley, and finally from our neighboring San Luis Obispo County, we looked at Arroyo Grande and San Luis Obispo's UC approved floral classes to develop our structure to meet all standards. Having a large art community in various parts of Santa Barbara County, we involved local artists in striving to get their input as to how we could help students achieve their goals.

- **Textbooks**

NOTE: Include list of Primary and Secondary Texts. Make sure to note the books that will be read entirely and those that will be as excerpts. Textbook information is not necessary if your course is a Visual and Performing Arts, Advanced Placement or an International Baccalaureate course. Online texts or non-standard text materials should include a link to the online text.

Textbook 1

Title: *Art Talk*

Edition: *4th*

Publication Date: *2004*

Publisher: *Glencoe/McGraw Hill*

Author(s): *Rosalind Ragans*

URL Resource(s): _____

Usage: *X* Primary Text *X* Read in entirety or near entirety

(Be sure to list any additional textbooks that are used for the class.)

Textbook 2

Title: *Exploring Visual Design: The Elements and Principles*

Edition: *4th*

Publication Date: *2000*

Publisher: *Davis*

Author(s): *Gatto, Porter and Selleck*

URL Resource(s): _____

Usage: *X* Primary Text *X* Read in entirety or near entirety

Textbook 3

Title: *Art Fundamentals*

Edition: *11*

Publication Date: *2008*

Publisher: *McGraw Hill*

Author(s): *Otto Ocvirk*

URL Resource(s): _____

Usage: *X* Primary Text *X* Read in entirety or near entirety

Supplemental Instructional Materials: *Please describe. If using online text or non-standard material, please provide the title of the material or webpage and the URL link.*

- *The Art of Floral Design, Nora T. Hunter, Del Mar, USA 2000, Second Edition*
- *Discovering Art History, by Gerald F. Bromer; pub Davis*
- *Exploring Visual Design; the Elements and Principles; pub Davis*
- *The Visual Experience; pub Delmar*
- *Essential Impressionist; pub Parragon*
- *The Natural Way to Draw, by Kimon Nicolaides*
- *Elements of Design (video); pub Crystal Productions*
- *Bouquets Floral Arrangements of the Masters, Barrons, 1995*
- *California Department of Education Content Standards for Visual and Performing Arts*
- *The Book of Flowers, Le Livre des Fleurs, 1997*

Course Purpose

The Elements and Principles of Floral Design provides and introduction to artistic and creative perception including aesthetic valuing through a series of projects in various media including: plant, pencil, flowers, glass and a variety of papers. Students are also introduced to the elements and principles of visual art design such as line, shape/form, color, balance, and emphasis using a series of floral based projects to explore the connections, relations and application to visual arts design. Students will research and study floral trends to understand and develop an appreciation for floral design within historical and cultural boundaries, formal and casual, ceremonial and traditional, including and understanding that floral designs are affected by society, culture, history, politics, and economic influence. Various assignments based on abstract, two and three dimensional designs, historical culture, theory, color theory, and analytical critiques of various floral art works using design vocabulary in conjunction with development of technical skills in floral art will serve as a foundation for more complex works such as multi-part floral designs and creative instruction through wedding consultations. Upon completion of this course, students will be able to complete a wide array of artistic floral designs while considering historical to modern culture and theory, the elements and principles of design, personal and creative expression, and connections, relationships and applications to visual art.

Course Outline

I. *Unit 1: Introduction to Art*

Students will be introduced to the variety of art through artistic perception. Students will be able to assess what makes art by analyses of the philosophy of arts, aesthetic value of objects, artistic inspirations, art appreciation, and arts role in the world. Students will identify the symbolism of flowers and foliage, in historical and modern works of art, cultural art, and Ikebana designs.

- a. *The variety of art*
  - i. *Artistic perception*
- b. *When is it art?*
  - i. *Philosophy of arts*
  - ii. *Aesthetic value of objects*
  - iii. *Artistic inspirations*
  - iv. *Art appreciation*
  - v. *The art world*
- c. *Floral Symbolism*
  - i. *Identify flowers and foliage and their symbolism in art*
    1. *Historical and modern works of art*
    2. *Cultural*
    3. *Design*

II. *Unit 2: Historical Contributions and Cultural Dimensions*

Students will interpret the meaning of art and explore the elements of art history. Students will research current floral visual art styles and the origination. Students will research the influences of floral artists of the 20th and 21st Century including styles and techniques, artistic inspirations, visual themes used in various cultures, artistic components of various time periods and cultures, time periods in floral art history, and design alternatives.

- a. *Interpretation*
  - i. *The meaning of art*
  - ii. *Elements of art history*
- b. *History of floral art*
  - i. *The floral designs of ancient civilizations*
  - ii. *The floral art design styles and their originations*
- c. *Research the influences of the floral artists of the 20th and 21st century*
  - i. *Styles and techniques*
  - ii. *Artistic interpretations*
  - iii. *Visual themes used in various cultures*
  - iv. *Artistic components of various time periods and cultures*
  - v. *Time periods in floral art history*
  - vi. *Historical styles and periods*
  - vii. *Floral art design: culture, ethnicity, time periods, and media*
  - viii. *Cultural themes: religious, holiday, funeral, and weddings*
  - ix. *Cultural design*
  - x. *Design alternatives*

III. *Unit 3: Aesthetic Valuing and Making Judgments on Individual Works of Art*

Students will analyze and critique works of art and aesthetic value in terms of art elements and design principles using appropriate visual art terms. Students will apply sensory qualities to works of floral art and explore various styles and periods of viewed art. Finally, students will evaluate and critique art elements and art principles used in others and their own works of art.

- a. *Works of art and esthetic value*
  - i. *Critique works of art using appropriate visual terms*
  - ii. *Analyze art works in terms of art elements and design principles*
  - iii. *Apply sensory qualities to works of floral art*
  - iv. *Explore various styles and periods of viewed art*
  - v. *Evaluate and critique art elements and art principles used in others and own works of art*

IV. *Unit 4: Art Elements of Design*

Students will discover the art elements of design including lines, shapes/forms, colors, textures, values, space, and depth. Line topics include uses of line in visual art works such as implied, expressive, vertical, horizontal, and diagonal. Shape topics will be covered in length as students arrange designs of each of the following forms: round, oval, vertical, horizontal, diagonal, inverted-t, fan, Hogarth-curve, crescent, right triangle, equilateral triangle, isosceles triangle, scalene triangle. Students will research the origin of color through visual art, analyze color harmony in various art works, and discover monochromatic, analogous, complementary, and triadic color schemes and apply this knowledge to student and other color visual art works. Students will create designs and art projects using visual and tactile components in floral art using fine medium and coarse textured media. Students will select containers, materials, flowers, and foliage based on texture components to complete and artistic floral design. Students will compare light and dark color values of various works of art and light and dark change in floral art. Students will analyze depth and space in two and three dimensional art designs, interpret space in our environment, and recognize the use of space in visual designs by applying angling and overlapping media in floral art designs. Additionally, students will distinguish the significance of size and color of media in floral art.

- *a. Lines*
  - *i. Implied and expressive use of line in the floral art works*
  - *ii. Vertical, horizontal, and diagonal use of line in the floral art works*
- *b. Shapes/Forms*
  - *i. Shape and form in visual art works*
  - *ii. Visual art elements of shape and form in design through floral art works*
- *c. Colors*
  - *i. The origin of the color through visual art*
  - *ii. Color harmony in various art works*
  - *iii. Use of monochromatic, analogous, complimentary, and triadic schemes in student and other visual art works*
- *d. Textures*
  - *i. Visual and tactile components in floral art using fine, medium, and coarse textured medium*
  - *ii. Container and material components of floral art*
  - *iii. Flowers and foliage use through arrangements*
- *e. Value*
  - *i. Light and dark in visual arts design*
  - *ii. Light and dark change in floral art*
- *f. Space and depth*
  - *i. The use of space in two and three dimensional visual art*
  - *ii. Interpret space in our environment*
  - *iii. The use of space in visual designs by applying and angling and overlapping media in floral art designs*
  - *iv. Significance of size and color of media in floral art*

V. *Unit 5: Principles of Design*

Students will discover the art principles of design including balance, proportion/scale, emphasis, rhythm, harmony, unity, placement, transition, proximity, and contrast. Students will compare symmetrical, asymmetrical, radial, and open balance in floral art and create floral art works with each. Students will examine proportion and scale through application of floral art designs using the following techniques: flower to container, flower to flower, flower to foliage, and arrangement to environment. Geometrical techniques in floral art and visual art designs will also be explored. Students will create emphasis and a focal point in visual floral art works. Students will convey understanding of location, size, pattern, framing, and isolation in floral art designs by using line direction and directional facing. Students will create rhythm in floral art using repetition, eye movement, transition, and radiating line in floral art works. Students will create harmony and unity through applying color combinations, placement, transition, and proximity to visual designs. Students will critique harmony and unity in their own and other student works. Students will review contrast and examine contrasting color schemes in floral art design using various media.

- *a. Balance*
  - *i. Symmetrical and asymmetrical balance in floral art*
  - *ii. Asymmetrical or symmetrical balance through developing floral art works*
  - *iii. Radial and open balance in visual art designs*
- *b. Proportion/Scale*

i. *Proportion and scale through application of floral art designs using the following techniques: flower to container, flower to flower, flower to foliage, and arrangement to environment*
ii. *Geometrical techniques in floral art and visual art designs*

c. *Emphasis*
i. *Visual art floral works*
ii. *Other visual art works: convey understanding of location, size, pattern, framing, and isolation in floral art designs*
iii. *Emphasis in floral designs by using line direction and directional facing*

d. *Rhythm*
i. *Floral art repetition and eye movement*
ii. *Transition and radiation line in floral art works*

e. *Harmony and Unity*
i. *Harmony and unity through applying color combinations to visual designs*
ii. *Placement, transition, and proximity in visual art works and critique student works in floral design*

f. *Contrast*
i. *Color schemes in floral art design using various media*

VI. *<u>Unit 6: Creative Expression Through Applying Artistic Processes and Skills to Original Works of Art</u>*
Students will design two-dimensional media using a basic drawing a layout including a sample perspective drawing, original art work sketches, and a project layout. Students will practice and apply painting techniques for floral art through development of a color wheel and still life floral art work. Students will utilize mosaic art designs for floral art using paper and tile, pressed flowers, photograph and graphic design through computer art. Students will design three-dimensional sculptures to display flower and foliage media techniques for specific floral art such as mass flower and foliage, filler flower and foliage, line flower and foliage, form flower and foliage, fresh flower and foliage, dry flower and foliage, and artificial flower and foliage. Students will discover the proper use of floral mechanics, materials, and media through an introduction to proper care and proper usage of floral equipment and media. Students will research and identify specific artists styles and techniques such as Oriental, European, and Exhibition styles including Chinese, Japanese, Vertical, Circular, Triangular, and Wear and Carry designs. Students will demonstrate the process of evaluation and refining floral art projects.

a. *Two-Dimensional Media*
i. *Basic drawing and layout: simple perspective drawing, sketching original art works, and project layout*
ii. *Painting techniques for floral art through developing a color wheel and still life floral art work*
iii. *Mosaic art design for floral arts using paper and tile*
iv. *Printmaking to floral art using pressed flowers*
v. *Photographic and graphic design through computer art*

b. *Three-Dimensional Sculptures*
i. *Display flower and foliage media techniques for specific floral art: mass flower and foliage, filler flower and foliage, line flower and foliage, form flower and foliage, fresh flower and foliage, dry flower and foliage, and artificial flower and foliage*
ii. *Mechanics, materials, and media through and introduction to proper care and usage of floral equipment and media*
iii. *Specific artists styles and techniques using Oriental, European and exhibition styles: Chinese, Japanese, Vertical, Circular, Triangular, and wear and carry designs*
iv. *Demonstrate the process of evaluation and refining floral art projects*

VII. *<u>Unit 7: Connections, Relationships and Applications used in Visual Art</u>*
Students will connect art relationships to other disciplines as they compare and contrast works of art to these areas. Students will equate principles in floral art design in relationship to other visual art forms through comparing and contrasting of a wide spectrum of art expression. Students will identify and explain careers and subjects related to the floral and visual art industries.

a. *Relationships to other Disciplines*
i. *Compare and contrast works of art to other discipline areas; science, literature, and history*

Key Assignments

UNIT 1: Introduction to Art

- *During the course of this unit Introduction to Art, all or parts if the following chapter(s) will be read and questions answered from chapter 1 and chapter 18.*
- *Students will develop and interactive notebook that contains: class notes, drawings, exercises, and activities. The notebook will be expanded with each instructional unit while students use both sides of the brain as students write and draw informative notes on the Introduction to Art.*
- *In partners, students will gain an introductory scope of art as they research and evaluate and artist or design style of significance including: Ikebana, Van Goh, Picasso, Monet, Wagner, Lersch, Els and Hazenberg, O'Keeffe, Renoir, Cassatt, Hassam, Cezanne, Griffel, Gaugin, Westcott, Manet, Bremer, Martin, Le Sidaner, Pissarro, Caillebotte. From their in depth investigation, students will write a two page typed, double spaced, 12 point font, research paper in MLA format. The research paper will include history of the artist's life, type of art created by the artist, and other important contributions made by the artist.*
- *Students will research and become familiar with the language of flowers and the symbolism of specific flowers and foliage with the results being presented in a 1 page typed, double spaced, 12 point font, research paper in MLA format and presentation.*
- *By choosing a palate of flowers and foliage, students will create a symbolically significant design demonstrating learned knowledge of floral symbolism by material selection and placement.*
- *Individual student portfolios will be developed to document student learning and showcase each students' work including sketches, photos and critiques of student work that will portray the floral art they can create, and their ability to analyze, evaluate, and reflect on their pieces.*
- *Art Introduction Unit Exam – 30 questions including Multiple Choice, Fill-in, and Short Answer on Art Designers, and the Language of Flowers and their representation in design.*

    - *Students will design a personality project using wire and ribbon to reflect a beginning point for design*

UNIT 2: Historical Contributions and Cultural Dimensions

- *During the course of this unit, all or parts of the following chapter(s) will be read and questions answered from chapter 1, 13, 18, and chapter 19.*
- *Students will continue to develop an interactive notebook that contains: class notes, drawing, exercises, and activities. This notebook will be expanded with each instruction unit while student use both sides of the brain as students write and draw informative notes on Historical Contributions and Cultural Dimensions.*
- *Students will evaluate art examples from various time periods noting the similarities and differences of art expression. Students will complete a Venn diagram comparing similarities and differences of art work of four different time periods to demonstrate their understanding of different art periods.*
- *Students will create a visual PowerPoint presentation on floral art history and specific art periods including: Egyptian, Greek, Roman, Byzantine, Middle Ages, Baroque, Dutch Flemish, French, English Georgian, Victorian, Chinese, Japanese, Early American, Colonial, Neoclassicism-Federal and Greek Revival, American Victorian, European Period, Impressionistic Era, Oriental Influence, and American Styles. Students will include a picture, description, and lists of containers, plant material, and design styles for each period.*
- *Students will develop a scaled timeline of floral design historical periods from the Egyptian period to current floral art. Using a 2 inch by 36 inch strip of paper, students will divide their timeline into 13 labeled segments denoting era, time elapsed, and a sketch representing notable contributions of that historical period.*
- *Students will create a two and three dimensional visual display of floral art from one of the following periods: Freeform Expression, Geometric Mass, Art Deco, Art Nouveau, and Modern Contemporary through the use of various media. Utilizing acrylic as an art medium and a period art work as model, students will sketch and paint a representation of their selected time period. They will then follow-up with a completed floral design arrangement using media and mechanics authentic to that period.*
- *Students will complete a practicum using a given historical theme: two dimensional layouts, three dimensional arrangements, while selecting the appropriate fresh and dry cut flowers and containers. When engaging in this supervised practical application of their learning, students will sketch a draft of their design, apply appliqués focusing around their historical theme, and will subsequently select and utilize floral media to produce a three dimensional rendition of their design.*
- *Unit Exam – 30 questions including Multiple Choice, Fill-in, and Short Answer on the history of floral design including time periods, floral styles of each time period, and how historical events affected floral design.*

UNIT 3: Aesthetic Valuing and Making Judgments on Individual Works of Art

- *During the course of this unit, all or parts of the following chapter(s) will be read and questions answered from chapter 1 and chapter 13.*
- *Students will analyze various works including digital, electronic, media, and floral pieces. Students will write a reflective paragraph in their Interactive Notebook making judgments on the quality and creativity of the design.*
- *Students will complete a floral art three dimensional critique sheet for historical periods.*
- *Students will create a floral design arrangement with emphasis on elements and principles of design, including: balance, proportion, scale, focal point, rhythm, harmony and unity.*
- *Students will create verbal and written reflections for floral design projects while utilizing their Interactive Notebooks.*
- *Students will develop a portfolio including two dimensional drawings, sculptures, and artworks' critiques.*
- *Students will demonstrate knowledge of influential are periods through a cultural and historical research paper, with the results being presented in a 3-5 page types, double spaced, 12 point font, research paper in MLA format and presentation.*
- *Students will analyze and interpret student and others' work through critiques and rubrics in both verbal and written forms.*
- *Students will develop and convey floral art knowledge using visual art terminology in an oral presentation for floral art.*
- *In partners, students will conduct wedding and funeral consultations and create a complete event flower order and design plan, with the results being presented in a 1-03 page typed, double spaced, 12 point font, paper, a completed order form using the appropriate wedding or funeral form, and a detailed poster board or PowerPoint presentation to display pictured detailing their "planned" event for use as a visual aid for the presentation.*
- *Unit Exam – 30 questions including Multiple Choice, Fill-in, and Short Answer.*

UNIT 4: Art Elements of Design

- *During the course of this unit, all or parts of the following chapter(s) will be read and questions answered from chapter 3, 6, and chapter 7.*
- *Students will complete an element and principles of design worksheet, which will include fill in and short answer, this will be possible after receiving the notes from the unit PowerPoint presentation.*
- *Students will complete a Shape Scavenger Hunt by locating examples of floral shapes in the floriculture industry and retail magazines and assembling a reference guide to be displayed in the class during the remainder of the year as a visual aid and resource guide.*
- *Students will create a design of choice with own selection of materials and colors, they will be graded on their completed arrangement including proportion, balance, color combination, use of space and texture, design to scale ratio, and overall shape of design.*
- *Students will create a reference guide that compares color and its influence on emotion, this will be done using a types, double spaced, 20 point font PowerPoint with each color having its own slide and a list of emotion responses on that slide. The PowerPoint will be presented in the following color order: red, orange, yellow, green, blue, purple, pink, brown, black, and white.*
- *Students will create a color wheel and color scheme templates to be displayed on a poster board and hung on the wall to be used as a reference tool.*
- *Students will make additions to student art and floral Portfolio Projects: application using triangular, circular, vertical and horizontal floral art designs and applying hue, primary, secondary tertiary, warm, cool, value, tint, tone, and shades to floral art works.*
- *Students will create a design with pulp paper and pressed flowers using different textures within the design.*
- *Students will create a design for the Texture Challenge as they try to incorporate as many textures as possible into their design.*
- *Students will create and abstract design using the tint, tone, and shades of a color.*
- *Students will create a depth focus arrangement using foam and wire.*
- *Students will create a design project utilizing elements of design.*
- *Unit Exam – 30 questions including Multiple Choice, Fill-in, and Short Answer.*

UNIT 5: Principles of Design

- *During the course of this unit, all or parts of the following chapter(s) will be read and questions answered from chapter 2, 4, and chapter 5.*
- *Students will complete the elements and principles of design worksheet and will demonstrate their understanding by employing the use of a relief sculpture. Students will design symmetrical and asymmetrical layouts illustrating balance, scale, and proportion.*

- *Students will add balance, proportion, and scale notes in their Interactive Notebook. They will engage in discerning between visual weight between mediums. They will create sketches that accompany their notes to illustrate adhering to balance, proportion, and scale within their design work.*
- *Students will create a balance project with shapes of paper representing different types of flowers, fillers, and foliages. Shapes are assembles to represent the four types of balance.*
- *Students will add Focal Point/Emphasis Notes in their Interactive Notebook. Utilizing their individual student computer server space, students will access a PowerPoint and with their note guide will record complete with sketches of the importance of dominance/focal points/emphases in arrangements. Given line sketches of floral works, a student will circle the focal point in each arrangement.*
- *Students will sketch still life designs of floral and fruit media and circle focal points. Given a set of 1 and 2 dimensional images and 3 dimensional art pieces, students will sketch and provide special emphasis of the focal points in each design by circling them.*
- *Through tactile activities, students will create rhythm movement with objects and their body. An assemblage representing the student's design interests will be created using found objects, cutouts, photos, and natural media. A wide variety of textures should be encompassed within the project to ensure the greatest tactile exposure.*
- *Students will create a classroom color display board in groups. Students will build color displays and represent these colors through moving from hue tints to shades. Given analogues, monochromatic, complementary and split complementary color schemes, students will incorporate a color wheel diagramming all primary, secondary, and tertiary colors.*
- *Students will make additions to student art and floral Portfolio Projects: applying focal points to student work. Students will be able to designate focal points as well as imply focal points by use of paving, terracing and other grouping mechanisms. Students will begin to select and label their portfolio collections to be representative of their work and design growth.*
- *Students will water color visual patterns of the visual arts on a patterned worksheet. By creating a free form stencil, students will implement repetition in their design as they build utility both moving forward and reverse pattern. As they choose 3 shapes from existing design and create their stencils and subsequent design they will be communicating a story.*
- *Students will create a design project utilizing all principles of design. Through the use of a student constructed diorama used to illustrate a theme or scene, students will demonstrate to scale the principles of design.*
- *Unit Exam - 30 Multiple Choice, Fill-in, Short Answer and sketch completion questions on the powerful concepts of elements and principles of design particularly balance, proportion, rhythm, and scale.*

<u>UNIT 6: Creative Expression Through Applying Artistic Processes and Skills to Original Works of Art</u>

- *During the course of this unit, all or parts of the following chapter(s) will be read and questions answered from chapter 12, 14, and chapter 17.*
- *Students will create a thematic multi art display with cultural, holiday and event themes. Given a list of holidays, cultural celebrations or special events, students will work in teams to develop a thematic approach to express the event's meaning. Steps to include planning, construction, implementation and review.*
- *Students will create a presentation board displaying basic drawing and layout skills. Working in groups of four, students will select specific drawing and layout skills and develop a presentation complete with accompanying board that will demonstrate the terms and techniques involved in developing the prerequisite skill sets.*
- *Students will create mosaic art designs for floral art using paper, tile, and acrylics. Individuals will first sketch their mosaic design based on geometric art principles. They will then select their paper or tile pieces and using acrylic with the tiles they will attach them in place and cover their completed design with acrylic coating.*
- *Students will create and display flower and foliage media techniques for specific floral art: Mass, filler, line, form, fresh, dry and silk flower and foliage. Given the floral materials, students will construct the following designs to a high degree as per the design rubric: Horizontal, Vertical, Hogarth Curve, Inverted T, Symmetrical, Right Angle, Asymmetrical and Oval. Upon completion of four arrangements-Line, Mass, Form, and Filler- students will engage in group critiques of their finished products.*
- *Students will create a floral project applying mechanics, materials and media through an introduction to proper care, proper usage, equipment and media. Following, one hundred pieces of floral equipment, one hundred flowers and one hundred tropical plants will be set out for a matching identification test.*
- *Students will create a floral project displaying specific artists' styles and techniques using Oriental, European, and Exhibition Styles. As an example within the Oriental style, students will review contemporary floral artists Keith Kawaski's work and will become inspired to create a design of their own utilizing the Ikebana School of design style. A student will be given a low container, 3 foliage flowers, flowers and foliage and will be asked to design a Shin-Soe-Tai Ikebana Design.*
- *Students will evaluate his/her floral art project and support a position regarding the aesthetic value of the*

project and either change or defend position after considering views of others. Utilizing a designer's critique sheets, students will sketch and review their work utilizing ten guide questions. Students will then display their work, their critique of that work and receive peer feedback into which they will subsequently engage in a round robin review discussion group.

- *Students will design a two to three dimensional floral room drawing. Using one point perspective, students will found a floral based interior design on a specific artist and represent that artist in their floral room drawing.*
- *Students will draw floral and fruit media still life sketches. Using sketching techniques such as tone, shading, shadows, color, and building up processes such as hatching, students will create depth and dimension in their design and represent floral media and still life fruit.*
- *Students will create a Glitter Painting of a flower. The students must use glitter in various colors and shades to create a flower painting in photo quality. The students will also write a short paper on the history and culture of the flower selected.*
- *Unit Exam - 30 Multiple Choice, Fill-in, Short Answer and practical application / description questions that pertain to the concepts of artistic processes and skills and their relationship to floral artistry.*

<u>UNIT 7: Connections, Relationships, and Applications Learned in Visual Art</u>

- *During the course of this unit, all or parts of the following chapter(s) will be read and questions answered from chapter 20, 21, and chapter 22.*
- *Students will create a mosaic art design utilizing geometric shapes. With the assistance of a compass and protractor, students will create an 8 section, 4inch diameter pie that they will use as their shaped base for their mosaic on which glass tile bits and grout will be interwoven. Negative space and the Greek / Roman origins of mosaics will be emphasized.*
- *Students will write an emotional poetic piece and design color influenced project designed visually for floral art. These pieces will be contained with a student's naturally designed twig journal in which they will keep poetry, prose, nature sketches, and observations and dried / pressed flower and foliage collection.*
- *Students will write a historical time period and artistic works and report. Research should include media and mechanics as well as associated accessories that were appropriate for the time period including examples of the artists' work. The report should be 3 pages typed, double spaced, 12 point font, done in MLA format and include a presentation.*
- *Students will design a floral advertisement using art elements, principles and techniques to display student's work at an art exhibition. With an impending Floral Design Symposia, each student will develop a 4 inch by 8 inch advertisement that can also be published in the newspaper that will promote their work and demonstrate a strong grasp of the elements and principles of design.*
- *Students will design a floral design shop, including letterhead, advertisements, and overall concept of shop and message to the public on the types of designs that are created within the shop. An overview is presented and graded by peers.*
- *Students will create a two dimensional or three dimensional design incorporating elements and principles as applied to a specific theme and culture. A one dimensional layout pencil sketch shall be turned into a two dimensional pressed flower design which shall be translated into three dimensional floral designs which shall be translated into a three dimensional floral design representative of a specific theme and culture.*
- *Students will develop an awareness of careers in American life and industry by researching those occupations in the floral industry that make use of arts. As a part of their heightened awareness, students will complete a resume, letter of application and obtain letters of recommendation to pursue further education or a career in the floral arts field.*
- *Students will take notes in their Interactive Notebook from various Guest Speakers from the Floral Design Industry. They will also provide lists of contemporary / historic artists and the questions that they will pose, if they had an opportunity to speak with these individuals.*
- *Unit Exam - 50 Multiple Choice, Fill-in, and Short Answer questions revolving around connections to the world and other art disciplines. This will be paired together with a 100 matching floral media, tool and tropical plant identification component.*

Instructional Methods and/or Strategies

The following instructional methods will be used to enhance student learning in this course:

- *Direct Instruction Units: Units 1-7, teacher and mentor led instruction*
- *Checking for understanding through formative and summative assessments: Units 1-7, pre-questioning, thought provoking discussion, and written and verbal assessments*
- *Floral Art Portfolio Development: Units 1-7, students developed portfolio to display knowledge and art concepts as they apply to floral art*
- *Art Critique Component: Units 1-6, using terminology written and verbal skills to apply critiquing skills to student and other art work and projects including individual and group evaluation*
- *Creative Expression with flowers: Units 3-6, applying art concepts and individual perspective and guided training students will develop floral art projects*
- *Drawing and Sketching of Floral Arrangements: Units 1 & 4-6, using basics of art principles students will develop projects reflecting their knowledge of art*
- *Literacy Assignments Including Technical Reading and Writing: Units 1-7, students will complete reading and writing assignments to measure their understanding of art concepts. Advanced students will work in pairs with slower students to enhance their abilities and help slower learners to achieve success*
- *Guest Speakers: Units 1-3 & 5-7, using local artists, visits to floral shops, and businesses involved in the floral industry, students will garner a greater understanding of equipment and art skills used in floral art*
- *Field Experiences: Units 5-7, working in school floral shop, local floral shops and students projects, stents will develop their skills and abilities*
- *Cooperative Group Work: Units 1-7, in pairs, small groups, and working on floral opportunities with the public, students will display their knowledge and skill in applying their art background to floral art works*
- *DVD/Video and Multimedia Representations: Units 1-7, viewing, listening and creating video projects, students will demonstrate their skills and knowledge of art concepts*
- *Peer and Teacher Evaluation: Units 1-7, using rubric for evaluating floral projects, students will have the opportunity to evaluate theirs and other students art works using both verbal and written commentary*
- *Exhibitions of Student Work: Units 4-6, students will develop floral art projects using flowers and other media used in floral art projects. Students will also enter projects in local fair competitions in order to enhance the public's awareness of floral art*
- *Lecture with Accompanying Class Discussion and Notes: Units 1-7, students will learn how to take concise notes and develop listening skills to help them be more successful learners through teacher and group activities*
- *Guided Practice of Principles and Elements of Design in a Variety of Mediums: Units 3-6, teacher and guest lectures to introduce students to various art media and equipment*
- *Peer Assisted Learning at Design Stations: Units 1 & 3-6, working in groups or as individuals, advanced students with teacher guidance will help other students succeed in their project work*
- *Design Practicum with Self, Peer and Student Critique Feedback: Units 1 & 4-6, students will complete floral art projects and evaluate them*
- *Field Studies Occurring On and Off Campus with a Journal Completion Component: Units 5-7, working on writing skill student will keep a journal of their work and complete worksheets for any and all field trips*
- *Research Conducted Via Texts, Periodicals, Online and Interviewing: Units 1-7, students will learn to research using computer skills in the school library and interviews of local guest lecturers*
- *Project Based Instruction with Integrated Authentic Assessment Mediums: Units 1 & 4-6, using rubrics students will learn to evaluate floral art projects for art concepts learned through the class*
- *Interdisciplinary Lessons with Team Teaching Activities: Units 1-7, using guest lecturers and ties to other instruction areas on campus, students will learn that art is something that can touch their lives in many ways*
- *Technology Equipment Usage and Familiarization with Technology Based Assignments: Units 1-7, students will learn to use equipment such as cameras, computers, and other equipment used in the floral art industry and society*
- *Vocabulary Teaching Techniques and Graphic Organizers: Units 1-7, students will learn the flowers, vocabulary, and how to organize and present their thoughts on topics related to the floral industry and their lives*

Assessment Methods and/or Tools

- *Worksheets and text questions, vocabulary quizzes: to measure student progress in covering material related to art concepts and floral art while developing critical thinking skills*
- *Interactive Notebook: check daily, weekly and monthly goals and structures while aiding students in measuring their progress towards course goals*
- *Floral Art Practicum Presentation: unit and section projects to demonstrate student understanding of art concepts and floral art practices*
- *Student presentations and papers graded by rubric: oral and visual floral presentations accompanied by a written example using correct vocabulary and sentence structure to present floral art and other concepts, physical and higher thinking*
- *Lab Write-ups with reflection paragraphs: processing information gained from the lab experiences and expanding on their importance*
- *Designs graded by rubric: rubric presentation to aid understanding of how a floral project will be graded for design qualities enabling students to improve their performance*
- *Floral Design Portfolio: a collection of students floral and other art projects and media to display their abilities and knowledge of art concepts and abilities*
- *Art Portfolio: a collection of the various projects reflecting media, culture, history, and styles of art to reflect the students development in art theory and practice*
- *Reflective writing in Interactive Notebook: collection of student writings showing their development of ideas and thoughts on what is covered in the course*
- *History of Floral Presentation Rubrics: rubric development to help students understand how their art history presentation will be viewed and graded*
- *Timeline Rubric: rubric covering he development of art and art concepts through the ages and how they relate to floral art*
- *Individual Rubrics: help students understand how rubrics are designed and used to evaluate their work and others work during peer evaluations*
- *Analysis Paper: written and verbal presentation on an art concept or project presented to the class*
- *Grade Drawing Portfolio Rubric: understanding what is required to complete the drawing and sketching component of art appreciation and floral art*
- *Cultural and Historical Research Paper Rubric: developing a research paper on the history of art from the past, present, and how it developed down through the ages and civilizations*
- *Reflective Paragraph Rubric: students using their knowledge, correct art vocabulary, and thoughts to express how art is involved in their lives*
- *Floral Art Presentation: a presentation where students use note cards to present a verbal and physical presentation of their floral art project. This instrument can have an alternative of a written assignment for students who fear public speaking*
- *Consultation Rubric: teacher presentation on rubric design and how to use it to evaluate student floral projects to enable students to understand their grading, learn to evaluate the work of others in peer grading, and develop self-evaluation skills of their own floral art projects*
- *Color Wheel Rubric: students will develop a color wheel using colors and tints to create a color wheel. May also be done using play-dough to involve a tactile component*
- *Texture Pulp Paper and Pressed Flower Rubric: a floral art project and its grading requirements using texture media, flowers and other materials*
- *Texture Design Rubric: rubric helping students understand texture in their designs can help their grade*
- *Depth Arrangement: a floral arrangement project to demonstrate the students understanding of depth in art and floral art projects*
- *Balance Project Rubric*
- *Teacher Observation: teacher interaction with students through class and class activities, projects, presentations, interviews, media projects, equipment used in floral art production, and consultation of skill and career development*
- *Short Answer Quiz: verbal and written examples of student knowledge about floral art*
- *Visual Patterns Graded by Rubric: student understanding and interaction*
- *Presentation Board or PowerPoint graded according to Rubric: student's project used to educate others about an art concept or art related theory, or example down through history. Can be done on a standard display board or through using technology*
- *Matching and Short Answer Quiz on Types of Flowers: students will take a quiz on flower and plant identification, and materials used in floral art*
- *Flower and Foliage displays Graded with Rubric: rubric used in grading floral arrangements for their art value*

using flowers and foliage to meet art qualities like: depth, design, color, focal point, etc.

- *Glitter Painting Design Graded According to Rubric: using glitter and its effective use in art designs*
- *Time Period Poster Presentations Graded with Rubric: students select a specific time period and discuss the art forms of that period, how they came to be, and why they changed floral art*

Artistic Perception

This course satisfies the Artistic Perception requirement through students perceiving their surroundings and demonstrating relationships between visual, tactile and aromatic senses to arrange original floral art. Students will create arrangements that illustrate their knowledge of the principles and elements of design as well as their observation and perceptions of visual art characteristics. Students will develop, comprehend, and apply and extensive terminology base to the visual floral arts. Students will discern amongst various floral designs, materials and purposes to indentify commonalities and difference. Students will create and analyze aesthetic qualities of their own/peers' arrangements in order to refine their own works.

Creative Expression

This curse satisfies the Creative Expression requirement through students creating works of floral art that demonstrate knowledge of the power of the principles and elements of design. Students will create unique arrangements using a variety of media while applying arrangement techniques to communicate effectiveness. Students will evaluate, synthesize and analyze visual and floral art problems in two and three dimensional media by applying their knowledge of the technical skills of the principles and elements of design and blend them in new and original ways to create a personal statement. Students will express their ideas and thoughts through a wide variety of floral media, techniques and processes. Students will select specific media and develop a personal study of images that contain and express different meanings. Students will identify different approaches to making critical judgments and use them when reflecting on their own work and that of others. Students will analyze and discuss their own work and others work and use of media to translate ideas and feelings into visual statements of aesthetic merit.

Historical and Cultural Context

This course satisfies the Historical and Cultural Context requirement through students identifying and discussing variations in stylistic periods and artistic expression from different historical areas. Students will describe distinguishable characteristics, identifying elements and styles of the visual and floral arts. Students will compare and contrast differences in the expression of common themes and in the use of visual elements, technical processes and stylistic elements in the floral arts of various cultures. Students will demonstrate knowledge and uses of floral arts from a variety of diverse cultures by describing roles and arranging specific floral designs. Students will interpret specific themes and ideas through analyzing a variety of cultural and contemporary arrangements. Students will analyze floral works understanding the artist's reflection of the ideas and values of their own cultures.

Aesthetic Valuing

This course satisfies the Aesthetic Valuing requirement through students conducting research and being engaged in direct instruction, discussion and application whereby they will derive the meaning of specific works in the way in which these works are related to historical, cultural and contemporary context. Students will respond to floral art works by evaluating and discussing their own interpretations, ideas, attitudes, views and interactions with the visual arts. Students will become more sensitized to art resulting in a greater appreciation of floral art works. Students will use analysis, interpretation and judgments about visual relationships based on learned aesthetic values to improve floral art production. Students will analyze aesthetic similarities and differences. Students will heighten their aesthetic awareness of visual and tactile qualities of art, nature, events and objects within the total environment.

Connections, Relationships, and Applications

This course satisfies the Connections, Relationships, and Applications requirement through students comparing principles of floral art design between other visual art forms through comparing and contrasting a spectrum of art forms. Students will identify and explain careers and subjects related to the floral and visual art industries. Students will complete a survey of a community building, a mall or other public site observing and recording the

use of visual arts including flowers and ornamental plants in their design scheme and will be able to recognize the function of visual floral arts in a community. Students will recognize the floral designer's role. The Elements and Principles of Floral Design is centered around an extensive visual arts component as well as incorporating agriculture and other curricular areas including reading, writing and oral reporting as well as technological applications.

DISTRICT
Course Description

(Must be accompanied by a Course Adoption form & Textbook Adoption Form)

Full Course Title: Biology and Sustainable Agriculture

School Associated with course: ☐ DHS ☐ ERHS ☐ PVHS ☑ SMHS

School Contact

Name: Mark Powell **Title/Position:** Department Chair

E-mail: mpowell@smjuhsd.org **Phone:** 8059252567 **Ext:** 3331

Department: Agriculture

Transcript Course Code(s) / Number(s):

Subject Area

- ☐ English Requirement
- ☐ World History
- ☐ US History
- ☐ Government
- ☐ Economics
- ☐ Mathematics
- ☐ Physical Science
- ☑ Life Science
- ☐ Physical Education
- ☐ Visual & Performing Arts
- ☐ Health
- ☐ Elective

Grade Level(s)

☑ 9 ☑ 10 ☑ 11 ☑ 12

Vocational Education (CTE) ☑ Yes ☐ No

Career Pathway: Intro to Agriscience

Industrial Sector: Agriculture & Natural Resource

☑ **Introduction** ☐ **Concentration** ☐ **Capstone**

Unit Value

- ☐ Semester (5 units)
- ☑ Year A/B (5 units per semester)
- ☐ Year A/B (two period course, 10 units per semester)

Comments:

Course Purpose: *What is the purpose of this course?*

Sustainable Agriculture is a one year course designed to integrate biological science practices and knowledge into the practice of sustainable agriculture. The course is organized into four major sections, or units, each with a guiding question. Unit one addresses the question, What is sustainable agriculture? Unit two, How does sustainable agriculture fit into our environment? Unit three, What molecular biology principles guide sustainable agriculture? Unit four, How do we make decisions to maximize sustainable agricultural practices within a functioning ecosystem? Within each unit specific life science principles will be identified with agricultural principles and practices guiding the acquisition of this knowledge, culminating in the development of a sustainable farm model and portfolio of supporting student research

B. COURSE CONTENT

Course Outline: A *detailed descriptive summary of all topics covered. All historical knowledge is expected to be empirically based, give examples. (i.e. California State Standards).*

See attached course content unit outline.

Text(s): Title: Biology - The Dynamics of Life (currently in use at SMHS)

Edition: _____ Publication Date: _____

Publisher: _____ Author (s): _____

URL Resource(s) _____

☐ Usage ☑ Primary Text ☐ Read in entirety or near entirety

Pre-Requisites
N/A
Co-Requisites
N/A

Supplemental Instructional Material: *Please Describe. If using online text or non-standard material, please provide the title of the material or webpage and the URL link.*

See attached

Instructional Methods and/or Strategies:

Classroom direct instruction and labatory

Assessment Methods and/or Tools:

see attached

Activities: *(if applicable)*

N/A

Certificate: *(if applicable)*

N/A

UC CURRICULUM INTEGRATION

Title: Biology and Sustainable Agriculture

Length of Course: Full Year (2 semesters; 3 trimesters; 4 quarters)

Subject Area – Discipline: Laboratory Sciences ("d") – Biology

UC Honors designation: No

CTE Sector: Agriculture and Natural Resources

CTE Pathway: Agriscience

Grade Level(s): 9-12

Prerequisite(s): Algebra 1 or IM 1

Overview:

Sustainability is based on a simple principle: Everything that we need for our survival and well-being depends, either directly or indirectly, on our environment. Sustainability creates and maintains the conditions under which humans and the biotic world can exist in productive harmony, that permit fulfilling the social, economic and other requirements of present and future generations. Sustainability is important to making sure that we have and will continue to have, the water, materials, and resources to protect human health and our environment. (adapted from http://www.epa.gov/sustainability/basicinfo.htm)

Sustainable Agriculture is a one year course designed to integrate biological science practices and knowledge into the practice of sustainable agriculture. The course is organized into four major sections, or units, each with a guiding question. Unit one addresses the question, What is sustainable agriculture? Unit two, How does sustainable agriculture fit into our environment? Unit three, What molecular biology principles guide sustainable agriculture? Unit four, How do we make decisions to maximize sustainable agricultural practices within a functioning ecosystem? Within each unit specific life science principles will be identified with agricultural principles and practices guiding the acquisition of this knowledge, culminating in the development of a sustainable farm model and portfolio of supporting student research.

Course Content:

Unit 1: Driving Question: What is sustainable agriculture?

This introductory unit will focus on the biological classifications of agriculture and their associated industry sectors, what sustainability is, and how the scientific method is the driving force behind advancements and developments in sustainable biological practices within agriculture. Students develop an overview of agricultural industries and biologic

practices through research projects on facets of California agriculture, and identify what sustainability and sustainable practices are through individualized lab experiments relating to current practices. Ultimately, students will be able to use the scientific method to complete an extensive laboratory experiment that is designed to evaluate potential feed source varieties for sustainable success within their local community.

Unit 1: Key Assignments

1. "What is sustainable agriculture?"
Students groups will research the various biological divisions of what constitutes agriculture (plant science, animal science, forestry, horticulture, etc.). Within their research they will identify the sub categories of industry that fall within their topic, what career paths are available within each, what are currently identified as "best practices" (such as the three E's of sustainability -- economics, ecology and equity) and what are some of the sustainability issues and biologic concerns within each of these divisions. Students will then develop a multimedia presentation to introduce their particular area of agriculture to the class and identify the most prevalent issues facing their particular field of interest.

2."That's Ag - The Science Behind Agriculture" – Categorical Based Mini-Labs:
Student groups will design and complete an inquiry based mini-lab experiment to expand on their knowledge of the particular industry sector they researched from the previous activity. Choosing a focus from one of the areas of concern or issues within their sector, students will then design and implement an experiment that tests factors contributing to the issue and potential impacts they have on the population using scientific method learned in class. Examples might include a lab on animal production and energy flow, a lab on soil degradation and plant germination, a lab on food processing practices, a lab on post-harvest preservation, etc. The labs will introduce the application of inquiry within the agriculture sectors and the importance of the implementation of research in the industry. Design protocols, data, and analysis will be submitted in lab report format. As part of their analysis, students must use their data to make suggestions on how to improve efficiency or yield, or lessen the impact of processing, relevant to their finding of their particular experiment.

3. Scientific Method and Sustainability Lab – "Work Like a Scientist"
In this lab students are introduced to the scientific method, the basis for all scientific decision making. The native grasses research will provide students with the foundation of scientific investigation application as well providing key research that will be used in the final unit project as well as the end of course project. Students will research the difference between native grasses versus invasive grasses including specific species. Using this knowledge they will hypothesize germination rates between these two variable groups. Students will then design and implement an experiment incorporating quantitative data collection, analysis, and draw conclusions reflective to their hypothesis, and evaluate the grasses for potential sustainability within their communities.

As a continuation of the germination experiment, given that the two variables have differing germination rates, students can identify other measures of "success" of a potential feed crop. They will then sample the community environment for the potential

factors affecting the continued growth and development of grasses. Samples would include soil testing, (pH, nutrient composition, structure and texture, and water capacity), water availability, and ambient temperatures. Combining this information with the initial background research regarding natives versus invasive, students will hypothesize on the continued success of their germinating grasses, then transplant their seeds into test plots or fodder trays, and allow for continued growth. After a predetermined amount of time, sample plots will be analyzed for percent coverage and measurements of species biomass will be completed. Using this information students will determine the most biologically suitable grass species to plant that would be the most sustainable within the local community through a written lab completed in their lab notebook and a powerpoint presentation of their hypothesis, design, data and conclusion.

Unit 2: Driving Question: How does sustainable agriculture fit into our environment?
While unit one examined whole systems, unit two takes a closer look at components within that system. Students will use evidence gathered from a series of laboratory exercises to be able to describe the transfer of energy from one trophic level to another as well as the cycling of nutrients and energy through ecosystems. Students will be able to draw conclusions about these biogeochemical cycles and how they apply to sustainability of production agriculture. Specifically, students will conduct primary research in the areas of photosynthesis and chemical energy creation, nutrient cycling, transpiration and water use, ecological relationships and global farming practices in order to draw biologically-sound conclusions regarding the effects of agriculture on the natural environment. The students learning will culminate in a synthesis of concepts applied to the development of a three year sustainable crop rotation plan.

Unit 2: Key Assignments

1. "Bacteria at Work" - Nitrogen Fixation
Students will analyze the effects of nitrogen fixation on plants initially by examining prior studies as well as industry publications regarding the role of nitrogen in plant growth and the methods by which farmers enhance nitrogen levels in soil. This should include a thorough look at the microbiology of nitrogen-fixing bacteria, plant and root physiology, nutrient cycling and uptake in plants, chemical processes and cellular respiration in plants and fertilization methods. After garnering that background information, students will conduct an experiment that compares the effects of added nitrogen fertilizer versus nitrogen fixing bacteria on the growth of clover. Students will grow clover plants in soil with no nitrogen added, in soil with nitrogen fertilizer added, and in soil containing nitrogen-fixing bacteria (in this case, a species of rhizobia called Rhizobium legominosarium, or R. legominosarium). Students will monitor the nitrogen levels in each type of soil using a nitrogen testing kit. The students will observe the effects of nitrogen on the health of the clover plants by measuring the increase in biomass of each plant during the experiment. Plants should be harvested, soil washed away, and weights taken on plant material produced. Students will use the data collected to create a graph showing the relationship between nitrogen availability in the soil and crop sustainability. This allows students to not only experience agriculture's role in the nitrogen cycle, but also provides necessary supporting data for decision making in the final end of course project.

2. "Morning Jolt!"- Photosynthesis Lab

Photosynthesis is the basis for the creation of chemical energy in the natural world. Plants require light in order to transform one type of energy into another, and the quantity and type of light determine the optimal photosynthesis rates. Students will conduct a laboratory exercise that examines the effects of shade on the growth of plants and the rates of photosynthesis and will develop a written memorandum to the International Coffee Growers Association regarding optimal shade levels for the growth of coffee trees, including information regarding ecological sustainability involved in the practice. The process will begin by using industry journals to examine coffee production methods; primarily comparing and contrasting industrial coffee production with shade-grown, sustainable coffee production. Students should come up with the following information: arabica coffee has the highest yields under 35 to 65% shade. In addition, growing coffee under shade also discourages weed growth, may reduce pathogen infection, protect the crop from frost, and helps to increase numbers of pollinators which results in better fruit set. However, in order to produce faster, higher yields and prevent the spread of coffee leaf rust (Hemileia vastatrix), many coffee plantations began to grow coffee under sunnier conditions. The fewer shade trees that are in coffee plantations, the less biodiversity there is in those plantations.

The laboratory exercise will use several small coffee plant starts (available for purchase online as seeds or a houseplant) and will grow them for a series of days under varying shade levels. Students will conduct visual assessments of plant health and growth, then conduct a traditional floating leaf disc assay protocol to assess photosynthesis levels under varying light conditions. Students will use both the previously gathered background information regarding industry practices, sustainability and plant growth as well results of the primary research to develop the memorandum regarding optimal shade levels for sustainable coffee growth.

3. "Move on Through" - Transpiration Lab

Students will initially conduct background research into water use in agriculture and the demands placed on farmers to be efficient and careful with this scarce natural resource. Students will then investigate transpiration as part of the hydrologic system, based on different genetic variations of plant structure (leaf type and shape, for example). Students will conduct a research exercise by examining transpiration in plants with various leaf structures. This can occur using locally-grown crops or by using exotic crops and adding a component regarding appropriate plant selection. In this lab, students will use the plant weight protocol to measure the transpiration rates of individual plants. Students give plants a predetermined amount of water, reweigh the plants, and continue weighing the plants over time to contrast weight differentials and determine water loss through transpiration. Students will monitor observable physical changes in the different plants' condition as water is depleted, collecting qualitative data and measuring the diurnal transpiration rates. Students will apply the individual plant water usage data to larger scale acreage to analyze water usage. Students will create a written case study to justify plant selection within the context of the sustainability of the hydrologic system.

Optional extension: include in the case study how trends in daily transpiration rates change if water losses were replenished through different irrigation management techniques (drip, flood, etc.).

4. "From Trash to Gas" - Sustainable Waste Management

Students will use both primary and secondary research to discover that food scraps, dead plants, manure, and other decaying organic matter, called *biomass* are a rich source of energy. Energy can be procured from biomass by turning it into a gas called *biogas*. The process will begin by students examining agricultural examples of biogas production (small scale composting, dairy lagoon gas extraction, codigestion, etc.) as well as the microbiological basis for biogas production, including aerobic and anaerobic fermentation, cellular respiration, lignocellulosic breakdown, etc. As part of this analysis, students will compare the amounts of biogas produced by different types of biomass. In order to quantify their findings, students will conduct an experiment with three soda bottles filled to the same volume with various types of biomass commonly used in biogas production. Bottle one will contain cow manure, bottle two will contain cow manure and household kitchen scraps, and bottle three will contain cow manure and a biological waste product of the students choosing (teacher approved). Bottles will be topped with a small balloon. Students will record the circumference of each of the balloons at the same time of day over a period of 10 days as well as record observations of the biomass inside of the bottles. Students will create a graph representing the circumference of balloons and the number of days. Students will compare graphs to determine which biomass type produced the fastest inflation of the balloon. Upon completion of the experiment, the students will then need to develop a written plan for how this naturally occurring byproduct can be harnessed to benefit a farming situation. In addition to incorporating their data, this plan should include: research on how the gas is used, the scientific processes behind biogas creation (fermentation, anaerobic digestion, etc.), biomass feedstocks that can be used to create efficient quantities of biogas, potential uses of biogas, and potential economic and sustainable benefits of instituting a biomass digester.

5. "Composting, Do the Rot Thing"

Students will examine the principle of composting organic material, and the process of converting complex organic matter into the basic nutrients needed by living organisms. Prior to conducting the experiment, students will use industry and extension publications to learn the processes of composting, as well as the benefits and challenges of compost production (available nutrient levels, community perceptions, hazardous materials, smell, storage, etc.). Following the background research, students will conduct a laboratory exercise that will examine the utilization of organic wastes (household) as nutrients for plants. It will allow students to investigate which waste products can be composted and best utilized by plants. Based off of prior knowledge of an ecosystem and how ecosystems regenerate as well as the interaction of food and fiber systems with natural cycles, students will justify specific nutrient requirements, as well as renewable and nonrenewable natural resources. Students will prepare three test plots, one plot with just soil, one with soil and household waste products collected by students, and one plot with animal waste products. Students will then monitor plant growth and development to graph their results. Students will create an informational, six paneled brochure that explains a waste management plan using compost. Included in the brochure should be information regarding the microbiology of compost production in addition to the practical household application of the research. Additionally, the brochure should outline the removal of organic matter to increase ecological sustainability while having the least

environmental impact on the farm and community.

Unit 2. Assessment

Plant, Grow, Rotate, Repeat Sustainable Crop Management Plan

Students will apply concepts of the biogeochemical cycles as well as waste management to create a 3 year sustainable crop rotation plan that produces the highest crop yields for any given location with the least environmental impact. Students must analyze current soil conditions as well as community needs when considering their crops for production. Student focus should be on nitrogen fixation of specified crops. Students will use previous knowledge of ecosystems, invasive species, and producer and consumer relationships as well as research current market prices and local demands, to assess the environmental contribution and the economical impact from each crop. When creating the 3 year crop rotations students will defend their selections and the ecological impacts of their decisions. The synthesis of the students' research will culminate in written proposal to a local producer.

Unit 3: Driving Question - What molecular biology principles guide sustainable agriculture?

In this unit, students will examine the science of agriculture and evaluate the efficiency and sustainability of current methods. Students will explore the concepts of taxonomy of plants and nomenclature of animals, cell structure, cellular division, DNA, and chromosomes. Students will apply this knowledge to evaluate desirable inheritable traits in each species to artificially select characteristics to breed more efficient and productive offspring as a part of their created breeding plan. Students will be introduced to genetic markers, genetically modified organisms, and biotechnology. With this knowledge students will examine and evaluate biotechnology, the ethics of genetic manipulation, and its implication on the sustainability of agriculture and our ability to feed a growing population. As a culminating project for the first two units students will design, conduct, and interpret their own agricultural research project on a biological issue facing agriculture and present their findings with a visual, written, and oral report.

Unit 3: Key Assignments

1. "Breed For The Need"- Sustainable Breeding Evaluation

Animal genetics play a role in sustainability. An animal that is genetically predicted to become heavier muscled in a shorter period of time will utilize less pasture and nutritive resources than one that takes longer to reach the same weight. A female who produces more milk to feed her offspring will utilize less resources for both her and her progeny. Therefore, summative phenotypic traits are important to evaluate in a sustainable ecosystem in order to efficiently utilize natural resources. By analyzing these traits students can determine the probability of the trait expression in an animal's offspring. After instruction on chromosomal physiology, multicellular organization, animal anatomy, basic heredity, and genetic expression, students will identify desirable characteristics from a group of four animals of the same species to create a sustainable breeding plan that will include: hybrid vigor, genetic efficiency and other genetic traits. Students will use three components to evaluate the group of four animals that include the farmer's

sustainability scenario, expected progeny difference data and phenotypic evaluation of the animals. First students will read an agricultural producer's written scenario that describes the targeted phenotypic traits a farmer desires based on the environment that must sustain the health and nutrition of the specific animals while not depleting the natural resources within that biological system. The parameters of the traits the students will evaluate include milk production (the weight of the weaned offspring that was contributed to the amount of milk the mother produced), weaning weight (the weight of the offspring when removed from the mother), yearling weight (the weight of the offspring at eighteen months of age and birth weight (the weight of the offspring at birth). Next, the students will read and analyze Expected Progeny Difference (Summative phenotype expression) data. Finally, students will perform visual observations of the phenotypic traits in those four animals. Students will assess and prioritize the three analyzed components based on importance and collectively use them to place the four animals in phenotypic order from the most desirable for the environment to the least desirable according to the farmer's sustainability scenario. Students will give an oral defense with evidence to support reasoning.

2. "Where Should I Make My Home ?"- Sustainable Production Plan

The students will be put into groups and collectively evaluate the same animals from the previous activity with summative phenotypic traits for each of the bio-geological growing zones in California which are desert and high desert, coastal, valley, foothills and mountains. Instruction should occur on plant taxonomy and livestock anatomical suitability (large animals in areas with poor biomass production, genetic hardiness factors, etc.) prior to the secondary research being done. Research done on each zone will provide information on the possible sustainability plans in which the four animals could be raised. Students will research the ecosystem of each area, analyzing what crops, pasture and range can be grown and the effects of climate and rainfall on the availability of nutrients for the animals' sustainability. Based on the data accumulated from the research they will reevaluate the four animals from the previous lab including EPD data. For each zone they will place the animals in order from the one most suited and efficient to the least. Students construct a written defense for their decision in the placing of those animals in each zone based on their data and research. They will argue the merits of their placing based on the data from their zone research: native and nonnative grass and crop survivability in each zone that provides nutrition to the animals, biological merits and disadvantages of each zone on the animals. They will then use the zone information to reevaluate the EPD data and how it can be best utilized to meet the animal's biological needs. Using the research and accumulated data students can determine a class placing for each region of California.

3. "Battle of the Seeds" - Biotechnology Use in Agriculture

Crop decisions made by agricultural producers are often predicated on understanding the climate, rainfall and topography needs of their growing area. These decisions often prioritize crop yield, but also must take into account the biological health of each system. The previous lab focused on evaluating the efficiency of specific animals introduced into an ecosystem where the biological components were predetermined and consistent. In this activity, students explore the introduction of new plants into predetermined, consistent ecosystems by investigating how germination, growth and efficiency of plants (crops) can be affected by genetic and environmental changes. Prior to the experiment,

students should be instructed in cell division and structure as functions of organism growth, genotypic traits and variable expression, traditional hybridization methods and modern genetic manipulation.

For the primary research exercise, students will set up three demonstration plots to compare growth and yield rates of plants. Half of the class will grow unweeded plots of plants, manually weed-controlled beds, and chemically controlled beds with plants that have been genetically modified to withstand the effects of a widely-used herbicide. The other half of the class will grow hybrid seed, non-hybrid seed, and genetically enhanced seed of the same plant. Upon analyzing data of plant growth and yield rates students will calculate the cost in time and money for the methods demonstrated. Students will formulate a written opinion/thesis and defend from evidence the most sustainable method of growing food based on their experiment. Students determine the statistical, economical and biological differences of genetically modified organisms as compared to natural organisms. Students will then research public concern of genetically modified organisms to prepare for a class debate. Utilizing their experimental results and research students debate the use of biotechnology and genetically modified organisms playing one of four following roles; a leader of a developing nation where hunger is a problem among their citizens, a biotechnology company specializing in producing genetically modified plants, a farmer, or a parent who primarily purchases organic produce. Students will reflect on their original opinion and write what they learned as a result of this experience.

Unit 3. Assessment:

"Hypothesize, Analyze, Repeat" - Formal Research Project

Labs and activities have been done in this unit that represent the common applications of biological factors such as genetic potential and variability of plants and animals, the symbiosis of animals and plants within an ecosystem and the impact of new species introduced into an established environment. Students will utilize the science of nature they learned in unit three, how that science fits into the biological systems from unit two and how those systems contribute to sustainability in unit one to develop a comprehensive agriscience experimental research project. Students will identify a problem related to agriculture that is the result of completing the first three units of the course (plant science, animal science, natural resources). Students will utilize the empirical method to design an experiment that will test their own authentic hypothesis using the skills and processes learned throughout the course that include dissecting published research and studies, testing the hypothesis, collecting, synthesizing, analyzing and interpreting data, accepting or rejecting the hypothesis based upon the data, technical reading and writing, and scientific collaboration. Specific expectations for the written research project are outlined below:

1. Forming a Hypothesis

Students will use credible sources to conduct background research on the agricultural issue they are investigating, and they will use this research to generate a testable hypothesis related to the scientific problem they have identified. The hypothesis developed by the student will be constructed with the independent and dependent variables in mind.

2. Experimental design and conducting experimentation
Students will construct an experimental design to test their hypothesis. A written experimental design should be constructed consistent with scientific protocol using a systematic approach outlined in the previous units. Students will have their experimental designs reviewed by industry experts, agricultural instructors, local growers/producers, researchers or university representatives. After validating the design using the peer review process, students will move to the experimentation phase of their research. Experimental designs should include replicates, control groups, and determine the variables to be controlled and how. Additionally, a determination should be made as to the type of data that will be collected and in what ways, with the emphasis placed on quantitative data or quantifying data that is qualitative in nature. Students will use their experimental design to test their hypothesis. For example, in a study of primed versus non-treated seeds, seeds would be planted in identical environments, multiple test groups would be established and compared to a control group, and the number of germinated seeds would be counted and recorded to quantify the outcome. Raw data should be recorded using a field book or electronic device.

3. Analyzing data, interpreting data and forming conclusions.
Students will determine the best methods for organizing their data using tables. Students will use mathematical principles to synthesize their data, calculating a mean, for example. Furthermore, a statistical analysis of the data will help the student determine if the results are due to chance or the independent variable that was tested. Students will choose the best way to present their data using graphs they believe will most effectively demonstrate their findings, and will further summarize what each graph shows. Finally, students will interpret the data and formulate conclusions based on the results. In the written conclusion, students will use their data to either accept or reject the original hypothesis. Conclusions should be directly supported by the data and supported by previous research. Students will also identify the limitations of their research, improvements that could be made to the experimental design, as well as future studies that may be conducted that relate the study at hand.

4. Evidence of Performing the AgriScience Research Project
Students will submit their research in a written paper, and it will include the following components: problem/purpose, background research, hypotheses, methodology, results/data, and discussion/ conclusion. The paper will be written using skills associated with technical and scientific writing, for example, refraining from the use of personal pronouns or keeping discussion limited to what the research and data suggest rather than personal opinion and bias. APA format will be utilized to reference and cite sources. Students will create a visual display board, using a digital format that mirrors the use of research posters in higher education, which will also include all of the components of the paper, but in a condensed form. The peer group that reviewed the original experimental design will review the final research paper. The project and its findings will be shared with the class in an oral presentation, with the research board on display to aid in communicating the results of the research.

Unit 4: Driving Question:How do we make decisions to maximize sustainable agricultural practices within a functioning ecosystem?

Students will understand common practices in the agriculture industry that promote sustainability. They will evaluate and/or refine technological solutions that reduce impacts of human activities on natural systems by using practices that utilize cellular biology, genetics, energy cycles, biological systems, plant and animal nomenclature and how these units collectively create ecosystems that were covered in the previous units. Students will conduct production practices in the areas of animal science, horticulture, and natural resources. Students will experience how the biological systems can be changed at the cellular level, promoting the emergence of new energy cycles that produce useful, recyclable products that have a positive impact on the environment, thus decreasing the impact of agriculture on the environment and promoting sustainability. Students will investigate positive sustainable approaches to changing negative impacts agriculture has on the land by testing methods of efficiency in laboratory work. This experience will give students perspective on production costs and resource needs in relation to animal welfare, mechanization versus labor, and use of chemicals to non-use of chemicals. Students will utilize this hands-on production experience to develop their own sustainable farm as a culminating final project to illustrate the management of agricultural systems, management of natural resources , the sustainability of an ecosystem for the future while preserving biodiversity.

Unit 4: Key Assignments

1. "Show Me You Care" - Practice in Animal Health Management

Common animal production practices are done to ensure multi-system homeostasis and to foster productive animal growth and general welfare. Prior to conducting a laboratory exercise, students will engage in secondary research that seeks to correlate common livestock production practices to maintaining system health in animals. For example, castration, tail banding, hoof trimming and vaccinations prevent pathogen (viral, bacterial, fungal and parasitic) infections and thereby ensuring the health of the immune system, lymphatic system and respiratory system, among others. Shearing, clipping and dehorning are noninvasive procedures that provide recycling opportunities of animal byproducts but are also designed to maintain homeostasis and to protect vital organs throughout multiple systems (shearing reduces overall stress on the circulatory system, for example). Animal identification requires animals to have a traceable number like the scrapie tag that traces the animal to the breeder in case an animal tests positive for the genetic disease and ensure herd health (preventing disease outbreaks that can stress multiple systems).

After the conclusion of the background research, students will engage in a laboratory experience where they will conduct common livestock production procedures practiced in the United States through the application of: castration methods, dehorning practices, vaccination protocols, identification systems and shearing techniques. Students will divide into groups to demonstrate one or more of the common livestock production practices within several species of livestock and small animals. After the conclusion of each of these demonstrations, students will choose one method they demonstrated and write an explanatory position paper that correlates the production practice to physiological health in the animal, highlighting homeostatic mechanisms and system nomenclature.

2. "If You Root It, They Will Grow" - Sustainable Practices in Horticulture
The ability to graft, increase growth rates and clone species of plant, trees and crops is an option that can increase the number of organisms that can be planted in a shorter amount of time. Using one plant to create many or the ability to grow different varieties of fruit on one tree maximizes the efficiency of each organism within an ecosystem. The ability to utilize this technology increases species diversity while positively affecting land biomass. Students will experience a laboratory activity, conducting propagation techniques that make plants more efficient and in return contribute to the energy cycles within the ecosystem potentially maximizing sustainability of the plant and its production.This laboratory lets students use asexual propagation through the application of auxins directly onto plants used as a common practice in the horticultural industry. Students will also research the role of auxins and make predictions on its effectiveness on their assigned mother stock plant. Through teacher demonstration, students will learn the proper steps of asexual propagation and make cuttings of their plant. Each student will test the effectiveness of auxins (rooting growth hormone) with one row in a flat being a different concentration of hormone and one control. After two weeks students will collect data every three days and record the rate at which their plant cutting roots. Students will calculate the cost of hormone treatment versus the time for cuttings to root to recommend the use or non-use of auxins on their assigned plant in their lab report.

In the next step of the laboratory students will practice the proper steps of transplanting and fertilizer use as regular practice in the horticultural industry. Students will take their rooted cuttings and transplant them to a larger container. After direct instruction on types of fertilizers, students will make predictions on the most effective type of fertilizer for their rooted cuttings; liquid, slow release, and organic. Students will be assigned a growing area (landscape plot, or one gallon-containers) to conduct their experiment. Students will test each type of fertilizer with four rows of plants. One row will be the control, without fertilizer application and the other three rows will have liquid, slow release, and organic fertilizer applications. Students will take daily measurements and make final conclusions of fertilizer effectiveness for their plant. Students also compare cost of fertilizer to effectiveness to determine final recommendations in their lab report.

3. "It's Easy Being Green - Growing Green Communities" - Landscaping
Students will utilize the Horticulture report and experience to create a landscape plan in groups. Students will utilize the original cuttings from the previous activity which are now grown plants. Each group will use those plants in designing a landscape for a specific area designated by the teacher that could include areas around the school and/or community. Students must consider plant growth requirements, resources such as water, soil quality, and fertilization needs. Students must address the long term needs of their landscape and write a reflection on the positive and negative aspects with recommendations for more sustainable qualities. The students will submit their designs in a written proposal to the school and or community organizations for approval. Those approved will be planted and maintained by the group for the rest of the year.

4. "Use Me Responsibly or Lose Me Forever" - Using Nature's Natural Resources
Students will delve deeper into natural resources conducting research on bioprospecting. They will use the knowledge gained within this unit regarding the potential to change the

future through bioprospecting and the need to prevent the exploitation of those resources to preserve the biospheres for future generations. Students will read articles about the use of plants and animals in nature like coral producing a natural sunscreen named, "Sunscreen 855". To prevent the harvest of coral in order to save the barrier reef they isolated the compound and produced it in a lab that will be the most naturally occurring sunscreen developed. Students will discuss the importance of bioprospecting, as well as how the prospect of products from plants and animals argues for the continued maintenance of biodiversity and sustainability as long as the resources are not exploited.(Biology,Prentice Hall) After the discussion students will research other types of bioprospecting happening in agriculture. They will choose one material (natural resource) being prospected and find the following information from their research: what research is being done on the material, how are they utilizing the material and how does the research and use of the material play a role in sustainability. The information accumulated on the material bioprospecting will be utilized in a flyer created by each student. The flyers will be set-up in a walking gallery where the students will use a bioprospecting rubric to score the importance of each natural resource presented as a valuable material for continued research. The students will have a class discussion about which three natural resources are the most valuable source of bioprospecting to contribute to sustainability of the human population.

5. Bioprospecting - "Motoring with Microbes" – Discovering Cellulose Microbes for Biofuel Efficiency

The students will then conduct a research lab on Bioprospecting for Cellulose-Degrading Microbes: Filter Paper Assay Method where Students collect samples that they predict will contain communities of cellulose-degrading microbes and test for the ability of microorganisms in their samples to break down pure cellulose (filter paper). In the process, groups collect evidence to test predictions about which environmental microbial samples will be the most effective for degrading cellulose. By comparing results across groups, students can begin to uncover patterns and develop explanations about the types of environments that support cellulose-degrading microbes. This lab method is nearly identical to that used by researchers and student results could help scientists discover new enzymes for efficient biofuel production that is key in agriculture's ability to remain sustainable in the next century. Students will turn in a completed lab using scientific method and write an abstract of their research to send to the Great Lakes Bioenergy Research Center as part of their on going research on biofuel.
https://www.glbrc.org/education/classroom-materials

Unit 4. Assessment and End of Course Project

"I Believe in the Future of Agriculture" - Sustainable Farming Project

Students will design a solution for developing, managing, and utilizing energy and resources through the development of a completely sustainable farm on 400 acres that must include a minimum of three crops and two species of animals. A comprehensive farming portfolio will be created. The portfolio will include data and research done from each unit within the course to be used to create their farm as well as provide evidence to defend the sustainability of that farm and thus, the best representative of sustainability. The students must research genetic varieties of crops and species of animals based on genetic efficiency and commensalism. Attention to how soil nutrients and deficiencies

affect vegetative reproduction, germination, plant growth and crop adaptation within an environment must be utilized in the research. Based on the data the students will determine the crops to be produced. They will research and evaluate the species of animals that will have a symbiotic relationship with the crops they have chosen above. Phenotypic and genotypic traits, hybrid vigor, commensalism, and other variables should be used to determine the two species of animals that will be best suited for the designed environment while providing for the welfare of the animals' health and nutrition. Animal welfare must be addressed in the decisions made to create a farm that is positive and biodiverse in nature. Environmental impacts based on the crops and animals raised on the farm need to be identified dealing with biological magnification, depletion of soil /plant nutrients , use of natural resources , pollution issues dealing with waste and desertification. The students will use this information as well as the data and labs from the previous units to determine the carrying capacity of livestock and acres of crops to be grown on the farm . Biological methods of reducing the identified environmental impacts will then be designed by the student, which could include methane digesters, aquaculture, CO2 collectors and irrigation water recycling. Finally, students will address the management decisions made to reduce the farm's carbon footprint over a decade of production. The portfolio and presentations will be presented to the local farm bureau as well as other agriculture associations and businesses.

Course Materials:

Primary Textbook:
District Approved Biology Text
Example: Joe Levine and Ken Miller. *Biology*. Prentice Hall, New Jersey. 2008

Secondary Texts:
Herren, Ray V. *The Biological Approach to AgriScience*. 4th edition. Delmar Thompson Learning. 2012. New York.
Herren, Ray V. *Introduction to Biotechnology: An Agricultural Revolution*. Delmar Thompson Learning. 2005. New York
Camp, William G. and Thomas B. Daugherty. *Managing our Natural Resources*. Del Mar Publishers. 1998. New York
Baker, MeeCee and Robert Mikesell. *Animal Science: Biology and Technology*. 3rd edition. Delmar Cengage Learning. 2011. New York
Bidlack, James and Shelley Jansky. *Stern's Introduction to Plant Biology*. 12th edition. McGraw Hill Publishing. 2010. New York.

Supplemental Materials:
Burton, Devere L. and Elmer L. Cooper. *Agriscience: Fundamentals and Application*. 3rd edition. Delmar Thompson Learning. 2002. New York.
International Food Information Council. *Biotechnology: A Communications Guide to Understanding*. 2003 edition. Washington D.C.
Great Lakes Bioenergy Research Center. 2007-2013. Bioprospecting Laboratories https://www.glbrc.org/education/classroom-materials. Wisconsin.
United States Environmental Protection Agency. 2000-2014. What is Sustainability? https://ipa.gov/sustainability/basicinfo.html. Washington D.C.

Chemistry and Agriscience

Santa Maria Joint Union High School District

Submitted: Jul 24, 2019
Decision: Jul 24, 2019

ubmission Feedback

PPROVED

asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
anta Maria High School (053305)	Classroom Based	**Abbreviation**	**Course Code**
		Chem & AgSci A	AG6300
		Chem & AgSci B	AG6301

Title:	Chemistry and Agriscience
Length of course:	Full Year
Subject area:	Science (D) / Chemistry
UC honors designation?	No
Prerequisites:	Algebra 1 (Required)
Co-requisites:	Algebra 1 (Required)
Integrated (Academics / CTE)?	Yes: Agriscience
Grade levels:	9th, 10th, 11th, 12th

ourse Description

This course is adopted from **University of California Curriculum Integration (UCCI)**. Please refer to their course list for a full course description.

ourse Materials

This course is adopted from **University of California Curriculum Integration (UCCI)**. Please refer to their course list for a full course description.

dditional Information

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acher
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COURSE DESCRIPTION (DISTRICT)

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title

Environmental Horticulture Science A/B

2. Transcript Title(s) / Abbreviation(s)

Env Hort Sci

3. Transcript Course Code(s) / Number(s)

AG6380 AG6381

4. School

Santa Maria & Righetti High School

5. District

Santa Maria Joint Union High School District

6. City

Santa Maria, CA 93455

7. School / District Web Site

http://www.smjuhsd.k12.ca.us

8. School Course List Contact

Name: Jim Armstrong

Title/Position: Asst. Supt. Curriculum & Instruction

Phone: 805 – 922-4573 **Ext.:** 4211

E-mail: jarmstrong@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Visual & Performing Arts
  - ☐ Intro ☐ Advanced
- ☒ College Prep Elective

10. Grade Level(s) for which this course is designed

☐ **9** ☐ **10** ☒ **11** ☒ **12**

11. Seeking "Honors" Distinction?

☐ **Yes** ☒ **No**

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Is this an Internet-based course? ☐ Yes ☒ No

If "yes", who is the provider? ☐ UCCP ☐ PASS/Cyber High ☐ Other_____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- ☐ A course reinstated after removal within 3 years. Year removed from list?_____
  - Same course title? ☐ Yes ☐ No
  - If no, previous course title?_____
- ☐ An identical course approved at another school in same district. Which school? _____
  - Same course title? ☐ Yes ☐ No
  - If no, course title at other school?_____
- ☐ Year-long VPA course replacing two approved successive semester courses in the same discipline
- ☐ Approved Advanced Placement (AP) OR International Baccalaureate (IB) course
- ☐ Approved UC College Prep (UCCP) Online course
- ☐ Approved CDE Agricultural Education course
- ☐ Approved P.A.S.S./Cyber High course
- ☐ Approved ROP/C Course. Name of ROP/C?_____
- ☐ Approved A.V.I.D. course
- ☐ Approved C.A.R.T. course
- ☐ Approved Project Lead the Way Course

☒ Other. Explain:_____

15. Is this course modeled after an UC-approved course from another school <u>outside</u> your district? ☐ Yes ☒ No

If so, which school(s)? _____

Course title at other school_____

16. Pre-Requisites

Algebra 1

17. Co-Requisites

None

18. Is this course a resubmission? ☐ Yes ☒ No

If yes, date(s) of previous submission?_____

Title of previous submissions?_____

19. Brief Course Description

Same as approved agriculture course.

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

21. Course Objectives

22. Course Outline

23. Texts & Supplemental Instructional Materials

24. Key Assignments

25. Instructional Methods and/or Strategies

26. Assessment Methods and/or Tools

C. HONORS COURSES ONLY

Please refer to instructions

27. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKBROUND INFORMATION

Please refer to instructions

28. Context for Course (optional)

29. History of Course Development (optional)

Course Title

Horticulture Mechanics 1A

Description of the Target Group

This course is designed for all high school students who have completed Horticulture 1A and 1B.

Purpose

This course is designed to include: Landscaping construction care and maintenance of tools, wood structures and concrete work, and basic landscape design. This course is designed to be taken as part of the horticulture program.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following:

1. Learn about the FFA.
2. Be encouraged to have a supervised occupational experience program.
3. Realize the broad scope of career opportunities in landscape maintenance.
4. Identify the major horticulture related businesses in their country and state.
5. An understanding of tool care maintenance.
6. The safe and proper use of horticulture equipment.
7. Small gas engine trouble shooting.
8. The value of landscape structures.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria School District

Activities

Field trips, lectures, discussions, demonstrations, student reports, guest speakers, movies, and filmstrips.

Course Title

Horticulture Mechanics 1B

Description of the Target Group

This course is designed for all high school students who have completed Horticulture Mechanics 1A.

Purpose

This course is designed to include: Landscape construction, care and maintenance of tools, wood structures and concrete work, and basic landscape design. This course is designed to be taken as part of the horticulture program.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following:

1. Identify common garden tools and landscaping materials.
2. Basic concrete work.
3. Basic wood construction.
4. Basic landscape design symbols.
5. How to construct landscape structures.
6. Recognize a good landscape.
7. Work in the FFA.
8. Work on their Supervised Occupational Experience programs.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Field trips, lectures, discussions, demonstrations, student reports, guest speakers, movies, and filmstrips.

Course Title

Independent Study in Agriculture

Description of Target Group

Students enrolled in this course must be of 11th – 12th grade standing and have shown a desire to do independent, advanced work. Each student desiring to enroll will make application to the Department of Agriculture, stating their desired undertaking. Open to all 11th– 12th grade students.

Purpose

This course is designed to allow students to do individual advanced work in one or more industrial and vocational areas.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Complete a safety test with a passing score.
2. Provide and use protective clothing and eye protection when and where required.
3. Demonstrate the ability to set up and work under sage working conditions.
4. Operate safely and demonstrate ability in the proper use of hand and power equipment available to them.
5. Complete the work that was agreed upon by the student and department advisors.
6. Demonstrate ability to work independent of constant supervision.
7. Present a typed summary of the results of their understanding to their advisors.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Student, with help of the advisors, will provide materials and activities necessary for student to complete his undertaking.

COURSE TITLE:

INTERGRATED AGRICULTURAL BIOLOGY
COURSE SYLLABUS

COURSE DESCRIPTION

Agricultural Biology is a one year, laboratory science course designed for the college-bound student with career interests in agriculture. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts and inter-relationships among the following topics: the molecular and cellular aspects of life, the chemical structural basis of life, energetics of life, growth and reproduction in plans and animals, evolution of modern plants and domestic livestock species, plant and animal genetics, taxonomy of modern agricultural plants and animals, animal behavior, ecological relationships among plans, animals, humans and the environment, nutrition in animals, health and diseases in animals, and the similarities between animals and humans. The curse is centered around an extensive laboratory component in order to connect the central idea of biological science with agricultural applications, earth and physical science principals, and other curricular areas, including extensive written and oral reporting skills.

COURSE GOALS

1. Utilize agricultural applications as a relevant vehicle to teach biological science principles and improve the scientific literacy of students.
2. Strengthen instruction in science for students pursuing professional level careers in agriculture.
3. Integrate mathematics standards, language arts standards, and career employability standards including creative thinking and problem solving skills, and technological literacy related to the agricultural industry.
4. Meet a portion of the laboratory science requirement for admission to the University of California and California State University systems.
5. Develop a sense of the interrelationships between life, earth, and physical science and agriculture.

PREREQUISITE

This course is recommended for students in grades 10 through 12. Students must have completed at least one year of introductory agricultural science, and an agriculture instructor's recommendation.

COURSE FORMAT

Classroom instruction, including:

- Discussion
- Demonstration
- Lecture
- Examinations
- Extensive reading assignments
- Guest speakers

Laboratory and field instruction, including:

- Science laboratory experience
- Field research projects

FFA leadership experience, including:

- Verbal and written communication exercises
- Leadership development activities.

Ten percent supervised workplace learning, including:

- Individually developed supervised occupational experience projects

RECOMMENDED TEXTS

Burton, L. DeVere – Agriscience and Technology (199), Albany, New York: Delmar Publishers

Cooper, Elmer L. – Agriscience: Fundamentals and Applications (1990), Albany, New York; Delmar Publishers

Oram and Raymond – Biology Living Systems (1989), Merrill Publishing Company

Daniel – Life Science (1994), Glencoe Publishing Company

II. COURSE OUTLINE:

A. Introduction to Agricultural Biology

1. What is agricultural biology and why is it important?
2. How does biology in agriculture impact the student?
3. What are the career opportunities for the student in agricultural biology?

B. Agricultural Research

1. Why is research important?
2. What does an agricultural researcher do?
3. How do researchers go about conducting research?
4. What are the principles of research
    a. Project formulation and development
    b. Project management
    c. Analysis of project results

C. Agriculture and the Environment

1. What are the characteristics of living things?
    a. Cells – The Building Blocks of All Life Forms

        1. Plant and animal cell identification and function
        2. Cell structure
        3. Cellular respiration
        4. Cellular transport
        5. Cell differentiation

2. What are the inorganic characteristics that support life?
    a. Soil and Water: The Chemical Foundation

        1. Atom and Molecular structure and chemical bonding
        2. What are the components of soil
        3. Why are different soil types found where they are?
            a. Basic soil components
            b. Soil formation factors and horizons
            c. Soil texture, and structure
            d. Soil organisms and organic matter
            e. Interrelationships of plans and soil
        4. Water
            a. Water movement properties
        5. Soil and water management

3. How do living organisms interact with the environment? Why do the weather and other abiotic factors affect living organisms?
    a. Structure and function of ecosystems
    b. The Food Web
    c. The "agricultural revolution" and the environment
    d. Demographics and the environment
    e. Modern agricultural pictures and the environment
4. How are plants and animals classified?
    a. Taxonomy of living organisms
    b. Evolutionary relationships with other major groups
    c. Comparison of modern agricultural crops and livestock to ancestors

D. Plant Physiology, Reproduction, Photosynthesis and Growth

1. What are the structures and functions of plants?
2. How do plants grow?
    a. Seed germination
    b. Photosynthesis and respiration
3. How do plans reproduce
    a. Sexual reproduction
    b. Asexual reproduction
4. How have modern agricultural practices and biotechnology changed plants?
    a. What is the role of plants in nutrition and medicine?

E. Animal Physiology, Reproduction, Nutrition, Health and Behavior

1. What are the internal systems of animals? How do these systems differ among species? How are they similar?
2. How do these systems interact to sustain life and promote growth?
    a. The digestive process
    b. The respiratory systems
    c. The reproductive system
    d. The circulatory system
    e. The endocrine system
    f. The nervous system
3. Why do animals interact with each other? How does behavior affect management and feeding strategies?
4. What do we feed domestic animals? How is food processed within the body? What are the important characteristics of feeds? What are the animal's nutrient requirements?

    a. Feed identification and nutrient evaluation
    b. Livestock nutrient requirements
    c. Ration formulation

5. What are the major diseases that affect animals? How do these diseases spread? How does the body prevent and fight diseases and infections? What management practices can reduce the incidence of health problems?

F. Plant and Animals Genetics
   1. How are traits passed on?
   2. How do cells reproduce?
      a. Mitosis
      b. Meiosis
   3. What are the physical and chemical structures involved in genetics?
   4. Who were some famous geneticists? What where their contributions?
   5. Why are genetics important in production agriculture?
   6. What are some future careers in genetics and biotechnology?

III. INTEGRATED LOBORATORY ACTIVITIES

The laboratory activities are examples of general types of laboratory and field experiments which integrate many areas of life, physical, and earth science and agriculture. The purpose of general, rather than specific, experiments is to give students an understanding of the interrelationships among specific disciplines.

Pollution and ecology activity #1:

Have the students set up a fishtank in the classroom and introduce small amounts of common pollutant chemicals, in order to increase the nutrient content of water over a period of time. Have the students regularly take and record measurements, including, water temperature, pH, water clarity, and visual observations of changes. Apply a heat source to the water to increase the algae growth. Visit a water treatment plant or irrigation district site. Have a water quality specialist speak to the class about his/her job and current problems and challenges facing California related to water quality. Have the students write a report on California water quality which includes experimental results as well as information from the guest speaker and field trip.

Cell identification and function activity #2

Prior to lecture and textbook reading regarding plant and animal cell similarities and differences have the students take cheek cell samples and plant cell samples from any common houseplant or vegetable. Place both samples on a single slide and observe under a microscope. Have the students diagram both the plant and animal cell, label each component of the cells and describe the differences between the two. Based on observations have the students speculate why the cells differ in structure and function. Have slide samples of single cell organisms (at least one plant and one animal organism) and have students compare and contrast the single cell organism to the other plant and animal cells. Take another cheek cell sample and place it in a petri dish. Incubate for one week and place the resulting viable, live organism egg (i.e. sea urchins) and observe both the egg and the sperm under the microscope. Combine the two and allow each

student to observe the fertilization through the first splitting of the egg. Have the students outline the process of meiosis.
Apply a small amount of antibiotic to the sample in order to observe the cell response to stimuli.

Cellular environment and transport activity #3:

Have the students draw a natural food web, including plants, insects, larger abnormal species, and humans. Compare the nature food chain to an artificial chain developed in production agriculture. The students will diagram the interrelationships of different systems in the food web. Use a trash can to make either compost or silage in order to demonstrate how the breakdown of organic materials leads to the production of beneficial elements.

Taxonomy of living organisms activity #5:

Have the students collect ten different plans and develop a key to determine the species of each. Given two similar plants of different species, have the students list the differences between the two, using a key. Perform the same activity using insect species. Have the students choose an animal species. Diagram the phytogenic tree of the animal and list the differences that have occurred over time due to evolution. Compare modern agricultural plants, such as oats, to their relatives which grow in the wild in order to show the differences due to selection, heredity and biotechnology.

Plant physiology, reproduction and growth activity #6:

Start a mall garden which includes plants from seed as well as transplants. Provide plant samples with different root, tem, flower, and fruit types, have students develop models and diagrams of the different plants to demonstrate comparisons and contrasts and have them report on their findings. Using containers, grow similar plants in different soil came from and why it is located where it is, and explain how it is beneficial or detrimental to the plant. Germinate sees in an aquatic environment to demonstrate hydroponics. Have students practice grafting and budding techniques to demonstrate an understanding of asexual reproduction.

Animal physiology, nutrition and behavior activity #7:

Have the students draw and identify the organs involved in the digestive, reparatory, reproductive, circulatory, endocrine, and nervous systems of different animals. Where possible, bring organs to class. Visit a packing plant to observe the entire digestive tract of a livestock species. Identify live animals with various nutritional diseases. Have the students develop a balanced ration for their SOEP, taking into consideration the animals nutrient requirements, availability of feeds in the area, cost, and the animals behavioral patterns which would affect consumption of the ration. Have the students keep accurate records regarding the feeding program and write a report which includes the development

of the project, day to day management, and results on the animal's growth or reproductive performance as it relates to the diet.

Plant and animal genetics and reproduction activity #8:

Use microscopes or slides to show the structure of chromosomes. Have the students diagram the processes of mitosis and meiosis. Start a small garden with different varieties of peas of different colors. Cross pollinate the plants students draw a flow chart showing the development of an animal from the single egg stage, through fertilization, growth, and parturition. Use slides or clotting techniques. Have students write, or give an oral report describing the future possibilities of bioengineering including the ethical and moral concerns that may arise as a result. Show the videotape, "Garden of inheritance: a Documentary on Gregor Mendell" to show societal and political pressures associated with genetic research.

Term Research Project:

Each student will design and carry out a year long research project. During the first quarter of the year, each student will select a topic, perform library research and form a hypothesis, or research questions. The second quarter will include the development of the methodology, and conducting of an experiment to test the hypothesis. Students can design a new project, or replicate one from past research, making appropriate changes to improve the summarization of results. During the fourth quarter, the students will complete the research paper, prepare an exhibit and present an oral presentation of their research.

IV. LEARNING OUTCOMES

Upon completion of this course, the student will be able to:

Unit A. Introduction to Agricultural Biology

1. Explain the importance of Agricultural Biology in our society. Provide evidence for and defend your explanation.

2. Compare various careers in the area of agricultural biology. Report on careers are held by persons in underrepresented populations/

Unit B. Agricultural research

1. Explain the importance of research in agriculture.

2. Describe the process of scientific research methods in agriculture.

3. Develop an Supervised Agricultural Experience Project which involves the scientific method.

4. Formulate a term project focusing on one topic in agricultural biology. Relate it to other scientific disciplines.

5. Develop a research project that can be entered in the FFA Agriscience competition.

Unit C. Agriculture and the Environment

1. Identify the roles of plants and animals and their interactions in the web of life.

2. Describe the flow of energy through the biosphere.

3. compare and contrast the oxygen and nitrogen cycles. Report on their importance in agriculture.

4. Define the term “ecosystem.”

5. Appraise at least three current issues in agriculture which biologically affect the environment.

6. Explain the impact of populations on the environment and the effect of the environment on populations.

7. Report on both the good and bad effects of the agricultural revolution on the environment.

8. Evaluate the economic effects of pollution and erosion on production agriculture.

9. Develop and defend a plan to preserve limited resources related to agriculture.

10. Compare and contrast five forms of energy used in agriculture.

11. design and conduct an experiment which shows the relationship between soil characteristics and plant growth.

12. Describe how agriculture practices can modify soil to improve soil moisture relationships.

13. Conduct an experiment which involves water movement through soil.

14. Compare the internal systems of a single celled organism to tose of mulitcellular organisms.

15. Describe the difference between plant cells and animal cells/

16. Indentify blood, bone, fat, nerve, and muscle cells.

17. Indentify and diagram male and female gametes in both plants and animals.

18. Compare and contrast the processes of mitosis and meiosis.

19. Describe how cells respond to certain stimuli.

20. Explain the concept of cellular adaption.

21. Discuss the development of the biological concept of “Kingdom.”

22. Discuss three reasons for the current use of the modern system of plant classification.

23. Apply taxonomy in three ways to the field of agriculture.

24. Prepare a phytogenic tree for at least one domestic animal species.

25. Explain how the process of natural selection affects plants and animals. Include the impact of external conditions in the explanation.

26. Analyze the impact of increasing populations in the environment and its resources.

Unit D. Plant Physiology, Reproduction, Photosynthesis, and Growth

1. Compare and contrast the structures and functions of plants from different families.

2. Design and conduct an experiment which covers the entire lifecycle of a plant.

3. Defend the role of green plants in the maintenance of life…

4. Compare and contrast monocotyledons and dicotyledons with respect to leaf, stem, flower structure, and agricultural significance.

5. Analyze the interrelationships among the different systems within the plant.

6. Discuss abiotic environmental factors that affect plant growth (wind, temperature, solar radiation, soil conditions, humidity, pollution etc….)

7. Explain the difference between sexual and vegetative reproduction.

8. Demonstrate an application of both sexual and vegetative reproduction.

9. Discuss how sexual and asexual reproductions are used in agriculture.

10. Research and report on the significant uses of plants in nutrition and medicine.

11. Compare the lifecycle of simple plants, such as algae or moss to a complex plant.

12. Grow at least one indoor and one outdoor landscaping plant or vegetable. Chart the growth pattern and report the results of observation.

Unit E. Animal Physiology and Behavior

1. Demonstrate an understanding of the structure and function of the digestive system by tracing the pathways of food through the various types of livestock digestive systems, with emphasis on the function of organs in the digestive process.

2. Analyze the function of each mammalian body system.

3. Compare the interrelationships of each system within the mammalian body.

4. Compare and contrast the estrus cycles of cattle, sheep, and swine and the menstrual cycle in humans. Chart the process of fertilization in each species.]

5. Explain the importance of cellular respiration to living organisms. Develop a flow chart outlining the process of cellular respiration.

6. Develop a flow chart outlining the development of an embryo from conception through parturition.

7. Describe how animal behavioral patterns affect management and handling practices of domestic animals.

8. Dissect various organisms and identify the organs and systems of each.

9. Compare and contrast the organ systems of different livestock species.

10. Analyze the nutrient requirements of various domestic species.

11. Analyze the nutrient content of several fees.

12. Develop a low cost feed ration for one species of livestock for maintenance, growth and lactation, using concentrates and roughages available locally.

13. Describe the symptoms of five common nutritional disorders caused by vitamin or mineral deficiencies or toxicity and explain the treatment and prevention of these diseases.

14. Feed an animal through an entire production cycle, recording the types of fed used, rate of gain, and the lean to fat ratio. Report on observations and conclusions.

15. Develop a flow chart outlining the lifecycle of one internal and one external parasite. Describe the impact of parasites on livestock and on the agricultural industry.

16. Design a disease prevention and health care plan for a project animal.

17. Appraise the results of human medicine in relation to livestock medicine.

Unif F. Plant and Animal Genetics

1. Compare and contrast the phenotypic traits of related breeds and varieties of animals and plants.

2. Explain the function of each of the following: gene, allele, DNA, and RNA.

3. Explain the role of enzymes in chromosome replication, and the implications of biotechnology involving these enzymes.

4. Discuss the contributions of Gregor Mendel to the field of genetics.

5. Conduct a simple experiment which exhibits dominant and recessive properties.

6. Evaluate the effectiveness of selection and heritability in production agriculture by comparing modern day crops and animals to their ancestors.

7. Develop an experiment which develops a trait through selection and heritability.

8. Analyze the effects of biotechnology on modern agriculture.

9. Report on the importance of natural selection as the driving force of evolution and its importance in production agriculture.

Course Title

Integrated Agricultural Biology A/B
A section course # AG6260
B section course # AG6261

Course Description

Agricultural Biology is a one year, laboratory science course designed for the college-bound student with career interests in agriculture. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts, and inter-relationships among the following topics:

- the molecular and cellular aspects of life
- the chemical structural basis of life
- energetics of life
- growth and reproduction in plants and animals
- evolution of modern plants and domestic livestock species
- plant and animal genetics
- taxonomy of modern agricultural plants and animals
- animal behavior
- ecological relationships among plants, animals, humans, and the environment
- nutrition in animals
- health and diseases in animals
- the similarities between animals and humans

The course is centered around an extensive laboratory component in order to connect the central idea of biological science with agricultural applications, earth and physical science principals, and other curricular areas, including extensive written and oral reporting skills.

COURSE GOALS

1. Utilize agricultural applications as a relevant vehicle to teach biological science principles and improve the scientific literacy of students.
2. Strengthen instruction in science for students pursuing professional level careers in agriculture.
3. Integrate mathematics standards, language arts standards, and career employability standards including creative thinking and problem solving skills, and technological literacy related to the agricultural industry.
4. Meet a portion of the laboratory science requirement for admission to the University of California and California State University systems.
5. Develop a sense of the interrelationships between life, earth, and physical science and their relationship to agricultural applications.
6. To motivate under represented populations to study and pursue careers in science and agriculture.

PREREQUISITE: This course is recommended for students in grades 10 through 12. Students must have completed at least one year of introductory agricultural science, and an agriculture instructor's recommendation.

Integrated Ag Biology (continued)

COURSE FORMAT
Classroom instruction, including:
-discussion
-demonstration
-lecture
-examinations
-extensive reading assignments
-guest speakers
Laboratory and field instruction, including:
-science laboratory experience
-field research projects
FFA leadership experience, including:
-verbal and written communication exercises
-leadership development activities
Ten percent supervised workplace learning, including:
-individually developed supervised occupational experience projects

INSTRUCTIONAL MATERIALS

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

A-G Courses Manager

Reference List
2022-23

Intermediate Guitar A/B

Santa Maria High School (053305)

Submitted: Feb 7, 2022
Decision: Feb 11, 2022

ubmission Feedback

PPROVED

asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
anta Maria High School (053305)	Classroom Based	Abbreviation	Course Code
		Int Guitar A / Int Guitar B	N/A

Title: Intermediate Guitar A/B

Length of course: Full Year

Subject area: Visual & Performing Arts (F) / Music

UC honors designation? No

Prerequisites: Beginning Guitar or Audition (Required)

Co-requisites: Beginning Guitar (Recommended)

Integrated (Academics / CTE)? No

Grade levels: 10th, 11th, 12th

ourse Description

urse overview:

Course Overview
This one-year Intermediate Guitar course is designed for students who have successfully completed the skills outlined in the Beginning Guitar A-G course syllabus. This course includes further development of the skill necessary to become independent as a guitarist. It is for students who wish to advance their knowledge of the guitar through gaining a deeper understanding of music theory and more advanced techniques. This course emphasizes the development of style, articulation, dynamics, rhythmic ability and skills inherent to performance. Areas of concentration include correct posture, note reading, aural skills, flat picking, singing melodic lines, rhythmic, patterns, chord study, finger picking styles, musical forms, improvisation and solo and orchestrated performing experiences. A progression on technical proficiency is expected. At the completion of this course students will be able to:

1. Play competently in several positions in the keys of Am, C, Em, G, Bm, D, E and A Major
2. Play dotted Whole 1/2, 1/4, 1/8th, and 1/16th notes rhythms and triplets
3. Play melodic lines in the keys of Am, C, Em, G, Bm, D, E and A Major
4. Play major/minor scales in the keys Am, C, Em, G, Bm, D, F, A & E
5. Play and read a chromatic scale in first position to twelve position
6. Play movable bar chords using the “E” and “A” shapes
7. Play I IV, V7, I progressions in the above keys using movable forms

- **Course Overview**
  - By end of the course students will acquire an extensive Level II ability and use written, verbal, or nonverbal communication skills in a variety of forms and contexts in order to convey meaning through the production, performance, presentation, and/or exhibition of works of art through active practice, rehearsal, and/or creation
  - Students will further their study of the many styles and techniques associated with playing the instrument using proper posture and technique
  - Students will further their study on reading music in standard notation, tablature, chord charts, accompanying other musicians, including guitar orchestration
  - Students will have many opportunities to perform at colleges, music festival competitions, and local school and community events
  - The course will also present to the students the history of the guitar, its significance in the world, and how it relates to the many different cultures in the world it is played in
  - Detailed Units of Instruction:
    - **READING COMPONENT:**
      - Students will be assigned reading from an array of sources including method books, magazines, publications, and internet sites and articles.
      - Students will be required to follow written instructions on assignments and projects

- **WRITING COMPONENT:**
  - Students will describe, analyze, critique, and write about music selections that will be heard during class through "active listening assignments
  - Students will compare and contrast the different style found in many of the significant guitar players in the music world
  - Students will write an essay/research paper on a musician that is significant to making a contribution to the guitar

Assessments:

- All Unit Assignments will consist of weekly Formal and Informal Assessments. Grades will be given on student progress for in class rehearsal skills and commitment to, as well as progress toward end result to learning the materials. A formal assessment of written and oral performances will be done and given a final grade for each student end result

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Artistic Perception

- To further introduce students to music notation, guitar tablature, and chords
- To compare, analyze, and discuss the different styles of guitar playing found in our music world

Creative Expression

- To apply instrumental music skills in performing a varied repertoire of music on the guitar.
- To compose and arrange music and improvise melodies, variations, and accompaniments on the guitar
- To perform individually and in small ensembles
- To utilize modern technology, such as Pro-Tools recording software, and other guitar/music related software, to aid in creative expression, reflection, and assessment.
- To learn more music theory that will aid in creative guitar playing: the composing of melodies, solos, improvisations, and songwriting

Historical and Cultural Context

- To analyze the role of the guitar in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers
- To identify the significance of the guitar in the musical genres found in the United States, trace the evolution of those genres, and cite well-known musicians associated with them. (Country, Blues, Jazz, Rock, Pop, etc.)
- To perform music from various cultures and time periods on the guitar

Aesthetic Valuing

- To respond, analyze, and make judgments about works of music associated with the guitar when listening/viewing music examples
- To evaluate a performance, composition, arrangement, or improvisation/solo by comparing each with an exemplary guitar model

- To describe the means used to create images or evoke feelings and emotions in musical works from various guitarists

Connections, Relationships, and Applications

- To develop competencies and creative skills in problem solving, communication, and time-management that can be used to contribute to lifelong learning and career skills.
- To explore various careers in the areas pertaining to the guitar and music through research projects, technology, and in class exercises, assignments, and performances

ɹurse content:

Unit 1--Scale Study and Applications

Unit I—Scale and fretboard Study

- Detailed Units of Instruction:
  - **READING COMPONENT--**Reading notes for each scale and memorizing intervallic relationships, as well as relation of Major and Minor scales to each other
- **MINOR SCALE**—Intervallic structure: W H W W H W W
- **MAJOR SCALE**—Intervallic structure: W W H W W H
  - Students will practice building the intervals in all keys by applying the intervallic structure to the guitar fretboard, working individually and in teams
  - Class will practice playing together daily as directed, through performing together as a class
  - Daily in-class observations and written performance test as final assessment for a grade on the Major and Minor scales
- **E Minor/E Major Scale**—Students will learn the E Minor and E Major scale in 3 octaves from the 6th string open to the first string 12th fret.
  - Assigned reading components given for the E Minor Scale for individual and group practice as a class. This will include handouts and whiteboard lessons for them to write out the details in order to learn the notes on the fretboard and for proper playing techniques
  - Students will play in varied rhythms of whole, half, quarter, eighth and sixteenth note variations. This will include handouts and a whiteboard lesson for them to write out the details for success to correctly play in good rhythm on the fretboard
  - A metronome will be used for solo practice and for group performance via teacher directed instruction and to help with daily assessments of their ability to play together in steady time and good rhythm
  - Scale instructions will be shown for proper posture, detailing correct fingerings, rhythm, and proper techniques
    - Focus will be on connections of notes, and formative assessments will be made as needed per student need on a daily basis

- An assumptive assessment will be given in weekly and as a final performance and written assessment

In this unit, students will begin with the E Minor / E Major scale. Students will progress to ascending and descending patterns as they move on through the circle of fifths for all Major/Minor Scales. Emphasis on the circle of fifths and how scales are closely related to each other as they progress through the circle
By the end of the unit, students will be able to play major and minor scales in all twelve keys. After the major and minor scales have been mastered through the process of modeling, practice, critique, and group exercises, students will learn how to apply the scales to songs and for performance. Pentatonic and blues scales will also be practiced through the use of ascending and descending pattern exercises

Following the emphasis of the basic scale types, students will learn, practice, and apply the scales in short improvisation exercises and song. This will help students develop a sense of the usefulness of these scales while building confidence. Students will do this exercise for all of the church modes. By the end of this unit, students will be able to play the above-mentioned scales by memory and be able to name the notes in each scale

Unit Assignment(s):

Unit Assignment(s):
Unit 1 Assignment:

- Through lecture, students will learn to read, write, and play the major and minor scales by memory
- Focus is on writing the scale, reading the scale through MSN, TAB, and charts. At end of the assignment students will be able to decipher the emotional qualities of the two scales
- A lecture will be given on the emotional qualities between the scales and how they differ
  - Song examples to show how the minor creates a sad or mysterious nature in songs
  - Song examples to show how the major scale creates a happy or feeling of hope in songs
- Two main assessments will be given. One will be written and graded on their knowledge of the scales and their operations. The other will be a performance grade. Students will be graded on their ability to play with correct posture, rhythm, technique, and note accuracy. They will be graded equally based on their ability to correctly apply what they've learned. Students will write a one paragraph summary of the varied emotional qualities that are evoked between the major and minor scale. Also, students will write an additional paragraph identifying the use of particular scales in listening example
- **Assessment-**Two assessments will be given for the scales, one written, the other on performing that students will be required to perform for a grade. A final graded performance assessment will be given at the end of the unit

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Unit 2--Applications of Scale use through Orchestration

Υνιτ ΙΙ Ασσιγνμεντ: Αππλψινγ τηε Ε Μινορ/Ε Μαφορ Σχαλεσ ιν Ορχηεστρατιον

Νοτε: *Τηισ ισ αν εξτενσιον οφ Υνιτ Ι ωιτη α σονγ/πιεχε ωριττεν ιν ορχηεστρατιον χαλλεδ Δρεαμ Ετυδε. Τηισ πιεχε ισ ωριττεν ιν 4–παρτ γυιταρ ορχηεστρατιον, πλυσ αν αδδεδ βασσ λινε, ανδ ιτ ισ δεσιγνεδ το ηελπ στυδεντ λεαρνινγ το πλαψ σχαλε πασσαγεσ αλονγ ωιτη ηαρμονιχ, μελοδιχ, ρηψτημιχ, ανδ σολο νοτατιον*

τογετηερ ατ α ωερψ ηιγη−περφορμανχε λεωελ

***Dream Etude*—**

- **STUDENT ORAL COMPONENT:**
  - Lecture on how the song/piece is related to the previous Unit I assignment in that it is in the key of E Minor and transposes to E Major halfway through the piece. The piece will give students a practical approach to applying the scales they've learned to a song using various rhythms, tonal techniques, harmony, melodic content and solo ideas
  - Students will learn and perform sections of Dream Etude together in class and at rehearsals

Unit 2 summary:

- By the end of Unit 2, students will have learned to read, write, and play an orchestrated piece utilizing the major and minor scales and how they function with the elements of melodic, harmonic, and rhythmic notation
- Focus is on applying their knowledge of the E Minor and E Major scale and how it applies to a piece of music
- At end of the assignment students will be able to decipher the emotional quality between the two scales in a song
- Two main assessments will be given. One will be written and graded on their knowledge of the song and the music theory concepts they learned. The other will be a performance grade. Students will show their ability to play with correct posture, rhythm, technique, and note accuracy

Assessment: Students will be graded equally based on their ability to correctly apply what they've learned. Students will write a one paragraph summery of the varied emotional qualities that were evoked between the major and minor scale in this song

Unit Assignment(s):

Unit Assignment(s):

Unit 2 Assignment:

- Lecture on proper playing techniques needed for the piece, how to read and clap rhythms, reading and understanding new musical theory concepts introduced
- During unit 2, students will learn how to apply the major and minor scales to music through the study of an orchestrated piece
- Focus will be on applying technical proficiency, posture, note accuracy, expression, rhythmic, and melodic concepts through learning to perform in orchestration
- Formal Assessments: Students will be assessed daily on their practice indivually, in groups, and as a whole class based on their efforts in working and performing together
- At end of the assignment students will be able to decipher the emotional quality between the two scales
- **Main Assessment**: One main assessment will be given at the end of the unit. Students will be graded on their knowledge of the piece and their ability to be able to demonstrate proficiency on performing the piece on the guitar. Students will be graded on their ability to play with correct posture, rhythm, technique,

expression, and note accuracy. They will be graded equally based on their ability to correctly apply what they've learned. Students will write a one paragraph summary of the varied emotional qualities that are evoked between the song/piece

Unit 3--Chord and Scale Theory

Unit 3--Chord and Scale Theory

Unit 3--Chord and Scale Theory

- Using Noad's book *Solo Guitar Playing*, students will learn how to play arpeggios as well as strummed chords, and be able to apply them in songs
- Through lecture, various progressions will be analyzed by breaking the chords down to their basic harmonic structure, and then by emphasizing which tones lead and resolve to form functional cadences
- Students will learn to play standard progressions such as ii-V-I, I-IV-V, and iii-vi, ii-V, I etc. After playing the progressions, students will do written comparison of how they affect the sound and mood to a song
- Teacher led student instruction through developing their own unique and creative sound using chord progressions
- Students learn how to write their own chord progressions
- In these progressions, students will be applying major, minor, barre chords and power chords from the Hal Leonard book 2
- By the end of this unit, students will be able to move smoothly through the hand positions that enable them to execute the most standard chord changes played on the guitar

Unit Assignment(s):

Unit Assignment(s):

Unit III---Chord and Scale Theory

- Tertian Harmony Taught—Lecture on note relations as they work in chord structures within the Major and Minor scales
- Lecture to students on how Intervals work for chords in Tertian Harmony
    - Lecture using whiteboard lesson and handouts given on I, IV, VI, and ii, V, I intervals
    - Lecture on how Major and Minor 3rds function to create Major or Minor Chords
    - Student writing practice with handouts on building chords using Major and Minor 3rds built upon the intervals of the major and minor scales
    - Students will apply building chords writing them on staff paper
    - Notate and analyze how chords work within the Major and Minor Scale
    - Students use handouts and staff paper to practice analysis of chord structure, writing, and notating chords

Unit 3 Assignment: At the completion of unit 3, students will compose and perform a piece that involves the chords they have learned in class. They will be able to play specific chord structures and be able to a chord analysis by applying Tertian Harmony

Unit 4--Special Guitar Techniques

Unit 4--Special Guitar Techniques

Note--Units 4, 5, and 6 are extensions of each other and all related

Using the Leonard Guitar Method Book 3, students will learn and apply special guitar techniques that are frequently heard in classical to modern era guitar repertoire. These techniques will include the tremolo, slurs (hammer-on, pull-offs), harmonics, artificial harmonics and bass runs that support chord changes

Unit Assignment(s):

Unit Assignment(s):

Unit 4--Special Guitar Techniques

- Teacher led instruction on guitar techniques used on the guitar
- Reading in Noad's Solo Guitar Playing on Slurs, Slides, bass lines, and Harmonics
- Individual practice, small groups and as a class applying the techniques in songs from the Jerry Snyder and Noad Books
- Assessments daily on progress, as well as a final written and performance assessment at the end of the unit

Unit 5--Sight Reading

Unit 5--Sight Reading

Unit 5 Summary

- Using the Noad Solo Guitar Playing and the Hal Leonard texts, as well as supplemental materials from sheetmusicplus.com, students will learn how to play sections from exercises and pieces they have not seen or played before
- In this unit, excerpts from selected pieces and exercises will be put in front of each student to learn to play by sight reading it within a reasonable time frame
- students will be able to familiarize themselves with the key signature, tap out the rhythms, review dynamics, and determine the appropriate hand positions for effective technical execution.

- Students will be able to apply the techniques seen in the excerpt and be able to play and apply the techniques they learn by playing it as musically proficient as possible
- Following this exercise, the teacher will model the sight-reading excerpt as feedback for the student to assess and improve upon their own sight-reading progress.
- The main goal in this unit is for students to gain confidence in their ability to quickly navigate their way through new material. By the end of this unit, the students will have the ability to pick up a piece of intermediate guitar music and play it with musical artistry and expressiveness.

Final Assessment: Students will be given a 4-measure excerpt that they have not seen before. Students will be expected to play this excerpt using the sight-reading skills that they have learned in class for a final unit grade

Unit Assignment(s):

Unit 5--Assignment

- Lecture on reading notes in 1st, 2nd, and 5th position
  - Explain note relationship by positional playing
  - Students assigned to practice reading through sections of the Noad book in 1st. 2nd and 5th position playing
- At the end of unit 5 students will be given a 4-measure excerpt that they have not seen before. Students will be expected to play this excerpt using the sight-reading skills that they have learned from class for a final unit grade

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Unit 6--Improvisation

Unit 6--Improvisation

Unit 6--Improvisation

Unit 6--Improvisation

Unit 6 Course Overview--Improvisation

- During this unit, students will learn how to improvise harmonic, melodic, and solo concepts over a musical idea of their own
- Students will complete written exercises which allow them to practice identifying the type and function of each chord
- After this preparation, students will be able to create their own ideas to write to popular styles of music
- After this preparation and practice, students will be able to determine the appropriate scale choices for various chords in the context of the music as well as popular pieces that are often played in working situations for professional guitarists
  - Emphasis will be placed on using the most useful scales and modes that students learned in Beginning Guitar and in previous units in Intermediate Guitar
  - They will be able to create their own style based on their emotions
  - They will be able to notate their musical ideas to staff paper in MSN, TAB, and Chord Charts
  - Students will be able to improvise over their own ideas and write their own parts and sections to the song

Unit Assignment(s):

Unit 6--Improvisation

- Lecture with whiteboard for using various scale choices for the purpose of extended improvised solos over 8, 12, and 16 bar structures
- Handouts given to students for 8, 12, and 16 bar exercises to practice improvising to
- Students directed to create their own rhythms, melodic ideas, and to improvise solo ideas using known scales in relation to the exercises
- Teacher guided practice to help students create and make their own choices on improvised solos
- Once students have established the basic concept of improvisation, they will work in small groups to create their own musical concepts
- At this time students will take turns improvising solos over the given chord changes they chose
- Final Assessment: At the completion of unit 6, students will perform a solo over a given set of their own musical ideas and changes in front of the class for a grade

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Unit 7--Scale Study and Applications in the vein of the "Blues"

Unit 7--Scale Study and Applications in the vein of the "Blues"

Unit 7--Scale Study and Applications

- ***Music Theory Study and practice techniques: E Minor Pentatonic Blues Scale--Full Fretboard (3 Octaves)***
    - Students will gain in depth knowledge of the cultural form of music in the musical genre of the Blues
    - They will learn about the history of the blues
    - Student will gain knowledge of how the blues developed through slavery
    - Usage of the technique called "Call and Response"
    - Students will learn the main harmonic and melodic music theory concepts used to create the Blues
    - They will be able to ascertain the style by listening to it in other song style formats like Rock, Pop, and even Mexican music
    - They will be able to play the scale intervals and fretboard fingerings associated with the Blues
    - They will be able to play with Whole, Half, Quarter, Eighth and Sixteenth notes and to:
        - Add Triplets to Scale practice
        - Add Shuffle Rhythm, long/short
        - Work on playing in patterns of two to three notes in sequence

- Work on varied rhythms with long note values mixed with short ones
- For solos students will learn to mix a variety of rhythms with beginnings and endings like sentences
- Apply solo concepts to a song: Sweet Home Chicago
- Practice with small groups in the Blues format, switching off between rhythm and lead
- Hone their listening skills
- Encourage creativity – Students will learn to hear what they want to play before they play it

· ***Informal/Formal Assessments***

- Students will be evaluated throughout lesson term for the period of approximately two to three weeks
- Focus will be on the diverse student ability and how to advance each individuals knowledge in the style of the Blues
- Informal--Individual and group analysis throughout process
- Formal—Test at end of unit term
- Students will receive group assessments for a grade

Unit Assignment(s):

Unit Assignment(s):

Unit 7

- ***Music Theory Study and practice techniques: E Minor Pentatonic Blues Scale--Full Fretboard***
  - Video--Students will watch a video on the history of the Blues
    - Lecture on how slavery influenced the musical genre
    - Students will write a paragraph about specific forms/techniques used to create the Blues
    - Students will be required to respond to questions given to them before watching the video relating to information, they learned
    - Lecture on how the Blues has influenced music today
    - Watch Video of TEX/MEX Blues Guitar Lesson
  - Lecture on the relationship with the E Minor Blues Pentatonic Scale to the song in the guitar lesson
  - Demonstrate some of the harmonic and melodic ideas used
  - Watch video recording of Stevie Ray Vaughn's "Pride and Joy"
    - Lecture on how the E Minor Blues Scale is used in the song
    - Lecture on how embellishments he used in the song using I, IV, V format helped to create his own style
  - Learn the scale intervals and fretboard fingerings
    - Lecture on 1, m3, 4, blue note, 5, 7
    - How the blue note is used in many styles like rock, jazz and blues
    - Using the blue note is for expressive purposes

- Students will read, write and practice the scale in 3 octave patterns individually, in small groups, and as a class under teacher direction
  - Play with Whole, Half, Quarter, Eighth and Sixteenth notes
  - Add Triplets to Scale practice
  - Add Shuffle Rhythm, long/short
  - Students will together playing in patterns of two to three notes in sequence
  - Work on varied rhythms with long note values mixed with short ones.
  - This will help in learning to define solo technique
- Generally, for Solos, students will learn to mix a variety of rhythms with beginnings and endings like sentence sentences
- Lecture on applying solo concepts to a song: Sweet Home Chicago
  - Teacher led demonstration and instruction on playing the Melodic Guitar I part over the Rhythm Guitar II part
  - Student will apply concepts learned and practice in small groups switching off between rhythm and lead
  - Lecture on applying solo ideas to the song
  - Teacher led demonstration on applying solos to ideas to sweet home Chicago
  - Encourage creativity – Students will learn to hear what they want to play before they play it

- ***Informal/Formal Assessments***
  - Students will be evaluated throughout lesson term for the period of approximately two weeks
    - Focus will be on the diverse student ability and how to advance each individuals knowledge of what they are learning
    - Informal--Individual and group analysis throughout process
    - Formal—Test at end of two-week term
    - Students will receive group assessments for a grade

Unit 8--Exploring Career Opportunities Related to Guitar

Unit 8--Exploring Career Opportunities Related to Guitar

Unit 8--Exploring Career Opportunities Related to Guitar

- In this unit, students will research the various career opportunities available for the student that has a guitar background and interest. This research will involve a class trip to the media center where students will be guided by the teacher to find appropriate resources online for information about careers related to the guitar. Aside from playing opportunities such as studio and live, students will explore the possibilities for guitar technicians at the retail level, teaching, recording and engineering support for professional performances

Unit Assignment(s):

Unit 8--Career Options for Guitarists

- Lecture on career opportunities
  - Student online research on career opportunities for guitarists/musicians
    - Retail sales
    - Musician
    - Engineer
    - Recording
    - Teaching & Education
    - School Teacher, Elementary & Post-Secondary
    - Music Director/Composer
    - Church Accompanist/Performer
    - Music Therapist
  - Students will write a two-page essay on career paths for the guitar
  - Individuals who are talented guitarists may want to turn their passion for the guitar into a career. While the most obvious option is to pursue a path of becoming a professional musician or recording artist, there are a few other job possibilities for guitarists in the education world. Below, we will discuss a few of these guitar careers in greater detail.
- Final Assessment: Students will write a graded two-page research paper that explores the possible careers for a student interested in any aspect of the guitar or guitar playing

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Unit 9 Relating to Aural Examples

Unit 9 Relating to Aural Examples

Unit 9--Relating to Aural Examples

- By the end of this unit students will be able to compare and contrast guitar literature from different eras in a written essay assignment
- They will be able to express what they've learned and do their own thesis about the emotions that are evoked from the guitar music of a given era as opposed to a contrasting era
- Following the essay assignment, students will have an understanding of music from different genres and eras relating from the classical guitar period to modern day music
- By the end of this unit, students will have demonstrated a clear understanding of what eras represent in terms of emotional expressiveness and stylistic differences

Unit Assignment(s):

Unit Assignment(s):

Unit 9 Assignment: During unit 4, students will perform a writing assignment that involves a comparison of guitar pieces from the impressionistic and baroque era. Also, during this unit, students will do an intra class piano/guitar assignment that involves 2 selections from the baroque and impressionistic period

Unit 10 Playing Duets & Trios to Develop Reading & Ensemble Playing

Unit 10 Playing Duets & Trios to Develop Reading & Ensemble Playing

Unit 10 Playing Duets & Trios & Orchestration

- By the end of this unit students will have the ability to play in multiple groups for performance
- Fredrick M Noad's book *Solo Guitar Playing*, students will practice and perform duets specifically designed for two guitars (selections from exercises 5 – 50). In this unit a guest performer will come to inspire students by playing samples of their most accomplished work. They will also motivate students to practice by demonstrating the "pay off", which is realized through the hours of extensive musical commitment. This will also encourage students to envision their own success by playing along with students on pieces that the students have mastered. Finally, this expert will also educate students on what it takes to excel on the instrument by revealing their own personal stories of struggles and success as they have progressed to the level that have attained to on the guitar

Assessment;

A final assessment be a performance of a piece/song studied in the Noad book

Unit Assignment(s):

Unit Assignment(s):

Unit 10 Assignment: At the completion of unit 2, students will perform a classical duet in front of the class. Students will write observational reviews on at least two of the songs performed

- Lecture on playing together in orchestration]
- Study of duets, trios and orchestra music in the Noad book
- Student group practice together on pieces from the Noad Book
- Orchestrate pieces—Libertango and Tico Tico for four guitars
    - Large group orchestration rehearsals with from six to 8 guitars per section
    - Teacher led rehearsals during and afterschool
    - Prepare pieces for community, school concerts, and festival performances

Assessment:

Informal Assessments made throughout the course of the unit

A Formal Assessment will be given at the end of the unit for a grade

Unit 11 & 12--Study in the style of Jazz Study and Applications

Unit 11 & 12--Study in the style of Jazz Study and Applications

Unit 11 & 12—Jazz Section

- In these units' students will learn about the history of jazz and the variety of sub genres in this style
- Students will learn and be able to play chord progressions commonly used in the style of Jazz
- They will learn how to apply harmonic and melodic concepts used in Jazz to their own music through study and improvisation
- They will research modal concepts in Jazz
    - Advanced Chords--7th, 9th, 11th, and 13th chords
    - 7th, 9th, 11th, and 13th intervals used in Jazz
    - The Art of Improvisation
    - ii, V, I progressions used for movement and key changes

Unit Assignment(s):

Unit Assignment(s):

Unit VII—Jazz Section—Learning Chord structures used in Jazz

- Lecture on the history of Jazz
    - What is Jazz? Introduction and study of types of Jazz, Bebop, Big Band, Swing, Gypsy, Modal, Cool, and Latin Jazz
    - Watch video on the History of Jazz
    - Students will write an essay on the styles they learned about. They will research a Jazz Guitarist within the style of Jazz and write an essay explaining what they learned about them, what they liked about the style of the guitarist, how it affects their desire to add the style of Jazz in their own playing, and how can that artist enhance their own style and playing
- Lecture on playing Jazz using the most common ii-V-I chord progressions in sequence
- Students will document a whiteboard analysis of how ii-V-I jazz chord progressions function in many jazz styles of music. They will analyze the ii-V-I Jazz Chord progressions and discuss amongst each other it's operation in music. This includes extending the ii-V progression over and over upon itself
- Student's will analyze the chord extensions of how adding the Major and Minor 7, 9th, 11th, and 13th degree of the scale changes the feel of the chords how it relates to the tonal quality for playing Jazz
    - Improvisation—Students will get in small groups of 3-4 and write ii-V progression together
    - Students will then create a name for their group
    - They will then take turns applying their knowledge of scale theory by writing solo ideas using their scale knowledge to improvise solos over the ii-V chord progression they created

- Lecture on Wes Montgomery Chords—Student's will use the PDF handout for Jazz Legend Wes Montgomery
- Online source: https://www.mwgcourses.com/courses/1204705/lectures/26981115 (https://www.mwgcourses.com/courses/1204705/lectures/26981115)
- Video Review—15 Minute video workout lesson on how to play Jazz
- Video Review—Wes Montgomery 15-minute song workout with band backing tracks for students to practice too
- In this workout students learn a Wes Montgomery style ii-V progression. Start by memorizing these shapes and getting them over the backing track. Then, start to personalize these shapes by altering the rhythms, picking patterns, adding chords, leaving chords out, etc. From there, they will advance this technique to take these shapes into their own playing over other standards and jazz chord progressions to solidify their knowledge of the through performing them on the instrument
- This will continue to advance student knowledge of the fretboard further extending their abilities on the instrument
- Final Assessment: A final written test and performance presentation will be given by each student for a grade

ourse Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primar
olo Guitar Playing: Book 1.	F.M. Noad	Music Sales America	2009	[empty]	Yes
uitar Method Book 3	Wil Schmid	Hal Leonard Publishers	2000	[empty]	No

Title	Author	Publisher	Edition	Website	Primar
erry Snyder's Guitar School, Method Book, Bk 1 & 2: A Comprehensive Method for Class and Individual Instruction (Jerry nyder's Guitar School, Bk 2)	Jerry Snider	Alfred	May 1st, 1998/1999	[empty]	Yes

dditional Information

ourse Author:

ın Van Wie
acher
anwie@smjuhsd.org
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Course Description

A. COVER PAGE

1. Date of Submission (Please include Month, Day and Year)

2. 1. Course Title
~~Computer Applications 2~~
Intro to Web Design Programming

4. 2. Transcript Title(s) / Abbreviation(s)
~~Comp App 2~~
Intro-WebDesign

5. 3. Transcript Course Code(s) / Number(s)
BU6013, BU6014

6. 4. School
7. Santa Maria High School

8. 5. District
Santa Maria Joint Union High School District

9. 6. City
10. Santa Maria

12. 7. School / District Web Site
http://smjuhsd.k12.ca.us/santa_maria

15. 8. School Course List Contact

Name: **Jim Armstrong**

Title/Position: **Asst. Supt/Curric & Instruction**

Phone: (805) 922-4573 **Ext.:** **4211**

E-mail: jarmstrong@smjuhsd.org

3. 9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Language other than English
- ☐ Visual & Performing Arts
  - ☐ Intro ☐ Advanced
- [x] College Prep Elective

11. 10. Grade Level(s) for which this course is designed

☐ 9 [x] 10 [x] 11 [x] 12

13. 11. Seeking "Honors" Distinction?

14. ☐ Yes [x] No

16. 12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- [x] 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Is this an Internet-based course? ☐ Yes [x] No

If "Yes", who is the provider? ☐ UCCP ☐ PASS/Cyber High ☐ Other _____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- ☐ A course reinstated after removal within 3 years. Year removed from list? _____
  Same course title? ☐ Yes ☐ No
  If no, previous course title? _____
- ☐ An identical course approved at another school in same district. Which school? _____
  Same course title? ☐ Yes ☐ No
  If no, course title at other school? _____
- ☐ Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- ☐ Approved UC College Prep (UCCP) Online course
- ☐ Year-long VPA course replacing two approved successive semester courses in the same discipline
- ☐ Approved P.A.S.S./Cyber High course
- ☐ Approved ROP/C course. Name of ROP/C? _____
- ☐ Approved CDE Agricultural Education course

☐ Other. Explain: _____

16. Pre-Requisites

Computer Applications I

17. Co-Requisites

N/A

18. Is this course a resubmission? ☐ Yes ☒ No

If yes, date(s) of previous submission? _____

Title of previous submission? _____

19. Brief Course Description

.An introduction to basic computer concepts and skills, programming techniques and web page design using HTML and JavaScript and advanced Internet technologies. A general education course dealing with how computers work, how they are used and their effects on society. Students will work in a classroom/computer lab setting.

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

1) Understand basic user/software/hardware interfaces
2) Become aware of the history of computers and the WWW
3) Understand HTML and JavaScript coding
4) Demonstrate ability to problem solve in HTML and JavaScript
5) Develop basic understanding of design principles
6) Build a web site
7) Publish a web site using FTP protocol

21. Course Objectives

1) Become aware of the uses and importance of the computer on society
2) Understand and appreciate the user/software/hardware interface
3) Understand logical processes of computer problem solving
4) Understand HTML organizational techniques
5) Develop web pages that include hyperlinks and JavaScript
6) Incorporate programming control structures into their web page design

22. Course Outline

a. Computing Fundamentals – book exercises, quizzes and tests
b. Online Connections – book exercises, quizzes, and tests
c. HTML book exercises
d. Projects –
    i. Create a calendar in HTML using a table
    ii. Create a survey on campus cleanliness using a form with radio buttons, check boxes, text boxes, and a drop down list
    iii. Research good resource sites for HTML or JavaScript help
    iv. FTP protocol and publishing a site.
        1. Research web publishing and costs.
        2. Use FTP protocol to publish your site.
    v. Storyboarding – make storyboard cards on 5x8 cards with a card for each page showing the design layout, font to be used, colors, etc.
    vi. Design and build a web site that outlines the most important points learned about HTML in a frameset. Include a welcome page, basic tags page, and resources page. Publish site.
e. JavaScript book exercises
f. Culminating project
    i. Design a site using the approved subject of your choosing. Include storyboard cards, a frames based site with a nested frameset, a rollover image, compressed images, a frame based slide show, a random image array, a form with radio buttons, check boxes, text boxes, a drop down list and with an alert message and a conditional statement
    ii. Graded final project parts
        1. Storyboards
        2. Color scheme, font choices, background color, etc.
        3. Index page
        4. Image gallery – image composite sheet
        5. Array page with code
        6. Form w/ alert and conditional alert
        7. Published site
        8. Completed final project

23. Texts & Supplemental Instructional Materials

HTML and JavaScript and Advanced Internet Technologies – Turner & Barksdale, South-Western
Practical Computer Literacy – Parsons and Oja, Course Technology, Thomson Learning

24. Key Assignments

a. Create a calendar in HTML using a table
b. Create a survey on campus cleanliness using a form with radio buttons, check boxes, text boxes, and a drop down list
c. Research good resource sites for HTML or JavaScript help
d. Use FTP protocol to publish your site.
e. Published web site that outlines the most important points learned about HTML in a frameset.
f. Culminating project
    i. Design, code and publish site including all criteria given
    ii. Graded final project parts
        1. Storyboards
        2. Color scheme, font choices, background color, etc.
        3. Index page
        4. Image gallery – image composite sheet
        5. Array page with code
        6. Form w/ alert and conditional alert
        7. Published site
        8. Completed final project

25. Instructional Methods and/or Strategies

Written assignments
Computer based instructor demonstrations
Visual presentation formats for web design
Visual presentation of samples of a basic web site
Internet research as required for projects
Oral presentations
Peer evaluation and revision of layouts

26. Assessment Methods and/or Tools

Written assignments demonstrating ability to effectively communicate knowledge of computer software and hardware interfaces
Activities and projects demonstrating knowledge of HTML and JavaScript programming language
Written critiques of various web sites using basic design principles
Vocabulary homework
Ability to read and follow instructions
Quality of completed assignments
Self-evaluations and peer critiques
Portfolio
Final Project
Assessment criteria
Assessment rubric
Efforts on projects

Course Title

Introduction to Meat Processing

Description of Target Group

This course is designed as a one semester elective course for ninth and tenth grade students. Eleventh and twelfth grade students may take the course with instructor approval.

Purpose

This is a one period - semester course for students who wish to become acquainted with and understand the basics n meat processing. There is not a lab period designated as part of this course. Job opportunities and employability will also be covered. Introduction to the FFA program and California Record Book will also be included.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Identify the primals and subprimals of beef, pork and lamb.
2. Identify typical retail cuts of beef, pork and lamb using the National Meats Contest Sheet #44.
3. Describe the purpose of meat inspection.
4. List the marbling scores for beef carcasses and convert these scores to a quality grade.
5. Determine physiological age of carcass meat and its effect on quality grades.
6. Calculate dressing percentage for beef, swine, and lamb carcasses.
7. Calculate retail cut-out values for beef, pork and lamb.
8. List the methods of cooking meat.
9. List the methods of meat packaging and its effect on shelf and storage life.
10. List the lengths for which meat can be frozen.
11. How to properly sharpen a knife.
12. Students will learn about the FFA.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Demonstrations, lectures, handouts, graphs, worksheets, photos, video library and field trips to local markets.

Course Title

Meat Processing A

Description of Target Group

This course is designed for students in the 10th, 11th, and 12th grades. Agriculture Science is recommended.

Purpose

This is a semester course for two periods for all students who wish to understand and develop skill of meat cutting, employment opportunities in meats, slaughtering of beef, sheep, hogs, byproducts of packing houses cold storage and refrigeration of meat, curing and smoking processes, the care and handling of meat and equipment and shop safety and sanitation.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. How to properly sharpen a knife
2. Identify wholesale cuts of beef, pork, and lamb.
3. Describe the purpose of U.S. meat grading and meat inspection.
4. Be able to calculate dressing percentage for beef, swine, and sheep.
5. Understand and use shop safety habits and sanitation.
6. Acquire basic skills in breaking down beef, sheep, and hog carcasses.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Field trip to a local slaughter plan, local butcher shop; slaughter an animal as a class project; make sausage with the class.

Course Title

Meat Processing B

Description of Target Group

This course is designed for students in the 10th, 11th, and 12th grades. Agriculture Science and Meat Processing A are recommended.

Purpose

This is a semester course for two periods for all students who wish to understand and develop the skill of meat cutting, employment opportunities in meats, slaughtering of beef, sheep, hogs, byproducts of packing houses, cold storage and refrigeration of meat, curing and smoking processes, the care and handling of meat and it's equipment and shop safety, along with sanitation.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Acquaint students with the many job opportunities which exist in the meat process field and encourage further education in this area.
2. Identify typical retail cuts of beef, pork, and lamb.
3. Explain the process and reason for curing and smoking.
4. List the methods of cooking meat.
5. List the lengths for which meat can be frozen.
6. Understand the true value of trends and their real value in making management decisions.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Field trip to a local slaughter plant, local butcher shop; slaughter an animal as a class project; make sausage with the class.

Course Title

Natural Resources Management 1 A/B

Description of Target Group

This course is for 10th, 11th, and 12th grade students.

Prerequisites: Must have completed Life Science, Biology, Agricultural Science 2 or Ag. Biology

Purpose

The purpose of NATURAL RESOURCES MANAGEMENT is to present a study of scientific principles, interrelationships, and problems regarding natural resources conservation. Emphasizes interdisciplinary aspects of environmental decisions and motivates those interested in conservation and management oriented occupations. To include environmental problems and their causes, and observe cultural changes, world views, and ethics. Students will study ecosystems, how they work and what are the major types, and what can happen to them. Other issues will include: environmental economics and politics, Risk, toxicology, and human health along with climate, global warming, and ozone loss. We will explore many aspects of natural resources and bio-diversity.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Reinforced Arithmetic skills
2. Ability to evaluate current events
    a. In relationship to Natural Resources and Ecology
    b. Leading and participating in class discussions of events, issues, and real policy
    c. Summarize weather and climate problems as they relate to global warming and ozone loss
3. Relate life situations to current events
    a. Working with others
    b. Critical thinking in response to reaction paragraph or short essays
    c. Understand world cultural changes and view points that lead to an ethical sustain ability
    d. Understand environmental economics and politics
4. Conservation Projects (to include, but is not limited to:)
    a. Figuring correct amounts and costs of materials
    b. Figuring volume of water projects and dams
    c. Drawing and drafting plans
    d. Summarize the major environmental problems and their causes
    e. Discuss the types and concepts of matter and energy resources
    f. Waste reduction and prevention
    g. Identify food resources and problems that relate to sustainable Earth Ag. systems

5. Discuss and Debate Issues
   a. Discuss ways that safely protect food resources.
   b. Earth's geological processes and the proper use and management of mineral and soil resources
   c. Describe the basic component of ecosystems and how they work
   d. Summarize human population growth, urbanization, and regulation problems and solutions
   e. Discuss chemical, physical, and biological risks and hazards as to various human health problems
   f. Discuss water's importance and the application of efficient water resource use
6. Conducting Lab Activities
   a. Scientific Experiments
   b. Measurements and Evaluations of Projects
   c. Misc. lab activities
7. Assessment of Student Learning
   a. Stunts will present evidence of learning by cooperating with groups or by individual assignments and presentations based on the above subjects.
   b. Students will demonstrate evidence of learning by presenting ideas, solutions, and conclusions to the areas stated above.
   c. Teacher observation and evaluation

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and approved supplementary books used in the Santa Maria Joint Union High School District

Current Topics in Magazines & Newspapers; such as: *Popular Science, California Farmer, Hoard's Dairyman, New Horizons, Wall Street Journal, Santa Maria Times, Feedstuffs, Farm Journal, and other supplementary materials.*

Activities

Individual work, lectures, class participation, demonstration, audio visual materials, guest speakers, small group activities, and field trips.

Course Title

Ornamental Horticulture 2A

Description of Target Group

This course is for 10th, 11th, and 12th grade students who have completed Ornamental Horticulture 1 A/B.

Purpose

The purpose of ORNAMENTAL HORTICULTURE 2A is to study the areas of: plant identification, advanced landscaping, turf management, advanced floral design, commercial flower production, sales, marketing, and job opportunities. This is the first semester of a one year course.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Be able to identify by botanical name the plants listed in the course curriculum sheet common to the local area.
2. Use, care for, and identify common floral and landscaping tools and materials.
3. Name and construct the different types of flower arrangements and corsages.
4. Identify common lawn grasses.
5. Know and use safety rules in the operation of horticultural power equipment.
6. Identify common cut flowers.
7. Be able to recognize the qualifications and requirements for jobs in the nursery practices and floriculture industries.
8. Be able to draw a landscaping plot plan.
9. Identify floral containers and mechanics.
10. Know the process of flower marketing from grower to consumer.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

1. Individual work
2. Lectures
3. Class participation
4. Demonstrations
5. Audio-visual materials
6. Field trips
7. Small group activities
8. Outside resource people

Course Title

Ornamental Horticulture 2B

Description of Target Group

This course is for 10th, 11th, and 12th grade students who have completed ORNAMENTAL HORTICULTURE 2A.

Purpose

The purpose of ORNAMENTAL HORTICULTURE 2B is to continue and further develop an understanding and knowledge of: plant identification, landscaping, commercial flower production, flower arrangement and corsage making, operation and maintenance of ornamental horticulture equipment, disease and pest identification, turf management, and arboriculture. This is the second semester of a one year course.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Be able to identify by botanical name the house plants and cut flowers listed in the course curriculum sheet.
2. Identify, use and care for common types of turf equipment.
3. Be able to recognize the qualifications and requirements for occupations in turf management and arboriculture.
4. Be able to maintain a lawn.
5. Be able to maintain permanent plantings.
6. Be able to identify common insect pests of ornamentals.
7. Be able to identify common weeds of ornamentals.
8. Correctly prune a landscape tree and shrub.
9. Be able to repair PVC pipe sprinkler system.
10. Apply common pesticides to ornamentals for the control of common insect pests.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

1. Individual work
2. Lectures
3. Class participation
4. Demonstrations
5. Audio-visual materials
6. Field trips
7. Small group activities
8. Outside resource people

Course Description

A. COVER PAGE

1. Course Title
Ornamental Horticulture

2. Transcript Title / Abbreviation
OH A/B

3. Transcript Course Code / Number
AG7050 (a) AG7051 (b)

4. School
Ernest Righetti High School/Santa Maria HS

5. District
Santa Maria Joint Union High School District

6. City
Santa Maria, CA 93455

7. School / District Web Site
http://www.smjuhsd.k12.ca.us

8. School Contact

Name: Jim Armstrong

Title/Position: Asst/Supt/Curric/Instruction

Phone: 805-922-4573 **Ext.:** 4211

Fax: 805-928-9916

E-mail: jarmstrong@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Language other than English
- ☐ Visual & Performing Arts (for 2003)
- ☒ College Prep Elective

10. Grade Level(s)
11-12

11. Seeking "Honors" Distinction?

☐ Yes ☒ No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Date of School Board Approval

14. Was this course previously approved by UC? ☐ Yes ☐ No If so, year removed from list? _____
Under what course title? _____

15. Is this course modeled after an UC-approved course from another school? ☒ Yes ☐ No
If so, which school(s)? North Santa Barbara County ROP

16. Pre-Requisites
General Science and Biology or AG Science I and Ag Science II.

17. Co-Requisites

18. Brief Course Description
This course is designed to instruct students in the growth, production, and care of plants for ornamental purposes. Topics include plant growth needs, botanical classification, plant physiology, plant reproduction, plant diseases and pests, planting medias, management practices, selection and care of plants, and careers in Ornamental Horticulture.

B. COURSE CONTENT

Please refer to instructions

19. Course Goals and/or Major Student Outcomes

20. Course Objectives

21. Course Outline

22. Texts & Supplemental Instructional Materials

23. Key Assignments

24. Instructional Methods and/or Strategies

25. Assessment Methods and/or Tools

C. HONORS COURSES ONLY

Please refer to instructions

26. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

27. Context for Course (optional)

28. History of Course Development (optional)

Santa Maria Joint Union High School District
Ernest Righetti High School

Course Plan

COURSE TITLE: Ornamental Horticulture

LENGTH OF COURSE: 1 Year

CREDITS: 10 Units

PREREQUISITES: Completion of Algebra 1 or enrolled in Algebra 1. Completion of Agriculture Biology or Biology.

COURSE DESCRIPTION:

This course is designed to instruct students in the growth, production, and care of plants for ornamental purposes. Topics include plant growth needs, botanical classification, plant physiology, plant reproduction, plant diseases and pests, planting medias, management practices, selection and care of plants, and careers in Ornamental Horticulture.

TEXT BOOKS:

Introductory Horticulture, Reiley & Shry, (Delmar, 1995)
The Science of Agriculture, A Biological Approach, Ray V. HeITen (Delmar, 2001) The Science of Agriculture, A Biological Approach Laboratory Manual, Ray V. Hen-en, Catherine A. Teare Ketter, (Delmar, 2001)
Agriscience Fundamentals and Applications, Elmer Cooper (Delmar, 1990) Agriscience Fundamentals and Applications Laboratory Manual, Walter York (Delmar, 1991)
Agricultural Science Laboratory Manual, Fullerton High School Agriculture Department, 1990

MEANS OF ASSESSING STUDENT LEARNING:

1. Tests & Quizzes - 20%
2. Laboratory Investigation -20%
3. Writing Assignments -20%
4. Discussion & Critical Thinking Activities - 20%
5. Research report and oral presentation - 10%
6. Group & Individual Activities - 10%

EXIT LEARNING OBJECTIVES:

1. To develop an appreciation of horticulture.
2. To incorporate scientific methods and biological principles with modem agricultural practices.
3. To create an awareness of the importance of horticulture.
4. To prepare students for college level entry in the various disciplines of horticulture.
5. To understand the importance of plants, their uses, and incorporation of plants in our society.
6. To be familiar with cell theory and its application to the organization of all organisms. 7. To recognize plant physiology, growth requirements, and nutrients needed for optimum plant growth.
8. To recognize the diversity oflife and the interrelationships among all organisms
9. To understand the role of plants in our landscape, the process of design, installation, and maintenance of those plant materials.
10. To be aware of the historical and descriptive nature of horticulture as a science.
11. To acquire agricultural and biological vocabulary, and the reading, writing, and critical thinking skills pertaining to the science.

OUTLINE OF COURSE:

1. Horticulture: An Introduction
   a. Exploring the Horticulture Field
   b. Plant Taxonomy: How Plants are Named c. Plant Identification

2. Organisms and Their Environment
   a. Conserving Natural Resources
   b. Agricultural Practices Beneficial/Harmful to the Environment c. The Nitrogen Cycle
   d. The Oxygen Cycle
   e. The Water Cycle
   f. The Food Web

3. Plant Cells
   a. Function of Plant Cells b. Process of Photosynthesis c. Process of Respiration d. Process of Transpiration e. Process of Translocation

4. Plant Physiology, Reproduction and Growth
   a. Root, Stem and Leaf Structures

b. Flower Structures and Functions
c. Plant Growth Requirements
d. Plant Nutritional Needs
e. Monocotyledons & Dicotyledons
f. Environmental Factors Affecting Plant Growth g.
Nutritional Needs of Plants

5. Plant Pathology & Entomology a. Plant
   Pathology
   b. Orders of Insects
   c. Insect Biology

6. Soils
   a. Introduction to Soils
   b. Soil Forming Factors c. Soil
   Horizons Structures
   d. Basic Soil Components e.
   Organic Matter in Soils f. Soil
   Moisture Behavior
   g. Soil Classification Experiment

7. Plant Propagation: Sexual & Asexual
   a. Seeds
   b. Softwood and Semi-hardwood Cuttings c.
   Hardwood Cuttings
   d. Separation and Division
   e. Grafting, Budding, and Layering

8. Plant Selection, Installation, and Care
   a. Seed Germination Trials
      i. Cool Weather vs. Warm Weather crops
      ii. Soil Sample Comparisons
      iii. Temperature Requirements for Germination
      iv. Light Needs for Optimum Growth Laboratory
   b. Outdoor Plant Growth Experiments
   c. Indoor Plant Growth Experiments
   d. Care of Seedlings
   e. Care of Mature Plant Materials

9. Plant Research Project
   a. Development of Agriculture Science Projects b.
   Statistical Management of Project
   c. Instructional Coordination
   d. Analysis of Project Results

METHODS OF INSTRUCTION:

1. Lecture
2. Tests & Quizzes
3. Laboratory Investigations
4. Essays & Writing Assignments
5. Discussion & Critical Thinking Activities 6.
Reading Assignments
7. Group/Individua1 Activities
8. Audio Visual Materials
9. Guest Speakers
10. Field Trips

Course Title

Plant and Soil Science 1 A/B (P)

Description of Target Group

This course is for 11th, and 12th grade students.

Purpose

The PLANT AND SOIL SCIENCE class sequenced in such a way that allows the student to expand the knowledge of advanced topics in plants and soil science. The course will have an emphasis on the viticulture industry, including a variety of skills necessary for successful entry level employment, such as lab technician, pest control, and plant tester. Other key concepts to be discussed are; plant physiology and growth, plant pathology and pests, soil and water management as well as detail discussion of other county crops and resource management techniques. This is a year long, ten unit course.

Prerequisites: Completion of two of three classes; Ag. Science 1, Ag. Science 2, OR, Ag Biology (or currently enrolled).

Standards of Expected Student Achievement

1.Plant Classification:
Students will understand the principles of plant classification and identify plants using a simple botanical key.

2. Plant Cell Components
Students will understand cell functions and will identify and describe cell components. They will understand the principles of plant inheritance, which will include the structure and roll of nuclear cytoplasmic DNA.

3. Plant Physiology and Growth
Students will understand the principles of plant physiology and growth. They will describe the factors, which influence plant growth including water, nutrients, and air.

4. Plant Reproduction
Students will understand the difference between sexual and asexual reproduction in plants. They will demonstrate techniques for successful plant propagation. They will understand the concepts of ploidy, diploid-somatic cell, haploid- reproductive and multiploid cells.

Plant and Soil Science 1A/B (continued)

5. Plant Pathology and Pests
Students will understand basic plant pathology and pest problems and their respective economic impacts. They will identify the types of pathogens and pests that affect plants. They will describe the symptoms of disease and insect damage and methods of management including genetic resistance.

6. Soil and water Management
Students will understand the effective management practices used in irrigation, drainage, tillage, soil and water conservation. They will describe the practices necessary to effectively manage, and conserve soil and water.

7. Cultural and Harvest Practices
Students will understand crop management and production practices. Students will demonstrate local cultural techniques including pruning, fertilization, planting, irrigation, harvesting safety, and marketing practices.

8. Biotechnology
Students will understand the principles of tissue culture and gene transfer in plant breeding as compared to conventional plant improvement and resistance procedures.
They will understand the concepts of haploid plants obtained via anther/ microscopic culture, protoplast fusion and gene transfer. They will understand the concept of ploidy, diploid-somatic cell, haploid reproductive and multiploid cells.

9.Equipment Management
Students will know how to maintain and repair tools and equipment used in plant production operations. They will demonstrate the skills necessary to service and repair equipment and maintain tools.

10.Crops of California
Students will recognize crops of California. Special emphasis will be made as to developing crops such as grapes, mini-vegetable crops, specialty varieties, and direct or farmers market type sales.

11. Record Keeping
Students will demonstrate an understanding of the principles of record keeping utilizing a variety of methods and systems. They will explain the differences between production and financial records.

12. Interpersonal Leadership Development
Students will recognize the traits of effective leaders and participate in leadership training activities associated with the FFA, including public speaking, leading group discussions, working within a committee, conducting business meetings, and problem solving.

Plant and Soil Science 1A/B (continued)

13. Supervised Practical Experience Project
Students will understand the relationship between a supervised practical experience project (SPE) and their preparation for a career in agriculture. They will engage in a supervised practical experience employing skills and knowledge learned in the classroom. Students will maintain an on-going recordbook.

Methods of Assessment of Student Learning
- Written Scenario
- Authentic Assessment
- Work Samples
- Portfolios
- Agriculture Record Book

Instructional Materials

Text and Supplementary Materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Individual work, lectures, class participation, demonstrations, audio visual materials, field trips, small group activities, outside resource people, guest speakers, and job shadowing.

Laboratory Science Subject Template

(Required Information needed to prepare for course submission)

- **Course Guidance**

GENERAL LABORATORY SCIENCE GUIDANCE

The intent of the laboratory science requirement is to ensure that entering freshmen have a minimum of one year of preparation in each of at least two of the areas of Physics, Chemistry, and Biology/Life Science. This requirement can be satisfied by taking two courses from among these specific subject areas, but courses from across the broad spectrum of scientific subjects are potentially acceptable, provided they conform to the Course Requirements specified below.

Goals of the Laboratory Science Requirement

The overarching goal of the subject requirement in laboratory science is to ensure that freshmen are adequately prepared to undertake university-level study in any scientific or science-related discipline. The term "laboratory" is intended to signify an empirical basis of the subject matter, as well as inclusion of a substantial experimental and/or observational activity in the course design. The requirement emphasizes biology/life sciences, chemistry and physics because these subjects are preparatory to university-level study in all scientific and science-related disciplines. However, coverage of these foundational subjects in suitable breadth and depth can potentially be found in a wide range of science courses provided the courses conform to the criteria described under the Course Requirements below.

All courses certified in the laboratory science subject area should be designed with the explicit intention of developing and encouraging these scientific habits of mind:

1. Students should develop a perception of science as a way of understanding the world around them, not as a collection of theories and definitions to be memorized.

2. Students should emerge from high school embracing an ease in using their scientific knowledge to perceive patterns and regularity, make predictions, and test those predictions against evidence and reason.

3. Students should recognize that abstraction and generalization are important sources of the power of science.

4. Students should understand that scientific models are useful to represent phenomena in the physical world. They should appreciate that models and theories are valuable only when vigorously tested against observation.

5. Students should understand that assertions require justification based on evidence and logic, and should develop an ability to supply appropriate justifications for their assertions. They should habitually ask "Why?" and "How do I know?"

6. Students should develop and maintain openness to using technological tools appropriately, including graphing calculators and computers, in gathering and analyzing data. They should be aware of the limitations of these tools, and should be capable of effectively using them while making sound judgments about when such tools are and are not useful.

7. Students should recognize that measurements and observations are subject to variability and error, and that these must be accounted for in a quantitative way when assessing the relationship between observation and theory.

Course Requirements

Regardless of the scientific subject, all approved courses are expected to satisfy these criteria:

1. Courses should be consistent with and illustrate the goals described above.

2. Courses must explain the relevant phenomena on the basis of the underlying biological, chemical and/or physical principles, as appropriate. They should provide rigorous, in-depth treatments of the conceptual foundations of the scientific subject studied.

3. Courses should afford students opportunities to participate in all phases of the scientific process, including formulation of well-posed scientific questions and hypotheses, design of experiments and/or data collection strategies, analysis of data and drawing of conclusions. They should also require students to discuss scientific ideas with other students and to write clearly and coherently on scientific topics.

4. Courses must specify, at a minimum, elementary algebra as a prerequisite or co-requisite, and should employ quantitative reasoning and methods wherever appropriate.

5. Courses must take an overall approach that is consistent with the scientific method in relation to observing, forming hypotheses, testing hypotheses through experimentation and/or further observation, and forming objective conclusions.

6. Courses must include hands-on laboratory activities that are directly related to and support the other class work, and that involve inquiry, observation, analysis and write-up. These hands-on activities should account for at least 20 percent of class time, and should be itemized and described in the course description.

7. The content for physics, chemistry and biology/life sciences courses in grades 9 through 12 will usually be drawn from the Science Content Standards for California Public Schools [PDF], and may, in some cases, also be drawn from the California Career Technical Education Model Curriculum Standards [PDF]. While these standards can be a useful guide, coverage of all items in the standards is not necessary for the specific purpose of meeting the subject requirements for university admission. Likewise, simple coverage of all standards is not enough to assure course approval. For success in college, secondary science teachers should help students learn to assimilate the major ideas and principles that encompass the standards rather than explore the breadth of all the standards. More important than the topics covered, or even than the skills directly used in class, are the more general abilities and attitudes gained through the effort of mastering the course content. These general abilities and attitudes are described in the goals section above.

HONORS LABORATORY SCIENCE GUIDANCE

- Laboratory Science Honors courses are expected to provide both breadth and depth of exploration in the subject area, developing writing, research, and analytical skills. Specific detailed evidence must be included in the course outline.
- The courses must offer content and/or experience that are demonstrably more challenging than what is offered through the regular college preparatory courses in the same field.
- Factors considered for UC approved honors courses that satisfy the "d" requirement include but are not limited to the assignment and evaluation of one long or numerous short, challenging, and properly-annotated research papers and a comprehensive final examination. Specific details of each of these assignments are required.
- The use of college-level textbooks is encouraged.
- Regular college preparatory courses in the subject areas should be offered. If regular non-honors courses are offered, a strong justification for the lack of a regular course is required.
- In addition to AP and IB higher level courses, high schools may certify as honors level courses **not more than one unit** for each Laboratory Science Discipline.
- A single, written, comprehensive, full year final exam must be administered that encompasses all the material that has been covered for the entire year.

- **Course Content**

NOTE: The following questions are subject specific and ask for detailed information regarding the course curriculum. Since UC has developed their own criteria for the review of curricula, it is not necessary (and preferred) that the State Standards are not listed when submitting course descriptions to the University. When preparing the course submission, keep in mind that your audience is the UC High School Articulation unit and UC faculty. Include relevant information that would assist those reviewing the course and provide UC a better understanding and clarity about the intent of the curriculum. UC expects to see information that would show specific, detailed evidence of the course rigor and development of essential skills and habits of mind. Course template components need to be more expository and illustrative of the integration of each course component and how the overarching goals are being accomplished. The text boxes below will expand to accommodate additional text.

Course Purpose: *What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. (How these will be accomplished should be reserved for the Course Outline, Key and Written assignments, Assessments, and/or Instructional Methods.)*

NOTE: More specificity than a simple recitation of the State Standards is needed.

- Upon completion of this course students will be academically and technologically proficient, having a basic understanding of veterinary science methods
- Students will be able to apply critical thinking and decision-making skills, analyze, synthesize and evaluate veterinary science information.
- As responsible citizens students will be life-long learners able to make informed decisions regarding veterinary scientific matters.
- To encourage scientific investigation and with it the attitudes of accuracy in thought and work ethics.
- Utilize real world applications as a relevant vehicle to teach veterinary principles and improve the veterinary scientific literacy of students.

- Develop students' knowledge of Veterinary science to a competent standard as determined by the

California Career Technical educational Model curriculum standards and the Texas Agri-life extension program Test.

- Strengthen instruction in veterinary science for students pursuing professional level careers in agriculture.
- Integrate mathematics standards, language arts standards and career employability standards including creative thinking, problem solving skills and technological literacy related to the agriculture industry.
- Meet a portion of the laboratory science requirement for admissions to the University of California and California State University systems.
- Develop a sense of interrelationships between veterinary science and its relationship to agricultural applications.

Course Outline: A *detailed descriptive summary of all topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered. A mere listing of topics in outline form is not sufficient (i.e. textbook table of contents or California State Standards).*

Unit 1: Introduction to Animal Anatomy, Physiology, and Veterinary Medicine.

1. In this first unit, students will learn the overall course objectives, grading procedures, and classroom procedures for safely working with animals. They will also discuss and compare the use of animals in society as pets, service animals and companion animals versus animals used for food production.
2. Students will learn proper safety and regulations to include handling of animals, routine clinical procedures, surgical practices, and emergency situations.
3. They will also review the use of the microscope for routine testing as well as develop an understanding of prescription placement and the use of the autoclave machine.
4. An overview of research and data collection procedures will be discussed as it pertains to veterinary medical cases.
5. Students will begin to develop their foundation of medical terminology to include common abbreviations, suffixes, root words and measurements.

Unit 2: Cells

1. Students will be able to review and explain the molecular makeup of cells
2. Identify the basic structures of the cell and their corresponding functions. RNA and DNA Bases. Basic structure and function such as metabolism, anabolism, and catabolism.
3. Discuss mitosis and its clinical significance in diseases such as cancer. Review Interphase, Prophase, Metaphase, Anaphase, Telophase. Students will comprehend benign vs. malignant cells.
4. Detailed meiosis in mammalian reproduction

Unit 3: Tissue Types and Functions

Students will be able to describe the properties, locations, functions, and varieties of:

1. Epithelial: properties, locations, functions, and varieties.
2. Connective: tendons, fat, blood, cartilage, and bone make up the extracellular matrix.
3. Muscle: smooth, skeletal, and cardiac.
4. Nerve: central nervous system and peripheral nervous system.

Unit 4: Muscle and Skeletal System

1. Students will be able to describe the functions of musculoskeletal system
2. Detail the structure of the bone; name the joint types and their accompanying role in movement
3. List the two major sections of the skeleton, name the corresponding bones, and compare species

differentiation

4. Explain how bone grows and remodels; relate bone and muscle groups to movement

Unit 5: Circulatory System

1. Students will be able to list blood components and explain the functions of blood
2. Identify the basic structures of the mammalian heart; trace the flow of blood through the heart and body while detailing the parts of the blood vessels and their structural significance
3. Use knowledge of heart function and control to explain the clinical significance of the electrocardiogram; heart sounds, including heart murmurs; and blood pressure

Unit 6: Respiratory System

1. Identify the basic components of the respiratory tract
2. List and discuss the function and control of breathing

Unit 7: Renal System

1. Identify and name the basic structures in the renal system
2. Name and explain the functions of the renal system
3. Students will comprehend the kidney structure and urine formation and regulation.
4. Students will learn how to do urine and blood evaluations.

Unit 8: Digestive System

1. Identify the basic structures of the digestive system
2. Explain digestion in mono-gastric and ruminant animals, including digestive tract function, absorption and the role of the liver in digestion and metabolism

Unit 9: Reproductive System

1. Discuss female anatomy and the estrous cycle
2. List the steps in establishing pregnancy and identify the stages of parturition
3. Male and female anatomy hormonal function.

Unit 10: Central Nervous System

1. Describe the neuron, the nerve impulse, and the synapse and explain the components of a reflex arc
2. Identify the major structures of the brain
3. Discuss the anatomy and function of the spinal cord
4. Compare and contrast the function of the sensory somatic system to the autonomic nervous system and differentiate between the two branches of the autonomic system

Unit 11: Nutrition

1. List the six major components of animal diets, and discuss their structure and significance in nutrition
2. Explain the general principles in animal nutrition
3. Discuss the difference between dogs, cats and equine nutrition needs

Unit 12: Common Disease and Disorders

1. Describe Koch's postulates
2. List the important distinguishing features and give example of major disease agents and discuss resulting diseases
3. Name the basic components of disease prevention
4. Describe the types of vaccines available and their roles in disease prevention
5. Classify diseases, match them with the domestic species in which they occur, and discuss their clinical

significance
6. List and describe several diseases common in domestic animals that are contagious to humans
7. List the major methods used to diagnose disease and cite examples of disease diagnosis with each testing method

Unit 13: Principles of Surgery

1. Explain the clinical significance of the basic principles of successful surgery
2. Explain the healing of lacerations

Unit 14: Pharmacology

1. Define terms relating to general pharmacology
2. Explain the five schedules of controlled substances and their common use
3. Become familiar with pharmacologic agents their uses, adverse side effects and dosage form
4. Identify the parts of drug labels and inserts
5. List routes and describe route of drug administration and routes of drug excretion
6. Define biotransformation and list common chemical reactions involved in this process

Unit 15: Genetics

1. Debate the pro and con of genetic engineering animals for food, conservation and domestic pets
2. Describe the theory of classification of the animal kingdom
3. List common genetic diseases and disorders

Unit 16: Professional Career Opportunities

1. College education and career planning
2. Professional growth
3. Work ethics and employability skills
4. Resume writing
5. Interview techniques
6. Developing a professional portfolio

Laboratory Activities: *Acceptable courses include hands-on scientific activities that are directly related to and support the other classwork, and that involve inquiry, observation, analysis, and write-up. These hands-on activities should account for at least 20% of class time, and should be listed and described in detail. Please itemize and describe each laboratory activity in detail.*

Unit 1: Introduction to Animal Anatomy, Physiology, and Veterinary Medicine.

Activity: Students will be given practicum on routine restraints and be expected to demonstrate the common safety restraints specifically used for dogs and cats in a classroom setting. Students will take the role of assistant technician and veterinarian to work together for restraints such as lateral recumbency on a large dog, dorsal recumbency for a urine sample, and sternal recumbency for placement of x-rays.

Activity: Students will go on a field trip to a local veterinary clinic to take a tour and identify common safety practices in the clinic. They will get a brief lecture on the radiography equipment and learn about the regulations related to their use. Students will write a thank you card to the vet clinic and comment with major points learned on the trip.

Unit 3: Tissue Types and Functions

Activity: Students will utilize microscopes and prepared histology slides of common tissue types for and

identification lab. They will draw detailed diagrams of what they see in order to be able to properly connect certain cells and tissue types for routine laboratory practices. They will be expected to identify common tissue samples under a microscope for assessment.

Unit 4: Muscle and Skeletal System

Activity: Skeletal system painting lab. Students paint the appendicular and axial skeleton on live animals to include horse, cows, and sheep. Use washable paint and work in groups of 3-4. Must be able to name the bones as the teacher quizzes them afterward.

Activity: Students will construct a long bone out of clay and create 'flags' to identify all the major parts. They will then transfer this knowledge to a real long bone and place tags on the major components using their clay model.

Unit 5: Circulatory System

Activity: Students will perform a dissection of the heart where they must identify the four major chambers of the heart and major blood vessels circulating blood throughout it.

Activity: Students will go on a field trip to the local veterinary clinic to watch an echocardiogram or EKG demonstrated by the veterinarians. Upon return they will write a one page summary of what an EKG is and how it is performed.

Unit 6: Respiratory System

Activity: Using a stethoscope, students will listen to lung sounds of various animals (dogs, cats, horses, sheep etc...) and practice taking respiratory rates.

Activity: The class will dissect a full grown pig carcass and extract the respiratory system. Students will identify all major parts and learn how to inflate lungs. Also, they will be given a demonstration on how a tracheotomy procedure will take place.

Unit 7: Renal System

Activity: Students will dissect kidneys and identify all of the parts and functions. They must be able to label the kidneys on a diagram and discuss their functions.

Activity: Students will learn how to perform a urinalysis and how to interpret lab results. This will help them to determine if a patient is in kidney failure. Having to interpret lab work will be a common procedure in the vet clinic.

Unit 8: Digestive System

Activity: Students will go to the local university dairy unit to see a fistulated cow (has a hole in its side) to study the components of a ruminant animal. This will provide an overview of the ruminant digestive system and give students a direct view into the rumen of an animal. Students can take a sample from the rumen and look at it under the microscope to see what microbes are present in the animal's biggest digestive chamber.

Unit 9: Reproductive System

Activity: Students will learn the processes of artificial insemination by taking a field trip to a dairy facility to watch a demonstration. Students will get to see the collection of semen from a bull and then they will view the semen under a microscope to see the sperm. They will learn how to assess the viability of sperm and count the number of sperm in a specimen. They will also learn how scientists use extenders to artificially inseminate several animals with one collection.

Unit 10: Central Nervous System

Activity: Students will observe a veterinarian doing a neurological exam on an animal for nervous system issues. They will record data on what they observe and then discuss what types of treatments or therapies are possible for the diagnosis.

Activity: Students will local and properly extract the brain from their cat specimens. They will identify all the major parts and review their functions. Teacher will verbally quiz each group on their knowledge of the major lobes of the brain and their ability to discuss the functions.

Unit 13: Principles of Surgery

Activity: Students will participate in a suturing lab utilizing proper suturing materials, needle holders, and needles. The use of a banana as the "patient" will show the outcome of a simple interrupted suture technique. Students will be given guided instruction then will practice. Students will also demonstrate how to remove sutures using Lister bandage scissors. A final set of sutures will be graded.

Activity: Students will be divided into groups to perform the following demonstrations for the class: how to prepare a patient for surgery, how to properly put on a gown and gloves using an aseptic technique, how to pack a surgical pack, how to properly scrub in for surgery and how to monitor animals under anesthesia.

Unit 14: Pharmacology

Activity: Students will be given a prescription amount and have to demonstrate their knowledge of how to use a pill counter and use knowledge of medical math to physically count the proper number of pills to administer. Students will use candy (skittles or M&Ms) to pretend they are pills with set dosages.

Key Assignments: *Detailed descriptions of all Key Assignments which should incorporate activities and projects, as well as, short answers and essay questions. How do assignments incorporate topics? Include all assignments that students will be required to complete. Assignments should be linked to components mentioned in the course outline. It is not appropriate or necessary to include instructions given to students regarding the execution of assignments (formatting, timeliness, etc.). Do not include exams or assessments in this section.*

Unit 1: Introduction to Animal Anatomy, Physiology, and Veterinary Medicine.

Assignment: Drawings of laboratory tools, demonstration of use, proper identification, short 2 page essay on proper safety techniques and escape routes from classroom.

Assignment: Students will produce a computer generated presentation of importance of animals in society. PowerPoint, Prezi, or Google Slides will be the preferred template to create the presentation. They will work in pairs of two and present the information to the class.

Unit 2: Cells

Assignment: A local veterinarian and cancer expert in small animal care will come give a guest lecture on how to diagnose and treat patients with cancer. She will also discuss a variety of common unknown forms of cancer that pets develop in our everyday lives. Options for care, prognosis for the future, and specific breeds known to be prone to cancer will be discussed. An open class discussion with feedback will be the format of this activity.

Unit 3: Tissue Types and Functions

Assignment: Students will create 3-D study tool of tissues, draw and color basic tissues. They will illustrate comparative writing on tissue types. They will use this for review on their unit test and turn in for points.

Unit 4: Muscle and Skeletal System

Assignment: Begin Anatomical Overlay project: Students will draw and trace the anatomical parts of their selected specie of animal. This will include external parts, skeletal system, and eventually the organ system. Use of

cardstock and transparencies to create overlay affect.

Assignment: Students will receive review worksheets and study guides for musculoskeletal system, create study tools with diagrams, answer questions in short essay format related to material (Ex: Explain the types of joints found in mammals and their movement patterns. Use terms from connective tissue study to explain movement.)

Unit 5: Circulatory System

Assignment: Anatomical overlay project continued. They will create the circulatory System layer. Students will draw and label all of the major veins and arteries in the selected animal diagram. They will use the color blue for arteries and the color red for veins. They will create a key for labeling all of the major blood vessels in the circulatory system.

Assignment: Design a t-shirt with the heart and major components of the circulatory system. Shirt must be white to begin and students will use t-shirt paint markers to draw diagram.

Unit 7: Renal System

Assignment: Students will go on a walking tour to identify common toxic plants to animals. They common plants will cause major issues and can be toxic to the renal system and therefore students will need to know how to identify the plants and what to do in the situation if an animal has eaten them.

Unit 8: Digestive System

Assignment: Students will be put into groups to create models of either the monogastric or ruminant digestive system tracts. They will have to present their models to the class and also discuss step by step how food moves through the systems.

Assignment: Students will add either the monogastric or ruminant digestive system to their anatomical overlay project. Which one they select depends upon the animal they choose at the beginning and its corresponding system.

Unit 9: Reproductive System

Assignment: Guest speakers from an Equine Center will discuss the stages of breeding horses beginning with their cycles. This will include all of the stages to include hormone therapy such as "short cycling" a mare to come into heat for breeding purposes. Stages of delivery and foal care will also be discussed. If possible, a trip to the breeding lab and equine center can also be arranged.

Assignment: Students will create a video demonstration about the advantages and disadvantages of spaying and neutering your pets. They will demonstrate the procedure using proper terminology regarding their reproductive system. Videos will be played in class.

Unit 10: Central Nervous System

Assignment: Students will add a layer to their continued anatomical overlay project that includes the major parts of the Central Nervous System.

Unit 11: Nutrition

Assignment: Students will take a tour of the local university feed mill and interact with animal nutritionists at the college. They will learn how different feeds are made and about possible career choices in animal nutrition.

Assignment: A guest speaker will come in to discuss feed options for raising livestock as market animals. He / she will discuss the different stages of growth and the components of the feed that will help the animal produce quality market products.

Unit 12: Common Disease and Disorders

Assignment: Students will create a parasite “catalog” with color pictures, life cycle and diagnosis/treatment.

Explain the specific steps to diagnosis of diseases and disorders by creating a visual chart to present to the class. Create a scenario to share with the class of an animal brought to the vet clinic for diagnosis; have class solve scenario.

Assignment: Disease Research Report. Students will be assigned a disease that they have to research and develop a presentation with information regarding this topic. Information should include viral, bacterial, fungal category, symptoms / signs, species affected, treatment, and long term prognosis. Photos should be presented and / or videos of animals infected if possible. Possible methods of presenting include Power Point, Prezi, Google slides, or videos.

Assignment: Guest speaker RVT (Registered Vet Technician) to come in and give a demonstration on how to properly remove ticks from a dog / cat. Also, discuss common parasite control methods useful in small and large animal pets.

Unit 13: Principles of Surgery

Assignment: Students will observed a neuter and spay surgery using their cat specimens. Students will fill out guided notes with the proper steps and use of common tools. The demo will be done by a local veterinarian. They will then try to perform either a spay or neuter procedure (depending on the sex of their cat) on their animal with help from guest DVM. (Doctor of Veterinary Medicine)

Unit 14: Pharmacology

Assignment: Students will create a drug label for 5 different but common prescriptions given to animals. They will use 5 case studies with recommendations and prescriptions given from the veterinarian. They will use a prescription label sheet to write out the information needed using proper medical abbreviations.

Unit 15: Genetics

Assignment: Students will be assigned a genetic disorder common to species. They will have to research information about the disorder as it pertains to the specie that usually presents these issues and they will give a short presentation describing their disorder.

Assignment/ Activity: An AKC (American Kennel Club) dog breeder will come in as a guest speaker to discuss common genetic disorders associated with breeding the incorrect combination of dogs in relation to their color and what common outcomes (blind, deaf, all white etc..) that occur. They will also discuss what genetic tests can be done prior to getting breeding dogs "certified" by a veterinarian.

Unit 16: Professional Career Opportunities

Assignment / Activity: Several guest speakers will come in to represent DVM, RVT, and assistant technicians to discuss their school and career readiness prior to their given profession.

Assignment: Students will all participate in mock phone conversations with common veterinary clinic client interactions. Each will take a turn playing the receptionist and the client. After the situation is done, the class will discuss how each person reacted and what you as the technician or receptionists should do in the situation.

Assignment: Students will develop a professional portfolio for a designated "job opportunity" in the veterinary science field. It will include a cover letter, resume, job application, a letter of recommendation and 4 pages of demonstrated skills with photos / descriptions.

Instructional Methods and/or Strategies: *Indicate how the Instructional Methods and/or Strategies support the delivery of the curriculum. What portions of the Course Outline are supported by the methods and strategies?*

Being that Veterinary science is a laboratory science area, the primary instructional strategy used to deliver curriculum are hands-on labs or Experiential Learning. This method of instruction allows to students to practice the concepts and see them in action, which research suggests leads to improved retention and ability for application.

Also, included in this area of Experiential Learning and used as a part of this course are research projects and assigned questions. Every unit within the content outline is supported by one or more experiential learning strategies.

Another key instructional strategy used is Interactive Learning, which allows students to manipulate content in various ways and form cognitive anchors. For example, there are opportunities for students to engage in role-playing, debates, discussion, and group projects. The following concepts within the content outline are supported by Interactive Learning; Intro to vet med, cells, muscle and skeletal systems, renal systems, digestive systems, reproductive systems, nutrition, common diseases and disorders, and genetics, professional career opportunities

Direct instruction is a foundational instructional strategy used as a par to this curriculum. Every unit provides students with direct instruction through teacher-lead discussion and lecture. Students are able to build a foundation of knowledge which will then be built upon through labs and other interactive methods.

Reading research assignments will be used to solidify material taught in class and to explore other areas within the unit. The following concepts within the content outline are supported by research assignments; Intro to vet med, common disease and disorders, and genetics.

The last strategy used is Indirect Instruction through activities such as essays, homework, and reading methods.

Assessments Including Methods and/or Tools: *Indicate the intent of each assessment and a brief description of how each relates to the Course Purpose and goals related to the development of critical thinking and other habits of mind skills.*

Assessment Methods and/or Tools

UNIT 1 Introduction to Animal Anatomy, Physiology, and Veterinary Medicine.

To assess students understanding of the safety and basic procedures and practices in a veterinarian clinic situation, students will demonstrate their knowledge through a constructed and selected response summative assessment.

UNIT 2: Cells

To assess students understanding of molecular make up of cells, students will demonstrate their knowledge through a selected response assessment. To assess student understanding of meiosis, students will demonstrate their knowledge selected response summative assessment.

UNIT 3: Tissue Types and Functions

To assess student understanding of tissue types, properties, locations and functions, students will demonstrate their knowledge through selected response formative assessment and through a lab report.

UNIT 4: Muscle and Skeletal System

To assess student understanding of the function, structure and identification of musculoskeletal systems, students will demonstrate their knowledge through a selected response summative assessment.

UNIT 5: Circulatory System

To assess student ability to distinguish the different types of blood components, students will demonstrate their

knowledge through a lab report. To assess student ability to identify the basic structures and function of a mammalian heart, students will demonstrate their knowledge through a constructed response summative assessment.

UNIT 6: Respiratory System

To assess student ability to identify components of respiratory tracts and functions of breathing, students will demonstrate their knowledge through several means of assessment, including a performance task, lab report, and constructed response assessments.

UNIT 7: Renal System

To assess student understanding of the concept of the function of the renal system and identification of its structures, students will demonstrate their knowledge through several lab reports and a selected response summative assessment.

UNIT 8: Digestive System

To assess student understanding of the function, structure and identification of digestive systems, students will demonstrate their knowledge through a selected response summative assessment.

UNIT 9: Reproductive System

To assess student understanding of hormonal function, identification of reproductive anatomy and pregnancy/parturition stages, students will demonstrate their knowledge through a lab report and selected response summative assessment.

UNIT 10: Central Nervous System

To assess student ability to compare the function of the sensory somatic system to autonomic nervous system, students will demonstrate their knowledge through a series of lab reports and performance assessments. To assess student ability to identify and describe structure and function of brain and spinal cords, students will demonstrate their knowledge through constructed response summative assessment.

UNIT 11: Nutrition

To assess student understanding of animal diets and nutritional needs, students will demonstrate their knowledge through selected response summative assessment.

UNIT 12: Common Disease and Disorders

To assess student understanding of prevention, diagnosis and classification of diseases/disorders, students will demonstrate their knowledge through a performance assessment project, a series of lab reports, and a constructed response summative assessment.

UNIT 13: Principles of Surgery

To assess student understanding and ability of the principles of successful surgery, students will demonstrate their knowledge through a performance task and selected response summative assessment.

UNIT 14: Pharmacology

To assess student understanding of the pharmacologic agents and their use in a veterinary practice, students will demonstrate their knowledge through a performance task and a constructed response summative assessment.

UNIT 15: Genetics

To assess student understanding of genetics and identification of diseases and disorders, students will demonstrate their knowledge through a research project/presentation and selected response summative

assessment.

UNIT 16: Professional Career Opportunities

To assess student understanding of the work ethic required and ability to develop a professional portfolio, students will demonstrate their knowledge through a mock job interview and career outline.

Tests and Quizzes	50%
Homework Assignments/Term Paper	15%
Notebook/Portfolio	05%
Laboratory Activities	20%
SAE Project & Record Book	05%
Leadership Development Activities	05%

NOTE: If "Yes" is selected for "Seeking 'Honors' Distinction" on the "Course Description" page of the "New Course" submission process, please complete the remaining 2 text boxes below.

Corresponding Non-Honors Course: *Indicate the name of the regular non-honors course corresponding to this proposed honors course.*

Differences in Honors/Non-Honors Courses: *Describe in detail how this honors course differs from the regular course offered in the same subject area. Be specific. UC assumes Honors submissions will have increased level of reading and writing. Please be specific and descriptive regarding precisely how these increase the rigor of the course beyond merely increased amounts of work.*

Veterinary Science

Santa Maria Joint Union High School District



asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)
rnest Righetti High School (053303)	Classroom Based	Abbreviation: Vet Science A, Course Code: AG6296 Abbreviation: Vet Science B, Course Code: AG6297
anta Maria High School (053305)	Classroom Based	Abbreviation: Vet Science A, Course Code: AG6296 Abbreviation: Vet Science B, Course Code: AG6297
ioneer Valley High School (053847)	Classroom Based	Abbreviation: Vet Science A, Course Code: AG6296 Abbreviation: Vet Science B, Course Code: AG6297

Title: Veterinary Science

Length of course: Full Year

Subject area: Science (D) / Biology / Life Sciences

UC honors designation? No

Prerequisites: Biology/Ag Biology (Recommended)

Co-requisites: Algebra (Required)

Integrated (Academics / CTE)?	Yes
Grade levels:	10th, 11th, 12th

ourse Description

urse overview:

Veterinary Science is a course designed to provide students an applied scientific study in the area of animals and veterinary care. This course focuses on the application of animal anatomical and physiological knowledge to the maintenance and improvement of animal health to include; clinical diagnosis of disease and parasites, administration of medications, and common surgical procedures. Biological applications will include studies in cells, genetics, evolution, and ecology as they pertain to the animal/veterinary field. The feline dissection and various other livestock specimens will serve as a supplemental lab practicum throughout the duration of this course. Each unit includes a clinical practice component at the conclusion to put the knowledge learned into a real veterinary clinical situation. Additional emphasis will be placed on industry practices to include office procedures, public relations and communications, laboratory skills. At the conclusion of this course and completion of requirements, students will be able to take the exam to become level 1 assistant veterinary technician certified.

urse content:

Unit 1: Introduction to Animal Anatomy, Physiology, and Veterinary Medicine.

1. In this first unit, students will learn the overall course objectives, grading procedures, and classroom procedures for safely working with animals. They will also discuss and compare the use of animals in society as pets, service animals and companion animals versus animals used for food production.
2. Students will learn proper safety and regulations to include handling of animals, routine clinical procedures, surgical practices, and emergency situations.
3. They will also review the use of the microscope for routine testing as well as develop an understanding of prescription placement and the use of the autoclave machine.
4. An overview of research and data collection procedures will be discussed as it pertains to veterinary medical cases.
5. Students will begin to develop their foundation of medical terminology to include common abbreviations, suffixes, root words and measurements.

Assignment: Drawings of laboratory tools, demonstration of use, proper identification, short 2 page essay on proper safety techniques and escape routes from classroom.

Assignment: Students will be given practicum on routine restraints and be expected to demonstrate the common safety restraints specifically used for dogs and cats in a classroom setting. Students will take the role of assistant technician and veterinarian to work together for restraints such as lateral recumbency on a large dog, dorsal recumbency for a urine sample, and sternal recumbency for placement of x-rays.

Assignment: Students will produce a computer generated presentation of importance of animals in society. PowerPoint, Prezi, or Google Slides will be the preferred template to create the presentation. They will work in pairs of two and present the information to the class.

Activity: Students will go on a field trip to a local veterinary clinic to take a tour and identify common safety practices in the clinic. They will get a brief lecture on the radiography equipment and learn about the regulations related to their use. Students will write a thank you card to the vet clinic and comment with major points learned on the trip.

Unit 2: Cells

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1. Students will be able to review and explain the molecular makeup of cells
2. Identify the basic structures of the cell and their corresponding functions. RNA and DNA Bases. Basic structure and function such as metabolism, anabolism, and catabolism.
3. Discuss mitosis and its clinical significance in diseases such as cancer. Review Interphase, Prophase, Metaphase, Anaphase, Telophase. Students will comprehend benign vs. malignant cells.
4. Detailed meiosis in mammalian reproduction

Assignment: A local veterinarian and cancer expert in small animal care will come give a guest lecture on how to diagnose and treat patients with cancer. She will also discuss a variety of common unknown forms of cancer that pets develop in our everyday lives. Options for care, prognosis for the future, and specific breeds known to be prone to cancer will be discussed. An open class discussion with feedback will be the format of this activity.

Unit 3: Tissue Types and Functions

Students will be able to describe the properties, locations, functions, and varieties of:

1. Epithelial: properties, locations, functions, and varieties.
2. Connective: tendons, fat, blood, cartilage, and bone make up the extracellular matrix.
3. Muscle: smooth, skeletal, and cardiac.
4. Nerve: central nervous system and peripheral nervous system.

Assignment: Students will utilize microscopes and prepared histology slides of common tissue types for and identification lab. They will draw detailed diagrams of what they see in order to be able to properly connect certain cells and tissue types for routine laboratory practices. They will be expected to identify common tissue samples under a microscope for assessment.

Assignment: Students will create 3-D study tool of tissues, draw and color basic tissues. They will illustrate comparative writing on tissue types. They will use this for review on their unit test and turn in for points.

Unit 4: Muscle and Skeletal System

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1. Students will be able to describe the functions of musculoskeletal system
2. Detail the structure of the bone; name the joint types and their accompanying role in movement
3. List the two major sections of the skeleton, name the corresponding bones, and compare species differentiation
4. Explain how bone grows and remodels; relate bone and muscle groups to movement

Assignment: Begin Anatomical Overlay project: Students will draw and trace the anatomical parts of their selected specie of animal. This will include external parts, skeletal system, and eventually the organ system. Use of cardstock and transparencies to create overlay affect.

Assignment: Skeletal system painting lab. Students paint the appendicular and axial skeleton on live animals to include horse, cows, and sheep. Use washable paint and work in groups of 3-4. Must be able to name the bones as the teacher quizzes them afterward.

Assignment: Students will construct a long bone out of clay and create 'flags' to identify all the major parts. They will then transfer this knowledge to a real long bone and place tags on the major components using their clay model.

Assignment: Students will receive review worksheets and study guides for musculoskeletal system, create study tools with diagrams, answer questions in short essay format related to material (Ex: Explain the types of joints found in mammals and their movement patterns. Use terms from connective tissue study to explain movement.)

Unit 5: Circulatory System

1. Students will be able to list blood components and explain the functions of blood
2. Identify the basic structures of the mammalian heart; trace the flow of blood through the heart and body while detailing the parts of the blood vessels and their structural significance
3. Use knowledge of heart function and control to explain the clinical significance of the electrocardiogram; heart sounds, including heart murmurs; and blood pressure

Assignment: Anatomical overlay project continued. They will create the circulatory System layer. Students will draw and label all of the major veins and arteries in the selected animal diagram. They will use the color blue for arteries and the color red for veins. They will create a key for labeling all of the major blood vessels in the circulatory system.

Assignment: Students will perform a dissection of the heart where they must identify the four major chambers of the heart and major blood vessels circulating blood throughout it.

Assignment: Design a t-shirt with the heart and major components of the circulatory system. Shirt must be white to begin and students will use t-shirt paint markers to draw diagram.

Activity: Students will go on a field trip to the local veterinary clinic to watch an echocardiogram or EKG demonstrated by the veterinarians. Upon return they will write a one page summary of what an EKG is and how it is performed.

Unit 6: Respiratory System

1. Identify the basic components of the respiratory tract
2. List and discuss the function and control of breathing

Assignment: Using a stethoscope, students will listen to lung sounds of various animals (dogs, cats, horses, sheep etc...) and practice taking respiratory rates.

Assignment: The class will dissect a full grown pig carcass and extract the respiratory system. Students will identify all major parts and learn how to inflate lungs. Also, they will be given a demonstration on how a tracheotomy procedure will take place.

Unit 7: Renal System

1. Identify and name the basic structures in the renal system
2. Name and explain the functions of the renal system
3. Students will comprehend the kidney structure and urine formation and regulation.
4. Students will learn how to do urine and blood evaluations.

Assignment: Students will dissect kidneys and identify all of the parts and functions. They must be able to label the kidneys on a diagram and discuss their functions.

Assignment: Students will learn how to perform a urinalysis and how to interpret lab results. This will help them to determine if a patient is in kidney failure. Having to interpret lab work will be a common procedure in the vet clinic.

Assignment: Students will go on a walking tour to identify common toxic plants to animals. They common plants will cause major issues and can be toxic to the renal system and therefore students will need to know how to identify the plants and what to do in the situation if an animal has eaten them.

Unit 8: Digestive System

1. Identify the basic structures of the digestive system
2. Explain digestion in mono-gastric and ruminant animals, including digestive tract function, absorption and the role of the liver in digestion and metabolism

Assignment: Students will be put into groups to create models of either the monogastric or ruminant digestive system tracts. They will have to present their models to the class and also discuss step by step how food moves through the systems.

Assignment: Students will go to the local university dairy unit to see a fistulated cow (has a hole in its side) to study the components of a ruminant animal. This will provide an overview of the ruminant digestive system and give students a direct view into the rumen of an animal. Students can take a sample from the rumen and look at it under the microscope to see what microbes are present in the animal's biggest digestive chamber.

Assignment: Students will add either the monogastric or ruminant digestive system to their anatomical overlay project. Which one they select depends upon the animal they choose at the beginning and its corresponding system.

Unit 9: Reproductive System

1. Discuss female anatomy and the estrous cycle
2. List the steps in establishing pregnancy and identify the stages of parturition
3. Male and female anatomy hormonal function.

Assignment: Guest speakers from an Equine Center will discuss the stages of breeding horses beginning with their cycles. This will include all of the stages to include hormone therapy such as "short cycling" a mare to come into heat for breeding purposes. Stages of delivery and foal care will also be discussed. If possible, a trip to the breeding lab and equine center can also be arranged.

Assignment: Students will learn the processes of artificial insemination by taking a field trip to a dairy facility to watch a demonstration. Students will get to see the collection of semen from a bull and then they will view the semen under a microscope to see the sperm. They will learn how to assess the viability of sperm and count the number of sperm in a specimen. They will also learn how scientists use extenders to artificially inseminate several animals with one collection.

Assignment: Students will create a video demonstration about the advantages and disadvantages of spaying and neutering your pets. They will demonstrate the procedure using proper terminology regarding their reproductive system. Videos will be played in class.

Unit 10: Central Nervous System

1. Describe the neuron, the nerve impulse, and the synapse and explain the components of a reflex arc
2. Identify the major structures of the brain
3. Discuss the anatomy and function of the spinal cord
4. Compare and contrast the function of the sensory somatic system to the autonomic nervous system and differentiate between the two branches of the autonomic system

Assignment: Students will observe a veterinarian doing a neurological exam on an animal for nervous system issues. They will record data on what they observe and then discuss what types of treatments or therapies are possible for the diagnosis.

Assignment: Students will locate and properly extract the brain from their cat specimens. They will identify all the major parts and review their functions. Teacher will verbally quiz each group on their knowledge of the major lobes of the brain and their ability to discuss the functions.

Assignment: Students will add a layer to their continued anatomical overlay project that includes the major parts of the Central Nervous System.

Unit 11: Nutrition

1. List the six major components of animal diets, and discuss their structure and significance in nutrition
2. Explain the general principles in animal nutrition
3. Discuss the difference between dogs, cats and equine nutrition needs

Assignment: Students will take a tour of the local university feed mill and interact with animal nutritionists at the college. They will learn how different feeds are made and about possible career choices in animal nutrition.

Assignment: A guest speaker will come in to discuss feed options for raising livestock as market animals. He / she will discuss the different stages of growth and the components of the feed that will help the animal produce quality market products.

Unit 12: Common Disease and Disorders

1. Describe Koch's postulates
2. List the important distinguishing features and give example of major disease agents and discuss resulting diseases
3. Name the basic components of disease prevention
4. Describe the types of vaccines available and their roles in disease prevention
5. Classify diseases, match them with the domestic species in which they occur, and discuss their clinical significance
6. List and describe several diseases common in domestic animals that are contagious to humans
7. List the major methods used to diagnose disease and cite examples of disease diagnosis with each testing method

Assignment: Students will create a parasite "catalog" with color pictures, life cycle and diagnosis/treatment. Explain the specific steps to diagnosis of diseases and disorders by creating a visual chart to present to the class. Create a scenario to share with the class of an animal brought to the vet clinic
for diagnosis; have class solve scenario.

Assignment: Disease Research Report. Students will be assigned a disease that they have to research and develop a presentation with information regarding this topic. Information should include viral, bacterial, fungal category, symptoms / signs, species affected, treatment, and long term prognosis. Photos should be presented and / or videos of animals infected if possible. Possible methods of presenting include Power Point, Prezi, Google slides, or videos.

Assignment: Guest speaker RVT (Registered Vet Technician) to come in and give a demonstration on how to properly remove ticks from a dog / cat. Also, discuss common parasite control methods useful in small and large animal pets.

Unit 13: Principles of Surgery

1. Explain the clinical significance of the basic principles of successful surgery
2. Explain the healing of lacerations

Assignment: Students will participate in a suturing lab utilizing proper suturing materials, needle holders, and needles. The use of a banana as the "patient" will show the outcome of a simple interrupted suture technique. Students will be given guided instruction then will practice. Students will also demonstrate how to remove sutures using Lister bandage scissors. A final set of sutures will be graded.

Assignment: Students will be divided into groups to perform the the following demonstrations for the class: how to prepare a patient for surgery, how to properly put on a gown and gloves using an aseptic technique, how to pack a surgical pack, how to properly scrub in for surgery and how to monitor animals under anesthesia.

Assignment: Students will observed a neuter and spay surgery using their cat specimens. Students will fill out guided notes with the proper steps and use of common tools. The demo will be done by a local veterinarian. They will then try to perform either a spay or neuter (depending on the sex of their cat) on their animal with help from guest DVM. (Doctor of Veterinary Medicine)

Unit 14: Pharmacology

1. Define terms relating to general pharmacology
2. Explain the five schedules of controlled substances and their common use
3. Become familiar with pharmacologic agents their uses, adverse side effects and dosage form
4. Identify the parts of drug labels and inserts
5. List routes and describe route of drug administration and routes of drug excretion
6. Define biotransformation and list common chemical reactions involved in this process

Assignment: Students will create a drug label for 5 different but common prescriptions given to animals. They will use 5 case studies with recommendations and prescriptions given from the veterinarian. They will use a prescription label sheet to write out the information needed using proper medical abbreviations.

Assignment: Students will be given a prescription amount and have to demonstrate their knowledge of how to use a pill counter and use knowledge of medical math to physically count the proper number of pills to administer. Students will use candy (skittles or M&Ms) to pretend they are pills with set dosages.

Unit 15: Genetics

1. Debate the pro and con of genetic engineering animals for food, conservation and domestic pets
2. Describe the theory of classification of the animal kingdom
3. List common genetic diseases and disorders

Assignment: Students will be assigned a genetic disorder common to species. They will have to research information about the disorder as it pertains to the specie that usually presents these issues and they will give a short presentation describing their disorder.

Assignment/ Activity: An AKC (American Kennel Club) dog breeder will come in as a guest speaker to discuss common genetic disorders associated with breeding the incorrect combination of dogs in relation to their color and what common outcomes (blind, deaf, all white etc..) that occur. They will also discuss what genetic tests can be done prior to getting breeding dogs "certified" by a veterinarian.

Unit 16: Professional Career Opportunities

1. College education and career planning
2. Professional growth
3. Work ethics and employability skills
4. Resume writing
5. Interview techniques
6. Developing a professional portfolio

Assignment / Activity: Several guest speakers will come in to represent DVM, RVT, and assistant technicians to discuss their school and career readiness prior to their given profession.

Assignment: Students will all participate in mock phone conversations with common veterinary clinic client interactions. Each will take a turn playing the receptionist and the client. After the situation is done, the class will discuss how each person reacted and what you as the technician or receptionists should do in the situation.

Assignment: Students will develop a professional portfolio for a designated "job opportunity" in the veterinary science field. It will include a cover letter, resume, job application, a letter of recommendation and 4 pages of demonstrated skills with photos / descriptions.

Assignment: Each student will go through a mock job interview situation to get practice with real job opportunities. Guest interviewers will be invited to come in to the class to conduct the interviews. They will all be asked to demonstrate a basic veterinary technical skill in front of the panel. Feedback and score sheets will be filled out for each student.

ourse Materials

Textbooks

itle	Author	Publisher	Edition	Website	Primar
ıtroduction to Veterinary cience	James B. Lawhead, MeeCee Baker	Delmar	2005	www.delmar.cengage.com	Yes

Other

itle	Authors	Date	Course material type	Website
he Merck Veterinary Manual	Cynthia M. Kahan	10 Edition	Manuals	http://www.merckvetmanual.com/merckmanualvetbook htm

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Course Description

A. COVER PAGE

1. Course Title
Viticulture I

2. Transcript Title / Abbreviation
Viticulture I

3. Transcript Course Code / Number
AG7070 AG7071

4. School
Ernest Righetti High School

5. District
Santa Maria Joint Union High School District

6. City
Santa Maria, CA 93455

7. School / District Web Site
http://www.smjuhssd.k1k2.ca.us/

8. School Contact

Name: Jim English

Title/Position: Teacher

Phone: 937-2041 **Ext.:** 2401

Fax: 934-0819

E-mail: jenglish@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Language other than English
- ☐ Visual & Performing Arts (for 2003)
- ☐ College Prep Elective

10. Grade Level(s)
11-12

11. Seeking "Honors" Distinction?

☐ Yes ☒ No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Date of School Board Approval

14. Was this course previously approved by UC? ☐ Yes ☒ No If so, year removed from list? _____

Under what course title? _____

15. Is this course modeled after an UC-approved course from another school? ☐ Yes ☒ No

If so, which school(s)? _____

16. Pre-Requisites
None

17. Co-Requisites
None

18. Brief Course Description

This class is designed to provide a foundation in viticulture and vineyard management for students in grades eleven and twelve. The course curriculum promotes extensive student interaction and hands-on training with a particular emphasis on career awareness. This course prepares students for entry level vineyard and winery positions or for related advanced training at a college or university. Students also earn articulated credits at Allan Hancock Community College.

B. COURSE CONTENT

Please refer to instructions

19. Course Goals and/or Major Student Outcomes

20. Course Objectives

21. Course Outline

22. Texts & Supplemental Instructional Materials

23. Key Assignments

24. Instructional Methods and/or Strategies

25. Assessment Methods and/or Tools

C. HONORS COURSES ONLY

Please refer to instructions

26. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

27. Context for Course (optional)

28. History of Course Development (optional)

SANTA BARBARA COUNTY EDUCATION OFFICE
REGIONAL OCCUPATIONAL PROGRAM

VITICULTURE OCCUPATIONS I

COURSE DESCRIPTION

CBEDS CODE: 4010

CBEDS TITLE: CROP AND SOIL SCIENCE

ROC/P COURSE TITLE: VITICULTURE OCCUPATIONS I

JOB TITLES FOR WHICH STUDENTS WILL BE PREPARED

TITLE	D.O.T. CODE
Farmer, Fruit Crops, Bush and Vine (agriculture)	403.161-014
Harvest Worker, Fruit (agriculture)	403.687-018
Winery Worker (beverage)	521.685-370
Vine Pruner (agriculture)	403.687-022
Grape Crusher (beverage)	521.685-094
Grape Grower (agriculture)	403.161-014

COURSE DESCRIPTION **Total Course Hours - 180**

This class is designed to provide a foundation in viticulture and vineyard management for students in grades eleven and twelve. The course curriculum promotes extensive student interaction and hands-on training with a particular emphasis on career awareness. This course prepares students for entry-level vineyard and winery positions or for related advanced training at a college or university. Students also earn articulated credits at Allan Hancock Community College.

VITICULTURE OCCUPATIONS I

COURSE OUTLINE

	Units	**Hours**
I.	COURSE ORIENTATION	5
	a. R.O.P. regulations and recordkeeping	
	b. Course competency list	
	c. Santa Barbara County Crop Report/Grape Crush Report	
	d. Vineyards and wineries in Santa Barbara County	
	e. Equipment dealers	
	f. Occupations in the vineyard/winery industry	
	g. Post secondary viticulture education programs	
II.	BASIC USES FOR GRAPES	5
	a. Four uses of grapes	
	b. Characteristics	
	c. Varieties	
	d. Table grapes	
	e. Raisins	
III.	GRAPEVINE PHYSIOLOGY AND STRUCTURE	18
	a. Plant and animal cells	
	b. Vine physiology	
	c. Leaf, shoot and root tissue	
	d. Parts of the vine	
	e. Root system	
	f. Fruit cluster	
IV.	PROPAGATION	18
	a. Cutting from vines	
	b. Bench grafting	
	c. Whip graft	
	d. Field bud	
	e. Propagation	
	f. Root stock/scion	
	g. Cultivars	
	h. Vitis Species	
V.	ESTABLISHING THE VINEYARD	20
	a. Soil samples/soil profiles	
	b. Soil amendment	
	c. Vineyard design & development	
	d. Diagram a vineyard	
	e. Layout	
	f. Selection	
	g. Planting	
	h. Sustainable agricultural practices	

Units		Hours
VI.	FERTILIZING YOUNG AND MATURE VINES	12
	a. Essential elements	
	b. Functions	
	c. Fertilizer needs	
	d. Applying fertilizer	
	e, Vine response	
	f. Nitrogen, potassium and phosphorus deficiency determination	
VII.	IRRIGATION PRINCIPLES	10
	a. Soil moisture	
	b. Moisture absorption	
	c. Response	
	d. Water applications	
	e. Irrigation systems	
	f. Vineyard irrigation	
	g. General principles	
VIII.	GRAPE TESTING/HARVESTING	20
	a. Grape, berry sampling	
	b. Criteria for harvesting	
	c. Maturity	
	d. Harvesting care	
	e. Harvesting procedures	
	f. Vine monitoring	
	g. Harvest parameters	
IX.	SOILS	8
	a. Soil testing	
	b. Vineyard soils	
	c. Santa Barbara County soils and soil map	
	d. Erosion control	
X.	PRUNING	25
	a. Pruning and training	
	b. Judge vigor and capacity	
	c. Principles of pruning	
	d. Dormant pruning	
	e. Bud fruitfulness	
	f. Summer or herbaceous pruning	
	g. Pruning systems	
XI.	VINEYARD EQUIPMENT	12
	a. Tillage and weed control equipment	
	b. Sprayers	
	c. Mechanical hedging	
	d. Mechanical harvesters	
	e. All terrain vehicles	
	f. Vineyard tractors & equipment	
	g. Vineyard equipment safety	

Units	Hours
XII. WINERY EQUIPMENT	10
a. Grape crusher	
b. Grape press	
c. Pumps	
d. Filters	
e. Wet environment safety procedures	
f. Winery equipment safety	
g. Confined space safety requirement	
XIII. ALCOHOL REGULATIONS	5
a. Labeling requirements	
b. Operating procedures	
c. Reporting requirement	
d. Application process	
XIV. JOB SEEKING SKILLS/GENERAL WORKPLACE SKILLS	12
a. Job Search Fundamentals	
b. Résumé and Employment Applications	
c. The Employment Interview	
d. General Workplace Skills	
1. Job Attitudes/Work Ethics	
2. Personal Organization, Goal Settings and Time Management	
3. Personal Grooming	
4. Oral and Written Communication	
5. Teamwork	
6. Common Workplace Rules and Regulations	
7. Further Training and Career Ladders	
e. Leadership development/FFA	
f. Supervised Occupational Experience Program (S.O.E.P.)	
TOTAL HOURS	**180**

VITICULTURE OCCUPATIONS I

_____ has completed ___ hours of 180 hour co in

Viticulture Occupations I and has attained a competency level of: (n/a) not applicable; (0) does not meet basic standards; (1) basic; (2) good; (3) excellent as certified by instructor in the following skill areas:

COMPETENCY LEVEL	This student can:
_____	Read and record crop and grape crush report
_____	Identify characteristics and varieties of wine grapes
_____	Understand physiology and structure of grapevines and parts of the vine
_____	Demonstrate the ability to properly graft vines
_____	Demonstrate the ability to properly propagate vines
_____	Properly design vineyards
_____	Properly test soils for nutrients and desirable qualities for vines
_____	Properly identify different methods of applying fertilizers
_____	Properly read and understand fertilizer labels
_____	Understand and apply irrigation principles
_____	Properly use soil probe to detect moisture
_____	Demonstrate proper pruning and removal of vine shoots
_____	Demonstrate grape testing and harvesting criteria and post harvest care
_____	Read and understand Santa Barbara County soil reports and soil maps
_____	Understand differences of various pruning techniques
_____	Demonstrate safe tools and equipment usage in vineyards
_____	List and identify techniques of grape crushing
_____	Understand alcohol regulations and labels.
_____	Identify nutrient differences and fertilizer needs
_____	Demonstrate ability to react to vine response to fertilizer application
	EMPLOYABILITY RELATED - This student can:
_____	Exhibit safety consciousness
_____	Prepare a personal résumé and job application form/job interview
_____	Demonstrate knowledge of appropriate appearance and dress
_____	Demonstrate the ability to follow directions and ask questions
_____	Demonstrate initiative
_____	Demonstrate dependability
_____	Demonstrate punctuality and regular attendance
_____	Demonstrate ability to cooperate with others with a positive attitude

_____ _____ _____

Certifying Instructor Course Grade

ROP Office Phone (805) 937-8427

1/18/05

Course Description

A. COVER PAGE

1. Course Title
Viticulture II

2. Transcript Title / Abbreviation
Viticulture II

3. Transcript Course Code / Number
AG7074 AG7075

4. School
Ernest Righetti High School

5. District
Santa Maria Joint Union High School District

6. City
Santa Maria, CA 93455

7. School / District Web Site
http://www.smjuhssd.k1k2.ca.us/

8. School Contact

Name: Jim English

Title/Position: Teacher

Phone: 937-2041 **Ext.:** 2401

Fax: 934-0819

E-mail: jenglish@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Language other than English
- ☐ Visual & Performing Arts (for 2003)
- ☐ College Prep Elective

10. Grade Level(s)
11-12

11. Seeking "Honors" Distinction?

☐ Yes ☒ No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Date of School Board Approval

14. Was this course previously approved by UC? ☐ Yes ☒ No If so, year removed from list? _____

Under what course title? _____

15. Is this course modeled after an UC-approved course from another school? ☐ Yes ☒ No

If so, which school(s)? _____

16. Pre-Requisites
Viticulture I

17. Co-Requisites
None

18. Brief Course Description

This class is designed to continue skill development in viticulture and vineyard management for students in grades eleven and twelve who have completed Viticulture Occupation I. The course curriculum promotes extensive student interaction and hands-on training with a particular emphasis on career awareness. This course prepares students for entry level vineyard and winery positions or for related advanced training at a college or university. Students also earn articulated credits at Allan Hancock Community College.

B. COURSE CONTENT

Please refer to instructions

19. Course Goals and/or Major Student Outcomes

20. Course Objectives

21. Course Outline

22. Texts & Supplemental Instructional Materials

23. Key Assignments

24. Instructional Methods and/or Strategies

25. Assessment Methods and/or Tools

C. HONORS COURSES ONLY

Please refer to instructions

26. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

27. Context for Course (optional)

28. History of Course Development (optional)

SANTA BARBARA COUNTY EDUCATION OFFICE

REGIONAL OCCUPATIONAL PROGRAM

VITICULTURE OCCUPATIONS II

COURSE DESCRIPTION

CBEDS CODE: 4010

CBEDS TITLE: CROP AND SOIL SCIENCE

ROC/P COURSE TITLE: VITICULTURE OCCUPATIONS II

JOB TITLES FOR WHICH STUDENTS WILL BE PREPARED

TITLE	D.O.T. CODE
Farmer, Fruit Crops, Bush and Vine (agriculture)	403.161-014
Harvest Worker, Fruit (agriculture)	403.687-018
Winery Worker (beverage)	521.685-370
Vine Pruner (agriculture)	403.687-022
Grape Crusher (beverage)	521.685-094
Grape Grower (agriculture)	403.161-014

COURSE DESCRIPTION **Total Course Hours - 180**

This class is designed to continue skill development in viticulture and vineyard management for students in grades eleven and twelve who have completed Viticulture Occupation I. The course curriculum promotes extensive student interaction and hands-on training with a particular emphasis on career awareness. This course prepares students for entry level vineyard and winery positions or for related advanced training at a college or university. Students also earn articulated credits at Allan Hancock Community College.

VITICULTURE OCCUPATIONS II

COURSE OUTLINE

	Units	**Hours**
I.	COURSE ORIENTATION	5
	a. R.O.P. regulations and recordkeeping	
	b. Course competency list	
	c. Santa Barbara County Crop Report/Grape Crush Report	
	d. Vineyards and wineries in Santa Barbara County	
	e. Equipment dealers	
	f. Occupations in the vineyard/winery industry	
	g. Post secondary viticulture education programs	
II.	GRAPEVINE PHYSIOLOGY AND STRUCTURE	12
	a. Plant and animal cells	
	b. Vine physiology	
	c. Leaf, shoot and root tissue	
	d. Parts of the vine	
	e. Root system	
	f. Fruit cluster	
III.	FERTILIZING YOUNG AND MATURE VINES	10
	a. Essential elements	
	b. Functions	
	c. Fertilizer needs	
	d. Applying fertilizer	
	e, Vine response	
	f. Nitrogen, potassium and phosphorus deficiency determination	
IV.	IRRIGATION PRINCIPLES	10
	a. Soil moisture	
	b. Moisture absorption	
	c. Response	
	d. Water applications	
	e. Irrigation systems	
	f. Vineyard irrigation	
	g. General principles	
V.	CANOPY MANAGEMENT	15
	a. Canopy management/assessment	
	b. Shoot removal	
	c. Shoot positioning	
	d. Leaf removal	
	e. Improving wine grape quality	
VI.	SANTA BARBARA COUNTY MESO CLIMATES	12
	a. Degree-days	
	b. Santa Barbara County appellations	
	c. Climate and topography	
	d. Terroir	

	Units	**Hours**
VII.	SOILS	20
	a. Soil testing	
	b. Vineyard soils	
	c. Santa Barbara County soils and soil map	
	d. Erosion control	
VIII.	GRAPEVINE TRELLISES	15
	a. Head-pruned, spur-pruned vines	
	b. Cane-pruning	
	c. Cordon-pruned vines	
	d. Vines to harvest by machines	
	e. Single canopy vs. split canopy	
	f. Trellising	
	g. Vine training	
IX.	GRAPEVINE PEST MANAGEMENT	16
	a. Leaves	
	b. Flowers and fruit	
	c. Buds and young shoots	
	d. Permanent part of the vine	
	e. Attack roots	
	f. Fungal, bacterial, viral diseases	
	g. Vine pests/diseases/vectors	
X.	VINEYARD EQUIPMENT	12
	a. Tillage and weed control equipment	
	b. Sprayers	
	c. Mechanical hedging	
	d. Mechanical harvesters	
	e. All terrain vehicles	
	f. Vineyard tractors & equipment	
	g. Vineyard equipment safety	
XI.	WINERY EQUIPMENT	8
	a. Grape crusher	
	b. Grape press	
	c. Pumps	
	d. Filters	
	e. Wet environment safety procedures	
	f. Winery equipment safety	
	g. Confined space safety requirement	
XII.	FERMENTATION	12
	a. Various yeast strains	
	b. Fermentation aids (Fermaid, Yeastex)	
	c. Yeast nitrogen sources (DAP)	
	d. Controlling fermentation with refrigeration	
	e. Controlling and stopping fermentation with SO2	

	Units	**Hours**
XIII.	WINE STORAGE	8
	a. Stainless steel tanks	
	b. Oak barrels or cask	
	c. Anaerobic environment	
	d. Barrel handling	
	e. Stainless steel sanitation	
XIV.	BOTTLING	5
	a. Filtration	
	b. Sanitation/Quality Control	
	c. Bottling operation	
XV.	ALCOHOL REGULATIONS	8
	a. Labeling requirements	
	b. Operating procedures	
	c. Reporting requirement	
	d. Application process	
XVI.	JOB SEEKING SKILLS/GENERAL WORKPLACE SKILLS	12
	a. Job Search Fundamentals	
	b. Résumé and Employment Applications	
	c. The Employment Interview	
	d. General Workplace Skills	
	1. Job Attitudes/Work Ethics	
	2. Personal Organization, Goal Settings and Time Management	
	3. Personal Grooming	
	4. Oral and Written Communication	
	5. Teamwork	
	6. Common Workplace Rules and Regulations	
	7. Further Training and Career Ladders	
	e. Leadership development/FFA	
	f. Supervised Occupational Experience Program (S.O.E.P.)	
	TOTAL HOURS 180	

Revised 3/8/04

VITICULTURE OCCUPATIONS II

_____ has completed ___ hours of 180 hour c in

Viticulture Occupations II and has attained a competency level of: (n/a) not applicable; (0) does not meet basic standards; (1) basic; (2) good; (3) excellent as certified by instructor in the following skill areas:

COMPETENCY LEVEL	This student can:
_____	Read and record crop and grape crush report
_____	Understand physiology and structure of grapevines and parts of the vine
_____	Properly identify different methods of applying fertilizers
_____	Properly read and understand fertilizer labels
_____	Understand and apply irrigation principles
_____	Understand climate and topography in the vineyard
_____	Identify and understand grapevine pests and their control
_____	Demonstrate safe tool and equipment usage in vineyards
_____	List and identify techniques and principles of fermentation process
_____	List practices used in wine storage
_____	Understand principles of wine bottling
_____	Understand alcohol regulations and labels
_____	Identify nutrient differences and fertilizer needs
_____	Understand irrigation systems and water application to vines
_____	Understand canopy management to improve grape berry quality
_____	Understand Santa Barbara County climate and topography
_____	Identify vine pests, diseases, vectors rap vines and their control
_____	Understand different mechanical equipment in a vineyard
_____	Understand fermentation aids and methods
_____	Understand preparation, sanitation and hurling of wine containers
	EMPLOYABILITY RELATED - This student can:
_____	Exhibit safety consciousness
_____	Prepare a personal résumé and job application form/job interview
_____	Demonstrate knowledge of appropriate appearance and dress
_____	Demonstrate the ability to follow directions and ask questions
_____	Demonstrate initiative
_____	Demonstrate dependability
_____	Demonstrate punctuality and regular attendance
_____	Demonstrate ability to cooperate with others with a positive attitude

_____ _____ _____

Certifying Instructor Course Grade

ROP Office Phone (805) 937-8427

1/18/05

SMJUHSD



BUSINESS



Accounting and Finance

Santa Maria Joint Union High School District



asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)
rnest Righetti High School (053303)	Classroom Based	Abbreviation: Acct/Fin 1A, Course Code: BU7035 Abbreviation: Acct/Fin 1B, Course Code: BU7036
ioneer Valley High School (053847)	Classroom Based	Abbreviation: Acct/Fin 1A, Course Code: BU7035 Abbreviation: Acct/Fin 1B, Course Code: BU7036
anta Maria High School (053305)	Classroom Based	Abbreviation: Acct/Fin 1A, Course Code: BU7035 Abbreviation: Acct/Fin 1B, Course Code: BU7036

Title: Accounting and Finance

Length of course: Full Year

Subject area: College-Preparatory Elective (G) / Interdisciplinary

UC honors designation? No

Prerequisites: Computer Applications (Recommended)

Co-requisites: None

Integrated (Academics / CTE)?	Yes
Grade levels:	11th, 12th

ourse Description

urse overview:

Upon completion of Accounting and Finance students will understand the role accountants play in business and society. Students will develop and understand the working knowledge of an annual report, financial statements and be able to analyze and interpret financial statements information and make informed financial decisions. With the use of technology innovation tools students engage in a course of 21st Century study which connects students to the world of work.

urse content:

Orientation - Course objectives, expectations and procedures

Orientation	Course objectives, expectations and procedures
Topic	Example
What is accounting?	

INTRODUCTION – Review/Learn Excel program by completing a tutorial for Excel basics and how it is used for this course.

- Students will preview power point presentation to build foundation for course presentation methods. Students will practice and participate in work together activities of guided practice.
- Students will complete, compare and analyze problems using excel.
- Using a piece of paper students will create a graphic organizer to separate and analyze transactions.
- Students will compare and contrast documents. Group discussion

Processes of planning, recording, analyzing, and interpreting financial statements.	• Preview financial Statements and reports • Complete personal net worth statement

Accounting Equation	• Vocabulary • Assets Liability Owners equity – draw demonstrate and explain equation • Excel spreadsheet • Classify accounts assets, liability or owner's equity and demonstrate their relationship in the accounting equation

- Complete Work Together P. 9, 17, 22, 26 Group Instruction and PowerPoint
- Complete Application Problem P. 25 using working papers
- Complete Analyzing Nike's financial Statements P. 27
- Analyzing transactions into Debit and Credit Parts P. 44
- Illustrate/Create transactions Model P. 44
- Forensic Accounting P. 48 Students are given opportunity to play the role of accountant.
- Mastery Problem 2M P. 53 Analyzing transactions into credit and debit parts. Print and turn in.

How business activities change the accounting equation.	• Read a business plan • Vocabulary • Label and define parts of a plan
Revenue and Expense Concepts	• Compare and contrast the types of transactions that increase and decrease owner's equity. • Explain the difference between
Fitting transactions into debit and credit parts.	• Demonstrate use and explanation of T accounts • Restate and apply the 4 questions necessary to analyze transactions for starting a business into debit and credit parts.
Owners Equity Accounts	•
Journalizing Transactions	• Define a journal • Compare and contrast different kinds of source documents. • Identify 4 parts of a journal entry • Analyze and record cash transactions, owner's equity, or paying on account using source documents. • Prove and rule a journal. • Demonstrate how to prove cash • Identify and correct errors.

- Complete Work Together 2-1 P. 35, 42, 49 Group Instruction and PowerPoint
- Complete interactive spreadsheets P. 69 & P. 75
- Complete Financial Literacy P. 76 of text. Read and apply transaction theory to a scenario based problem, answer questions and participate in group discussions.
- Critical Thinking use internet to research. Students will journalize, demonstrate, explain, classify account assets, liabilities, owner equity by creating excel spreadsheet analysis. Group share out
- Students will plan and prepare a graphic organizer for journalizing.
- Completion of Mastery 3-M P. 86 print and turn in. Journalizing transactions and proving and ruling a multicolumn journal. Plan and prepare an excel spread sheet, print and turn.
- Explore Accounting P. 116 Logical, consistent account transactions
- Accounting in the Real World, Hard Rock Café critical thinking questions linked to the chapter content, P. 121 questions and answers.

Posting to a General Ledger

- Construct a chart of accounts
- Demonstrate principles of numbering accounts
- Complete steps to open general ledger accounts
- Post general debit and credit columns to a journal
- Analyze journal entries
- Demonstrate how to correct errors made in the posting process

- Complete Work Together P. 64, 69, 75, 81 Group Instruction and PowerPoint
- Complete Application Problems 4 – 1, 2, 3, 4 P.117 – Prepare a chart of accounts, posting separate amounts to a general ledger and posting column totals to a general ledger
- 21st Century Skills Plan and prepare a chart of accounts P. 119 Using a publishing software, present results.
- Financial Literacy P.119 Compare, contrast, and explain linked to chapter content, prepare chart of accounts and create a ledger.

Cash Control Systems

- Record of deposit on a check stub
- Endorse checks using blank, special, or restrictive
- Complete bank statement reconciliation
- Journalize electronic funds transfer
- Establish petty cash fund
- Prepare petty cash report

- Complete Work Together P. 97, 102, 111, 117 Group instruction and PowerPoint
- Complete ON Your Own P. 128, 134, 139, 146 Group Instruction and PowerPoint
- Application Problem P. 149, 5 – 1, 2. Reconciling a bank statement; journalizing a bank service charge, dishonored check, and petty cash transactions.
- Ch 5 Mastery P. 150 Journalize transactions using Excel spreadsheet software, print and turn in.
- Reinforcement Activity PART 1 combined learning from CH 1 – 5. P. 153 – 155; Accounting cycle for a proprietorship, journalizing and posting transactions. Students compare with group/peer editing using working papers provided and Excel.
- Accounting in the Real World P. 157 Research CPA career opportunities, critical thinking question and answer.

Worksheets and Adjusting Entries

- Prepare the heading of a worksheet
- Prepare a trial balance worksheet
- Analyze and explain entries
- Total and rule worksheet
- Journalize and post adjusting entries

Financial Statements	• Prepare and income statement • Calculate and analyze financial ratios using the income statement • Prepare a balance sheet

- Explore Accounting P. 207 Comparative and Interim Financial Statements, Question and answers related to chapter concepts that correspond to higher level thinking skills.
- Complete Work Together P. 198 -210 Group Instruction, Power point, guided practice.
- Application Problems 7 – 1, 2 P. 208
- 7-M Mastery P. 209 Preparing and income statement and a balance sheet using excel, print and turn in.
- 21st Century Skills P. 211 Comparing Financial documents plan and prepare excel spread sheet.
- Comprehensive Reinforcement Activity Part B P. 238 Using Excel students will complete a simulation/reinforcement activity covering P. 1 – 238.
- Forensic Accounting critical thinking P. 206 Excel spreadsheet reinforcement
- Prepare a graphic organization chart, trail of financial accounts

PART 2

Accounting for Purchases and Cash Payments	• Identify differences in sole proprietorship and corporations • Accounting procedures for ordering • Purpose of a special journal • Post purchases to accounts • Demonstrate use of a cash payments journal • Use of a petty cash fund • Identify differences in ledger accounts
Accounting for Sales and Cash Receipts	• Record Sales on account using a journal • Journalize, post, prepare cash receipts • Post cash receipts

- CH 9/10 Complete Work Together and On Your Own , group instruction, power point, guided and independent practice
- Interactive spreadsheet P. 310
- Ethics in Action, Sharing the News Explore Accounting P. 276, Use the Internet to research computerized accounting processes – report and recommend, suggest businesses that could benefit from the use of these systems.
- Accounting in the Real World, P. 283 Best Buy- Strategy and Brands, Critical Thinking and applications
- CH 10 Mastery problem P. 314, Use Excel Print and turn in.
- Forensic Accounting – Theft at Mini Golf P. 306 Analyze/Interpret data to answer questions.

Transactions using the General Journal	• Explain the purpose of the general journal • Understand the accounts for purchases returns and allowances • Explain retained Earnings • Explain dividends • Record connecting entries

- CH 11 P. 326 – 339 Complete Work Together and On Your Own, group instruction, power point, guided practice
- Interactive Spreadsheets P. 340
- Careers in Accounting, P. 335 Activity research on the internet and investigate 5 jobs in accounting compare and contrast data. Plan prepare and present power point descriptive activity.
- Application problem P. 339 Journalize spreadsheets

Payroll

- Analyze payroll transactions
- Calculate and record payroll taxes
- Prepare payroll tax reports
- Journalize payroll taxes

- CH 12 – 13 P. 335 - 405 Complete Work Together and On Your Own, group instruction, power point, guided practice, excel spreadsheet print and turn in.
- Accounting in the Real World P. 377 Google critical thinking off unique opportunities to employees. Class Group instruction.
- Summative 13 – 1
- Evaluation 13 – 2 Calculate, plan, post prepare tax rates, social security and medicate tax groups.
- Begin Reinforcement Act 2 Part A, P. 406 CH 9 – 17 Summative problem
    - Complete Accounting Cycle Using Excel, print and turn in

Trial Balance

- Prepare an unadjusted trial balance
- Calculate depreciation
- Post adjusting entries
- Adjust depreciation
- Prepare an adjusted trial balance

- CH 16 – 17 P. 472 – 543 Complete Work Together and On your Own, group instruction, power point and guided practice instruction
- Complete accounting in the real world P. 439 Gap Inc. Critical thinking, plan, prepare, and compare group question answer share out.
- 21st Century Skills P. 467 Creativity and Innovation critical thinking, problem solving, communication and collaboration. Group discussion
- Plan and Prepare Balance Sheet
- Plan and Prepare Income Statement – guided practice P. 473
- Guided practice P. 474 – 478
- Global Awarenes P. 500 International Accounting research project using the Internet. Create and present a power point presentation featuring other countries accounting standards and practices.
- Apply your Understanding print and turn in.

Financial Statements and Analysis

- Prepare an income statement, statement of equity, balance sheet, and closing entries
- Prepare a post-closing trial balance
- Calculate and interpret
- Analyze a balance sheet

- Complete Reinforcement Act 2 Part B, P. 406 through 545
- CH 9 – 17 Summative problem
    - Complete Accounting Cycle Using Excel, print and turn in

ourse Materials

Textbooks

itle	Author	Publisher	Edition	Website	Primar
entury 21 ccounting 10e	Claudia Bienas Gilbertson CPA, Mark W. Lehman, Debra Harmon Gentene NBCT	South Western Cengage Learning	10th	www.cengage.com	Yes

Other

itle	Authors	Date	Course material type	Website
ccounting with Peachtree, Century 21	[empty]	[empty]	Supplemental	[empty]
uick Books	[empty]	[empty]	Supplemental	[empty]
icrosoft Excel	[empty]	[empty]	Supplemental	[empty]

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Course Title

Accounting 1A

Description of Target Group

This course is designed as an elective for all students. It is recommended that students be in the 10th, 11th, or 12th grade. Students should not take this course concurrently with a course in Record Keeping.

Purpose

This one-semester course provides instruction in the organization of retail and service businesses and gives training in the elements of accounting for business or personal use.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. A basic understanding of the accounting equation: assets = liabilities plus proprietorship.
2. Apply the principle of equal debits and credits in analyzing common, recurring business transactions.
3. Record common, recurring business transactions in journals.
4. Post transactions from journals to ledgers.
5. Prepare and properly complete a simple six column work sheet.
6. Prepare and properly complete simple financial statements from a six column work sheet.
7. Describe orally and/or in writing the basic differences between a service type and a merchandising business.
8. Acquire a basic accounting vocabulary and demonstrate the ability to properly spell these vocabulary terms.
9. Responsibility, initiative and a positive attitude in completing assignments.
10. Work habits and work standards that will be acceptable for the business world.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Material will be presented to the students through lectures, class discussions, demonstrations, and in some instances, individualized learning.

Course Title

Accounting 1B

Description of Target Group

This course is designed as an elective for all students who have completed Accounting 1A. It is recommended that students be in the 10th, 11th, or 12th grade. Students should not take this course concurrently with a course in Record Keeping.

Purpose

This one semester course provides instruction in the organization of retail businesses and gives training in accounting procedures used for more specialized business transactions.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Prepare and properly complete an eight column worksheet.
2. Prepare and properly complete the following financial statements from an eight column worksheet; income state, balance sheet, and capital statement.
3. Demonstrate the ability to adjust and close the books for a merchandising business by correctly journalizing these entries and ruling ledger accounts.
4. Demonstrate the ability to correctly prepare a payroll and to record payroll transactions in a journal.
5. Demonstrate the ability to set up and maintain a petty cash fund.
6. Demonstrate the ability to correctly account for sales taxes in a journal.
7. Demonstrate the ability to correctly journalize transactions involving sales returns and purchase returns.
8. Demonstrate the ability to correctly journalize transactions involving depreciation of fixed assets and their disposal.
9. Complete at least one practice set.
10. Responsibility, initiative, and a positive attitude in completing assignments.
11. Demonstrate work habits and work standards that will be acceptable for the business world.

Instructional Materials

Text and Supplementary Materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Material will be presented to the students through lectures, class discussions, demonstrations and in some instances individualized learning.

Course Title

Accounting 2A

Description of Target Group

This course is designed as an elective for all 10th, 11th, and 12th grade students. It is recommended that students have successfully completed Accounting 1B and that they do not take this course concurrently with a course in Record Keeping.

This one-semester course provides instruction in the organization of retail and service businesses and provides training in the more technical elements of accounting.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Demonstrate the ability to correctly account for departmental purchases and cash payments in a journal.
2. Demonstrate the ability to correctly account for departmental sales and cash receipts in a journal.
3. Demonstrate the ability to complete the financial statements for a departmentalized business.
4. Demonstrate the ability to correctly account for bad debts, depreciation and depletion of fixed assets, prepaid and accrued expenses, income received in advance and accrued income in a journal.
5. Describe orally and/or in writing what a partnership is and how it is formed.
6. Demonstrate the ability to correctly divide the earnings of a partnership.
7. Demonstrate the ability to correctly complete the end-of-period work for a partnership.
8. Describe orally and/or in writing the meaning of a voucher system, inventory control systems, and budgetary control systems.
9. Complete at least one practice set.
10. Demonstrate work habits and work standards that will be acceptable for the business world.
11. Responsibility, initiative and a positive attitude in completing assignments.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Books Used in the Santa Maria Joint Union High School District

Activities

Material will be presented to the students through lectures, class discussions, demonstrations, and in some instances, individualized learning.

Course Title

Accounting 2B

Description of Target Group

This course is designed as an elective for all 10th, 11th, and 12th grade students. It is recommended that students have successfully completed Accounting 2A and that they do not take the course concurrently with a course in Record Keeping.

Purpose

This one semester course provides advanced knowledge in the organization of retail and service business and provides training in the more technical elements of accounting.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Demonstrate an understanding of Accounting Control Systems.
2. Demonstrate an understanding of accounting for taxes, notes and drafts.
3. Demonstrate an understanding of corporate accounting.
4. Continue to acquire an accounting vocabulary.
5. Demonstrate ability to follow verbal as well as written instructions.
6. Demonstrate a complete understanding of single proprietorship, partnership, and corporate accounting.
7. Complete an Accounting Practice Set with emphasis on corporation accounting.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Material will be presented to the students through lectures, class discussions, demonstrations, and in some instances, individualized learning.

SANTA BARBARA COUNTY EDUCATION OFFICE

REGIONAL OCCUPATIONAL PROGRAM

CBEDS CODE 4600

CBEDS TITLE ACCOUNTING AND COMPUTING OCCUPATIONS

ROC/P COURSE TITLE ACCOUNTING AND FINANCE 1

GRADE LEVEL 11th, 12th, AND ADULT

PREREQUISITES BASIC MATH AND COMPUTER SKILLS REQUIRED, PRIOR BUSINESS EDUCATION CLASSES RECOMMENDED

COURSE LENGTH TWO SEMESTERS, 1 HOUR DAILY, 5 DAYS WEEKLY, 180 HOURS

JOB TITLES FOR WHICH STUDENTS WILL BE PREPARED

CODE	TITLE
210.388-046	General Ledger Bookkeeper
219.488-010	Accounting Clerk

COURSE DESCRIPTION

Students will apply technology to common business tasks in accounting, finance and personal investments. Students will analyze, record, and interpret business transactions in the accounting cycle for proprietorships and partnerships using traditional ledger and computer software.

This program is available to high school students and adults who show interest and aptitude in this field. Enrollees must possess basic math and computer skills. Students who successfully complete this course will be awarded articulation credit at Allan Hancock College.

COURSE OBJECTIVES

1. To prepare students for entry-level computer accounting positions working as a computer accounting trainee or computer operator trainee.

2. To prepare students for advanced placement in Allan Hancock Community College in

the field of computer accounting.

3. To upgrade existing skills of people who are currently working in a business and who need experience working on a computer system in a business environment.

SANTA BARBARA COUNTY EDUCATION OFFICE
REGIONAL OCCUPATIONAL PROGRAM

ACCOUNTING AND FINANCE I

COURSE OUTLINE

		Hours
I.	COURSE INTRODUCTION	2
	A. Class rules and regulations	
	B. Safety	
	C. Automated Accounting Concepts and Terminology	
II.	STARTING A PROPRIETORSHIP	8
	A. The Accounting Equation	
	B. How Business Activities Change the Accounting Equation	
	C. Reporting Financial Information on a Balance Sheet	
III.	STARTING A PROPRIETORSHIP: CHANGES THAT AFFECT OWNER'S EQUITY	10
	A. How Transactions Change Owner's Equity in an Accounting Equation	
	B. Reporting a Changed Accounting Equation on a Balance Sheet	
IV.	ANALYZING TRANSACTIONS INTO DEBIT AND CREDIT PARTS	10
	A. Using T Accounts	
	B. Analyzing How Transactions Affect Accounts	
	C. Analyzing How Transactions Affect Owner's Equity Accounts	
V.	RECORDING TRANSACTIONS IN A GENERAL JOURNAL	10
	A. Journals, Source Documents, and Recording Entries in a Journal	
	B. Journalizing Buying Insurance, Buying on Account, and Paying on Account	
	C. Journalizing Transactions That Affect Owner's Equity and Receiving Cash on Account	
	D. Starting a New Journal Page	
VI.	POSTING FROM A GENERAL JOURNAL TO A GENERAL LEDGER	10
	A. Preparing a Chart of Accounts	
	B. Posting from a General Journal to a General Ledger	
	C. Completed General Ledger, Proving Cash, and Making Correcting Entries	
VII.	CASH CONTROL SYSTEMS	10

A. Checking Accounts
B. Bank Reconciliation
C. Dishonored Checks and Electronic Banking
D. Petty Cash

VIII. WORK SHEET FOR A SERVICE BUSINESS 10
A. Creating a Work Sheet
B. Planning Adjusting Entries on a Work Sheet
C. Extending Financial Statement Information on a Work Sheet
D. Finding and Correcting Errors on the Work Sheet

IX. FINANCIAL STATEMENTS FOR A PROPRIETORSHIP 10
A. Preparing an Income Statement
B. Balance Sheet Information on a Work Sheet

X. RECORDING ADJUSTING AND CLOSING ENTRIES FOR A SERVICE BUSINESS 10
A. Recording Adjusting Entries
B. Recording Closing Entries
C. Preparing a Post-Closing Trial Balance

XI. JOURNALIZING PURCHASES AND CASH PAYMENTS USING SPECIAL JOURNALS 10
A. Journalizing Purchases Using a Purchases Journal
B. Journalizing Cash Payments Using a Cash Payments Journal
C. Performing Additional Cash Payments Journal Operations
D. Journalizing Other Transactions Using a General Journal

XII. JOURNALIZING SALES AND CASH RECEIPTS USING SPECIAL JOURNALS 10
A. Journalizing Sales on Account Using a Sales Journal
B. Journalizing Cash Receipts Using a Cash Receipts Journal

XIII. POSTING TO GENERAL AND SUBSIDIARY LEDGERS 10
A. Posting to an Accounts Payable Ledger
B. Posting from Other Journals to an Accounts Payable Ledger
C. Posting to an Accounts Receivable Ledger
D. Additional Posting to an Accounts Receivable Ledger
E. Posting from Journals to a General Ledger
F. Posting Totals to a General Ledger

XIV. WORK SHEET FOR A MERCHANDISING BUSINESS 10
A. Beginning an 8-Column Work Sheet for a Merchandising Business
B. Analyzing and Recording Work Sheet Adjustments
C. Completing Work Sheets

XV. PAYROLL ACCOUNTING 10

A. Computing wages and withholding
B. Preparing payroll checks and records
C. Recording and report employer payroll tax forms
D. Paying withholding and payroll taxes

XVI. PERSONAL FINANCE 10
A. Checking Accounts
B. Consumer Credit
C. Savings
D. Internet Applications

XVII. INVESTMENTS 10
A. Investment Analysis
(1) Stocks, Bonds, Mutual Funds, Retirement Plans, Real Estate, etc.
B. Internet Applications

Accounting and Finance I (Course Outline Cont.)

XVIII. PERSONAL INCOME TAXES 10
A. Preparing a Personal Income Tax Form
B. Ethics

XIX. JOB SEEKING SKILLS/GENERAL WORKPLACE SKILLS 10
A. Job Search Fundamentals
B. Résumé and Employment Applications
C. The Employment Interview
D. General Workplace Skills
(1) Job Attitudes/Work Ethics
(2) Personal Organization, Goal Settings and Time Management
(3) Personal Grooming
(4) Oral and Written Communication
(5) Teamwork
(6) Common Workplace Rules and Regulations
(7) Further Training and Career Ladders

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SANTA BARBARA COUNTY EDUCATION OFFICE

REGIONAL OCCUPATIONAL PROGRAM

CBEDS CODE 4600

CBEDS TITLE ACCOUNTING AND COMPUTING OCCUPATIONS

ROC/P COURSE TITLE ACCOUNTING AND FINANCE II

GRADE LEVEL 11th, 12th, AND ADULTS

PREREQUISITES ACCOUNTING AND FINANCE I

COURSE LENGTH TWO SEMESTERS, 1 HOUR DAILY, 5 DAYS WEEKLY, 180 HOURS

JOB TITLES FOR WHICH STUDENTS WILL BE PREPARED

CODE	TITLE
210.338-046	General Ledger Bookkeeper
210.338-022	Bookkeeper I
219.388-038	Budget Clerk
219.488-010	Accounting Clerk

COURSE DESCRIPTION

This course is a continuation of Accounting and Finance I. Students will apply technology to more advanced business tasks in accounting, finance, and personal investment. Subject matter includes accounting cycle for corporations; special journals; plant assets and depreciation; inventory control; accrual accounting; and spreadsheet applications.

This program is available to high school students and adults who show interest and aptitude in this field. Students who successfully complete this course will be awarded articulation credit at Allan Hancock College.

COURSE OBJECTIVES

1. To prepare students for entry-level computer accounting positions working as a computer accounting clerk, computer operator, or bookkeeper.

2. To prepare students for advanced articulated placement in Allan Hancock Community College in the field of computer accounting.

3. To upgrade existing skills of people who are currently working in business and who need experience working on a computer system in a business environment.

SANTA BARBARA COUNTY EDUCATION OFFICE
REGIONAL OCCUPATIONAL PROGRAM

ACCOUNTING AND FINANCE II

COURSE OUTLINE

		Hours
I.	COURSE INTRODUCTION	2
	A. Class rules and regulations	
	B. Safety	
	C. Review of Automated Accounting Concepts and Terminology	
	D. Skill Building on 10 Key Calculator	
II.	RECORDING ADJUSTING AND CLOSING ENTRIES FOR A PARTNERSHIP	20
	A. Recording Adjusting Entries	
	B. Recording Closing Entries for Income Statement Accounts	
	C. Recording Additional Closing Entries	
	D. Preparing a Post-Closing Trial Balance	
III.	RECORDING PURCHASES AND CASH PAYMENTS	20
	A. Recording Purchases on Account Using a Purchases Journal	
	B. Recording Purchases Transactions Using a Cash Payments Journal	
	C. Journalizing Petty Cash and Posting Using a Cash Payments Journal	
	D. Recording Purchases Returns and Allowances	
IV.	RECORDING SALES AND CASH RECEIPTS	20
	A. Recording Sales on Account Using a Sales Journal	
	B. Recording Cash Receipts Using a Cash Receipts Journal	
	C. Recording Transactions Using a General Journal	
	D. Recording International Sales	
V.	ACCOUNTING FOR UNCOLLECTIBLE ACCOUNTS RECEIVABLE	20
	A. Estimating and Recording Uncollectible Accounts Expense	
	B. Writing Off and Collecting Uncollectible Accounts Receivable	
VI.	ACCOUNTING FOR PLANT ASSETS AND DEPRECIATION	20
	A. Buying Plant Assets and Paying Property Tax	
	B. Calculating Depreciation Expense	
	C. Journalizing Depreciation Expense	
	D. Disposing of Plant Assets	
	E. Declining-Balance Method of Depreciation	

VII. ACCOUNTING FOR INVENTORY 15
A. Determining the Quantity of Merchandising Inventory
B. Determining the Cost of Merchandise Inventory
C. Estimating Inventory
D. LIFO, FIFO and Weighted Average

Accounting and Finance II (Course Outline Cont.)

VIII. ACCOUNTING FOR NOTES AND INTEREST 10
A. Promissory Notes
B. Notes Payable
C. Notes Receivable

IX. ACCOUNTING FOR ACCRUED REVENUE AND EXPENSES 10
A. Accrued Revenue
B. Accrued Expenses

X. FINANCIAL STATEMENTS AND END-OF-FISCAL-PERIOD ENTRIES FOR A CORPORATION 10
A. Preparing an Income Statement
B. Preparing a Statement of Stockholders' Equity
C. Preparing a Balance Sheet
D. Adjusting, Closing, and Reversing Entries for a Corporation

XI. ADVANCED INVESTMENTS, CASH FLOW AND SPREADSHEET APPLICATIONS 23
A. Preparing Statement of Cash Flow
B. Research Project
C. Internet Applications

XII. JOB SEEKING SKILLS/GENERAL WORKPLACE SKILLS 10
A. Job Search Fundamentals
B. Résumé and Employment Applications
C. The Employment Interview
D General Workplace Skills
(1) Job Attitudes/Work Ethics
(2) Personal Organization, Goal Settings and Time Management
(3) Personal Grooming
(4) Oral and Written Communication
(5) Teamwork
(6) Common Workplace Rules and Regulations
(7) Further Training and Career Ladders

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Course Title

Advanced Secretarial Skills

Description of Target Group

This course is designed as an elective for business students on the 11th and 12th grade levels. Two years of typing is highly recommended. This course may be taken for two semesters.

Description of Course

This course is designed for those students who are seriously interested in pursuing a career in the secretarial field. It is highly recommended for the student who has completed one year of shorthand and for the typing. To meet the needs of each student, some of the work will be on an individualized basis.

Course Objectives

The students should:

1. Demonstrate proficiency in using the word processing equipment, such as the transcribing machines.
   Sample Performance Objectives: Type letters, forms, inter-office memorandums, and similar forms with accuracy and mailability.
2. Develop and use English language skills commonly employed in business relating to punctuation, capitalization, grammar, sentence structure and proofreading. (This will also facilitate passing the district proficiency test.)
   SPO: Demonstrate the ability to explain and define a number of business terms.
   SPO: Punctuate, capitalize, and use numbers correctly in a group of sentences lacking these essentials.
   SPO: Proofread letters and reports containing common errors in grammar and style and make necessary corrections.
3. Take dictation from instructor and from tapes at various rates, depending upon individual speeds of the students. (For shorthand students only.)
   SPO: Type transcribed material within the allotted time.
   SPO: Transcribe at 95 percent accuracy on three-minute dictation tests, and for mailability on others, using a variety of legal, medical, and technical material.
4. Demonstrate typewriting proficiency
   SPO: Demonstrate proficiency in typing business forms completely and accurately.
   SPO: Develop a 5-minute timed writing speed that is considered an employable speed by today's standards.
5. Recognize and explain in detail and importance of appropriate dress, grooming and social behavior that is necessary for success in business and office occupations.

SPO: Participate in a teacher-directed classroom discussion on those personality traits considered desirable in office workers, including good work ethics.
SPO: Complete a self-evaluation checklist of personality traits that are desirable for the successful office worker.
SPO: Develop proficiency in appropriate dress and grooming by today's standards.

6. Describe and discuss the procedures in investigating career opportunities in the business and office methods of securing employment. (Given individually to those students who have not completed this unit in other business classes.)
   SPO: List and describe three sources or agencies for job information in office occupation.
   SPO: Complete a letter of application, personal data sheet, and thank you letter.
   SPO: Participate with other members of this class in role-playing a job interview situation.
   SPO: Identify business programs at the community college level, which would provide the advanced preparation necessary for specified job.
   SPO: Participate in sample employment examinations.
7. Develop a vocabulary in data processing.
   SPO: Demonstrate proficiency in data processing and computer terminology.

Standards of Expected Student Achievement

The student should:

1. Participate in group classroom activities.
2. Complete the assigned work (depending on individual student's requirements).
3. Pass tests at the prescribed minimum level for employment today.

Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District. Also teacher prepared materials and machine tapes

Activities

The student will progress through this course with a combination of group and individualized activities, based upon the diagnosed needs of the students. Activities will include dictation in shorthand, machine transcription, miscellaneous typing activities, field trips and speakers.

AERIES FORM

(Must be completed for all new courses)

Course Title Long: Empowering Entrepreneurs A/B **State Code:** 4218

Course Title Short (maximum of 15 characters): _____

Grade Range: 11 - 12 **Default Credit Value:** 10 units

Length: ☐ Year (two period course, 10 units per semester) ☑ Year (A/B) (5 units per semester) ☐ Semester

UC/CSU Approved for honors credit (AP) ☐ Yes **(Pending)** ☐ No

UC/CSU Approved as College Preparatory ☑ Yes **(Pending)** ☐ No

Subjec Area – Mark at least 2 for credit assignments			
Pri	**Sec**	**Ter**	
			English Requirement
			World History
			US History
			Government
			Economics
			Mathematics
			Science-Physical
			Science-Life
			Physical Education
			Vis & Per Arts/Foreign Lang
			Health
X			Elective Credit

Vocational Education ☑ **YES** ☐ **NO**		
	01	Introduction
X	**02**	Concentration
	03	Capstone

Course Type (Leave blank if **NOT** Voc. Ed)		
	11	High School Skills/Independent Study
	30	ROC/P
	31	Vocational Ed: Sex Equity non-trad.
X	**32**	Technical Prep (Higher Ed Inst)
	33	Technical Prep and ROC/P

SMJUHSD Department		
	A	Agriculture
X	**C**	Business
	E	English
	J	Family & Consumer Science
	G	International Language
	H	Health
	K	Industrial Arts/Technology
	M	Mathematics
	N	Music
	Y	Non-Academic/Non-Departmental
	P	Physical Education
	W	ROP
	Q	Science
	S	Social Science
	B	Visual/Performing Arts
	Z	TA/Non-Schedule

Course Level		
	30.	Advanced Placement
X	31.	Basic (PreK – 12)
	32.	General (PreK – 12)
	33.	Gifted & Talented
	34.	Other Honors (non-UC)
	35.	Remedial (PreK – 12)
	36.	Special Education
	39.	UC Certified Level
	40.	College Level

CSF List		
	A	List 1/A
	B	List II/B
	C	List III/C

NCLB CORE ☐ Yes ☑ No (If "yes" select core area)		
	AR	Art
	EC	Economics
	EN	English
	FL	Foreign Language
	GE	Geography
	GV	Civics & Government
	MT	Mathematics
	RL	Reading/Lang Arts
	SC	Science
	SS	Social Studies

UC/CSU Graduation A-G Requirements		
	A	History/Social Science
	B	English
	C	Mathematics
	D	Laboratory Science
	E	Foreign Language
	F	Visual/Performing Arts
X	G	Elective Credits

Course Naming Convention		
	0001-0999	Remediation
	1000-1999	Freshman Level - *required*
	2000-2999	Sophomore Level - *required*
	3000-3999	Junior Level - *required*
	4000-4999	Senior Level - *required*
	5000-5999	High School-at-College
X	**6000-6999**	Non-level/Elective
	7000-7499	ROP
	7500-7999	Special Education
	8000-8999	Reserved for Future
	9000-9999	Independent Study

Approved by: _____ Date _____

Entered by: _____ Date _____

Course Number(s) _____ _____

Course Title

American Economics - Business

Instructional Materials

Textbook: Consumer Economics by Warmke and Wyllie South-Western Pub. Co.

Standards of Expected Student Achievement

I. Definition of Economics (Chapter 1)
   - A. Economic goods and services
   - B. Opportunity costs
   - C. Goals of the American Economy

II. Types of Economic Systems (Chapter 2)
   - A. Traditional
   - B. Command
   - C. Market
   - D. Mixed

III. Circular Flow (Chapter2)
   - A. Definition of Circular Flow
   - B. The four questions
     1. What to produce?
     2. How to produce?
     3. How much to produce?
     4. How to distribute the output?

IV. Characteristics of our Economy (Chapter 2)
   - A. Private property
   - B. Guides for buying
   - C. Advertising (Chapter 6)
     1. Functions of advertising
     2. Costs of advertising
     3. Problems with advertising
     4. Regulation of advertising
   - D. Consumer Rights and Protection (Chapters 7-8)
     1. Contracts
     2. Legal protection
     3. Warranties
     4. Implied contracts
     5. Unordered merchandise
     6. Use of lawyers
     7. Government protection
     8. Other consumer protections

American Economics (continued)

V. Demand and Supply (Chapter29)
- A. The price system
- B. Supply
- C. Demand
- D. Price and competition
- E. Substitution principals
- F. Competition and monopoly
- G. Price controls
- H. Price indexes and inflation

Vl. Money and Credit (Chapter9)
- A. Functions of money
- B. Types of money
- C. Why is money accepted as legal tender?
- D. Credit
  1. Types of credit
  2. Consumer credit
  3. Government credit
- E. Functions of Federal Reserve System & Monetary Policy (Chapter 27)
  1. Creation of money
  2. Regulating the supply of money

Vll. Financial Institutions (Chapter 10)
- A. Types of institutions
- B. Services of financial institutions
- C. Understanding credit (Chapters 11 - 12)
  1. Kinds of credit
  2. Costs of credit
  3. Your credit rating
  4. Problems of credit
  5. Installment buying
  6. Rights of buyers and sellers
  7. Problems of installment buying
- D. Obtaining Loans (Chapter 13)

Vlll. Savings and Investing (Chapter 14)
- A. Managing income
  1. Savings plan
  2. Investing savings
- B. Owning or renting a home (Chapter 15)
  1. Financing a home (Chapter 16)
  2. Legal aspects of home ownership
- C. Investments (Chapter 14)
- D. Types of insurance (Chapters 18 - 20)
- E. Social Insurance (Chapter 21)

American Economics (continued)

lX. Managing the Nation's Economy
- A. Gross National Product (GNP)
- B. National income and its distribution
  1. Rent
  2. Wages
  3. Interest
  4. Profit
  5. Taxes
- C. Economic fluctuations (Chapter 30)
- D. Individual's role in the economy (Chapter 3)
- E. Business' role in the economy (Chapter 22)
  1. Forms of business
  2. Functions of business
  3. Factors of production (Chapter 23)
  a. Characteristics of American production
  b. Role of mass production, specialization, & capital
  4. Marketing (Chapter24)

F. Role of government in the economy (Chapter 25)
  1. Growth of government services
  2. Government regulation
  3. Taxation, fiscal policy, & national debt (Chapter 26)
  4. Monetary policy (Chapter27)

X. Economic Fluctuations & International Trade (Chapters 30- 31)

Xl. Economic Growth (Chapter28)

Course Title

Business Economics, United States (P)

Description of Target Group

This course is a one-semester course required to meet the district's social studies graduation requirement. Business Economics (P) is designed for 12th-grade students.

Purpose

The course is designed to enable students to understand the principles of economics and of our economic system. Students will compare our system to those of other countries and make reasoned judgments about economic questions.

This course will meet the state mandated requirement that high school graduates successfully complete a course in economics.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to demonstrate fundamental economic skills and knowledge in the following areas:

1. Fundamental economic concepts and terms.
2. The tools of analysis such as charts and graphs.
3. Economic indicators such as gross national products, inflation, and measures of unemployment.
4. Understanding basic economic problems facing society such as scarcity of resources.
5. All societies have economic systems determining choice of production.
6. U.S. economy characterized by competition and market structure.
7. Individual should use economic concepts in making consumer decisions.
8. Role that labor, agriculture, and business organizations have played in the U.S. economy.
9. Role of government in market economy and establishing monetary policy.
10. Role of financial institutions.
11. Understanding business cycles with periods of inflation, deflation, and unemployment.
12. U.S. economic history.
13. Importance of international trade and migration across international borders.
14. How values influence monetary spending and opportunities for students to develop creative thinking skills.

Instructional Materials

Text and Supplementary Materials

Audio-visual materials: filmstrips, films, videocassettes, records, audiotape

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

COURSE DESCRIPTION (DISTRICT)

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title

Business Lab Technician

2. Transcript Title(s) / Abbreviation(s)

3.

3. Transcript Course Code(s) / Number(s)

4. School

Pioneer Valley High School

5. District

Santa Maria Joint Union High School District

6. City

Santa Maria

7. School / District Web Site

www.smjuhsd.org

8. School Course List Contact

Name: Dee Ringstead

Title/Position: Principal

Phone: (805) 922-1305 **Ext.: 5701**

E-mail: dringstead@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Visual & Performing Arts
  - ☐ Intro ☐ Advanced
- ☐ College Prep Elective

10. Grade Level(s) for which this course is designed

☐ **9** ☐ **10** ☒ **11** ☒ **12**

11. Seeking "Honors" Distinction?

☐ **Yes** ☒ **No**

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Is this an Internet-based course? ☐ Yes ☒ No

If "yes", who is the provider? ☐ UCCP ☐ PASS/Cyber High ☐ Other_____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- ☐ A course reinstated after removal within 3 years. Year removed from list?_____
  - Same course title? ☐ Yes ☐ No
  - If no, previous course title?_____
- ☐ An identical course approved at another school in same district. Which school? _____
  - Same course title? ☐ Yes ☐ No
  - If no, course title at other school?_____
- ☐ Year-long VPA course replacing two approved successive semester courses in the same discipline
- ☐ Approved Advanced Placement (AP) OR International Baccalaureate (IB) course
- ☐ Approved UC College Prep (UCCP) Online course
- ☐ Approved CDE Agricultural Education course
- ☐ Approved P.A.S.S./Cyber High course
- ☐ Approved ROP/C Course. Name of ROP/C?_____
- ☐ Approved A.V.I.D. course
- ☐ Approved C.A.R.T. course
- ☐ Approved Project Lead the Way Course
- ☐ Other. Explain:_____

15. Is this course modeled after an UC-approved course from another school <u>outside</u> your district? ☐ Yes ☒ No

If so, which school(s)? _____

Course title at other school_____

16. Pre-Requisites

Teacher recommendation and Computer Applications I

17. Co-Requisites

18. Is this course a resubmission? ☐ Yes ☒ No

If yes, date(s) of previous submission?_____

Title of previous submissions?_____

19. Brief Course Description

This course is for the advanced business student. Students will be involved in preparing computer lab materials in advance for the teacher, as well as assisting the teacher and student during computer lab assignements and activities. This includes but not limited to gathering materials, computer maintenance, troubleshooting, and student guidance during curriculum application.

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

Business Lab Technicians will:

- Be able to read and follow book and class activities and gather all the necessary Materials and equipment for the computer lab
- Be able to use proper technology procedures when they are in the computer lab.
- Assist other students during the computer and class activities.

21. Course Objectives

Business Lab Technicians will:

- Assist the instructor in setting up computer stations with the necessary equipment and materials needed to complete class activities.
- Inventory, organize, and clean equipment and supplies. (computer maintenance)
- Demonstrate knowledge of computer skills to assist instructor in preparing word documents, excel spreadsheets, power point presentations, conduct internet research, etc.
- Assist the instructor during demonstrations
- Assist the instructor during computer demonstration and in helping the other students.
- Monitor supplies, handouts, technological equipment for students.
- Troubleshoot computer problems that arise.
- Understand and enforce the district technology use guidelines.

22. Course Outline

Students will know the following computer lab techniques as a business lab technician:

- Demonstrate knowledge of computer skills to assist instructor in preparing Word documents, Excel spreadsheets, PowerPoint presentations, Internet research, etc.
- Prepare student activity keys and evaluation forms
- Be responsible for helping to maintain a clean organized computer lab.
- Assisting students researching and formatting data for reports.
- Computer skills (including troubleshooting & general maintenance of computers.)
- Know and understand how to set-up, demonstrate and use Multi-Media devices, such as digital cameras, Smart Boards, scanners, DVD players, etc.

23. **Texts & Supplemental Instructional Materials**
24. **Key Assignments**
25. **Instructional Methods and/or Strategies**
26. **Assessment Methods and/or Tools**

C. HONORS COURSES ONLY

Please refer to instructions

27. **Indicate how this honors course is different from the standard course.**

D. OPTIONAL BACKBROUND INFORMATION

Please refer to instructions

28. **Context for Course (optional)**
29. **History of Course Development (optional)**

Communication Technology

Santa Maria Joint Union High School District



asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)
rnest Righetti High School (053303)	Classroom Based	Abbreviation: Comm Tech A, Course Code: BU7060 Comm Tech B: BU7061
ioneer Valley High School (053847)	Classroom Based	Abbreviation: Comm Tech A, Course Code: BU7060 Comm Tech B: BU7061

Title: Communication Technology

Length of course: Full Year

Subject area: College-Preparatory Elective (G) / Interdisciplinary

UC honors designation? No

Prerequisites: Computer Applications 1 (Recommended)

Co-requisites: None

Integrated (Academics / CTE)? Yes

Grade levels: 11th, 12th

ourse Description

urse overview:

By the end of this course students will appreciate the importance of communication in their personal and professional lives, know what strategies to employ in different situations, and effectively use technology to communicate their messages. This course will enhance students' preparedness for college and employment with essential communication skills using technology. Upon successful completion of this course students will be able to :

1. Use a variety of communication strategies and techniques with the use of information technology.
2. Format, compose, and revise essays, memos, business letters, notes, emails, newsletters, flyers, reports, job-search documents, and multimedia presentations utilizing Microsoft Office software.
3. Understand the Elements of Communication (audience, sender, receiver, message, purpose) and utilize the Writing Process (plan, write, revise) to create effective written and oral messages.
4. Learn to improve grammar and tone in written and oral communications
5. Demonstrate the ability to apply critical thinking and decision making skills.
6. Critique and evaluate communication behaviors and processes in various settings.
7. Examine both non-literary and literary prose with the emphasis on developing their ability to extend their understanding of complex reading material.
8. Collaborate with others to analyze information and create and deliver communications.
9. Manage computer and Internet tools to make work more efficient.
10. Develop the ability to adapt what is learned in one content area to new problems and settings to deepen critical reading, writing, and thinking skills.
11. Prepare to enter the workforce by completing a job skills training workshop

urse content:

I.* Orientation

A. Course objectives, expectations, procedures	A. Review course objectives, expectations, procedures.
B. Introduction to workplace communication	B. Understands what professional communications entail.
C. ROP	C. Complete ROP paperwork
D. Safety Training	D. Understand office safety, basic first aid procedures, and online SIPE training certificate
E. Employment outlook/ opportunities	E. Reviewed employment outlook/opportunities.
F. File management	F. Set up file system for saving and retrieving work and managing directories

II. The Study of Communication

Using the textbook Communicating for Success, student s will examine the five elements of communication and the stages of the writing process to become familiar with and recognize effective writing. Students will look at and create a several types of documents that incorporate the use of formatting, editing, self-evaluation, and peer editing, and partner projects to demonstrate their ability to communicate effectively.

TOPIC	EXAMPLE
A. Elements of Communication	A. Identifies the 5 Elements: Audience, sender, receiver, purpose, content
B. Writing Process	B. Identifies the 3 stages: planning, writing, revising
C. Editing & Proofreading	C. Practice editing a document for form and accuracy
D. Typing & Ergonomics	D. Practice keyboarding for efficiency and accuracy and understand ergonomics
E. Purpose and Content	E. Analyze the purpose & content of different types of business communications
F. Persuasive writing	F. Learn how to effectively influence with writing style
G. Compare and Contrast	G. Set up data in tables to compare information
H. Analyzing data and drawing conclusions	H. Learn how to organize reports for making decisions and recommendations & proving opinions
I. Giving Instructions	I. Learn to write and give effective instructions for favorable outcomes
J. Research & Reports	J. MLA format and effectual written presentation of content

III. MS Office Word

Students will learn MS Office Word features while creating a variety of professionally styled workplace documents. They will utilize technical reading skills to follow directions and steps in the Microsoft Office textbook.

TOPIC	EXAMPLE
A. Correct formatting techniques of workplace documents	A. Memo, Fax, Email, Note, Letters, Mail merge, Press Release
B. Editing features, hyperlinks	B. Spelling/grammar, find & replace, adding and removing links
C. Format paragraphs, lists, lines, tabs, borders, shading	C. business report, construction bid, tri-fold brochure
D. Format page, sections, breaks, columns, headers & footers, tables, endnotes, footnotes, sources & bibliography	D. Business and informational brochures
E. Reports	E. MLA format of reports and bibliography
F. Brochure/Pamphlet with images	F. Travel brochure
G. Usability – Readability Statistics	G. Use Flesch-Kincaid levels to review work

IV. MS Office PowerPoint

Following steps in the Microsoft Office textbook, students will learn to use MS Office PowerPoint to create effective and interesting presentations.

TOPIC	EXAMPLE
A. Create a basic presentation	A. Create and add text to a presentation
B. Add styles, images	B. Format a presentation and add pictures
C. Use tables, graphs, shapes	C. Add and format graphic information
D. Animations and transitions	D. Add movement to a presentation
E. Color choices and readability	E. Edit a presentation for effectiveness

V. Research Paper and Presentation

Students learn about a famous entrepreneur by researching their life and how they came into success. They will write a correctly formatted report and create a presentation for the class.

TOPIC	EXAMPLE
A. Research and notes/outline	A. Online research
B. Writing & Revising	B. MLA formatted report
C. Bibliography	C. Proper Works Cited
D. PowerPoint	D. Create a presentation and show to audience

VI. Job Search and Workplace Skills

Research and learn about the types of careers that interest them. Students learn the proper way to conduct themselves in the workplace to optimize success. Students will participate in six weekly job skill and interviewing seminars put on by the North county Volunteer Corps.

TOPIC	EXAMPLE
A. Personal Inventory	A. Identify career interests

B. Resume	B. Create an effective resume
C. Job Skills Training Workshop	C. Attend six sessions
D. Employment Paperwork	D. Application, resume, cover letter
E. Workplace Attire	E. Explain why dress is or isn't appropriate
F. Communication & conflict	F. How to talk to supervisors, colleagues, customers and manage negativity
G. Interviews	G. What to expect, how to prepare, mock interview practice
H. Financial Literacy	H. Paycheck and taxes

VII. Introduction to Website Programming

Understand basic programming with HTML. Students will create and original webpage outlining the job skills learned throughout the year.

TOPIC	EXAMPLE
A. Saving web documents	A. Use Notepad to create web page
B. Text, lines, lists	B. Learn basic HTML tags
C. Color, headings, fonts	C. Add formatting with HTML and CSS
D. Links	D. Add onsite and offsite links to a page
E. Images	E. Add and format pictures

VIII. Career/Occupational Knowledge and Workplace Skills (infused throughout the course)

Students will demonstrate career skills that will enable them to be successful in the workplace and in post-high school educational settings. Teamwork and collaboration are encouraged and practiced. Critical thinking and problem solving are developed through independent project based learning.

TOPIC	EXAMPLE
A. Technology and information	A. Accessing and utilizing technology and information.
B. Safety standards	B. Practicing occupational safety standards.
C. Critical thinking and solving problems	C. Thinking critically and solving problems effectively.
D. Basic skills in reading, writing, mathematics, listening and speaking	D. Uses basic skills in reading, writing, mathematics, listening and speaking as they relate to occupation specific skills.
E. Real world problems and situations	E. Applying knowledge to real world problems and situations.

F. Independent & collaborative work	F. Works independently and collaboratively.
G. Communication	G. Communicates effectively and appropriately
H. Reliability	H. Performs reliably and responsibly.
I. Diversity	I. Working with diverse populations effectively and respectfully.
J. Punctuality and Dependability	J. Is punctual and has good attendance
K. Directions	K. Follows directions and asks questions
L. Supervision	L. Works well with minimum supervision.
M. Cooperation	M. Is cooperative and works effectively with peers
N. Initiative	N. Takes initiative by working beyond minimum requirements.
O. Grooming	O. Meets job standards of neatness and grooming.
P. Constructive Criticism	P. Responds appropriately to constructive criticism.

ourse Materials

Other

Title	Authors	Date	Course material type	Websit
Written ssignments	[empty]	[empty]	Review of key concepts and vocabulary that is learned from reading, research, and practice. Writing allows the student to demonstrate their mastery and understanding of the material.	[empty]
Direct Whole Group nstruction	[empty]	[empty]	Demonstration and visual presentation	[empty]
ndependent ractice	[empty]	[empty]	Students practice with step-by-step instructions.	[empty]
One-on-One nstruction	[empty]	[empty]	Teacher assists and gives feedback to students individually.	[empty]
Cooperative earning Group	[empty]	[empty]	Collaboration and sharing of information is encouraged so students are learning from working with each other. Group projects encourage teamwork and cooperation.	[empty]

Title	Authors	Date	Course material type	Websit
ndependent nternet esearch	[empty]	[empty]	Structured research skills are developed throughout the course, both individually and in small groups to provide platforms for analysis and synthesis of information.	[empty]
roubleshooting rrors and evision	[empty]	[empty]	Learning to recognize errors and know where and how to find them and how to fix them. Peer editing develops teamwork and commitment to producing high quality work the whole group is proud of.	[empty]
rojects	[empty]	[empty]	Students demonstrate use of all skills and concepts in original works. Students do a written self-evaluation after a project to analyze what worked, what they would change about the process, and what they learned.	[empty]
)ral resentation and eer Evaluation	[empty]	[empty]	Students share and present original works and evaluate for effectiveness.	[empty]

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Course Title

Communication Technology A - ROP

Description of Target Group

This course is the first semester of a two semester elective course designed for juniors and seniors planning to enter the workforce or continue their education at the college level.

Purpose

This is the first semester of a one-year course. The skills taught in this course prepare students for employment, provide them with the necessary skills to complete their college studies and provide them with essential communication skills to effectively use technology in their daily lives. The students will read and comprehend technical writing in order to produce original documents as well as documents from the texts.

Prerequisites

Successful completion of Keyboarding A and Keyboarding B or type 35 wpm.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

Reading Skills

- ✓ Demonstrate comprehension of technical writing as in word processing and desktop publishing manuals.
- ✓ Demonstrate a basic understanding of the information processing concepts and basic word processing terminology.
- ✓ Utilize reference materials to solve problems.
- ✓ Research software documentation and help screens.

Writing Skills

Produce and format documents such as letters (personal business and business), memorandums and reports.

- ✓ Key documents with speed and accuracy.
- ✓ Incorporate headers, footers and page numbers where appropriate.
- ✓ Create footnoted documents.
- ✓ Create outlines.
- ✓ Create columns of texts.
- ✓ Create tables for a variety of uses.

- ✓ Utilize software features to edit documents.
- ✓ Identify and use universal proofreader's symbols.
- ✓ Identify errors using appropriate proofreading skills.

Combine documents using software features.
- ✓ Merge variable and constant information to create new documents.
- ✓ Generate mailing labels from merged letters.
- ✓ Prepare other identification labels and business cards.
- ✓ Move or copy between documents.
- ✓

Grammar Skills:
- ✓ Compose documents using correct grammar.
- ✓ Demonstrate ability to use the spell-check feature of the software.
- ✓ Demonstrate ability to use the grammar-check feature of the software.
- ✓ Demonstrate ability to use the thesaurus to enhance their documents.

Listening Skills:
Listen to and follow oral instructions.
- ✓ Actively participate while new concepts are being demonstrated by the teacher.
- ✓ Produce a document after receiving oral instructions from the teacher.

Assessment:
Students will demonstrate competence by:
- ✓ Effectively creating assignments by following technical written instructions.
- ✓ Receiving a passing grade on written tests.
- ✓ Producing documents from oral instructions by the teacher.
- ✓ Demonstrating the ability to transfer knowledge of one area to another.

Instructional Materials

Current word processing software
Computer Workstation
Current textbooks for training in word processing

Activities

The students will apply their skills by producing documents as directed by the text and the teacher. They will further demonstrate their ability by creating their own projects.

Course Title

Communication Technology B - ROP

Description of Target Group

This course is the second semester of a two semester elective course designed for juniors and seniors planning to enter the workforce or continue their education at the college level.

Purpose

The skills taught in this course prepare students for employment, provide them with the necessary skills to complete their college studies and provide them with essential communication skills to effectively use technology in their daily lives. The students will read and comprehend technical writing in order to produce original documents as well as documents from the texts. This course will also prepare students for competing in the job market by preparing a professional résumé, an application and a letter of application. They will also participate in a mock interview.

Prerequisites: Successful completion of Communication Technology A.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

Reading Skills:
- ✓ Demonstrate comprehension of technical writing as in word processing and desktop publishing manuals.
- ✓ Demonstrate a basic understanding of the information processing concepts and basic word processing terminology.
- ✓ Utilize reference materials to solve problems.
- ✓ Research various styles of résumés.
- ✓ Research a variety of employment letters.

Writing Skills:
Produce and format documents such as letters (personal business and business), memorandums, reports and tables.
- ✓ Key documents with speed and accuracy.
- ✓ Adjust spacing, tabs, centering, margins and other formatting features.
- ✓ Incorporate headers, footers and page numbers where appropriate.
- ✓ Create footnoted documents.
- ✓ Create outlines.
- ✓ Create a variety of documents utilizing the Table feature.
- ✓ Identify and use universal proofreader's symbols.
- ✓ Identify errors using appropriate proofreading skills.
- ✓ Utilize software features to edit documents.
- ✓ Create an appropriate Résumé.
- ✓ Create a letter of application for employment.
- ✓ Fill out an application for employment correctly.

Combine documents using software features:
- ✓ Merge variable and constant information to create new documents.
- ✓ Generate mailing labels from merged letters.
- ✓ Prepare other identification labels and business cards.
- ✓ Move or copy between documents.

Introduction to Desktop Publishing:
- ✓ Design brochures, flyers and newsletters.
- ✓ Utilize graphic boxes, lines, shading and borders.
- ✓ Use page composition and layout techniques.
- ✓ Use appropriate typeface.
- ✓ Edit images and manipulate graphics.

Introduction to Web Page Design:
- ✓ Demonstrate a basic understanding of HTML.
- ✓ Utilize Web compatible formats.
- ✓ Create a web page using a Wizard.
- ✓ Create text and graphics.
- ✓ Create a link.
- ✓ Link to other pages.

Teamwork Skills:
- ✓ Work cooperatively with another team member to complete specified job assignments.
- ✓ Each team member will evaluate the other's work before submitting for a grade.

Grammar Skills:
- ✓ Compose documents using correct grammar.
- ✓ Demonstrate proficiency of basic grammar skills.
  - Identify and properly use parts of speech.
  - Identify and properly use punctuation.
  - Identify spelling errors and properly use spelling rules.
  - Identify capitalization errors and properly use capitalization rules.
- ✓ Demonstrate ability to use the grammar and spell-check feature of the software.
- ✓ Demonstrate ability to use the thesaurus to enhance their documents and increase their vocabulary.

Presentation Skills:
- ✓ Create, design and prepare presentations.
- ✓ Create student projects utilizing presentations
- ✓ Participate in a mock job interview.

Listening Skills:
- ✓ Listen to and follow oral instructions.
- ✓ Participate in a mock job interview.

Assessment:
Students will demonstrate competence by:
- ✓ Producing documents by following technical written instructions.
- ✓ Producing documents from oral instructions by the teacher.
- ✓ Producing documents from written instructions by the teacher.
- ✓ Demonstrating the ability to transfer knowledge of one area to another.
- ✓ Successful completion of the employment preparation unit.
- ✓ Creating a Web site.
- ✓ Creating professional newsletters.
- ✓ Passing four areas of grammar tests.

Instructional Materials

Current word processing software
Current presentation software
Computer Workstation
Current word processing and desktop publishing texts.

Activities

The students will complete word processing projects as well as presentation projects using current word processing and presentation software.

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Computer Applications

Santa Maria Joint Union High School District

Basic Course Information

School(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)
Pioneer Valley High School (053847)	Classroom Based	Abbreviation / Course Code Comp Apps A (P) / BU6039 Comp Apps B (P) / BU6040
Ernest Righetti High School (053303)	Classroom Based	Abbreviation / Course Code Comp Apps A (P) / BU6039 Comp Apps B (P) / BU6040
Santa Maria High School (053305)	Classroom Based	Abbreviation / Course Code Comp Apps A (P) / BU6039 Comp Apps B (P) / BU6040

Title:	Computer Applications
Length of course:	Full Year
Subject area:	College-Preparatory Elective ("g") / Interdisciplinary
UC honors designation?	No
Prerequisites:	None
Co-requisites:	None

Integrated (Academics / CTE)?	**Yes**
Grade levels:	**9th, 10th, 11th, 12th**

Course Description

Course overview:

This is a computer course designed to give students a comprehensive knowledge of computer use with a functional level of computer ability. The course teaches operating system and file maintenance, keyboarding, beginning through advanced operating skills plus application level knowledge of the Microsoft Office Suite. Technical reading and writing are a key component of the course. Instructional units include email & personal information management, word processing & formatting, business correspondence, spreadsheet creation and manipulation, multimedia presentations, and introduction to database use.

Course content:

Unit 1 - Computer Concepts and Use

In this unit students will analyze the importance of computers, and explain how computers process information, describe hardware and software, evaluate technology for specific needs, and navigate the desktop.

Students will demonstrate use of software menus, ribbons and toolbars to maximize, minimize, restore, and resize windows, to manipulate the document display, to print a document, to save and manage files, to close a document and exit software.

To describe uses of the Internet, explore websites with a browser, identify the features of search engines and social networks, search for information and perform transactions via the Web. In the online safety section students will identify threats to computers and networks, discuss computer crime and legal and ethical issues, copyrights and citing sources, identify and practice online netiquette standards, as well as considering ethical and legal practices while conducting business such as safeguarding confidential information.

Unit Assignment(s):

Students will conduct online research of digital hardware and will create a one page document in Microsoft Word listing nine items and the product descriptions, features, and prices. Research will be conducted on the Internet, and students will provide data from various reliable online sources using safe navigation practices. Students will save the final document to the proper folder and print a copy. Students will learn foundational skills to independently operate a computer using Internet resources and create a document.

Unit 2 – Keyboard Conditioning

Students will learn proper control of keys to improve reach-stroke control and keying speed using proper techniques. Throughout the lessons students will build speed and accuracy. Keyboard skills are practiced throughout the course to enhance efficient document preparation and use of computer technology.

Unit Assignment(s):

Students use MicroType software to master keyboarding skills. In addition, students are assigned a daily 10 minute warm-up for conditioning practice of the alphabetic and numeric keys learned and to maneuver with proper technique using the keyboard. Students will learn to properly type without looking at the keyboard to achieve 30 words per minute with 85% accuracy.

Unit 3—Word Processing

The major focus of this unit is proper document creation and preparation of letters, tables, and reports. Throughout the unit students will use and incorporate previously learned features in the crafting of the documents.

Letters:

Format business letters in block format using Word features to include font, hyphenation, tab stops, spelling/grammar check, spacing, punctuation styles, and envelopes.

Tables:

Create tables with main headings, secondary headings, column headings, and source notes using the MS Word table design and layout features including Merge and Split, Insert/Delete Rows/Columns, cell and page alignment, sort, styles, borders and shading.

Reports:

Students learn to format press releases and MLA reports with textual citations and a Works Cited/Bibliography page. Formatting skills including paragraph and page styles, page numbering, page breaks, footnotes and endnotes, headers and footers, indentation, and paragraph and line spacing.

Unit Assignment(s):

Letters Key Assignment: Using Microsoft Word, plan and prepare a properly formatted business letter to a school staff member introducing yourself and your future goals. The letter will be printed, signed, and delivered.

Tables Key Assignment: Make a month sized calendar in Microsoft Word by designing a table that is the size and shape of a calendar. Put special dates and assignments on it and use interesting (but readable) font and formatting style and include graphics.

Reports Key Assignment: Students will plan and prepare an original MLA formatted report. They will plan the report by creating a storyboard of the main sections and gathering graphics.

Students will learn to properly format a variety of school and work based documents.

Unit 4: Presentations-Slide Shows

Students will be able to navigate through an existing PowerPoint electronic presentation and to create original presentations incorporating the following skills: title slide; bulleted lists; insert and edit graphic images and photos, lines, and shapes to enhance slides; convey information in a presentation with tables, graphs, and charts; adding slide notes; transitions; animations; slide design; printing features including handouts. Students will utilize a rubric to evaluate presentation formatting and delivery.

Unit Assignment(s):

Key Assignment: To plan, design, and deliver an electronic presentation created from the report produced in the previous unit. All skills learned in this unit should be incorporated into the presentation. Students will evaluate three of the presentations using a provided rubric. Students will learn to create a professional presentation and use public speaking skills to enhance the presentation.

Unit 5: Spreadsheets

Students will use Microsoft Excel to enter data, navigate in a worksheet, print a worksheet, select a range of cells and edit, clear, copy, move information in a worksheet, format cell contents, adjust column widths, insert and delete columns and rows, perform worksheet calculations using formulas and functions, and create embedded column, bar, and pie charts using worksheet information.

Unit Assignment(s):

Key Assignment: Apply what has been learned to create a spreadsheet comparing prices of items they researched online. The collected data will be inputted in to an Excel worksheet and formatted correctly applying proper formulas. This information will be used to create charts and exported to a Microsoft Word or PowerPoint document. Students will use Microsoft Excel to apply mathematical concepts to create formulas to solve real world problems and present data in a professional format.

Unit 6: Database

Students will use Microsoft Access and learn to add records to an existing database, print a database table. Create a new database and table, add records to a new database, update an existing database, add new records to a database table, use efficient navigation techniques within tables and forms, edit records in tables and forms, and add new fields to a table. Learn to create single and multiple data sorts, to create and utilize filters, and to generate queries.

Unit Assignment(s):

Key Assignment: To assess database application skills students will be given a list of thirty customer records for a landscaping company and will create a new database with customer information. They will add, delete, and update data. They will manipulate the data by sorting, filtering, and creating queries to answer questions about the business. Students will learn how a database can be used to organize large amounts of data to manage a business.

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
Century 21 Computer Skills and Applications	Hoggatt, Shank, & Smith	South-Western Cengage Learning	10e/2015	www.cengage.com	Yes

Multimedia

Title	Author	Director	Name of video series	Date	Website	Medium of Publication
Inside a Computer	[empty]	[empty]	[empty]	2008	www.bepublishing.com	DVD
Flash of Genius	Phillip Railsback, Philip Railsback, Marc Abraham, & Scott Frank	Marc Abraham	[empty]	2008	[empty]	DVD/Universal Pictures

Title	Author	Director	Name of video series	Date	Website	Medium of Publication
Cyber Safety	[empty]	[empty]	Cyber Sense	2008	www.cambridgeeducational.com	DVD

Other

Title	Authors	Date	Course material type	Website
MicroType 6	South-Western Educational Publishing	2015	Mixed Media Software	www.cengage.com

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Course Description
Computer Applications

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
Computer Applications I

2. Transcript Title / Abbreviation
Comp Appl A/B

3. Transcript Course Code / Number

4. School
Santa Maria High School

5. District
Santa Maria Joint Union High School Dist.

6. City
Santa Maria, CA 93454

7. School / District Web Site
www.smjuhsd.k12.ca.us

8. School Course List Contact

Name: Jim Armstrong

Title/Position: **Assistant Supt./Curriculum**

Phone: 805-922-4573 **Ext.**: 4211

E-mail: rgarcin@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Language other than English
- ☐ Visual & Performing Arts
- ☒ College Prep Elective

10. Grade Level(s) for which this course is designed

10 11 12

11. Seeking "Honors" Distinction?

☐ Yes ☒ No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- ☐ A course reinstated after removal within 3 years. Year removed from list? _____
  Same course title? ☐ Yes ☐ No
  If no, previous course title? _____
- ☐ An identical course approved at another school in same district. Which school?
  Same course title? ☐ Yes ☐ No
  If no, course title at other school? _____
- ☐ Alternative course title for course with identical content at this school
  Title of previously-approved identical course: _____
- ☐ Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- ☒ Approved UC College Prep (UCCP) Initiative course
- ☐ Approved P.A.S.S. course
- ☐ Approved ROP/C course. Name of ROP/C? _____
- ☐ Combining two UC-approved semester VPA courses into a single, year-long VPA course
  Titles of previously-approved semester courses: _____
- ☒ Other. Explain: ***This course receives College credit at Allan Hancock College through our 2+2 Articulation. This course at Hancock is approved for UC, CSU and the G requirement. With this logic, we are seeking the g elective designation for our UC bound students who will never attend Hancock and all others.***

14. Is this course modeled after an UC-approved course from another school outside your district? [x] Yes [ ] No

If so, which school(s)? Allan Hancock College

Course title at other school, CBIS 101 Course Outline attached

15. Pre-Requisites

English, Math

16. Co-Requisites

17. Brief Course Description

This is a computer course designed to give students an over arching knowledge of computer use in society as well as a functional level of computer ability. For many, this will be the only computer course prior to four year college. The course teaches operating systems and file maintenance, beginning through advanced operating skills plus application level knowledge of the Microsoft Office Suite.

Technical reading and writing are a key component of the course. Instructional units include essay composition and formatting, business correspondence, spreadsheet creation and manipulation, multi media presentations, web page design and html programming.

This course is based on Socratic theory and critical thinking it's approach to teaching computer theory and application.

B. COURSE CONTENT

Please refer to instructions

All are attached.

18. Course Goals and/or Major Student Outcomes

19. Course Objectives

20. Course Outline

21. Texts & Supplemental Instructional Materials

22. Key Assignments

23. Instructional Methods and/or Strategies

24. Assessment Methods and/or Tools

C. HONORS COURSES ONLY

Please refer to instructions

25. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

26. Context for Course (optional)

27. History of Course Development (optional)

SANTA MARIA HIGH SCHOOL
COMPUTER APPLICATIONS I

COURSE: Computer Applications I

Description:

Computer Applications I is a study of technology focusing on the computer's effect on society, computer concepts, terminology, uses, and technology's affect on our changing society. Includes instruction on typical software applications such as word processing, spreadsheets, databases, presentation software, and Internet browsers and the affects these advances have made to our society.

Purpose and Goals:

Students will analyze, understand and appreciate the uses and impact of the computer in modern society. Students will understand and appreciate the user/software/hardware interface. Students will understand logical processes of computer problem solving.
Students will use a personal computer and typical software and understand and appreciate its impact on society.

Instructional Objectives:

Students will be expected to analyze and discuss the impact of current and emerging technology on society. Students will be expected to compare and evaluate the components and associated devices of computer systems. In addition, students will distinguish between the basic terms and acronyms applicable to computer systems. Students will be able to navigate and manage files and folders on a personal computer. Students will then describe the types of computer networks and perform searches via the Internet. Students will be able to recite a brief history of the development of computers and their uses. Students will develop typical application output via word processing, spreadsheet, database and presentation software.

Prerequisites:

Math, English

Course outline:

1. Computer Components and Terminology
2. I/O, Secondary Storage
3. Operating Systems
4. Data Communications/Internet
5. Computer History
6. Societal Issues
7. Word Processing/Graphics
8. Spreadsheet Applications
9. Database Applications
10. Electronic Presentations
11. Web page composition, design, construction

Assignments:

1. Using the Internet as a research tool, write a report on one of the following pioneers in computing: Charles Babbage, Conrad Zeus, Alan Turing, Steve Jobs, Bill Gates.
2. Plan and build a worksheets that illustrate the business activity of a simulated business.
3. Plan and create an outline of a PowerPoint presentation that will summarize the students simulated business from start up through transactions.
4. Process the documents needed to operate the students simulated business.
5. A final exam process that utilizes the processes taught in the course in the organization and management of a simulated business created by the students.

Evaluation:

1. Research papers on various computer concepts and issues covered throughout the course.
2. Projects
3. Written and computer-generated assignments dealing with software applications
4. Quizzes and/or midterm examination
5. Final Examination

Function:

- Research and analyze the affects of technology on our society.
- Demonstrate appropriate uses of Internet resources and moral, ethical, safety and security issues
- Understand and demonstrate productive use of internet technology
- Analyze the value and process in proper selection of Internet service providers (ISP), typical connections, and Internet browsers.
- Perform information searches using a variety of search engines and resources
- Demonstrate the ability to download and edit information.
- Analyze validity of data on Internet.

Appropriate readings: (Other than Textbook)

Journal articles on information systems, hardware and software reviews, user manuals, computer magazines, and website knowledge bases provided by computer system manufacturers and vendors.

Interpersonal Skills:

- Demonstrate teamwork skills
- Work cooperatively with classmates to complete specified class assignments

Appropriate Ethics:

- Students will be held to the standards of ethical behavior associated with modern technology.

Course Materials:

- Adopted Text: Shelly/Cashman, Microsoft Office 2000 Introductory Concepts and Techniques, Course Technology

- Computer workstation
- Thompson Learning, Digitools
- Access to Internet
- Current appropriate application of software

Submitted to UC 2/28/06
Pending Approval: G/Elective
Replacing Computer Applications: BU6005 & BU6006

Date Prepared:
Date Reviewed: Fall 2001
Date Reviewed: Fall 2002
PCA Established: Spring 1995

ALLAN HANCOCK COLLEGE
COURSE OUTLINE

DEPARTMENT: **BUSINESS**

PREFIX & NO.: CBIS 101

CATALOG TITLE: Computer Concepts and Applications

SCHEDULE TITLE: Computer Concepts & Apps

UNITS: 3

WEEKLY LECTURE HOURS: 3

WEEKLY LAB HOURS: 1

TOTAL NUMBER OF WEEKS: (if other than 16)

GRADING OPTION: Credit/No Credit Option

PREREQUISITES: CBIS 301

ENTRANCE SKILLS Ability to:
1. Perform basic computer operations using input/output devices such as a mouse, keyboard, monitor, and printer.
2. Distinguish between various computer storage devices such as a floppy disk, CD-ROM, Zip Disk, and hard disk.
3. Perform basic and advanced file and folder management using the Windows Explorer.
4. Customize a standard computer using the Windows control panel.
5. Perform basic communication and search procedures on the Internet.

CATALOG DESCRIPTION
A general education course focusing on computer concepts, terminology, uses, and the computer's effect on society. Introduces typical software applications such as word processing, spreadsheets, databases, presentation software, and Internet browsers.

SCHEDULE DESCRIPTION
An introduction to computer concepts and a variety of common software applications.

COURSE GOALS To encourage and enable students to:
1. understand and appreciate the uses and impact of the computer in society.
2. understand and appreciate the user/software/hardware interface.
3. understand logical processes of computer problem solving.
4. use a personal computer and typical software.

INSTRUCTIONAL OBJECTIVES At the end of the course, the student will demonstrate the ability to:
1. compare and evaluate the components and associated devices of computer systems.
2. distinguish between the basic terms and acronyms applicable to computer systems.
3. navigate and manage files and folders on a personal computer.
4. describe the types of computer networks and perform searches via the Internet.
5. recite a brief history of the development of computers and their uses.

6. discuss the impact of current and emerging technology on society.
7. develop typical application output via word processing, spreadsheet, database and presentation software.

COURSE OUTLINE

		WEEKS
1.	Computer Components and Terminology	2
2.	I/O, Secondary Storage	1
3.	Operating Systems	1
4.	Data Communications/Internet	2
5.	Computer History	1
6.	Societal Issues	1
7.	Word Processing/Graphics	2
8.	Spreadsheet Applications	2
9.	Database Applications	2
10.	Electronic Presentations	2

APPROPRIATE READINGS (Other than Textbook)

Journal articles on information systems, hardware and software reviews, user manuals, computer magazines, and website knowledge bases provided by computer system manufacturers and vendors.

ASSIGNMENTS

1. Using the Internet as a research tool, write a report on one of the following pioneers in computing: Charles Babbage, Conrad Zeus, Alan Turing, Steve Jobs, Bill Gates.
2. Plan and build a worksheet that shows the profits of a car wash during the last three months. Be sure you include the number of cars washed, the cost of supplies ($0.50 per car), the cost of labor/facilities (40%), and the cost of the car wash ($7.50).
3. Plan and create an outline of a PowerPoint presentation to convey a marketing plan to the sales department.

EVALUATION

1. Research papers on various computer concepts and issues covered throughout the course
2. Written and computer-generated assignments dealing with software applications
3. Quizzes and/or midterm examination
4. Final Examination

Sample Test Questions:

a. Explain the difference between boot, load and install.
b. What is a computer virus and how is it spread?
c. What is virtual memory?
d. Given the following e-mail address: ahcstudent@anycollege.edu
which is the domain, the account name, and the server address?

TEXTS AND SUPPLIES

Adopted Text: Shelly/Cashman, Microsoft Office 2000 Introductory Concepts and Techniques, Course Technology

Other Materials: Floppy disks
Paper for printer

ACADEMIC POLICY AND PLANNNG COMMITTEE
DISTANCE LEARNING COURSE STATUS

Date Approved for Distance Learning 9/9/02 Initiator Margaret Warrick

1. Method of instruction to be used (primary modality): Internet
2. Instructor-student Contact

Per Week

	No.			No.
e-mail communication			Chatroom	
Group	¾ hour		Discussion Board	1 hr
Individual	2 hr		Telephone contacts	½ hr
Other: 5 hr – Developing Instruction sheets, creating other examples, troubleshooting problems, meeting with students in the lab.				

Per Semester

Orientation sessions	2 hr		(in person)
Group meetings			(in person)
Review sessions			(in person)
Labs			(in person)
Testing	6 hr		(in person)
Other (Identify)			

3. Adjustments to assignments:
   - Discussion Board responses or broadcast emails are posted for all students to review in regards to general questions.
   - Discussion Board responses or broadcast emails posted for all students to review that warn of possible problems/situations students may have.
4. Adjustments to evaluation: None
5. Accessible to students with disabilities: Yes
6. On-line services: Flyers, Schedules, Orientations, individual contacts, Blackboard announcements and e-mail.

Course Title

Computer Programming A (P)

Description of Target Group

Computer Programming A is a one semester course designed for all students who have demonstrated an interest in science or business and have shown proficiency in Algebra 1A or 1B.

Purpose

Computer Programming A is designed to teach concepts in computers and computer language.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to demonstrate the following skills:

1. Given a problem within the capacity of the computer being used, a student will be able to flowchart the problem, formulate the algorithm, and be able to run the program or change it until it will run.
2. An understanding of algorithms and how to formulate them using flowcharts.
3. The ability to use the keypunch machine as well as the keyboard terminal to execute the algorithms in basic.
4. An understanding of programming language.
5. An appreciation of the computer and how it is applied to any problem solving or data processing situation.
6. An appreciation of the importance of the computer in our society.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Lectures will be a necessary procedure during the initial stage of the class. Most of the instruction will take place in small groups or on an individual basis.

Course Title

Computer Programming B (P)

Description of Target Group

Computer Programming B is second semester of a two-semester sequence designed for students who plan to pursue a four-year college degree and/or are interested in a career in business or the sciences.

Purpose

In Computer Programming B additional programming commands in the BASIC language will be learned. Graphics will be expanded to include high resolution graphics and shape tables. Expanded use of the printer will enable students to use enhanced character capabilities and print hi-res graphics. Data management will be extended using sequential and random access files and multidimensional arrays. Students will continue to plan, write, debug, and apply their own programs to solve problems. All students will be encouraged to work at a level challenging to their individual abilities.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to demonstrate the following skills:

1. Career Opportunities with Computers
    - A. Careers in computer development
    - B. Career for trained computer users
2. Printer Functions
    - A. Using printing commands within a program
    - B. Analyze different types of printers
3. Files
    - A. Text Files
        1. Sequential text files
        2. Random access text files
    - B. Developing files
    - C. Updating files
4. Arrays
    - A. Using multi-dimensional arrays
    - B. Applications of arrays
5. Special Computing Techniques
    - A. Different sorting techniques
    - B. Alphabetic and numeric sorts
    - C. User defined functions
    - D. Print Using

Computer Programming B (P) (continued)

6. Generating Sound and Music
   - A. Analyze standards music subroutine
   - B. Pitch and duration
   - C. Creating sound and music

7. Creating High Resolution Graphics Program in BASIC
   - A. Screen formats for page 1 and page 2
   - B. Plotting
   - C. Use of color
   - D. Making and using shape tables

8. Use of Peeks, Pokes, and Calls in BASIC
   - A. Altering contents of memory
   - B. Reading contents of memory
   - C. Executing built in subroutines
   - D. Executing custom subroutines
   - E. Introduction to the memory map

9. Other Languages – pros and cons
   - A. Machines language
   - B. Pascal
   - C. APL
   - D. FORTRAN
   - E. COBOL
   - F. ADA

10. Hardware
    - A. Makes and models of computers
      1. Capabilities
      2. Applications
      3. Costs

11. Software
    - A. Evaluation
    - B. Copyrights

Instructional Materials

Films, videotapes, and computer hardware and software.

Spring 1983

Course Title

Computer Applications 3: Programming Problems and Solutions

Description of Target Group

This one-semester course is designed for 10th grade business students who have an interest in learning to program a personal computer. The course will be taught in the Business Department Computer Laboratory. Students should have taken and satisfactorily passes Computer Applications: Survey of Computer Applications Software or have permission from the instructor.

Purpose

The purpose is to promote computer literacy, introduce programming concepts, and prepare students for further studies in the Computer Applications and Information Systems core program of study.

Standards of Expected Student Achievement

Upon completion of the course, the student will successfully demonstrate the ability to:

1. Understand and use computer language symbols as communication tools for programming and using a computer.
2. Understand and use the available computer hardware.
3. Graph a design and write a simple graphics program.
4. Plan and write a simple program in a specific computer language.
5. Demonstrate adequate problem solving skills in debugging the programs created.
6. Demonstrate awareness of the value of the computer as a problem solving tool in the modern business world.
7. Demonstrate the ability to understand, perform, and write sequential directions.
8. Work on the individual and the group level to solve problems.
9. Demonstrate the ability to care for hardware and software.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Hands-on experience at the computer workstation with programming problems and projects. The instruction is individual and small group.

Course Title

Computer Applications 4: Graphical User Interfaces

Description of Target Group

This one-semester course is designed for 10th grade students who have an interest in learning to use graphical user interface software (such as Windows). The course will be taught in the Business Department computer laboratory. Students should have taken and passed satisfactorily Computer Applications 1: Keyboarding and Computer Applications 2: Survey of Computer Applications Software or have permission of the instructor.

Purpose

The purpose is to promote computer literacy, introduce graphical user interface concepts, and prepare students for further computer core courses of instruction.

Standards of Expected Student Achievement

Upon completion of the course, the student will successfully demonstrate the ability to:

1. Identify and use the terminology of graphical user interface operating systems.
2. Operate a mouse in conjunction with a computer keyboard.
3. Read and make selections from menus and dialog boxes by interpreting both text and icons.
4. Understand and demonstrate ability to use software that is interfaced with the graphical user interface (GUI).
5. Understand and demonstrate ability to use the utilities that are part of the graphical user interface (GUI).
6. Use and integrate at least three applications in the GUI to complete assigned projects.
7. Demonstrate an understanding of hardware and software in use in the Computer Laboratory along with an ability to maintain and care for same.
8. Demonstrate an understanding of the unique problem solving capabilities of the computer as a tool for modern businesses.
9. Demonstrate an understanding of problem solving strategies on an individual as well as a group level.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Group and individual hands-on experience at the computer work-station interacting with the selected software.

Course Title

Computer Applications A

Description

This five-unit course is designed to teach all students basic computer operations and productivity skills

Purpose

The skills taught in this course introduce students to the use of emerging technologies to enhance their success in completing courses necessary for college admission and career path specialization.

Standards of Expected Student Achievement
Upon completion of this course, students will be able to demonstrate the following abilities:

Use of Computer Workstation:
- Safe and acceptable computer operating procedures
- Ability to identify parts of the computer system and their function
- Basic trouble shooting of computer systems

Use of Operating Systems:
- Operating Systems and Program Navigation
- Formatting floppy discs
- File Management; saving, retrieval

Use of Current Software:
- Demonstrate the ability to correctly identify components of the work screen
- Demonstrate the efficient method of navigating through documents
- Demonstrate the ability to use menus and toolbars
- Demonstrate the ability to use shortcut keys as well as the mouse

Use of Proper Keyboarding Technique:
- Ability to key the alphabet by touch using current computer software
- Basic knowledge of location of numbers and symbols
- Demonstrate keyboarding skills by touch with acceptable speed and accuracy

Use of Proper Formatting Techniques:
- Format business and personal letters
- Format memorandums
- Format reports
- Format tables

Computer Applications A (continued)

Function:
- Appropriate uses of Internet resources and moral, ethical, safety and security issues
- Internet technology
- Selection of Internet service providers (ISP), typical connections, Internet browsers
- Information searches using a variety of search engines and resources
- Downloading and editing documents and their formats
- Analyze validity of data on Internet

Interpersonal Skills:
- Demonstrate teamwork skills
- Work cooperatively with classmates to complete specified class assignments

Appropriate Ethics:
- Students will be held to the standards of ethical behavior

Evaluation:
- Observation
- Produce documents by using oral and written instruction
- Portfolios and projects
- Tests
- Acceptable speed and accuracy

Instructional Materials

Computer workstation, floppy disk, access to internet

Refer to: Secondary adopted texts and approved supplementary books used in the Santa Maria Joint Union High School District

Current appropriate application of software

Course Title

Computer Applications B

Description of Target Group

This five-unit course is designed to further enhance all students' basic computer operation and productivity.

Purpose

The skills taught in this course introduce students to the most commonly utilized software programs in both industry and education including Internet resources.

Prerequisites: Computer Applications A or teacher approval.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrated the following:

Introduction to Word Processing:
- Document editing functions
- Enhanced formatting techniques
- Demonstrate responsibility and initiative in completing assignments and accurate proofreading of assignments
- Demonstrate qualities of neatness, initiative and accuracy

Introduction to Spread Sheets:
- Spread sheet terminology
- Basic spread sheet design
- Entering and revising data
- Graphical output

Introduction to Presentation Software:
- Presentation terminology
- Basic presentation design
- Entering data and using presentation techniques

Desktop Publishing:
- Desktop publishing terminology
- Page layout and template use
- Importing graphics

Computer Applications B (continued)

Database:
- Database terminology
- Develop and manipulate a database
- Generate output of data

Multimedia Terminology:
- Exposure to web page development programs
- Exposure to web site resources

Ethics:
- Students will be held to the acceptable standards of ethical behavior

Evaluation:
- Observation
- Produce documents by oral and written instruction Portfolios and projects
- Tests
- Acceptable speed and accuracy

Instructional Materials

Computer workstation, current appropriate software, floppy disk, access to Internet, current appropriate application of software

Refer to: Secondary adopted texts and approved supplementary books used in the Santa Maria Joint Union High School District

Course Title

Computer/Business Machines

Description of Target Group

This course is open to students in the 9th through 12th grades who have successfully completed one or more semesters of typing. Students may not receive credit for both this course and the Introduction to Computers in Business Course.

Purpose

This is a two-part course designed to give students nine weeks of work on Electronic Printing Calculators and Transcription equipment, and nine weeks of work on Micro-Computers.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills on electronic calculators and transcription equipment.

1. Demonstrate the ability to add, subtract, multiply, and divide on the electronic calculators available in the classroom.
2. Demonstrate the ability to use proper fundamentals in the operation of the equipment.
3. Demonstrate a basic understanding and use of special business computations such as cash discounts, trade discounts, chain discounts, and sales tax.
4. Demonstrate the ability to type letters in proper form utilizing the transcription equipment and typewriters available in the classroom.
5. Complete tests on each machine to the satisfaction of the instructor.

Upon completion of this course, students will demonstrate the following pertaining to Micro-Computers:

1. Demonstrate a knowledge of the history of computer technology.
2. Demonstrate a knowledge of the components of a computer system.
3. Demonstrate a knowledge of the tasks that a computer can perform.
4. Demonstrate knowledge of the role computers play in our lives.
5. Demonstrate an awareness of the potential mis-use of computer technology.
6. Demonstrate an awareness of the career opportunities available in the computer field.
7. Demonstrate an ability to communicate with computers in their language.
8. Demonstrate an awareness of the specialized language used with computers.
9. Demonstrate the very elementary skills needed to operate the computer and computer programs.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in Santa Maria Joint Union High School District.

Activities

Lectures, demonstrations and testing.

Course Title

Correspondence, Business

Description of Target Group

This course is designed as an elective for all students. It is recommended for 11th and 12th graders. Successful completion of a typing course is desirable before taking this course.

Purpose

This one-semester course is designed to help the student gain English fundamentals in order that he/she may apply these English fundamentals to business situations. The student who successfully completes the work in this course can enter his/her job with more confidence and a higher of skill.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Correlate the skills of correct grammar, punctuation, and capitalization in the composition of business letters.
2. Correctly identify the parts of a business letter.
3. Demonstrate improved speaking vocabulary.
4. Demonstrate the basic skills necessary for seeking employment.
5. Demonstrate the ability to put words, phases, and clauses together to express thoughts in an explicit manner.
6. Demonstrate the ability to identify and use correctly the eight parts of grammar.
7. Demonstrate ability in spoken business communication.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

The student will study English grammar as well as written business communications. Some study will be devoted to spoken business communications.

Course Description

A. COVER PAGE

1. Course Title
Economics & Finance I

2. Transcript Title / Abbreviation
Econ Fin 1

3. Transcript Course Code / Number
BU7135 BU 7136

4. School
Ernest Righetti High School

5. District
Santa Maria Joint Union High School District

6. City
Santa Maria, CA 93455

7. School / District Web Site
http://www.smjuhsd.k12.ca.us

8. School Contact

Name: David Maxwell

Title/Position: Teacher

Phone: 937-2051 **Ext.:** 2302

Fax: 934-0819

E-mail: dmaxwell@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Language other than English
- ☐ Visual & Performing Arts (for 2003)
- ☒ College Prep Elective

10. Grade Level(s)
11-12

11. Seeking "Honors" Distinction?

☐ Yes ☒ No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☐ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Date of School Board Approval

14. Was this course previously approved by UC? ☐ Yes ☐ No If so, year removed from list? _____

Under what course title? _____

15. Is this course modeled after an UC-approved course from another school? ☐ Yes ☐ No

If so, which school(s)? North Santa Barbara County ROP

16. Pre-Requisites

17. Co-Requisites

18. Brief Course Description

Students will address the economic development and the evolution of economic institutions. Students will compare economic systems and analyze economic problems facing our society. Students will address economic concepts as they apply to the global economy in relationship to the economy of the United States. Students will learn to analyze and interpret financial statements. Students will develop a personal investment portfolio using internet activities.

B. COURSE CONTENT

Please refer to instructions

19. Course Goals and/or Major Student Outcomes

20. Course Objectives

21. Course Outline

22. Texts & Supplemental Instructional Materials

23. Key Assignments

24. Instructional Methods and/or Strategies

25. Assessment Methods and/or Tools

C. HONORS COURSES ONLY

Please refer to instructions

26. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

27. Context for Course (optional)

28. History of Course Development (optional)

ROP ECONOMICS AND FINANCE

Students will address the economic development and the evolution of economic institutions. Students will compare economic systems and analyze economic problems facing our society. Students will address economic concepts as they apply to the global economy in relationship to the economy of the United States. Students will learn to analyze and interpret financial statements. Students will develop a personal investment portfolio using Internet activities.

Duration: Year, single period, 5 credits per semester.

Grade: 11, 12

Prerequisites: None

19. COURSE GOALS

1. Demonstrate ability to think critically by effectively completing individual projects and assignments.
2. Communicate effectively by active listening, reading, writing, speaking and electronic note taking.
3. Establish a pathway for future growth by analyzing the elements of America's market economy in relationship to post secondary goals and personal lifestyles.
4. Analyze the economic behavior of the United States by gathering and evaluating data from financial and government Internet sites.
5. Analyze issues of the global economy and the effects on the U.S. economy by completing individual projects.

20. COURSE OBJECTIVES:

1. The students will analyze how market forces, demographics and government have shaped modern America.
2. Students will develop critical thinking and problem solving skills through direct research investigations and activities.
3. Students will integrate language arts and mathematical skills with their economic studies and projects.
4. Students will learn to use Internet technology as a means to analyze economic conditions and evaluate the impacts on investments and the stock market.
5. The students will learn to analyze and interpret financial reports.
6. Students will compare economic systems and analyze economic problems facing our society.
7. Students will address and define macroeconomic and microeconomic issues.

21. COURSE OUTLINE: ECONOMICS AND FINANCE

ECONOMICS

I. Course Introduction
   - A. Class rules and regulations
   - B. Safety
   - C. An Economic way of thinking
   - D. Scarcity and Choice

E. Opportunity Costs

II. Economic Systems
- A. Types of economics systems
- B. U.S. Economy

III. Demand and Supply
- A. The nature of demand and supply
- B. The elasticity of demand
- C. The changes in demand and supply

IV. Prices
- A. The price system
- B. Determining prices

V. Market Structures
- A. Competitive markets
- B. Market regulation

VI. Labor Unions
- A. U.S. labor force
- B. Unions and management

VII. Sources of Capital
- A. Saving and investing

VIII. Economic Performance
- A. Gross domestic product
- B. Business cycle
- C. Economic growth
- D. Unemployment
- E. Inflation
- F. Income distribution
- G. Macroeconomic and Microeconomic integration

IX. Role of Goverment
- A. Growth of government
- B. Economic goals

X. Money and the Banking System
- A. U.S. Banking
- B. The Federal Reserve System
- C. Monetary policty strategies
- D. Fiscal policy and strategies

XII. International Trade
- A. Foreign exchange and currencies
- B. Trade barriers

FINANCE

I. Proprietorship, Partnership and Corporation
- A. Definition

B. Related business activities
C. Financial reporting
D. Accounting theory and practices

II. Business transactions
A. Analyzing transactions and the effects of transactions

III. Cash Control Systems
A. Checking accounts
B. Bank reconciliation
C. Electronic banking

IV. Financial Statements
A. Proprietorship
B. Partnership
C. Corporations

V. Journals and Ledgers
A. Use and analysis

VI. Payroll
A. Wages and Labor law
B. Taxes
C. Retirement

VII. Consumer Credit
A. Reports
B. Economic impact

VIII. Investing
A. Stock Market
B. Bond Market
C. Real Estate
D. Retirement
E. Mutual Funds

IX. Careers in Economics and Finance

27. CONTEXT FOR COURSE

This year long course is a marriage of two courses: Economics and Accounting & Finance. It will cover all of the Economics theory contained in the regular semester long Economics class. In addition, students will be involved in practical accounting and finance projects that relate directly to their acquired knowledge of economic theory.

28. HISTORY OF COURSE DEVELOPMENT

This Economics and Finance course has been a ten-year dream. Our goal is to provide all our students with a better understanding of economics and finance and the relationship to their present and future needs.

AERIES FORM

(Must be completed for all new courses)

Course Title Long: Empowering Entrepreneurs A/B **State Code:** 4218

Course Title Short (maximum of 15 characters): _____

Grade Range: 11 - 12 **Default Credit Value:** 10 units **Length:** ☐ Year (A/B) ☑ Semester ☐ **AHC Concurrent**

UC/CSU Approved for honors credit (AP) ☐ Yes **(Pending)** ☑ No
UC/CSU Approved as College Preparatory ☐ Yes **(Pending)** ☐ No

Subjec Area – Mark at least 2 for credit assignments			
Pri	**Sec**	**Ter**	
			English Requirement
			World History
			US History
			Government
			Economics
			Mathematics
			Science-Physical
			Science-Life
			Physical Education
			Vis & Per Arts/Foreign Lang
			Health
X			Elective Credit

Vocational Education	☑	**YES**	☑	**NO**
	01	Introduction		
X	**02**	Concentration		
	03	Capstone		

Course Type (Leave blank if **NOT** Voc. Ed)		
	11	High School Skills/Independent Study
	30	ROC/P
	31	Vocational Ed: Sex Equity non-trad.
X	**32**	Technical Prep (Higher Ed Inst)
	33	Technical Prep and ROC/P

SMJUHSD Department		
	A	Agriculture
X	**C**	Business
	E	English
	J	Family & Consumer Science
	G	International Language
	H	Health
	K	Industrial Arts/Technology
	M	Mathematics
	N	Music
	Y	Non-Academic/Non-Departmental
	P	Physical Education
	W	ROP
	Q	Science
	S	Social Science
	B	Visual/Performing Arts
	Z	TA/Non-Schedule

Course Level		
	30.	Advanced Placement
X	31.	Basic (PreK – 12)
	32.	General (PreK – 12)
	33.	Gifted & Talented
	34.	Other Honors (non-UC)
	35.	Remedial (PreK – 12)
	36.	Special Education
	39.	UC Certified Level
	40.	College Level

CSF List		
	A	List 1/A
	B	List II/B
	C	List III/C

NCLB CORE ☐ Yes ☐ No (If "yes" select core area)		
	AR	Art
	EC	Economics
	EN	English
	FL	Foreign Language
	GE	Geography
	GV	Civics & Government
	MT	Mathematics
	RL	Reading/Lang Arts
	SC	Science
	SS	Social Studies

UC/CSU Graduation A-G Requirements		
	A	History/Social Science
	B	English
	C	Mathematics
	D	Laboratory Science
	E	Foreign Language
	F	Visual/Performing Arts
X	G	Elective Credits

Course Naming Convention		
	0001-0999	Remediation
	1000-1999	Freshman Level - *required*
	2000-2999	Sophomore Level - *required*
	3000-3999	Junior Level - *required*
	4000-4999	Senior Level - *required*
	5000-5999	High School-at-College
X	**6000-6999**	Non-level/Elective
	7000-7499	ROP
	7500-7999	Special Education
	8000-8999	Reserved for Future
	9000-9999	Independent Study

Approved by: _____ **DATE:** _____

Entered by: _____ **Date Entered:** _____

Assigned Course Number(s): _____ _____

Course Description

(Must be accompanied by a Course Adoption form & Textbook Adoption Form)

Full Course Title: **Empowering Entrepreneurs** **December 2015**

School Associated with course: ☐ DHS ☐ ERHS ☒ PVHS ☐ SMHS

School Contact

Name: Sandra Sylvester **Title/Position:** Business Teacher

E-mail: ssylvester@smjuhsd.org **Phone: (805) 922-1305** **Ext:** 5431

Department:	**Transcript Course Code(s) / Number(s):**
Family & Consumer Science	BU6027 & BU6028

Subject Area

- ☐ English Requirement
- ☐ World History
- ☐ US History
- ☐ Government
- ☐ Economics
- ☐ Mathematics
- ☐ Physical Science
- ☐ Life Science
- ☐ Physical Education
- ☐ Visual & Performing Arts (for 2003)
- ☐ Health
- ☒ Elective

Grade Level(s)

☐ 9 ☐ 10 ☒ 11 ☒ 12

Vocational Education (CTE) ☒ Yes ☐ No

Career Pathway: Entrepreneurship

Industrial Sector: Marketing Sales and Service

☐ **Introduction** ☒ **Concentration** ☐ **Capstone**

Unit Value

- ☐ Semester (5 units)
- ☒ Year A/B (5 units per semester)
- ☐ Year A/B (two period course, 10 units per semester)

Course Purpose: *What is the purpose of this course?*

This course is designed to develop and promote entrepreneurial literacy among high school students through a project based learning approach. Through collaboration, communication, creativity, and critical thinking students will acquire skills and understand the effective applications to real world business, leadership and management and how it applies to our economic structures in a primary focus through Entrepreneurship and Marketing.

Course Objectives

- Creatively analyze and design business environments, opportunity recognition, and the business idea-generation process.
- Explore and understand the role of entrepreneurship in the global economy.
- Understand the structures of ownership.
- Know how to acquire necessary resources and organizational matters for new venture creation process.
- Be able to write a business plan that creates and starts a new venture.
- Use technology to plan and prepare informative and persuasive presentations.

B. COURSE CONTENT

Course Outline: A *detailed descriptive summary of all topics covered. All historical knowledge is expected to be empirically based, give examples. (i.e. California State Standards).*

Unit 1 – Entrepreneurship, 4 weeks

This unit will cover the fundamentals of entrepreneurship and explore the role it plays in business development and the economy. Students assess their personality type and link it to their personality portrait and identify parallels to entrepreneurial characteristics in writing. Students will analyze and interpret the traits needed to succeed in entrepreneurship. Students will read and research, define, identify and evaluate the specific entrepreneurial characteristics: adaptability, competitiveness, confidence, discipline, perseverance, vision and risk taking. Students will research and identify barriers, successes and failures of entrepreneurs, with the intent of hypothesizing the importance of resilience. Students research "What it takes" to be an entrepreneur to investigate the evidence that shows how the United states and California have been historical entrepreneurial leaders. Ownership structures of various businesses will be analyzed and evaluated for their pros and cons.

Key Assignments:

Students will contact an entrepreneur and conduct an interview. The interview questions will be created by the class, compiled, and used by each team. There will be flexibility for students to add additional questions into their interview. The interview will be recorded with current audio or video technology or by hand, and a summary will be completed. The summary will be presented to the class upon completion. Students will apply a key component of the interview to their future in entrepreneurship, and provide a paragraph synopsis of this application.

- Students will analyze and create a bubble map of a characteristic that they possess to be an entrepreneur, based on the two articles listed below. This assignment will help the students analyze, critique, and explore their own entrepreneurial skills and characteristics.
- Students will work in teams to create and design a poster on the advantages of different ownership structures in different sectors of business.
- Student will select an entrepreneur and complete a research project. They will write a two page paper on their entrepreneur and give a 3-5 minute multimedia presentation to the class. The paper and presentation should include name, age, upbringing, current and past residences, education/business experience, galvanizing/important events in their life, interesting facts, and current/projected influence on the economy.

Course Resources Specific to Unit 1

- Personality Test used to determine personality type of students.
- Personality Type Portraits used to decode the personality type of students.

Unit 2 – Developing a Business Plan, 4 weeks

Teams of students will demonstrate an understanding of the elements and purpose on the different components of a business plan. Teams will formulate and revise the necessary terms, components, and sections needed for creating a professional business plan. Teams will formulate and revise the necessary terms, components, and sections needed for creating a professional business plan. Teams will draft a mission statement and statement for purpose, construct core values, and create a vision statement. Teams will compare and contrast sample business plans with the goal of identifying strengths and limitations. Throughout the year students will amalgamate these components and elements of a business plan in a finished product. Teams will finalize their business idea and name, which will be the driving factor in business plan creation.

Key Assignments:

- Students will collaborate to analyze, collect, and extrapolate their understanding of market research through campus survey's to draw conclusions regarding public perception of their business idea and name. The findings will be summarized in a one page write-up which will solidify their understanding of public perception with regards to their business and idea.
- The team of students will brainstorm, analyze, and formulate their business idea. Components will involve name, initial logo, purpose, mission, and model. A basic plan will be developed, which discusses the purpose of their business and the problem it will solve. The idea will be presented to their peers through a multimedia presentation. The presentation will begin to prepare them for their final presentation, promote strong communication skills, and allow evaluation of successful presentation components. Verbal feedback will be provided to each group following a question an answers session after each presentation.

- Teams of students create a live document spreadsheet that identifies the major components and categories of a finished business plan. Students will be evaluated on their creation of a timeline of completion dates for each section, team member responsibilities, and space for notes/ideas/brainstorming. The document will be backed-up in a minimum of 2 alternate locations, to promote good technology use habits. Students will complete large amounts of work and the back-up process can help to minimize the chance of lost data.
- Teams will utilize an online website creator/host to begin the online marketing process. The business name, mission, and purpose will be updated. The website will be modified throughout the course as new information is gathered and compiled. The marketing unit will modify and adapt their business image.
- Students collaborate and analyze their business in the terms of short (1 to 2 years), medium (2-4 years), and long (5-10 years) term goals. Teams create 2-3 pages detailing their goals and how they impact business direction. This analysis will aid students in understanding timing in business goals. These goals will help in the creation of the business plan.

Course Resources Specific to Unit 2

- College Entrepreneurship business plan templates. Spreadsheet. Text Editor.
- Finished business plan examples.

Unit 3 – Creativity & Innovation, 6 weeks

Students will analyze the concepts of creative flow through teaming: communication plus collaboration creates synergy (C+C=S). The students will develop creative thinking skills applicable to entrepreneurship. Students apply the concepts of the creative process designing potential innovative products and /or services. Students synthesize various creative strategies, building confidence in their own ability to problem solve. The students will critique the nature of failure and why negative outcomes build core resiliency skills. Students analyze the concept of synergy in the 21st century workplace. Students analyze individual intrinsic motivation, thereby creating passion-based solutions. As we evolve into the 21st century, globalized, knowledge-based, high-tech world the concepts of passion-based creativity skills are necessary for students to thrive and compete in the workplace.

Key Assignments:

- "Yes and ……": Starting the creative flow
- Communications: Giving and getting the message
- Active Collaboration: Working with your strengths to build synergy
- Mini Project 1: "looking into your World—Observing People Communicating"
- Project 2: Developing a Product
- Project 3: Addressing a need–using your passion to determine and develop your idea/solution.

Summary:
Mini Project 1: "Looking Into Your World—Observing People Communicating"
Students will work in team, conducting a two-day field research observing non-verbal communication and ineffective learning strategies. The parameters of the research include observing twenty observations in public place, recording five different communication scenarios. They will then synthesize their findings with the team, creating a PowerPoint to share with the class. The research culminates in an oral presentation analyzing and critiquing their findings as they apply concepts of formal, oral communication skills.

Project 2:
Students, working in teams, design a floor plan, synthesizing their collaborative ideas using the link: http://www.floorplanner.com/ This exercise allows the students to apply the concepts of collaborative, creativity strategies as well as defining requirements for the startup costs for their financials.

Project 3:
Students will continue working in teams to apply the concepts of active collaboration and communication by assembling a prototyped model. In teams, students will critique the design ideas, and issue revision for improving the prototyped model. In addition, students will develop possible marketing scenarios for the use(s) of a finished prototype. At the end of the process students will reflect and assess their individual and team efforts.

Culminating Project:
Students will design and create their own product prototype. Students will use an iterative development process to refine their prototype for use as the lead-in to the other units that are used to develop the final business plan.

Course Materials specific to Unit 3:

- "7 Habits of highly Effective Teens". Sean Covey—The book is used t apply the concepts of this unit which enables the students to draw conclusions on the abstract concepts of creativity and innovation.

Unit 4 – Management & Leadership, 6 weeks

The goals for this unit are to challenge students to understand and incorporate effective management and leadership characteristics as they develop their business ideas. Students develop their creative problem solving skills, set long and short term goals and learn to motivate future employees to accomplish the organization's objectives and goals. In this course, students analyze the four management functions: planning, organizing, directing (staffing) and controlling. In addition, students compare and contrast the productive leadership styles and characteristics while investigating their preferred leadership style. Students identify and analyze ethical and socially responsibility opportunities available to them. Students connect SMART (Specific, Measurable, Attainable, Realistic, and Timely) goals to strategic, tactical operational and contingency goal setting. Finally students examine the effect of technology as they develop their management plan for using their business idea.

1. **Planning** – Students analyze the concepts of effective management planning. Students assess their individual business idea by planning their organization's goal and creating a realistic, detailed plan of action for meeting those goals. Students' management plan incorporates strategic, tactical, operational and contingency plans in their business ideas.

   Students read and analyze the traits of a successful entrepreneurship leadership traits. Students critique the mail leadership theories—autocratic, democratic and laissez-faire, connecting their preferred leadership style with one of these three theories. Students also investigate, compare and contrast leadership styles and characteristics using the textbook and internet sources as reference material. Students design a plan to build their high-level teams based on strengths and skills needed for each position. Students incorporate SMART goals to set strategic, tactical, operational and contingency goals for their business ideas.

2. **Coordinating and Organizing** – Students explore and design the most efficient layout for their business ideas. Students determine how many managers and employees needed to efficiently run their businesses. Students formulate hierarchical management structures best suited for their business idea. Students develop a customer service and training plan for their business idea. Included in the customer service plan are strategies for empowering managers and employees. Students construct the physical assets necessary to operate their business, including office buildings, stores, manufacturing equipment, computers and office furniture.

3. **Staffing (Leading & Directing)** – Students investigate staffing as involves fulfilling the organization's structure through proper and effective selection, appraisal and development of personnel to fill the roles assigned to the students' businesses. Students create job descriptions, compose staffing manuals for new employees, and develop orientation and training programs for their business idea. Students develop job enrichment plans which include decision making and problem solving and employee motivation to keep employees engaged. Students develop termination strategies for downsizing and for termination. Students also describe and illustrate the advantages to demonstrating high ethical and socially responsible behavior in their businesses. Students prove high ethical behavior has a positive effect on moral and their businesses bottom line.

4. **Controlling** – Students apply the concepts of setting and measuring standards to verify the organizational goals are met. Students investigate inventory control systems to determine the best system for their business ideas. Student explore the international standards available and determine if these international standards are valuable to their businesses. Students develop inventory control strategies to measure the deviation of

actual performance from the standard performance, and create a plan for identifying and correcting any deviations.

Key Assignments:

- What Makes a Great Leader: Students will identify characteristics of leadership by researching the lives of great American leaders. Students critique two web sites on the great entrepreneurs. Students formulate a hypothesis of the top ten traits that these great entrepreneurs demonstrated. In small teams, students analyze their assigned entrepreneur identifying the top ten traits of their entrepreneur. In addition students apply the entrepreneurship traits to their own lives connecting examples to the great entrepreneur. Small groups share with the class their findings. As a closing activity, students write a response to one of the following assessment questions: a) which character trait do you think was most helpful for your leader and why? b) Which of the leadership traits do you possess? c) How might you use these leadership traits in your future career?
- SMART Goals: Students start by prioritizing a list of business tasks. These tasks include the four areas of planning; strategic, operational, tactical and contingency planning. Instructor led discussion on the prioritizing and setting of SMART goals. SMART goals are Specific, Measurable, Attainable, Realistic and Timely. In small groups, students compose SMART goals for one of the four types of planning, strategic, operational, tactical or contingency planning. After sharing their SMART goals with the class, individually students create one SMART goal in each area of planning as related to their own business idea. Students discuss their SMART goals with their small group. Students critique and revise SMART goals as needed.
- MLA paper analyzing the four functions of management: Using the key terms for this unit, students will compose a two-to-three page typed paper describing the planning, organizing, directing and controlling aspects of management. In addition students will analyze and connect the four functions of management to their business idea. When completing their paper, students will cite the textbook and provide two appropriate web sites to prove their analysis.

Course Resources Specific to Unit 4

- Entrepreneurship: Owning Your Future, NFTE (Network for Teaching Entrepreneurship), Mariotti and Towle, 11th Edition, 2010, Pearson Education, Inc.
- Small Business Management: An Entrepreneurial Emphasis, Longnecker, Moore, Petty, et al. 13th Edition, 2006, South Western.
- Contemporary Business, Boone & Kurtz, 14th edition, Wiley.

Internet Resources Specific to Unit 4

- NBC News top 10 Greatest Entrepreneurs:
- http://www.nbcnews.com/id/5519861/ns/business-smal....
- Who are the Greatest America Entrepreneurs Ever? http://www.fobes.com/sites/realspin/2013/11/03/wh...
- Build Your Management Team: http://www.entrepreneur.com/article/83618

Unit 5 – Marketing, 9 weeks

Marketing is the process in creating, distributing, promoting, and pricing goods, services, and ideas to facilitate satisfying exchange relationships with customers in a dynamic environment. Students will create a skills and personality index to determine their preferences and abilities and where they might be best applied within the marketing process. Students will be prepared with a foundational knowledge base essential to practice industry standard skills. Students will work in small groups and collaborate in the development of marketing concepts from idea to reality. They will utilize the Internet to research current competitive products and build on environmental assessment, or WOT (Strengths, Weakness, Opportunities, and Threats) analysis. By visiting consumer markets and analyzing product placement, product packaging, and in-store promotional materials, students will connect theoretical concepts to actual market practices. Marketing involves developing and managing a product that will satisfy customer needs. By utilizing primary research strategies, like focus groups, on line surveys, students can analyze consumers' want and needs to clarify their specific target market. Students will utilize database technology to collect, store, analyze and report findings for decision support. Students will apply spreadsheet skills to create financial analysis to predict appropriate pricing models to determine break-even points and return-on-investment percentages, these activities—product, distribution, promotion, and pricing—are known as the marketing mix because marketing managers decide what type of each element to use in what amounts. Students will demonstrate

media literacy by creating images, in a graphic design software application, that identify their brand. They will incorporate those images into a series of video productions that deliver their branding message. Mentors within the marketing community will visit the classroom and discuss their experiences in applying the previously discussed marketing theories.

Key Assignments:

- Marketing Your Product: Step 1, students will create a product brand recognition strategy by designing product names, logos and packaging for a brand of their choice. Step 2, students will assume the role of a marketing director. The company is going to launch your product. But before, the student must analyze and explain the 3 steps to creating brand equity and how to apply these concepts to the new design creation. The creative process will visually prove a student's understanding of the importance of ensuring quality of products and services. The creative process will analyze factors marketers' use to position products and businesses such as branding, packaging, labeling, legal considerations, product life cycle and management techniques for each level of the life cycle, and purchasing functions.
- Sales and Marketing Campaign – Students will work in small collaborative groups to design a comprehensive Sales and Marketing Campaign. First, students will read instructional materials about goal setting techniques. Students will formulate SMART (Specific, Measurable, Attainable, Realistic, Time based) objectives for at least six activities that construct their campaign. Next, they will examine and analyze existing print, TV, and web advertisements. Then they will demonstrate an understanding of product and institutional promotion by creating advertising vehicles like magazine mock-ups of e-commerce websites. Software applications like Photoshop, Dreamweaver and Windows Moviemaker will be used to create student artifacts. Additionally students will analyze whitepapers developed by Huthwaite, Inc. to gain an understanding of professional sales techniques that they will apply in a final role-play presentation. To prove their understanding of the Huthwaite process, students will develop role-play scripts that demonstrate their understanding of consultative selling techniques and the 8 step sales process. They will differentiate whether they need to develop a retail style pre-approach and closing strategy, or if they require an approach designed for a longer sales cycle in a business-to-business relationship.
- Key Assignment 3: marketing Plan – Demonstrate an understanding of marketing objectives, strategies and tactics by creating a comprehensive effective marketing plan. Students will search and read existing marketing plans written in a formal business style. Students will synthesize their knowledge of the seven functions of marketing: product, pricing, promotion, distribution, marketing information management, finance and sales which support their plan. Students will participate in Toastmasters International to develop public speaking skills. Then they will create a multimedia presentation to consolidate and deliver the information to an interested audience. The role-play audience will consist of potential investors who have the willingness and authority to offer start-up funds.
  Marketing Mix, Pricing Strategies, Personal Selling & Customer Service, Buying Decisions, and Social Media marketing. Students Design: Website, logo, slogan, advertisements for unit project, product prototype.

Unit 6 – Finances, 6 weeks

Students will analyze the financial concepts for formulating wise financial decisions when starting a business. They will research, create and analyze all the financial factors that are involved, from personal finances to operating a business. They will identify startup costs and income and expenses. As a project and part of business plan, they will design and apply concepts for developing a sound financial plan.

Topics:

- Determining personal net worth
- Estimating business start-up costs & product cost
- Understand sources of equity capital
- Understand sources of debt capital
- Be able to prepare pro-forma cash-flow, balance sheet, and profit-loss statements
- Understand the basics of Accounting
- Explain the importance of keeping accounting, payroll, bank and tax records
- Determine valuation of your company

Key Assignments:

- Construct A Financial Plan: Students will use the information they have been compiling to develop a financial plan for their business. Students will interview banking professionals to determine the elements necessary for their plans. Students will include the personal budgets and product cost analysis they have calculated, in addition, they will prepare a balance sheet and income statement to develop the financial plan. Students will create a brochure or produce a video to present their financial plan.
- Personal Budget: Students will be able to examine forms of record keeping involved with budgeting and cash management thus summarizing how a budget will change throughout their life cycle. Students will be able to summarize how a budget will change workbook to create a monthly budget of their own, having a positive saving income every month. They will present to the class illustrating through the use of charts so students can connect and draw conclusions.
- Cost Analysis for Product and Service: Students will research fixed and variable costs when developing a project or service. Students will use an excel workbook to define and calculate fixed and variable costs of the product/service, thus understanding the concept of what is the break-even point and how do they calculated the formula to establish a price for their product/service. They will either work in pairs or individually making a presentation to the class on proving their outcomes. Students will also present to EAB (Employee Advisory Board) members who have developed a business of their own and be open to product evaluation and critique.

Course Materials specific to Unit 6:

- Sources: USC Marshal School of Business (MBA Students Vista LAUSD schools – with a program), UCLA
- Anderson School of Business, Boston Young Entrepreneur Challenge 2015, Junior Achievement
- Partnership for 21st Century Skills, Consortium for Entrepreneurship Education, Strategies (Business Model Canvas ©, Value Proposition Design), Harvard 1-lab Entrepreneurship 101.
- Entrepreneurship "Owning Your Future" 1th Edition
- Accounting Made Simple: Accounting Explained in 100Pages or Less. https://www.cteonline.org/cabinet/file/bc978375-b6...

Unit 7 – Business Plan/Culminating Unit – Final Project – Weeks TBD

This unit serves as the culmination of the course as it finalizes the business plan and incorporates the marketing plan, SWOT, and financials that were previously completed and analyzed. Preparations for a "Shark Tank-like" presentation similar to the television show will begin. Students design and create a multi-media presentation.

Students will finalize their business plan, print, and prepare for presentation. Composition of an addition of the financials and marketing sections throughout the course, the business plan will be nearing completion.

Key Assignments:

- Shark Tank – This project is designed around the TV hit show Shark Tank. Students will apply the concepts they have been working on the entire year and they will compete against each other for investor startup funds. There are 4 main parts to this project. Students will vote for the business viewed as most likely for investment. The winning team will receive an A for this section.
- Shark Tank Application A realistic presentation of information they will need to be familiar with before presenting their business:
- Virtual Business Resource Co-Op Source for writing each section of the business plan.
- Weebly Free platform to create an online blog, website, or store.
- Colorado Leeds School of Business, Business Plan Templates
- Bplans – sample business plan for students to review

Text(s): Title: Glencoe Marketing Essentials

Edition: 2012 Publication Date: 2000

Publisher: McGraw Hill Author: Lois Farese, Grady Kimbrell, Carl Woloszyk Ph.D

URL Resource(s)

Usage		
	X Primary Text	Read in entirety or near entirety

Pre-Requisites
Computer Applications (Required)
Co-Requisites
Accounting and Finance (Recommended)

Supplemental Instructional Material: *Please Describe. If using online text or non-standard material, please provide the title of the material or webpage and the URL link.*
Entrepreneurship Ideas in Action (5e). 2012 South-Western Cengage Learning; Greene, Cynthia L.
Glencoe Marketing Essentials On-line
Generation E Institute Curriculum On-line
Instructional Methods and/or Strategies:
Small Group Instruction
Student projects to foster interdependence, collaboration and communication skills
Oral Reading and discussion
Collaborative checks for understanding
Demonstration and modeling
List Group Label
Cooperative Learning Groups
Assessment Methods and/or Tools:

- Project Rubric
- Tests
- Peer Evaluation

Activities: *(if applicable)*

Certificate: *(if applicable)*
History of Course Development
Our school district is currently interested in broadening the "g" elective programs and this course is very similar to our current Marketing class.

From the June newsletter: This year we made a concerted effort to write new courses that Business & Marketing teachers could bring to their schools and receive a-g college credit. In march, ten educational professionals met in Sacramento and wrote a fantastic course entitled, *Empowering Entrepreneurs.* I'm happy to report that I submitted it for a-g approval and it PASSED for "g" elective credits.

Molly Anderson, California's BELP Coordinator
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Auburn, CA 95603

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Entrepreneurship A/B

Santa Maria Joint Union High School District

Submitted: May 28, 2019
Decision: May 28, 2019

ubmission Feedback

PPROVED

asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
ioneer Valley High School (053847)	Classroom Based	**Abbreviation**	**Course Code**
		EmpwrEntrepnr A	BU6027
		EmpwrEntrepnr B	BU6028

Title: Entrepreneurship A/B

Length of course: Full Year

Subject area: College-Preparatory Elective (G) / Interdisciplinary

UC honors designation? No

Prerequisites: Computer Applications (Recommended)

Co-requisites: Accounting & Finance (Recommended)

Integrated (Academics / CTE)? Yes: Entrepreneurship and Self-Employment

Grade levels: 11th, 12th

ourse Description

urse overview:

This course is designed to develop and promote entrepreneurial literacy among high school students through a project based learning approach. Through collaboration, communication, creativity, and critical thinking students will acquire skills and understand the effective applications to real world business, leadership and management and how it applies to our economic structures with a primary focus through Entrepreneurship and Marketing

urse content:

UNIT 1 - Entrepreneurship, 4 weeks

This unit will cover the fundamentals of entrepreneurship and explore the role it plays in business development and the economy. Students assess their personality type and link it to their personality portrait and identify parallels to entrepreneurial characteristics in writing. Students will analyze and interpret the traits needed to succeed in entrepreneurship. Students will read and research, define, identify and evaluate the specific entrepreneurial characteristics: adaptability, competitiveness, confidence, discipline, perseverance, vision and risk taking. Students will research and identify barriers, successes and failures of entrepreneurs, with the intent of hypothesizing the importance of resilience. Students research "what it takes" to be an entrepreneur to investigate the evidence that shows how the United States and California have been historical entrepreneurial leaders. Ownership structures of various businesses will be analyzed and evaluated for their pros and cons.

Key Assignments:

Students will contact an entrepreneur and conduct an interview. The interview questions will be created by the class, complied, and used by each team. There will be flexibility for students to add additional questions into their interview. The interview will be recorded with current audio or video technology or by hand, and a summary will be completed. The summary will be presented to the class upon completion. Students will apply a key component fo the interview to their future in entrepreneurship, and provide a paragraph synopsis of the application.

- Students will analyze and create a bubble map of a characteristic that they possess to be an entrepreneur, based on the two articles listed below. This assignment will help the students analyze, critique, and explore their own entrepreneurial skills and characteristics.
- Students will work in teams to create and design a poster on the advantages and disadvantages of entrepreneurship, nd the advantages and disadvantages of different ownership structures in different sectors of business.
- Students will select an entrepreneur and complete a research project. They will write a 2 page paper on their entrepreneur and give a 3-5 minute multimedia presentation to the class. The paper and presentation should include name, age, upbringing, current and past residences, education/business experience, galvanizing/important events in their life, interesting facts, and current/projected influence on the economy.

Course Resources Specific to Unit 1

- Personality Test Used to determine personality type of students.

- Personality Type Portraits Used to decode the personality type of students.

UNIT 2 - Developing a Business Plan, 4 weeks

Teams of students will demonstrate an understanding of the elements and purpose the different components of a business plan. Teams will formulate and revise the necessary terms, components, and sections needed for creating a professional business plan. Teams will draft a mission statement and statement for purpose, construct core values, and create a vision statement. Teams will compare and contrast sample business plans with the goal of identifying strengths and limitations. Throughout the year students will amalgamate these components and elements of a business plan in a finished product. Teams will finalize their business idea and name, which will be the driving factor in business plan creation.

Key Assignments

- Students will collaborate and analyze, collect, and extrapolate their understanding of market research through campus surveys to draw conclusions regarding public perception of their business idea and name. The findings will be summarized in one page write-up which will be solidify their understanding of public perception with regards to their business and idea.
- The team of students will brainstorm, analyze, and formulate their business idea. Components will involve name, initial logo, purpose, mission, and model. a basic plan will be developed, which discusses the purpose of their business and the problem it will solve. The idea will be presented to their peers through a multimedia presentation. The presentation will begin to prepare them for their final presentation, promote strong communication skills,a nd allow evaluation of successful presentation components. Verbal feedback will be provided to each group following a question and answers session after each presentation.
- Teams of students create a live document spreadsheet that identifies the major components and categories of a finished business plan. Students will evaluate on their creation of a timeline of completion dates for each section, team member responsibilities, and space for notes/ideas/brainstorming. The document will be backed-up in a minimum of 2 alternate locations, to promote good technology use habits. Students will complete large amounts of work and the back-up process can help to minimize the chance of lost data.
- Teams will utilize an online website creator/host to begin the online marketing process. The business name, mission, and purpose will be updated. The website will be modified throughout the course as new information is gathered and complied. The marketing unit will modify and adapt their business image.
- Students collaborate and analyze their business in the terms of short (1 to 2 years), medium (2-4 years), and long (5-10 years) term goals. Teams create 2-3 pages detailing their goals and how they impact business direction. This analysis will aid students in understanding timing in business goals. These goals will help in the creation of the business plan.

Course Resources Specific to Unit 2

- College Entrepreneurship business plan template. Spreadsheet. Text Editor.
- finished business plan examples.

UNIT 3 - Creativity & Innovation, 6 weeks

Students will analyze the concepts of creative flow through teaming: communication plus collaboration creates synergy (C+C=S). The students will develop creative thinking skills applicable to entrepreneurship. Students apply the concepts of the creative process designing potential innovative products and/or services. Students synthesize various creative strategies, building confidence in their own ability to problem solve. The students will critique the nature of failure and why negative outcomes build core resiliency skills. Students analyze the concept of synergy in the 21st century workplace. Students analyze individual intrinsic motivation, thereby creating passion-based solutions. As we evolve into the 21st century, globalizes, knowledge-based, high-tech world the concepts of passion-based creativity skills are necessary for students to thrive and compete in the workplace.

Key Assignments:

- "Yes and...": Starting the Creative Flow
- Communications: Giving and getting the message
- Active Collaboration: Working with your strengths to build synergy
- Mini Project 1: "Looking into your World--Observing People Communicating"
- Project 2: Developing a Product
- Project 3: Addressing a need--using your passion to determine and develop idea/solution

Summary:

Mini Project 1: "Looking Into your World--Observing People Communicating"

Students will work in teams, conducting a two-day field research observing non-verbal communication and ineffective learning strategies. the parameters of the research include observing twenty observations in a public place, recording five different communication scenarios. They will then synthesize their findings with the team, creating a PowerPoint to share with the class. This research culminates in an oral presentation analyzing and critiquing their findings as they apply concepts of formal, oral communication skills.

Project 2:

Students, working in teams, design a floor plan, synthesizing their collaborative ideas using the link: http://www.floorplanner.com/ (http://www.floorplanner.com/) This exercise allows the students to apply the concepts of collaborative creativity strategies as well as defining requirements for the startup costs for their financials.

Project 3:

Students will continue working in teams to apply the concepts of active collaboration and communication by assembling a prototyped model. In teams, students will critique the design ideas, and issue revisions for improving the prototyped model. In addition, students will develop possible marketing scenarios for the use(s) of a finished prototype. At the end of the process students will reflect and assess their individual and team efforts.

Culminating Project

Students will design and crate their won product prototype. Students will use an iterative development process to refine their prototype for use as the lead-in to the other units that are used to develop the final business plan.

Course Materials specific to Unit 3:

- "7 Habit of Highly Effective Teens"., Sean Covey--The book is used to apply the concepts of this unit which enables the students to draw conclusions on the abstract concepts of creativity and innovation.

UNIT 4 - Management & Leadership, 6 weeks

The goals of this unit are to challenge students to understand and incorporate effective management and leadership characteristics as they develop their business ideas. Students develop their creative problem solving skills, set long and short term goals and learn to motivate future employees to accomplish the organization's objectives and goals. In this course, students analyze for four management functions: planning, organizing, directing (staffing) and controlling. In addition, students compare and contrast the productive leadership styles and characteristics while investigating their preferred leadership style. Students identify and analyze ethical and socially responsible opportunities available to them. Students connect SMART (Specific, Measurable, Attainable, Realistic, and Timely) goals to strategic, tactical, operational and contingency goal setting. Finally students examine the effect of technology as they develop their management plan for using their business idea.

1. Planning - Students analyze the concepts of effective management planning. Students assess their individual business idea by planning their organization's goals an creating a realistic, detailed plan of action for meeting those goals. Students' management plan incorporates strategic, tactical, operational and contingency plans in their business ideas.

Students read and analyze the traits of a successful entrepreneurship leadership traits. Students critique the main leadership theories--autocratic, democratic and laissez-fraire, connecting their preferred leadership style with one of these three theories. Students also investigate, compare and contrast leadership styles and characteristics using the textbook and Internet sources as reference material. Students design a plan to build their high-level teams based on strengths and skills needed for each position. Students incorporate SMART goals to set strategic, tactical operational and contingency goals for their business ideas.

2. Coordinating and Organizing - Students explore and design the most efficient layout for their business ideas. Students determine how many managers and employees needed to efficiently run their businesses. Students formulate hierarchical management structures best suited for their business idea. Students develop a customer service and training plan for their business idea. Included in the customer service plan are strategies for empowering managers and employees. Students construct the physical assets necessary to operate their business, including office buildings, stores, manufacturing equipment, computers and office furniture.

3. Staffing (Leading & Directing) - Students investigate staffing as it involves fulfilling the organization's structure through proper and effective selection, appraisal and development of the personnel to fill the roles assigned tot eh students' businesses. Students create job descriptions, compose staffing manuals for new employees, and develop orientation and training programs for their business idea. Students develop job enrichment plans which include decision making and problem solving and employee motivation to keep employees engaged. Students develop termination strategies for downsizing and for termination. Students also describe and illustrate the advantages to demonstrating high ethical and socially responsible behavior in their businesses. Students prove high ethical behavior has positive effect on moral and their businesses bottom line.

4. Controlling - Students apply the concepts of setting and measuring standards to verify the organizational goals are met. Students investigate inventory control systems to determine the best system for their business ideas. Students explore the international standards available and determine if these international standards are valuable to their businesses. Students develop inventory control strategies to measure the deviation of actual performance form the standard performance, and create a plan for identifying and correcting any deviations.

Key Assignments:

- What Makes a Great Leader: Students will identify characteristics of leadership by researching the lives of great American leaders. Students critique two web sites on the great entrepreneurs. Students formulate a hypothesis of the top ten traits that these great entrepreneurs demonstrated. In small teams, students analyze their assigned entrepreneur identifying the top ten traits of their entrepreneur. In addition students apply the entrepreneurship traits to their own lives connecting examples to the great entrepreneur. Small groups share with the class their findings. As a closing activity, students write a response to one fo the following assessment questions: a) which character trait do you think was most helpful for your leader and why? b) Which of the leadership traits do you possess? c) How might you use these leadership traits in your future career?

- SMART Goals: Students start by prioritizing a list of business tasks. These tasks include the four areas of planning; strategic, operational, tactical and contingency planning. Instructor led discussion on the prioritizing and setting of SMART goals. SMART goals are Specific, Measurable, Attainable, Realistic and Timely. In small groups, students compose SMART goals for one of the four types of planning, strategic, operational, tactical or contingency planning. After sharing their SMART goals with the class, individually students create one SMART goal in each area of planning as related to their own business idea. Students discuss their SMART goals with their small group. Students critique and then revise SMART goals as needed.
- MLA paper analyzing the four functions of management: Using the key terms for this unit, students will compose a two-to-three page typed paper describing the planning, organizing, directing and controlling aspects of management. In addition students will analyze and connect the four functions fo management to your business idea. When completing their paper, students will cite the textbook and provide two appropriate web sites to prove their analysis.

Course Resources Specific to Unit 4

- Entrepreneurship: Owning Your Future, NFTE (Network for the Teaching Entrepreneurship), Mariotti and Towle, 11th Edition, 2010, Pearson Education, Inc.
- Small Business Management: An Entrepreneurial Emphasis, Longnecker, Moore, Petty, et al. 13th Edition, 2006, South Western.
- Contemporary Business, Boone & Kurtz, 14th edition, Wiley.

Internet Resource Specific to Unit 4

- NBC News top 10 Greatest Entrepreneurs: http://www.nbcnews.com/id/5519861/ns/business-smal....
- Who are the Greatest America Entrepreneurs Ever? http://www.forbes.com/sites/realspin/2013/11/03/wh... (http://www.forbes.com/sites/realspin/2013/11/03/wh...).
- Build Your Management Team: http://www.entrepreneur.com/article/83618

UNIT 5 - Marketing, 9 weeks

Marketing is the process of creating, distributing, promoting, and pricing goods, services, and ideas to facilitate satisfying exchange relationships with customers in a dynamic environment. Students will create a skills and personality index to determine their preferences and abilities and where they might be best applied within the marketing process. Students will be prepared with a foundational knowledge base essential to practice industry standards skills. Students will work in small groups and collaborate in the development of marketing concepts from idea to reality. They will utilize the Internet to research current competitive products and build an environmental assessment, or SWOT (Strengths, Weakness, Opportunities, and Threats) analysis. By visiting consumer markets and analyzing product placement, product packaging, and in-store promotional materials, students will connect theoretical concepts to actual market practices. Marketing involves developing and managing a product that will satisfy customer needs. By utilizing primary research strategies, like focus groups, and online surveys, students can analyze consumers' wants and needs to clarify their specific target market. Students will utilize the database technology to collect, store, analyze and report findings for decision support. Students will apply spreadsheet skills to create financial analysis to predict appropriate pricing models to determine break-even points and return-on-investment percentages. These activities--product, distribution, promotion, and pricing--are known as the marketing mix because marketing managers decide what type of each element to use in what amounts. Students will demonstrate media literacy by creating images, in a graphic design software application, that identify their brand.

They will incorporate those images into a series of video production that deliver their branding message. Mentors within the marketing community will visit the classroom an discuss their experiences in applying the previously discussed marketing theories.

Key Assignments

- Marketing Your Product: Step 1, students will create a product brand recognition strategy by designing product names, logos and packaging for a brand of their choice. Step 2, students will assume the role of a marketing director. The company is going to launch your product. but before, the student must analyze the explain the 3 steps to creating brand equity and how apply these concepts to the new design creation. The creative process will visually prove a student's understanding of the importance of ensuring quality of products and services. The creative process will analyze factors marketers' use to position products and businesses such as branding, packaging, labeling, legal considerations, product life cycle and management techniques for each level of the life cycle and purchasing functions.
- Sales and Marketing Campaign - Students will work in small collaborative groups to design a comprehensive Sales and Marketing Campaign. First, students will read instructional materials abut goal setting techniques. Students will formulate SMART (Specific, Measurable, Attainable, Realistic, Time based) objectives for at least six activities that construct their campaign. Next, they will examine and analyze existing print, TV, and web advertisements. Then they will demonstrate an understanding of product and institutional promotion by creating advertising vehicles like magazine advertisements, publicity/public relations events, promotional sales materials, and mock-ups of e-commerce websites. Software applications like Photoshop, Dreamweaver and Windows Moviemaker will be used to create student artifacts. Additionally students will analyze whitepapers developed by Huthwaite, Inc. to gain an understanding of professional sales techniques that they will apply in a final role-play presentation. to prove their understanding of the Huthwaite process, students will develop role-play scripts that demonstrate their understanding of consultative selling techniques and the 8 step sales process. They will differentiate whether they need to develop a retail style pre-approach and closing strategy, or if they require an approach designed for a longer sales cycle in a business-to-business relationship.
- Key Assignment 3: Marketing Plan - Demonstrate an understanding of marketing objectives, strategies and tactics by creating a comprehensive effective marketing plan. Students will search snd read existing marketing plans written in a formal business style. Students will synthesize their knowledge of the seven functions of marketing: product, pricing, promotion, distribution, marketing information management, finance and sales management into an integrated document that contains images, charts and graphs which support their plan. Students will participate in Toastmasters International to develop public speaking skills. Then they will create a multimedia presentation to consolidate and deliver the information to an interested audience. The role-play audience will consist of potential investors who have the willingness and authority to offer start-up funds.

  Marketing Mix, Pricing Strategies, Personal Selling & Customer Service, Buying decisions, and Social Media Marketing. students Design: website, logo, slogan, advertisements for unit project, product phototype.

UNIT 6 - Financials, 6 weeks

Students will analyze the financial concepts for formulating wise financial decisions when starting a business. They will research, create and analyze all the financial factors that are involved, from personal finances to operating a business. They will identify start-up costs and research sources of capital. Students will also project and analyze annual and monthly business income and expenses. As a project and part of business plan, they will design and apply concepts for developing a sound financial plan.

Topics:

- Determining personal net worth
- Estimating business start-up cost & product cost
- Understand sources of equity capital
- Understand sources of dept capital
- Be able to prepare pro-forma cash-flow, balance sheet, and profit-loss statements
- Understand the basics of Accounting
- Explain the importance of keeping accurate accounting, payroll, bank and tax records
- Determine valuation of your company

Key Assignments:

- **Construct A Financial Plan:** Students will use the information they have been compiling to develop a financial plan for their business. Students will interview banking professionals to determine the elements necessary for their plans. Students will include the personal budgets and product cost analysis they have calculated, in addition, they will prepare a balance sheet and income statement to develop the financial plan. Students will create a brochure or produce a video to present their financial plan.
- Personal Budget: Students will be able to examine forms of record keeping involved throughout their life cycle. Students will be able to summarize how a budget will change workbook to create a monthly budget of their won, having a positive saving income every month. They will present to the class illustrating through the use of charts so students can connect and draw conclusions.
- Cost Analysis of Product and Service: Students will research fixed and variable costs when developing a project or service. Students will research fixed and variable costs when developing a project or service. Students will use an excel workbook to define and calculate fixed and variable costs of the product/service, thus understanding the concept of what is the break-even point and how do they calculated the formula to establish a price for their product/service. They will either work in pairs or individually making a presentation o the class on proving their outcomes. Students will also present to EAB (Employee Advisory Board) Members who have developed a business or their own and be open to product evaluation and critique.

Course Materials specific to Unit 6:

- Sources: USC Marshal School of Business (MBA Students Visit LAUSD schools - with a program), UCLA
- Anderson School of Business, Boston Young Entrepreneur Challenge 2015, Junior Achievement
- Partnership for 21st Century Skills, Consortium of Entrepreneurship Education, Strategizes (Business Model Canvas, Value Proposition Design), Harvard 1-lab Entrepreneurship 101.
- Entrepreneurship "owning Your future" 11th Edition
- Accounting Made Simple: Accounting Explained in 100 Pages or Less.
  https://www.cteonline.org/cabinet/file/bc978375-b6..

UNIT 7 - Business Plan/Culminating Unit - Final Project - Weeks TBD

this unit serves as the culmination of the course as it finalizes the business plan and incorporates the marketing plan, SWOT, and financials that were previously completed and analyzed. Preparations for a "shark Tank-like" presentation similar tot he television show will begin. Students design and create a multi-media presentation.

Students will finalize their business plan, print, and prepare for presentation. Composition of an executive summary, action plan, and exit strategy will be nearing completion.

Key Assignments:

- Shark Tank - This project is designed around the TV hit show Shark Tank. Students will apply the concepts they have been working on the entire year and they will compete against each other for investor startup funds. There are 4 main parts to this project.

Students will vote for the business viewed as most likely for investment. The winning team will receive an A for this section.

- Shark Tank Application A realistic presentation of information they will need to be familiar with before presenting their business:
- Virtual Business Resource C0-Op Source for writing each section of the business plan.
- Weebly Free platform to create an online blog, website, or store.
- Colorado Leeds School of Business, Business Plan Templates
- bplans - sample business plan for students to review

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ourse Materials

Textbooks

itle	Author	Publisher	Edition	Website	Primary
lencoe Marketing Essentials	Lois Farese, Gady Kimbrell, Carl Woloszyk Ph. D	McGraw hill	2000	[empty]	Yes

Other

itle	Authors	Date	Course material type	Website
ntrepreneurship Ideas in Action	Cynthia L. Greene	2012	Supplemental	[empty]

dditional Information

urse Author:

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California

Course Description
Computer Applications

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
Exploratory Business

2. Transcript Title / Abbreviation
Explore Bus A/B

3. Transcript Course Code / Number
BU 2020 BU2021

4. School
Santa Maria High School

5. District
Santa Maria Joint Union High School Dist.

6. City
Santa Maria, CA 93454

7. School / District Web Site
www.smjuhsd.k12.ca.us

8. School Course List Contact

Name: Christina Ellis

Title/Position: Business Instructor

Phone: 805-925-2567 **Ext.: 3614**

E-mail: tellis@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Language other than English
- ☐ Visual & Performing Arts
- ☒ College Prep Elective

10. Grade Level(s) for which this course is designed
10 11 12

11. Seeking "Honors" Distinction?
☐ Yes ☒ No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- ☐ A course reinstated after removal within 3 years. Year removed from list? _____
  Same course title? ☐ Yes ☐ No
  If no, previous course title? _____
- ☐ An identical course approved at another school in same district. Which school?
  Same course title? ☐ Yes ☐ No
  If no, course title at other school? _____
- ☐ Alternative course title for course with identical content at this school
  Title of previously-approved identical course: _____
- ☐ Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- ☒ Approved UC College Prep (UCCP) Initiative course
- ☐ Approved P.A.S.S. course
- ☐ Approved ROP/C course. Name of ROP/C? _____
- ☐ Combining two UC-approved semester VPA courses into a single, year-long VPA course
  Titles of previously-approved semester courses: _____
- ☐ Other. Explain: __.

14. Is this course modeled after an UC-approved course from another school <u>outside</u> your district? ☒ Yes ☐ No

If so, which school(s)? Kern High School District, Economics-Virtual Enterprise

15. Pre-Requisites

English, Math

16. Co-Requisites

17. Brief Course Description

Exploratory Business is a simulated business that is set up and run by students to prepare them for working in a real business environment. The students determine the nature of their business, its products and services, its management and structure, and learn the daily operations of a business. Emphasis will be placed in using current business software packages and the Internet for business transactions.

Students will study supply and demand, the Federal Reserve System, business organizations, the stock market, and international transactions.

B. COURSE CONTENT

Please refer to instructions

All are attached.

18. Course Goals and/or Major Student Outcomes

19. Course Objectives

20. Course Outline

21. Texts & Supplemental Instructional Materials

22. Key Assignments

23. Instructional Methods and/or Strategies

24. Assessment Methods and/or Tools

C. HONORS COURSES ONLY

Please refer to instructions

25. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

26. Context for Course (optional)

27. History of Course Development (optional)

SANTA MARIA HIGH SCHOOL

COURSE OF STUDY

Exploratory Business	10-12	Business	10
Course Title	Grade Level	Department	Max Credit

Christian Ellis	Santa Maria High	3/17/05
Prepared by	*School*	*Date*

1. **COURSE DESCRIPTION (Include a brief explanation of the course; mention any prerequisites, including standardized test scores; and indicate whether the course satisfies a specific graduation requirement. Approximate length: two or three sentences.)**

   Exploratory Business is a simulated business that is set up and run by students to prepare them for working in a real business environment. The students determine the nature of their business, its products and services, its management and structure, and learn the daily operations of a business. Emphasis will be placed in using current business software packages and the Internet for business transactions.

   Students will study supply and demand, the Federal Reserve System, business organizations, the stock market, and international transactions.

2. **INSTRUCTIONAL MATERIALS (List the basic text—include title, author, and copyright—and other essential supplementary materials or instructional resources/materials used in the course.)**

   BOARD-ADOPTED TEXTBOOKS:

   Ristau, Eggland, Diabay, Burrow & Daughtrey, Introduction to Business, South-Western Publishing Co., 1997

SUPPLEMENTARY INSTRUCTIONAL MATERIALS:

Software

Office 97 Professional, Microsoft Outlook, Internet Explorer, Front Page, Bank of America Home Banking, and Microsoft Publisher, QuickBooks.

Resource Materials

Church, Crackers Bakery, an Entrepreneurial Simulation, South-Western Publishing, 1994

Forde et al., Diigitools: Technology Application Tools, South-Western, 2004

Greene, Entrepreneurship, Ideas in Action, South-Western, a division of Thomson Learning, Inc., 2004

Guerrieri et al., Glencoe Accounting, Real-World Applications & Connections, Glencoe/McGraw-Hill, 2000

Meyer, Allen, Entrepreneurship and Small Business Management, Glencoe/McGraw-Hill, 2000

Rue, Byers, Business Management, Real-World Applications & Connections, Glencoe McGraw-Hill, 2001

Shelly, Cashmen, and Vermaat, Office 2000, Introductory Concepts and Techniques, Thompson Learning, 2000

3. **COURSE OUTLINE (List the major content areas of the course and divide them according to the semester in which they fall. Designate the approximate amount of time given to each of the content areas. Suggested length: One page.)**

Introduction to fundamental economic concepts- Economic choices, the nature of the subject area, the challenge of scarcity, the need for trade-off, opportunity costs, economic goals, efficiency, price stability, full employment, growth and socio-economic goals. (20 hours)

Economic systems- what constitutes an economic system, different types of economic systems (market, command, traditional)? How do economic systems resolve the basic economic questions? (20 hours)

Free Enterprise System- Basic laws of supply and demand, and forces, which interact to establish prices. (15 hours)

Organizing Business- basic forms of business organizations. Process of starting a business (risk taking, corporate organization, sources of funds for business firms, financial structure of a business) (40 hours)

-Defining Departments
-Writing Job Descriptions
-Writing a Business Plan
-Interviewing for Jobs
-Using the Internet for business activities

Income and Consumption- The role of the consumer in the economy, personal finance (maintaining a budget, bank accounts, consumer credit, stock market, and maintaining investments.) (10 hours)

Money and Financial Institutions-bank services mediums of exchange, role of the Federal Reserve System, money supply, inflation, and international exchange rates. (10

hours)
-Starting and maintaining a branch bank

Saving and investing-An overview of how saving and investing helps the individual. Various savings and investing plans, which are open to small and medium investors. (10 hours)

International trade-The benefits of foreign trade. How foreign trade works? What causes the value of the dollar to go up and down internationally? Participation effectively as a consumer and businessperson in the global economy. (10 hours)

Working with spreadsheets-creating worksheets, writing formulas, reports, learning worksheet enhancements. (10 hours)

Working with word processing and desktop publishing documents-letters, table's graphics, catalogs memorandums, business forms, and templates. (20 hours)

Working with the Internet-using search engines, e-mail, creating web pages, and business transactions. (40 hours)

Working with presentations-creating slide shows and presentations, using text, graphics, charts, animation, digital photo imaging, audio, and scanning. (20 hours)

Working with a personal information manager-calendar, e-mail, journal, contacts, notes, and tasks. (10 hours)

Business Etiquette-professional ethics, international etiquette standards, phone etiquette, teamwork, and appropriate dress in the workplace. (10 hours)

Establishing accounting department procedures-payroll, accounts receivable/payable, financial statements, operating costs, start-up costs, and budgets. (20 hours)

Establishing human resources department responsibilities-organizational chart, assessment of personnel, employee manual, and employee relations. (20 hours)

Establishing marketing department responsibilities - advertising, market research, logos, promotional designs, and preparation of a catalog. (20 hours)

Establishing administration department responsibilities-company directory, purchasing budget for departments, workflow, business plan, office layout, correspondence, and creating a web site. (20 hours)

Establishing sales/purchases department responsibilities-
International trade research, consumer needs, competition, procedure for acquiring clients, and determining prices. (20 hours)

Total hours =360 (125 hours for economics and 235 hours for business credit)

4. **<u>COURSE OBJECTIVES</u> (the objectives are to include the specific, major skills or understandings which <u>students</u> will be able to demonstrate or acquire following instruction in the course. A minimum of eight to twelve objectives should be identified for each semester of the course. Each objective is to be clearly linked to the Board adopted standards for the course or subject area; indicate the link by placing the number of the appropriate standard(s) after each objective. Minimum length: one page)**

E = Economic Standards B = Business Standards

The student will be able to:

A. Demonstrate knowledge of the basic concepts used by economics, particularly scarcity, allocation of resources, economic decisions, economic goods, trade-offs, efficiency, price stability, goals of all economic systems. (E 3.1, 3.3, 3.6)
B. Demonstrate an understanding of the basic differences between the different types of economic systems that exist in the world today. Students will demonstrate an understanding of the concept of a mixed economic system. (E 1.2, 3.4, 6.2)
C. Demonstrate an understanding of how consumers make decisions and what factors in the economic system affect the making of those decisions. (E 8.1, 10.1, 10.2, 10.3, 11.1, 11.2)
D. Demonstrate an understanding of credit and its use in the American economic system and how credit plays a role in the lives of most Americans. (E6.1, 6.3, 7.1)
F. Gain skills necessary to calculate the cost of credit on typical credit agreements. (E 10.1, 10.3, 11.1)

G. Demonstrate knowledge of the basic information for obtaining basic necessities - housing, food, transportation, clothing - and how they will be able to analyze the costs of such basic economic factors in order to make intelligent decisions for themselves. (E 3.3, 10.1, 11.1, 11.2)
H. Demonstrate an understanding of how businesses are organized and how they function in a market economy. Students will demonstrate an understanding of the role of profit incentive in business growth and its importance in preserving the benefits of competition. (E 1.4, 2.1, 2.2, 3.7, 5.2, 7.1, 8.1, 10.4)
I. Demonstrate and understanding of how the banking system works in the American economic system and the role of the Federal Reserve System in stabilizing the value of the dollar within the nation's economy. (E 3.7, 6.1, 7.1)
J. Demonstrate an understanding of how and why government regulates business. (E 1.3, 2.2, 3.3, 3.7)
L. Students will use technology to produce projects. (B 1,3,4,6,7,12)
M. Students will develop an awareness of their own career interests. (B 8, 9, 10)
N. Students will develop employability skills through interviewing, resume building, oral presentations, and teamwork. (B 1,3,5,8,10,12)
O. Students will produce a professional portfolio and/or a "Webfolio" as a useful product for obtaining employment. (B 1.3,5,8,10,12)

P. Students will demonstrate critical thinking, organizational, and decision-making skills by developing project proposals, time lines, and final products. (B 1,3,4,12)
Q. Students will demonstrate proficiency by using desktop publishing software to create a newsletter and a brochure using imported text and graphics with appropriate page layout and design. (B 1,3,44,6,12)
R. Students will demonstrate proficiency by creating a Web site using different applications and appropriate design features. (B 1,3,4,6)
T. Students will demonstrate proficiency by sending electronic Email, threading messages. (B 1,3,4,5,12)
U. Students will demonstrate proficiency by demonstrating an understanding of computer software, hardware, and terminology. (B 1,3,4,6)
V. Students will demonstrate proficiency by demonstrating an understanding of computer software, hardware, and terminology (B 1,3,4,6)
W. Students will demonstrate proficiency by exhibiting business-like attitudes in demonstrating punctuality, turning assignments in on time, using class time productively, and making up assignments when absent. (B 1,3,4,6)
X. Students will demonstrate competence in listening to and following oral and written instructions (B 5)
Y. Students will demonstrate competence in understanding the ethical nature of on-line communication. (B 1, 5)

5. <u>STUDENT EVALUATION STANDARDS</u> (List the criteria on which students will be graded in the course. Give the approximate weight for each of the grading criteria in determining the student's grade, such as tests, homework, labs, class participation. Also indicate the weight given to quarter grades and semester finals in tabulating the final grade.)

Items used for grade assessment:

Business Technology Core Implementation and Performance-Based Assessment
Student Portfolios (all projects, business plan, annual report, job descriptions) (25%)
Weekly calendar, Participation-work log sheets, Meetings, Consultant Evaluation, Self Evaluation (20%)
Personal Finance Records (5%)
Evaluation of Economic Concepts (10%)
E-mail, letter, communication (5%)
Economics Assignments and Examinations (25%)
Final Examination (10%)

Grade Scale:
100% -90% = A
89% - 80% = B
79% - 70% = C
69% - 60 = D
59% and below = F

Submitted to UC 2/28/06
Pending Approval: G/Elective
Updating Exploratory Business: BU6020 & BU 6021

Course Description

Gaming Technology is designed for 10 - 12th grade students. Students will learn a brief history of games and their development purposes in other societies around the world as well as in the United States. Students will develop and evaluate games using a variety of technologies and strategies. Students will participate in game development and experiment with coding. Students will also have the opportunity to design and evaluate mobile apps or gaming models. Students will create collaborative multimedia presentations. This course provides a pathway for students to learn relevant technical skills and prepare themselves for career opportunities/college.

Course Goals and/or Major Student Outcomes

Students will engage in the use of relevant technology applicable across the curriculum. This course provides a rigorous curriculum designed to prepare students for additional coursework or career readiness. Students will use technical knowledge to expand, synthesize, develop, and design games or computer applications.

Course Outline

Unit 1

History of Games

In this unit students research and create a time-line of historical relevance and connect game theory. Game genres and publishing is explored and students engage in a variety of activities to connect past and present. Evolution and origin of games is explored and students use information to formulate ideas about the connections presented in material from a historical perspective.

Unit 2

Designing Process

Students unfold the game design basics using the perspective of current game designers. The process involves such aspects as brainstorming and writing a story to engage players. Through a variety of activities and writing assignments students will create storyboards and be able to connect detailed developments of design as related to real world applications. Students will also analyze written and drawn storyboards

from current state of the art game designers. Students will learn game structure from designer perspectives that bridge learning to real world applications.

Unit 3

Software

Students will be introduced to Adobe CS6 a relevant software suite of graphic design and web development applications. Students will create and design projects individually as well as collaboratively with other students using Illustrator, photo shop, Fireworks and Dreamweaver. One example would be using Illustrator a professional drawing tool to construct an image. Students will also be introduced to HTML program language and use Dreamweaver to create simple webpages. Using this program suite will allow students to connect software design tools and allow a deeper connection to the overall gaming design process. Design structure, symmetry, and gameplay elements provide a technical mapping as students build foundation of knowledge.

Unit 4

Game Creation

Emphasis on structure, process, audience, and purpose also theme/genre and character development.

Using Stencil, Twine, Game Maker and/or other software technologies students will learn the process for creating an actual "live" game. Using a storyboard students will create a game using the writing the story approach. The "story" will then be used to create a game. Considerable amount of time will be spent on character and rule development. Students will be able to create and evaluate strategies and game playability both individually and in small groups. An extension lesson would be to have other students come engage in play of their games created and evaluate based on common criteria. Students will build upon design and broaden their overall understanding gaming through technology. Students will participate in online forums or blogs to interface with other student environments. Students will have the opportunity to interface and interact with other students creating a peer forum to discuss technology developments and design techniques. Additionally, students can collaborate collectively to critique and rate/rank student projects.

TEXTS

TITLE: The Guide to Great Video Game Design

Edition: 2nd

Publisher: 2014 John Wiley and Sons LTD

Author: John Wiley

TITLE: The Game Makers Apprentice: Game Development for Beginners

Edition: 2nd

Publisher: Apress

Author: Jacob Habgood and Mark Overmars

Supplemental TEXTs

TITLE: Game Design Workshop

Edition: 3rd

Publisher: CRC Press

Author: Tracy Fullerton

Title: Video Game Storytelling, What every Developer Needs to Know about Narrative Technology

Edition: 2nd

Publisher: 2014 Watson-Guptill

SOFTWARE

Stencil	www.stencyl.com
Wix	www.wix.com
NetLogo	http://ccl.northwestern.edu/netlogo/
Game Maker	Software program
Adobe CS6	

Key Assignments:

Unit 1

- Students create a historical timeline multimedia presentation.
- Informational Essay
- Small group presentation findings

Unit 2:

- Conduct research
- Create 4 - 6 Storyboards
- Multimedia presentations
- Peer Editing /Rubric Design

Unit 3

- Students will create 3 webpages using animation, graphic artwork, images, music, and sound
- Create a flowchart of elements of game mechanics.
- Completion of tutorials in Adobe CS6 – Photoshop, Illustrator, and Dreamweaver

Unit 4

- Students create storyboard including core gameplay, controls, rules, modes of play and other features specific to their game.
- Students create a prototype of a game or simulation and playtest the functionality of the game. Students will test and compare and contrast different games and user experiences.

Instructional Methods and/or Strategies

Writing Assignments

Independent Internet Research

Troubleshooting errors and revision

Small Group Instruction

Independent practice, partner, or group work

Student Projects

SDAIE strategies when needed to supplement second language learners

Oral discussion/Evaluation

Peer Evaluation

Checks for understanding to see all students are learning

Collaborative Learning groups

Context for Course

This course is focused around information technology with an emphasis on Arts media and entertainment. The course is designed to develop and awareness of the importance of emerging technology and the role it plays through games. Applications allow students to explore and understand game development, creation, design and the increased game technology connections in society today.

History of Course Development

The original course was developed at the Spring 2014 University of California Curriculum Integration (UCCI) Institute focusing on subject area "b" English and Career Technical Education (CTE) industry sector of Information and Communication Technologies. Writing Games for Social Change coursework was approved last year by the SMJUHSD. Our department goals were to create more "g" elective courses and by using the original course material we were able to create a similar class with challenging and relevant career technical elements.

Course Title

Introduction to Computer Programming

Description of Target Group

This one semester course is designed for 9th through 11th grade students who have an interest in learning to operate a personal computer. This course will be taught on the Apple computer and is not open to any student who has received credit for Computer Programming.

Purpose

The purpose is to promote computer literacy, introduce computer concepts, and prepare students for possible further computer studies.

Standards of Expected Student Achievement

Upon completion of the course, the student will successfully demonstrate the ability to:

1. Understand computer symbols as communication tools for programming and using a computer.
2. Understand and use the available computer hardware, demonstrating the ability to care for the equipment and software.
3. Graph a design and write a simple graphics program.
4. Plan and write a simple program in the BASIC language.
5. Understand available user programs in information management.
6. Plan and write a simple program in LOGO.
7. Appreciate the importance of the computer in society and an awareness of the wide variety of computer applications.
8. Be aware of the value of the computer as a problem-solving tool.
9. Demonstrate knowledge of the legalities of software, copyrights, etc.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in Santa Maria Union High School District

Activities

Hands-on experience at the computer with exploratory worksheets and projects. The instruction is individual and small group.

Santa Maria Joint Union High School District – Career Technical Education

INTEGRATED MARKETING AND ENGLISH (UCCI)

DATE:

INDUSTRY SECTOR: Marketing, Sales and Services Sector

PATHWAY: Entrepreneurship/Self-Employment

CALPADS TITLE: Advanced Entrepreneurship/Self-Employment (Capstone)

CALPADS CODE: 8331

HOURS:

Total	Classroom	Laboratory/CC/CVE
229	146	83

JOB TITLE	O*NET CODE	JOB TITLE	O*NET CODE
Order Fillers, Wholesale and Retail Sales	43-5081.04	Sales Engineers	41-9031.00
Sales Managers	11-2022.00	Buyers and Purchasing Agents, Farm Products	13-1021.00
Customer Service Representatives	43-4051.00		

COURSE DESCRIPTION:

The aim of this course, Integrated Marketing and English, is to prepare students with foundational knowledge in marketing within the framework of year three or four high school English, so that they will be equipped for the challenges in the workplace and in their pursuit of post-secondary education. Whether a student is interested in exploring the field of Marketing as a possible career field or to become an informed consumer, this course provides an opportunity for students to fulfill their English course requirement while pursuing a career pathway and developing critical reading, writing, speaking, and thinking skills geared towards the business field.

This interdisciplinary Marketing and English course will provide opportunities for students to study the English language within the context of business. For example, by examining and analyzing print, TV, and web advertisements, students will be able to viscerally and experientially understand tone, style, and diction. Through critical literacy, they will comprehend how marketing and advertising professionals manipulate structural and rhetorical devices to influence and sway consumers perception of products and influence buying decisions through advertisements, branding, business communications, and marketing materials. To develop an understanding of how the study of practical and academic English is translated into the practice and language of business, students will read and analyze a variety of texts - essays, journal articles, advertisements, blogs, plays, business communications, and full-length literary works, including Tortilla Curtain, Ogilvy on Advertising, and Fast Food Nation. Students will refine their skills in rhetorical reading, writing, and speaking, and polish their presentation skills, so that they can successfully market not only the businesses that they may work for but also themselves. While most of the reading materials will be on marketing-related topics, instruction will be directed towards developing students reading, writing, speaking, and critical thinking skills as they relate to the business marketing model. Students will write persuasive, narrative, and expository essays, argument analysis, and complete research projects within a business framework. Further, students will have many opportunities to polish their presentation skills in order to successfully market both their businesses and themselves. This course emphasizes diversity and innovation through gathering, synthesizing, questioning, and forming articulate data-driven opinions. Students read often and with an open mind, write often and clearly with coherent thought and form, and articulate their reading and writing in presentations appropriately targeting both academic and real-world audiences.

A-G APPROVAL: B

ARTICULATION:

College	Course Code
Allan Hancock Community College	Marketing Bus102

DUAL ENROLLMENT: None

PREREQUISITES:

Prerequisite
Survey of Business
AHC Prod 301

METHODS OF INSTRUCTION

- Direct instruction
- Group and individual applied projects
- Multimedia
- Demonstration
- Field trips
- Guest speakers

STUDENT EVALUATION:

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

INDUSTRY CERTIFICATION:

- Digital Badge in Marketing Principles End of Course

RECOMMENDED TEXTS:

- Marketing Essentials, 2016 Version
- Prentice Hall Writing and Grammar Communication in Action

PROGRAM OF STUDY

Grade	Fall	Spring	Year	Course Type	Course Name
9				Introductory	Survey of Business
10, 11, 12				Concentrator	Introduction to Business
10, 11, 12				Concentrator	Advanced Study, Business
10, 11, 12				Capstone	Integrated Marketing and English (UCCI)

I.	UNIT 1: THE MARKETING CONCEPT	CR	Lab/ CC	Standards
	1. Analyze and draw parallels between primary sources related to marketing. 2. Recognize the key differences and components of contextual information. 3. Compare two company's product, price, promotion, and place decisions and explain their effect on the firm's marketing plan. 4. Use word origins to understand business and marketing vocabulary. 5. Read and analyze company profiles and marketing communications to decipher key elements of market orientation. 6. Describe the "marketing mix" and its four basic components: product, place, price, and promotion. 7. Differentiate between marketing orientation and sales orientation, from a personal and corporate perspective.	15	2	**Academic:** LS: 11-12.1, 11-12.2, 11-12.4 RSIT: 11-12.4, 11-12.7 WS: 11-12.4, 11-12.6 HSST: 11-12.6, 11-12.7 US: 11.8 CSR: 1 HI: 1 **CTE Anchor:** Communications: 2.1, 2.3, 2.4, 2.5 Career Planning and Management: 3.2, 3.3, 3.7 Technology: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Technical Knowledge and Skills: 10.1, 10.1, 10.2, 10.3, 10.6, 10.11, 10.14, 10.15 Demonstration and Application: 11.1, 11.2, 11.3, 11.5 **CTE Pathway:** C1.1, C2.1, C2.2, C3.2, C4.1, C4.2, C4.4, C6.1, C6.2, C6.3, C7.1, C9.1, C9.2, C9.3, C9.4, C9.6, C9.5
II.	**UNIT 2: MARKET ANALYSIS**	**CR**	**Lab/ CC**	**Standards**
	1. Write expository text of a market analysis using the following strategies 1. Read and analyze 2. Critique 3. Verify and clarify facts 4. Synthesize and summarize 5. Compare and contrast 6. Prepare a literary response to the expository text.	5	0	**Academic:** LS: 11-12.2, 11-12.3 RSIT: 11-12.4, 11-12.6, 11-12.7 HSST: 11-12.6 S-IC: 2 PE: 12.1 **CTE Anchor:** Communications:

	7. Identify rhetorical devices included in the expository. 8. Identify the factors in an environmental scan technology, pop culture, trends, economics, governmental restrictions 9. (Vocabulary), and the factors that influence that demographic. 2. Understanding and Selecting target markets; explain the concepts of market segmentation demographically in reference to age, gender, education, income, lifestyle, geographic location, buying patterns, consumer behavior and customer needs (vocabulary). 3. Determine the difference between mass markets by producing a commercial to everyone on television through the market segmentation capturing a specific target audience			2.4, 2.5, 2.6 Career Planning and Management: 3.5 Technology: 4.1, 4.3 Problem Solving and Critical Thinking: 5.1 Ethics and Legal Responsibilities: 8.1, 8.4 Leadership and Teamwork: 9.2 Technical Knowledge and Skills: 10.8 Demonstration and Application: 11.3 **CTE Pathway:** C1.1, C1.3, C1.4, C1.6, C3.4, C3.5, C4.4, C4.5, C4.2, C4.1, C6.5, C6.4, C6.3, C9.1, C9.3, C9.4, C9.5
III.	**UNIT 3: MARKET RESEARCH**	**CR**	**Lab/ CC**	**Standards**
	A. Create clear research questions, analyze primary and secondary sources, and analyze rhetorical devices in public documents. B. Determine client needs and desires using a scientific research process. C. Conduct and present research that supports an effective marketing plan. Research must be designed and conducted utilizing industry norms for determining, gathering, and reporting data. D. Write a properly formatted 6-8 page MLA research paper that integrates graphs, charts, and images and focuses on consumers needs and desires in order to develop and improve products and services. E. Deliver a multi-media presentation that integrates graphs, charts, and images. F. Reading Assignments include: G. Prentice Hall Writing and Grammar Ch. 13 Research Paper & Ch. 32 Citing Sources H. Marketing Essentials Ch. 28 & 29 I. Public Company's Annual Reports, profiles, marketing communications, and internet	15	2	**Academic:** LS: 11-12.1, 11-12.2 RSIT: 11-12.6, 11-12.7 WS: 11-12.6, 11-12.7 HSST: 11-12.8 **CTE Anchor:** Communications: 2.4, 2.5 Technology: 4.1, 4.3 **CTE Pathway:** C1.6, C1.3, C2.3, C3.5, C3.6, C3.1, C9.5
IV.	**UNIT 4: MARKETING ENVIRONMENT**	**CR**	**Lab/ CC**	**Standards**
	A. Define "Marketing Environment" and utilize other relevant vocabulary and key terms. B. Distinguish between international, national, regional, and local marketing environments. C. Recognize the role of multinational corporations by comparing and contrasting global businesses (e.g., Starbucks, McDonald's). D. Read, analyze, and cite evidence in industrial, global business and international marketing documents to explain business ethics and social responsibility. E. Analyze the global economy and its impact on the marketing environment by focusing on 3 Key Factors affecting: Macro (PEST= Political leaders, Economic factors, Socio-cultural, Technology), Micro (consumers, suppliers, and stake	20	10	**Academic:** LS: 11-12.2, 11-12.4 RSIT: 11-12.4 WS: 11-12.5 **CTE Anchor:** Communications: 2.3, 2.4, 2.6 Responsibility and Flexibility: 7.1

	holders), F. Internal (Men, money, machines, materials, and minutes). G. Recognize market opportunities and challenges as a result of SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis. Demonstrate the impact of internet and Web 2.0 tools with the use of technology for oral presentations			Ethics and Legal Responsibilities: 8.1, 8.4, 8.5 Leadership and Teamwork: 9.6 Demonstration and Application: 11.1, 11.4 **CTE Pathway:** C1.2, C1.5, C2.4, C3.7, C4.4, C4.5, C5.1, C7.5, C7.2, C9.2
V.	**UNIT 5: MARKETING COMMUNICATION, PRODUCT OFFERING AND BRANDING**	**CR**	**Lab/ CC**	**Standards**
	A. Analyze how an audience is persuaded by organized ideas and precise and relevant examples. B. Understand a call for action and the effect of visual aids and rhetorical devices. C. Select the appropriate medium to produce a desired effect and revise presentation based on audiences' response. Enhance vocabulary and fluency through word analysis and systematic vocabulary development. D. Research, analyze, and critique marketing packaging, branding, labeling, communication strategies, messages, and material in a variety of mediums. Demonstrate understanding of how promotion concepts and strategies achieve desired outcomes. E. Demonstrate the use of form and function of brands and brand presentation and how brand loyalty increases profits over time.	30	1	**Academic:** LS: 11-12.1, 11-12.2, 11-12.4 WS: 11-12.4 HSST: 11-12.6 **CTE Anchor:** Communications: 2.3, 2.4, 2.5, 2.6 Technology: 4.1, 4.2, 4.3 Health and Safety: 6.6 Responsibility and Flexibility: 7.4, 7.7 Ethics and Legal Responsibilities: 8.1 Technical Knowledge and Skills: 10.8 Demonstration and Application: 11.4, 11.5 **CTE Pathway:** C3.6, C3.4, C3.3, C3.1, C4.1, C4.6, C4.4, C4.5, C6.1, C6.3, C6.4, C9.2, C9.4, C9.1, C9.3, C9.6, C9.5
VI.	**UNIT 6: MARKETING CHANNELS AND PROMOTIONAL PLAN**	**CR**	**Lab/ CC**	**Standards**
	A. Examine industry-specific vocabulary and use rhetorical strategies. B. Determine relationships between elements of the research topic. C. Utilize primary and secondary resources to identify discrepancies between sources. D. Critique expository documents. E. Determine target audience. F. Incorporate appropriate tone. G. Itenfify and anaylze retail, wholesaling and physical distribution marketing channels H. Analyze and differentiate the promotional mix concepts in marketing. I. Explain the nature and scope of public relations.	30	10	**Academic:** LS: 11-12.4 RSIT: 11-12.7 WS: 11-12.4, 11-12.5 **CTE Anchor:** Communications: 2.4 Career Planning and Management: 3.9

	J. Discuss trade and consumer sales promotion. K. Discuss the elements of visual advertising and the artistic aspects of a display. L. Explain the purpose and importance of advertising. M. Compare and contrast the different types of advertising media. N. Create appropriate digital and print advertising. O. Calculate media costs. P. Create an MLA formatted Works Cited.			Technology: 4.3 Technical Knowledge and Skills: 10.3, 10.8, 10.9 Demonstration and Application: 11.1, 11.2 **CTE Pathway:** C2.1, C3.6, C3.5, C3.3, C3.4, C4.1, C4.6, C4.5, C4.2, C4.4, C6.1, C6.2, C6.3, C6.4, C6.5, C8.4, C9.2, C9.4, C9.6, C10.1
VII.	**UNIT 7: SELLING**	**CR**	**Lab/ CC**	**Standards**
	A. Understand persuasive speaking strategies and the key components of notable speeches. B. Analyze persuasive speeches by identifying its focus, intended audience and purpose, organization, and development, evaluating its overall persuasive appeal. C. Compare and contrast the similarities and differences between persuasive speeches and selling/product presentations. D. Define selling, the goals of selling, and identify different types of selling situations. E. Describe the goals and techniques for creating effective product presentations. F. Understand and determination of pricing strategies G. Understand customer buying motives and the three types of decision making. H. Demonstrate the "Seven Steps of Selling." I. Formulate open-ended questions vs. close-ended questions. J. Employ research methodology utilizing primary and secondary sources. K. Apply appropriate interviewing techniques to ask questions and use language that demonstrates knowledge of the subject. L. Relate product knowledge in terms of features and benefits. M. Use rhetorical devices in public speaking. N. Develop and present informative and persuasive speeches for an intended audience utilizing narrative, persuasion, and rhetorical devices. O. Structure ideas and arguments in a coherent and logical fashion including visual aids by employing appropriate technology anticipating the potential misunderstandings, biases, and expectations	12	5	**Academic:** LS: 11-12.5, 11-12.6 RSIT: 11-12.4 WS: 11-12.6 HSST: 11-12.5 **CTE Anchor:** Communications: 2.4, 2.5, 2.6 Technology: 4.3 Responsibility and Flexibility: 7.3, 7.4, 7.6, 7.7 Ethics and Legal Responsibilities: 8.3, 8.4, 8.5, 8.6, 8.8 Leadership and Teamwork: 9.3, 9.6, 9.7 Technical Knowledge and Skills: 10.3, 10.5, 10.9, 10.13, 10.14 Demonstration and Application: 11.3, 11.4 **CTE Pathway:** C1.4, C2.2, C2.3, C3.2, C4.1, C4.5, C5.1, C5.3, C6.1, C8.6, C8.3, C8.4, C9.2, C9.3, C9.4, C9.5, C9.6, C10.1, C11.5
VIII.	**UNIT 9: COLLEGE AND CAREER PLANNING**	**CR**	**Lab/ CC**	**Standards**

	A. Conducting research on career options. B. Conducting interviews of professionals in chosen field of research. C. Include optimizing employability by completing an employment portfolio which encompasses, but is not limited to the following: 1. Demonstrating correct use of formatting for workplace documents. 2. Identifying and utilizing correct purpose and tone for a specific audience. 3. Demonstrating effective use of language and word choice. 4. Revising and editing text. 5. Participating in mock job interviews. 6. Utilize strategies for self-promotion in the hiring process, such as job application, resume writing, interviewing skills, and preparation of a portfolio.	14	3	**Academic:** LS: 11-12.1, 11-12.5 RSIT: 11-12.3 HSST: 11-12.5 **CTE Anchor:** Communications: 2.4, 2.6 Career Planning and Management: 3.2, 3.3, 3.4, 3.5, 3.7, 3.8, 3.9 Technology: 4.3 Health and Safety: 6.6 Ethics and Legal Responsibilities: 8.3 Leadership and Teamwork: 9.4 Technical Knowledge and Skills: 10.3 Demonstration and Application: 11.2, 11.3, 11.4, 11.5 **CTE Pathway:** C1.1, C2.1, C4.2, C5.4, C5.2, C5.3, C5.1, C7.3, C7.4, C7.1, C11.4, C11.5, C11.1
IX.	**RETAIL EXPERIENCE (STUDENT STORE OPERATIONS)**	**CR**	**Lab/ CC**	**Standards**
	• Job Placement in Student Store • Students Submit Resumes/Job Applications for Retail Positions offered in the school's student store. • Management/Supervisory Students Interviewed first, then all other employees; once management is determined by instructor, new management staff has contributory input for hiring staff from course employees • Students get on-the-job training in the full operations of the school;s on site student store. Structure of the store is with a class of 36: • Management consisting of One-Two Managers, Two Merchanding Supervisors, Two Advertising Supervors, One Social Media/Web Supervisor and One Operations Supervise • Staff is distributed throughout the departments • Once foundational Marketing Concepts are mastered, then the transition to learning through application will proceed with students working in the student store approximately 2-3 hours per week for a total of between 55-60 hours (which could include out-of-class) time.	5	50	**Academic:** LS: 11-12.1, 11-12.2, 11-12.6 RSIT: 11-12.7 WS: 11-12.4 **CTE Anchor:** Communications: 2.3, 2.4, 2.5, 2.6 Career Planning and Management: 3.2, 3.3, 3.9 Technology: 4.3 Problem Solving and Critical Thinking: 5.1, 5.4 Health and Safety: 6.6 Responsibility and Flexibility: 7.1, 7.2, 7.3, 7.4 Ethics and Legal Responsibilities:

				8.4, 8.5, 8.6, 8.7, 8.8 Leadership and Teamwork: 9.3, 9.4, 9.6, 9.7 Technical Knowledge and Skills: 10.1, 10.3, 10.6, 10.7, 10.8, 10.9, 10.11, 10.12, 10.14 Demonstration and Application: 11.1, 11.2, 11.3, 11.4, 11.5 **CTE Pathway:** C2.2, C4.1, C4.6, C5.4, C8.5, C8.6, C8.4, C9.3, C9.4, C9.6, C10.1, C11.3, C11.4, C11.1, C11.5

Entered by:

District: Santa Maria Joint Union High School District
Contact: Cindy Quaid, Business Educator Department Chair
Phone: 805-925-2567
Email: cquaid@smjuhsd.org

Course Title

Introduction to Computers in Business

Description of Target Group

This course is open to students in the 9th through 11th grades who have successfully completed one or more semesters of typing. This one-semester course is intended for the student who has an interest in learning to operate a personal computer with hands-on experience using the Apple computer. This course is not open to any student who has received credit in Computer/Business Machines.

Purpose

The students will study a brief history of computers; learn the basic components of a computer system; operate the computer in word processing, spreadsheet, simple graphics, and special uses. Students will be introduced to career opportunities related to computers.

Standards of Expected Student Achievement

Upon completion of the course, the student will be able to:

1. Demonstrate a knowledge of the history of computer technology.
2. Demonstrate an understanding and use of computer hardware.
3. Demonstrate an understanding of the legalities of software, copyrights, etc.
4. Demonstrate the computer skills needed to operate the computer and computer programs.
5. Type simple manuscripts and/or reports and letters using a basic word processing software program.
6. Set up a file using the data base.
7. Demonstrate a knowledge of the uses of the spreadsheet.
8. Run a simple graphics program (time permitting).

Instructional Materials

Text, Supplementary Materials, and selected Software.

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in Santa Maria Union High School District.

Activities

Hands-on experience at the computer, lectures, demonstrations, testing, videos, and workbook activities.

Course Description

A. COVER PAGE

1. Date of Submission (Please include Month, Day and Year)

2. 1. Course Title
~~Computer Applications 2~~
Intro to Web Design Programming

4. 2. Transcript Title(s) / Abbreviation(s)
~~Comp App 2~~
Intro-WebDesign

5. 3. Transcript Course Code(s) / Number(s)
BU6013, BU6014

6. 4. School
7. Santa Maria High School

8. 5. District
Santa Maria Joint Union High School District

9. 6. City
10. Santa Maria

12. 7. School / District Web Site
http://smjuhsd.k12.ca.us/santa_maria

15. 8. School Course List Contact

Name: **Jim Armstrong**

Title/Position: **Asst. Supt/Curric & Instruction**

Phone: (805) 922-4573 **Ext.:** **4211**

E-mail: jarmstrong@smjuhsd.org

3. 9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Language other than English
- ☐ Visual & Performing Arts
  - ☐ Intro ☐ Advanced
- [x] College Prep Elective

11. 10. Grade Level(s) for which this course is designed

☐ 9 [x] 10 [x] 11 [x] 12

13. 11. Seeking "Honors" Distinction?

14. ☐ Yes [x] No

16. 12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- [x] 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Is this an Internet-based course? ☐ Yes [x] No

If "Yes", who is the provider? ☐ UCCP ☐ PASS/Cyber High ☐ Other _____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- ☐ A course reinstated after removal within 3 years. Year removed from list? _____
  Same course title? ☐ Yes ☐ No
  If no, previous course title? _____
- ☐ An identical course approved at another school in same district. Which school? _____
  Same course title? ☐ Yes ☐ No
  If no, course title at other school? _____
- ☐ Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- ☐ Approved UC College Prep (UCCP) Online course
- ☐ Year-long VPA course replacing two approved successive semester courses in the same discipline
- ☐ Approved P.A.S.S./Cyber High course
- ☐ Approved ROP/C course. Name of ROP/C? _____
- ☐ Approved CDE Agricultural Education course

☐ Other. Explain: _____

16. Pre-Requisites

Computer Applications I

17. Co-Requisites

N/A

18. Is this course a resubmission? ☐ Yes ☒ No

If yes, date(s) of previous submission? _____

Title of previous submission? _____

19. Brief Course Description

.An introduction to basic computer concepts and skills, programming techniques and web page design using HTML and JavaScript and advanced Internet technologies. A general education course dealing with how computers work, how they are used and their effects on society. Students will work in a classroom/computer lab setting.

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

1) Understand basic user/software/hardware interfaces
2) Become aware of the history of computers and the WWW
3) Understand HTML and JavaScript coding
4) Demonstrate ability to problem solve in HTML and JavaScript
5) Develop basic understanding of design principles
6) Build a web site
7) Publish a web site using FTP protocol

21. Course Objectives

1) Become aware of the uses and importance of the computer on society
2) Understand and appreciate the user/software/hardware interface
3) Understand logical processes of computer problem solving
4) Understand HTML organizational techniques
5) Develop web pages that include hyperlinks and JavaScript
6) Incorporate programming control structures into their web page design

22. Course Outline

a. Computing Fundamentals – book exercises, quizzes and tests
b. Online Connections – book exercises, quizzes, and tests
c. HTML book exercises
d. Projects –
    i. Create a calendar in HTML using a table
    ii. Create a survey on campus cleanliness using a form with radio buttons, check boxes, text boxes, and a drop down list
    iii. Research good resource sites for HTML or JavaScript help
    iv. FTP protocol and publishing a site.
        1. Research web publishing and costs.
        2. Use FTP protocol to publish your site.
    v. Storyboarding – make storyboard cards on 5x8 cards with a card for each page showing the design layout, font to be used, colors, etc.
    vi. Design and build a web site that outlines the most important points learned about HTML in a frameset. Include a welcome page, basic tags page, and resources page. Publish site.
e. JavaScript book exercises
f. Culminating project
    i. Design a site using the approved subject of your choosing. Include storyboard cards, a frames based site with a nested frameset, a rollover image, compressed images, a frame based slide show, a random image array, a form with radio buttons, check boxes, text boxes, a drop down list and with an alert message and a conditional statement
    ii. Graded final project parts
        1. Storyboards
        2. Color scheme, font choices, background color, etc.
        3. Index page
        4. Image gallery – image composite sheet
        5. Array page with code
        6. Form w/ alert and conditional alert
        7. Published site
        8. Completed final project

23. Texts & Supplemental Instructional Materials

HTML and JavaScript and Advanced Internet Technologies – Turner & Barksdale, South-Western
Practical Computer Literacy – Parsons and Oja, Course Technology, Thomson Learning

24. Key Assignments

a. Create a calendar in HTML using a table
b. Create a survey on campus cleanliness using a form with radio buttons, check boxes, text boxes, and a drop down list
c. Research good resource sites for HTML or JavaScript help
d. Use FTP protocol to publish your site.
e. Published web site that outlines the most important points learned about HTML in a frameset.
f. Culminating project
    i. Design, code and publish site including all criteria given
    ii. Graded final project parts
        1. Storyboards
        2. Color scheme, font choices, background color, etc.
        3. Index page
        4. Image gallery – image composite sheet
        5. Array page with code
        6. Form w/ alert and conditional alert
        7. Published site
        8. Completed final project

25. Instructional Methods and/or Strategies

Written assignments
Computer based instructor demonstrations
Visual presentation formats for web design
Visual presentation of samples of a basic web site
Internet research as required for projects
Oral presentations
Peer evaluation and revision of layouts

26. Assessment Methods and/or Tools

Written assignments demonstrating ability to effectively communicate knowledge of computer software and hardware interfaces
Activities and projects demonstrating knowledge of HTML and JavaScript programming language
Written critiques of various web sites using basic design principles
Vocabulary homework
Ability to read and follow instructions
Quality of completed assignments
Self-evaluations and peer critiques
Portfolio
Final Project
Assessment criteria
Assessment rubric
Efforts on projects

Course Title

Introduction to Marketing

Description of Target Group

This one semester course is designed as a Business elective for all grade levels.

Purpose

Introduction to Marketing provides instruction to students who are seeking employment or currently working in marketing occupations, planning to major in marketing, business management, or operating their own business.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Establish career planning and employment opportunities in business and industry.
2. Develop leadership characteristics and qualities, practice problem solving, and decision making skills.
3. Apply effective communication skills orally and in writing using appropriate vocabulary and terminology for the industry.
4. Demonstrate effective human/customer relations skills by working with people and developing positive intra- and interpersonal skills.
5. Demonstrate knowledge of basic computer/terminal applications and functions in industry.
6. Demonstrate effective techniques in selling products/services explaining features and benefits based on customers needs.
7. Explain operations, policies, and procedures utilized in industry including stocking, inventory control, and security.
8. Develop effective entrepreneurial qualities and show how they relate to successful business operations and ownership.
9. Identify basic financing systems and security procedures in marketing.
10. Explain how risk factors are managed in business.
11. Demonstrate knowledge of effective advertising, written and visual merchandising, promotion, and other marketing strategies for products or services in the industry.
12. Explain basic economic concepts such as supply and demand, types of business ownership, and the free enterprise system.
13. Prepare a resume, cover and follow-up letter, complete an application, and participate in a job interview.

Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Demonstrations, lectures, tech prep integrated performance activities, video library, guest speakers, field trips, and cooperative learning activities.

UNITS OF INSTRUCTION:
Introduction to Marketing is divided into the following instructional units:

- Career Development
  - Career Decisions
- Leadership
  - Leadership skills
  - FBLA
- Communications
  - Written and oral communication skills
  - Critical thinking skills
- Mathematics
  - Problem solving and computational skills
- Human Relations
  - Working with people
  - Decision making
  - Problem solving
  - Self Esteem
  - Personal traits
  - Interpersonal skills
- Economic Concepts
  - Basic economic concepts
  - Marketing concepts and information
  - Entrepreneurial awareness
  - Financial systems
- Computer Applications
  - Basic computer applications
- Operations, Policies, and Procedures
  - Marketing operations
  - Security
  - Distribution
  - Product/service planning
  - Purchasing policies
- Selling Product/Service Knowledge
  - Basic selling concepts
  - Sales skills and techniques
- Promotional Strategies
  - Advertising
  - Displays
- Product promotion

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
Intervention through Technology

2. Transcript Title(s) / Abbreviation(s)
Inv Thru Tech

3. Transcript Course Code(s) / Number(s)
BU0001, BU0002, BU0003, BU0004

4. School
Santa Maria High School

5. District
Santa Maria Joint Union High School District

6. City
Santa Maria, CA 93455

7. School / District Web Site
http://www.smjuhsd.k12.ca.us

8. School Course List Contact

Name: Jim Armstrong

Title/Position: Asst. Supt. Curric/Instruction

Phone: 922-4573 **Ext.:** 4211

E-mail: jarmstrong@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Language other than English
- ☐ Visual & Performing Arts
  - ☐ Intro ☐ Advanced
- ☐ College Prep Elective

10. Grade Level(s) for which this course is designed
9, 10, 11, 12

11. Seeking "Honors" Distinction?
No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☐ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Is this an Internet-based course? **No**

If "Yes", who is the provider? ☐ UCCP ☐ PASS/Cyber High ☐ Other _____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- ☐ A course reinstated after removal within 3 years. Year removed from list? _____
  - Same course title? ☐ Yes ☐ No
  - If no, previous course title? _____
- ☐ An identical course approved at another school in same district. Which school? _____
  - Same course title? ☐ Yes ☐ No
  - If no, course title at other school? _____
- ☐ Year-long VPA course replacing two approved successive semester courses in the same discipline
- ☐ Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- ☐ Approved UC College Prep (UCCP) Online course
- ☐ Approved CDE Agricultural Education course
- ☐ Approved P.A.S.S./Cyber High course
- ☐ Approved ROP/C course. Name of ROP/C? _____
- ☐ Approved A.V.I.D. course
- ☐ Approved C.A.R.T. course
- ☐ Approved Project Lead the Way course
- ☐ Other. Explain: _____

15. Is this course modeled after an UC-approved course from another school outside your district? ☐ Yes ☐ No

If so, which school(s)? _____

Course title at other school _____

16. Pre-Requisites

17. Co-Requisites

18. Is this course a resubmission? No

If yes, date(s) of previous submission? _____

Title of previous submission? _____

19. Brief Course Description

Intervention Through Technology is a remediation course designed to: assist students to pass CAHSEE, improve reading, writing, and math ability to high school level, and to provide entry level employment skills. Instruction will include entry level computer skills, specific CAHSEE remediation, structured writing development, job acquisition skills with Career Technical focus.

B. COURSE CONTENT

Please refer to instructions

Purpose and Goals:

The purpose of this course is to prepare students to pass the CAHSEE, improve reading and writing skills; and prepare students for entry into postsecondary education and/or employment in the work force.

Instructional Objectives:

Students will be expected to develop basic computer literacy, actively prepare for the CAHSEE, and develop writing strategies. Students will improve reading comprehension and expand vocabulary knowledge. Students will reinforce basic math skills and continue to develop competency. Students will acquire employment skills which will enable them to continue Career Technical Education or enter the work force.

Pre-requisites:

No.

Course Outline:

Computer Literacy
Computer Components & Terminology
CAHSEE Language Arts Blueprint (ELA Power Standards)
PLATO
CTE Foundations Standards
Structured Writing

Editing & Proofreading
Software Application Programs
Employment Acquisition and Skills
Specific Math Skills Development
Grammar and Language Rules
Structured Essay Writing
Vocabulary
CAHSEE Math Blueprint (Math Power Standards)
Oral and Electronic Presentations

Assignments:

- Identify and define computer hardware/software.
- Utilize software to develop basic keyboard skills
- Write and edit a structured Biographical Narrative
- Respond to Literature in a Memo Format
- Utilize PLATO Tutorial to develop mastery of CAHSEE
- Math Remediation using software applications to record/compute grades
- Using PowerPoint, create and present a lesson which reinforces CAHSEE essentials (Power Standards)
- Create a business letter which demonstrates ability to influence or persuade the recipient's viewpoint or position.
- Employ math skills through use of application software to create a time analysis data spreadsheet
- Create tables using Word Bank data

Evaluation:

Projects
Quizzes and/or midterm examination
Written and computer-generated assignments dealing with software applications
Mastery of units including PLATO and other
Observation

Appropriate Reading: (other than textbook)

Technical documents, trade journals, appropriate grade level literature, reference manuals and materials and related websites.

Interpersonal Skills:

Demonstrate teamwork skills
Work cooperatively with classmates to complete specified class assignments
Appropriate listening and speaking skills

Appropriate Ethics:

Students will be held to the standards of ethical behavior associated with modern technology

Course Materials:
Computer workstation

Access to Internet
Direct Instruction utilizing technology from teacher workstation
PLATO
Various application software

Course Title

KEYBOARD1NG 1A (replacing Typing 1A)

Description of Target Group

This course is designed for all high school students.

Purpose

This is the first semester of a year-long course designed to meet the requirements of all students who want to learn the skill of keyboarding in order to meet their personal writing requirements or to advance their skills to a job performance level.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Demonstrate with correct fingering the proper use of all keys on the keyboard.
2. Demonstrate a minimum speed of 15 wpm with no more than one error per minute.
3. Demonstrate the ability to identify the parts of a letter and be able to recognize proper placement.
4. Demonstrate the ability to proofread and correct errors.
5. Demonstrate the ability to center both horizontally and vertically.
6. Demonstrate the ability to type reports with endnotes.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

The first six weeks of the course is devoted to learning the proper fingering of the keyboard (alphabetic keys, numbers and symbols). The students progress to typing letters, reports and tables. Three-minute times writings will be given periodically to judge the students progress in speed.

Course Title

KEYBOARDING 1B (Replacing Typing 1B)

Description of Target Group

This is the second semester of a year-long course and is open to all students at the 9th, 10th, 11th, and 12th grade level who have completed Keyboarding A.

Purpose

The student will gain an understanding of personal and business letters, tables, reports, and manuscripts. Further competence of the keyboard with speed and accuracy is stressed.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Demonstrate correct and efficient operation of the computer and printer.
2. Competence of the keyboard and the fundamentals of keyboarding.
3. Demonstrate qualities of neatness, initiative, and accuracy.
4. Demonstrate responsibility to organize supplies and work area in an efficient manner.
5. Demonstrate responsibility and initiative in completing assignments and accurate proofreading of assignments.
6. Demonstrate the ability to perform at the vocational job-entry level.
7. Demonstrate ability to accurately type letters, memorandums, manuscripts, and tables.
8. Demonstrate the ability to type at rate of speed acceptable to the department standards.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Material will be presented to the students through lectures, class discussions, demonstrations, and in some instances, individualized learning.

Course Title

Keyboarding Review (Replacing Typing Review)

Description of Target Group

This course is designed for students who learned to touch type in Jr. High but have no formal training in formatting. Students who did not pass Keyboarding A or received a D should take this course before proceeding to Keyboarding B.

Purpose

This one semester course is designed for students to reinforce their learning of touch-typing. They will become more proficient in keying numbers and symbols as well as alphabetic keys. Strong emphasis will be placed on proper formatting of documents and increasing speed.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Identify the hardware components of the microcomputer.
2. Demonstrate the ability to properly operate a printer as well as cease print jobs properly.
3. Demonstrate ability to produce hard copies of properly formatted documents such as letters, reports and tables.
4. Demonstrate the ability to follow verbal as well as written instructions.
5. Reach a higher degree of proficiency in spelling, grammar, punctuation, and proper word division.
6. Demonstrate ability to evaluate personal work, proofread, and make corrections.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

The teacher will utilize the demonstration method of instruction. Instruction will be verbal as well as written. Timed writings, daily production work and achievement tests will be given to evaluate the students' progress.

Course Title

Law, Business

Description of Target Group

This one-semester course is open to all students. It is recommended that the course be taken at the 11th and 12th grade level.

Purpose

To give the student an understanding of basic business law principals needed to conduct our daily activities.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Understand the five elements of a contract.
2. Identify and understand the different types of fraud apparent in our society.
3. Know consumer rights and responsibilities as implied by state legislation.
4. Understand the different types of bailments and the legality of each.
5. Experience the awareness of the tenant and landlord relationships and the rights of each.
6. Recognize the importance of a will and the legality involved.
7. Evaluate rights and responsibilities of parties to a sales contract.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Lecture, discussion, filmstrips, tapes, casework, speakers, testing.

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
Marketing/Student Store

2. Transcript Title / Abbreviation
Marketing IA, Marketing IB

3. Transcript Course Code / Number
BU 6032 BU 6033

4. School
Santa Maria High School

5. District
SMJUHSD

6. City
Santa Maria CA

7. School / District Web Site
www.smjuhsd.k12.ca.us

8. School Course List Contact

Name: Cindy Quaid

Title/Position: Business Instructor

Phone: 805-925-2567 **Ext.: 3613**

E-mail: cquaid@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Language other than English
- ☐ Visual & Performing Arts
- ☒ College Prep Elective

10. Grade Level(s) for which this course is designed
11 12

11. Seeking "Honors" Distinction?
☐ Yes ☒ No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- ☐ A course reinstated after removal within 3 years. Year removed from list? _____
  Same course title? ☐ Yes ☐ No
  If no, previous course title? _____
- ☐ An identical course approved at another school in same district. Which school?
  Same course title? ☐ Yes ☐ No
  If no, course title at other school? _____
- ☐ Alternative course title for course with identical content at this school
  Title of previously-approved identical course: _____
- ☐ Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- ☐ Approved UC College Prep (UCCP) Initiative course
- ☐ Approved P.A.S.S. course
- ☐ Approved ROP/C course. Name of ROP/C? _____
- ☐ Combining two UC-approved semester VPA courses into a single, year-long VPA course
  Titles of previously-approved semester courses: _____
- ☐ Other. Explain: _____

14. Is this course modeled after an UC-approved course from another school <u>outside</u> your district? ☒ Yes ☐ No

If so, which school(s)? Center for Research & Tech

Course title at other school Modern American Economy

15. Pre-Requisites

2 years English, Algebra 1, science

16. Co-Requisites

17. Brief Course Description

Marketing is a comprehensive course designed to provide the student with the knowledge and skills to enter and succeed in the world of the marketer. An in-depth study of the economy of the 21st century and the aspects of marketing are examined. Economic and marketing concepts, such as database management, advanced communications strategies, decision-making for the market place, and resource allocation and product distribution, are emphasized.

Through the study of the economy and marketing, students will develop critical reading, writing, and thinking skills.

B. COURSE CONTENT

Please refer to instructions

18. Course Goals and/or Major Student Outcomes

- Provide students with an opportunity to investigate different economic aspects of the American economy as it related to marketing and advertising
- Increase understanding of and insights into the role of America in the international market place; and
- Combine research and integrated academics that enable students to understand the crucial role that marketing and advertising play in the economy.

19. Course Objectives

In Marketing, students will do the following:

1. Demonstrate an understanding of the global environment as it related to the market place, Standard: *California Business Education Standards Draft*. Gr. 9-12, Global Marketing 5.2.2
2. Analyze the components associated with successful marketing. Standard: *California Business Education Standard Draft.* Gr. 9-12, Global Marketing 5.2.8; Marketing Strategies 5.3.3
3. Understand the concepts and processes needed to obtain, develop, maintain, and improve a product in response to market opportunities. Standard: *California Business Education Standard Draft.* Gr. 9-12, Marketing Strategies 5.3.5
4. Analyze communication strategies needed to provide information about products, services, images, and/or ideas. Standard: *California Business Education Standard Draft.* Gr. 9-12, Global Marketing 5.2.2 ; Selling Concepts 5.6.4; Merchandising 5.9.7
5. Demonstrate an understanding of the nature, importance and strategies of the marketing process. Standard: *California Business Education Standards Draft.* Gr. 9-12, Marketing Strategies 5.3.6; Product Service and Management 5.4.6; Promotion 5.5.5

6. Explain the financial services institutions in a dynamic marketplace. Standard: *California Business Education Standards Draft.* Gr. 9-12, Telecommunications 4.5.2
7. Demonstrate knowledge of a variety of functional strategies for competitive marketing. Standard: *California Business Education Standards Draft.* Gr. 9-12, Communication and Interpersonal Skills 5.1.4; Marketing Strategies 5.3.9; Product Service and Management 5.4.3; Financial Services 5.7.4
8. Implement a strategic plan for the successful marketing of a competitive business. Standard: *California Business Education Standards Draft.* Gr. 9-12, Marketing Strategies 5.3
9. Experience real world opportunities in the market place. Standard: *California Business Education Standard Draft.* Gr. 9-12, Entrepreneurship 6.0

20. Course Outline

Students will explore topics focusing on the American economy and how it related to the marketing arena; Economics of Marketing, corporate environment analysis, internal business analysis, expanding, declining and hostile markets, and real world problem solving.

1. Marco Economic Principles
    a. Fiscal Policy
    b. Monetary Policy
    c. International Economics
2. Environment Analysis
    a. Economics
    b. Government
    c. Technology
    d. Culture
    e. Demographics
3. Internal Analysis/Economic Constraints
    a. Portfolio Analysis
    b. Market Attractiveness
    c. Financial Resources
4. Organizational Characteristics
    a. Differentiation Strategies
    b. Building Product Loyalty
5. Strategic Thrusts
    a. Low costs
    b. Focus
    c. Pre-emptive move
    d. Synergy
6. Growth Strategies
    a. Cost/Benefit Analysis
    b. Expanding Markets
        i. Operating economics
        ii. Access to demand
        iii. Operating costs
        iv. Diversification
7. Declining and Hostile Markets
    a. Market analysis
    b. Solutions
8. Real World Applications

a. Professional Standards
b. Employee/Employer Rights
c. Application of skills

21. Texts & Supplemental Instructional Materials

To be determined. Much of the materials are supplemental as this is an integrated course with students focusing on project based on learning.

22. Key Assignments

23. Instructional Methods and/or Strategies

- Direct instruction (lecture, reading, labs and investigations, writing B reports, journals, analyses, essays C speaking, presentations, guest speakers);

- Laboratory investigations and projects using educational materials and computer technology;

- Team teaching including assisted instruction form university, business, and community partners as well as all management aspects of the school retail store

- Community-based research projects with professional mentors;

    - Use of a variety of instructional materials and resources including electronic media, professional journals and reference materials, textbooks, and other print information;
    - Self-directed, cooperative, and collaborative learning to increase the responsibility of students for their own learning;
    - Students presentations, exhibits, and competitions B both team and individual;
    - Embedded assessments as a learning tool;
    - SDAIE (Special Designed Academic Instruction in English);
    - Differentiated instruction for exceptional students.

24. Assessment Methods and/or Tools

Assessment opportunities, which allow for continuous evaluation of students progress, will be embedded throughout the course and should be a learning experience. All students will be expected to achieve mastery of all topics; demonstrations of mastery will sometimes occur in a public forum. Emphasis is placed on integrated curriculum projects and student exhibits. The following strategies, which include both formal and informal assessment techniques will include, but are no limited to:

1. Experiments, demonstrations, discussions, debates, simulations, and projects
2. Students presentations, exhibits, and competitions B both team and individual
3. On-going and cumulative portfolio record of projects and component investigative accomplishments
4. Written tests with a variety of objective, short answer, and extended essay questions
5. Written assignments such as justifications, investigations, and research, evaluative, or technical papers
6. Individual, group and community (e.g., world of finance and banking professionals and academia) assessments.

C. HONORS COURSES ONLY

Please refer to instructions

25. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

26. Context for Course (optional)

27. History of Course Development (optional)

Submitted to UC 2/28/06
Pending Approval: G/Elective
Replacing: Student Store A/B BU6030/BU6031

COURSE TITLE:
MULTIMEDIA OCCUPATIONS "A" (ROP)

DEPARTMENT:
Regional Occupational Program (Business)

DESCRIPTION OF TARGET GROUP:
This course is the first semester (5 units) of a two semester (10 units) elective course designed for juniors and seniors planning to enter the workforce or continue their education at the college level.

PURPOSE:
This course is designed to give a broad overview of multimedia applications in business and industry and teach students design concepts used in product design, business proposals and marketing. Students will learn to use a wide range of multimedia software and hardware. Students will begin development of a multimedia portfolio including: hard copy, digital and video samples of their work.

PREREQUISITES:
Computer literacy (usually completion of Computer Application A and B)

RECOMMENDED COURSE WORK:
While students with personal experience in a variety of computer applications will likely have many of the skills necessary to be successful in this course, It is preferred that students take **one** of the following courses prior to enrolling in Multimedia Occupations:

Exploratory Business, Intro to Marketing, Communication Technology, Mechanical Drawing, Design A, Drawing A, Photography 1A.

STANDARDS OF EXPECTED STUDENT ACHIEVEMENT:
Upon completion of this course, students will be able to successfully demonstrate the following knowledge and skills:

Knowledge of Industry, overview and outlook:
- Multimedia uses in the modern business enterprise
- Basic principles of elements of design from a product/marketing perspective
- Integrating graphic design in business correspondence and marketing

  - Orthographic, oblique, isometric, projection
  - Perspective drawing
- Computer graphic image editing
- Introduction to 3D modeling
- Basic animation principles and techniques
- Basic presentation techniques

Knowledge of Industry, overview and outlook cont.:

- Basic PowerPoint functions and formatting
- Basic HTML to supplement packaged web page design tools

SKILLS:

1. Apply the principles and elements of design to basic page layout for business presentations and marketing.
2. Create simple orthographic, oblique, isometric and perspective drawings.
3. View and edit photos and computer generated graphics using basic editing and filter tools.
4. Basic presentation skills and formatting using multimedia applications.
5. Enhance presentations and projects utilizing basic animation techniques.

ASSESSMENT:

Students will demonstrate competency by:

1. Effectively creating assignments by following technical written and oral instructions.
2. Receiving passing grade on written tests.
3. Producing completed projects using each of the software and hardware tools utilized in the course.
4. Regular and effective communication with their business/industry partner.
5. Presentation of completed project to class utilizing MS PowerPoint with a LCD projector.

INSTRUCTIONAL MATERIALS:

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

ACTIVITIES:

As outlined in the assessment section above, students will utilize a variety of software and hardware components to effectively produce present a basic multimedia project to the class.

COURSE TITLE:
MULTIMEDIA OCCUPATIONS “B” (ROP)

DEPARTMENT:
Regional Occupational Program (Business)

DESCRIPTION OF TARGET GROUP:
This course is the second semester (5 units) of a two semester (10 units) elective course designed for juniors and seniors planning to enter the workforce or continue their education at the college level.

PURPOSE:
This course is designed to increase student proficiency in the implementation of multimedia applications in business and industry utilizing design concepts for product design, business proposals and marketing. Students will use a wide range of multimedia software and experience first-hand the power and purpose of multimedia as a communication tool in business. Each student will produce a portfolio including: hard copy, digital and video samples of their work as well as a functioning Internet web site for a local business.

PREREQUISITES:
Multimedia Occupations “A”

STANDARDS OF EXPECTED STUDENT ACHIEVEMENT:
Upon completion of this course, students will be able to successfully demonstrate the following knowledge and skills:

Knowledge of Industry, overview and outlook:
- Multimedia uses in the modern business enterprise
- Advanced principles of elements of design from a product/marketing perspective
- Integrating graphic design in business correspondence and marketing
  - Orthographic, oblique, isometric, projection
  - Perspective drawing
- Advanced computer graphics image editing
- Advanced 3D modeling techniques
- Complex computer animation sequences
- Advanced presentation techniques
- Advanced PowerPoint techniques
- Basic HTML to supplement packaged web page design tools
- Basic web page design for a small business

SKILLS:

6. Apply advanced principles and elements of design to page layout for business presentations and marketing.
7. View and edit photos and computer generated graphics using a variety of advanced special effects and filter techniques.
8. Advanced presentation skills using multimedia tools.
9. Enhance presentations and projects using advanced animation techniques.
10. Convert animations and graphics into web compatible formats.
11. Incorporate all of the above in the development of a web page for a small business.

ASSESSMENT:

Students will demonstrate competency by:

6. Effectively creating assignments by following technical written and oral instructions
7. Receiving passing grade on written tests.
8. Producing completed projects using each of the software and hardware tools utilized in the course.
9. Regular and effective communication with their business/industry partner.
10. Presentation of completed web site to class and business/industry partner utilizing MS PowerPoint with an LCD projector.
11. Teaching industry partner to use and maintain the completed web site.

INSTRUCTIONAL MATERIALS:

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

ACTIVITIES:

As outlined in the assessment section above, students will utilize a variety of software and hardware components to effectively produce a working web site for local businesses. Students will present project to class and business/industry partner and teach business/industry partner to operate and maintain site.

Course Title

Office Technology A (Replacing Office Occupations A)

Description of Target Group

This course is designed as an elective for students in grades 10-12. At least one semester of keyboarding is required.

Purpose

This is the first semester of a year-long course. It stresses office-type duties and it is designed to prepare students for entry-level office jobs. Course work will consist of learning the proper use of the electronic calculator as well as performing data entry and word processing activities on the microcomputer. The student will also learn proper filing procedures.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Demonstrate the ability to type a letter in proper style and in mailable form.

2. Demonstrate the ability to file alphabetically and by subject.

3. Demonstrate the ability to perform basic data entry activities on the microcomputer.

4. Demonstrate the ability to perform basic word processing activities such as typing letters, memorandums, agendas and reports.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Students will learn the proper use of office machines as well as acceptable office conduct. Speakers and field trips may also be used.

Course Title

Office Technology B (Replacing Office Occupations B)

Description of Target Group

This course is designed as an elective for students in grades 10-12. At least one semester of keyboarding is required.

Purpose

This is the second semester of a year-long course. It goes beyond the fundamentals taught in the first semester and the students work with office simulation packets which enables him/her to gain a better understanding of office-type employment. The students will also be trained to use a transcription machine. At the end of the course, students will research an office job, complete a letter of application, an application and a resume. Interview skills will also be taught.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Transcribe letters, memorandums and other business documents using a transcription machine.

2. Set priorities and complete job tasks in a timely manner.

3. Type letters, agendas, reports, and itineraries.

4. Properly complete an application form.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Students will work with office simulations to learn how to prioritize work and complete various office tasks, from simple to complex. They will transcribe letters and office style memorandums using a transcription machine. Speakers and field trips will continue to be part of the course. Interviewing skills as well as proper methods of applying for employment will be taught.

Course Title

Office Work Experience

Description of Target Group

This course is designed for 10th, 11th, and 12th grade business students who have completed the interviewing process and have been selected to work as a secretary in one of the school offices. These students' names are submitted by business teachers. This course may be for more than one semester up to a maximum of 20-units of credit.

Purpose

It provides a realistic experience for the business student by giving office work experience training. The student who successfully completes this course can enter the job market with more confidence and a higher degree of skill.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Demonstrate the ability to follow directions.
2. Demonstrate typewriter proficiency.
3. Demonstrate the art of proofreading.
4. Demonstrate the application of basic grammar.
5. Demonstrate ability to meet the public, including students and staff.
6. Demonstrate the operation of the copy machine.
7. Demonstrate skills necessary for using the dictionary.
8. Demonstrate the understanding of good human relations and work ethics.
9. Develop an understanding of the relationship between classroom education and on-the job work experience.

Instructional Materials

Resource and supplementary materials as needed.

Activities

Employment is in a school office after going through the interviewing process. The activities include the following: typing on the electric typewriter, filing, answering the telephone, meeting the public, assuming certain responsibilities, application of good human relations, and dictation in shorthand or with transcribing machine (optional).

Course Title

PASCAL, Beginning

Description of Target Group

This class is designed for students in grades 10 through 12 who plan to attend a four-year university or enter a field in which computer programming is important.

Purpose

This one-semester course will provide students with basic instruction in Pascal language grammar, and practice in writing simple programs.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Produce files using the Pascal system editor as a word processor and the Pascal filer as a storage device.
2. Write simple Pascal programs and produce code files using the Pascal system compiler.
3. Successfully run student created programs.
4. Define selected terms used in Pascal.

Instructional Materials

Text and Supplementary Materials

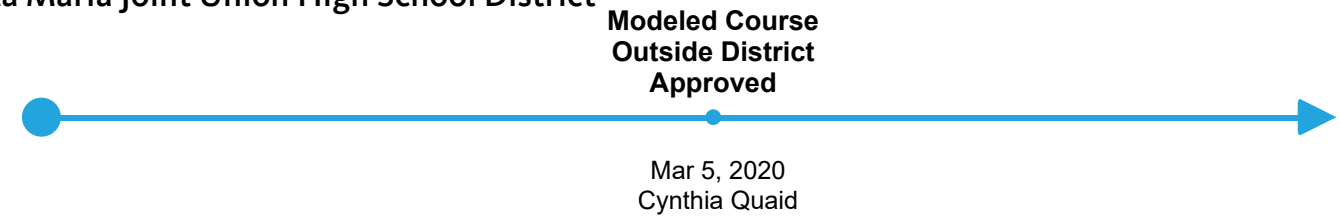
1. Luehrmann and Peckham, Apple Pascal: A Hands-On Approach (McGraw-Hill, 1981).
2. Pattis, Karel the Robot: A Gentle Introduction to the Art of Programming With Pascal (Wiley and Sons, 1981)
2. 3.USUS, MUSUS.
3. Apple II computers with two disk drives.
4. Apple Pascal language.

Activities

Students will practice good programming techniques, diagram flow charts, create storyboards, write programs, take quizzes, and demonstrate successful programs.

Personal Finance

Santa Maria Joint Union High School District



asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)
anta Maria High School (053305)	Classroom Based	Abbreviation: Pers Finance A, Course Code: BU3003 Abbreviation: Pers Finance B, Course Code: BU3004
ioneer Valley High School (053847)	Classroom Based	Abbreviation: Pers Finance A, Course Code: BU3003 Abbreviation: Pers Finance B, Course Code: BU3004
rnest Righetti High School (053303)	Classroom Based	Abbreviation: Pers Finance A, Course Code: BU3003 Abbreviation: Pers Finance B, Course Code: BU3004

Title: Personal Finance

Length of course: Full Year

Subject area: College-Preparatory Elective (G) / Mathematics

UC honors designation? No

Prerequisites: None

Co-requisites: None

Integrated (Academics / CTE)?	Yes
Grade levels:	11th, 12th

ourse Description

urse overview:

Personal Finance is designed to help students gain essential knowledge and skills to make informed decisions about real work financial issues. Students will learn how choices influence occupational options and future earning potential. Students will also learn to apply decision-making skills to evaluate career choices and set personal goals. The course content is designed to help the student make wise spending, saving, and credit decisions and to make effective use of income to achieve personal financial success. This course will cover the following topics: Checking, Saving, Types of Credit, Managing Credit, Paying for College, Budgeting, Investing, Financial Pitfalls, Career, Taxes, Insurance, Behavioral Finance, Mini Units and Bonus Lessons.

Students will design personal and household budgets and simulate the use of checking and savings accounts. They will be able to demonstrate a solid understanding of debt, credit management, investments, apartment rental/lease agreements, and job application and interview processes. Students will gain a solid understanding of car, home, and health insurance policies and practices while learning to be a savvy consumer and price shop. There will be a focus on learning the different types of income and payroll taxes, and students will practice how to properly complete and successfully file IRS forms like 1040EZ, I-9 forms, and State of California income taxes.

Projects will involve research, reading, writing reports and oral presentations. In addition to projects, the students will use math skills to investigate real-world problems and practice math skills that will be used in their daily lives based on Common Core standards. Assessments will be in the form of performance tasks, quizzes, portfolios, and a final exam. Students will develop a deep understanding of the expectations and situations they will face as productive young adults

Assessment opportunities that allow continuous evaluation of students' progress will be embedded throughout the course and will be a part of their learning experience. All students will be expected to achieve a deep understanding of all topics, and students will often demonstrate knowledge in a public forum. Students will complete reflections on Unit Learning; a compilation of work in a portfolio. Students will review their activities from each unit and will write a brief reflection about how any given activity may impact their future financial decisions. Rubric evaluation. This course is inter-curricular with the goals of the national Future Business Leaders of America (FBLA). FBLA is the national organization for high school students who are participating in business related instructional programs.

urse content:

Unit 1: Saving and Budgeting

This unit introduces the topic of personal finance, explores the evolution of the American credit industry, and highlights the importance of both knowledge and behavior when it comes to managing money. It emphasizes the importance of saving and explains the three reasons to save: emergencies, large purchases, and wealth building. This unit also explores the purpose and process of writing a budget and the basics of banking, including balancing and reconciling a checking account. This unit introduces the topic of personal finance, explores the evolution of the American credit industry, and highlights the importance of

both knowledge and behavior when it comes to managing money. It emphasizes the importance of saving and explains the three reasons to save: emergencies, large purchases, and wealth building. This unit also explores the purpose and process of writing a budget and the basics of banking, including balancing and reconciling a checking account.

Math skills: Students create and apply equations to solve real-world problems relevant to both the personal and business environments. Looking beyond simple arithmetic, students will provide a thorough understanding of how to interpret and use variables and functions. Neatness and attention to details and showing work will be stressed. Students will add and subtract real numbers and fractions, decimals and percents; multiply and divide real numbers and fractions, decimals and percents; convert fractions, decimals and percents; identify and define variables; evaluate expressions; use correct order of operations; recognize patterns and use them to estimate outcomes; represent functions by using graphs, tables, equations and words; and solve multi-step problems and draw conclusions about the outcomes

❑ Unit Assignment(s):

Budget Project – Students will use the online site (cacareerzone.org) to create a working budget for their future selves, based on their chosen career from the persuasive essay project. They will start with the average income for this career, minus deductions, debt costs for education or training, fixed expenses and variable expenses. Students will consider the cost of living in a state of their choice including rent, utilities, insurance and any variable expenses. Ultimately, they will balance their bottom line. Students will evaluate their own budgets using a rubric that shows realistic figures and average percentages for each budget category. After checking their budget for reasonableness against the rubric, students will write a summary of their findings and outline what they can and cannot afford with their chosen career path. Compilation of Work in a Portfolio – Students will review their activities from the unit and will write a brief reflection about how any given activity may impact their future financial decisions. Rubric evaluation.

An Alternate lesson would involve participating in the 10-week **H & R Block Budget Challenge simulation**. First steps in this simulation involve selecting vendors and creating a Cash Flow Statement for budget purposes. Students must select a suited 401k contribution, bank account, cell service, apartment choice, cable, car loan, credit card, utilities and car insurance while receiving a set salary and responsibility of a student loan payment.

Cell Phone Bill--Students will look over their cell phone bill carefully and list the charges that appear on the bill. Then research other cell phone service providers and decide which provider has the best deal, is it worth switching? Convince other classmates why your provider is the best option.

Dream Car Project – Students will choose a new car and compare the costs of a base model to the end product, "their dream car" including add-ons, destination fees and taxes. They will compare the Manufacturer Retail Price to the dealer price and understand that the difference is the profit margin. Students will calculate total loan costs, including registration through the DMV and insurance costs. They will make an informed decision about comprehensive versus liability insurance. Students will estimate monthly costs including gas and maintenance. In an essay, they will outline the choices they made in "purchasing" their car and will justify their reasoning for each of these decisions. They will also state the income necessary to purchase and maintain their chosen car. Finally, students will share this information with their peers in a short oral presentation. Rubric evaluation.

Trade-in Project – Students will imagine they are helping a family member trade in a used car and upgrade to a new car. Students will be given a specific car with specifications to find the best trade-in value on that car. They will find the difference between the trade-in and private party value of the car, and will explain the reasons for this difference. Then, students will receive general specifications for the desired new car, and will need to find the best option within 50 miles of our location. Students will write a paper in which they support their choice of car in terms of cost, safety, reliability, and desired features. This paper will include the trade-in value and the overall cost of the new car. Rubric evaluation.

Home Sweet Home Project – Students will find the average market sales price for homes in a location of their choice. They will "purchase" their first home, with a budget of 20% below that average price. They will investigate the following: what it takes to secure a mortgage, current interest rates for the specified loan duration, and closing costs, including the possibility of PMI. Students will use a spreadsheet to create an amortization schedule for their home loans and compare the bottom line cost of the home relative to interest rates and duration. They will write a paper in which they advise first-time buyers on how to navigate the home buying process. In this paper, students will also state income needed to afford their home comfortably. The project will conclude with an oral presentation in which students share their home—including photos—with their peers.

Gross Income Project – Students will investigate how their method of payment makes a difference on both their gross and net income. Students will also investigate how the total price for a large ticket item changes based on the city-specific sales tax rates. This project is a worksheet with scenarios and leading questions that have students independently investigate different types of wages and study variations in sales taxes. To conclude the project, students summarize how these factors—wage structure and sales tax rates—will influence their buying power as consumers. The rubric for this assignment emphasizes neatness, computational accuracy and attention to detail to set a standard for the rest of the course.

Renting Project - Students will investigate what makes renting desirable and will learn about the decisions they may make as renters in the next few years. Students will find all the costs associated with living on their own. They will determine how much income is needed to live alone, versus with roommates, and will consider what characters make a "good" roommate. Students will choose a local rental option. They will write a brief summary explaining their choice, including such factors as the location, size, and amenities. In this summary, students will include a breakdown of living costs and will explain whether or not they could afford to live alone and why. Rubric evaluation.

Unit 2 - Credit and Debt

Students identify the devastating costs of using debt as a financial tool, debunk credit myths, explain the elements of a credit score, identify organizations that maintain consumer credit records, and summarize major consumer credit laws. Students explore 21st Century post-secondary education and career options, highlight the importance of avoiding debt as a young adult, and explain how to cash flow a college education. Students apply systematic decision making to identify the most cost-effective option for purchasing a car. They will identify factors that influence consumer behavior and the effect of inflation on buying power.

⮒ Unit Assignment(s):

Banking Project - Students will investigate how banks and credit unions operate and the requirements to open and maintain an account. Students will do internet research to learn about savings account options at local institutions, with the goal of finding the best available interest rate. They will also consider the cost of not maintaining the required balance and the fees associated with overdrafts. Finally, students paper in which they compare and contrast a local bank and credit union, respectively. In this paper, they will state at which institution they would choose to do business and justify their choice mathematically. A rubric evaluation is used for this project.

Checking Account Project – Students will be given a beginning balance and a scenario with a list of tasks involving their checking account. They will need to pay bills online and with checks, purchase products with a debit card and checks, deposit checks and cash, receive online wages and credit for returned purchases. Students will account for financial institution fees and show all of these events on a reconciliation statement containing every transaction. Students will self-evaluate their final product with a rubric to be sure they have completed all necessary forms, checks, and transaction accurately and that they have found the correct ending balance.

Debt snowball assignment - Students receive a list of debts including the current balance, interest rate, and minimum payments. The students are divided into groups where they will create a budget based on the identified income, taxes, monthly expenses, and debt payments. They are to create a plan to pay off the debt while staying current on their monthly bills. Students are to analyze the interest rates and minimum payments to identify a plan to pay off the debt in a reasonable manner. Students must also consider ways to decrease monthly expenses or increase income in order to help pay off debt. The purpose of this activity is for students to work together in order to evaluate and design a plan to help a person get out of debt and start the debt snowball.

FICO Scores--Students will research FICO scores answer the following questions: What is the range of possible scores? How can each score be interpreted? What contributes to the FICO score? How can you improve it, what hurts it? Then they will summarize the information they find from the websites and prepare the information in an easy-to-read handout/pamphlet that will be shared with family and friends.

Identity Theft Project – The students will research different types of identity scams and will give advice to help other young adults protect their identities. Students will present their findings two ways: (1) in an oral presentation to their peers; and (2) in written form with a trifold informational pamphlet. Their research will include: data from the FTC, ways to protect oneself from fraud, and necessary steps to take and people to contact when someone is the victim of identity theft. Finally, students will advise other young adults how identity theft can impact their immediate and long-term financial futures. Rubric evaluation.

Unit 3: Financial Planning and Insurance

Students highlight the importance of bargain shopping as part of a healthy financial plan and identify important negotiation strategies. This unit establishes basic investing guidelines, describes and compares various types of investments, and identifies elements of employer benefits and retirement plans. Students demonstrate an understanding of the Rule of 72 and how taxes affect the rate of return on investments. Students calculate various investments utilizing compound interest formulas. Students also identify the purpose of financial risk management as well as the appropriate and most cost-effective risk management strategies.

⮒ Unit Assignment(s):

Basic investing assignment - Student will learn how to read a mutual fund prospectus. Students identify the fund objective, the fund managers experience, what companies the fund is invested in, the historical rate of return, the cost to invest in the fund, the turnover ratio, the risk ratio, and the minimum investment. As a class the students use a handout to identify the aforementioned components of a prospectus. The students are then required to choose a mutual fund of their own and identify the same components to the selected prospectus. The purpose of this activity is for students to be able to assess a mutual fund by reading its prospectus.

Insurance Project – Given a certain type of insurance (health, home, auto, life, pet, travel), students will work in pairs to investigate premiums, co-pays, deductions and percentages of liability and the impact of these factors on their coverage. Students will demonstrate their knowledge by creating an informational brochure and giving an oral report in which they advise peers about important considerations for their given type of insurance. Rubric evaluation.

Against All Odds Project – Students will be given $750 to "play" with for one week. They will participate in simple games of chance and may choose to risk a little or a lot. Throughout the week they will fill out a probability and statistics form about each game and learn about their chances of winning big. At the end of the week they will write a reflection paper about their tolerance for risk and will explain how this experience may or may not be similar to investing in the stock market. Rubric evaluation.

Stock Market Game – Students will work in a team and will have $100,000 virtual dollars which they must invest in stocks, bonds, mutual funds or index funds of their choice including being charged a 1% broker fee for all purchases. They will also estimate their purchases prior to trading in the virtual "real-time" simulation. They must invest after researching industry sectors and understand the idea of diversification. Throughout the 8 week period, as they learn more about investing and types of investing, they will make "sells and purchases to try and increase their portfolio. They will do more in-depth

research about their holding and learn about PE Ratios, Market Capitalization, Yields of returns and how to read a Prospectus from a stock. They will summarize their findings and their final portfolio value in a paper in which they use their personal experience to outline how to make solid investment decisions. Rubric evaluation.

Stock Market Project-Students will choose a corporation that they are interested in following, track the daily progress of the stock, create graphs and discuss trends. All research will be used about the corporation they are following (i.e. news highlights) and in the end the student will create a summary of the corporation's stock over a period of time. They will then anaylze the companies future profitability based on the research they have gathered.

Unit 4: Income, Taxes and Giving

Students identify the differences among people's value and attitudes as they relate to money and highlight communication strategies for discussing financial issues. They examine the importance of pursuing a career in line with their strengths, the elements of effective goal setting, the best practices of successful people, and types of income and taxes. Students research and learn how to properly fill out a W-4, I-9, and 1040EZ forms. This unit highlights the importance of giving of your time, talents, and money in order to serve others and leave a lasting legacy.

❑ Unit Assignment(s):

Reading a pay stub assignment - Students learn the following terms: pay period, gross pay, net pay, payroll deduction, pension, 401(k), and FICA (Federal Insurance Contributions Act). Students are provided a sample pay stub. They are to identify: gross pay, amount of local tax, amount of state tax, amount of federal tax, employee contribution to FICA, employee contribution to Medicare, amount of other deductions, purpose of other deductions, and employee's net pay. After identifying these amounts, students are directed to the Internal Revenue Service (IRS) website to answer the following questions: how must an employer report his/her employees' tips to the IRS, what is an Employer Identification Number and how should an employer go about withholding tax when he/she has no regular payroll period. Students are then divided into groups to use an online presentation tool to develop a presentation explaining the parts of a pay stub.

Income Tax Filing Project - Students act as a tax preparer and will fill out both state and federal tax forms (1040EZ, 6402EZ) given a W2 form for a fictitious client. They will then write a paper summarizing what they need to fill out their taxes, how to get forms, where to get help, and where to file forms. Additionally, they will explain why their client received a refund or owed money. The paper will include a reflection about what they learned from this project. Rubric evaluation.

Persuasive Essay – Students will complete a career interest profile (cacareerzone.org), (xello.com) and/or on (virtualjobshadow.com) online to learn how their interests relate to the work world. With the results, they will research a career of interest, find avenues to achieve that career including college, tech schools, trade schools or apprentice programs. Students will also estimate the cost of the higher education needed for their career of interest, and research possible avenues to fund this further education. Finally, students will look at the living wage statistics from the Bureau of Labor and Industry to determine how location will affect their educational and employment opportunities. This investigation will culminate in a persuasive essay, in which students' state and justify their opinion on the best higher education option for their future. This persuasive essay will include a consideration of any educational debt they will incur, based on actual figures from their research. The rubric for this assignment measures the quality of students' arguments (overall structure and supporting details), as well as the accuracy of their computations.

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ourse Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primar
oundations in ersonal Finance - IS Edition	Dave Ramsey	Lampo Press	2016	https://www.daveramsey.com/school/foundations-overview	Yes
inancial Literacy	Joan S. Ryan & Christie Ryan	South-Western Cengage Learning	3rdth Edition. 2016	[empty]	No

Websites

Title	Author(s)/Editor(s)/Compiler(s)	Affiliated Institution or Organization	URL
oundations U	Dave Ramsey	Dave Ramsey	http://www.foundationsu.com/high-school
)ccupational)utlook Handbook	U. S. Department of Labor	Bureau of Labor Statistics	http://www.bls.gov/ooh/
ahoo Finance	[empty]	Yahoo Finance	http://finance.yahoo.com/
Vall Street Journal	[empty]	Wall Street Journal	http://www.wsj.com/
he Stock Market ame	[empty]	The Stock Market Game	http://www.stockmarketgame.org/
verfi	[empty]	Everfi	https://platform.everfi.net/
nowledge Matters ersonal Finance	Peter Jordan, CEO	Future Business Leaders of America	https://knowledgematters.com/about/company
& R Block Budget hallenge	H & R Block	H & R Block	www.H&Rblockbudgetchallenge.com
irtual Job Shadow	[empty]	Virtual Job Shadow	www.virtualjobshadow.com

Other

Title	Authors	Date	Course material type	Website
040EZ and State Income Tax Forms nd Instructions	[empty]	[empty]	Tax Forms/Instructions	https://www.irs.gov/publication
ental Agreement Application xamples	[empty]	[empty]	Renters and Landlord Online Information	http://www.nolo.com

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Course Title

Personal Money Management

Description of Target Group

This is a one-semester course that is designed as and elective for the senior student.

Purpose

The students will become familiar with all personal record keeping that is necessary for any young adult regardless of their future occupation.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Know the principles and application of check writing and banking.
2. Job-getting techniques, such as writing the letter of application, writing a resume, interview, follow up.
3. Know the mechanics of buying and selling a home.
4. Preparing Federal Income Tax Form and State Income Tax Form.
5. Knowledge of all types of insurance that may be necessary for the individual, such as the following: automotive, life, homeowner's, personal liability, fire, and medical.
6. Credit and installment buying with some emphasis being given to figuring interest.
7. Demonstrate the importance of intelligent consumer buying.
8. Prepare and set up a personal budget.
9. Demonstrate the knowledge of payroll deductions, such as state disability, workmen's compensation, in addition to retirement benefits, including Social Security.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

The students will progress through the course by completing a series of related business projects. The teacher will utilize the lecture and demonstration method of instruction. The students will be evaluated through periodic testing.

Course Title

Practical Bookkeeping A

Description of Target Group

This course may be taken by students at all grade levels, but is specifically designed for 9th and 10th grade students who need an introductory course before taking Computer Accounting. Students should not take this course at the same time they are enrolled in an Accounting class or after they have successfully completed an Accounting Class.

Purpose

This course should be taken along with Practical Bookkeeping B as a one-year course. The two courses allow the student to progress from concrete, record keeping activities in the first semester to the more advanced, double-entry concepts in the second semester.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following:

1. An understanding of the duties and requirements for bookkeeping jobs.
2. An understanding of all phases of opening and maintaining a checking account.
3. An understanding of establishing and maintaining a petty cash fund.
4. An understanding of how sales orders and sales invoices are used, prepared and processed.
5. An understanding of how to use a sales journal and accounts receivable ledger to record sales invoices.
6. An understanding of how to use a cash receipts journal and accounts receivable ledger to record money received from customers on account.
7. An understanding of cask discounts and how they are calculated and recorded.
8. An understanding of sales discounts and sales returns and how they are recorded.
9. An understanding of statements of account and of how to prepare them.
10. An understanding of how purchase orders are used, prepared and processed.
11. An understanding of how to use a purchase journal and accounts payable ledger to record purchase invoices.
12. An understanding of how to use a cash payments journal and accounts payable ledger to record payments to creditors.
13. An understanding of purchase returns and allowances and of how they are processed.
14. An understanding of a general ledger and of how to keep a general ledger for a service business.

Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Every new type of problem is thoroughly explained in the reading material and further demonstrated by the teacher showing the actual step-by-step procedure. A related vocabulary drill, math drill, and a series of practice problems are then performed by the student. A workbook with printed forms may be provided for all students.

Practical Bookkeeping B

This course may be taken by all students at all grade levels, but is specifically designed for 9th and 10th grade students who need an introductory course before taking Computer Accounting. Students should not take this course concurrently with an Accounting class or after they have successfully completed an Accounting class.

Purpose

This course should be taken after successfully completing Bookkeeping A.. The two courses allow the student to progress from concrete, record keeping activities in the first semester to the more advanced, double-entry concepts in the second semester.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following:

1. An understanding of how to keep the journals and general ledger for a service business.
2. An understanding of how to prepare the financial statements for a service business.
3. An understanding of how to use the general ledger and the accounts receivable ledger for a merchandising business.
4. An understanding of how to use the general ledger and the accounts payable ledger for a merchandising business.
5. An understanding of sales tax and how to record sales tax for a retail business.
6. An understanding of wages and how to record the payroll and payroll taxes.
7. An understanding of how bookkeepers compute data such as depreciation, bad debts expense, supplies expense, valuing the merchandise inventory, calculating cost of merchandise sold, etc. when preparing a worksheet.
8. An understanding of how the worksheet is used to prepare the financial statements for a merchandising business.
9. An understanding of how to look and apply for a job.
10. An understanding of what factors are used to evaluate employees and of how you are evaluated on the job.

Instructional Materials

Text and Supplementary Materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Every new type of problem is thoroughly explained in the reading material and further demonstrated by the teacher showing the actual step-by-step procedure. A related vocabulary drill, math drill, and a series of practice problems are then performed by the student. A workbook with printed forms is provided for all students.

COURSE DESCRIPTION - **DISTRICT**

(Must be accompanied by a Course Adoption Form & Textbook Adoption Form)

Full Title of Proposed Course: Professional Business Communications

Abbreviated Title for AERIES: _____
(15 characters maximum including spaces & punctuation)

Subject Area: Business **Category:** English ☐ **Intro** ☒ **Advanced**

Is this course classified as a CTE Course? If "yes" please select the following:

Department: Business Education _____ Intro X Concentrator X Completer

Industry Sector: Information Technology Career Pathway: Information Support and Services

Grade Level(s): ☐9 ☐10 ☒11 ☒12 **Unit Value:** ☐.5 (semester/term) ☒1.0 (one year equivalent)

Brief Course Description The Professional Business Communications course is designed to prepare students for essential business communication skills utilizing 21st technology platforms.

Pre-Requisites: 2 years of English/Language Arts — Required _____ Recommended X
Intro to Business (or equivalent) — Required _____ Recommended X

Co-Requisites: 3rd, 4th year of English/Language Arts — Required _____ Recommended X
1 or 2 years of MS Office Suite (or equivalent) — Required _____ Recommended X

COURSE CONTENT

Course Goals and/or Major Student Outcomes

The Professional Business Communications course is designed to prepare students for essential business communication skills utilizing 21st technology platforms. This course will develop the depth and breadth of communication abilities, critical thinking, and problem solving skills. It is specifically designed to give students a competitive edge in both postsecondary education and career pursuits.

The course integrates the foundational principles of business communication with the organizational, analytical and technical concepts required of business communications. The development of a professional portfolio is a key component in each unit. This course emphasizes diversity and innovation through gathering, synthesizing, questioning, and forming articulate data-driven opinions. Students read often and with an open mind, write often and clearly with coherent thought and form, and articulate their reading and writing in presentations using technology, appropriately targeting both academic and real-world audiences.

Course Objectives

This course is designed to provide students with an understanding of the varied and diverse use of communications utilized within the business community. The course will require students to demonstrate a clear understanding of the communication methods in business drawing evidence from literary and informational text. Using this information to produce, reflect, display in a contextual format that shows the mastery of knowledge. The students are expected to analyze and disseminate varied and diverse technologies and resources that include: Internet, technical manuals, and literary texts. Students will demonstrate their acquired knowledge throughout the various presentations of information using diverse technology resources. The purpose of the course is to emulate the academic rigor of a college class, while giving the students the foundational principles of the complex nature of the formats available in business

- Expository writing methodologies for exploration and research
- Formulate systematic strategies to organize and record information (e.g., anecdotal bibliographies.)
- Critiques the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

CTE Content

- Explain the role of business communication in the business enterprise system
- Compare and contrast the various types of business communications used in the diverse organizations
- Differentiate the types of communication systems that are used in the diverse organizations
- Examine the role and function of the professional organizations, industry associations, and organized labor in a productive society
- Compose a written and electronic survey for collection of diverse data in business communication
- Microsoft Office 2010, 2013: Microsoft Excel, Microsoft Word, Google Forms, Survey Monkey

Unit 4- business technologies

Outcomes: Unit four focuses on the utilization of information and technology tools to conduct, present, and develop effective business communications.

"a-g" Academic Topics

- Compose business documents utilizing a variety of technology resource
- Analyze and evaluate the effective structure of document for the purpose of the intended audience
- Utilize a variety of technology tools (Google Docs, Cloud, Internet) to produce, publish, and update individual and collaborative writing/projects

CTE Content

- Describe appropriate computer hardware used in business communication
- Examine technological trends and analyze the impact on business communication
- Integrate appropriate use of the internet, social media into business communications
- Past, present, and future technological advances
- Select, apply, and differentiate appropriate software used in business communications
- Identifies the influence of current and emerging technologies on the local, state, national, and global economies.

Unit 5 – Social Concepts as related to Business Communications

Outcomes: Unit five focuses investigating the various roles of society and social media in business communications. Students will explain the functions and impacts social media and demographics have on effective business communications.

"a-g" Academic Topics

- Advanced investigative research to gather and evaluate relevant information from multiple authoritative print and digital sources.
- Evaluate and integrate multiple sources of information presented in diverse media formats.
- Formulate judgments about the ideas under discussion and supports those judgment with convincing evidence
- Produce clear and coherent written documents to validate the organizational needs.
- Develop and strengthen writing as needed through planning, revision, editing peer evaluation, that focuses on the use of social concepts and media

CTE Content

- Describe the various types of social media that is used in business communications
- Integrate the varied styles of communication methods used in social media
- Examine the benefits, added value of social media to business communications
- Explore the demographic impact of social concepts as they relate to business communications
- Determines the validity of the content and evaluates the authenticity, reliability, and bias of electronic and other resources.
- Applies appropriate problem-solving strategies and critical-thinking skills to work-related issues and tasks

Semester 2

Outcomes: Semester two students will apply the knowledge gained from the first semester to construct a marketing plan, evaluate and design a business presentation. Students will formulate and present a compiled portfolio. Students

- Research career opportunities
- Identifies the important strategies for self-promotion in the hiring process, job applications, resume writing, electronic resumes, interview skills, and preparation and presentation of career portfolio.

***Key Assignments**

Daily Key assignments- students will be required, on a daily basis to check and respond to all correspondence that is sent by the instructor. Student will utilize the varied communication technologies in the business community. They will respond verbally (skype, podcasts, youtube), written (Word, google docs, blogs) with research and all data required

The Unit 1 – Foundations and Principles of Business Communication

- Students will read and analyze the foundation and principles of Business Communications as used by Administrative Professionals. Student will identify the key elements and vocabulary used keying into the structure and key ideas that are intrinsic to effective communications. Students will produce a sample of professional documents that show a range of writing skills. Samples of work will include:
    - Internal Office Memo
    - Business Letters (Persuasive)
    - Newsletters/Public Relations Announcements
    - 1000 page essay that details the use of effective writing skills in business communications
- Student will be aware of the basic functions of a Word Processing application program, assessment will be given

Unit 2 – Business Ethics and legal Responsibilities

This unit focuses on research of the ethics and legal responsibility that are used in business communications. Students will work in collaborative groups to discuss and research evidence of principles that guide the ethics and legal guidelines in effective business communications. Students will discuss the findings and produce the following:

- Research document that details the findings of their research
    - The document will show a command of the industry language that is required in business communications.
- Presentation that outlines the research document.
    - Presentation will show evidence that the listeners can follow and is appropriate to the audience
- Present the findings in a collaborative method.

Unit 3 – Utilization of Business Communication in Diverse Organizations

Focusing on the diverse audiences that business communications are sent to, students will formulate a survey that will show the diverse audiences and type's variety of digital resources to produce and conduct the survey. In this unit the students will produce the following;

- Survey – in both a paper and digital format
- Deploy the survey in both a paper and digital format
- Collect data and produce a document that details the results.

Unit 4 – Business Technologies

Students will focus on the varied technologies are used in the business environment. Student will use the information that they have accumulated in the past 3 units to produce appropriate communications to the diverse populations (audience) of the business community. In this unit the students will use and produce:

Multi-media presentation that includes;

- PowerPoint and/or Google Doc presentations that include, graphs forms and data
- Video links with information and references
- Internet and data sources

Show example of the variety of technologies that include:

- Internet
- Skype/Tango/Facetime
- Google Docs
- Blogger
- Smart technologies (smart phones, Ipads, Android Tablets, etc.)

#1Text

Title: District Approved English Text as necessary

Edition: any

Publication Date: Any

Publisher: Any

Author(s): Any

URL Resource(s):

Usage Primary Text

Read in entirety or near entirety

#2Text

Title: MLA Handbook for Writers of Research Papers

Edition: 7th Edition

Publication Date: 2009

Publisher: Modern Language Association

Author(s): Modern Language Association

URL Resource(s):

Usage Primary Text

Primary Text Read in entirety or near entirety

#3Text

Title: Microsoft Office 2010

Edition: 2010

Publication Date: August 1, 2010

Publisher: Southwestern

Author(s): Pasewark and Pasewark

URL Resource(s): http://oc.course.com/pasewark/office2010/index.cfm?action=home

Usage Primary Text

Read in entirety or near entirety

#4Text

Title: Fish! Sticks

Edition: 2003

Publication Date: 2003

Publisher: Hyperion

Author(s): Stephen C. Lundin

URL Resource(s):

Usage Primary Text

Read in entirety or near entirety

#9Text

Title: The Elements of Style

Edition: Fourth Edition

Publication Date: 2000

Publisher: Allyn & Bacon, A Pearson Education Company

Author(s): William Strunk, Jr. and E. B. White

URL Resource(s):

Usage Primary Text

Read in entirety or near entirety

#10 Text

Title: Communicating for Success

Edition: 3rd Edition

Publication Date: 2006

Publisher: Thomson Learning

Author(s): Janet S. Hyden, Ann K. Jordan, Mary Helen Steinhauer and Margie J. Jones

URL Resource(s):
http://www.cengage.com/search/productOverview.do?Ntt=143861200214966723265719495711747654982&N=15+4294922239+4294966043&Ntk=P_EPI

Usage Supplementary or Secondary Text

Excerpts, approximate number of pages: 150

Supplemental Instructional Materials

"The Job Search Handbook", Santa Barbara County Education Office, Regional Occupational Program

Online articles and posts on Trends and Technology in Education; e.g. "40 simple ways to use a smartphone in the classroom" TeachThought; http://www.teachthought.com

Online articles and resources from readwritethink.org, using resources from this website and Lesson of "Weekly Writer's Blogs: Building a Reflective Community of Support"
http://www.readwritethink.org/classroom-resources/lesson-plans/weekly-writer-blogs-building-1113.html

Online articles, quizzes, strategies on communication skills – Mind Tools; http://www.mindtools.com

http://www.cacareerzone.org/ - online site for career exploration, planning, and various tools for job applications, portfolio development and other business communication tools.

Jerz's Literacy Weblog; http://jerz.setonhill.edu (Online MLA Formatting, step-by-step)

OWL – Purdue Online Writing Lab; http://owl.english.purdue.edu (Online MLA Writing)

Effective Presentations Using Smart Technologies; http://www.eisingerbrown.com

Listening and Speaking:

See the course outline, key assignments, methods and assessments.

- Students show knowledge of listening skills by passing key assessments that test the knowledge learned in direct instruction, presentations, and guest speakers
- Students will successfully present and defend the presentation of the Marketing Plan and Career Portfolio in front of an audience of their peers
- Participate effectively in dialog, diverse conversations, collaborative ideas, and expression of independent ideas clearly and persuasively
- Formulate digital media presentations to effectively express information appropriate to audience and purpose to enhance audience experience

Context for Course

Communication skills and abilities are critical in all areas of business, in all forms, and through multiple media channels. Students learn to access research, share, and publish marketing information in a variety of formats and media. A variety of instructional methods provide students with a structured overview of business topics and vocabulary while developing critical thinking, reading comprehension and writing skills. Students will be engaged in a variety of activities that balance direct instruction with interactive instruction and experiential learning.

This is an integrated course utilizing English concepts presented in an informational technology environment and framework. The course is designed to prepare students for a natural progression to higher post-secondary studies in English and/ or business. Through integration of technological resources, students will understand the connection between the requisite skills and abilities gained in their English Language Arts classes and the requisite skills required for business career success.

History of Course Development

With the beginning implementation of Common Core standards, the emphasis on College AND Career readiness, the adoption of the newly revised California CTE Model Curriculum Standards 2.0; and finally the opportunity to work o innovative CTE coursework as a result of a UCCI Pathways grant, this year has been the "perfect storm" of opportunity to work on invigorating our Marketing and Business pathway curriculum with innovative CTE courses built on the UCCI models. Using both the ***Integrated Marketing and English*** and the ***Applied Medical English*** as models, this course was developed by a team of Information Technology, Marketing, and English, instructors to provide a rigorous and relevant course of instruction for students interested in business

Santa Maria High School has recently earned a three-year WASC and prior six year accreditations. Also, Santa Maria Joint Union High School District in conjunction with Santa Barbara County Regional Occupational Program has maintained a continued collaborative relationship with Allan Hancock Community College Business Educators for over 20 years, establishing and maintaining multiple CTE course articulation agreements. Additionally, the business advisory processes has indicated the need for a variety of reading, writing, and articulate communication skills that would be addressed along with appropriate business professionalism and ethics issues. This course is intended to address that recommendation.

PROFESSIONAL BUSINESS COMMUNICATIONS

DATE:

INDUSTRY SECTOR: Information and Communication Technologies Sector

PATHWAY: Information Support and Services

CALPADS TITLE: Advanced Information Support Services (Capstone)

CALPADS CODE: 8112

HOURS:

Total	Classroom	Laboratory/CC/CVE
195	80	115

JOB TITLE	O*NET CODE	JOB TITLE	O*NET CODE
Program Directors	27-2012.03	Executive Secretaries and Executive Administrative Assistants	43-6011.00
Business Teachers, Postsecondary	25-1011.00	Public Relations and Fundraising Managers	11-2031.00
Information Technology Project Managers	15-1199.09	Business Operations Specialists, All Other	13-1199.00

COURSE DESCRIPTION:

This course is designed to provide students with an understanding of the varied and diverse use of communications utilized within the business community. The course will require students to demonstrate a clear understanding of the communication methods in business drawing evidence from literary and informational text. Using this information to produce, reflect, display in a contextual format that shows the mastery of knowledge. The students are expected to analyze and disseminate varied and diverse technologies and resources that include: Internet, technical manuals, and literary texts. Students will demonstrate their acquired knowledge throughout the various presentations of information using diverse technology resources. The purpose of the course is to emulate the academic rigor of a college class, while giving the students the foundational principles of the complex nature of the formats available in business communications in the 21st century. The expected outcome is for the student to continue with the CTE Business or Finance pathway at the university level in the pursuit of lifelong learning goals.

Upon completion of the course, the student will demonstrate critical thinking skills that are required in the industry for success. Students will interpret and convey the acquired knowledge that is required in the variety of today's business media.

A-G APPROVAL: G

ARTICULATION:

College	Course Code
Allan Hancock College	CBOT 131

DUAL ENROLLMENT: None

PREREQUISITES:

Prerequisite

Survey of Business or equivalent

METHODS OF INSTRUCTION

- Direct instruction
- Group and individual applied projects
- Multimedia
- Demonstration
- Field trips
- Guest speakers

STUDENT EVALUATION:

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

INDUSTRY CERTIFICATION:

- Typing Certificate
- Certiport
- Regional Occupational Program Certificate of Skills
- Microsoft Office User Specialist

RECOMMENDED TEXTS:

- Professional Business Communication

PROGRAM OF STUDY

Grade	Fall	Spring	Year	Course Type	Course Name
9				Introductory	Survey of Business
10, 11, 12				Concentrator	Office Technology
11, 12				Capstone	Professional Business Communications

I.	FOUNDATIONS AND PRINCIPLES OF BUSINESS COMMUNICATION	CR	Lab/ CC	Standards
	A.Unit one focuses on the fundamentals of business communications with emphasis on the course vocabulary, theory, technology, and principles that are used in business communications • Business trends • Describe effective communication techniques • Develop functional communication skills • Demonstrate use of technical writing and communication skills • Microsoft Office 2010, 2013: Microsoft Word, PowerPoint, Corel WordPerfect and Google Docs • Portfolio Guidelines / Objectives B.Students will read and analyze the foundation and principles of Business Communications as used by Administrative Professionals. Student will identify the key elements and vocabulary used keying into the structure and key ideas that are intrinsic to effective communications. Students will produce a sample of professional documents that show a range of writing skills. Samples of work will include: ∘ Internal Office Memo ∘ Business Letters (Persuasive) ∘ Newsletters/Public Relations Announcements ∘ 1000 page essay that details the use of effective writing skills in business communications ∘ Student will be aware of the basic functions of a Word Processing application program, assessment will be given	8	2	**Academic:** LS: 11-12.1, 11-12.2, 11-12.3, 11-12.6 RSIT: 11-12.3, 11-12.5, 11-12.7 WS: 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7 **CTE Anchor:** Communications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 Technology: 4.1, 4.2, 4.3 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.12 Health and Safety: 6.3, 6.6, 6.11 Ethics and Legal Responsibilities: 8.2, 8.3, 8.4, 8.5, 8.6, 8.7 Leadership and Teamwork: 9.2, 9.6 Technical Knowledge and Skills: 10.1, 10.3, 10.5, 10.6, 10.9, 10.12, 10.14 Demonstration and Application: 11.2, 11.5 **CTE Pathway:** A1.1, A1.3, A2.4, A3.1, A3.2, A3.5, A5.1, A5.3
II.	**BUSINESS ETHICS AND LEGAL RESPONSIBILITIES**	**CR**	**Lab/ CC**	**Standards**
	A. Unit two focuses on the ethical and legal responsibilities of business communications. Students will research labor laws, utilizing the laws to prepare documents for effective communication in the business setting. • Knowledge of government and labor laws in business • Apply communication principles and procedures for legal documents • Compare and contrast the various types of ethics and legal responsibilities in business communication • Describe the concept and process of risk management, include the use of communication in risk management • Identifies the importance of accountability and responsibility in fulfilling personal, community, and workplace roles	4	12	**Academic:** LS: 11-12.1, 11-12.2, 11-12.4, 11-12.6 RSIT: 11-12.1, 11-12.7 WS: 11-12.2, 11-12.4, 11-12.5, 11-12.6 PE: 12.8, 12.8.2, 12.8.3

	B. Students will work in collaborative groups to discuss and research evidence of principles that guide the ethics and legal guidelines in effective business communications. Students will discuss the findings and produce the following: • Research document that details the findings of their research • The document will show a command of the industry language that is required in business communications. • Presentation that outlines the research document. • Presentation will show evidence that the listeners can follow and is appropriate to the audience • Present the findings in a collaborative method.			**CTE Anchor:** Communications: 2.4, 2.5, 2.6, 2.7 Technology: 4.2, 4.3 Problem Solving and Critical Thinking: 5.1, 5.4 Health and Safety: 6.6, 6.7, 6.11 Responsibility and Flexibility: 7.1, 7.2, 7.4, 7.7 Ethics and Legal Responsibilities: 8.2, 8.3, 8.5 Leadership and Teamwork: 9.6 Technical Knowledge and Skills: 10.8, 10.12, 10.13 Demonstration and Application: 11.2, 11.5 **CTE Pathway:** A1.3, A1.4, A2.4, A3.2, A3.5, A5.1
III.	**UTILIZATION OF BUSINESS COMMUNICATION IN DIVERSE ORGANIZATIONS**	**CR**	**Lab/ CC**	**Standards**
	A. Unit three focuses on the exploration of the diverse organizations structures and audiences that are used in business communications. Students will research, and apply the information for effective business communications. • Explain the role of business communication in the business enterprise system • Compare and contrast the various types of business communications used in the diverse organizations • Differentiate the types of communication systems that are used in the diverse organizations • Examine the role and function of the professional organizations, industry associations, and organized labor in a productive society • Compose a written and electronic survey for collection of diverse data in business communication • Microsoft Office 2013, 2016: Microsoft Excel, Microsoft Word, Google Forms, Survey Monkey B. In this unit the students will produce the following; • Survey – in both a paper and digital format • Deploy the survey in both a paper and digital format • Collect data and produce a document that details the results.	3	12	**Academic:** LS: 11-12.4 **CTE Anchor:** Communications: 2.4, 2.5, 2.7 Technology: 4.2, 4.5 Problem Solving and Critical Thinking: 5.1, 5.12 Health and Safety: 6.6, 6.11 Responsibility and Flexibility: 7.7 Ethics and Legal Responsibilities: 8.4 Leadership and Teamwork: 9.6, 9.7 Technical Knowledge and Skills: 10.1, 10.3 Demonstration and Application: 11.1 **CTE Pathway:** A1.2, A1.3, A1.1,

				A2.2, A2.4, A3.1, A3.2, A6.1, A6.2
IV.	**BUSINESS TECHNOLOGIES**	**CR**	**Lab/ CC**	**Standards**
	A.Unit four focuses on the utilization of information and technology tools to conduct, present, and develop effective business communications. • Describe appropriate computer hardware used in business communication • Examine technological trends and analyze the impact on business communication • Integrate appropriate use of the internet, social media into business communications • Past, present, and future technological advances • Select, apply, and differentiate appropriate software used in business communications • Identifies the influence of current and emerging technologies on the local, state, national, and global economies. B. In this unit the students will use and produce: Multi-media presentation that includes; 1. PowerPoint and/or Google Doc presentations that include, graphs forms and data 2. Video links with information and references 3. Internet and data sources • Show example of the variety of technologies that include: • Internet • Skype/Tango/Facetime • Google Docs • Blogger • Smart technologies (smart phones, Ipads, Android Tablets, etc.)	10	10	**Academic:** LS: 11-12.1 RSIT: 11-12.1 WS: 11-12.1 **CTE Anchor:** Communications: 2.1, 2.2, 2.7 **CTE Pathway:** A1.3, A1.1, A1.2, A1.4
V.	**SOCIAL CONCEPTS AS RELATED TO BUSINESS COMMUNICATIONS**	**CR**	**Lab/ CC**	**Standards**
	A.Unit five focuses investigating the various roles of society and social media in business communications. Students will explain the functions and impacts social media and demographics have on effective business communications. • Describe the various types of social media that is used in business communications • Integrate the varied styles of communication methods used in social media • Examine the benefits, added value of social media to business communications • Explore the demographic impact of social concepts as they relate to business communications • Determines the validity of the content and evaluates the authenticity, reliability, and bias of electronic and other resources. • Applies appropriate problem-solving strategies and critical-thinking skills to work-related issues and tasks B.Students will explain the functions and impacts social media and demographics have on effective business communications. Students will produce: • 1000 to 1500 words informative research paper that details the use of social media in business communications through research of the subject matter. • Class discussions will be an integral part of his lesson. Students will work in collaborative groups and present their finding to the class using the various types of Social media.	10	11	**Academic:** LS: 11-12.1, 11-12.4 RSIT: 11-12.1, 11-12.3, 11-12.7 WS: 11-12.5, 11-12.6, 11-12.7, 11-12.8 **CTE Anchor:** Communications: 2.1, 2.3, 2.4, 2.5, 2.7 Technology: 4.2, 4.3 Problem Solving and Critical Thinking: 5.1 Health and Safety: 6.8, 6.11 Responsibility and Flexibility: 7.4, 7.7 Ethics and Legal Responsibilities: 8.4, 8.6, 8.7 Leadership and

				Teamwork: 9.6, 9.7 Technical Knowledge and Skills: 10.1, 10.3, 10.9, 10.11, 10.13 Demonstration and Application: 11.1, 11.5 **CTE Pathway:** A1.4, A1.3, A1.2, A1.1, A2.1, A2.4, A3.5, A8.3
VI.	**BUSINESS RESEARCH AND MARKETING PLAN**	**CR**	**Lab/ CC**	**Standards**
	A.Unit six focuses on systematic research and production of a Business Marketing Plan. Students will conduct market analysis and assess the business organizations need for effective communication. • Determine validity of content and evaluate for authenticity, reliability, and bias of electronic and other resources • Evaluates and revises written documentation with proper proofreading/editing skills • Constructs MLA format paper incorporating advanced level Word processing technological skills • Modify edited versions of the document via electronic track changes and protection of written document • Digitally compose and modify a table of contents; cross reference; index and bibliography B.Students will conduct market analysis and assess the business organizations need for effective communication. • Students will write a research finding report that is 2000 to 2500 words (6-8 pages) in length that reflects on the research of business communications that include: ∘ Annual Reports ∘ Company profiles ∘ Marketing communications • Relevant resources on the internet • Work will meet the required MLA formatting	10	23	**Academic:** LS: 11-12.4, 11-12.6 RSIT: 11-12.1, 11-12.7 WS: 11-12.4, 11-12.7, 11-12.8 **CTE Anchor:** Communications: 2.4, 2.5 Career Planning and Management: 3.6, 3.7 Technology: 4.1, 4.2, 4.3, 4.5 Problem Solving and Critical Thinking: 5.1, 5.2, 5.12 Health and Safety: 6.8 Responsibility and Flexibility: 7.2, 7.4 Ethics and Legal Responsibilities: 8.4 Leadership and Teamwork: 9.3 Technical Knowledge and Skills: 10.11, 10.12, 10.13 Demonstration and Application: 11.1, 11.2, 11.5 **CTE Pathway:** A1.1, A1.2, A2.1, A2.2, A3.1, A3.2, A3.5
VII.	**BUSINESS PRESENTATION METHODOLOGIES**	**CR**	**Lab/ CC**	**Standards**

	A.Unit seven focuses on the construction, evaluation, and design of business presentations. • Demonstrate and apply high-quality craftsmanship to a product or presentation; continually refine and perfect it • Constructs props, visual aids, graphs, data spreadsheets, and electronic media to enhance the appeal and accuracy of presentations • Selects, applies, and differentiates among appropriate tools in technology	18	30	**Academic:** LS: 11-12.1, 11-12.2, 11-12.3, 11-12.5, 11-12.6 RSIT: 11-12.1, 11-12.7 WS: 11-12.1, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8 **CTE Anchor:** Communications: 2.2, 2.4, 2.5, 2.6, 2.7 Technology: 4.1, 4.2, 4.3, 4.6 Problem Solving and Critical Thinking: 5.1, 5.4, 5.5 Health and Safety: 6.5, 6.6 Responsibility and Flexibility: 7.4, 7.5 Ethics and Legal Responsibilities: 8.6, 8.7 Leadership and Teamwork: 9.2, 9.7 Technical Knowledge and Skills: 10.1, 10.1, 10.2, 10.9, 10.11, 10.12, 10.13, 10.14 Demonstration and Application: 11.1, 11.2, 11.5 **CTE Pathway:** A1.3, A1.1
VIII.	**CAREER PLANNING AND MANAGEMENT**	**CR**	**Lab/ CC**	**Standards**
	A.Unit eight will focus on the integration of multiple sources of career information from diverse formats to make informed career decisions. Students will develop a career plan that will include student work, resume and reference materials • Identify personal qualifications, interest, aptitudes, information, and skills for making career decisions • Explore how information and communication technologies are used in career planning. • Research career opportunities • Identifies the important strategies for self-promotion in the hiring process, job applications, resume writing, electronic resumes, interview skills, and preparation and presentation of career portfolio. B.Students will research and write a 1000 to 1500 word research essay on a career in the industry of their choice 100. Students will complete an employment portfolio, which will include the following;	17	15	**Academic:** LS: 11-12.1, 11-12.2, 11-12.4, 11-12.6 RSIT: 11-12.7 WS: 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7 **CTE Anchor:** Communications: 2.4, 2.6 Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8, 3.9 Technology: 4.1,

	∘ Job application ∘ Resume ∘ Letters of recommendation ∘ Work samples ∘ Special certifications or awards ∘ Sample interview questions with research answers ∘ Completion of an interview critique with a business partner			4.2, 4.3 Problem Solving and Critical Thinking: 5.3, 5.4, 5.5, 5.6 Health and Safety: 6.2, 6.3, 6.8 Responsibility and Flexibility: 7.2, 7.3, 7.7 Ethics and Legal Responsibilities: 8.1, 8.3, 8.4, 8.6, 8.7 Leadership and Teamwork: 9.1, 9.2, 9.3, 9.6, 9.7 Technical Knowledge and Skills: 10.2, 10.3, 10.9, 10.12, 10.13, 10.14 Demonstration and Application: 11.1, 11.5 **CTE Pathway:** A1.1, A1.2, A2.4, A3.1, A3.2, A3.5, A4.1, A4.4, A5.1, A5.3, A5.4

Entered by:

District: Santa Maria Joint Union High School District
Contact: Cindy Quaid, Business Educator Department Chair
Phone: 805-925-2567
Email: cquaid@smjuhsd.org

PROFESSIONAL BUSINESS COMMUNICATION

DATE:

INDUSTRY SECTOR: Marketing, Sales and Services Sector

PATHWAY: Entrepreneurship/Self-Employment

CALPADS TITLE: Advanced Entrepreneurship/Self-Employment (Capstone)

CALPADS CODE: 8331

HOURS:

Total	Classroom	Laboratory/CC/CVE
195	80	115

JOB TITLE	O*NET CODE	JOB TITLE	O*NET CODE
Executive Secretaries and Executive Administrative Assistants	43-6011.00	Desktop Publishers	43-9031.00
Word Processors and Typists	43-9022.00	Online Merchants	13-1199.06
Administrative Services Managers	11-3011.00	Public Relations and Fundraising Managers	11-2031.00

COURSE DESCRIPTION:

This course is designed to provide students with an understanding of the varied and diverse use of communications utilized within the business community. The course will require students to demonstrate a clear understanding of the communication methods in business drawing evidence from literary and informational text. Using this information to produce, reflect, display in a contextual format that shows the mastery of knowledge. The students are expected to analyze and disseminate varied and diverse technologies and resources that include: Internet, technical manuals, and literary texts. Students will demonstrate their acquired knowledge throughout the various presentations of information using diverse technology resources. The purpose of the course is to emulate the academic rigor of a college class, while giving the students the foundational principles of the complex nature of the formats available in business communications in the 21st century. The expected outcome is for the student to continue with the CTE Business or Finance pathway at the university level in the pursuit of lifelong learning goals. Upon completion of the course, the student will demonstrate critical thinking skills that are required in the industry for success. Students will interpret and convey the acquired knowledge that is required in the variety of today's business media.

A-G APPROVAL: G

ARTICULATION: None

DUAL ENROLLMENT: None

PREREQUISITES:

Prerequisite
none

METHODS OF INSTRUCTION

- Direct instruction
- Group and individual applied projects
- Multimedia
- Demonstration
- Field trips
- Guest speakers

STUDENT EVALUATION:

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

INDUSTRY CERTIFICATION:

- Entrepreneurship, Small Business Certification

RECOMMENDED TEXTS:

- Professional Communication, 1st Edition, Goodheart-Willcox Publisher
- NFTE Entrepreneurship Curriculum

PROGRAM OF STUDY

Grade	Fall	Spring	Year	Course Type	Course Name
9, 10, 11, 12				Concentrator	BUS 101 / ENT101 Concurrent AHC
10, 11, 12				Capstone	Professional Business Communication

I.	FOUNDATIONS OF BUSINESS COMMUNICATION	CR	Lab/ CC	Standards
	A. Fundamentals of business communications with emphasis on the course vocabulary, theory, technology, and principles that are used in business communications • Business trends • Describe effective communication techniques • Develop functional communication skills • Demonstrate use of technical writing and communication skills Microsoft Office Suite and Microsoft Office 365: Microsoft Word, PowerPoint, OneNote, Teams and Google Docs • Portfolio Guidelines / Objectives B. Students will read and analyze the foundation and principles of Business Communications as used by Administrative Professionals. Student will identify the key elements and vocabulary used keying into the structure and key ideas that are intrinsic to effective communications. Students will produce a sample of professional documents that show a range of writing skills. Samples of work will include: • Internal Office Memo • Business Letters (Persuasive) • Newsletters/Public Relations Announcements • 1000 word essay that details the use of effective writing skills in business communications • Student will be aware of the basic functions of a Word Processing application program, assessment will be given	8	2	**Academic:** LS: 11-12.1, 11-12.2, 11-12.3, 11-12.6 RSIT: 11-12.3, 11-12.5, 11-12.7 WS: 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9 HSST: 11-12.6, 11-12.8 **CTE Anchor:** Communications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 Career Planning and Management: 3.5 Technology: 4.1, 4.2, 4.3 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.3, 6.6 Responsibility and Flexibility: 7.2, 7.3, 7.4, 7.5 Ethics and Legal Responsibilities: 8.2, 8.3, 8.4, 8.5, 8.6, 8.7 Leadership and Teamwork: 9.2, 9.6 Technical Knowledge and Skills: 10.1, 10.3, 10.5, 10.6, 10.9, 10.12, 10.14 Demonstration and Application: 11.2, 11.5 **CTE Pathway:** C1.1, C2.1, C3.5, C5.4, C5.1, C7.1, C10.1, C10.2, C11.1, C11.2, C11.3, C11.4, C11.5, C11.6
II.	**BUSINESS ETHICS AND LEGAL RESPONSIBILITIES**	**CR**	**Lab/ CC**	**Standards**

	A. Unit two focuses on the ethical and legal responsibilities of business communications. Students will research labor laws, utilizing the laws to prepare documents for effective communication in the business setting. • Knowledge of government and labor laws in business • Apply communication principles and procedures for legal documents • Compare and contrast the various types of ethics and legal responsibilities in business communication • Describe the concept and process of risk management, include the use of communication in risk management • Identifies the importance of accountability and responsibility in fulfilling personal, community, and workplace roles B. Students will work in collaborative groups to discuss and research evidence of principles that guide the ethics and legal guidelines in effective business communications. Students will discuss the findings and produce the following: • Research document that details the findings of their research • The document will show a command of the industry language that is required in business communications. • Presentation that outlines the research document. • Presentation will show evidence that the listeners can follow and is appropriate to the audience • Present the findings in a collaborative method.	4	12	**Academic:** LS: 11-12.1, 11-12.2, 11-12.4, 11-12.6 RSIT: 11-12.4, 11-12.5, 11-12.7 WS: 11-12.2, 11-12.4, 11-12.5, 11-12.6 HSST: 11-12.6, 11-12.8 CSR: 1, 2, 3 **CTE Anchor:** Communications: 2.4, 2.5, 2.6 Career Planning and Management: 3.2 Technology: 4.2, 4.3 Problem Solving and Critical Thinking: 5.1, 5.2, 5.4 Health and Safety: 6.2, 6.6, 6.7 Responsibility and Flexibility: 7.2, 7.3, 7.4, 7.7 Ethics and Legal Responsibilities: 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8 Leadership and Teamwork: 9.2, 9.6, 9.7 Technical Knowledge and Skills: 10.1, 10.2, 10.8, 10.13 **CTE Pathway:** C1.2, C1.1, C2.1, C2.3, C2.4, C5.1, C5.2, C5.3, C5.4, C6.1, C7.1, C7.2, C7.3, C8.1, C8.2, C10.2, C10.1, C11.6, C11.4, C11.5
III.	**UTILIZATION OF BUSINESS COMMUNICATION IN DIVERSE ORGANIZATIONS**	**CR**	**Lab/ CC**	**Standards**
	A. Unit three focuses on the exploration of the diverse organizations structures and audiences that are used in business communications. Students will research, and apply the information for effective business communications. • Explain the role of business communication in the business enterprise system • Compare and contrast the various types of business communications used in the diverse organizations • Differentiate the types of communication systems that are used in the diverse	3	12	**Academic:** LS: 11-12.2, 11-12.3, 11-12.4 RSIT: 11-12.7 WS: 11-12.6, 11-12.7 HSST: 11-12.6,

	organizations • Examine the role and function of the professional organizations, industry associations, and organized labor in a productive society • Compose a written and electronic survey for collection of diverse data in business communication • Microsoft Office Sutie 2016: Outlook, Word, Excel, PowerPoint, OneNote, Teams; Office 365; Google Forms, Google Drive; Virtual Job Shadow B. In this unit the students will produce the following; • Survey – in both a paper and digital format • Deploy the survey in both a paper and digital format • Collect data and produce a document or presentation that details the results			11-12.7 **CTE Anchor:** Communications: 2.4, 2.5, 2.6 Career Planning and Management: 3.5 Technology: 4.1, 4.2, 4.6 Problem Solving and Critical Thinking: 5.1, 5.4 Health and Safety: 6.6 Responsibility and Flexibility: 7.7 Ethics and Legal Responsibilities: 8.4 Leadership and Teamwork: 9.6, 9.7 Technical Knowledge and Skills: 10.13, 10.14 Demonstration and Application: 11.1 **CTE Pathway:** C2.4, C2.2, C2.3, C2.1, C3.2, C3.4, C5.4, C5.1, C7.3
IV.	**BUSINESS TECHNOLOGIES**	**CR**	**Lab/ CC**	**Standards**
	A. Unit four focuses on the utilization of information and technology tools to conduct, present, and develop effective business communications. • Describe appropriate computer hardware used in business communication • Examine technological trends and analyze the impact on business communication • Integrate appropriate use of the internet, social media into business communications • Past, present, and future technological advances • Select, apply, and differentiate appropriate software used in business communications • Identifies the influence of current and emerging technologies on the local, state, national, and global economies. B. In this unit the students will use and produce a Multi-media presentation that includes; 1. PowerPoint and/or Google Doc presentations that include, graphs forms and data 2. Video links with information and references 3. Internet and data sources. • Show example of the variety of technologies that include: • Internet Skype/Tango/Facetime/Social Media • Google Docs • Blogger • YouTube • Smart technologies (smart phones, Ipads, Android Tablets, etc.)	10	10	**Academic:** LS: 11-12.1 RSIT: 11-12.7 WS: 11-12.6 HSST: 11-12.5, 11-12.6 **CTE Anchor:** Communications: 2.4, 2.5, 2.6 Technology: 4.2, 4.3, 4.4, 4.6 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.6 Ethics and Legal Responsibilities: 8.7 Leadership and Teamwork: 9.6, 9.7 Technical Knowledge and

				Skills: 10.5, 10.8, 10.9, 10.14 Demonstration and Application: 11.4 **CTE Pathway:** C1.6, C4.1, C4.6, C4.2, C4.3, C4.4, C4.5, C7.3, C7.4, C7.5, C7.6, C7.7, C7.1, C7.2, C10.2, C10.1
V.	**SOCIAL CONCEPTS AS RELATED TO BUSINESS COMMUNICATIONS**	**CR**	**Lab/ CC**	**Standards**
	A. Unit five focuses investigating the various roles of society and social media in business communications. Students will explain the functions and impacts social media and demographics have on effective business communications. • Describe the various types of social media that is used in business communications • Integrate the varied styles of communication methods used in social media • Examine the benefits, added value of social media to business communications • Explore the demographic impact of social concepts as they relate to business communications • Determines the validity of the content and evaluates the authenticity, reliability, and bias of electronic and other resources. • Applies appropriate problem-solving strategies and critical-thinking skills to work-related issues and tasks B. Students will explain the functions and impacts social media and demographics have on effective business communications. Students will produce: • 1000 to 1500 words informative research paper that details the use of social media in business communications through research of the subject matter. • Class discussions will be an integral part of his lesson. Students will work in collaborative groups and present their finding to the class using the various types of Social media.	10	11	**Academic:** LS: 11-12.1, 11-12.2, 11-12.4 RSIT: 11-12.3, 11-12.7 WS: 11-12.5, 11-12.6, 11-12.7, 11-12.8 HSST: 11-12.6, 11-12.7 **CTE Anchor:** Communications: 2.1, 2.3, 2.4, 2.5, 2.6 Technology: 4.2, 4.3, 4.4 Problem Solving and Critical Thinking: 5.1 Health and Safety: 6.6 Responsibility and Flexibility: 7.4, 7.7 Ethics and Legal Responsibilities: 8.4, 8.6, 8.7, 8.8 Leadership and Teamwork: 9.6, 9.7 Technical Knowledge and Skills: 10.1, 10.1, 10.3, 10.8, 10.9, 10.14 Demonstration and Application: 11.1, 11.4, 11.5 **CTE Pathway:** C9.5, C9.6, C9.1, C9.2, C9.3, C9.4, C10.1, C10.2
VI.	**BUSINESS RESEARCH AND MARKETING PLAN**	**CR**	**Lab/ CC**	**Standards**

	A. Unit six focuses on systematic research and production of a Business Marketing Plan. Students will conduct market analysis and assess the business organizations need for effective communication. • Determine validity of content and evaluate for authenticity, reliability, and bias of electronic and other resources • Evaluates and revises written documentation with proper proofreading/editing skills • Constructs MLA format paper incorporating advanced level Word processing technological skills • Modify edited versions of the document via electronic track changes and protection of written document • Digitally compose and modify a table of contents; cross reference; index and bibliography B. Students will conduct market analysis and assess the business organizations need for effective communication. • Students will write a research finding report that is 2000 to 2500 words (6-8 pages) in length that reflects on the research of business communications that include: • Annual Reports • Company profiles • Marketing communications • Relevant resources on the internet • Work will meet the required MLA formatting	10	23	**Academic:** LS: 11-12.4, 11-12.6 RSIT: 11-12.3, 11-12.7 WS: 11-12.4, 11-12.5, 11-12.7, 11-12.8 **CTE Anchor:** Communications: 2.4, 2.5 Career Planning and Management: 3.6, 3.7, 3.8 Technology: 4.1, 4.2, 4.3, 4.4 Problem Solving and Critical Thinking: 5.1, 5.4 Health and Safety: 6.6 Responsibility and Flexibility: 7.2, 7.4, 7.5, 7.7 Ethics and Legal Responsibilities: 8.6, 8.7 Leadership and Teamwork: 9.6, 9.7 Technical Knowledge and Skills: 10.3, 10.5, 10.13 Demonstration and Application: 11.1, 11.2, 11.5 **CTE Pathway:** C6.1, C6.2, C6.3, C6.4, C6.5, C7.1, C7.2, C7.3, C7.6, C7.7, C7.4, C7.5, C8.1, C8.2, C8.3, C8.4, C9.3, C9.4, C9.1, C9.2, C9.5, C9.6, C10.1
VII.	**BUSINESS PRESENTATION METHODOLOGIES**	**CR**	**Lab/ CC**	**Standards**
	1. Unit seven focuses on the construction, evaluation, and design of business presentations. • Demonstrate and apply high-quality craftsmanship to a product or presentation; continually refine and perfect it • Constructs props, visual aids, graphs, data spreadsheets, and electronic media to enhance the appeal and accuracy of presentations • Selects, applies, and differentiates among appropriate tools in technology	18	30	**Academic:** LS: 11-12.1, 11-12.2, 11-12.3, 11-12.5, 11-12.6 RSIT: 11-12.7 WS: 11-12.1, 11-12.4, 11-12.5, 11-12.6 HSST: 11-12.8 **CTE Anchor:**

				Communications: 2.3, 2.4, 2.5, 2.6 Technology: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.6 Responsibility and Flexibility: 7.4, 7.5, 7.7 Ethics and Legal Responsibilities: 8.6, 8.7 Leadership and Teamwork: 9.6, 9.7 Technical Knowledge and Skills: 10.1, 10.1, 10.2, 10.3, 10.4, 10.5, 10.8, 10.9, 10.11, 10.12, 10.13, 10.14 Demonstration and Application: 11.1, 11.2, 11.5 **CTE Pathway:** C4.5, C4.6, C4.3, C4.4, C4.2, C7.5, C7.6, C7.7, C7.2, C7.1, C7.3, C7.4, C8.4, C8.5, C8.6, C8.7, C9.1, C9.2, C9.3, C9.4, C9.5, C9.6, C10.1, C10.2
VIII.	**CAREER PLANNING AND MANAGEMENT**	**CR**	**Lab/ CC**	**Standards**
	A. Unit eight will focus on the integration of multiple sources of career information from diverse formats to make informed career decisions. Students will develop a career plan that will include student work, resume and reference materials • Identify personal qualifications, interest, aptitudes, information, and skills for making career decisions • Explore how information and communication technologies are used in career planning. • Research career opportunities • Identifies the important strategies for self-promotion in the hiring process, job applications, resume writing, electronic resumes, interview skills, and preparation and presentation of career portfolio B. Students will research and write a 1000 to 1500 word research essay on a career in the industry of their choice C. Students will complete an employment portfolio, which will include the following: • Job Application • Resume • Letters of recommendation	17	15	**Academic:** LS: 11-12.1, 11-12.2, 11-12.4, 11-12.6 RSIT: 11-12.7 WS: 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7 **CTE Anchor:** Communications: 2.4, 2.5, 2.6 Career Planning and Management: 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8, 3.9 Technology: 4.1, 4.2, 4.3

	• Work samples • Special certifications or awards • Sample interveiw questions with research answers • Completion of an interview critique with a business partner			Problem Solving and Critical Thinking: 5.3, 5.4 Health and Safety: 6.2 Responsibility and Flexibility: 7.3, 7.4, 7.7 Ethics and Legal Responsibilities: 8.1, 8.3, 8.4, 8.6, 8.7 Leadership and Teamwork: 9.1, 9.2, 9.3, 9.4, 9.6, 9.7 Technical Knowledge and Skills: 10.2 Demonstration and Application: 11.1, 11.2, 11.3, 11.5 **CTE Pathway:** C1.1, C1.2, C2.1, C2.2, C4.1, C7.1, C9.1, C10.1, C11.5

Entered by:

District: Santa Maria Joint Union High School District
Contact: Cindy Quaid, Business Educator Department Chair
Phone: 805-925-2567
Email: cquaid@smjuhsd.org

Course Description

A. COVER PAGE

1. Date of Submission (Please include Month, Day and Year)

2. 1. Course Title
Computer Applications 3

4. 2. Transcript Title(s) / Abbreviation(s)
Comp App III

5. 3. Transcript Course Code(s) / Number(s)
BU 6815

6. 4. School
7. Santa Maria High School

8. 5. District
Santa Maria Joint Union High School District

3. 9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Language other than English
- ☒ Visual & Performing Arts
  - ☐ Intro ☒ Advanced
- ☐ College Prep Elective

9. 6. City
10. Santa Maria

11. 10. Grade Level(s) for which this course is designed
☐ 9 ☒ 10 ☒ 11 ☒ 12

12. 7. School / District Web Site
http://smjuhsd.k12.ca.us/santa_maria

13. 11. Seeking "Honors" Distinction?
14. ☐ Yes ☒ No

15. 8. School Course List Contact

Name: Karen Draper

Title/Position: Business Teacher

Phone: (805) 925-2567 **Ext.: 3619**

E-mail: kdraper@smjuhsd.org

16. 12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Is this an Internet-based course? ☐ Yes ☒ No

If "Yes", who is the provider? ☐ UCCP ☐ PASS/Cyber High ☐ Other _____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- ☐ A course reinstated after removal within 3 years. Year removed from list? _____
  Same course title? ☐ Yes ☐ No
  If no, previous course title? _____
- ☐ An identical course approved at another school in same district. Which school? _____
  Same course title? ☐ Yes ☐ No
  If no, course title at other school? _____
- ☐ Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- ☐ Approved UC College Prep (UCCP) Online course
- ☐ Year-long VPA course replacing two approved successive semester courses in the same discipline
- ☐ Approved P.A.S.S./Cyber High course
- ☐ Approved ROP/C course. Name of ROP/C? _____
- ☐ Approved CDE Agricultural Education course
- ☐ Other. Explain: _____

15. Is this course modeled after an UC-approved course from another school outside your district? [X] Yes [ ] No

If so, which school(s)? Pleasanton, Livermore, Granada, Foothill and Dublin High Schools

Course title at other school Visual Communications, Computer Graphics I and II

16. Pre-Requisites

Computer Applications I, English I, English II, Algebra

17. Co-Requisites

N/A

18. Is this course a resubmission? [ ] Yes [X] No

If yes, date(s) of previous submission? _____

Title of previous submission? _____

19. Brief Course Description

Computer Applications III is a course that emphasizes the fundamentals of the elements of art and design. The class is structured around projects with emphasis on the art elements of line, space, shape, form, color and texture. It also introduces the principles of design including rhythm, balance, proportions and variety. It also encompasses the development of student's skills in the procedures, techniques, vocabulary and skills in drawing and design. The ability to plan and create original works of art will be developed through research, analysis, and critique. Students will articulate their creativity visually and develop and showcase their ability to communicate ideas through visual arts. A portfolio will be produced as demonstration of their abilities. This portfolio could be used for college entrance or employment in the visual arts field.

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

1) Research and study various artwork to understand style and intent. (Standard 1)
2) Understand past benefits to and the artistic influence on visual infrastructure such as typography, computer graphics and present-day media,. (Standard 3)
3) Demonstrate ability to plan and create printed and electronic media for effective visual and verbal communication applying the elements of art and design. (Standard 2)
4) Analyze and make critical assessments of artwork using visual arts terminology. (Standards 1 & 4)
5) Develop a portfolio of the student's original works. (Standard 5)

21. Course Objectives

1) Student will be able to identify, record and understand design in analyzing his/her own computer generated artwork and other present-day media artwork utilizing terminology of art principles and computer graphics. (Standard 2)
2) Student will be able to analyze his/her work and that of classmates using correct art terminology. (Standard s 1, 2 &4)
3) Student will be able to exhibit increasing skill improvement in the use of present-day media to create artistic projects based on the principles and elements of design. (Standard 2)
4) Student will understand the principles of as they related to computer graphics. (Standards 1 & 4)
5) Student will gain appreciation of varied art types of the past and express this keen awareness in the construction of his/her own pieces. (Standards 2 & 3)
6) Develop method to analyze and assess artwork for its quality and content. (Standard 4)
7) The student will develop time management skills and resource useage to help him/her in any career, and gain awareness of the practical application of his/her skills. (Standard 5)
8) Student will be able to identify various career options available to him/her in the field of graphic arts/visual communications. (Standard 5)

22. Course Outline

1) Course overview and visual arts standards
   a) Questionnaire and skill measuring activities
   b) Computer knowledge, file management skills
   c) Instructor and student course expectations discussion
2) Career awareness and design ethics—S5
   a) Research the field of visual communications and make an oral report to class on three career opportunities including the skills necessary to be successful in each—S5
   b) Write a report on the legal considerations of copyright, counterfeiting, plagiarism and common trade practices and participate in a group discussion of the findings.—S5
   c) Planning the student portfolio.—S5
      i) Develop a criteria for selecting artwork for the portfolio—S4
      ii) Throughout the year select artwork to be placed in the portfolio.—S5
3) Introduction and use of design tools
   a) Classroom discussion on how advances in technology might change the definition and function of the visual arts.—S5
   b) Research and discuss the current software used in the industry and how emerging technologies effect or will effect visual artists and their fields.–S5
   c) Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.—S1
   d) Research and describe the role and influence of new technologies on contemporary works of art—S3
4) Elements of art and principles of design—S1
   a) Glossary of terms used in the Visual Arts Standards—S1
      i) Line
      ii) Sketch examples of line representing an emotion—S2
   b) Shape and form
      i) Discuss the purposes of shape and form used in artwork from a selected contemporary culture.—S3
   c) Value and texture
      i) Generate a value scale from black to white using shapes and patterns—S2
   d) Color
      i) Discussion of color origins and cultural perspectives for color usage—S3
      ii) Create a color wheel to demonstrate understanding of terminology and color development—S1
      iii) Formulate and support a position regarding the aesthetic value and color choices of a specific work of art and change or defend that position after considering the views of others. —S4
   e) Balance
      i) Select artworks, magazine ads, or photos and label examples of symmetry and asymmetry, radial balance, informal balance and visual weight using visual arts terminology—S1
   f) Rhythm and movement
      i) Find uses of pattern in printed materials.
      ii) Create a design using regular rhythm in a repeated pattern—S2
      iii) Create a design using rhythm in a repeated pattern with a variation—S2
   g) Unity, emphasis and contrast
      i) Sketch a web page putting the design elements together to create unity with emphasis and contrast—S2
      ii) Analyze and describe how the composition of this artwork is affected by the use of unity, emphasis and contrast –S1
5) Understanding working with shapes
6) Working with type
7) History of typography
   a) Black letter
   b) Old style
   c) Transitional
   d) Modern
8) Working with Graphics
   a) Development of computer graphics
   b) Various type and formats of graphics available
9) Student Portfolios
   a) Terminology index
   b) Critiques and evaluations of own work
   c) Comprehensive web sites
   d) Design layouts for sites

10) Critiques
    a) Research and discuss examples of art critiques of a well-known artist—S4
    b) Write critiques of the projects generated by at least two—S4
    c) Write critiques for your own artwork.
11) Students will work on individual and group projects throughout the year
    a) Create a flyer, or a newsletter
        i) Discuss the process and design elements applied using appropriate visual arts terminology—S(a)1.2
        ii) Print several versions of an assignment and describe the process and rationale for changing the artwork.—S4
    b) Conference program
        i) Analyze the personal direction and style used to develop the theme throughout—S1
    c) Logos—find two examples of logos from the U.S. and three examples of logos from other cultures—S3
        i) Describe the principles of design used to generate each logo—S1
        ii) Create an original personal logo—S2
    d) Generate fictitious product packaging artwork and text, company logo, letterhead and envelope for a fictitious company—S2, S5
        i) Compare and contrast product packaging identifying psychological content found in the symbols and images–S5
        ii) Identify the intentions of the artist when developing product packaging artwork—S4
12) Finalize student portfolio .—S5
    a) Describe how a selected piece demonstrates growth in ability and technique—S4
    b) Select several works from the portfolio and discuss the intent of the work and choice of media—S1

23. Texts & Supplemental Instructional Materials

Studio MX Step by Step
District adopted design texts
Print: various magazines, newspapers
The Internet as a source for art and gallery viewing and research
Software: Macromedia Studio MX (Dreamweaver, Fireworks, Flash, Freehand), Microsoft Word
Hardware: IBM PC computers, scanners, digital cameras, color and black and white printer, pc tablet and stylus

24. Key Assignments

A final project will complete the portfolio. This final project will require utilization of all skills learned during the course as well as written evaluation using terminology of the art and visual communications fields. – S1, 2, 3

25. Instructional Methods and/or Strategies

Computer based instructor demonstrations
Visual presentation formats for graphics terminology
Visual presentation of samples of printed and electronic media layouts.
Visual presentation of samples of artwork with similar themes
Internet research as required for various topics
Peer evaluation and revision of layouts.

26. Assessment Methods and/or Tools

Activities demonstrating knowledge of art design theory
Written assignments demonstrating ability to effectively communicate that knowledge
Written reflection
Vocabulary homework
Portfolio
Final project
Evaluation of artwork by instructor
Assessment rubric
Assessment criteria
Ability to follow instructions and direction
Effort on projects
Quality of the completed assignment
Self-evaluations and peer critiques

Submitted to UC 2/28/06
Pending Approval -G/Elective
Replacing Computer Apps 3: BU6815

Course Title

Record Keeping A

Description of Target Group

This course is designed for all students at all grade levels, but especially for those in SAA.

Purpose

This course should he taken along with Record Keeping B as a one-year course. Together, the two courses provide students with the opportunity to develop an understanding of, and appreciation for, organization, operation and internal contact of business through utilizing simple recording activities.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Correctly compare and arrange names, numbers, addresses and dates according to approved business systems.
2. Filling out business papers correctly.
3. Make out receipts by hand method as well as the correct procedures and techniques for cash register operation and handling of money (making change8.
4. Record keeping for banking, such as making bank deposits, writing checks, finding the checkbook balance, endorsing checks, and reconciling bank statements.
5. Record keeping for petty cash, writing and recording petty cash vouchers and replenishing the petty cash fund.
6. Understand the principles of personal and family budgets and budgeting.
7. Record keeping for retail sales clerks, such as preparing sales slips, figuring sales taxes, keeping records for charge customers, handling sales returns an preparing statements of account.
8. Develop speed, accuracy and neatness in computation.

Instructional Materials

Text and Supplementary Materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Every new type of problem is thoroughly explained and illustrated in the text and further demonstrated on the blackboard showing the actual step-by-step operation of how the various forms are filled out. An explanation of what is being done plus why it is done a certain way is made with a chance for questions both before, during, and after completion. A workbook with printed forms for all required problems is provided for all students. Four unit tests assist the students in evaluating their progress.

Record Keeping B

Description of Target Group

This course is designed for all students at all grade levels, but especially for those in SAA.

Purpose

This course should be taken along with Record Keeping A as a one-year course. Together, the two courses provide students with the opportunity to develop an understanding of, and appreciation for, organization, operation and internal contact of business through utilizing simple recording activities.

Standards of Expected Student Achievement

Upon completion of this course students will be able to successfully demonstrate the following skills:

1. Record keeping for a purchasing department such as keeping stock record cards, preparing purchase requisitions and orders, and using a purchase journal.
2. Record keeping for a wholesale sales department, such as preparing sales, invoices, keeping records of customers accounts, using a sales an cash receipt, an sales returns and allowances journal and preparing statements of account.
3. Handling time cards and computing wages of workers for workers for regular hours worked as well as work involving overtime.
4. Determining social security taxes, withholding taxes, as well as other payroll deductions.
5. Preparing the payroll, maintaining a record of employees earnings and preparing withholding tax forms.
6. Preparing an income statement for small retail businesses.
7. Using cash receipts journal and a general ledger for small retail businesses.
8. Using a cash payments journal and a general ledger for small retail businesses.
9. Maintaining the checkbook and reconciling the bank statement for small retail businesses.

Instructional Materials

Text and Supplementary Materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Every new type of problem is thoroughly explained and illustrated in the text and further demonstrated on the blackboard, showing the actual step-by-step operation of how the various forms are filled out. An explanation of what is being done, plus why it is done a certain way, is made with a chance for questions both before, during, and after completion. A workbook with printed forms for all required problems is provided for all students. Four unit tests assist the students in evaluating their progress.

Course Title

Shorthand 1A

Description of Target Group

This one-semester course is designed for 10th and 12th grade students. The student should also have completed or be taking typing concurrently along with this course.

Purpose

The students will gain the knowledge and acquire the skills which they need for confidence in writing, reading, and transcribing shorthand from familiar dictation.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following

1. Demonstrate the knowledge of shorthand theory, including brief forms and phrases.
2. Demonstrate reading ability of shorthand notes from the textbook with a minimum amount of difficulty.
3. Demonstrate the ability to read the shorthand plates from the book.
4. Demonstrate the ability to use the punctuation necessary for the business field.
5. Demonstrate ability to take verbatim dictation from familiar material at gradually increasing speeds.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

The following kinds of learning approaches will be used in this course: blackboard demonstrations, teacher lectures, weekly tests, dictation from records, tapes, and the instructor.

Course Title

Shorthand 1B

Description of Target Group

This one-semester course is designed for 10th through 12th grade students who have successfully completed Shorthand 1A. The student should also have completed a typing course.

Purpose

The students should gain knowledge and acquire skills which they need for confidence and success in writing, reading, and transcribing shorthand from familiar material and gradually transfer those skills to new material.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Transcribe in typewritten form from shorthand notes written from dictation.
2. Take dictation from the teacher on both familiar and unfamiliar dictation.
3. Improve skills in spelling, punctuation, and paragraphing.
4. Demonstrate the ability to read from "cold" shorthand notes (homework notes should which are several days old.)
5. Correctly identify and spell shorthand brief forms.
6. Develop an understanding of the place of stenography in the business world, qualifications needed and possible channels of advancement, considering both opportunities and limitations.

Instructional Materials

Text and Supplementary Materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

The following kinds of learning approaches will be used in this course: blackboard demonstrations, teacher lectures, weekly tests, dictation from records, tapes, and the instructor.

Course Title

Shorthand 2A

Description of Target Group

This one-semester course is designed as an elective for 11th and 12th grade level students. One year of shorthand and typing is recommended prior to enrollment.

Purpose

The student will gain vocational competence as a stenographer.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Take dictation on both familiar and unfamiliar material, using phonetic symbols for shorthand alphabet.
2. Develop the ability to construct outlines under the stress of dictation.
3. Transcribe speed dictation at a 95 percent accuracy level in typewritten form.
4. Transcribe letter-style dictation on the typewriter in mailable form.
5. Develop the ability to spell, punctuate, and effectively utilize a good command of the English language.
6. Demonstrate the ability to judge letter placement with the use of the letterheads.
7. Transcribe shorthand outlines taken from dictation in various business letter styles.
8. Demonstrate shorthand knowledge of brief forms, phrases, general vocabulary, word prefixes and suffixes, and derivatives.
9. Demonstrate the necessary skills for penmanship and shorthand theory.
10. Demonstrate skill in the use of the electric typewriter.
11. Demonstrate the skills necessary for using the dictionary and other reference books.

Instructional Materials

Text and Supplementary Materials
Refer to Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Taking dictation, transcribing from dictated material, reading shorthand plates from textbook as well as own shorthand, transcribing on the electric typewriter, checking dictionary for spelling and syllabication' taking dictation from tapes and records and the instructor, typing drills, speakers.

Course Title

Shorthand 2B

Description of Target Group

This one-semester course is designed as an elective for 11th and 12th grade levels. One year of typing and one and one-half years of shorthand are recommended.

Purpose

The students will gain vocational competence as stenographers.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Take dictation on both familiar and unfamiliar material.
2. Transcribe dictation at a 95 percent accuracy level in typewritten form.
3. Transcribe letter-style dictation on the typewriter in mailable form.
4. Demonstrate skill in the use of the electric typewriter.
5. Transcribe shorthand outlines taken from dictation using the acceptable business letter styles.
6. Demonstrate shorthand knowledge of brief forms, phrases, general vocabulary, word prefixes and suffixes, and derivatives.
7. Demonstrate skill of shorthand penmanship, spelling, punctuation, and sentence structure.
8. Develop a higher speed through the use of tapes and records.
9. Demonstrate the skills necessary for using the dictionary and other reference books.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Taking dictation, transcribing from dictated material, reading shorthand plates from textbook as well as own shorthand, transcribing on the electric typewriter, checking dictionary for spelling and syllabication, taking dictation from tapes and records and the instructor, typing drills, speakers.

Course Title

Simulated Office

Description of Target Group

This one-semester course is designed as an elective for students of the 11th and 12th grate level. It is highly recommended that one semester of typing and office machines be completed prior to enrollment in this class. This is an excellent course for students to take before participating in cooperative business work education.

Purpose

The student works as a member of the office simulation by organizing his/her work, setting priorities and interacting with other students. The course is set up as a full-scale office simulation that operates with the realism of an actual business world.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Develop a wide range of clerical skills.
2. Perform a broad range of occupational experience by rotating through different office positions.
3. Demonstrate realistic patterns of interaction with one another.
4. Develop the personal traits and human relations skills that are necessary for success in clerical occupations.
5. Demonstrate the ability to write a letter of application and data sheet.
6. Participate in a simulated office type interview in a realistic situation.
7. Demonstrate the ability to learn from one job and be able to transfer this to another job within the simulation.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

At the start of the simulation, students apply for jobs by writing letters of application and data sheets. They are then interviewed by a professional with whom they have had little or no contact. Under the direction of the executive vice president (the teacher) they are hired for specific positions; such as department managers, order clerks, stock control clerks, accounting clerks, etc.

Simulated Office (continued)

Once the employees are hired, they establish office files and go through orientation sessions that familiarize them with their specific job duties and the duties of the entire department. Then, the actual day-to-day office work begins. As far as the classroom situation will permit, the work flow parallels that of an actual business office. The workflow begins when the office receives the first orders from customers.

During the simulation, students earn weekly salaries (reflecting an academic grade), and they are eligible for bonuses and seductions. Provision is also made for the transfer of employees from one job to another.

Course Title

Student Store

Description of Target Group

This course is designed as an elective for business students on the 10th, 11th and 12th grade levels. It is recommended that students complete a minimum of one other business course before enrolling. A student may enroll in the course for a maximum of two semesters.

Purpose

This course is designed to train students in sales, marketing, and merchandising techniques. The emphasis is placed on learning by doing. All students learn store operation by actually operating the high school student store. Training will include work in selling, cashiering, inventory control, display, advertising, buying, accounting, payroll, and employee supervision.

Standards of Expected Students Achievement *

Upon completion of this course, students will be able to:

1. Develop the necessary skills and attitudes in the positions of sales clerk, cashier, promotions, stock and inventory clerk, accounting, payroll, and supervision of employees.
2. Successfully apply for a position in the student store under actual business conditions with a rating of satisfactory as evaluated by the store manager and instructor.
3. Sell a variety of merchandise at retail in a student store setting as measured by a passing score on the evaluation form.
4. Operate a cash register for one week with cash short or overage of not more than fifteen cents.
5. Order student store merchandise during one school quarter using district purchase procedures with a rating of satisfactory as evaluated by the store manager and the instructor.
6. Maintain the store inventory for a period of one quarter with a rating of satisfactory as evaluated by the store manager and the instructor.
7. Stock and price a variety of merchandise for a period of one school quarter with a rating of satisfactory as evaluated by the store manager and the instructor.
8. Prepare displays in the store showcases with a passing score on the evaluation form.
9. Prepare advertising campaigns with a passing score on the evaluation form.
10. Supervise other employees for one school quarter maintaining the necessary records and scoring satisfactory on the evaluation form.
11. Maintain the proper payroll records of the student store for a period of one school quarter with a rating of satisfactory as evaluated by the store manager and the instructor.

Student Store (continued)

12. Maintain the proper accounting records necessary for the financial success of the student store for a period of one school quarter with a rating of satisfactory as evaluated by the store manager and instructor.
13. Maintain adequate store security at all times to safeguard against shop-lifting and employee theft for a period of one school quarter with a rating of satisfactory as evaluated by the store manager and instructor.

* The number of performance objectives obtained by each student will depend on the number of workstations the student can complete.

COURSE DESCRIPTION (DISTRICT)

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title

Exploring Business

2. Transcript Title(s) / Abbreviation(s)

Survey of Business

3. Transcript Course Code(s) / Number(s)

BU6036

4. School

Santa Maria High School

5. District

Santa Maria Joint Union High School District

6. City

Santa Maria, CA

7. School / District Web Site

www.smjuhsd.k12.ca.us

8. School Course List Contact

Name: Karen Draper

Title/Position: Business Teacher

Phone: (805) 925-2567 **Ext.: 3233**

E-mail:

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Visual & Performing Arts
  - ☐ Intro ☐ Advanced
- ☐ College Prep Elective

10. Grade Level(s) for which this course is designed

☐ **9** ☐ **10** ☐ **11** ☐ **12**

11. Seeking "Honors" Distinction?

☐ **Yes** ☐ **No**

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☐ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- ☐ A course reinstated after removal within 3 years. Year removed from list?_____
  - Same course title? ☐ Yes ☐ No
  - If no, previous course title?_____
- ☐ An identical course approved at another school in same district. Which school? _____
  - Same course title? ☐ Yes ☐ No
  - If no, course title at other school?_____
- ☐ Alternative Course title for course with Identical content at this school
  - Title of previously-approved identical course:_____Introduction to Computers in Business_____
- ☐ Approved Advanced Placement (AP) OR International Baccalaureate (IB) course
- ☐ Approved UC College Prep (UCCP) Online course
- ☐ Approved CDE Agricultural Education course
- ☐ Approved P.A.S.S./Cyber High course
- ☐ Approved ROP/C Course. Name of ROP/C?_____
- ☐ Combining two UC-approved semester VPA courses into a single, year-long VPA course
  - Titles of previously-approved semester courses:_____
- ☐ Other. Explain:_____

14. Is this course modeled after an UC-approved course from another school <u>outside</u> your district? ☐ Yes **X** No

If so, which school(s)? _____

Course title at other school_____

15. Pre-Requisites

Must be 9th grad freshman

16. Co-Requisites

May go to Health Ed. Or another 9 week class for second 9 weeks

17. Brief Course Description

The course designed to introduce students to business principles and practices. An introduction to keyboarding, word processing, spreadsheet application, presentation delivery, desktop publishing software programs and media skills. Units include personal budgeting, business document formatting, career exploration, goal setting, Internet searching, styles of learning including aptitude and interest inventories.

B. COURSE CONTENT

Please refer to instructions

18. Course Goals and/or Major Student Outcomes

Students will be able to demonstrate beginning skills in keyboarding, word processing, spreadsheet applications, presentation delivery, desktop publishing software programs and media skills.

19. Course Objectives

Students will acquire beginning skills in the application software in a business environment. Students will know how to use contemporary and emerging technological resources in diverse and changing personal, community and work place environments.

20. Course Outline

1. Goal Setting
2. Beginning Keyboarding Skills
3. Aptitude and Interest inventory
4. Format business documents
5. Budgeting concepts
6. Presentation skills
7. Research skills
8. Basic operating system fundamentals.

21. Texts & Supplemental Instructional Materials

MicroType 3.0, Digitools, Microsoft Office Suite, Freedom Writers Diary and Teacher's Guide, Internet Explorer Browser

22. Key Assignments

Introduction to Keyboarding – students use MicoType 3.0 to learn correct finger usage of the Qwerty Keyboard

Goal setting – students define goals and steps to achievement and possible blockages. Students set a personal 6 moth goal that is sealed and delivered at the end of the semester.
Interest inventory/Aptitude Test – Students do at least one assessment to help define strengths and learning styles.

Spreadsheet Applications/Personal Budgeting – students use a weekly allowance to spend in a personal budget for a moth. They then put the budget in a spreadsheet using formulas to add/subtract/divide/multiply expenditures for the month.
Internet Research – students use the Small Business Administration web site to complete a web quest assignment. Using IE students learn to do Internet searches.
Job Search – students use the Internet to do a job search for a career that they are assigned. They complete a report or brochure to include the qualifications/education needed, starting pay - hourly salary, physical and mental abilities needed, and a description of daily activities.
Family Budget – students are assigned a partner and they put both starting incomes together when planning their monthly budget to include standard percentages for housing, food, taxes, savings, transportation, medical/dental, insurance, clothing, and entertainment. Students shop for housing insurance and transportation within their budget amounts, assuming at all other categories have used the entire amount budgeted. Students make a major purchase from any money saved from housing, insurance and transportation.
Family Budget Presentation – students put together a presentation using presentation software to include each one's job information from their report/brochure, their family budget, where they found and how much they spent on housing, insurance and transportation. Also included is their major purchase with details on how they were able to budget the money for the purchase. All jobs searched will be presented so that entire class has an opportunity to learn about many different careers.

23. Instructional Methods and/or Strategies

Presentations using on overhead projector along with written requirements of each unit project are given. A software program that projects the demonstration and examples is also broadcast onto their computer screens. Rubrics are given out with the project criteria so that students have clearly defined criteria for determining the project grade.

24. Assessment Methods and/or Tools

Rubrics, observations, testing used for assessment.

C. HONORS COURSES ONLY

Please refer to instructions

25. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKBROUND INFORMATION

Please refer to instructions

26. Context for Course (optional)

27. History of Course Development (optional)

COURSE DESCRIPTION (DISTRICT)

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
Technology Concepts for Communication

2. Transcript Title(s) / Abbreviation(s)

3. Transcript Course Code(s) / Number(s)

4. School
Pioneer Valley High School

5. District
Santa Maria Joint Union High School district

6. City
Santa Maria

7. School / District Web Site
www.smjuhsd.org

8. School Course List Contact

Name: Dee Ringstead

Title/Position: Principal

Phone: (805) 922-1305 **Ext.:** 5701

E-mail: dringstead@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☒ English (Elective 4th Year)
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Visual & Performing Arts
  - ☐ Intro ☐ Advanced
- ☐ College Prep Elective

10. Grade Level(s) for which this course is designed

☐ **9** ☐ **10** ☒ **11** ☒ **12**

11. Seeking "Honors" Distinction?

☐ **Yes** ☒ **No**

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Is this an Internet-based course? ☐ Yes ☒ No

If "yes", who is the provider? ☐ UCCP ☐ PASS/Cyber High ☐ Other_____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- ☐ A course reinstated after removal within 3 years. Year removed from list?_____
  - Same course title? ☐ Yes ☐ No
  - If no, previous course title?_____
- ☐ An identical course approved at another school in same district. Which school? _____
  - Same course title? ☐ Yes ☐ No
  - If no, course title at other school?_____
- ☐ Year-long VPA course replacing two approved successive semester courses in the same discipline
- ☐ Approved Advanced Placement (AP) OR International Baccalaureate (IB) course
- ☐ Approved UC College Prep (UCCP) Online course
- ☐ Approved CDE Agricultural Education course
- ☐ Approved P.A.S.S./Cyber High course
- ☐ Approved ROP/C Course. Name of ROP/C?_____
- ☐ Approved A.V.I.D. course
- ☐ Approved C.A.R.T. course
- ☐ Approved Project Lead the Way Course
- ☐ Other. Explain:_____

15. Is this course modeled after an UC-approved course from another school outside your district? ☐ Yes ☒ No

If so, which school(s)? _____

Course title at other school_____

16. Pre-Requisites

Junior or Senior Standing

17. Co-Requisites

18. Is this course a resubmission? ☐ Yes ☒ No

If yes, date(s) of previous submission?_____
Title of previous submissions?_____

19. Brief Course Description

This Advanced Business course is for junior and senior level students, and is designed to prepare students for employment, provide them with the necessary skills to complete their college studies and provide them with essential communication skills to effectively use technology in their daily lives, while improving literacy skills. This class is an alternate choice to meet the district graduation requirement for four years of English for **seniors only**. Juniors may take this class to fulfill the appropriate elective credits, but must note that as seniors, they must still take a class approved to meet the four year of English graduation requirement. This class does not meet the UC/CSU entrance requirement for a fourth year of English.

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

Throughout this year long course, students will read and comprehend technical reading and writing in order to produce original documents as well as documents from the texts. This will include the creation of a variety of word processing documents, including memos and letters, brochures, newsletters, flyers, charts, multimedia presentations, and research based projects.

21. Course Objectives

- Advanced Word Processing
- Reading Skills
- Writing Skills
- Grammar Skills
- Listening Skills
- Introduction to Desktop Publishing
- Introduction to Webpage Design
- Deliver Multimedia Presentations
- Combine documents using Software features
- Teamwork Skills
- Job Seeking/General Workplace Skills

22. Course Outline

This Course addresses both California State English/Language Arts Standards for grades 11/12 and the Career Technical Education Foundation Standards for Information Technology Sector. Upon completion of this course, students will be able to successfully demonstrate the following skills:

Advanced Word Processing: (CTE – Information Tech Foundation Standard 9.0 & 10.0)

Reading Skills

√ Demonstrate use of sophisticated learning tools by following technical documents. (R 2.3 ELA)
√ Demonstrate a basic understanding of the information processing concepts and basic word processing terminology. (R 1.0 ELA)
√ Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents. (R 2.3 ELA)
√ Research software documentation and help screens. (R 2.3 ELA)

Writing Skills

√ Produce and format documents such as letters (personal business and business), memorandums and reports. (W 1.0 ELA)
√ Write technical documents (CTE Foundation Standard) (W 1.0, 1.3, 1.9, 2.5, 2.6 ELA)
√ Demonstrate an understanding of the elements of discourse (W 1.1 ELA)
√ Utilize reference materials to solve problems. (W 1.5 ELA)
√ Create documents based on research using the appropriate form documentation. (W 1.6, 1.7 ELA)
√ Create outlines. (W 1.7 ELA)
√ Create columns of texts. (W 1.7 ELA)
√ Create tables for variety of uses. (W 1.7 ELA)
√ Utilize software features to edit documents. (WOELC 1.3 ELA)
√ Identify and use universal proofreader's symbols. (WOELC 1.2 ELA)
√ Identify errors using appropriate proofreading skills. (WOELC 1.2 ELA)

Grammar Skills:
√ Compose documents using correct grammar. (WOELC 1.1 ELA)
√ Demonstrate ability to use the spell-check feature to the software. (WOELC 1.2 ELA)
√ Demonstrate ability to use the grammar-check feature of the software. (WOELC 1.1 ELA)
√ Demonstrate ability to use the thesaurus to enhance their documents and increase their vocabulary. (WOELC 1.1 ELA)
√ Demonstrate proficiency of basic grammar skills.
- Identify and properly use parts of speech.
- Identify and properly use punctuation.
- Identify spelling error and properly use spelling rules.
- Identify capitalization errors and properly use capitalization rules.

Listening Skills: (LS 1.0 ELA)
Listen to and follow oral instructions.
√ Actively participate while new concepts are being demonstrated by the teacher.
√ Produce a document after receiving oral instructions from the teacher.

Introduction of Desktop Publishing: (CTE – Information Tech Sector)
√ Design brochures, flyers and newsletters.
√ Utilize graphic boxes, lines, shading and borders.
√ Use page composition and layout techniques
√ Use appropriate typeface.
√ Edit images and manipulate graphics.

Introduction to Web Page Design (CTE – Information Tech Sector, MSS Pathway B 5.0)
√ Demonstrate a basic understanding of HTML
√ Utilize Web compatible formats.
√ Create a web page using a Wizard.
√ Create text and graphics
√ Create a link.
√ Link to other pages.

Deliver Multimedia Presentations: (SA 2.4 ELA)
√ Create, design and prepare presentations.
√ Create student projects utilizing presentations
√ Critique fellow student presentation (LS 1.11 ELA)

Combine documents using software features.
√ Merge variable and constant information to create new documents.
√ Integrate

√ Move or copy between documents.

Teamwork Skills: (CTE – Information Tech Foundation Standard 9.0)
√ Work cooperatively with another team member to complete specified job assignments.
√ Each team member will evaluate the other's work before submitting for a grade.

Job Seeking Skills/General Workplace skills (WA 2.5 ELA)
√ Research various styles of resumes.
√ Research a variety of employment letters.
√ Create an appropriate resume
√ Create a letter of application for employment.
√ Fill out an application for employment correctly.
√ Participate in a mock job interview.

23. Texts & Supplemental Instructional Materials

Hyden, Jordan and Jone Steinaver. Communicating for Success. Thomson-South Western, 2006.
Computer Workstation
Applications software
Textbooks for software applications and workplace communications

24. Key Assignments

The students will complete project based assignments to demonstrate the use of computer skills learned, which integrates English Language Arts standards and Career Technical Educational Information Technology Industry Sector standards.

25. Instructional Methods and/or Strategies

Direct and Indirect Teacher Instruction
Independent Office Simulation Activities
Technical Reading and Writing interpretation of Textbook and Online Resources

26. Assessment Methods and/or Tools

Use scoring guides/rubrics/textbook assessments.
Students will demonstrate competence by:
√ Effectively creating assignments by following technical written instructions.
√ Receiving a passing grade on written tests.
√ Producing documents from oral instructions by the teacher.
√ Demonstrating the ability to transfer knowledge of one area to another.
√ Successful completion of the employment preparation unit.
√ Creating a web site
√ Creating professional newsletters.
√ Passing four areas of grammar tests.
√ Student Portfolio.

C. HONORS COURSES ONLY

Please refer to instructions

27. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKBROUND INFORMATION

Please refer to instructions

28. Context for Course (optional)

29. History of Course Development (optional)

Course Title

Typing 2A

Description of Target Group

This one-semester course is open to all students. It is recommended that students complete two semesters of typing prior to enrolling in this class.

Purpose

The student will gain vocational competence as a typist.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Demonstrate initiative by performing assigned and unassigned tasks in the classroom.
2. Demonstrate responsibility in organizing and maintaining an efficient.
3. Demonstrate importance of good posture and typing techniques.
4. Demonstrate ability to follow verbal as well as written instruction.
5. Develop skill in spelling, grammar and punctuation.
6. Demonstrate ability to evaluate personal work, proofread and make corrections.
7. Increase speed and develop accuracy in sustained production typing to meet department standards.
8. Demonstrate proficiency in typing speeds and accuracy, which meets minimum employment standards.
9. Demonstrate the ability to apply the fundamentals of typing to assigned work.
10. Develop a sense of pride, loyalty, honesty, and dependability.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Material will be presented to the students through lectures, class discussions, demonstrations, films, and in some instances, individualized learning.

Course Title

Typing 2B

Description of Target Group

This one -semester course is open to all students. It is recommended that students complete three semesters of typing prior to enrolling in this class.

Purpose

The student will gain vocational competence as a typist.

Standards of Expected Student Achievement

Upon completion of course, students will be able to successfully demonstrate the following skills:

1. Demonstrate initiative in completing assignments in a manner representative of a business employee.
2. Demonstrate the ability to organize material and time for maximum efficiency.
3. Demonstrate competence in accuracy through effective proofreading.
4. Demonstrate the understanding of good work ethics.
5. Demonstrate accuracy in word division, punctuation, capitalization, and spelling.
6. Increase speed and develop accuracy representative of the minimum requirements for entry level typing.
7. Demonstrate speed and accuracy representative of the minimum requirements for entry level typing.
8. Demonstrate the understanding of employment examinations.
9. Demonstrate the ability to understand verbal and written communication.
10. Develop a sense of pride, loyalty, honesty, and dependability.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Material will be presented to the students through lectures, class discussions, demonstrations, films, and in some instances, individualized learning.

College Preparatory Elective – Interdisciplinary / Other Subject Template

(Required Information needed to prepare for course submission)

- **Course Guidance**

GENERAL COLLEGE PREP ELECTIVE GUIDANCE

The intent of the college preparatory elective requirement is to encourage prospective UC students to fill out their high school programs with courses that will meet one or more of a number of objectives:

- To strengthen general study skills, particularly analytical reading, expository writing, and oral communications
- To provide an opportunity to begin work that could lead directly into a major program of study at the University, and
- To experience, in some depth, new areas of academic disciplines that might form the basis for future major or minor studies at the University

Quality. All courses selected to meet the "g" elective requirement are expected to meet standards of quality similar to those required for the "a-f" requirements. Courses acceptable for the "g" elective area should be advanced courses designed for the 11th and 12th grade level and/or have appropriate prerequisites. Elective courses should present material at a sufficient depth to allow students to achieve mastery of fundamental knowledge that prepares them for University work or a future career path.

COLLEGE PREP ELECTIVE: INTERDISCIPLINARY/OTHER GUIDANCE

- Courses must be rigorous in terms of academic content and student expectations.

- **Course Content**

NOTE: The following questions are subject specific and ask for detailed information regarding the course curriculum. Since UC has developed their own criteria for the review of curricula, it is not necessary (and preferred) that the State Standards are not listed when submitting course descriptions to the University. When preparing the course submission, keep in mind that your audience is the UC High School Articulation unit and UC faculty. Include relevant information that would assist those reviewing the course and provide UC a better understanding and clarity about the intent of the curriculum. UC expects to see information that would show specific, detailed evidence of the course rigor and development of essential skills and habits of mind. Course template components need to be more expository and illustrative of the integration of each course component and how the overarching goals are being accomplished. The text boxes below will expand to accommodate additional text.

Course Purpose: *What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. (How these will be accomplished should be reserved for the Course Outline, Key and Written assignments, Assessments, and/or Instructional Methods.)*

NOTE: More specificity than a simple recitation of the State Standards is needed.

The purpose of this course is to teach web page design and beginning programming with the coding languages HTML, JavaScript, and CSS. Students will be able to design and build a website from scratch. Students will develop a basic understanding of design principles and the user/software/hardware interface as well as understanding the logical process of computer problem solving. Students will also learn skills for research, development, and the publishing processes. Understanding, critical thinking, and problem solving skills related to programming will be developed as students get an introduction to the fields of web development and computer science.

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Course Outline: A *detailed descriptive summary of all topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered. A mere listing of topics in outline form is not sufficient (i.e. textbook table of contents or California State Standards).*

I.* Orientation

A. Course objectives, expectations, procedures	A. Review course objectives, expectations, procedures.
B. Introduction to workplace communication	B. Understands what professional communications entail.
C. ROP	C. Complete ROP paperwork
D. Safety Training	D. Understand office safety, basic first aid procedures, and online SIPE training certificate
E. Employment outlook/ opportunities	E. Reviewed employment outlook/opportunities.
F. File management	F. Set up file system for saving and retrieving work and managing directories

II. The Study of Communication

Using the textbook Communicating for Success, student s will examine the five elements of communication and the stages of the writing process to become familiar with and recognize effective writing. Students will look at and create a several types of documents that incorporate the use of formatting, editing, self-evaluation, and peer editing, and partner projects to demonstrate their ability to communicate effectively.

TOPIC	EXAMPLE
A. Elements of Communication	A. Identifies the 5 Elements: Audience, sender, receiver, purpose, content
B. Writing Process	B. Identifies the 3 stages: planning, writing, revising
C. Editing & Proofreading	C. Practice editing a document for form and accuracy
D. Typing & Ergonomics	D. Practice keyboarding for efficiency and accuracy and understand ergonomics
E. Purpose and Content	E. Analyze the purpose & content of different types of business communications
F. Persuasive writing	F. Learn how to effectively influence with writing style
G. Compare and Contrast	G. Set up data in tables to compare information
H. Analyzing data and drawing conclusions	H. Learn how to organize reports for making decisions and recommendations & proving opinions
I. Giving Instructions	I. Learn to write and give effective instructions for favorable outcomes
J. Research & Reports	J. MLA format and effectual written presentation of content

III. MS Office Word

Students will learn MS Office Word features while creating a variety of professionally styled workplace documents. They will utilize technical reading skills to follow directions and steps in the Microsoft Office textbook.

TOPIC	EXAMPLE
A. Correct formatting techniques of workplace documents	A. Memo, Fax, Email, Note, Letters, Mail merge, Press Release
B. Editing features, hyperlinks	B. Spelling/grammar, find & replace, adding and removing links
C. Format paragraphs, lists, lines, tabs, borders, shading	C. business report, construction bid, tri-fold brochure
D. Format page, sections, breaks, columns, headers & footers, tables, endnotes, footnotes, sources & bibliography	D. Business and informational brochures
E. Reports	E. MLA format of reports and bibliography
F. Brochure/Pamphlet with images	F. Travel brochure
G. Usability – Readability Statistics	G. Use Flesch-Kincaid levels to review work

IV. MS Office PowerPoint

Following steps in the Microsoft Office textbook, students will learn to use MS Office PowerPoint to create effective and interesting presentations.

TOPIC	EXAMPLE
A. Create a basic presentation	A. Create and add text to a presentation
B. Add styles, images	B. Format a presentation and add pictures
C. Use tables, graphs, shapes	C. Add and format graphic information
D. Animations and transitions	D. Add movement to a presentation
E. Color choices and readability	E. Edit a presentation for effectiveness

V. Research Paper and Presentation

Students learn about a famous entrepreneur by researching their life and how they came into success. They will write a correctly formatted report and create a presentation for the class.

TOPIC	EXAMPLE
A. Research and notes/outline	A. Online research
B. Writing & Revising	B. MLA formatted report
C. Bibliography	C. Proper Works Cited
D. PowerPoint	D. Create a presentation and show to audience

VI. Job Search and Workplace Skills

Research and learn about the types of careers that interest them. Students learn the proper way to conduct themselves in the workplace to optimize success. Students will participate in six weekly job skill and interviewing seminars put on by the North county Volunteer Corps.

TOPIC	EXAMPLE
A. Personal Inventory	A. Identify career interests
B. Resume	B. Create an effective resume

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C. Job Skills Training Workshop	C. Attend six sessions
D. Employment Paperwork	D. Application, resume, cover letter
E. Workplace Attire	E. Explain why dress is or isn't appropriate
F. Communication & conflict	F. How to talk to supervisors, colleagues, customers and manage negativity
G. Interviews	G. What to expect, how to prepare, mock interview practice
H. Financial Literacy	H. Paycheck and taxes

VII. Introduction to Website Programming

Understand basic programming with HTML. Students will create and original webpage outlining the job skills learned throughout the year.

TOPIC	EXAMPLE
A. Saving web documents	A. Use Notepad to create web page
B. Text, lines, lists	B. Learn basic HTML tags
C. Color, headings, fonts	C. Add formatting with HTML and CSS
D. Links	D. Add onsite and offsite links to a page
E. Images	E. Add and format pictures

VIII. Career/Occupational Knowledge and Workplace Skills (infused throughout the course)

Students will demonstrate career skills that will enable them to be successful in the workplace and in post-high school educational settings. Teamwork and collaboration are encouraged and practiced. Critical thinking and problem solving are developed through independent project based learning.

TOPIC	EXAMPLE
A. Technology and information	A. Accessing and utilizing technology and information.
B. Safety standards	B. Practicing occupational safety standards.
C. Critical thinking and solving problems	C. Thinking critically and solving problems effectively.
D. Basic skills in reading, writing, mathematics, listening and speaking	D. Uses basic skills in reading, writing, mathematics, listening and speaking as they relate to occupation specific skills.
E. Real world problems and situations	E. Applying knowledge to real world problems and situations.
F. Independent & collaborative work	F. Works independently and collaboratively.
G. Communication	G. Communicates effectively and appropriately
H. Reliability	H. Performs reliably and responsibly.
I. Diversity	I. Working with diverse populations effectively and respectfully.
J. Punctuality and Dependability	J. Is punctual and has good attendance
K. Directions	K. Follows directions and asks questions
L. Supervision	L. Works well with minimum supervision.
M. Cooperation	M. Is cooperative and works effectively with peers
N. Initiative	N. Takes initiative by working beyond minimum requirements.
O. Grooming	O. Meets job standards of neatness and grooming.
P. Constructive Criticism	P. Responds appropriately to constructive criticism.

Key Assignments: *Detailed descriptions of all Key Assignments which should incorporate activities and projects, as well as, short answers and essay questions. How do assignments incorporate topics? Include all assignments that students will be required to complete. Assignments should be linked to components mentioned in the course outline. It is not appropriate or necessary to include instructions given to students regarding the execution of assignments (formatting, timeliness, etc.). Do not include exams or assessments in this section.*

1ST SEMESTER

Unit 1: MS Office Word and Study of Communication

File Management: set up folders for saving work

A. CS Book Chapter 1-"Communicating at Work"

- Group Popcorn read Pgs. 1-2 & 5
- Practice 1-1: Analyzing the sender & receiver
  Small group poster analyzing a document. Present to class.
- Students read pgs. 6-11 (+ Ethics Connections pg. 5 & 8) and 15-19 and answer review Q's about the Elements of Communication and the three stages of the writing process.
- Do Real Life Independent Challenge take typing skill test and research ergonomics
- Practice editing with proofreading marks

B. Safety training

- Safety Meeting: Safety and Basic First Aid Books (have everyone sign in on sheet)
- Online SIPE training—print certificate for New Employee Safety Orientation
  http://www.getsafetytrained.com/

C. MS Office Word Unit A—Memo, fax, letter formatting

- Memo: Review Memo format; do Step-by- Steps Pgs. 5-12—Screen Check Memo and Fax
- Fax cover sheets: Word A Skills Review—Screen Check 2 fax sheets
- Review letter format and correct address format: Communication Book Practice 9-9

Not Binding Policy

- Job interview follow-up letter: do Independent Challenge 1 Pg. Word 21 - Print
- LETTER TO TEACHER – show Flesch-Kincaid Readability Statistics & Alt PrtScn to copy and paste to letter.

D. MS Office Word Unit B—Editing features
- Press Release with hyperlinks Steps and Skills Review
- Ind. Challenge 2: Job Cover Letter—partner must edit, print w/Readability Stats
- Job Interview Discussion w/overhead and Movie "Answering interview Questions"

E. CS book Chapter 9--Writing Messages and understanding Purpose and Content
- Review the 5 Elements of Communication
- Popcorn Read Pgs. 281-287 & 296, do Practice 9-1 as a class
- Analyze purpose and content of messages on poster paper in small groups (Practice 9-2) Present.
- Notes: Read Pgs. 296-7 and do Practice 9-5—design notecard front on bottom half of paper, print and fold, write note on inside to teacher or staff member. Deliver.
- Review when a memo and letter are used
- Memos: Read Pgs. 298-300, Do Practice 9-6 #1 and #4. Submit memos electronically
- Email: Pg. 301-303, Do Practice 9-7 #2—send email to teacher
- 2 Letters: Read pgs. 303-311, Review Content (pg. 296) of an effective message. With a partner, write a complaint letter to a business. Answer the complaint as the business owner (create company letterhead to write the letter on)

F. MS Office Word Unit C—Formatting text and paragraphs, lists, lines, tabs, borders, shading
- Business Flyer: Steps Pgs. Word 49-67—Screen Check
- Executive report: Skills Review Pgs. Word 69-71-- + add a 2-line drop cap to the 1st paragraph. (see pg. 51)
- Construction Bid: Independent Challenge 1—Screen Check

G. MS Office Word Unit D—formatting page, sections, breaks, columns, headers & footers, tables, endnotes & footnotes, bibliography (citing sources), citations
- Multiple page informational report: Steps Pgs. 77-95—Screen Check
- Business brochure: Skills Review Pgs. 97-99—Screen Check
- Tri-fold brochure: Independent Challenge 1 + Advanced Challenge—Screen Check

H. CS Book Chapter 10—Persuasive Writing
- Oral Popcorn read textbook pgs. 323-329, 335-338, 349-51
- PUBLICATION PROJECT: Students develop a multiple page brochure for a vacation destination using persuasive writing techniques and incorporating all of the formatting techniques they have learned. Must include a Bibliography. They will follow the 3 steps of the writing process: Plan, Write, Revise

2ND SEMESTER

Review: Handbook, attendance, Certificate/Competencies and value for employment

File Management: Check student file organization for ROP Certification

SIPE Online Safety Training (http://www.getsafetytrained.com/) .
- Ergonomics in the Workplace. Print certificate

I. CS Book Chapter 12—Comparing & Contrasting—analyze the decision making process including organizing data, drawing conclusions, and making recommendations:
- Oral Popcorn Read Pgs. 407-412, show table overhead noting 5 parts of a table
- Tables: do Practice 12-2 Pgs. 414-15—organize the data in a table. Print
- Analyzing data & drawing conclusions: students read Pgs. 415-420 and Do Practice 12-2 #1 where they analyze three tables and write two conclusions and one recommendation for each one.
- PARTNER ESSAY PROJECT: Students evaluate their community and make a table of the positive and negative aspects. One negative aspect is chosen and the arguments for changing it and the arguments against changing it are organized in a second table. The

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findings are prepared in a comparison and contrast analysis and presented. Attach Flesch-Kincaid Readability Statistics. Present to class.

- LITERARY REVIEW: Mark Twain—students read silently then oral popcorn read "Two Veiws of the River". Do Start-Up/Connection activity: create a table of the two viewpoints of the narrator (must include 5 parts of a table—label, title, headings, data, and source). On same page answer this Q: Which view of the river does the narrator find more satisfying? 1 paragraph--Attach Readability Statistics showing at least 9th grade level. Print.

J. CS Book Chapter 4—Giving Effective Instructions

- Oral Popcorn read Pgs. 107-109, Do game to showcase the importance of being complete, accurate, and precise when giving instructions (Practice 4-2 #1). Answer questions about the experience and what was learned (Practice 4-2 #2 (typed))
- Read Pg. 120; do Practice 4-12: Writing numbers correctly
- Assign Reading Pgs. 112-119 & 121-131 and Review Q's.
- Review Giving Instructions tips
- DIRECTIONS PROJECT—Design a one page document giving directions on how to get somewhere. Must be clear and precise; include visuals and creative page design.

UNIT 2: MS Office PowerPoint and Research Paper

K. MLA Format: research MLA format online and answer questions. Format a report.

- MS Office book Pg. Word 103—Real Life Independent Challenge. Screen Check.

L. MS Office PowerPoint

- Unit A: Adding and modifying text and lists--Steps and Visual Workshop
- Unit B: Formatting, grouping objects, pictures, outline--Steps and Skills Review
- Unit C: Inserting and editing tables and graphs--Steps and Skills Review
- Unit D: Animation, Transition, layouts, backgrounds, reviewing-- Steps and Skills Review

M. Biography Research Paper on a famous entrepreneur

- Research notes—typed and Screen Check
- 3-page research paper in MLA format w/Works Cited and citations.
- Attach Flesch-Kincaid Readability statistics

N. PowerPoint—see handout

- Students prepare and present PowerPoint of their research subject. Extensive formatting required. Not graded if don't present.

Unit 3: Job Seeking and Workplace Skills

O. CS Book Chapter 11

- Review pages 367-368
- Read Pgs. 370-378—Fill out a Personal Inventory and create a resume

P. North County Volunteer Corps Job Skills Workshop (as scheduled during spring semester)

- Complete 6 week job skills program and mock interview

File Management: Check student file organization for ROP Certification

Unit 4: Website Programming Skills

- DigiTools Book Chapter 11—Introduction to HTML programming Lessons 1-4
- Create a website describing the communication and job skills you have learned this year.

ROP Certificates handed out to year-long students

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Instructional Methods and/or Strategies: *Indicate how the Instructional Methods and/or Strategies support the delivery of the curriculum. What portions of the Course Outline are supported by the methods and strategies?*

Written Assignments: Review of key concepts and vocabulary that is learned from reading, research, and pracatice.

Writing allows the student to demonstrate their mastery and understanding of the material.
Direct Whole Group Instruction: Demonstration and visual presentation.
Independent Practice: Students practice with step-by-step instructions.
One-on-one Instruction: Teacher assists and gives feedback to students individually.
Cooperative Learning Group: collaboration and sharing of information is encouraged so students are learning from and working with each other. Group projects encourage teamwork and cooperation.
Independent Internet research: structured research skills are developed throughout the course, both individually and in small groups to provide platforms for analysis and synthesis of information.
Troubleshooting errors and revision: learning to recognize errors and know where and how to find them and how to fix them. Peer editing develops teamwork and a commitment to producing high quality work the whole group is proud of.
Projects: Students demonstrate use of all skills and concepts in original works. Students do a written self-evaluation after a project to analyze what worked, what they would change about the process, and what they learned.
Oral presentation and peer evaluation: Students share and present original works and evaluate for effectiveness.

Assessments Including Methods and/or Tools: *Indicate the intent of each assessment and a brief description of how each relates to the Course Purpose and goals related to the development of critical thinking and other habits of mind skills.*

- Written Review Questions to reinforce concepts learned are checked for accuracy.
- Ability to read technical texts and follow instructions
- Screen Checks: Students show the teacher their work at the computer to show accuracy and completeness of step-by-step modules.
- Rubrics: allows student to self-evaluate and teacher to check for inclusion of necessary elements, mastery, and level of use.
- Presentations: to share final projects for review of different design concepts, use of elements, and creative solutions to project criteria.
- Activities and Projects: demonstrates knowledge of formatting concepts and writing skill
    - Memo
    - Letters: job cover letter, complaint letter, business letter
    - Note: expressing thanks
    - Persuasive writing destination brochure
    - Comparison/Contrast Essay
    - Literary Review
    - Giving Directions project
    - Research Report
    - Job skills training: resume and mock interview

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UC Doorways Online Update Template

(Required Information needed to prepare for course submission)

- **School Information**

NOTE: The School Information must be updated / verified as accurate at the start of each submission cycle. This must be completed before the system will allow any course submissions.

School Information

School Name: **Pioneer Valley High School** _____

High School District: **Santa Maria Joint Union High School District** _____

City: **Santa Maria, California**_____

School Course List Contact Information

First Name: **Elyssa** _____

Last Name: **Rodriguez-Chavarria**_____

Position/Title: **Assistant Principal of Instruction**_____

Phone Number: **805-922-1305**_____ Ext.: **5703**_____

E-mail: **echavarria@smjuhsd.org**_____

Teacher Contact Information

First Name: **Erika**_____

Last Name: **Quintana**_____

Position/Title: **Teacher/Department Head**_____

Phone Number: **805-922-1305**_____ Ext.:**5335** _____

E-mail: **equintana@smjuhsd.org**_____

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- **Previously Approved Courses**

NOTE: Complete outlines are not needed for courses previously approved by UC. Courses that are defined as "previously approved" are courses from programs (Advanced Placement, International Baccalaureate, ROP courses, etc.), courses from within the same district, courses that have been removed within a three-year window and are being reinstated, and courses from UC-approved online providers. Courses modeled after courses from outside the school district are also defined as "previously approved" but a complete course description will be required for submission. Each section below represents an individual page on the electronic submission site.

Was this course "Previously Approved" by UC? _____ Yes __**X**__ No

If "No", proceed to the **Course Description** section.

If "Yes," please indicate which category applies:

Has this course been provided program status, is not an online course, and is it listed below?

_____ Yes _____ No

If "Yes," select an option from the Program Status list:

_____ AVID Program

_____ Advanced Placement (AP)

_____ Advanced Placement (AP)

_____ California Partnership Academies (CPA)

_____ CDE Agricultural Education

_____ Center for Advanced Research and Technology (CART)

_____ CSU Early Assessment Program (EAP)

_____ International Baccalaureate (IB) Program

_____ National Academy Foundation (NAF)

_____ Project Lead the Way

_____ ROP/C Organization Name of ROP/C: _____

_____ University of California Curriculum Integration (UCCI) Institute

If "Advanced Placement", has it been authorized by the College Board through the AP Audit Process?

_____ Yes _____ In Progress

NOTE: UC will only allow Advanced Placement courses that have passed or are in the AP Audit process. UC requires all AP courses on your list, including those approved in prior years, to be verified via the College Board AP Audit process. UC will run quarterly reports based on AP Audit data. AP courses not listed on the AP Audit list will be removed.

If "In Progress," date submitted to AP: _____ (MM/DD/YY)

Exact Program Course Title: _____

Is this course provided by a UC-approved online course publisher listed below?

_____ Yes _____ No

If "Yes", select an option from the Online Provider list:

_____ Academic Advantage Online

_____ Accelerate Education/Accelerate Online Academy

_____ Advanced Academics

_____ Apex Learning/Apex Learning Virtual School

_____ Alpha Omega Academy

_____ Aventa Learning

_____ Class.com

_____ CompassLearning/Odyssey

_____ Connections Academy

_____ Edgenuity, Inc. (formerly Education2020)

_____ Edmentum, Inc. (formerly PLATO Learning

_____ FlipSwitch

_____ Florida Virtual School (FVS)

_____ Jesuit Virtual Learning Academy

_____ K12, Inc.

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_____ Middlebury Interactive Languages

_____ National University System

_____ OdysseyWare, Inc.

_____ Pamoja Education Unlimited

_____ Pearson Education (GradPoint)

_____ Scout from University of California

_____ Thesys International

_____ VHS, Inc. Virtual High School Global Consortium

Exact Course Title: _____

Is this course modeled after an identical course approved for the current year at another school in the same comprehensive school district?

_____ Yes _____ No

If "Yes," which school? _____

Exact Course Title: _____

Is this course being reinstated after removal within 3 years?

_____ Yes _____ No

If "Yes," what year was the course removed from the list? _____

Exact Course Title: _____

Is this course modeled after a UC-approved course from another school outside your district?

_____ Yes _____ No

NOTE: If "Yes," you will be required to submit a complete course description. UC will review the previous submission, if available, to assist in our review process.

If "Yes," which school and ATP code? _____

Exact Course Title: _____

- **Course Description**

Course Title: **Communication Technology** _____

NOTE: Courses that are "previously approved" must use the same exact course title as the previously approved course.

Transcript Title(s)/Abbreviation(s): **Comm Tech A & Comm Tech B and Com/Tec Acadm A & Com/Tec Aca B**

Course Code(s): **BU7060 & BU7061 and BU4003 & BU4004**_____

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Seeking "Honors" Distinction

NOTE: To receive "honors" distinction, the course submission must satisfy certain requirements. For information about these requirements, please visit the a-g Guide: http://www.ucop.edu/agguide/a-g-requirements/honors/index.html. For "previously approved" courses (including AP and IB), the honors information will be pre-populated as applicable.

X No

_____ Yes, AP

_____ Yes, IB (Higher Level)

_____ Yes, IB (Standard Level)

_____ Yes, Other Honors

NOTE: Defined as a course specifically designed by the school with distinctive features which sets it apart from regular high school courses in the same discipline areas. Course should be seen as comparable in terms of workload and emphasis to AP, IB, or introductory college courses in the subject. Honors courses must be designed for the 11th and 12th grade level and require a comprehensive, year-long, written final exam. In addition to AP and IB higher level courses, high schools may certify as honors level courses *not more than one unit in each of the following subject areas only*: history, English, advanced mathematics, each laboratory science, each language other than English, and each of the four VPA disciplines. If there are no AP or IB higher level courses in a given subject area, the high school may certify up to, but not more than, two units at the honors level in that area.

Subject Area and Category

_____ "a" – History / Social Science

- _____ U.S. History
- _____ American Government / Civics
- _____ World History / Geography / Cultures

_____ "b" – English

- _____ English
- _____ English-ESL/ELD

_____ "c" – Mathematics

- _____ Algebra 1; Yr 1 of 2
- _____ Algebra 1; Yr 2 of 2
- _____ Algebra 1
- _____ Integrated Math 1
- _____ Geometry; Yr 1 of 2
- _____ Geometry; Yr 2 of 2
- _____ Geometry
- _____ Integrated Math 2
- _____ Algebra 2; Yr 1 of 2
- _____ Algebra 2; Yr 2 of 2
- _____ Algebra 2
- _____ Integrated Math 3
- _____ Algebra 2/Trigonometry
- _____ Advanced Mathematics
- _____ Statistics

_____ "d" – Laboratory Science

- _____ Biological Science

For Preparation Only

_____ Chemistry

_____ Physics

_____ Integrated Science

NOTE: Students electing to enroll in an integrated-science program (ISP) are strongly advised to complete the entire three-year sequence. In most cases, the first year of an integrated-science sequence fulfills only the "g" elective requirement; the second and third years of the sequence then fulfill the two-year "d" laboratory science requirement. Accordingly, if only ISP I is successfully completed, then two courses from the categories of Biology, Chemistry, or Physics in the “d” subject area must be completed. If ISP I and only one of ISP II or ISP III are completed, then one additional course from the categories of Biology, Chemistry, or Physics from the “d” subject area must be taken to fulfill the "d" requirement.

_____ Interdisciplinary Science

NOTE: This category demonstrates that the course is cross-disciplinary and is often used for advanced science courses such as AP Environmental Science or Biochemistry.

_____ “e” – Language Other than English

_____ LOTE Year 1

_____ LOTE Year 2

_____ LOTE Year 3

_____ LOTE Year 4+

Language:

_____ ASL

_____ Chinese

_____ French

_____ German

_____ Hebrew

_____ Italian

_____ Japanese

_____ Latin

_____ Other

_____ Russian

_____ Spanish

_____ “f” – Visual & Performing Arts

_____ Dance (Intro)

_____ Dance (Advanced)

_____ Music (Intro)

_____ Music (Advanced)

_____ Theater Arts (Intro)

_____ Theater Arts (Advanced)

_____ Visual Arts (Intro)

_____ Visual Arts (Advanced)

__X__ “g” – Elective

_____ History / Social Science

_____ English

_____ English-ESL/ELD

For Preparation Only

_____ Math

_____ Statistics

_____ Science-Biological

_____ Science-Integrated

_____ Science-Physical

_____ LOTE

_____ VPA

__X__ Interdisciplinary

_____ Other

Grade Level: _____ 9 _____ 10 __X__ 11 __X__ 12

NOTE: Grade level pertains to which grades the course has been designed. 9th grade cannot be selected for Advanced VPA. 9th and 10th grades cannot be selected for honors courses.

Unit Value: _____ 0.5 (half year or semester equiv.) __X__ 1.0 (one year, 2 semesters or 3 trimesters equiv.)

- **Course Attributes**

Is this course, or any separate section of this course, taught in an online learning environment?

_____ Yes __X__ No

If "Yes," has this course been certified by the California Learning Resource Network (CLRN)?

_____ Yes _____ No

If "No," has your institution conducted a self-assessment of the online course against the iNACOL Standards for Quality Online Courses?

_____ Yes _____ No

If "Yes," does the course fulfill all 15 UC-identified power standards from the iNACOL Standards for Quality Online Courses?

_____ Yes _____ No

If "Yes," how many of the remaining 37 standards from the iNACOL Standards for Quality Online Courses does the course satisfy? _____

If "Yes," please attach a copy of your completed Online Course Self-Assessment Form.

Is this course classified as a Career Technical Education course?

__X__ Yes _____ No

If "Yes," please select the name of the Industry Sector and Career Pathway:

_____ Agriculture and Natural Resources

_____ Agricultural Business

_____ Agricultural Mechanics

_____ Agriscience

For Preparation Only

_____ Animal Science
_____ Forestry and Natural Resources
_____ Ornamental Horticulture
_____ Plant and Soil Science

_____ Arts, Media, and Entertainment
_____ Media and Design Arts
_____ Performing Arts
_____ Production and Managerial Arts

_____ Building and Construction
_____ Cabinetmaking and Wood Products
_____ Engineering and Heavy Construction
_____ Mechanical Construction
_____ Residential and Commercial Construction

_____ Education, Child Development and Family Services
_____ Child Development
_____ Consumer Services
_____ Education
_____ Family and Human Services

_____ Energy and Utilities
_____ Electromechanical Installation and Maintenance
_____ Energy and Environmental Technology
_____ Public Utilities
_____ Residential and Commercial Energy and Utilities

_____ Engineering and Design
_____ Architectural and Structural Engineering
_____ Computer Hardware, Electrical, and Networking Engineering
_____ Engineering Design
_____ Engineering Technology
_____ Environment and Natural Science Engineering

_____ Fashion and Interior Design
_____ Fashion Design, Manufacturing, and Merchandising
_____ Interior Design, Furnishings, and Maintenance

_____ Finance and Business
_____ Accounting Services
_____ Banking and Related Services
_____ Business Financial Management

_____ Health Science and Medical Technology

For Preparation Only

_____ Biotechnology Research and Development

_____ Diagnostic Services

_____ Health Information

_____ Support Services

_____ Therapeutic Services

_____ Hospitality, Tourism, and Recreation

_____ Food Service and Hospitality

_____ Food, Science, Dietetics, and Nutrition

_____ Hospitality, Tourism, and Recreation

__X__ Information Technology

__X__ Information Support and Services

_____ Media Support and Services

_____ Network Communications

_____ Programming and Systems Development

_____ Manufacturing and Product Development

_____ Graphic Arts Technology

_____ Integrated Graphics Technology

_____ Machine and Forming Technology

_____ Welding Technology

_____ Marketing, Sales, and Service

_____ E-Commerce

_____ Entrepreneurship

_____ International Trade

_____ Professional Sales and Marketing

_____ Public Services

_____ Human Services

_____ Legal and Government Services

_____ Protective Services

_____ Transportation

_____ Aviation and Aerospace Transportation Services

_____ Collision Repair and Refinishing

_____ Vehicle Maintenance, Service, and Repair

For Preparation Only

- **Catalog Description**

Brief Course Description

NOTE: Briefly (in a short paragraph) describe the course, focusing on content, rather than instructional strategies, assessments, or rationale. If school has a catalog, enter the description that is in the catalog.

This class is a Santa Barbara County Regional Occupational Program course for students to learn how to enhance their use of essential computer and communication skills on both a personal and professional level with the use of technology tools focusing on Microsoft Office 2013 applications. This Advanced Business course is for junior and senior level students, and is designed to prepare students for employment, provide them with the necessary skills to complete their college studies, and provide them with essential communication skills to effectively use technology in their daily lives, while improving literacy skills. The course integrates the foundational principals of business communication with the Organizational, analytical, and technical concepts required of business communications. This course offers an opportunity to study the elements of effective communication and learn office technology skills with a concentration on learning the advanced features of the Microsoft Word and PowerPoint applications to produce documents and presentations with a workplace related focus. Students participate in job readiness training and practice these essential skills throughout the course. Students will be assigned a variety of independent project-based coursework to demonstrate their skills. This course is an alternate choice to meet the district graduation requirement for the fourth year of English for seniors (it is non-college prep as it has not been approved for UC/CSU entrance requirements). Students completing the year long course will receive a ROP Certificate of Competency.

Pre-Requisites: **Computer Applications 1** Required _____ Recommended __**X**__

NOTE: Laboratory science and Advanced VPA courses require a pre-requisite. Submissions will not be allowed if this is not included. Some courses, particularly in the mathematics subject areas, require appropriate pre-requisites. For further explanation, refer either to the "Guide to a-g Requirements" document or the "a-g" Guide web site at www.ucop.edu/agGuide.

Co-Requisites: _____ Required _____ Recommended _____

For Preparation Only

- **Background Information**

NOTE: Do not include information that could identify your school or district.

Context for Course (optional) **REQUIRED FOR CTE COURSES**

NOTE: In order to understand the context for a new course, sometimes it is helpful for UC to understand the broader educational program and/or reform efforts of the school. How does this course fit into broader departmental and/or pathway structure? How does it fit into the overall school restructuring plans? Is the course intended to be a core course or supplemental? What are the student/school/community needs met by this course?

Although not a new course, we are seeking "g" elective status. We have always offered rigorous classes and in order to attract college bound students we want to have UC approved offerings available. This course is an advanced course that several beginning courses lead to. Students who have a strong career interest in various business focus areas and technology will find this course beneficial in preparing them for post-secondary education and entering the workforce. Our ROP Business Advisory Committee supports and encourages our efforts while giving us feedback on essential skills young people need as they move beyond high school and enter the career marketplace. We are striving to have more students achieve college ready status, and we are moving from a block schedule to a traditional seven period day and this restructuring process will allow students to pursue and follow pathways in CTE as part of their elective classes. This will also allow students to take a class that could lead to a college major and career. It articulates with Allan Hancock College.

History of Course Development (optional) **REQUIRED FOR CTE COURSES**

NOTE: Likewise, it is sometimes helpful for UC to know the origins of a course and who was involved in its development. Did you consult with UC Admissions personnel or UC professors? If so, what was the nature of such consultation and what was the result? Was this course modeled after another course at another school? If so, is that course UC approved? How does the course being submitted differ from the course after which it was modeled? Has this course received any special recognitions, designations or awards? Has it been articulated to local community colleges or universities?

The Santa Barbara County Regional Occupation Program has offered the Communication Technology course for many years at multiple schools. This particular course in our district was developed by ROP Business teachers through collaboration with district English teachers. Based on alignment of course curriculum with CA ELA standards in addition to CTE standards, the high school district approved this course for meeting their 4th year of English graduation requirement (as a non-college prep class because it has not been approved for UC/CSU English entrance requirement).

The course is articulated with Allan Hancock College, our local community college, and regular advisory meetings with local businesses and educational institutions ensure the curriculum is keeping up with industry trends. The Advisory Committee acknowledges and supports the course in order to prepare students with necessary work readiness and communication skills. This course is one of the higher level electives offered to students and it exposes them to material that can lead to advanced study in college and become a career focus.

For Preparat

- **Textbooks**

NOTE: Include list of Primary and Secondary Texts. Make sure to note the books that will be read entirely and those that will be as excerpts. Textbook information is not necessary if your course is a Visual and Performing Arts, Advanced Placement or an International Baccalaureate course. Online texts or non-standard text materials should include a link to the online text.

Textbook

Title: Communicating for Success

Edition: 3rd

Publication Date: 2006

Publisher: Thompson Learning

Author(s): Janet S. Hyden, Ann K. Jordan, Mary Helen Steinauer, and Margie J. Jones

URL Resource(s):

http:..www.cengage.com/search/productOverview.do?N=+16+11&Ntk=P_Isbn13&Ntt=9780538728669

Usage: __**X**__ Primary Text _____ Read in entirety or near entirety

Textbook

Title: Microsoft Office 2013

Edition: Basics

Publication Date: 2014

Publisher: Course Technology

Author(s):

URL Resource(s):

Usage: __**X**__ Primary Text _____ Read in entirety or near entirety

(Be sure to list any additional textbooks that are used for the class.)

Supplemental Instructional Materials: *Please describe. If using online text or non-standard material, please provide the title of the material or webpage and the URL link.*

Movie:

"Answering Interview Questions". Films Media Group. DVD. Cambridge Educational, 2010

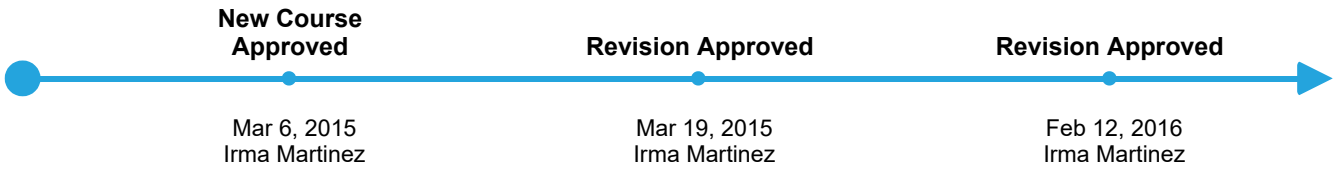
Software:

Micro Type 5. South Western Educational Publishing, 2010.

For Preparation Only

Website Programming & Design A/B

Santa Maria Joint Union High School District



asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)
anta Maria High School (053305)	Classroom Based	Abbreviation: Web Prog & DesA, Course Code: BU6013 Abbreviation: Web Prog & DesB, Course Code: BU6014
ioneer Valley High School (053847)	Classroom Based	Abbreviation: Web Prog & DesA, Course Code: BU6013 Abbreviation: Web Prog & DesB, Course Code: BU6014

Title:	Website Programming & Design A/B
Length of course:	Full Year
Subject area:	College-Preparatory Elective (G) / Interdisciplinary
UC honors designation?	No
Prerequisites:	Computer Applications 1 (Recommended)
Co-requisites:	None
Integrated (Academics / CTE)?	Yes
Grade levels:	11th, 12th

ourse Description

urse overview:

The purpose of this course is to teach web page design and beginning programming with the coding languages HTML, JavaScript, and CSS. Students will be able to design and build a website from scratch. Students will develop a basic understanding of design principles and the user/software/hardware interface as well as understanding the logical process of computer problem solving. Students will also learn skills for research, development, and the publishing processes. Understanding, critical thinking, and problem solving skills related to programming will be developed as students get an introduction to the fields of web development and computer science.

urse content:

I. Orientation

A. Course objectives, expectations, procedures	A. Review course objectives, expectations, procedures.
B. Introduction to website design	B. Understands introduction to website design programming language.
C. History of web design	C. Reviewed history of web design.
D. Current trends in web design	D. Identifies current trends.
E. Employment outlook/ opportunities	E. Reviewed employment outlook/opportunities.

II. HTML/JavaScript

Students will learn basic structure of HTML and Javascript programming with the use of opening and closing tags in pairs to create their web pages. They will learn the proper placement of web document sections and techniques to create functional sites with organizational techniques that make the site easier to navigate for the user. Creating interest & ease of use with the use of color, images, tables, and surveys and frames will be learned. They will

incorporate CSS formatting techniques for the appearance and behavior of the webpage. They will add JavaScript programming and functions to create user interactivity. They will learn to troubleshoot coding errors. The topics are covered in lessons 1-9 of the primary textbook.

TOPIC	EXAMPLE
A. Basic HTML formatting tags	A. Identifies basic formatting tags and structure.
B. Save and view web page	B. Identifies file naming conventions save and view web page through a browser.
C. Use lists, headings, lines	C. Uses HTML to create and format lists, lines, headings
D. Create links	D. Uses HTML to create onsite and offsite links.
E. Format web page text	E. Uses style attribute to format the appearance of body & text

F. Insert graphics	F. Demonstrates how to insert and manipulate graphics.
G. Tables	G. Use HTML to create a table with various types of data
H. Forms	H. Use HTML to create a form with various inputs
I. Frames	I. Use frames to divide the window and use links across frames
J. Apply CSS and Create an external CSS file	J. Demonstrates how to use CSS to control the formatting of the page(s).
K. Learn Javascript	K. Uses correct JS syntax: strings, objects, methods, parameters, conditional statements
L. Create an alert and a rollover	L. Demonstrates how to use JS to create an alert message and functions for a rollover link & image.
M. Create a JavaScript banner and slideshow	M. Demonstrates how to use JS functions to create banners (cycling & random) and slideshow.
N. Create a form	N. Demonstrates how to use JavaScript to create a functional, validated, clearing form with buttons.
O. Functions across frames	O. Be able to create functions that work across frames and understand the parent-child relationship

III. Web Design Fundamentals

Students will learn the design process beginning with an idea and going through the planning stages. They will clarify the audience and purpose of their site, and come up with a design concept and storyboard their idea before programming.

TOPIC	EXAMPLE
A. Design Evaluate and Review	A. Identifies design standards for review.
B. Brainstorming	B. Shares and presents ideas for design.
C. Information Design – Site message, audience, design, scope	C. Identifies site message, audience, and scope and applies to plan
D. Interaction Design – Storyboard, site map	D. Creates a storyboard, layout and site map. Wireframes site with responsive design.
E. Presentation Design – site graphics, banner, navigation	E. Designs site graphics, including banner and navigation.
F. Design elements – proportion, balance, unity, space	F. Understands the role of proportion, balance, unity and space in design.
G. Usability – Human interaction design	G. Understands usability and accessibility concepts.

IV. Introduction to Design Applications

Students will learn to use the Dreamweaver software application to create sites that have all the elements they learned to program in HTML and JavaScript. In addition, they will learn to evaluate the website structure and present and publish a website. This is covered in units A – J of the primary textbook.

TOPIC	EXAMPLE
A. Web publishing application using Dreamweaver	A. Uses web publishing application software.
B. Develop and create a functioning website	B. Uses Dreamweaver to format page, text, images, links, menus, tables, forms and uses CSS and media interactivity features.
C. Multimedia applications	C. Uses multimedia application software.
D. Updating and posting pages	D. Updates and uploads pages.
E. Cloud Computing	E. Understands cloud computing.
F. Security	F. Understands network security.

V. Computer Graphic Design Concepts (infused throughout the course)

Students learn the principles of art and design including line, space, shape, form, color, and positive/negative space and white space and how it affects the usability and appeal of the web site. Students will also understand the various types and formats of computer graphics available. They will learn about web safe fonts.

TOPIC	EXAMPLE
A. Design considerations	A. Understands design considerations.
B. Output considerations	B. Understands output considerations.
C. Color theory	C. Demonstrates use of color theory.
D. Typography	D. Understands typography and web safe fonts

VI. Project Management (infused throughout the course)

Follow through a long term project from concept to fruition. Manage project needs and deadlines.

TOPIC	EXAMPLE
A. Writing the Project Proposal	A. Writes a project proposal.

B. Writing the Design Document	B. Writes a design document and storyboard.
C. Cost analysis	C. Research project costs of developing a website
D. Creating a Project Schedule	D. Creates a project timeline with deadlines.
E. Writing a Status Report	E. Writes a status report.
F. Quality Assurance	F. Performs quality assurance testing.
G. Client Communication and Requirements	G. Communicates with the client and understands client requirements for site.

VII. Marketing your Site

Understand the principles of using the internet for sales and promotion. Analyze if goals are met with the website. Review pricing and distribution goals. Use consumer research and site review to evaluate effectiveness of site both locally and globally.

TOPIC	EXAMPLE
A. Search engine optimization	A. Optimizes a website using search engines optimization techniques.
B. Marketing	B. Creates a marketing plan.
C. eCommerce	C. Understands eCommerce.
D. Business Development	D. Understands business development.
E. Social Networking	E. Understands use of social networking to publicize site (Facebook, Twitter, blogs).
F. Marketing	F. Understands marketing with mobile apps.
G. Analytics	G. Uses analytics to analyze effectiveness
D. Equipment and tools	D. Selects equipment and tools, applies technology to specific tasks and maintains and troubleshoots equipment.
E. Safety procedures and practices.	E. Follows safety procedures and practices.
F. Ethics and confidentiality.	F. Demonstrates (shows) understanding of ethics and confidentiality.

VIII. Career/Occupational Knowledge and Workplace Skills (infused throughout the course)

Students will demonstrate career skills that will enable them to be successful in the workplace and in post-high school educational settings. Teamwork and collaboration are encouraged and practiced. Critical thinking and problem solving are developed through independent project based learning.

TOPIC	EXAMPLE
A. Technology and information	A. Accessing and utilizing technology and information.
B. Safety standards	B. Practicing occupational safety standards.
C. Critical thinking and solving problems	C. Thinking critically and solving problems effectively.
D. Basic skills in reading, writing, mathematics, listening and speaking	D. Uses basic skills in reading, writing, mathematics, listening and speaking as they relate to occupation specific skills.
E. Real world problems and situations	E. Applying knowledge to real world problems and situations.
F. Independent & collaborative work	F. Works independently and collaboratively.
G. Communication	G. Communicates effectively and appropriately.
H. Reliability	H. Performs reliably and responsibly.
I. Diversity	I. Working with diverse populations effectively and respectfully.
J. Punctuality and Dependability	J. Is punctual and has good attendance
K. Directions	K. Follows directions.
L. Supervision	L. Works well with minimum supervision.
M. Cooperation	M. Is cooperative and works with peers
N. Initiative	N. Takes initiative by working beyond minimum requirements.
O. Grooming	O. Meets job standards of neatness and grooming.
P. Constructive Criticism	P. Responds appropriately to constructive criticism.

ourse Materials

Other

Title	Authors	Date	Course material type	Websit
Written Assignments	[empty]	[empty]	Review of key concepts and vocabulary that is learned from reading and research. short answer questions allow the student to demonstrate their mastery and understanding of material	[empty]

Title	Authors	Date	Course material type	Websit
Direct Whole Group Instruction	[empty]	[empty]	Demonstration and visual presentation.	[empty]
Independent Practice	[empty]	[empty]	Students practice with step-by-step instructions.	[empty]
One-on-One Instruction	[empty]	[empty]	Teacher assists and gives feedback to students individually.	[empty]
Cooperative Learning Group	[empty]	[empty]	Collaboration and sharing of information is encouraged so students are learning from and working with each other. Group projects encourage teamwork and cooperation.	[empty]
Independent Internet Reaserch	[empty]	[empty]	Structured research skills are developed throughout the course, both individually and in small groups and provide platforms of analysis and synthesis of information.	[empty]
Double shooting Errors and Revisions	[empty]	[empty]	Learning to recognize coding errors and know where and how to find them and how to fix them	[empty]
Projects	[empty]	[empty]	Students demonstrate use of all skills and concepts in original works. Students do a written self evaluation after a project to analyze what worked, what they would change about the process, and what they learned.	[empty]
Oral Presentation and Peer evaluation	[empty]	[empty]	Students share and present original works and evaluate sites for effectiveness.	[empty]

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Santa Maria Joint Union High School District – Career Technical Education

WRITING GAMES FOR SOCIAL CHANGE (UCCI)_SSD

DATE:

INDUSTRY SECTOR: Information and Communication Technologies Sector

PATHWAY: Software and Systems Development - Systems Programming

CALPADS TITLE: Intermediate Systems Programming (Concentrator)

CALPADS CODE: 8131

HOURS:

Total	Classroom	Laboratory/CC/CVE
195	90	105

JOB TITLE	O*NET CODE	JOB TITLE	O*NET CODE
Video Game Designers	15-1199.11	Computer Occupations, All Other	15-1199.00
Multimedia Artists and Animators	27-1014.00	Software Developers, Applications	15-1132.00
Software Developers, Systems Software	15-1133.00	Computer Programmers	15-1131.00

COURSE DESCRIPTION:

Writing Games for Social Change is a college preparatory grade 9 English course integrated with the Games and Simulation pathway standards of the Information and Communication Technology sector. Students engage in dose reading of complex texts and technical documents to analyze and synthesize the design and development of games and simulations. This course provides a rigorous pathway for students to learn relevant technical knowledge and skills that prepare them for further education and career opportunities in the field of Information and Communication Technologies.

This course allows students to see where the skills of English intersect with the elements of game design. Students conduct research, closely read and analyze complex texts, evaluate game designers' audience and purpose, and create a digital portfolio where they synthesize their knowledge to design a game that addresses a social issue. In doing so, Writing Games for Social Change increases student engagement with the academic rigor of English, while also allowing them to learn relevant technical knowledge and skills to prepare for further education and careers in game and simulation design giving them a more comprehensive understanding of a career field that interests them, specifically game design.

A-G APPROVAL: B

ARTICULATION: None

DUAL ENROLLMENT: None

PREREQUISITES: None

METHODS OF INSTRUCTION

- Direct instruction
- Group and individual applied projects
- Multimedia
- Demonstration
- Field trips
- Guest speakers

STUDENT EVALUATION:

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

INDUSTRY CERTIFICATION:

- code.org
- typing.com
- MBA Research DIgital Badge in Programming

RECOMMENDED TEXTS:

- Video Game Foundation
- A Game Designers Reader: A Rules of Play Anthology
- Animal Farm

PROGRAM OF STUDY

Grade	Fall	Spring	Year	Course Type	Course Name
9				Introductory	Survey of Business
9, 10, 11, 12				Concentrator	Writing Games for Social Change (UCCI)_SSD
9, 10, 11, 12				Capstone	Wesite Design Programming

I.	WHAT IS A GAME?	CR	Lab/ CC	Standards
	A.In this unit, students define what a game is and learn about the fundamental elements and distinguishing features within various types of games. Through reflective reading and close examination of informational texts such as The Game Designers Reader, "Ten Things Every Game Needs" and "The Rhetoric of GamePlay", students develop a deeper understanding of these elements. Drawing on knowledge gained from their readings, students write a 1-2 page informational essay that includes appropriate citation formats, in which they evaluate the complex interaction between games and players (in terms of player engagement, skill development and audience) across various genres of games, such as video games, board games, puzzle games, card games and sports. Students conduct research on the history of gaming. Beginning with the ancient world and culminating to the present day, students examine the role of game play in human culture and their psychological impact on individuals and groups, and write a 3-4 page research position paper on the topic. In groups of 3-5, students synthesize their informational and research essays into a 3-5 minute multimedia presentation that illustrates the trends within a selected game genre and its garners' experience, over time. Students then create a digital portfolio (or wiki) that will serve as the location to house selected assignments created throughout the course.	10	20	**Academic:** LS: 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5 RSIT: 11-12.2, 11-12.3, 11-12.5, 11-12.7 WS: 11-12.2, 11-12.4, 11-12.6, 11-12.7, 11-12.8 A-REI: 1 **CTE Anchor:** Communications: 2.1, 2.4, 2.5, 2.6, 2.7 Technology: 4.1, 4.2 Problem Solving and Critical Thinking: 5.5, 5.6, 5.8, 5.12 Health and Safety: 6.6 Responsibility and Flexibility: 7.4, 7.7 Leadership and Teamwork: 9.3, 9.6, 9.7 Technical Knowledge and Skills: 10.1, 10.1, 10.2, 10.3, 10.6, 10.9, 10.11 Demonstration and Application: 11.1, 11.2, 11.5 **CTE Pathway:** C1.3, C1.5, C3.1, C4.1, C4.3, C4.5, C6.1, C8.3, C9.3
II.	**THE GAMING EXPERIENCE**	**CR**	**Lab/ CC**	**Standards**
	A.Building upon the knowledge on the history of games acquired in unit 1, students then examine how modern information and communication technologies have redefined the culture of play. Students read the book Ender's Game as well as several industry-related selections from the Game Designers Reader, What Games Have to Teach Us About Learning and Literacy and view on-line resources such as TED Talks about the gaming experience to understand and analyze the ways in which gameplay has evolved. To recognize this influence, students write a 1-2 page explanatory essay which compares and contrasts traditional games with their digital equivalents. Students create and conduct a survey to examine how video games influence and impact the lives	5	10	**Academic:** LS: 11-12.1, 11-12.2, 11-12.4 RSIT: 11-12.2, 11-12.5, 11-12.7 WS: 11-12.6, 11-12.7 **CTE Anchor:** Communications: 2.1, 2.2, 2.3, 2.5, 2.7 Career Planning and Management: 3.1

	of their peers, and then present their findings in a 2-3 minute oral presentation. Next, during their reading of Ender's Game, students create storyboards to track theme development in the novel. After gathering textual evidence, students write a 2-3 page literary analysis essay on the purposeful design of the game and resulting psychological effects on the characters in the novel.			3.1 Technology: 4.2, 4.3 Problem Solving and Critical Thinking: 5.5, 5.6 Health and Safety: 6.6 Responsibility and Flexibility: 7.2, 7.3, 7.5 Ethics and Legal Responsibilities: 8.3, 8.4, 8.5 Leadership and Teamwork: 9.3, 9.6, 9.7 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.6, 10.12 Demonstration and Application: 11.5 **CTE Pathway:** C1.6, C1.1, C1.4, C2.1, C3.1, C3.3, C4.2, C4.3, C4.5, C4.6, C4.1, C5.1, C5.2, C5.4, C6.4, C6.7, C7.5, C8.5, C8.2, C9.2, C9.3
III.	**GAMES AS TEXTS: DESIGNER, AUDIENCE, AND PURPOSE.**	**CR**	**Lab/ CC**	**Standards**
	A.Building upon their understanding of the intention, experience and impact of gaming, students now read about the various aspects of game design (with an emphasis on structure, process, audience, and purpose) as they develop a game, write supporting documents and build a physical prototype. Using professional models of game scripts, excerpts from the Game Design Workshop: A Playcentric Approach to Creating Innovative Games, and observations of actual gameplay, students learn to read games as texts with specific and/or multiple purposes, focusing on the design elements that help a game to achieve its purpose. To direct this focus students write three 1-page rhetorical analyses of their games' purpose and how it drives the content and style of the game. Students also learn the game design and development life cycle. Applying the general principles of storytelling in the context of games, students create a storyboard narrating the development of a central idea in a game and how the designer's choices create specific effects and determine purpose. Students also create a 2-3 page game treatment guiding the design of a prototype. Through a revision process, students use professional templates and excerpts from Character Development and Storytelling for Games as a guide to write a 4-page (or more) game design document.	25	20	**Academic:** LS: 11-12.1, 11-12.2, 11-12.3, 11-12.6 RSIT: 11-12.2, 11-12.3, 11-12.7 WS: 11-12.2, 11-12.5, 11-12.6, 11-12.7, 11-12.8 US: 11.8.7 **CTE Anchor:** Communications: 2.1, 2.4, 2.6, 2.7 Career Planning and Management: 3.8 Technology: 4.1, 4.2, 4.5 Problem Solving and Critical Thinking: 5.5, 5.7 Health and Safety: 6.6 Responsibility and Flexibility: 7.2, 7.3, 7.4, 7.7 Ethics and Legal

				Responsibilities: 8.3, 8.4, 8.6, 8.7 Leadership and Teamwork: 9.3, 9.6, 9.7 Technical Knowledge and Skills: 10.1, 10.1, 10.2, 10.6, 10.9, 10.11, 10.13 Demonstration and Application: 11.4, 11.5 **CTE Pathway:** C1.6, C1.1, C1.4, C1.3, C2.3, C2.4, C2.5, C3.1, C3.3, C4.1, C4.6, C4.8, C4.7, C4.5, C5.1, C5.4, C5.5, C6.5, C6.6, C6.4, C7.5, C9.2, C9.3, C10.1
IV.	**SOCIETY AND GAMES**	**CR**	**Lab/ CC**	**Standards**
	A.In this unit students build upon their learning about game design, broadening their focus to the impact that games and simulations have on society. Students expand their literary analysis skills by reading a novel (i.e. Animal Farm, Fahrenheit 451, or another novel that deals with a social issue) and researching a social issue in the text that a game or application could help address. Students add their research findings to their digital portfolio in the form of a 2-3 page literary analysis essay. As they analyze the social issues in their novel and imagine possible technology-based solutions, students continue to learn about the complexity of storytelling in the context of games from selections from The Game Designer's Reader. From this understanding, students reflect on their personal life story and write a 2-3 page personal narrative about a specific experience or social issue they faced or observed. Students now research that issue in a larger context and publish their findings on a discussion forum. Using this forum, students stimulate a thoughtful, well-reasoned exchange of ideas with mentors and peers. Next, students write a 2-3 page game critique in terms of its impact on society. Finally, students engage in a formal debate drawing on their individual and collaborative research throughout the unit.	20	20	**Academic:** LS: 11-12.1, 11-12.3, 11-12.4 RSIT: 11-12.2, 11-12.3, 11-12.7 WS: 11-12.3, 11-12.4, 11-12.6, 11-12.8 WH: 10.11, 10.3 **CTE Anchor:** Communications: 2.1, 2.3, 2.4, 2.5 Career Planning and Management: 3.8 Technology: 4.1, 4.2, 4.3 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7 Health and Safety: 6.6 Responsibility and Flexibility: 7.3, 7.5, 7.7 Ethics and Legal Responsibilities: 8.2, 8.4, 8.6 Leadership and Teamwork: 9.3, 9.7 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4, 10.9,

				10.14 Demonstration and Application: 11.1, 11.2, 11.5 **CTE Pathway:** C1.5, C1.3, C1.4, C2.1, C3.1, C3.2, C3.3, C4.5, C4.11, C4.8, C4.6, C5.1, C5.6, C5.2, C5.3, C5.4, C6.1, C6.6, C6.4, C7.5, C8.3, C9.1, C9.3
V.	**GAME TIME**	**CR**	**Lab/ CC**	**Standards**
	A.Using all their expository reading and writing skills from previous units, students use their knowledge of game design to create a game, simulation or mobile app development group that addresses a societal issue of their choosing. Students start by writing a 2-3 page research paper describing the business model used in the gaming industry. In their project teams students then develop a 2-3 minute multimedia pitch for their idea to the class. After receiving informal and formal feedback on their pitch, students create a digital storyboard for their game design. Next students synthesize their understanding of the games and simulation pathway by completing a capstone project proposal. This includes a 1-page cover letter to panel members, a formal 3-4 page written proposal, a 1-2 minute multimedia artifact (commercial, animation or video) and a 3-5 minute presentation for an audience consisting of peers and industry professionals.	30	35	**Academic:** LS: 11-12.1, 11-12.2, 11-12.4, 11-12.6 RSIT: 11-12.1, 11-12.3, 11-12.7 WS: 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7 **CTE Anchor:** Communications: 2.1, 2.3, 2.4, 2.5, 2.7 Career Planning and Management: 3.2, 3.4 Technology: 4.3 Problem Solving and Critical Thinking: 5.1, 5.2, 5.4, 5.5, 5.6, 5.7 Health and Safety: 6.6, 6.11 Responsibility and Flexibility: 7.2, 7.4, 7.5, 7.7 Ethics and Legal Responsibilities: 8.4, 8.6 Leadership and Teamwork: 9.3, 9.6, 9.7 Technical Knowledge and Skills: 10.1, 10.1, 10.2, 10.4, 10.6, 10.9, 10.11 Demonstration and Application: 11.2, 11.4, 11.5 **CTE Pathway:** C1.4, C1.5, C1.1, C1.2, C2.1, C2.2, C2.3, C2.4, C3.1, C4.9, C4.11, C4.5,

				C4.6, C4.7, C4.8, C6.4, C6.1, C7.5, C8.1, C9.3, C9.4

Entered by:

District: Santa Maria Joint Union High School District
Contact: Cindy Quaid, Business Educator Department Chair
Phone: 805-925-2567
Email: cquaid@smjuhsd.org

COURSE DESCRIPTION - **DISTRICT**

(Must be accompanied by a Course Adoption Form & Textbook Adoption Form)

Full Title of Proposed Course: Writing Games for Social Change (UCCI)

Abbreviated Title for AERIES: _____

(15 characters maximum including spaces & punctuation)

Subject Area: Business English **Category:** English ☒ **Intro** ☐ **Advanced**

Is this course classified as a CTE Course? If "yes" please select the following:

Department: Business X Intro _____ Concentrator _____ Completer

Industry Sector: Information Technology Career Pathway: Programming and Systems Development

Grade Level(s): ☒9 ☐10 ☐11 ☐12 **Unit Value:** ☐.5 (semester/term) ☒1.0 (one year equivalent)

Brief Course Description

Writing Games for Social Change is a college preparatory **grade 9 English course integrated with the Games and Simulation pathway standards of the Information and Communication Technology sector**. Students engage in close reading of complex texts and technical documents to analyze and synthesize the design and development of games and simulations. This course provides a rigorous pathway for students to learn relevant technical knowledge and skills that prepare them for further education and career opportunities in the field of Information and Communication Technologies.

Pre-Requisites:_____ Required _____ Recommended X

Co-Requisites:_____ Required _____ Recommended X

COURSE CONTENT

Course Goals and/or Major Student Outcomes Course Objectives

Writing Games for Social Change is a college preparatory **grade 9 English course integrated with the Games and Simulation pathway standards of the Information and Communication Technology sector**. Students engage in close reading of complex texts and technical documents to analyze and synthesize the design and development of games and simulations. This course provides a rigorous pathway for students to learn relevant technical knowledge and skills that prepare them for further education and career opportunities in the field of Information and Communication Technologies.

Purpose

This course allows students to see where the skills of English intersect with the elements of game design. Students conduct research, closely read and analyze complex texts, evaluate game designers' audience and purpose, and create a digital portfolio where they synthesize their knowledge to design a game that addresses a social issue. In doing so, Writing Games for Social Change increases student engagement with the academic rigor of English, while also allowing them to learn relevant technical knowledge and skills to prepare for further education and careers in game and simulation design giving them a more comprehensive understanding of a career field that interests them, specifically game design.

Course Outline

Unit 1: What is a Game?

In this unit, students define what a game is and learn about the fundamental elements and distinguishing features within various types of games. Through reflective reading and close examination of informational texts such as The Game Designers Reader, "Ten Things Every Game Needs" and "The Rhetoric of GamePlay", students develop a deeper understanding of these elements. Drawing on knowledge gained from their readings, students write a 1-2 page informational essay that includes appropriate citation formats, in which they evaluate the complex interaction between games and players (in terms of player engagement, skill development and audience) across various genres of games, such as video games, board games, puzzle games, card games and sports. Students conduct research on the history of gaming. Beginning with the ancient world and culminating to the present day, students examine the role of game play in human culture and their psychological impact on individuals and groups, and write a 3-4 page research position paper on the topic. In groups of 3-5, students synthesize their informational and research essays into a 3-5 minute multimedia presentation that illustrates the trends within a selected game genre and its gamers' experience, over time. Students then create a digital portfolio (or wiki) that will serve as the location to house selected assignments created throughout the course.

Unit 2: The Gaming Experience

Building upon the knowledge on the history of games acquired in unit 1, students then examine how modern information and communication technologies have redefined the culture of play. Students read the book Ender's Game as well as several industry-related selections from the Game Designers Reader, What Games Have to Teach Us About Learning and Literacy and view on-line resources such as TED Talks about the gaming experience to understand and analyze the ways in which gameplay has evolved. To recognize this influence, students write a 1-2 page explanatory essay which compares and contrasts traditional games with their digital equivalents. Students create and conduct a survey to examine how video games influence and impact the lives of their peers, and then present their findings in a 2-3 minute oral presentation. Next, during their reading of Ender's Game, students create storyboards to track theme development in the novel. After gathering textual evidence, students write a 2-3 page literary analysis essay on the purposeful design of the game and resulting psychological effects on the characters in the novel.

Unit 3: Games as texts: designer, audience, and purpose.

Building upon their understanding of the intention, experience and impact of gaming, students now read about the various aspects of game design (with an emphasis on structure, process, audience, and purpose) as they develop a game, write supporting documents and build a physical prototype. Using professional models of game scripts, excerpts from the Game Design Workshop: A Playcentric Approach to Creating Innovative Games, and observations of actual gameplay, students learn to read games as texts with specific and/or multiple purposes, focusing on the design elements that help a game to achieve its purpose. To direct this focus students write three 1-page rhetorical analyses of their games' purpose and how it drives the content and style of the game. Students also learn the game design and development life cycle. Applying the general principles of storytelling in the context of games, students create a storyboard narrating the development of a central idea in a game and how the designer's choices create specific effects and determine purpose. Students also create a 2-3 page game treatment guiding the design of a prototype. Through a revision process, students use professional templates and excerpts from Character Development and Storytelling for Games as a guide to write a 4-page (or more) game design document.

Unit 4: Society and Games

In this unit students build upon their learning about game design, broadening their focus to the impact that games and simulations have on society. Students expand their literary analysis skills by reading a novel (i.e. Animal Farm, Fahrenheit 451, or another novel that deals with a social issue) and researching a social issue in the text that a game or application could help address. Students add their research findings to their digital portfolio in the form of a 2-3 page literary analysis essay. As they analyze the social issues in their novel and imagine possible technology-based solutions, students continue to learn about the complexity of storytelling in the context of games from selections from The Game Designer's Reader. From this understanding, students reflect on their personal life story and write a 2-3 page personal narrative about a specific experience or social issue they faced or observed. Students now research that issue in a larger context and publish their findings on a discussion forum. Using this forum, students stimulate a thoughtful, well-reasoned exchange of ideas with mentors and peers. Next, students write a 2-3 page game critique in terms of its impact on society. Finally, students engage in a formal debate drawing on their individual and collaborative research throughout the unit.

Unit 5: Game Time

Using all their expository reading and writing skills from previous units, students use their knowledge of game design to create a game, simulation or mobile app development group that addresses a societal issue of their choosing. Students start by writing a 2-3 page research paper describing the business model used in the gaming industry. In their project teams students then develop a 2-3 minute multimedia pitch for their idea to the class. After receiving informal and formal feedback on their pitch, students create a digital storyboard for their game design. Next students synthesize their understanding of the games and simulation pathway by completing a capstone project proposal. This includes a 1-page cover letter to panel members, a formal 3-4 page written proposal, a 1-2 minute multimedia artifact (commercial, animation or video) and a 3-5 minute presentation for an audience consisting of peers and industry professionals.

Text(s)

TEXTBOOK 60040
Title: A Game Designers Reader: A Rules of Play Anthology
Edition: 1st
Publication Date: 2006
Publisher: MIT
Author(s): Katie Salen, Eric Zimmerman, eds.
URL Resource:
Usage: Primary Text -Read in entirety or near entirety

TEXTBOOK 60041
Title: Enders Game
Edition: 2013
Publication Date: 2013
Publisher: Boekerij
Author(s): Orson Card and Alan Smithee
URL Resource:
Usage: Primary Text- Read in entirety or near entirety

TEXTBOOK 60042
Title: Animal Farm
Edition: 50th Anniversary Ed.
Publication Date: 1996
Publisher: Signet Classics
Author(s): George Orwell
URL Resource:
Usage: Primary Text- Read in entirety or near entirety

TEXTBOOK 60043
Title: Fahrenheit 451
Edition: 2012
Publication Date: 2012
Publisher: Simon Schuster
Author(s): Ray Bradbury
URL Resource:
Usage: Primary Text- Read in entirety or near entirety

Supplemental Instructional Materials *Please Describe. If using online text or non-standard material, please provide the title of the material or webpage and the URL link*

Title: Game Design Workshop: A Playcentric Approach to Creating Innovative Games Edition:
Publication Date: 2008
Publisher: CRC Press
Author(s): Tracy Fullerton

Title: How to Do Things with Video Games
Edition: Publication Date: 2011
Publisher: University of Minnesota Press
Author: Ian Bogost

Title: What Games Have to Teach Us About Learning and Literacy
Edition: Revised and Updated
Publication Date: 2007
Publisher:
Author: James Paul Gee

Title: Character Development and Storytelling for Games Edition:
Publication Date: 200
Publisher: Course Technology
Author(s): Lee Sheldon

Title: Neuromancer
Edition:
Publication Date: 1984
Publisher: The Berkley Publishing Group
Author(s): William Gibson

Title: Snow Crash
Edition: Bantam trade reissue
Publication Date: May 2000
Publisher: Bantam Books
Author(s): Neal Stephenson

Title: The Flickering Mind
Edition:
Publication Date: 2003
Publisher: Random House
Author(s): Todd Oppenheimer

Title: 1984
Edition:
Publication Date: 1961
Publisher: Signet Classic
Author(s): George Orwell

Title: Night
Edition:; Revised edition (January 16, 2006)
Publication Date: January 16, 2006
Publisher: Hill and Wang

Title: Of Mice and Men
Edition: Reissue edition
Publication Date: September 1, 1993
Publisher: Penguin Books
Author(s): John Steinbeck

Title: Brave New World
Edition: Reprint Edition
Publication Date: October 17, 2006
Publisher: Harper Perennial Modern Classics
Author(s): Aldous Huxley

Title: Grapes of Wrath
Edition: 75 Anv edition
Publication Date: April 10, 2014
Publisher: Viking Adult
Author(s): John Steinbeck

Title: The Killer Angels
Edition:
Publication Date: August 12, 1987
Publisher: Ballantine Books
Author(s): Michael Shaara

Title: House on Mango Street
Edition: 25th Anniversary Edition
Publication Date: April 3, 1991
Publisher: Vintage
Author(s): Sandra Cisneros

Title: Jurassic Park
Edition:
Publication Date: 1990
Publisher: Knopf
Author(s): Michael Crichton

Title: For The Win
Edition:
Publication Date: 2010
Publisher: Tom Doherty Associates
Author(s): Cory Doctorow

Title: Ready Player One
Edition:
Publication Date: 2011
Publisher: Dark All Day
Author: Ernest Cline

Title: A Clockwork Orange
Edition: 3rd
Publication Date: 2012 (originally 1963)
Publisher: Estate of Anthony Burgess
Author: Anthony Burgess

Title: The Lottery
Author: Shirley Jackson
URL Resource(s): http://sites.middlebury.edu/individualandthesociety/files/2010/09/jackson_lottery.pdf

Title: Twitch TV
URL Resource(s): http://www.twitch.tv/brozarro

Title: Jane McGonigal: Gaming Can Make a Better World
URL Resource(s): https://www.ted.com/talks/jane_mcgonigal_gaming_can_make_a_better_world

Title: Jane McGonigal: Gaming Can Make a Better World
URL Resource(s): https://www.ted.com/talks/jane_mcgonigal_gaming_can_make_a_better_world

Title: Fellows Friday with Kellee Santiago
URL Resource(s): http://blog.ted.com/2010/10/08/fellows-friday-with-kellee-santiago/

Title: Narrative Design Explorer: A publication about interactive storytelling
URL Resource(s): http://narrativedesign.org

Title: Dieter Rams' 10 Principles of Good Design
URL Resource(s): http://www.vitsoe.com/us/about/good-design

Title: Timmy, Johnny, & Spike": Game Player psychographics that relate to achieving a design purpose
URL Resource(s): http://www.wizards.com/magic/magazine/article.aspx?x=mtgcom/daily/mr11b

Title: Board Game Genres
URL Resource(s): www.boardgamegeek.com/wiki/page/Game_Genres

Title: History of Games and LearningPublisher: Institute of Play URL Resource(s): http://www.instituteofplay.org

Title: Video Games History Timeline Publisher: International Center for the History of Electronic Games
URL Resource(s): http://www.icheg.org/icheg-game-history/timeline

Title: Teaching History.org: National History Education Clearninghouse
URL Resource(s): http://teachinghistory.org/history-content/ask-a-historian/25764

Title: Video Game Genres Autho(s): Jason Frits
URL Resource(s): http://cs.slu.edu/~fritts/csci142/schedule/csci142_game_genres.pdf

Instructional Methods and/or Strategies Assessment Methods and/or Tools

Key Assignments

Unit 1: What is a Game?

1. Wiki/Webpage/Digital Portfolio: To use the tools and software commonly used in game/simulation development, students create a wiki or website that serves as a digital portfolio to store key assignments that students add to and update throughout the year-long course. Suggested applications include: WordPress, wikispaces.com, edutopia.org, etc.)

2. Informational Essay: The Genres of Games: To launch the yearlong study, students respond to the question of what is a game? Students begin their study by learning about different gaming genres and systems by conducting research from The Game Designers Reader and credible on-line sources such as the Critical Gaming Project at the University of Washington, or boardgamegeek.com. Students write a 1-2 page informational essay that examines the distinguishing features of games including types of systems, engagement of players, specific skill development, or audience. This understanding of game genre and features serves as the foundation for rhetorical analysis of games as complex texts.

3. Research Essay: The Development of the Gaming Industry: To deepen their understanding of what is a game, students examine the historical development of games from simple non-eletronic forms to a technologically driven multibillion dollar industry (ex. Grand Theft Auto 5). In a 3-4 page research essay, students describe the development of gaming as an industry and its most common business models and career opportunities and stakeholders with relevant information and supporting evidence from credible sources such as "Video Game Revolution" from PBS, the Institute of Play and the Critical Gaming Project from University of Washington.

4. Multimedia Presentation: What Is A Game In small groups, students synthesize the information from their individual informational and research essays from this unit to create a 3-5 minute multimedia presentation. This presentation responds to the question, what is a game, and illustrates the evolution of the significance of gameplay, genres, and the development of the gaming industry using information

from the Topic Essays from The Game Designers Reader. This may be completed using: Keynote, PowerPoint, Google Presentation, or Prezi.

Unit 2: The Gaming Experience

1. Compare and Contrast: High Tech v. Lo Tech - Students write a 2-3 page compare/contrast essay that analyzes a game that exists in both electronic and nonelectronic form such as scrabble or monopoly. By examining these two forms closely, students analyze technology's influence on gameplay and how it affects the individuals and groups that play such games. Students focus on relevant details on the user's experience to illustrate the similarities and differences between the high tech/lo tech forms.

2. Survey: Your Gaming Experience - Students conduct research by creating a survey that elicits information from game players regarding their experiences playing electronic games. The student-generated survey asks participants about their purpose for playing, the extent to which they substitute game play for other activities, and how these games provide experiences that traditional, non-electronic games cannot provide. The results of this survey will be used as part of their supporting evidence for claims they will make in the subsequent presentation. Students craft questions that are appropriate to their purpose and audience and publish thier survey using on-line tools such as surveymonkey.com and/or Google forms.

3. Multimedia Presentation: Why Play?- In addition to the survey results, students conduct research on game theory from the Game Designers Reader and other sources that further elucidates why people play games and what we can learn about the impact of gaming on their lives. Students prepare a 2-3 minute oral presentation using evidence from their research to answer the question, "why do people play games, and what do we know about their impact?" Students present their thesis, findings, and supporting evidence clearly, concisely, and logically. This assignment provides students with a real-world context for understanding the psychological impact of games on individuals and groups which will be further addressed in the students reading of the novel Ender's Game. Students use professional-quality media, images, documents, audio, and video clips for their presentation.

4. Storyboard for a Game based on Ender's Game: From the game designer's perspective, students closely read a full length novel that lends itself to be turned into a game. Novels may be contemporary texts, such as Ender's Game, For The Win, Ready Player One, or older novels such as Clockwork Orange or The Odyssey to analyze the interaction between characters, plot, setting, and theme. Students then create a storyboard for a game that is based on the novel that includes: essential elements, plot, flow, and functions of the game/simulation within the novel. Students use on-line resources such as ComicLife, OmniGraffle, SketchUp.

5. Character Analysis: Ender's Game - To build upon the students' analysis of a novel from the perspective of a game designer, students turn their attention to an examination of the novel from a literary perspective. Students use information from the research that was conducted for the multi-media presentation to inform conclusions drawn about the the psychological impact that the game has on the characters. In this 2-4 page essay, students cite strong textual evidence from their research and

the novel to determine how the psychological impact of the game changes the character throughout the course of the story. This prepares students for Unit Three's focus on the role of games and simulations as texts with specific purposes that influence their designs.

Unit 3: Games as texts: designer, audience, and purpose.

1. Game Analysis: 3 Games & 3 Genres By regarding games as complex texts, students choose three different games (such as WOW, Farmville, Flappy Bird, Candy Crush, Words with Friends) and write three 1 page analysis of each game's rhetorical context. Using their notes about the game's essential elements, plot, flow, and functions from texts such How to Do Things With Video Games, students assess how point of view and purpose shape the content and style of the game and how the creators of the game utilize the features of the genre to impact the end user experience. At least one of the games that students choose must follow a narrative design, describe the complex interaction between games and players, and the role it plays in the game.

2. Storyboard of an Existing Game: Building on their rhetorical understanding of games, students choose one of the games from the Game Analysis assignment. Students create a storyboard or flowchart describing the elements of plot, flow, and basic game mechanics. Students demonstrate an understanding of how game narratives follow a non-linear progression, how a particular story structure impacts gameplay, how the players interact with the game world, and how the players interact with one another.

3. Game Treatment: Utilizing their understanding of game design, students begin the process of designing their own game. In a 2-3 page game treatment, students create a flowchart for their proposed game, including descriptions of core gameplay, controls, rules, modes of play and other features specific to their game. Students also summarize the character design and story background in a 2-3 paragraph sub-section of the document.

4. Prototype: Students create a working prototype of their game or simulation, and playtest the functionality of the game's mechanics using a diagram map to visualize each process or procedure of the game. As if they were pitching their game to a group of potential investors, students prepare for and deliver a 3 minute oral multi-media presentation of their game treatment and a physical presentation of their game prototype that includes sound recordings and visual texts that serve as inspiration for the game's look and feel (Keynote, PowerPoint, Prezi, Google Presentation, Prezi). During the presentation, students justify their choices based on their purpose and impact on the user experience.

5. Game Design Document: Students review professional models of game design specification documents as mentor text to write a 3-4 page game design specification document that reflects the feedback that they received on their prototype. In this culminating assignment, students clearly and succinctly explain their game's intended purpose, audience and describe the user's game experience. Students narrate the story of the game and use valid reasoning and sufficient evidence to defend their interface and delivery choices, rules of play, navigation functionality, scoring, media choices, start and end of play, and special features.

Unit 4: Society and Games

1. Literary Analysis Essay : Students write a 2-3 page response to literature essay analyzing and tracing the development of a social issue in a chosen text such as: Animal Farm, Brave New World, or Fahrenheit 451. Focus is on how the stylistic choices the author makes impacts the text's purpose. Students evaluate the general principles of storytelling in a text and understand that the modern world is an international community and requires an expanded global view. Students also use technology, including the Internet, to produce and publish writing.

2. Blog/Podcast Personal Narrative: Students write a 2-3 page personal narrative about a specific experience of an injustice or social issue they faced/observed and how this story can be translated into a game. Students should consider: What happened? How did you react? How can your story be written as a game or application that addresses this type of injustice? Students provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. Students understand the general principles of storytelling, learn how social issues influence and shape them as individuals and how those elements can shape a game. Additionally students are challenged to view the human experience, including cultural values and beliefs, from alternative perspectives. Students post the story as a comic, blog, or podcast and comment on other narratives.

3. Online Research Site/Forum: Connecting the previous learning of social issues, technology, purpose/intent of gaming, and societal impacts from units 1-3, students use knowledge gained from activities and assignments to inform their choice of a social issue of personal significance to research that has (or could possibly be) addressed via games or applications. Students gather and analyze information about their issue responding thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding to make new connections in light of the evidence and reasoning. Students then publish their findings for a collective audience to stimulate a thoughtful, well-reasoned exchange of ideas and explore issues of global significance affecting the games and simulation pathway.

4. Game Critique: Using classroom generated online research site(s) students write a 2-3 page analysis critiquing the impact of an existing digital game or mobile application on society (such as: WOW, Farmville, Flappy Bird, Candy Crush, Words with Friends). Students should show understanding of both the positive and negative role of their chosen game/app in human culture including the impact on individuals and groups such as social, cultural, economic, and psychological effects. The critique should be developed with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Students should review and respond to each other's post.

5. Formal Debate: Finally, in a formal debate students argue the larger issues of the positive and negative effects of technology and/or games on society. They should review and analyze current research, tech publications, and/or literature texts (1984, Brave New World, Jurassic, Ender's Game, "The Lottery") to critically think about the interaction of technology and games in human culture and society. Through this students research and write about controversial topics and defend their claims interpreting information and drawing conclusions, based on the best analysis, to make informed decisions. Students must come prepared, having read and researched material under study and explicitly draw on that

preparation by referring to evidence from texts and other research to stimulate a thoughtful, well-reasoned exchange of ideas. Through this students use a logical and structured approach to isolate and identify the source of problems and to resolve problems.

Unit 5:

1. Research Paper - Students write a 2 to 3 page research paper describing the business model and the core tasks of teams in the game development industry. Students examine and categorize the significant processes in the production of interactive games (such as World of Warcraft, Grand Theft Auto). Students synthesize, summarize, compare and contrast multiple sources on the subject, demonstrating understanding of the subject under investigation.

2. Multimedia Pre-Production Presentation - In game development groups (including various business roles such as Marketing, Game Designer, Project Manager, Game/App Developer, etc) students identify a social issue and make a 2-3 minute multimedia presentation about a new game or application that could address the chosen social issue. Students demonstrate an understanding of the vocabulary for discussing games and play by describing the general procedure and requirements of game and simulation design. The multimedia presentation should engage and orient the audience by addressing a social problem establishing one or multiple point(s) of view, and introducing characters to create a smooth progression of experiences or events. This may be completed using Photoshop, Illustrator, Pixeler, Skitch, Aviary, InDesign, PowerPoint, Prezi, Google Presentation, Google Drive, Quip, etc. Students make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

3. Design/Develop a Digital Storyboard (Storyboard should include 6-10 scenes) - Utilizing their game concept, students develop and write a digital storyboard describing the essential elements, plot, flow, and functions of the game/simulation/app. Students show they understand the general principles of storytelling in game design including determining a central social purpose/theme, and its development over the course of the game. Additionally, the storyboard may include how complex characters develop, interact with other characters, and advance the plot. Students must employ multimedia components (e.g., graphic artwork, animation, images, music, sound) and visual displays in presentations to clarify information applicable to the environmental design of the game/simulation/app. Students may use: Photoshop, Illustrator, Pixeler, Skitch, Aviary, Evernote, Prezi, StoryBoard Composer from Apple, Crank, or Storyboard.

4. Proposal Report - As a final project student groups write a 3-4 page proposal in preparation for a final presentation. Students interpret information and draw conclusions, based on the best analysis, to make logical conclusions for their proposal. Proposals might include a: business plan, (SWOT: Strengths, Weaknesses, Opportunities, Threats analysis), project timeline, game design document (GDD), bidding proposal, and/or a budget. Student produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Students write a proposal with arguments to support claims in an analysis of substantive topics using valid reasoning, relevant and sufficient evidence. Students may use: Google Drive, Quip, or a Wiki for their proposal report.

5. Multimedia Visual - To accompany the proposal report, student groups create a 1-2 minute visual such as a video, commercial, animation, or documentary about their game/simulation/app and social issue. Students will communicate information and ideas effectively to multiple audiences while integrating music, sound, art, and animation. The video must apply high-quality techniques and/or capture professional-quality media, images, documents, audio, and video clips. Multiple images must be produced by the students to demonstrate their artistic composition skills, but it may be used along with borrowed images. All borrowed images are properly cited using appropriate conventions. Students may use Adobe Photoshop, Illustrator, Premiere, AfterEffects, Final Cut Pro, or iMovie.

6. Cover letter - (added to digital portfolio blog post, wiki, website, or digital portfolio) - In a 1 page cover letter to the multimedia proposal presentation panel students reflect on the their group experiences in this course. They identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills. Students establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

7. Multimedia Proposal Presentation - Groups present their multimedia proposal as a capstone in a 3-5 minute presentation to a group of potential investors or venture capitalist. Students present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation). Essential skills include the ability to work well and communicate information and ideas effectively to multiple audiences using a variety of media and formats. Students may use resources such as Photoshop, Illustrator, Keynote, Google Presentation, Prezi, or PowerPoint.

Instructional Methods and/or Strategies

- Think aloud using higher level questions to activate prior knowledge and build on new information and ideas
- Independent practice, partner work, group work to meet the needs of all learners and provide opportunities for collaboration
- Context Clues to determine vocabulary and strengthen depth of knowledge
- Student Projects to promote interdependence, collaboration and communication skills
- SDAIE strategies will be used to scaffold instruction for second language learners
- Oral reading and discussion of complex ideas and rhetoric
- Mentor Text will be used to model effective writing
- Random checks for understanding to ensure all students are learning
- Socratic Seminars and class discussions
- Active Listening helps the listener to focus on hearing the speaker's intent and on achieving mutual understanding. The listener takes the time to check in with the speaker, through paraphrasing and questioning, to verify that he or she has understood what is being said. It is a skill that is important both in an academic setting and in the workplace.
- Cooperative Learning: develops interpersonal skills, individual accountability, communication, conflict resolution, and group decision-making skills. Unlike collaborative learning, which usually refers to any form of group-based, open-ended learning, cooperative learning is usually a fairly structured, teacher-

designed activity. Students are divided into small groups, from two to six members, who complete a project as a team and peer edit their programs like a professional IT team. Group members share various roles and are interdependent in achieving the learning goal. Students learn the importance of maintaining group health and harmony and respecting individual views.

- List, Group, Label is a strategy for developing categories within a larger concept. It is effective both as a way to introduce new material and as a review before a test or an essay. The teacher will provide—or ask the class to develop—a list of key words about a topic (for example, terms introduced in a statistics unit). Students then work individually, in pairs, or in small groups to sort the terms into categories and label them.
- Think, Pair, Share is a cooperative learning strategy that uses these steps: 1.Students think silently about a question the teacher has posed. Provoke their thinking with a question or a prompt or an observation and have them write the prompt down. The students should take a few moments to think about the question. 2. Students pair up during the second step and exchange thoughts. Using designated or spontaneous partners, students pair up to talk about the answer each came up with. They compare their mental or written notes and identify the answers they think are best, most convincing, or most interesting.

Unit 1

1. Wiki/Webpage/Digital Portfolio: Students build a wiki/website or digital portfolio. The product will be graded using a rubric that focuses on organization and structure and will ultimately be graded as a summative assessment.

2. Informational Essay: The informational essay assignment assesses students' ability to integrate and evaluate multiple sources by producing an essay which they thoroughly cite strong textual evidence.

3. Research Essay: Students write a 3-4 page research essay. Beginning with the ancient world and culminating to the present day, students examine and explore the role of game play in human culture and the psychological impact on individuals and groups. Use appropriate citation method. Students submit a rough draft of their essay as a formative assessment and will submit a final draft for their summative assessment.from the reading of the novel, Ender's Game, All assessments will be graded using a rubric.

4. Multi-media presentation: Students present audio/visual interpretations of the information gathered through research. Students are assessed based on the validity and impact of the information they provide and a comprehensive list of presentation skills.

Unit 2

1. Informational Essay: This assesses students' ability to integrate and evaluate multiple sources by producing an essay that cites strong and thorough textual evidence. A rubric will be used for this formative assessment.

2. Survey -Students create a survey using an online survey generator such as surveymonkey.com or googleforms that elicits information from their peers regarding their experiences with simulated games. Surveys are assessed based on the quality of questions and appropriateness relating to purpose and audience.

3. Oral Presentation-Students prepare a 2-3 minute argumentative oral presentation based upon their research survey. Students present their thesis, findings, and supporting evidence clearly, concisely, and logically. This assignment provides the students with a real-world context for understanding Ender's Game and for completing the culminating analysis essay.

4. Storyboard: Using the novel Ender's Game, students develop a storyboard that illustrates the development of a central idea or theme over the course of the story and describes the essential elements, plot, flow, and functions of the game/simulation within the novel. The goal of the storyboard is to use a different modality to introduce theme and to introduce game design concepts. This assignment will be assessed using a rubric.

5. Literary analysis essay: In a well developed 2-3 page essay, students will write about the psychological impact simulation games have on individuals and groups. Students will use evidence from the text, personal experience and observations to support their argument, with appropriate citation. A rubric will be used to assess essay.

Unit 3

1. Game Analysis: This activity assesses student's ability to identify the purpose of a particular game, and determine key components that contribute to that purpose. A scoring rubric will be used to evaluate the assignment.

2. Storyboard: The storyboard will be assessed using a rubric to determine the level of skill development with regard to theme, plot development, flow, and functions of the game/simulation.

3. Game Treatment: Students create a 2-3 page game treatment, which includes a flowchart for their proposed game. This document will describe the core gameplay, including controls, rules, modes of play and other features specific to their game. Character design and story background will also be summarized in a 2-3 paragraph sub-section of the document. The game treatment will be assessed using a rubric.

Unit 4

1. Literary Analysis Essay: Essays are assessed on the development of ideas, the accuracy and relevancy of supporting evidence, and attribution of credible sources.

2. Blog/Podcast Personal Narrative are assessed with a narrative rubric that focuses on narrative elements of description, detail, word choice and coherence.

3. Online Research Site/Forum is graded with a teacher generated rubric for participation in a group discussion and accuracy and relevancy of ideas that are in response to the ideas of others.

4. Game Critique is graded on the relevancy and development of ideas in addition to a peer response rubric.

5. Formal Debate: is graded by a speaking and listening rubric that focuses on clarity of presentation, the ability to follow the speaker's line of reasoning, responsiveness to the counterargument and persuasiveness of the argument.

Unit 5:

1. Research Paper - The research paper assesses students' ability to gather relevant information from multiple authoritative sources and to convey complex ideas through effective selection and analysis of content.
2. Multimedia Pre-Production Presentation -Students present multimedia interpretations of the information gathered through research. Students are assessed based on the validity and impact of the information they provide and their strategic use of digital media in integrating multiple sources of information.
3. Design/Develop a Digital Storyboard The storyboard will be assessed using a rubric that measures the clarity and level of development of the game/simulation's plot, characters, theme flow, and functions.
4. Proposal Report - The final proposal report will be assessed using a rubric that measures the degree to which the clarity, coherence, development, organization, and style are appropriate to task, purpose, and audience.
5. Multimedia Visual - Students present multimedia interpretations of the information gathered through research. Students are assessed based on the validity and impact of the information they provide and their strategic use of digital media in integrating multiple sources of information.
6. Multimedia Proposal Presentation - Students present multimedia interpretations of the information gathered. Students are assessed based on the validity and impact of the information they provide and a comprehensive list of presentation skills.
7. Cover letter - (added to digital portfolio blog post, wiki, website, or digital portfolio) - The final proposal report will be assessed using a rubric that measures the degree to which the clarity, coherence, development, organization, and style are appropriate to task, purpose, and audience.

Reading

Students engage in close reading of complex texts and technical documents to analyze and synthesize the design and development of games and simulations. In addition, students read and analyze fiction and nonfiction to evaluate the argument about the psychological effect of games and simulation taking into account the author's purpose.

Writing

Students write frequently and extensively in both on-demand and in process writing situations to demonstrate their understanding of both the English and CTE concepts of this course. Students utilize technology to create an online portfolio, professional presentations, business proposals, and essays. Students also write arguments in support of substantive claims, with relevant and sufficient textual evidence. Students develop claims and counterclaims with clear, precise language and organize their essays in a cohesive and logical manner. Students use mentor texts and utilize technology to strengthen their writing skills. Additionally, students write informational papers with clarity and accuracy, including up-to-date research and correct citations. Students participate in all steps of the writing process, including brainstorming, drafting, revising, and editing to ensure well-developed writing that demonstrates understanding of writing conventions, rhetorical devices, and organization.

Listening and Speaking

Students engage in collaborative discussions about relevant and technical skills to prepare for careers in games and simulation while demonstrating their ability to be both good speakers and considerate listeners. Students come to discussions, such as Socratic Seminars and online forums, prepared with notes and ideas and follow the rules for collegial discussions. They are able to evaluate information presented from a variety of diverse media formats and present their analysis to their peers in an engaging and academic manner. Also, students can identify a speaker's argument and analyze its component parts. Students are also able to present marketing proposals to their peers demonstrating their understanding of games and simulation and the game development industry.

Context for Course

This is an integrated course integrating English Language Arts content with a focus on Information and Communication Technologies (ICT) specifically. The course is designed to help students develop a thorough understanding of English Language Arts through a course rich in connections to Games and Simulation that will generate interest in English and increase student success. The applications throughout the course allow students to see the connection of Games and Simulation skills and content as they apply to a career in ICT. This course could be part of an ICT academy in a sequence of ICT courses

History of Course Development

This course was developed at the Spring 2014 University of California Curriculum Integration (UCCI) Institute focusing on subject area "b" English and the Career Technical Education (CTE) industry sector of Information and Communication Technologies. It has been challenging for educators to find and develop linkages between some CTE sectors and certain academic disciplines, including English, history/social sciences, and mathematics. To address these challenges, the University of California created the UCCI Institute to focus on subject areas that have proven to be difficult to develop integrated curriculum. Over sixty California high school English and CTE instructors, administrators, curriculum specialists, and UC staff were assembled into teams and challenged to develop innovative model courses that infuse core foundational English concepts with relevant career technical elements.



SMJUHSD

ENGLISH



Course Title

ADVANCED CREATIVE WRITING

Description of Target Group

Advanced Creative Writing is a one-semester class designed for students in grades 10-12. Students will learn to prepare manuscripts for submission to national publications in self-selected markets and contests. Students will also be required to contribute regularly to the school literary magazine. Active participation in the writing process, including making presentations and performing two public readings, is expected. Prerequisites include teacher recommendation and a grade of B or better in English I, II, III, or IV and completion of Creative Writing.

Purpose

The purpose of this course is to provide students with additional opportunities for writing imaginatively and effectively in the public domain. Personal style and writing confidence are emphasized.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Write to entertain, to persuade, and to inform.
2. Research and assess potential markets.
3. Respond to the requisites of specific market demands in the short story, poem, vignette, play, essay, and journal formats.
4. Generate strategies which foster originality.
5. Edit copy using standard conventions when appropriate.
6. Work individually and in cooperative learning groups.
7. Perform computer functions using word processing, graphics, and layout.
8. Follow manuscript format for submission of solicited and unsolicited work.
9. Prepare and follow production schedules.
10. Write query letters.

Assessment

Student achievement will be measured using a combination of portfolios, peer-editing, and teacher-generated tests.

Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Guest speakers, field trips, writers' workshops, editing, reading, writing, submission of manuscripts, public readings, and literary magazine production.

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Assessment

Student achievement will be measured using a combination of portfolios, peer-editing, and teacher-generated tests.

Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Guest speakers, field trips, writers' workshops, editing, reading, writing, submission of manuscripts, public readings, and literary magazine production.

Course Title **SMHS**

American Literature A/B (11) (P)

Description of Target Group

This yearlong course, required to meet the district's graduation requirement, is designed for all students who have passed Introduction to Literature (9), (H), or (L2).

Purpose

This course is designed to complement the curriculum of United States History. Through a multi-text approach, students will read and write accessing themes which include individualism, the American Dream, social issues, as well as personal and human values. Critical writing and reading, listening and speaking skills will focus on using analytical and evaluative thinking. Both group and individual projects will be assigned. In addition, students will explore career and college information and opportunities to develop life-long learning skills.

Standards of Expected Student Achievement

Upon completion of this course, students will demonstrate the following skills:

READING
A variety of genre from the literature of many world cultures will be read. Students will be expected to:

- read independently
- identify literary genre
- identify elements of literature
- paraphrase
- construct meaning from a text
- make connections within a text
- extend beyond a text
- include an element of risk taking in constructing meaning
- keep journal or log

Core selections include:

novel: The Catcher in the Rye - J.D. Salinger
drama: Glass Menagerie - Tennessee Williams

American Literature (P) A/B (11) (continued)

Other possible selections include:

novel: Billy Budd - Herman Melville
East of Eden - John Steinbeck
The Grapes of Wrath - John Steinbeck
The Great Gatsby - F. Scott Fitzgerald
Huckleberry Finn - Samuel Clemens

drama: Death of a Salesman - Arthur Miller
Our Town - Thornton Wilder
Inherit the Wind -

short story, poetry, essays: selections from the basic and supplementary texts

WRITING

Students will be expected to demonstrate the following skills:

Rhetoric:

- present an idea; acknowledge an audience/reader
- use logic and relevant support/details
- state and develop an argument
- demonstrate coherence and style
- attempt an element of risk
- demonstrate improvement

Conventions:

- practice sentence variety
- use proper word choice/usage and vocabulary development
- demonstrate good mechanics
- improve spelling
- demonstrate improvement

Students will demonstrate the ability to write in the following types of discourse:

- interpretive
- evaluative
- speculation about causes and effects
- comparison and contrast

RETRIEVING INFORMATION
Students will demonstrate the ability to:

- use the library and computer catalog
- use the computer lab
- cite works using the MLA documentation
- document within a text using MLA format
- take notes

GROUP/COMMUNICATION SKILLS
Students will demonstrate the ability to:

- participate effectively in class and small group discussions
- communicate information and ideas effectively to others
- respect others
- follow directions
- compromise and reach consensus
- be responsible
- show improvement in speaking and listening skills

CAREER/JOB EDUCATION SKILLS
Students will demonstrate the ability to:

- apply the results of the UNIACT or other interest inventory by
- reviewing Career Path placement
- writing a research or "I" search paper and/or
- researching specific careers and majors
- research educational opportunities beyond high school
- vocational/technical schools
- 2-year community colleges
- 4-year colleges and/or universities
- write or revise a resume or personal data sheet
- complete the application process for a technical school or college

PORTFOLIO REQUIREMENTS
Students will be expected to complete the Portfolio Requirements as outlined on Page 4 of this course outline.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and approved Supplementary Books used in the Santa Maria Joint Union High School District.

PORTFOLIO REQUIREMENTS Student Name: _____

1.) Demonstrate reading comprehension/questioning competency in the following areas:

Any three (3):

		Date	Signature
A.)	Read independently	_____	_____
B.)	Construct meaning from a text	_____	_____
C.)	Make connections within a text	_____	_____
D.)	Extend beyond a text	_____	_____
E.)	Take a risk in making connections/meaning	_____	_____
F.)	Analyze literature symbolically & thematically	_____	_____

Any one (1)

G.)	Reading log	_____	_____
H.)	Double entry journal	_____	_____

2.) Demonstrate writing skills in the following areas:

Any three (3):

A.)	Autobiographical essay	_____	_____
B.)	Reflective essay	_____	_____
C.)	Narrative essay	_____	_____
D.)	Descriptive essay	_____	_____
E.)	Expository essay	_____	_____

3.) Demonstrate the following information retrieval skills:

A.)	Works Cited/Bibliography using MLA	_____	_____
B.)	Documentation using MLA format	_____	_____
C.)	Note taking	_____	_____

4.) Demonstrate the following oral presentation skills:

A.)	Effectively present an idea/project	_____	_____
B.)	Show improvement in speaking skills	_____	_____

5.) Demonstrate the following career skills:

A.)	Identify areas of career interests	_____	_____
B.)	Match interests to specific careers	_____	_____

Course Title **SMHS**

American Literature A/B (11) (Honors)

Description of Target Group

This year long course, required to meet the district's graduation requirements, is designed for only those junior students who have passed Introduction to Literature and World Literature and whose recommendations and portfolios have been accepted by the English Department Honors Committee.

Purpose

This course is designed to provide selected students with a qualitatively different and varied curriculum, which challenges and enriches their individual potential while maintaining the requirements of the basic course outline. Designed to complement the curriculum of Advanced Placement United States History, through a multi-text approach, students will read and write accessing themes which include individualism, the American Dream, social issues, as well as personal and human values. Critical writing and reading, listening and speaking skills will focus on using analytical and evaluative thinking. Both group and individual projects will be assigned. In addition, students will explore career and college information and opportunities to develop life-long learning skills.

Students must maintain a grade of "B" or better at the end of each semester to remain in the honors program.

Standards of Expected Student Achievement

Upon completion of this course, students will demonstrate the following skills:

READING
A variety of genre from literature will be read. Students will be expected to:

- identify literary genre
- identify elements of literature, literary terms
- construct meaning from a text
- make connections within a text
- extend beyond a text
- include an element of risk taking in constructing meaning
- keep journal or log
- Analyze literature on both symbolic and thematic levels

American Literature A/B (11) (H) (continued)

Core selections include:

novel: The Catcher in the Rye - J.D. Salinger
drama: Glass Menagerie - Tennessee Williams

Other possible selections include:

novel: Billy Budd - Herman Melville
The Great Gatsby - F. Scott Fitzgerald
Huckleberry Finn - Samuel Clemens
drama: Death of a Salesman - Arthur Miller
The Crucible - Arthur Miller

short story, poetry, essays: selections from the basic and supplementary texts

WRITING

Students will be expected to demonstrate the following skills:

Rhetoric:

- present an idea; acknowledge an audience/reader
- use logic and relevant support/details
- state and develop an argument
- demonstrate coherence and style
- attempt an element of risk
- demonstrate improvement

Conventions:

- practice sentence variety
- use proper word choice/usage and vocabulary development
- demonstrate good mechanics
- improve spelling
- demonstrate improvement and growth

Students will demonstrate the ability to write in the following types of discourse:

- analytic
- evaluative
- speculation about causes and effects
- comparison and contrast

RETRIEVING INFORMATION
Students will demonstrate the ability to:

- use the library and computer catalog
- use reference volumes appropriately
- take notes on note cards
- cite works using the MLA or APA documentation
- document within a text using MLA or APA format
- take notes

GROUP/COMMUNICATION SKILLS

Students will demonstrate the ability to:

- participate effectively in class and small group discussions
- communicate information and ideas effectively to others
- respect others; set an example
- both follow directions as well as be an independent learner
- compromise and reach consensus
- be honest and responsible; demonstrate integrity
- show improvement in speaking and listening skills
- demonstrate leadership and be wiling to take a risk

COLLEGE/UNIVERSITY EDUCATION SKILLS
Students will demonstrate the ability to:

- apply the results of the UNIACT or other interest inventory by
- reviewing Career Path placement
- writing a research or "I" search paper and/or
- researching specific careers and majors
- research educational opportunities beyond high school
- vocational/technical schools
- 2-year community colleges
- 4-year colleges and/or universities
- write or revise a resume or personal data sheet
- complete the application process for a technical school or college

PORTFOLIO REQUIREMENTS
Students will be expected to complete the Portfolio Requirements as outlined on Page 4 of this course outline.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District.

American Literature A/B (11) (Honors) (continued)

PORTFOLIO REQUIREMENTS Student Name: _____ ___

1.) Demonstrate reading comprehension/questioning competency in the following areas:

Any three (3):

		Date	Signature
A.)	Read independently	_____	_____
B.)	Construct meaning from a text	_____	_____
C.)	Make connections within a text	_____	_____
D.)	Extend beyond a text	_____	_____
E.)	Take a risk in making connections/meaning	_____	_____
F.)	Analyze literature symbolically & thematically	_____	_____

Any one (1)

G.)	Reading log	_____	_____
H.)	Double entry journal	_____	_____

2.) Demonstrate writing skills in the following areas:

Any three (3):

A.)	Autobiographical essay	_____	_____
B.)	Reflective essay	_____	_____
C.)	Narrative essay	_____	_____
D.)	Descriptive essay	_____	_____
E.)	Expository essay	_____	_____

3.) Demonstrate the following information retrieval skills:

A.)	Works Cited/Bibliography using MLA	_____	_____
B.)	Documentation using MLA format	_____	_____
C.)	Note taking	_____	_____

4.) Demonstrate the following oral presentation skills:

A.)	Effectively present an idea/project	_____	_____
B.)	Show improvement in speaking skills	_____	_____

5.) Demonstrate the following career skills:

A.)	Identify areas of career interests	_____	_____
B.)	Match interests to specific careers	_____	_____

Course Title **SMHS**

ENGLISH 3 (AP) A, B

Description of Target Group

This course is a two-semester course designed to meet the district's graduation requirement. English 3 (AP) is aimed at accelerated students who have successfully completed English 1A/1B (P) and 2A/2B (H) with an "A" or a "B" or who have received a teacher recommendation.

Purpose

The purpose of English 3 (AP) is to continue to provide students with those English language experiences that will enable them to develop the skills they must have to express their ideas clearly, concisely, and comprehensively in writing and in speaking. Students will write expository essays and critical analysis of literary selections and will develop a knowledge of and an appreciation for the American tradition through their study of American, English, and World Literature as they prepare for the Advanced Placement Examination in Language and Composition.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following:

READING
Students will achieve knowledge of and appreciation for the American tradition through an in-depth study of literature. Students will read selected short stories, novels, drama, poetry, and non-fiction in order to identify the purpose and modes of discourse, recognize the conventions of assorted genres, achieve a working knowledge of rhetorical and structural devices, and extrapolate and evaluate themes.

WRITING
Students will write extensively using several rhetorical structures in order to employ effective transitions and subordination. They will learn to organize information selectively and to communicate successfully with a wide variety of intellectually demanding audiences.

SPEAKING
Students will participate in class discussions and small groups by communicating their ideas or opinions clearly while demonstrating respect for others' opinions.

LISTENING
Students will follow oral directions and take notes from dictation or lectures.

Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Course Title **SMHS**

ENGLISH 4 (AP) A, B

Description of Target Group

This year-long course, required to meet the entrance requirements for four-year colleges and universities, is designed only for those senior students whose recommendations and completed applications have been accepted by the Ernest Righetti English Department Honors/ Advanced Placement Committee.

Purpose

This course is designed to provide selected students with a qualitatively different and varied curriculum which challenges and enriches their individual potential while maintaining the requirements of the basic course outline. Students will focus upon British and American literature and the writing process through an integrated approach. Moreover, this course will prepare students for the Advanced Placement Exam as well as college level courses. As they read and write, students will access numerous themes and motifs and study the epic hero, the tragic hero, the influences of government and religion upon literature, the concept of the individual in l9th Century literature, as well as to explore personal and human values in 20th Century literature. Through individual and group projects, students will further refine their communication skills in reading, writing, listening, and speaking. Additionally, students shall participate in exploration of college majors and relevant application information.

Students must earn a "B" or better at the first semester's end to remain in Advanced Placement during the second semester.

Standards of Expected Student Achievement

Upon completion of this course, students will demonstrate the following skills:

READING

A variety of genre from literature will be read. Students will be expected to:

- keep a journal or log;
- identify literary genre;
- identify elements of literature (literary terms);
- construct meaning from a text;
- make connections within a text;
- extend beyond a text;
- include an element of risk-taking in constructing meaning; and
- analyze literature on both symbolic and thematic levels.

Core selections include:

epics: Beowulf
excepts from Paradise Lost - John Milton

Medieval literature: The Canterbury Tales (selections)--Geoffrey Chaucer
Sir Gawain and the Green Knight

drama: Oedipus and/or Antigone--Socrates
Macbeth and Othello and Twelfth Night or A Midsummer Night's Dream--William Shakespeare

Everyman

novels: Animal Dreams of The Bean Trees--Barbara Kingsolver
The Joy Luck Club--Amy Tan
Gulliver's Travels (Books 1 and 11)--Jonathan Swift
Jane Eyre--Charlotte Bronte
Far From the Madding Crowd--Thomas Hardy
Lord of the Flies--William Golding
1984--George Orwell
A Separate Peace--John Knowles
Anthem--Ayn Rand
I Know Why the Caged Bird Sings--Maya Angelou
Farewell to Manzanar--Jeanne Houston

poetry: "The Seafarer" and "The Wanderer"
William Shakespeare
John Donne
Andrew Marvell
Robert Herrick
George Herbert
Robert Burns
William Blake
William Wordsworth
Samuel Taylor Coleridge
John Keats
Lord Byron
Percy B. Shelley
Alfred, Lord Tennyson
Robert Browning
Elizabeth Barrett Browning
Matthew Arnold
William Butler Yeats
T.S. Eliot
Dylan Thomas

essay: "A Modest Proposal" by Jonathan Swift
"An Essay on Man" by Alexander Pope

Other possible selections include:

drama: Hamlet or The Tempest or The Taming of the Shrew-William Shakespeare
Dr. Faustus--Christopher Marlowe
Rosencrantz and Guildenstern are Dead--Tom Stoppard

novels: Grendel--John Gardner (This short novel complements Beowulf.)
The Chocolate War--Robert Cormier (" " Macbeth.)
Wide Sargasso Sea--Jean Rhys (" " Jane Eyre.)
Brave New World--Aldous Huxley (" " 1984.)
Cry, the Beloved Country--Alex Paton
Black Boy--Richard Wright
Cold Sassy Tree--Olive Ann Burns

short stories, poems, essays: Selections from basic and supplementary texts are to be done at the teacher's discretion.

WRITING
Students will be expected to demonstrate the following skills:

Rhetoric

- present an idea: acknowledge an audience/reader;
- use logic and relevant support/details;
- state and develop an argument;
- demonstrate coherence and style;
- attempt an element of risk; and
- demonstrate improvement;

and Conventions

- practice sentence variety;
- use proper word choice/usage (vocabulary development);
- demonstrate excellent mechanics;
- improve spelling; and
- demonstrate improvement and growth.

Students will demonstrate the ability to write in the following types of discourse:

- analytical;
- evaluative;
- satirical;
- speculation about cause and effect; and
- comparison and contrast.

RETRIEVING INFORMATION

Students will demonstrate the ability to:

- use the library and computer catalog;
- use reference volumes appropriately;
- take notes on note cards;
- cite works using MLA or APA documentation; and
- document within a text using MLA or APA format

GROUP/COMMUNICATION SKILLS
Students will demonstrate the ability to:

- participate effectively in class and small group discussions;
- communicate information and ideas effectively to others;
- respect others;
- follow directions as well as be an independent learner;
- compromise and reach consensus;
- demonstrate integrity;
- show improvement in speaking and listening skills; and
- demonstrate leadership and be willing to take a risk.

COLLEGE/UNIVERSITY SKILLS
Students will demonstrate the ability to:

- apply the results of the Major/College Match or interest inventories by
- researching specific majors and colleges;
- revise student resume or personal data sheet;
- apply for appropriate college or university scholarships;
- complete the application process for a college or university; and
- request recommendations.

INSTRUCTIONAL MATERIALS

Text and Supplementary Materials: Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

AVID Senior Seminar Course Outline

Department: English & Social Science

Grades: 11 & 12

Prerequisite: Previous enrollment in AVID elective class prior to grade 11 for at least one year.

Corequisite: Enrollment in at least one Honors, Advanced Placement, or International Baccalaureate course or in a college transferable course accepted by UC/CSU in both the 11th and 12th grade years.

Context for the Course

AVID elective courses at all grade levels are designed to prepare students for entrance into four-year colleges and universities. The courses emphasize rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test taking strategies, note taking and research. AVID students, generally, come from groups underrepresented at our four-year colleges and universities. They are enrolled in a rigorous academic program while being given a support system in the AVID classes through tutorials, coaching in note taking, organization and study skills, analytical writing, collaborative work and college counseling. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program as well as complete the requirements for the Seminar course.

Course Description

The AVID Senior Seminar is a two-year interdisciplinary course for AVID juniors and seniors. The course is designed for those students who elect to take a course that prepares them for the rigor required for college work. Students will engage in higher levels of WIC-R (writing, inquiry, collaboration and reading) strategies than experienced in prior years of AVID. These higher level thinking, reading, writing and oral language skills are needed to prepare students for the level of work required to produce a culminating research project at the end of the senior year.

This course is organized around the theme of "Leadership as a Catalyst for Change in Society." Students study, in depth, exceptional leaders in contemporary society, and examine the effect these individuals have had on culture, politics, education, history, science, and the arts. The course requires that students read essays, speeches, articles and letters by these leaders, as well as at least one full-length work by the leader or about the leader. In addition, each student is required to conduct a research project that is presented in the senior year. The project requires that students examine a particular leader's life and accomplishments in relation to the student's own possible career goals and aspirations. Among the leaders included in the course for in-depth study include: Leonard Bernstein, Dr. Jane Goodall, Dr. Stephen J. Gould, Dr. Martin Luther King, Jr., Pablo Neruda, Eleanor Roosevelt, Dr David Suzuki and John Wooden. Students may select other leaders of equal stature with the approval of the AVID teacher.

The focus of the junior year is the survey of 8–10 recognized leaders from a variety of fields of study. Individually and in study teams, students will explore the historical period in which the leader lived, the social issues they addressed, and their contributions to society. Students will be expected to read and write extensively throughout the process, including participation in a variety of collaborative discussion and response groups. This

preliminary research survey will culminate in an end-of-year essay in which students explain and provide evidence for choosing a particular leader to study in greater depth.

The level of reading, writing, inquiry, discussion and analysis experienced in the junior year will serve as the foundation for in depth research to be introduced and completed as a final project in the senior year.

In the senior year, students will select a leader to study in depth, read extensively about the leader, write a number of analytical essays, develop critical questions based on their reading and writings, participate in collaborative discussion groups such as Socratic Seminar, and complete a final research essay project.

In addition to the academic focus of the AVID Senior Seminar, there are college bound activities, methodologies and tasks that should be achieved during the junior and senior year. Support materials are in development and will be divided into four semesters surrounding the topics of Testing, Preparation, Exploration and Fit and Finances. For an overview and timeline related to each semester for both the junior and senior years, and for directions for reviewing and downloading pilot materials, see Appendix A.

Course Content

Goals

1. Students will learn to analyze the features and rhetorical devices used in different types of non-fiction: essays, speeches, editorials, scientific reports and historical documents.
2. Students will demonstrate a comprehensive understanding of significant ideas expressed in a variety of written works by identifying important ideas, recognizing inferences and drawing conclusions.
3. Students will develop various strategies to respond to a text including, annotating a text, writing learning logs, and developing double entry journals and summaries.
4. Students will develop their ability to relate prior knowledge to new information and make connections to related topics of information.
5. Students will demonstrate an ability to articulate a clear thesis on a topic, and identify, evaluate and use evidence to support their thesis.
6. Students will develop their ability to write well-organized essays that are consistently coherent and logically developed.
7. Students will continue to learn to effectively summarize ideas contained in a text.
8. Students will develop skill in writing short answer response essays, including, timed essays.
9. Students will participate in research projects that extend their knowledge of a particular topic and develop and support their own ideas and opinions.
10. Students will participate in discussions, presenting their ideas in a clear and articulate manner.
11. Students will listen to and respond to the ideas of others.
12. Students will develop a leadership role in Socratic Seminars.
13. Student will develop their skills in research techniques.

14. Students will productively participate in both individual and group projects and discussions.
15. Students will improve their oral communication skills through a variety of means, including presentation, debate, and Socratic Seminar.
16. Students will learn to evaluate their own and others' writing, using rubrics and scoring guides modeled on UC and CSU entrance exams.
17. Students will learn specific strategies to navigate the college admission process by engaging in a variety of activities and tasks.

Course Outline

Junior Year

I. Course Introduction

A. Introduce the theme of "Leadership as a Catalyst for Change in Society."

1. Examine students' perceptions about what constitutes a leader, including the qualities that characterize a leader. Using a variety of readings and collaborative group strategies, students analyze and discuss how "leadership" is defined and what roles leaders play in our society.
2. Discuss the role of students as leaders in their school and community

B. Following the discussion and exploration of the course theme, have students write a short essay in which each student analyzes, from his/her point of view, what is meant by "leadership as a catalyst for change in society."

1. Revisit this essay as the semester progresses so students can modify, reexamine and redefine their original definition.
2. As students study different leaders, have them develop graphic organizers, which outline the characteristics of a leader.

C. Utilizing a "philosophical chair" or other collaborative group discussion formats, ask students to analyze, discuss, and debate the following question, "Does history make a leader, or does a leader make history?"

II. Organization of Study

A. Develop a process and criteria to assign students to "study" team groups.

B. Each group will be assigned a specific leader to study in-depth.

1. Each study team will spend (4) weeks reading, analyzing, raising questions, discussing findings and exploring the life and role of the selected "leader."
2. At the end of the 4 weeks, students, as a group, will rotate to another leader to study.

C. As a group, students will discuss and examine the historical, social and cultural period in which the leader lived and worked.

1. They will create a historical timeline.

2. The will create a graphic organizer, a T Chart, in which they outline the characteristics of that period and juxtapose them to the response of their leader to those characteristics.

D. Reading—Critical analysis Assignments

1. Students will be required to read one major work about the leader in each group.
2. Students will be required to read at least two essays by the leader.
3. Students will read at least three essays written about the leader by other authors.
4. Students will read at least two sources that specifically discuss the historical, social, cultural and scientific issues of that period, there by placing the leader in historical context.
5. Throughout the time in each study team, students will engage in a variety of writing, inquiry, collaboration and reading (WIC-R) activities.

E. Writing Assignments

1. Students will be required to do the following on an ongoing basis: Take Cornell notes, write summaries, develop dialectical journals, and write at least two critical essays. In the essays students will analyze various historical, social, cultural issues.
2. Students will write an analytical essay of no less than three pages in which they examine, in detail, the major trends, conflicts and issues of the historical period in which the leader lived and worked.
3. Students will participate in individual and collaborative reader response groups to reflect and provide feedback for revisions.
4. Students will use a writing rubric designed specifically for the type of essay assigned and will be expected to score at least a 4 on a 6-point rubric.

F. Discussion and Oral Presentations

1. Students will be involved in ongoing discussions in each group based on questions the students generate from their readings.
2. Students will participate in Socratic Seminars on themes that link the various leaders they have studied. The students will use the texts they have read to support different points of view.
3. Students will prepare oral presentations for each group outlining and discussing the major issues and questions that evolved about the leader they studied.

III. Final Paper

A. At the end of the spring semester each student will select a leader he/she wants to study in depth in the senior year.

B. The student will write a paper in which he/she explains why they have chosen a particular leader based on their readings and discussion. Student will also address the questions that were developed in the groups and select particular questions for in depth exploration.

Senior Year

I. The senior year will begin with a review of what was studied in the junior year.

A. Review, examine and discuss (in historical context) the contributions made by the leaders in the course of study.

B. Discuss what has made their contributions significant on both a personal and universal level.

C. Explore and develop possible research questions, topics and themes as a result of the discussion.

D. All discussions should be continually linked back to the theme of the course "Leadership as a Catalyst for Change in Society."

II. Research Project

A. Students will review/revise the paper in which they explain and defend their choice of leader for research.

B. Students prepare a preliminary research question.

C. Students develop a plan and timeline for their project with input from their academic advisor. The plan must also include a reading schedule.

III. Reading Assignments

A. Students will read at least two long works (books) by their leader.

B. Students will read at least four essays, including speeches, by their leader.

C. Students will read at least four other sources—articles, books, essays, etc.—written about their leader.

D. Students must read four sources about the historical period in which their leader lived (lives) and worked.

IV. Writing Assignments

A. On an ongoing basis students will take Cornell notes, keep a dialectical journal, and write summaries, short essays and develop graphic organizers.

B. Every four weeks students will be required to write a well-developed critical essay in which they discuss their findings and the significance of these findings to their overall question.

C. Students will generate higher level thinking questions that evolve from their research. These questions will help to propel their research forward.

V. Outside Sources

A. Students will collect information from individual contacts who are in the same field of study as the leader being researched.

B. Students will form a mentorship with a scholar who has a special interest in the field of the leader being studied. This mentor will act as an advisor to the students' project.

VI. Research Group

A. Students will form research groups/teams based on the leader they are researching.

B. The team will be a forum in which to exchange ideas, generate questions for discussion, and develop possible themes and topics.

C. The team will also be a forum to discuss and clarify issues regarding the historical context in which the leader worked.

D. The team will also act as a peer editing group

VII. Socratic Seminars

A. The Socratic Seminar should be an ongoing activity that helps the students see their leader in a global context.

B. The Socratic seminar should explore some of the following topics:

1. How does a leader affect society and how does society affect the leader?
2. What are the pros and cons of the changes that have taken place because of a leader's work?
3. What are the individual characteristics of a leader and are their commonalities amongst leaders?
4. What makes a leader a catalyst for change? What would such leadership look like in a school, business, community, and nation?

VIII. Review Research Plan and Timeline

A. By the end of the first semester the students should submit their preliminary notes.

B. The students should finalize the thesis for their project.

C. Students should revise their timeline.

IX. Oral Presentations from Each Team

A. Each team will present a consensus about their findings.

B. Each team will discuss the research questions of their individual members.

C. Each team will present and defend the topics for each individual project.

X. Writing the Research Paper

A. Students will use MLA Style form, bibliography, etc. for their project essay.

B. Students will submit a schedule for submitting drafts of their project to their team and teacher.

C. Students will state the thesis of their project.

D. Students will present a preliminary bibliography.

E. Students will present an outline of their research paper.

F. Students will present drafts and revisions of their research paper in a timely fashion.

XI. Submission of the Final Research Project

A. Students utilize the writing-research process in submitting their final paper.

B. Students follow all established and recorded timelines.

C. Students conference with their teacher and academic mentor about the results of their research.

XII. Individual Reflections—Essay

A. Conclusions drawn from the research.

B. The relationship of the leaders studied—his/her contributions, characteristics, accomplishments, education, goals—and the goals and aspirations of the AVID student.

NOTE: Support activities for writing assignments may be referenced in the revised (2005) *AVID High School Writing Teacher Guide,* especially those sections for advanced writing—argumentation, persuasion, exposition, and critical analysis.

Reading and writing assignments are referenced to the California State Standards in English Language Arts for the 11th and 12th grade.

3.0 Literary Response and Analysis
3.2
3.5
3.8
3.9
1.0 Writing Strategies
1.1
1.2
1.3
1.4
1.5
Writing—Research
1.7
Writing—Evaluation and Revision
1.9
2.0 Writing Application
2.2 a, b, c
2.4 a, d, e

Key Assignments And Activities

- Reciprocal Teaching
- Literature Circles for Non-fiction
- Annotating the text
- Working with graphic organizers
- Quickwrites and freewrites
- Learning logs
- Double-entry journals

- Summary writing
- Analytical essays—short and long
- Timed essays—45 minute limit
- Preparing a bibliography
- Research project
- Discussion activities
- Group discussions
- Philosophical chairs
- Socratic seminars
- Oral reports

Instructional Methods And Strategies

- Lecture
- Collaborative group work
- Readings
- Library and Internet research
- Seminars
- Collaboration with Advisors

Assessment Methods And Tools

- Papers, essays, writing and oral language rubrics
- Journals
- Learning logs
- Exams, quizzes
- Participation
- Observation
- Conferencing
- Final project
- Reflection

AVID students will also be assessed on rudimentary AVID "basics" such as a well-organized notebook, participation in tutorials, notetaking and participation and leadership in Socratic seminars

Resources

Bean, John C., Chappell, Virginia A., and Gillam, Alice M. *Reading Rhetorically: Brief Edition*

Hacker, Diana, *A Writer's Reference*

MLA Handbook for Writers of Research Papers

Zinsser, William, *On Writing Well*

Trimmer, Joseph and Hairston, Maxine, *The Riverside Reader*

Bloom, Lynn Z. and White, Edward M., *Inquiry: A Cross-Curricular Reader*

Goodall, Jane, *Reason for Hope*

Goodall, Jane, *Through the Window: My Thirty Years with Chimpanzees of Gombe*

Goodall, Jane, *In the Shadow of Man*

Goodall, Jane, *The Chimpanzees of Gombe: Patterns of Behavior*

Goodall, Jane, *Africa in My Blood: An Autobiography in Letters—The Early Years*

Goodall, Jane, *Beyond Innocence: An Autobiography in Letters—The Later Years*

Gould, Stephen J., *Ever Since Darwin*

Gould, Stephen J., *The Flamingo's Smile*

Gould, Stephen J., *Bully for Brontosaurus*

Gould, Stephen J., *Hen's Teeth and Horse's Toes*

Gould, Stephen J., *Rocks of Ages: Science and Religion in the Fullness of Life*

Roosevelt, Eleanor, *The Autobiography of Eleanor Roosevelt*

Roosevelt, Eleanor, *My Day - Collection of Eleanor Roosevelt's Newspaper Column*

Roosevelt, Eleanor, *On My Own: The Years Since the White House*

Roosevelt, Eleanor, *It Seems to Me: Selected letters of Eleanor Roosevelt*

Lash, Joseph, *Eleanor and Franklin*

Lash, Joseph, *Eleanor: the Years Alone*

Lash, Joseph, *Love, Eleanor: Eleanor Roosevelt and Her Friends*

Gurewitsch, Edna P., *Kindred Souls: The Friendship of Eleanor Roosevelt and David Gurewitsch*

Suzuki, David, *The Scared Balance*

Levine, Joseph and Suzuki, David, *The Secret of Life*

King, Martin, Luther, Dr., *Where Do We Go From Here: Chaos of Community*

King, Martin, Luther, Dr., *Why We Can't Wait*

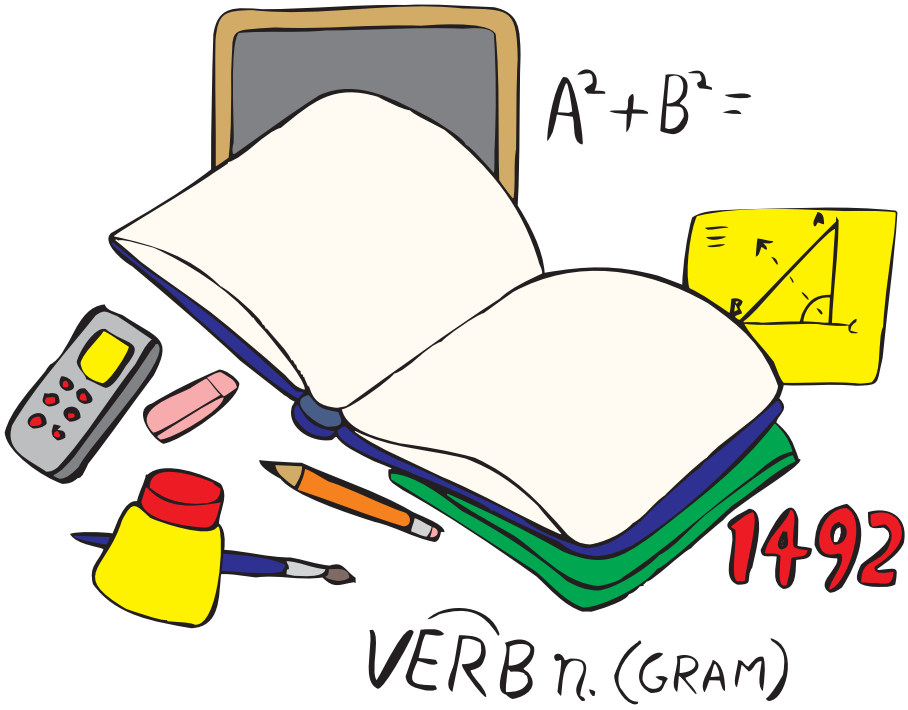
King, Martin, Luther, Dr., *Stride Toward Freedom*

King, Martin, Luther, Dr., *The Collected Speeches of Dr. Martin Luther King, Jr.*

Wooden, John, *They Call Me Coach*

Wooden, John, *My Personal Best: Life Lessons from an All-American Journey*

Wooden, John, *WOODEN: A Lifetime of Observations and Reflections On and Off the Court*



Appendix A

NOTE: After June 1, 2005, you can review/download a course description and resources including a pilot Teacher Guide that includes a number of college preparation/exploration activities by going to www.avidonline.org, log into MyAVID Account, then go to File Sharing and click on Jr./Sr. Seminar Resources. Overviews of each of the units from the pilot teacher guide are described below.

Unit 1

Overview

It is during the first semester of the junior year that students learn about the two college admission tests (ACT and SAT) and the differences between them. One way for students to become familiar with these materials is to take both practice tests (the PLAN and the PSAT) and use the results to prepare for ACT and SAT testing in the spring.

Students also begin to prepare for college admission by gathering materials and organizing them into "crates" and by reviewing what they have accomplished in their first two years of high school. This will prepare them for writing a résumé, a good resource when completing college applications. This is also a time to look at college entrance requirements and to access a valuable research tool: the Internet.

AVID students may want to consider applying to both public and private schools. One way to explore the various elements of the college admission process is to visit a variety of Web sites. For example, at the California Colleges site (www.californiacolleges.edu), students can find answers to their questions about entrance requirements, financial aid, career planning, and much more. College admissions representatives who come to the school can provide additional information.

Financing their college education is a concern for many students. In this semester, some key concepts are introduced, but little can be done in this area until the senior year. Students can also begin self-exploration to help them determine which college(s) will be a good "fit" for them.

Timeline

1. **Testing**
   September: Review previous PLAN and PSAT scores.
   September–October: Prepare for PSAT test. Take PSAT test.
   December: Interpretation of score results (counselor presentation).
2. **Preparation**
   September: Prepare student "crates."
   September–October: Do preparation activities.
   October–January: Data sheets, "a–g" requirements, résumé, "Family Firsts."
3. **Exploration**
   September–November: Presentations by college representatives.
   October–December: College exploration on the Web (UC Pathway, California Colleges, CSU Mentor sites).
   January: AVID graduate panel.
4. **"Fit" and Finances**
   September–June: Explore types and varieties of financial aid.

December–June: Financial aid calendar; ongoing review.

Unit 2

Overview

During the second semester of the junior year, students are encouraged to take both college admissions tests. They can then prepare for retaking their highest scored test in the fall semester of their senior year. This is also the time to explain strategies that will help students when they take SAT Subject tests. Since many students will also be taking AP tests for the first time, these can be coordinated with the SAT Subject tests.

Students can prepare for the college application process by beginning a first draft of their college essay and also by considering whom they will ask to write letters of recommendation. The "GPA Game" demonstrates what counts most when college admissions officers decide which applications to accept. It's a valuable tool for both students and parents.

Students will also need to determine priorities for their higher education so they can focus on researching colleges that "fit" these priorities. Once a list of colleges is created, students will want to consider visiting these campuses before the first semester of their senior year. Finally, students need to plan a productive summer to ensure they are prepared for the application process in the fall.

This is also the time to research the costs involved in attending college and to determine how to pay these costs. (It's important to include parents in this discussion.) Students can begin the search for financial aid by applying for a PIN. Visiting college fairs in the spring to check for "fit" and continuing the search for scholarships are also a part of the second semester of junior year.

Timeline

1. Testing

January–June: Register for March through June admission tests, including ACT, SAT, and SAT Subject tests. (SAT Subject tests are needed for UC or highly selective schools.)

March–June: Take SAT, ACT, and SAT Subject tests.

May: Take appropriate AP tests.

2. Preparation

February: Review first-semester grades and compute "a–g" GPA.
February–June: Update data sheets and résumé.
March–June: UC essay prompts and Common Applications should be started and refined.
May–June: Letter of recommendation procedures and teacher/counselor selection.

3. Exploration

February: College selection and priorities activities.
March–June: College/major research, using a variety of resources including Web sites, printed materials, speakers, and visits.
March–June: Create potential college lists. Use comparison worksheets. Finalize summer plans.

4. "Fit" and Finances

February: Register for FAFSA PIN.

February–June: Continue searches and applications on FASTWEB.
March: Use family financial aid predictor Web sites (www.act.org or www.collegeboard.com).
March–April: Visit College fairs.

Unit 3

Overview

The first semester of the senior year is a critical time for the college- bound student for this is when all the elements of college admission come together and the application is completed and submitted. Students will have one final chance in the early fall of their senior year to retake college admission tests (ACT, SAT, and/or SAT subject tests). Test results should then be sent to all schools to which students intend to apply.

Students will need to finalize their choice(s) of colleges, and, ideally, visit college campuses. (If visiting is not possible, they should plan to meet with college representatives.) This is the time for computing the final "a–g" GPA (from grades 10–11) and requesting letters of recommendation. College admission essays will need to be finalized, résumés updated, and materials gathered for college applications.

The preferred method for completing and submitting a college application is online, although students may want to prepare for this by using a paper application as a worksheet. All required materials should be gathered together, and, if possible, taken to the school's computer lab. The application deadline for most California public colleges and universities is November 30, so AVID students should plan to submit their application prior to Thanksgiving. Private college applications are usually due in December or January. Fee waivers are available.

This is also the time for financial aid arrangements to be made, beginning with completing the Free Application for Federal Student Aid (FAFSA). This form, which is key to nearly all types of financial assistance, should be submitted as soon as possible after January 1 (the earliest date for submission). In some cases, the CSS PROFILE form will be required as well. Application materials are available, at no cost, to teachers, students, and parents to assist them in learning about this process.

Timeline

1. Testing

August–December: Register for ACT, SAT, and/or SAT Subject tests, as appropriate. Send scores to colleges of interest. File test results in the testing folder in the student's "crate."

2. Preparation

September: Update résumés and compute the final "a–g" GPA to be submitted with applications.

September–October: Complete college research; review guidelines for applying to college online; visit colleges of interest; request applications.

October: Ask selected teachers/counselors/others to write letters of recommendation and provide each with a packet of information. Revise essays and finalize for submission.

3. Exploration

October–November: Submit public college applications online (with final draft essays).

November–December: Submit private college and university applications (with final draft essays). Schedule interviews.

4. "Fit" and Finances

September–January: Continue to apply for scholarships.

October: Verify FAFSA PIN and register for PROFILE, if needed.

October–January: Attend financial aid events.

December–January: Submit Cal Grant GPA verification.

January: Complete FAFSA application worksheet.

Unit 4

Overview

If students are applying to private colleges or schools outside of California, they may still have time to take college admission tests (ACT or SAT) in January Once students have been accepted, there may be additional enrollment requirements. For example, CSUs require that students show proficiency in writing and math, and some students may have to take placement tests for these subjects. UC schools require that students meet an entry-level writing requirement. Advanced Placement students will also be taking AP subject tests in May.

As students begin receiving acceptance letters, they should prepare "College Comparison Grids." Celebrate acceptances by creating a "Hurrah Board" that honors the student and university. Sending thank-you notes to teachers and counselors who have helped with the admission process is highly recommended. It is also time to begin preparing students for the transition from high school to college.

Invite AVID graduates to visit the class and share their college experiences. Encourage students to visit the schools to which they have been accepted and to attend freshman orientation or "Accepted Students" events. Once they have decided where they will attend, students must notify the school and send in any required deposits by May 1. They should also notify other colleges that have accepted them that they will not be attending there.

Filing for FAFSA as early as possible (after January 1, but before the March 2 deadline) is the financial priority for this semester. Applying online is the preferred method. The process is complex, but there are many resources to help students and their parents. As graduation nears and students prepare for the transition to college, academic, personal, and social success in college are important topics to discuss with class.

Timeline

1. Testing

January–February: Make sure all test scores have been submitted to colleges, especially if tests were taken in January for admission to private or out-of-state colleges.

February–April: For students applying to a CSU: If not exempt, register for and take the ELM and/or EPT.

April–May: For students applying to a UC campus: If not exempt, register for and take the Entry Level Writing Requirement Exam.

May: Take Advanced Placement (AP) Tests; be sure to indicate to which college the scores should be sent.

2. Preparation

February–April: Complete comparison grids for colleges from which acceptance letters have been received. Post acceptances on the "Hurrah Board."

February–March: Submit mid-year transcripts, if requested.

April–May: Begin transition activities (from high school to college).

June: Write thank-you notes to teachers and counselors who helped during the application process.

3. Exploration

February to Mid-April: Visit/Revisit campuses (where students have been accepted), if needed. Attend "Accepted Students" events.

Mid-April: MAKE A DECISION; inform college and send deposit. Notify other colleges.

June: Request that a final transcript be sent to ONE college

4. "Fit" and Finances

January–February: Submit FAFSA and GPA verification forms (if the school does not submit electronically).

January–June: Continue to apply for scholarships.

January–June: MAKE COPIES OF EVERYTHING

January–February: Make sure financial forms for all colleges are completed.

February–April: Carefully review and file in "crate" all financial aid offers; complete financial aid comparison sheets.

March: If necessary, appeal financial aid award of first choice college. This must be done in writing with additional information.

Mid-April: MAKE A DECISION; sign all appropriate documents for the college of choice. Send in tax forms as soon as prepared.

ADVANCEMENT VIA INDIVIDUAL DETERMINATION AVID SENIOR SEMINAR (P)

Department: English

Target Group AVID Seniors

Prerequisites Previous enrollment in AVID lower-level course for a minimum of two years and enrollment in at least one honors or Advanced Placement course.

Purpose AVID Senior Seminar is for seniors in their third or fourth year of AVID and is the culmination of the students' years in the AVID Program.

a) One year college-prep course
b) 10 units
c) Meets "f" requirement

AVID elective courses at all grade levels are designed to prepare, in an academic context, students for entrance into four year colleges, with emphasis on analytical writing, preparation for college entrance and placement exams, college study skills and test taking, oral language development, note taking, and research.

As with all AVID courses, the Senior Seminar features tutors, college students, who lead discussions and analysis of the academic subjects in which the students are enrolled. Students enrolled in the Senior Seminar are required to complete weekly timed writings and analytical discourses in all subjects. In addition, students are required to make oral presentations to the class on topics related to career searches, college entrance, contemporary issues, and social concerns all the while focusing on a culminating senior paper, portfolio, and/or project. Seminar students, working with the tutors, are expected to participate in and eventually act as moderators for Socratic Seminars. These discussions move beyond didactic instruction and assist students in gaining multiple perspectives on texts, supporting arguments with clear reasoning and evidence, and developing their critical thinking skills to the extent necessary for success in college.

AVID Seminar Instructor

Up to the time that the AVID student enters the Senior Seminar, ninth through eleventh grade students have received coaching in note taking, organization, and study skills, along with instruction in writing domains such as the autobiographical incident, comparison-contrast, and cause and effect. They are also introduced to in-depth textual analysis, and writing for the various disciplines plays a unique role for all students in the AVID classroom.

The instructor for the AVID Seminar provides a segue from high school to college. Though the class maintains the same structure as in the preceding years, the students will gradually realize that they are expected to take a much more active part in their own learning. Dedication to the preparation for their rigorous classes will show dividends, giving students confidence for their transition to college.

The instructor encourages the students to experience more analytical writing, literary analysis, and college entrance preparation for the SAT I and II, the ACT, and AP examinations, in addition to college placement exams. Seminar students engage in more times essays, perfecting and analyzing their writing and that of others according to rubrics. They are required to produce an extended, reflective paper focusing on one of their areas of interest or study such as mathematics, science, history, English, or world language, which may interrelate to the study of careers emanating from individual fields of study.

AVID Senior Seminar (continued)

Throughout the senior year, the Seminar Instructor serves as a conduit to colleges and universities as well as to academic departments on campus and at colleges. The instructor assists AVID students in applying for college, researching financial aid and housing, registering for entrance and placement exams, and in preparing for external examinations in the spring. AVID college tutors also assist in these processes by providing actual information and giving feedback to the seniors regarding their applications and essays.

The AVID Senior Seminar is divided into four areas of emphasis, leading to the student's acceptance at a four-year college or university.

1. Reading, Writing and Speaking at the College Level
2. College Entrance Exams and Rigorous Academic Practices
3. College Application and Essay, Financial Aid, and Placement Exams
4. Culminating Activities for Academic Major Specialization and Career Exploration

Standards of Expected Student Achievement (Course Objectives)

1. Students will complete the four-year course requirements for entrance to the most competitive public universities in the state.
2. Students will successfully complete college applications and financial aid packages.
3. Students will demonstrate analytical writing at the college level in a variety of discourse modes.
4. Students will improve their oral communication skills through a variety of means, including presentation, debate, and Socratic Seminar.
5. Students will learn to evaluate their own and others' writing, using rubrics and scoring guides modeled on university entrance exams.
6. Students will prepare for college entrance and placement exams, using the AVID College and Careers library, and other materials.
7. Students will prepare for an external exam such as Advanced Placement.
8. Students will complete and present a senior project as a culmination of their portfolio work, and junior-senior research, and career exploration.

Methods of Assessment of Student Learning

AVID students will be evaluated using a variety of performance-based assessments. While they will be judged on rudimentary AVID "basics" such as a well-organized notebook, participation in tutorials, and note taking, they will also be assessed according to their performance on timed writings, practice placement examinations, participation in scoring of practice examinations, leadership in Socratic Seminars, and external exam preparations. In addition, AVID Seminar students will be required to complete a critical essay or research paper exploring issues emanating from Honors or AP classes. This paper will also be presented to the class as part of the Senior Presentation, which also includes additional selections from their portfolio and/or their senior project.

Portfolio Contents

Portfolio contents will include but not be limited to the following:

- College Admissions essay
- Final Extended Essay or Research Paper (which may be based on a career related to a field of study)
- Transcript

- Timed writings
- Expository essays
- Notes taken in content areas
- Dialectical journal from core literature work

RESOURCES

Course Textbooks: AVID Library Selections
Writing Curriculum
College and Careers
Subject Area Guides

Instructional Materials:
Refer to: Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District.

Activities/Course Outline

General Yearlong Activities
1. Ongoing tutorials with focus on support for Honors & AP classes
2. Collaborative group study with focus on Honors & AP classes
3. Peer Tutoring
4. Socratic Seminar training
5. Ongoing timed writings and analytical discourse

Terms 1 & 2 (Semester 1)
1. SAT I and II preparation, calendaring, and registration
2. Introduction and planning for Honors/AP Research Paper
3. Career and College exploration and request for fall college applications
4. A Dialectical Journal based on Honors & AP Core Literature Work
5. Consider applying to take college level classes at community colleges, four year colleges and universities, or distance learning sites in addition to AP courses
6. The College Application
7. Writing the Personal Statement

Terms 3 & 4 (Semester 2)
1. Applying for Financial Aid (FAFSA & Cal Grant & Scholarships)
2. Introduction to and practice for College Placement Exams
3. Lead Socratic Seminars for AVID Classmates
4. Extended Essay or Research Paper
5. Portfolio/Senior Project preparation and presentations
6. Follow-up on the SAR for FAFSA, grants, loans, and scholarships
7. AVID students/parents receive support in making college choices
8. Students mail Intent to Enroll cards and apply for academic orientation, summer programs, open houses, etc.

Course Title

Beginning Speech A

Department

English

Career Path

Social Services
Arts/ Media/ Entertainment
Business
Education

Description of Target Group

Beginning Speech A is the first part of a year-long college preparatory elective course designed primarily for the novice student in speech who wishes to gain self confidence while learning the fundamentals of public speaking and social skills.

Purpose

Beginning Speech A is the first part of a year-long course consisting of 10 units Its purpose is to build self confidence in young people by developing both their social and speaking skills.

Prerequisites

None

Standards of Expected Achievement

1. Learn the importance of social skills while interacting with an audience Gain self confidence through the art of self expression
2. Gain self confidence through the art of self expression
3. Acquire elements of fairness, tolerance, and open-mindedness to the perspectives of others
4. Develop the ability to work cooperatively with others
5. Learn the significance of body language and its potential influence upon others
6. Learn to organize thoughts and to present ideas clearly and effectively
7. Develop the qualities of a good listener
8. Develop the attributes of an effective audience participant

Methods of Assessment of Student Learning

1. Participating in listening exercises through video instruction and story-telling games
2. Participating in role playing involving social etiquette
3. Participating in visualization exercises to further imagination and self awareness and writing about such exercises
4. Participating in a children's storytelling unit and presenting to elementary school children
5. Memorizing various pieces of literature and delivering them to the class
6. Participating in choral readings and reader's theatre
7. Practicing voice control and articulation

Growth will be evaluated by administering a pre and post test assessment in the following manner:

1. Videotape of initial, interim, and final performance
2. Participation in community performance
3. Written and oral performance

Instructional Materials

Various scripts, books of poetry and prose, videos, reference books, internet resource material and student-generated material

Also refer to Santa Maria Joint Union High School District adopted texts

Activities

1. Field trip to local elementary schools for storytelling unit
2. Guest speakers
3. Video presentations
4. Classroom speaking and role playing
5. Individual and group exercise in composing written material for performance
6. Interviews
7. Charades and pantomimes
8. Reading various materials and practicing what it is to be a good reader

Course Title

Beginning Speech B

Department

English

Career Path

Social Services
Arts/ Media/ Entertainment
Business
Education

Description of Target Group

Beginning Speech B is the second semester of a year-long college preparatory elective course designed primarily for the novice student in speech who wishes to gain self confidence while learning the fundamentals of public speaking and social skills.

Purpose

Beginning Speech B is the second semester of a year-long course consisting of 10 units. Its purpose is to build self confidence in young people by developing both their social and speaking skills.

Prerequisites - Beginning Speech A

Standards of Expected Achievement

1. Continue social interaction through appropriate manners
2. Continue to gain awareness of self and others
3. Develop an acceptable speaking voice free of grammatical errors
4. Learn the art of memorization through various memory techniques
5. Learn responsibility and commitment to an enterprise through career speech and etiquette
6. Explore various elements of prose and poetry through research and writing
7. Research a greater understanding of life as it is revealed and reflected in literature
8. Prepare a written speech and deliver it effectively
9. Learn the basic rules of oral interpretation of literature
10. Learn the basic rules of public performance in speaking

Methods of Assessment of Student Learning

1. Presenting poetry and prose to organizations in the community such as retirement and convalescent homes

2. Presenting various speeches written by students
3. Presenting public speeches and various oral interpretations
4. Writing original material and presenting it in class
5. Memorizing various pieces from literature

Growth will be evaluated by administering a pre and post test assessment in the following manner:

1. Videotape of initial, interim, and final performance
2. Participation in community performance
3. Peer evaluations and teacher evaluations of classroom speaking per given instruction
4. Written and oral performance

Instructional Materials

District reference books on speech procedure, library books, published speeches, teacher-generated materials, internet resource material, student-generated material, and newspapers

Also refer to Santa Maria Joint Union High School District adopted textbooks

Activities

1. Field trip to local retirement/convalescent homes to read poetry and prose
2. Guest speakers
3. Role playing
4. Classroom speaking
5. Video presentations of accomplished speakers
6. Individual and group exercise in composing written material for oral performance
7. Research
8. Listening to songs and learning to interpret both meaning and mood

Course Title

Bible as Literature

Description of Target Group

Bible as Literature is designed as a one-semester course for students who have successfully completed freshman English.

Purpose

The purpose of Bible as Literature is to assist students in identifying those qualities of the Bible, which establish it as a literary work of art.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Trace the influence of the Bible in its historical and contemporary context.
2. Outline the content of the Old and New Testaments.
3. Discuss the great themes of the Bible.
4. Identify figurative language and symbolism in the Bible.
5. Compare other literary works with comparable genre in the Bible.
6. Paraphrase and summarize some of the dramatic or difficult passages in the Bible.
7. Exhibit a knowledge of syntax and style by comparing the King James translation with later translations.
8. Explain the meaning of Biblical allusions in assigned literary selections.
9. Explain the origin of given popular expressions taken from the Bible.
10. Compare literary and film versions of parts of the Bible with the Bible version.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Reading assignments from the textbooks, oral and written reports, movies, filmstrips, recordings, art work, class discussions and lecture/discussion, guest speakers.

Course Title

Bible as Literature

Description of Target Group

Bible as Literature is designed as a one-semester course for students who have successfully completed freshman English.

Purpose

The purpose of Bible as Literature is to assist students in identifying those qualities of the Bible, which establish it as a literary work of art.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Trace the influence of the Bible in its historical and contemporary context.
2. Outline the content of the Old and New Testaments.
3. Discuss the great themes of the Bible.
4. Identify figurative language and symbolism in the Bible.
5. Compare other literary works with comparable genre in the Bible.
6. Paraphrase and summarize some of the dramatic or difficult passages in the Bible.
7. Exhibit a knowledge of syntax and style by comparing the King James translation with later translations.
8. Explain the meaning of Biblical allusions in assigned literary selections.
9. Explain the origin of given popular expressions taken from the Bible.
10. Compare literary and film versions of parts of the Bible with the Bible version.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Reading assignments from the textbooks, oral and written reports, movies, filmstrips, recordings, art work, class discussions and lecture/discussion, guest speakers.

Course Title **SMHS**

British Literature A/B (12) (Honors)

Description of Target Group

This year long course is designed to meet the entrance requirements for four year colleges and universities, is designed for only those senior students who have passed Introduction to Literature, World Literature, and American Literature and whose recommendations and portfolios have been accepted by the English Department Honors Committee.

Purpose

This course is designed to provide selected students with a qualitatively different and varied curriculum which challenges and enriches their individual potential while maintaining the requirements of the basic course outline. Students will focus upon European and British literature and the writing process through an integrated approach. This course will prepare students for college level courses and the Advanced Placement Test as they read and write accessing themes which include the epic hero, the tragic hero, the influences of government and religion upon literature, the concept of the individual in 19th Century literature, as well as the exploration of personal and human values in 20th Century literature. Students will develop communication skills in reading, writing, listening and speaking in which group and individual projects will be assigned. In addition, students may participate in exploration of college majors and relevant application information.

Students must maintain a grade of "B" or better at the end of each semester to remain in the honors program.

Standards of Expected Student Achievement

Upon completion of this course, students will demonstrate the following skills:

READING
A variety of genre from literature will be read. Students will be expected to:

- identify literary genre
- identify elements of literature, literary terms
- construct meaning from a text
- make connections within a text
- extend beyond the text
- include an element of risk taking in constructing meaning
- keep a journal or log
- analyze literature on both symbolic and thematic levels

British Literature A/B (12) (Honors) (continued)

Core selections include:

novel: Far from the Maddening Crowd - Thomas Hardy

drama: Macbeth - Shakespeare
Hamlet- Shakespeare
A Man for All Seasons - Robert Bolt
Becket - Jean Anhouil

Other possible selections include:

drama: Major Barbara - G. B. Shaw
Taming of the Shrew - Shakespeare

epic poetry: Beowulf
Paradise Lost (excerpts) - John Milton

short story, poetry, essays: selections from the basic and supplementary text

WRITING

Students will be expected to demonstrate the following skills:

Rhetoric:

- present an idea; acknowledge an audience/reader
- use logic and relevant support/details
- state and develop an argument
- demonstrate coherence and style
- attempt an element of risk
- demonstrate improvement

Conventions:

- practice sentence variety
- use proper word choice/usage and vocabulary development
- demonstrate excellent mechanics
- improve spelling
- demonstrate improvement and growth

Students will demonstrate the ability to write in the following types of discourse:

- analytic
- evaluative
- speculation about causes and effects
- comparison and contrast
- other expository discourses

RETRIEWNG INFORMATION
Students will demonstrate the ability to:

- use the library and computer catalog
- use reference volumes appropriately
- take notes on note cards
- cite works using MLA or APA documentation
- document within a text using MLA or APA format

GROUP/COMMUNICATION SKILLS
Students will demonstrate the ability to:

- participate effectively in class and small group discussions
- communicate information and ideas effectively to others
- respect others; set an example
- both follow directions as well as be an independent learner
- compromise and reach consensus
- be honest and responsible; demonstrate integrity
- show improvement in speaking and listening skills
- demonstrate leadership and be willing to take a risk

COLLEGE/UNIVERSITY EDUCATION SKILLS
Students will demonstrate the ability to:

- apply the results of the Major/College Match or interest inventories by researching specific majors and colleges
- revise student resume or personal data sheet
- apply for appropriate college or university scholarships
- complete the application process for a college or university
- request recommendations

PORTFOLIO REQUIREMENTS
Students will be expected to complete the Portfolio Requirements as outlined on PAGE 4 of this course outline.

Instructional Materials

Text and Supplementary Materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District.

British Literature A/B (12) (Honors) (continued)

PORTFOLIO REQUIREMENTS Student Name: _____

1.) Demonstrate reading comprehension/questioning competency in the following areas:

Any three (3):

		Date	Signature
A.)	Read independently	_____	_____
B.)	Construct meaning from a text	_____	_____
C.)	Make connections within a text	_____	_____
D.)	Extend beyond a text	_____	_____
E.)	Take a risk in making connections/meaning	_____	_____
F.)	Analyze literature symbolically & thermatically	_____	_____

Any one (1)

G.)	Reading log	_____	_____
H.)	Double entry journal	_____	_____

2.) Demonstrate writing skills in the following areas:

Any three (3):

A.)	Autobiographical essay	_____	_____
B.)	Reflective essay	_____	_____
C.)	Narrative essay	_____	_____
D.)	Descriptive essay	_____	_____
E.)	Expository essay	_____	_____

3.) Demonstrate the following information retrieval skills:

A.)	Works Cited/Bibliography using MLA	_____	_____
B.)	Documentation using MLA format	_____	_____
C.)	Note taking	_____	_____

4.) Demonstrate the following oral presentation skills:

A.)	Effectively present an idea/project	_____	_____
B.)	Show improvement in speaking skills	_____	_____

5.) Demonstrate the following career skills:

A.)	Identify areas of career interests	_____	_____
B.)	Match interests to specific careers	_____	_____

Course Title **SMHS**

British Literature A/B (12) (P)

Description of Target Group

This year long course is designed to meet the entrance requirements for four year colleges and universities and for those students who have successfully passed Introduction to Literature (P), World Literature (P), and American Literature (P).

Purpose

This course is designed to provide students with a varied curriculum, which challenges their individual potential while maintaining the requirements of the basic course outline. Students will focus upon European and British literature and the writing process through an integrated approach. This course will prepare students for college level courses as they read and write accessing themes which include the epic hero, the tragic hero, the influences of government and religion upon literature, the concept of the individual in l9th Century literature, as well as the exploration of personal and human values in 20th Century literature. Students will develop communication skills in reading, writing, listening and speaking in which group and individual projects will be assigned. In addition, students may participate in exploration of college majors and relevant application information.

Standards of Expected Student Achievement

Upon completion of this course, students will demonstrate the following skills:

READING
A variety of genre from literature will be read. Students will be expected to:

- identify literary genre
- identify elements of literature, literary terms
- construct meaning from a text
- make connections within a text
- extend beyond the text
- include an element of risk taking in constructing meaning
- keep a journal or log
- analyze literature on both symbolic and thematic levels

Core selections include:

novel: Far from the Maddening Crowd - Thomas Hardy
drama: Macbeth - Shakespeare

British Literature A/B (12) (P) (continued)

Other possible selections include:

drama: Hamlet - Shakespeare
A Man for All Seasons - Robert Bolt
Becket - Jean Anhouil
Pygmalion - G. B. Shaw
The Importance of Being Ernest - Oscar Wilde

epic poetry: Beowulf
Paradise Lost (excerpts) - John Milton

short story, poetry, essays: selections from the basic and supplementary text

WRITING

Students will be expected to demonstrate the following skills:

Rhetoric:

- present an idea; acknowledge an audience/reader
- use logic and relevant support/details
- state and develop an argument
- demonstrate coherence and style
- attempt an element of risk
- demonstrate improvement

Conventions:

- practice sentence variety
- use proper word choice/usage and vocabulary development
- demonstrate excellent mechanics
- improve spelling
- demonstrate improvement and growth

Students will demonstrate the ability to write in the following types of discourse:

- analytic
- evaluative
- speculation about causes and effects
- comparison and contrast
- other expository discourses

RETRIEVING INFORMATION
Students will demonstrate the ability to:

- use the library and computer catalog
- use reference volumes appropriately
- take notes on note cards
- cite works using MLA or APA documentation
- document within a text using MLA or APA format

GROUP/COMMUNICATION SKILLS
Students will demonstrate the ability to:

- participate effectively in class and small group discussions
- communicate information and ideas effectively to others
- respect others; set an example
- both follow directions as well as be an independent learner
- compromise and reach consensus
- be honest and responsible; demonstrate integrity
- show improvement speaking and listening skills

COLLEGE/UNIVERSITY EDUCATION SKILLS
Students will demonstrate the ability to:

- apply the results of the Major/College Match or interest inventories by researching specific majors and colleges
- revise student resume or personal data sheet
- apply for appropriate college or university scholarships
- complete the application process for a college or university
- request recommendations

PORTFOLIO REQUIREMENTS
Students will be expected to complete the Portfolio Requirements as outlined on PAGE 4 of this course outline.

Instructional Materials

Text and Supplementary Materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District.

British Literature A/B (12) (P) (continued)

PORTFOLIO REQUIREMENTS Student Name: _____

1.) Demonstrate reading comprehension/questioning competency in the following areas:

Any three (3):

		Date	Signature
A.)	Read independently	_____	_____
B.)	Construct meaning from a text	_____	_____
C.)	Make connections within a text	_____	_____
D.)	Extend beyond a text	_____	_____
E.)	Take a risk in making connections/meaning	_____	_____
F.)	Analyze literature symbolically & thermatically	_____	_____

Any one (1)

G.)	Reading log	_____	_____
H.)	Double entry journal	_____	_____

2.) Demonstrate writing skills in the following areas:

Any three (3):

A.)	Autobiographical essay	_____	_____
B.)	Reflective essay	_____	_____
C.)	Narrative essay	_____	_____
D.)	Descriptive essay	_____	_____
E.)	Expository essay	_____	_____

3.) Demonstrate the following information retrieval skills:

A.)	Works Cited/Bibliography using MLA	_____	_____
B.)	Documentation using MLA format	_____	_____
C.)	Note taking	_____	_____

4.) Demonstrate the following oral presentation skills:

A.)	Effectively present an idea/project	_____	_____
B.)	Show improvement in speaking skills	_____	_____

5.) Demonstrate the following career skills:

A.)	Identify areas of career interests	_____	_____
B.)	Match interests to specific careers	_____	_____

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year) December 1, 2006

1. Course Title
Classic Fiction and Film

2. Transcript Title(s) / Abbreviation(s)
FictionFilm

EN 4032 EN 4033

4. School
Pioneer Valley High School

5. District
Santa Maria Joint Union High School District

6. City
Santa Maria

7. School / District Web Site
http://www.smjuhsd.k12.ca.us

8. School Course List Contact

Name: Dee Ringstead

Title/Position: Principal

Phone: 805-922-1305 Ext.: 5701

E-mail: dringstead@smjuhsd.org

9. Subject Area

- [ ] History/Social Science
- [X] English
- [ ] Mathematics
- [ ] Laboratory Science
- [ ] Language other than English
- [ ] Visual & Performing Arts
  - [ ] Intro [ ] Advanced
- [ ] College Prep Elective

10. Grade Level(s) for which this course is designed

[ ] 9 [ ] 10 [ ] 11 [X] 12

11. Seeking "Honors" Distinction?

[ ] Yes [X] No

12. Unit Value

- [ ] 0.5 (half year or semester equivalent)
- [X] 1.0 (one year equivalent)
- [ ] 2.0 (two year equivalent)
- [ ] Other: _____

13. Is this an Internet-based course? [ ] Yes [X] No

If "Yes", who is the provider? [ ] UCCP [ ] PASS/Cyber High [ ] Other _____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- [ ] A course reinstated after removal within 3 years. Year removed from list? _____
  - Same course title? [ ] Yes [ ] No
  - If no, previous course title? _____
- [ ] An identical course approved at another school in same district. Which school? _____
  - Same course title? [ ] Yes [ ] No
  - If no, course title at other school? _____
- [ ] Year-long VPA course replacing two approved successive semester courses in the same discipline
- [ ] Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- [ ] Approved UC College Prep (UCCP) Online course
- [ ] Approved CDE Agricultural Education course
- [ ] Approved P.A.S.S./Cyber High course
- [ ] Approved ROP/C course. Name of ROP/C? _____
- [ ] Approved A.V.I.D. course
- [ ] Approved C.A.R.T. course
- [ ] Approved Project Lead the Way course
- [ ] Other. Explain: _____

15. Is this course modeled after an UC-approved course from another school <u>outside</u> your district? ☐ Yes ☒ No

If so, which school(s)? _____

Course title at other school _____

16. Pre-Requisites: English II and senior credit standing

17. Co-Requisites: None

18. Is this course a resubmission? ☐ Yes ☒ No

If yes, date(s) of previous submission? _____

Title of previous submission? _____

19. Brief Course Description

Classic Fiction and Film is a class focusing on an intense, critical comparison of the plots, characters, and themes of great Renaissance, Victorian, and Modern novels and plays to their 20th century film adaptations. Students will be asked to analyze through critical-thinking, discussion, and both research-based and expository writing how literature of the Western canon influences such popular films as *Ten Things I Hate About You*, *O*, and *Kiss Me, Kate* as well as adaptations of *Great Expectations*, *Sense and Sensibility*, and *Animal Farm* and how the American film industry changes and adapts classic stories to appeal to a modern audience. In addition, students will develop their understanding of both the elements of literature including theme, symbolism, foreshadowing, and archetype, as well as important film terminology such as frame, shot, narration, adaptation, live action, and zoom.

B. COURSE CONTENT

20. Course Goals and/or Major Student Outcomes

- Demonstrate the ability to communicate effectively through a variety of oral and written assignments.
- Develop the interpersonal skills needed to work with others by effectively completing various group projects.
- Acquire the technological skills necessary for participating in the workplace through use of technology and research-based assignments.
- Utilize and enhance critical-thinking skills by positively contributing to class discussions and analyzing the written and spoken word.

21. Course Objectives

- Students will learn how to closely and critically read several novels with the intention of comparing them to their film adaptations.
- Students will learn successful research methods by researching a famous author and writing a paper presenting their findings.
- Students will develop advanced writing skills through response to literature, response to film, expository, and analytical essays.

- Students will learn how to effectively use technology by preparing and giving a multimedia presentation comparing one novel to its film adaptation.
- Students will learn and use vocabulary relating to literature and the film industry.

22. Course Outline

SYLLABUS:

Classic Fiction and Film is a class in which we will read and critically discuss great novels and plays of the Renaissance, Victorian, and Modern periods with the intent of comparing them to their modern film adaptations. We will discuss how filmmakers change both major and minor elements of the literature to make the films more accessible and/or appealing to modern audiences. We will view films with the intent of analyzing the use of lighting, music, character movement, and techniques such as fade out and flashback. We will write several essays and a research paper and give a multimedia presentation. In addition, we will learn important literary terms such as plot, theme, character, symbolism, and archetype, as well as important film terms such as frame, shot, narration, and adaptation.

TOPICS COVERED:

Through the study of various Shakespearean plays, students will learn about the English Renaissance and Shakespeare's influence of the English language. Students will learn the ways in which modern film adaptations change and update Shakespeare's language, plots, characters, and themes, and how those changes influence the audience. Specific topics include Franco Zeffirelli's interpretation of Hamlet's Oedipal complex, how directors Gil Junger and Tim Blake Nelson attempt to make Shakespeare appeal to teenagers in 1*0 Things I Hate About You* and*, O,* and how *Kiss Me, Kate* turns *The Taming of the Shrew* into a Broadway showpiece.

Students will read novels by Jane Austen and Charles Dickens and gain an understanding of the way Dickens used his novels to proclaim social commentary on the politics and events of his day, while Austen wrote her novels as a commentary on the society and manners of England in her time. Students will analyze how modern adaptations of their novels attempt to make these commentaries relevant to viewers today. Students will read political novels such as *Cry, the Beloved Country* and *Animal Farm* to broaden their understanding of other cultures and to heighten their awareness of important political issues such as apartheid and Communism. Students will discuss how politics influence filmmakers and how historical events are depicted in both the written word and on screen. By reading plays of the Modern period such as *Our Town* and *A Streetcar Named Desire*, students will become familiar with dramatic elements such as text aids, asides, soliloquies, monologues, dramatic irony, acts, and scenes. They will analyze the difference between drama and the novel and discuss how film adaptations of both kinds of literature differ.

Students will learn and effectively use literary and film terminology by writing response to literature and films and by critically discussing the use of lighting, music, character movement, fade ins and outs, flashbacks, narration, and voice-overs, in film and plot, characterization, symbolism, theme, archetype, conflicts, point of

view, foreshadowing, suspense, purpose, tone, and mood in novels. Students will learn to effectively use research tools such as online journals and search engines, scholarly journals and periodicals, magazines, and books. Students will learn to analyze whether a research tool is credible, effective, and relevant. Students will learn about plagiarism and the importance of accurate citation of works used. By researching, outlining, drafting, and revising a research paper, students will develop sophisticated writing and research skills.

By preparing and giving a multimedia presentation comparing one novel or play to its film adaptation, students will learn how to use technological resources such as an overhead projector, PowerPoint software, audio recording devices, DVD/video recorders and players, and/or LCD projectors.

23. Texts & Supplemental Instructional Materials

Core Novels/Plays to be Read in their Entirety:

At least one play by William Shakespeare from the following list:

Hamlet

Macbeth

The Taming of the Shrew

Othello

Great Expectations by Charles Dickens

Pride and Prejudice by Jane Austen

A Streetcar Named Desire by Tennessee Williams

Animal Farm by George Orwell

Jane Eyre by Charlotte Bronte

Movie Versions of the Above Novels/Plays to be Watched in their Entirety:

Hamlet—Director Franco Zeffirelli

Macbeth—Director Trevor Dunn

10 Things I Hate About You—Director Gil Junger

Kiss Me, Kate—Directors Chris Hunt and Michael Blakemore

O—Director Tim Blake Nelson

Great Expectations—Director Julian Jarrold

Pride and Prejudice—Director Simon Langton

A Streetcar Named Desire—Director Elia Kazan

Animal Farm—Director John Stephenson

Jane Eyre—Director Robert Young

Novels/Plays from which Excerpts will be Read:

Emma by Jane Austen

Sense and Sensibility by Jane Austen

The Adventures of Huckleberry Finn by Mark Twain

The Grapes of Wrath by John Steinbeck

All Quiet on the Western Front by Eriq Remarque

A Raisin in the Sun by Lorraine Hansberry

The Odyssey by Homer

Movie Versions of the Above Novels/Plays from which Scenes will be Watched:

Emma—Director Douglas McGrath

Clueless—Director Amy Heckerling

Sense and Sensibility—Director Ang Lee

The Adventures of Huckleberry Finn—Director Stephen Sommers

The Grapes of Wrath—Director John Ford

All Quiet on the Western Front—Director Lewis Mileston

Oh Brother, Where Art Thou?—Director Joel Coen

24. Key Assignments

Students will complete all the following assignments as minimum requirements for the class:

- Students will outline, draft, write, and revise four response to literature/response to film essays. Minimum requirements for each include four pages each, typed, double-spaced
- Students will research and write one research paper on a famous author of the
- Renaissance, Victorian, or Modern periods. Minimum requirements are four pages, typed, double-spaced, with correct MLA citations and Works Cited page. Research Will include a minimum of six sources, with at least three sources not from the Internet.
- Students will give a multimedia presentation comparing a novel or play to its film
- adaptation using at least three different multimedia devices.
- Students will read a minimum of six novels/plays, chosen by the teacher over the
- course of the year, as well as read several excerpts, chapters, and scenes of various other novels and plays.
- Students will keep a daily journal of reflective responses to films viewed and chapters and scenes read and discussed.
- Students will keep a Word Bank of literary and film terms and definitions for use in discussions and writings.

25. Instructional Methods and/or Strategies

Classic Fiction and Film will be taught with the understanding that the students in the class are college-prep senior-level students. Class discussions will formulate a large portion of class time, with discussions lead primarily by the teacher but also on occasion by individual students and small student groups. Teacher lecture will serve as a smaller component of the class instruction, with students taking notes for the aid of class discussions and writing assignments. Small, cooperative learning groups will also be utilized for the purpose of students teaching their peers what they have learned.

26. Assessment Methods and/or Tools

Students will be assessed in various ways, including, but not limited to,

- tests and quizzes 10%
- classroom discussions/participation 15%
- daily reflective journal writings and Word Bank 5%
- all formal essays/research paper 35%
- multimedia presentation 15%
- final exam 20%

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year) December 1, 2006

1. Course Title
Classic Fiction and Film

2. Transcript Title(s) / Abbreviation(s)
FictionFilm

EN 4032 EN 4033

4. School
Pioneer Valley High School

5. District
Santa Maria Joint Union High School District

6. City
Santa Maria

7. School / District Web Site
http://www.smjuhsd.k12.ca.us

8. School Course List Contact

Name: Dee Ringstead

Title/Position: Principal

Phone: 805-922-1305 Ext.: 5701

E-mail: dringstead@smjuhsd.org

9. Subject Area

- [ ] History/Social Science
- [X] English
- [ ] Mathematics
- [ ] Laboratory Science
- [ ] Language other than English
- [ ] Visual & Performing Arts
  - [ ] Intro [ ] Advanced
- [ ] College Prep Elective

10. Grade Level(s) for which this course is designed

[ ] 9 [ ] 10 [ ] 11 [X] 12

11. Seeking "Honors" Distinction?

[ ] Yes [X] No

12. Unit Value

- [ ] 0.5 (half year or semester equivalent)
- [X] 1.0 (one year equivalent)
- [ ] 2.0 (two year equivalent)
- [ ] Other: _____

13. Is this an Internet-based course? [ ] Yes [X] No

If "Yes", who is the provider? [ ] UCCP [ ] PASS/Cyber High [ ] Other _____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- [ ] A course reinstated after removal within 3 years. Year removed from list? _____
  - Same course title? [ ] Yes [ ] No
  - If no, previous course title? _____
- [ ] An identical course approved at another school in same district. Which school? _____
  - Same course title? [ ] Yes [ ] No
  - If no, course title at other school? _____
- [ ] Year-long VPA course replacing two approved successive semester courses in the same discipline
- [ ] Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- [ ] Approved UC College Prep (UCCP) Online course
- [ ] Approved CDE Agricultural Education course
- [ ] Approved P.A.S.S./Cyber High course
- [ ] Approved ROP/C course. Name of ROP/C? _____
- [ ] Approved A.V.I.D. course
- [ ] Approved C.A.R.T. course
- [ ] Approved Project Lead the Way course
- [ ] Other. Explain: _____

15. Is this course modeled after an UC-approved course from another school <u>outside</u> your district? ☐ Yes ☒ No

If so, which school(s)? _____

Course title at other school _____

16. Pre-Requisites: English II and senior credit standing

17. Co-Requisites: None

18. Is this course a resubmission? ☐ Yes ☒ No

If yes, date(s) of previous submission? _____

Title of previous submission? _____

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- all formal essays/research paper 35%
- multimedia presentation 15%
- final exam 20%

Course Title

Advanced Creative Writing

Description of Target Group

Advanced Creative Writing is a one-semester class designed for students in grades 10-12. Students will learn to prepare manuscripts for submission to national publications in self-selected markets and contests. Students will also be required to contribute regularly to the school literary magazine. Active participation in the writing process, including making presentations and performing two public readings, is expected. Prerequisites include teacher recommendation and a grade of B or better in English 1, 2, 3, or 4 and completion of Creative Writing.

Purpose

The purpose of this course is to provide students with additional opportunities for writing imaginatively and effectively in the public domain. Personal style and writing confidence are emphasized.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Write to entertain, to persuade, and to inform.
2. Research and assess potential markets.
3. Respond to the requisites of specific market demands in the short story, poem, vignette, play, essay, and journal formats.
4. Generate strategies which foster originality.
5. Edit copy using standard conventions when appropriate.
6. Work individually and in cooperative learning groups.
7. Perform computer functions using word processing, graphics, and layout.
8. Follow manuscript format for submission of solicited and unsolicited work.
9. Prepare and follow production schedules.
10. Write query letters.

Assessment

Student achievement will be measured using a combination of portfolios, peer-editing, and teacher-generated tests.

Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Advanced Creative Writing (continued)

Activities

Guest speakers, field trips, writers' workshops, editing, reading, writing, submission of manuscripts, public readings, and literary magazine production.

Course Title

CREATIVE WRITING

Description of Target Group

Creative Writing is a one-semester class designed for students in grades 10-12. Students will be introduced to writing situations requiring creativity and experimentation, independent practice and writers' workshop critiques. Prerequisites include teacher recommendation and a grade of B or better in English 1, 2, 3, or 4.

Purpose

The purpose of this course is to develop students who will become more confident writers able to create and publish literary art.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Write to entertain, to persuade, and to inform.
2. Assess an audience in order to determine style and point of view.
3. Respond to the requisites of the short story, poem, vignette, essay, and journal formats.
4. Generate strategies which foster originality.
5. Edit copy using standard conventions when appropriate.
6. Work individually and in cooperative learning groups.
7. Perform computer functions using word processing, graphics, and layout.

Assessment

Student achievement will be measured using a combination of portfolios, peer-editing, and teacher-generated tests.

Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Guest speakers, field trips, writers' workshops, group editing, reading, writing, and literary magazine production.

CSU Expository Reading and Writing (11th)

California State University (CSU) Early Assessment Program (EAP)

Submitted: Sep 14, 2018

Decision: Sep 20, 2018

Submission Feedback

Approved

Basic Course Information

Title:

CSU Expository Reading and Writing (11th)

Transcript abbreviations:

Length of course:

Full Year

Subject area:

English (B) / English

UC honors designation?

No

Prerequisites:

Completion of 10th grade English course (Recommended)

Co-requisites:

None

Integrated (Academics / CTE)?

No

Grade levels:

11th

Course learning environment:

Classroom Based

Course Description

Course overview: The grade 11 Expository Reading and Writing Course (ERWC) engages students in the discovery of who they are as persons, the realization of the ways in which they can participate in society, and their development as critical consumers and effective communicators within society. Teachers and schools build and personalize the yearlong course by selecting from approximately 35 modules (instructional units) to meet rigorous, college-preparatory learning goals in reading, writing, listening, and speaking for all students while promoting student interest and motivation. Employing a rhetorical, inquiry-based approach that fosters critical thinking, student agency, and metacognition, the course includes six full-length modules drawn from five categories: 1) American foundational documents; 2) American drama; 3) full-length books; 4) research; and 5) contemporary issues (two modules). In addition, the course includes five concept mini-modules that address transferable skills applicable to conceptual development and practice across all modules, e.g., genre awareness, goal setting and self-assessment, rhetorical situation, Aristotelian appeals. The core structure of all the modules—the Assignment Template—progresses along an "arc" from reading rhetorically (preparing to read, reading purposefully, and questioning the text) to preparing to respond (discovering what you think) to writing rhetorically (composing a draft, revising rhetorically, and editing). By the end of the course, students will have read a range of literary and nonfiction text genres and produced 10-12 culminating projects, including academic essays, research reports, creative writing and performances, and multimedia presentations, from initial draft to final revision and editing.

Note: The course materials listed with this submission represent the materials from a sample sequence of 11 modules for the categories as described above; they do not represent all possible course materials.

Course Content:

American Foundational Document Module (Category 1)

The four American foundational document module selections include the following: "The Big Breakup: The Declaration of Independence"; "*March* and the Civil Rights Movement, Then and Now"; "Segregation, Integration, Justice"; and "Speech in America." Students read and analyze texts such as the Declaration of Independence, the Bill of Rights, Lincoln's Second Inaugural Address, the Gettysburg Address, or *Brown v. Board of Education* in conjunction with Web sites, videos, a graphic novel (*March, Book Three),* or other contemporary articles related to the themes of the selected module. In each module, students relate historical American documents to issues of the day and synthesize their understandings to create an argument for the role the Declaration of Independence should have in our society today; what the civil rights movement should look like today; or how best to integrate people of different backgrounds or abilities, or students identify an action to solve a problem in the school, community, or world.

Unit Assignment(s): Sample Assignment from "The Big Breakup: The Declaration of Independence":

Activity 28: Considering Your Task and Your Rhetorical Situation

What is or should be the role of the Declaration of Independence in our country today? Taking into account the survey your class did in Activity 17, the two articles from the *Washington Post,* and the text of the Declaration itself, write an essay in which you define the role that the

Declaration should have, support why it should have this role, and discuss some concrete things that could be done to achieve it.

There are many different positions that could be taken. One could argue, for example, that the Declaration achieved its purpose at the time, but now that we are a separate country, its job is done. On the other end of the spectrum, one could argue that it expresses the hopes and dreams of our country and should be remembered and consulted by everyone. If the latter is the case, both Gerson and NPR have suggested ways that people might keep the ideas of the Declaration in the forefront of the conversation, though their ideas may not be the best ones. Whatever position you take, support your arguments with words from the Declaration itself, from the discussions you have had in class, and from the two articles. You may also want to consider other sources.

You may find that some of the paragraphs you wrote in doing the activities in the module can be reworked to fit into your essay. Look back through your notes to see if there is material you can use.

a. Students will synthesize their readings and collaborative discussions in order to take a position expressed through an argumentative essay.

b. Written essay

c. Students will learn to engage in collaborative discussions, synthesize multiple perspectives, analyze writing prompts and their rhetorical situation (audience, occasion, purpose), gather evidence and develop a position, and argue effectively in writing creating a product from initial drafting through final revision and editing using classroom technology, such as Google classroom, as appropriate.

American Drama Module (Category 2)

The two American drama module selections include "*The Crucible:* A Power Play" and "So What's New? *Zoot Suit* and New Dramatic Potentials." Students read and analyze one of the full-length plays and, for *The Crucible,* a supplementary article and Web sites. Students perform dramatic readings of *Zoot Suit* and view a performance online. In the culminating task for *The Crucible,* students consider the core question—How is power used and abused?—and write an essay evaluating a character from the play or write a one-act play featuring a contemporary character of their invention. For *Zoot Suit,* students write a third act for the play exploring a present-day iteration of one of the play's characters.

Unit Assignment(s): Sample assignment from "*The Crucible:* A Power Play":

Activity 23: Considering Your Task and Your Rhetorical Situation

For the culminating assignment in this module, you will write an essay addressing the core question: How is power used and abused?

Prompt 1

Background: *The Crucible* presents a series of power plays between characters and groups of different status. Throughout the play, education, title, luck, age, gender, strength, wealth, and social connectedness confer power on individuals. In this essay, you will examine power brokerage—how characters get, use, and maintain power.

Writing Task: Choose a major character from *The Crucible*, and using the French and Raven's Five Forms of Power article, evaluate how that character assumes, utilizes, and maintains (or loses) power throughout the play. What power bases do they use? How do they use them? How could they have used a different power base to act with more humanity in the story and mitigate, or lessen, the abuse of power by themselves or other characters in the play? Make sure that you refer to your character's development of power throughout the play. Cite your evidence from at least two acts of the play. Make sure that all your assertions are documented by correctly cited facts (quotes) from your sources and supported with the quote and your rationale. The rationale should backup, or defend, your assertions.

Prompt 2

Writing Task: Arthur Miller wrote *The Crucible* in response to his concerns about McCarthyism, the practice of making accusations of subversion or treason without proper regard for evidence. Choose a contemporary group that is currently at risk of suffering from similar abuses of power. Create a character that represents this potentially persecuted group. Write a one-act play featuring this character. Your dramatic arc should demonstrate how humanity could mitigate or fail to combat abusive power.

In selecting your topic, consider the timeliness of your message. What topics or issues are particularly relevant in the current social and historical context? How might your make use of this *kairotic* moment?

After writing your act, complete a one-page reflection in which you address the following: In your act, what power base(s) did your characters use? How did their actions mitigate the abuses of power? How is your act particularly relevant to our current social and historical context? How are your characters and situations inspired by those of *The Crucible*?

a. Students will engage in collaborative discussions and conduct a character analysis considering the question at issue in order to take a position expressed through an argumentative essay. *OR* Students will create a character based on a contemporary issue related to themes from *The Crucible* and write a one-act play.

b. Written essay *OR* one-act play

c. From this activity, students will learn to engage in classroom discussions collaboratively, conduct a character analysis, gather evidence from the text, analyze writing prompts and their rhetorical situation (audience, occasion, purpose), develop a position, and argue effectively in writing. *OR* Students will learn to build on the themes of the play to create a character and write a narrative piece. Students learn to create a written product from initial drafting through final revision and editing, using classroom technology, such as Google classroom, as appropriate.

Full-Length Book Module (Category 3)

The four book module selections include the following: the great American novel, *The Great Gatsby;* the memoir of a young immigrant, *The Distance Between Us;* the book of linked short stories based on the Vietnam War, *The Things They Carried*; and the story of learning, persistence, and innovation during the Malawi famine, *The Boy Who Harnessed the Wind.* Students read and analyze the selected book considering its literary and rhetorical features and questions at issue. Students typically engage in activities for of each section of the book—often with a major writing assignment at the conclusion of each. For example, *The Great Gatsby*

module requires students to complete four writing assignments: a letter to Nick Carraway about the social landscape of a student's own neighborhood, an essay about Gatsby's true identity, a definitional essay about love, and an essay about how the novel has affected each student's attitudes toward literature and life.

Unit Assignment(s): Sample assignment from "*The Things They Carried* and the Power of Story":

You have been analyzing, exploring, and experimenting with the original literary form that Tim O'Brien invented for *The Things They Carried.* Write a fictionalized version of an event similar to the one you have experienced, using two or more of O'Brien's writing moves to convey the felt truth of this event (the point you are trying to make). You may want to adopt one of your letters or stories for this purpose—or choose another memory from your backpack. If you would prefer, you can reimagine an event from the life of someone you know, such as a parent or grandparent.

Simulate O'Brien's approaches, but make this narrative your own. You might create a fictional protagonist who shares your name and write a narrative and descriptive passage about what "you" see and think and do, or you can create two or more versions of this same event that are told from multiple perspectives or with differing styles.

Be sure to at least use the following two O'Brienesque techniques in your story:

1. A central indelible (unforgettable) image or moment that conveys the strongest core of the memory or the truth of the story. This image should be revisited several times and be told with variations. See the following stories for models of a repeated central image:
    - "The Things They Carried" (death of Ted Lavender)
    - "How to Tell a True War Story" (death of Curt Lemon)
    - "The Man I Killed" / "Ambush" / "Good Form" (the killing of the "man")
    - The "field stories in readings 6 and 7 (the death of Kiowa)
2. Repetition of the exact same phrasing or words. This could be combined with the central image, as O'Brien does in describing "the man [he] killed."

a. Students will reflect on classroom discussions and the stories read in the book and create their own narrative of an event.

b. Written narrative

c. Students will learn to analyze literary text and incorporate imagery and effective diction in their own narrative writing, using classroom technology, such as Google classroom, as appropriate.

Research Module (Category 4)

The two research module selections include "Service and Sacrifice" and "Daily Challenge: Mental Illness in Our Lives." For the first, students read the full-length work, *Claudette Colvin: Twice Toward Justice,* and then conduct primary and secondary research on a community change movement of their choosing. They consider how change occurs and explore how to tell the story of a movement in their culminating task. For the second, students investigate issues surrounding Post-Traumatic Stress Disorder (PTSD) and other mental illnesses. They read and analyze a

newspaper account of a veteran with PTSD and then research a mental illness in order to write and perform a public service announcement.

Unit Assignment(s): Sample assignment from "Service and Sacrifice":

Activity 16: Considering Your Task and Your Rhetorical Situation

Project Overview: We have been reading about Claudette Colvin and the role she played in desegregating buses in Montgomery, AL, and in the nation. Our discussions of the book focused on her role in supporting this change, the risks and rewards of her actions, and the overall trajectory and *kairos* that are a part of such major social change. We also compared these events with other community change events. The point of this reading and these discussions is for us to consider what role we play in our communities in making change, and for us to consider the very important notion of the relationship between risk and reward in community action contexts.

Prompt 1: For this writing project assignment, building from Activity 14, you will analyze how change happens socially and rhetorically in communities. Drawing on the book about Colvin, as well as at least one other community change event (locally or nationally), highlight the important moments that led toward change for the residents of Montgomery as well as what moments led the people of another movement to make change and compare how moments in both situations created opportunities for change. Be sure to focus not only on events, but also the timing of those events, the genres of the events (for example, community meetings, speeches, flyers announcing events, maps of pick up and drop off locations, schedules and maps for people who needed rides, legal documents, books or articles that report on the event in the aftermath, etc.), the audience and purpose of people taking action, the opportunities that people took to take action, and the social factors that contributed to how events unfolded (for example, laws like Jim Crow that set the stage for activism). You also need to include multimedia elements as a way to enhance the meaning and analysis of your reflection. The point of this writing is to reflect with evidence, both textual and multimedia, about what it means and what it takes to make meaningful and large scale social change.

Prompt 2: For this writing project assignment, building from Activity 14, choose an action that happened in your local or national community that should be documented and told. Interview knowledgeable residents of your community. Search local newspapers for information about how that story unfolded. Visit a local historical society or museum to brainstorm ideas or to find artifacts (that you can photograph and include in your text). Drawing on your experience reading about Colvin and the Montgomery Bus Boycott, use similar writerly practices and genre elements as Hoose used in his book to tell your own community's story.

For both writing projects, you need to include at least five sources, which must include at least one primary, one secondary (the texts we read in class or that you read for homework can be counted toward these four), and one multimedia. Works cited needs to be in MLA or APA format.

a. Students will build on classroom discussions and other activities to research an issue either through secondary sources (prompt 1) or primary sources (prompt 2) in answer to the questions posed and develop a coherent written analysis.

b. Written report

c. Students will learn to research an issue either through secondary sources (prompt 1) or primary sources (prompt 2) in answer to the questions posed, synthesize and document

sources, and present a coherent written analysis, using classroom technology, such as Google classroom, as appropriate.

Issue Module (Category 5)

The 14 issue module selections include the following: "Chance Me: Redefining Merit"; "Changing Minds: Thinking About Immigration"; "Civil Disobedience From Thoreau to Present"; "The Danger (and Power) of a Single Story"; "Generation to Generation: Learning from Each Other"; "A Headache Becomes a Death Sentence: The NFL's Arguments on the Concussion Crisis"; "Human Impact on Climate"; "Nonconformity: Yay or Nay?"; "Poetry is Among Us"; "Racin' America"; "The Really Big One" (about earthquakes or other natural disasters); "Rhetoric of the Op-Ed Page"; "Teenage Sleepers"; and "What's Next? Thinking About Life After High School." Teachers and schools select at least two issue modules to teach. Based on the modules selected from the other categories, teachers and schools consider the balance of text genres, writing assignment types (argumentative, informative, narrative), opportunities for multimedia and oral presentations, assignment length, state standards addressed, and students' needs and interests in order to select the most appropriate issue modules. All modules include extensive collaboration and discussion, examination of vocabulary, text-based critical thinking questions, and analysis of rhetorical effects. Many of the issue modules engage students in using technology to identify additional sources of information and most offer choices of issues and assignments that students explore beyond the initial readings and assigned activities.

Unit Assignment(s): Sample assignment from "Changing Minds: Thinking About Immigration":

Activity 20: Considering Your Task and Your Rhetorical Situation

Read the writing assignments for this module and make notes in response to the questions below:

Academic Essay

Prompt 1: Changing Other People's Minds

What can we learn from Ropeik and Machado in order to try to change the minds of people who "hold tenaciously" to myths about immigration?

Write an essay to be posted on a Web site for people interested in issues of changing minds about immigration such as the ADL Web site. Make an argument about how to go about changing peoples' minds on controversial topics like immigration. Use evidence from Ropeik's and Machado's articles, from "Myth and Facts About Immigrants and Immigration," and your own observations and/or reading.

Make clear whose ideas or words you are using by including the author's names and titles of the articles. You do not need to include in-text citations (page numbers) or a reference list. If you wish to cite discussions in class and the role the Norms for Civil Discourse that your class created, do not use the names of your fellow students.

Prompt 2: Changing My Mind

As a high school student, you may be an immigrant, from a family that includes immigrants or be surrounded by immigrants and the children of immigrants. You are inundated with information and misinformation about immigration.

Write an essay to be published in your school newspaper about how your own views about immigration have evolved in response to new information and experiences. Use evidence from both Ropeik's and Machado's articles and from "Myth and Facts About Immigrants and Immigration" to explain the stages in the evolution of your thinking and to argue for your current view about immigration.

You must make clear whose ideas or words you are using by including the author's names and titles of the articles. You do not need to include in-text citations (page numbers) or a reference list. If you wish to cite discussions in class, do not use the names of your fellow students.

To prepare to write, take notes on your responses to the following questions.

- Now that you have read the texts for this module, what is your position about what it takes to change someone's mind on a controversial topic like immigration?
- What will your purpose be in writing this essay?
- Who will read your essay? How will you take into account your readers' knowledge, values, and assumptions? How will you engage in civil discourse and be respectful of alternative viewpoints?
- How will you develop your own credibility as someone knowledgeable on the subject of opinion formation and immigration at this time in our country's history?
- How will you balance your appeal to your readers' emotions with your need to provide sound factual information about immigration?

a. Students synthesize their readings and discussions to address the final writing prompt. Both prompts ask students to develop an argument.

b. Argumentative writing for a Web posting or school newspaper

c. Students will learn to synthesize multiple perspectives, analyze writing prompts and their rhetorical situation (audience, occasion, purpose), gather evidence and develop a position, and create a written product from initial drafting through final revision and editing, using classroom technology, such as Google classroom, as appropriate.

Sample assignment from "The Danger (and Power) of a Single Story":

Activity 22: Considering Your Task and Your Rhetorical Situation

After you listen to your teacher read the prompt, reread it and circle any unfamiliar words. Annotate the prompt with numbers indicating the steps you need to complete. Your class will work together to create a list of strategies to achieve each step.

Prompt 1: What is a dangerously narrow single story from a community you know? Perhaps it's one you believed until you learned more about the people involved, or maybe it's a single story some people believe about you or your family. Develop a narrative (fiction or nonfiction) to help complicate this simplistic belief for a specific audience. If your narrative focuses on a community different from your own, position yourself as an ally rather than co-opting the perspective you've selected. Anticipate your audience's needs by selecting a medium, genre, and style that will invite interest and empathy.

Prompt 2: In her TED Talk "The Danger of a Single Story," author Chimamanda Ngozi Adichie argues that stories have great power, both "to dispossess and to malign," and "to empower and to

humanize." Choose a story from this module and decide whether, in its craft and appeal to a specific audience, it has achieved the power Adichie describes. Has it complicated a single story for an audience that previously held a simplistic view? Does it fall short by appealing only to audiences already familiar with the complex subject? Or does it wield a darker power, reinforcing a stereotype or maligning a marginalized community? Using specific evidence from Adichie's speech, your analysis of the short story, and your investigation of the story's intended audience, create an argument to convince your classmates and teacher that the story you select should be upheld as an example of literary social justice or rejected due to its limited appeal or purpose.

a. Students synthesize their readings and discussions to address their choice of final writing prompt. One prompt asks students to create a narrative, and the other asks them to develop an argument.

b. Narrative story based on the issues addressed in the module or an argumentative essay to be presented to the class

c. Students will learn to synthesize multiple perspectives, analyze writing prompts and their rhetorical situation (audience, occasion, purpose), gather evidence and develop a position, and create a written product from initial drafting through final revision and editing, using classroom technology, such as Google classroom, as appropriate.

Concept Mini-Module (Category 6)

The nine concept mini-module selections include the following: "Introducing ERWC 11: Reflecting on Learning and Using Portfolios"; "Introducing the Rhetorical Situation"; "Three Ways to Persuade"; "Email, Text, or Call? Learning to Write through Genre Awareness"; "Becoming Assessment Savvy"; "Learning for Fun and Future"; "The Classical Pattern of Persuasion"; "The Toulmin Model of Argumentation"; and "Final Reflection on Learning: The ERWC 11 Portfolio." These mini-modules take a few days to a week or two to teach and address many key or foundational concepts to ERWC. They focus on ideas considered threshold concepts for the course that will be used in most modules as well as in other disciplines. The most critical of these are the rhetorical situation (audience, purpose, occasion); Aristotelian rhetorical appeals (*ethos, pathos,* and *logos*); metacognition; and transfer of learning. The concluding mini-module, "Final Reflection on Learning," provides opportunities for students to look back on the year's learning and review what they've discovered and aspects of their reading, writing, listening, and speaking that may call for further development as they prepare for college and careers. Both the introductory and concluding portfolio mini-modules directly address elements of Universal Design for Learning, including goal setting, formative assessment, student self-assessment, and metacognition.

Unit Assignment(s): Sample assignment from "Learning for Fun and Future":

Activity 4: Considering Your Task and Your Rhetorical Situation

The writing task for this module is to write a letter to another student in your class, using your understanding of *detect*, *elect*, and *connect* to suggest how your colleague can apply skills they are learning in their English class to one of their other classes. In this case, you will be doing the work of detecting for your colleague, and you will suggest ways that they can make connections between classes, but it will be up to them to elect to follow your advice, so make it convincing.

In order to make your advice convincing and helpful, you will need to interview your colleague to gather information and consider the connections you can help them make. They may be more inclined to use your advice if the class you suggest they apply their English skills in is one they especially enjoy or perhaps is one in which they struggle. Here are some questions you might ask to get you started. You will probably need to ask more to get all of the information you need. Make sure you take careful notes of your interview.

- What classes are you taking other than English?
- Which subject do you find the most interesting and enjoyable?
- In which class do you struggle the most?
- What kinds of reading do you do in your class?
- What kinds of writing do you do in your class?
- What other kinds of activities do you do?

Because you want to be helpful to your colleague, try to use your imagination to look for unexpected ways they might use English skills to deepen their learning in whichever class you choose to advise them about.

a. Students interview their classmates and write a persuasive letter suggesting how they can transfer what they learn in English to other settings.

b. Written letter

c. Students will learn to synthesize what they have learned about transfer and apply it to a classmate's own situation by writing a letter of advice. They will learn to analyze their rhetorical situation (audience, purpose, occasion) to write the most effective letter, using classroom technology, such as Google classroom, as appropriate.

Sample assignment from "Three Ways to Persuade":

Activity 8: Considering Your Task and Your Rhetorical Situation

Consider the following quotations from Aristotle in defense of rhetoric:

1. Rhetoric is useful because the true and the just are by nature stronger than their opposites and if judgments are not made in the right way, the true and the just will be defeated by their opposites.
2. Even if we were to have the most exact knowledge, it would not be easy for us in speaking to use it to persuade some audiences. Speech based on knowledge is teaching, but teaching is impossible with some audiences; rather it is necessary for . . . speeches as a whole to be formed on the basis of common beliefs.
3. It would be strange if an inability to defend oneself by means of the body [such as by learning boxing] is shameful, while there is no shame in an inability to use speech.
4. If it is argued that great harm can be done by unjustly using such power of words, this objection applies to all good things except virtue, and most of all useful things like strength, health, wealth, and military strategy; for by using these justly one would do the greatest good, and unjustly, the greatest harm. (Kennedy 34-35)

We have a saying, "The facts speak for themselves." In quotation number 1, Aristotle is saying that sometimes the facts need a little help from rhetoric. Taking this quote and the other three into account, does Aristotle make a good case that we should study and use rhetoric? Or is the use of rhetoric, especially ethos and pathos, deceptive and bad? Write a short essay in which you take a position on the use of rhetoric and analyze the four quotations from Aristotle.

a. Students reflect on classroom discussions and other activities to write an essay taking a position on the use of rhetoric.

b. Written essay

c. Students will learn to synthesize what they have learned about Aristotelian appeals and consider Aristotle's view in writing a short argumentative essay, using classroom technology, such as Google classroom, as appropriate.

Course Materials

Literary Texts

Title	Author	Publisher	Edition	Website	Read in entirety
The Crucible: A Play in Four Acts	Arthur Miller	Penguin	2003	[empty]	Yes
The Distance Between Us: A Memoir	Reyna Grande	Washington Square Press	2013	[empty]	Yes
Claudette Colvin: Twice Toward Justice	Phillip Hoose	Farrar Straus Giroux	2009	[empty]	Yes
"Barbie-Q" from Woman Hollering Creek	Sandra Cisneros	Random House	1992	[empty]	Yes
"The Lesson" from Gorilla, My Love (JIGSAW TEXT))	Toni Cade Bambara	Vintage Books, Random House	1992	[empty]	Yes
"The Big One, Serialized" (JIGSAW TEXT)	Tom Banse	KNKX	2018	knkx.org/post/big-one-serialized	Yes
"Cathedral" from Cathedral (JIGSAW TEXT)	Raymond Carver	Alfred A. Knopf	1983	[empty]	Yes

Title	Author	Publisher	Edition	Website	Read in entirety
"The First Day" from Lost in the City (JIGSAW TEXT)	Edward Jones	William Morrow	1992	[empty]	Yes
"Mrs. Sen's" from Interpreter of Maladies (JIGSAW TEXT)	Jhumpa Lahiri	Houghton Mifflin Harcourt	1999	[empty]	Yes
"I Stand Here Ironing" from Tell Me a Riddle (JIGSAW TEXT)	Tillie Olsen	Dell	1961	[empty]	Yes
"The State" (JIGSAW TEXT)	Tommy Orange	The New Yorker	26 Mar. 2018	www.newyorker.com/magazine/2018/03/26/the-state	Yes

Periodicals

Article title	Periodical title	Authors	Date	Website
America is Not a Normal Country	Washington Post	Michael Gerson	3 July 2017	www.washingtonpost.com/opinions/america-isnt-a-normal-country/2017/07/03/5e6b82a0-6024-11e7-a4f7-af34fc1d9d39_story.html?noredirect=on&utm_term=.ad2c8cf756ec
Some Trump Supporters Thought NPR Tweeted 'Propaganda.' It Was the Declaration of Independence	Washington Post	Amy B. Wang	5 July 2017	www.washingtonpost.com/news/the-fix/wp/2017/07/05/some-trump-supporters-thought-npr-tweeted-propaganda-it-was-the-declaration-of-independence/?utm_term=.8368e929e7f7

Article title	Periodical title	Authors	Date	Website
My Family Immigrated Here Legally. I Used to Think that Made Us Special	Washington Post	Amanda Madhado	13 Oct. 2017	www.washingtonpost.com/outlook/my-family-immigrated-here-legally-i-used-to-think-that-made-us-special/2017/10/13/ee08b130-aec6-11e7-be94-fabb0f1e9ffb_story.html?utm_term=.3105d8b60a8f
The Secret Media Lives of Teenagers	New York Times	Ana Homayoun	7 June 2017	www.nytimes.com/2017/06/07/well/family/the-secret-social-media-lives-of-teenagers.html

Scholarly Articles

Article title	Journal	Authors	Volume/Issue/Date	Website
Why Changing Somebody's Mind, or Yours, Is Hard to Do	Psychology Today	David Ropeik	13 July 2010	www.psychologytoday.com/us/blog/how-risky-is-it-really/201007/why-changing-somebody-s-mind-or-yours-is-hard-do

Websites

Title	Author(s)/Editor(s)/Compiler(s)	Affiliated Institution or Organization	URL
French and Raven's Five Forms of Power: Understanding Where Power Comes From in the Workplace (adapted)	Mind Tools Team	Mind Tools	www.mindtools.com/pages/article/newLDR_56.htm
Rh Incompatibility (JIGSAW TEXT)	[empty]	Kids Health from Nemours	kidshealth.org/en/parents/rh.html#
Blood Types (JIGSAW TEXT)	[empty]	Teens Health from Nemours	kidshealth.org/en/teens/blood-types.html#kha_21
Myths and Facts About Immigration	[empty]	Anti-Defamation League	www.adl.org/resources/fact-sheets/myths-and-

Title	Author(s)/Editor(s)/Compiler(s)	Affiliated Institution or Organization	URL
			facts-about-immigrants-and-immigration

Primary Documents

Title	Authors	Date	URL
The Declaration of Independence	Founders of the United States	1776	[empty]
The Gettsburg Address	Abraham Lincoln	19 Nov. 1863	etc.usf.edu/lit2go/184/a-lincoln-anthology/4822/the-gettysburg-address/
Inaugural Address	John F. Kennedy	20 Jan. 1961	www.nps.gov/jofi/learn/education/upload/inaugural-address.pdf

Multimedia

Title	Author	Director	Name of video series	Date	Website	Medium of Publication
The Danger of a Single Story	Chimamanda Ngozi Adichie	[empty]	TEDGlobal 2009	July 2009	www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story	Online video and transcript
A July 4th Tradition: The Declaration Of Independence, Read Aloud	National Public Radio Staff	[empty]	National Public Radio	4 July 2017	www.npr.org/2017/07/04/534096579/a-july-4th-tradition-the-declaration-of-independence-read-aloud	Online audio and transcript

Other

Title	Authors	Date	Course material type	Website
Three Ways to Persuade: Integrating the Three Appeals	John R. Edlund	2017	Article written to accompany course module	writing.csusuccess.org
Transfer - A User's Guide	Nelson Graff	2017	Article written to accompany course module	writing.csusuccess.org

Title	Authors	Date	Course material type	Website
The Classical Pattern of Persuasion	John R. Edlund	2018	Article written to accompany course module	writing.csusuccess.org
Introduction to the Toulmin Model of Argumentation	Dutch Henry	2018	Article written to accompany course module	writing.csusuccess.org

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Course Description Submitted to UC for Approval

June 2, 2019

Course Title: CSU Expository Reading and Writing 3.0 (12th)

Length of Course: Full Year

Subject Area/Discipline: English (B)

UC Honors Designation: No

Prerequisites:

Completion of 11th grade "B" English course: Required

Completion of CSU Expository Reading and Writing (11th): Recommended

Integrated Course: No

Grade Level: 12th

Course Learning Environment: Classroom Based

Course Overview

The grade 12 Expository Reading and Writing Course (ERWC) engages students in the discovery of who they are as persons, the realization of the ways in which they can participate in society, and their development as critical consumers and effective communicators within society. Teachers and schools build and personalize the yearlong course by selecting from approximately 40 modules (instructional units) to meet rigorous, college-preparatory learning goals in reading, writing, listening, and speaking for all students while promoting student interest and motivation. Employing a rhetorical, inquiry-based approach that fosters critical thinking, student agency, and metacognition, the course includes five to six full-length modules drawn from three categories: 1) Shakespeare drama; 3) full-length books; and 3) contemporary issues (three to four modules). In addition, the course includes two short portfolio modules and at least three mini-modules that address transferable skills applicable to conceptual development and practice across all modules, e.g., genre awareness, goal setting and self-assessment, rhetorical situation, Aristotelian appeals. The core structure of all the modules—the Assignment Template—progresses along an "arc" from reading rhetorically (preparing to read, reading purposefully, and questioning the text) to preparing to respond (discovering what you think) to writing rhetorically (composing a draft, revising rhetorically, and editing). By the end of the course, students will have read a range of literary and nonfiction text genres and produced 10-12 culminating projects, including academic essays, creative writing and performances, and multimedia presentations/research reports, from initial draft to final revision and editing.

Note: The course materials listed with this submission represent the materials from a sample sequence of 11 modules for the categories as described above; they do not represent all possible course materials. The modules included in this sample are "Introducing ERWC 12: Reflecting on Learning and Using Portfolios"; "Introducing Genre as Rhetoric"; "Waste More, Want More"; *The Tragedy of Hamlet, Prince of Denmark;* "Introducing Exigence"; *The Curious Incident of the Dog in the Night-Time;* "Bored and Brilliant"; "Introducing Kairos"; "On Leaving | On Staying Behind"; "Ready to Launch"; "Final Reflection: The ERWC 12 Portfolio."

Course Content

Shakespeare Drama Module (Category 1)

Unit Summary

The two Shakespeare drama modules, from which schools/teachers select one, include the following: *The Tragedy of Hamlet, Prince of Denmark* and *The Tragedy of Othello, the Moor of Venice.* Students read and interact with the dramas in dynamic and interesting ways and engage with Shakespeare's rich and complex language. The modules combine close readings, written reflections, performance activities, and in-class discussions as a means of prompting students to think deeply about the ways in which words can be used to create meaning. Students also analyze Shakespeare's use of character to develop his themes.

Sample Assignment from *The Tragedy Of Hamlet, Prince of Denmark*

Activity 79: Considering Your Task and Your Rhetorical Situation

You have now read and analyzed five of Hamlet's soliloquies:

- "O that this too sullied flesh would melt" (Act 1, scene 2, lines 133-164)
- "O what a rogue and peasant slave am I!" (Act 2, scene 2, lines 576-634)
- "To be or not to be" (Act 3, scene 1, lines 64-96)
- "Now I might do it pat" (Act 3, scene 3, lines 77-93)
- "How all occasions do inform against me" (Act 4, scene 4, lines 34-69)

Your next writing assignment will require you to compose an essay that focuses on whichever of Hamlet's soliloquies you believe is important for the audience to understand a key element of the plot; this might include Hamlet's upcoming plans and his current state of mind. What would happen to the audience's understanding of Hamlet and the play if it were removed?

Your essay will be shared with your classmates or another group familiar with the play. Provide a clear claim statement explaining the soliloquy's importance to the audience. In your analysis of its significance, include specific examples and/or quotations to support your claim(s) and indicate why those passages are particularly significant.

The activities below clarify aspects of the soliloquies to consider for the writing task.

- Choose the soliloquy you plan to analyze.
- Identify the rhetorical situation (speaker, audience, purpose, and occasion) for each soliloquy. Although Hamlet is the speaker in each, how might you characterize his state of mind? What is he worried about? What problem(s) does he need to solve? What has happened just before that has generated his need to explore his thinking in this way?
- What does this soliloquy help the audience understand about Hamlet's state of mind at the moment? Why is this important to their understanding of the play?
- Once you have decided on a soliloquy, go over it slowly, noting Shakespeare's choices of language, imagery, and form. An analysis is not a simple summary; your job is to analyze how the soliloquy works, not just what it says.

Summary: a. How will students complete the assignment? b. What will students produce? c. What will students learn?

a. Students reflect on their readings and performances of one of Hamlet's soliloquies and analyze its importance to the plot and its significance to the audience.

b. Written essay

c. Students learn to analyze the rhetorical situation of the chosen soliloquy and to analyze how the soliloquy works to help the audience understand the play and the state of Hamlet's mind. They learn to write an analytical essay that engages closely with the text and to use revision to improve the clarity, form, and style of their writing.

Full-Length Book Module (Category 2)

Unit Summary

The six book modules, from which teachers/schools select one, include the following:

- Big Brother and the Authoritarian Surveillance State: George Orwell's *1984*
- Huxley's classic dystopian novel, *Brave New World*
- Cambodia Remembers, featuring three memoirs read in literature circles: *Never Fall Down; First They Killed My Father: A Daughter of Cambodia Remembers; Stay Alive, My Son*
- The *Curious Incident of the Dog in the Night-Time,* featuring a boy with autism who sets out to solve the murder of a neighbor's dog
- *Into the Wild,* the story of Chris McCandless and his journey through the West and Southwest and eventual demise in Alaska
- Working Class Hero, based on the comic novel, *Hawkeye: My Life as a Weapon*

Students read and analyze the book for the selected module considering its literary and rhetorical features and questions at issue. Students typically engage in activities for each section of the book--often with a writing assignment or other task at the conclusion of each. The *Brave New World* module, for example, asks students to complete writing tasks addressing key issues at the end of each of four sections. Other modules present a range of culminating tasks in which students write a book review, develop a short digital documentary, write a human interest article for a magazine, conduct Internet searches to respond to core questions, prepare a poster session presentation, or choose among reading-based argument prompts to write an academic essay.

Sample Assignment from *The Curious Incident of The Dog in the Night-Time*

Activity 55: Considering Your Task and Your Rhetorical Situation

For your summative writing assignment, you have a choice of six options. Choose ONE of the prompts that follow to respond to in a 750-1,000 word essay. You will be writing for an academic audience as part of an ongoing discussion about Mark Haddon's novel *The Curious Incident of the Dog in the Night-Time*. Be sure to use MLA style.

Option #1: What message or theme does the novel present about lying? You might consider the following questions in developing your interpretive argument:

- What does the novel suggest about the causes and effects of lying?
- Does the novel distinguish among different types of lies?
- Does the novel offer a judgment about lying?
- How do Christopher's beliefs and behavior complicate the novel's message about lying?
- What does the novel help us understand about lying and human relationships, communication, motives, values, and/or capacity for self-knowledge?

Support your argument with evidence from the novel, other readings, and your personal observations and experiences as relevant. |

Option #2: What do we learn from Christopher's story and perspective? What do we learn from his mother's and father's perspective? What do we learn from synthesizing multiple perspectives? Consider the extent to which the character's various perspectives—and their collective impact—reveal truths or insights about human nature. Support your argument with evidence from the novel, other readings, and your personal observations and experiences as relevant. |

Option #3: How does Christopher define love and truth? Do these definitions change over the course of the novel? How do other characters define these concepts? To what extent do you agree or disagree with these definitions? (question of definition)

Option #4: Ursula Le Guin says that "a novelist's business is lying." What does this mean? To what extent do you agree or disagree with her characterization of novelists and novel writing? Support your position with examples from *The Curious Incident of the Dog in the Night-Time,* as well as from other sources and your own experience as relevant. (question of definition)

Option #5: To what extent is an exceptional perspective an advantage? Discuss the drawbacks and/or benefits of being able to see things differently from other people, using examples from *The Curious Incident of the Dog in the Night-Time*, as well as from other sources and your own experience as relevant. (question of quality)

Option #6: In "The Ways We Lie," Stephanie Ericsson challenges the assumption that, in some cases, the truth will cause more harm than a lie. She condemns white lies as an act of arrogance: "[...] in effect, it is the liar deciding what is best for the lied to. Ultimately, it is a vote of no confidence. It is an act of subtle arrogance for anyone to decide what is best for someone else" (181). Write an argumentative essay in which you evaluate whether or not Christopher's father was justified in lying to his son in Mark Haddon's novel *The Curious Incident of the Dog in the Night-Time*. Consider Ericsson's criticism of white lies, and establish your own ethical criteria for making this judgment. For instance, do you believe the end justifies the means? Or do you think there are absolute ethical principles we must follow regardless of the outcome? In other words, are some things always right or always wrong? Include an analysis of Christopher's father's reason for lying about Christopher's mother. Support your position with evidence from the novel, the other readings in this module, and your personal observations and experiences as relevant. (question of quality)

To choose the conversation you would like to join, you might start by looking back at your summaries of Chapter 29, Chapter 37, Chapter 83, Chapter 101, Chapter 113, Chapter 131, Chapter 139, Chapter 151, Chapter 181, and Chapter 199. Are there any observations Christopher makes about human nature or his personal experience that you'd like to respond to? You might also look for ideas in your quickwrites and notes or sketchnotes. What aspects of the novel and class discussions did you find most interesting? Base your selection of one of the six options on your interests and the materials you've gathered.

Summary: a. How will students complete the assignment? b. What will students produce? c. What will students learn?

a. Students reflect on their summaries of various chapters of the book and other assignments to identify the question that most interests them.

b. Students write an argument essay of 750-1,000 words.

c. Students learn to practice extended inquiry and develop and support a line of reasoning in response to a question at issue. They deepen their understanding of logic and perspective while strengthening their ability to negotiate different textual voices.

Issue Module (Category 3)

Unit Summary

The 19 issue modules, from which schools/teachers select three or four, include the following:

- "Bored and Brilliant"
- "Brace for Impact"
- "Community Activism"
- "The Daily Me"
- "Fake News and Bias in Reporting"
- "Fiction Is Truth Too"
- "From Hip-Hop to Mashup: Remix Culture and Copyright Law"
- "Island Civilization"
- "Juvenile Justice"
- "Language, Gender, and Culture"
- "Narrative Medicine"
- "The New Space Race"
- "On Leaving | On Staying Behind"
- "Politics of Food"
- "Ready to Launch"
- "The Value of Life"
- "Waste More, Want More"
- "What's Next? Thinking About Life After High School"
- "Who Is Diversity For?"

Teachers and schools select two to three issue modules to teach. Based on the modules selected from the other categories, teachers and schools consider the balance of text genres, writing assignment types (argumentative, informative, narrative), opportunities for multimedia and oral presentations, assignment length, state standards addressed, and students' needs and interests in order to select the most appropriate issue modules. All modules include extensive collaboration and discussion, examination of vocabulary, text-based critical thinking questions, and analysis of rhetorical effects. Many of the issue modules engage students in using technology to identify additional sources of information and most offer choices of issues and assignments that students explore beyond the initial readings and assigned activities.

Sample Assignment From "Waste More, Want More"

Activity 18: Considering Your Task and Your Rhetorical Situation – The Writing Task

Up until this point, you have been paying careful attention to a single text, working hard to understand the writer's argument, including how he develops and supports that argument. But Andrew Lam is just one voice in the conversation—and in fact, the argument he makes about consumer culture and garbage production participates in several ongoing conversations about these and related issues. Now it is your turn to respond to these issues by joining a conversation of your choice.

Writers respond to rhetorical situations by taking rhetorical action. That is, they target specific audiences and occasions and use their words to change how others think, act, or feel. For this assignment, you will have your choice of taking rhetorical action through one of two ways: research or advocacy. Students who chose the research option will interpret and synthesize multiple sources that deepen their audience's understanding of the issue. The research option will thus be a reading-based argument essay that may respond directly to Lam's article as one of the sources. Students who chose the advocacy option will develop a communication plan and artifacts (e.g., PSAs, emails, posters, digital stories, tweets, policy recommendations, infographics, etc.) directed at changing their audience's response to the issue. This option can take the form of project-based learning and may involve proposing and/or implementing a change in the students' school or community, such as adopting "The Last Straw" program (a program aimed at eliminating single-use plastics), creating a school composting program, or persuading school administrators and raising funds to install campus hydration stations that encourage the use of refillable water bottles.

BOTH options must include the following:

- Citations from multiple sources (for the advocacy option, these may appear in the artifacts as footnotes, in-text citations, links, references, expert testimony—whatever is most appropriate for the genre selected)
- A works-cited list
- Reading-based argumentation
- An answer to a question at issue
- Appropriate and effective use of genre conventions
- See below for additional directions for the individual options.

OPTION #1: Research Project

Write a 1,000 to 1,500-word research paper responding to a question at issue related to the topics of consumer culture and waste management. Begin by designing and conducting a research project investigating your question. Consider the work that others have done to address this issue. Gather, analyze, and evaluate evidence from multiple sources. Look for significant trends in your data. Present your findings through a well-organized essay crafted for an academic audience.

In addition to reading scholarly sources (i.e., sources vetted through a peer-review process and published by academic presses), you may also conduct research by doing any of the following:

- Obtain a food scale and weigh your food waste after each meal for a period of one week. Record your data in a spreadsheet. Analyze trends in your data and draw conclusions using evidence-based reasoning. Include graphs or charts of your data in your research essay.
- Conduct field research at a grocery store on any of the following: product packaging; product origin; product expiration dates; consumer use of plastic, paper, or reusable bags; waste management, etc. Include photographs in your research essay.
- Conduct field research at a waste management facility. Take a tour or attend a class if possible. Many waste management facilities offer educational programs to the public, including classes in home composting.

OPTION #2: Advocacy Project

Step One: Create a 500-word formal communication plan detailing your rationale for taking action and your strategies for reaching your target audience, including the genres and media platforms you intend to use. Audiences must be specific and focused (e.g., local business owners, school administrators, elected representatives, community groups, news organizations, mothers, millennials, etc.). The rationale for the

advocacy plan must include research on the issue(s) and evidence-based reasoning supporting your claims. Be sure to cite your sources. Write your communication plan for a professional audience.

NOTE: Communication plans are typically internal documents (i.e., documents only shared within an organization or company). They are written to guide the development of the artifacts (e.g., newsletters, social media posts, PSAs) that will be published for the target audience. You can think of the communication plan as the design specifications for the other texts that will be produced.

Step Two: Now create an artifact or set of artifacts suited to your purpose and audience. These artifacts can be in any genres most appropriate for communicating with the people you are trying to reach. For instance, if your plan is to communicate with other high school students through social media, you can prepare a series of blogs or tweets. Alternatively, if your plan is to persuade local business owners to change their practices, then you can write a formal email and/or develop a tri-fold brochure or flyer. Keep in mind your artifact(s) must total 500 to 1,000 words. Cite sources as relevant (e.g., numerical data from www.savethefood.com/ cited in a brochure).

Possible actions and artifacts could include (but are not limited to) the following:

- A proposal for removing plastic straws from the school cafeteria
- A campaign encouraging students and teachers to bring reusable cups, water bottles, and food containers to school
- An education program on how food choices impact the environment
- A Web site featuring tips for waste management
- A cookbook featuring local ingredients
- A "Weigh the Waste" program at your school
- A bilingual guide to home composting
- A proposal for school hydration stations (include cost analysis)
- A newsletter offering tips on grocery shopping and food preparation and storage
- A proposal to establish a Food Bus program at your school for lunch leftovers

Summary: a. How will students complete the assignment? b. What will students produce? c. What will students learn?

a. Based on the activities and readings in the module to this point, students choose to conduct a research project or create an advocacy project. Both projects address a question at issue raised in the module.
b. Students produce either a 1,000 to 1,500-word research paper, or they produce a 500 word communication plan with an artifact or artifacts.
c. Students learn to take rhetorical action through research or advocacy. They develop and support a response to a question at issue. Students come to understand genre as a component of rhetorical situations and develop skill in genre analysis in preparation for making effective choices about genre forms and features in their final projects.

Sample Assignment from "Bored and Brilliant"

Activity 12: Considering Your Task and Your Rhetorical Situation

Option 1: Argument

"It seems like every generation of parents has a collective freak-out when it comes to kids and new technologies; television and video games each inspired widespread hand-wringing among grown-ups. But the inescapability of today's mobile devices—coupled with the personal allure of social media—seems to

separate smartphones from older screen-based media. Parents, teens, and researchers agree smartphones are having a profound impact on the way adolescents today communicate with one another and spend their free time. And while some experts say it's too soon to ring alarm bells about smartphones, others argue we understand enough about young people's emotional and developmental vulnerabilities to recommend restricting kids' escalating phone habit."

Markham Heid, "We Need to Talk About Kids and Smartphones," *Time Magazine*

Explain Heid's argument and discuss the extent to which you agree or disagree with his analysis. Support your position, providing reasons and examples from your own experience, observations, and/or readings.

Option 2: Infographic

Using data from your survey, Bored and Brilliant Challenge, and other personal notes and experiences relating to the readings, create an infographic on the topic of Bored and Brilliant similar to the "Creativity: Essential Job Skills" infographic. Illustrate the significant statistics from your experiences, readings, surveys, and "Bored and Brilliant" challenge. Infographics make complex information and difficult concepts more appealing and digestible. They also look nice on presentations, social media, and marketing activities. They are not difficult to make and can be done for free on a variety of websites. Two popular online infographic sites are Piktocharts (piktochart.com/) and Canva (www.canva.com/create/infographics/).

Option 3: Debate

Select a partner you will debate with and prepare speeches both for and against the following statement: Smartphones are making us less creative.

Research both sides of the issue and prepare written arguments to debate both for the topic and against it. We will flip a coin to decide which side each team will debate.

The format for the debate is as follows:

Pro	**Con**
1st Speaker 2 minutes	1st Speaker 2 minutes
2nd Speaker 2 minutes	2nd Speaker 2 minutes
Cross-examination all speakers 2 minutes	
Rebuttal: 1st Speaker 1 minute	Rebuttal: 1st Speaker 1 minute

You will need to look up other credible evidence in addition to the provided readings to support your arguments. Be sure to cite your reputable sources during the debate.

Summary: a. How will students complete the assignment? b. What will students produce? c. What will students learn?

a. Based on the readings and research they have done in the module, students convey their thoughts and opinions about the topic of creativity and smartphone use in an expository essay, an infographic, and/or argumentative debate.
b. Students produce one or more of the following: argumentative essay; infographic; and speeches for a debate.
c. Students learn to identify central arguments from a variety of texts, respond to an arguable statement, illustrate data using a data organizer or infographic, and understand the importance of creativity for their future academic or professional lives.

Sample Assignment from "On Leaving | On Staying Behind"

Activity 22: Considering Your Task and Your Rhetorical Situation

Consider the topics raised by Garcia in her poems. In what ways are any of them issues in your own life or community? Which of those issues calls urgently for a response now?

Choose one of the following forms of writing to express your ideas:

- A set of paired poems that explore the topic from different perspectives
- A profile feature article
- A work of creative nonfiction (e.g., a memoir or reflective essay)

Your finished piece of writing should be between 650 and 1,000 words in length (lengths will vary according to form). Develop your ideas through focused inquiry, including background research and interviews as needed. Include a Works Cited list for any citations.

Before choosing your genre, consider the kinds of stories that can be told through poetry, feature articles, and creative nonfiction. Whose story do you want to tell? What need or problem to do you want to address? What do you want to do about that need or problem? What's the best way to do this? Select your genre based on your purpose and interests.

A successful response to the task will do all of the following:

- Demonstrate an ability to understand a perspective on its own terms
- Establish the timeliness and importance of the issue
- Engage multiple points of view
- Draw on research into relevant contexts and experiences
- Make strategic use of language choices to create particular meanings and effects
- Make strategic use of organizational choices to develop and support ideas

Rubric Scores:

- 6 - Exceptional
- 5 - Commendable
- 4 - Adequate
- 3 - Limited
- 2 - Inadequate
- 1 - Failing
- 0 - Off-topic or plagiarized

Summary: a. How will students complete the assignment? b. What will students produce? c. What will students learn?

a. Students select their final assignment based on the genre that will most effectively express the story they want to tell and craft their writing to accomplish their purposes.
b. Students produce one of the following: a set of paired poems; a profile feature article; or a work of creative nonfiction. This assignment is in addition to an assignment to write a one-page literary analysis of the issues and contexts Garcia addresses in her poems.
c. Students learn to describe how a poet's choices create meaning; analyze the effects and functions of a poet's choices; understand and respond to a critical need or issue address by a literary text; make connections across texts and conversations; and use literary strategies to produce a creative work.

Mini-Module (Category 4)

Unit Summary

The two portfolio mini-modules are "Introducing ERWC 12: Reflecting on Learning and Using Portfolios" and "Final Reflection on Learning: The ERWC 12 Portfolio." These open and close the yearlong course.

The 13 mini-modules, from which teachers/schools select at least three to teach, include the following:

- "Introducing the Rhetorical Situation"
- "Introducing Ethos, Pathos, and Logos"
- "Introducing Genre as Rhetoric"
- "Introducing Transfer of Learning"
- "Introducing Kairos"
- "Introducing Inquiry Questions"
- "Reviewing the Rhetorical Situation"
- "Introducing Stasis Theory: Finding Common Ground and Asking Questions"
- "Introducing the Toulmin Model of Argumentation"
- "Introducing Exigence"
- "Analyzing Audience: Pathos as Inquiry"
- "Becoming Assessment Savvy"
- "The Classical Pattern of Persuasion"

These mini-modules are designed for grade 11 or 12 and take a few days to a week or two to teach. The mini-modules are intended to introduce or reinforce foundational concepts and/or strategies that are further developed in full-length course modules. Key concepts addressed in the mini-modules—sometimes referred to as threshold concepts—include the rhetorical situation (audience, purpose, occasion); Aristotelian rhetorical appeals (ethos, pathos, and logos); genre; metacognition; and transfer of learning.

The concluding mini-module, "Final Reflection on Learning," provides opportunities for students to look back on the year's learning and review what they've discovered and aspects of their reading, writing, listening, and speaking that may call for further development as they prepare for college and careers. Both the introductory and concluding portfolio mini-modules directly address elements of Universal Design for Learning, including goal setting, formative assessment, student self-assessment, and metacognition.

Sample Assignment from "Introducing Genre as Rhetoric"

Activity 6: Considering Your Task and Your Rhetorical Situation

Your writing assignment is to conduct a genre analysis of three to five examples of a genre you want to write or learn more about. You can choose almost any genre, such as brochure, letter to the editor, public service announcement, commercial, personal letter, report, application, form, email, social media post, meme, and so on, but be sure to choose something you can collect samples of, so you can look at the genre across different examples. Additionally, it would be best to choose a genre that you want to eventually write, so the analysis can benefit you the next time you need to use that genre.

In this writing assignment, you will analyze the genres you collected in ways similar to how we analyzed the "Wanted" posters. The purpose is for you to analyze the genres, so you can write in those genres. You might choose something with which you have some familiarity and want to explore further in order to be more rhetorically effective in that genre. It would not be a good idea to choose a genre that you are very

familiar with and already know how to use to be rhetorically effective. Collecting several samples of your selected genre will help you understand what the genre requires and how you can make the genre your own.

Your genre analysis should be 200 to 300 words and include these four qualities:

- A summary of the genre you chose and its rhetorical situation, including a list of the texts you collected as examples of the genre
- An analysis of the common or required features across genres, with evidence
- An analysis of the differences across genres, with evidence
- A reflection on how you might use the genre in the future or what you learned about the genre from doing the analysis

This is not a formal essay; you do not need a formal introduction or conclusion, as the summary and reflection noted in the required qualities can orient your readers just as well.

Summary: a. How will students complete the assignment? b. What will students produce? c. What will students learn?

a. Students complete the assignment by identifying a genre that interests them, collecting examples of the genre, and conducting a genre analysis across multiple samples.

b. Students produce a short written analysis of their selected genre.

c. Students learn to define genre as part of the rhetorical situation, including paying attention to the constraints of a genre while seeing the rhetorical possibilities and creativity of a communication situation; cultivate genre awareness through the analysis of genres; and apply genre awareness to a new rhetorical situation.

Sample Assignment from "Introducing Kairos"

Activity 4: Reading for Understanding

Read the article "Choosing the Right Words at the Right Time" by Jennifer Fletcher. As you read, think of how the concept of kairos can help you be a more effective communicator. Annotate advice or examples that you find useful.

Activity 6: Summarizing and Responding

Based on your reading of the article, discuss the questions that follow with a partner or small group. Record your responses in your notes.

1. What's the difference between the need and the opportunity for rhetorical action?
2. Why are social expectations (or "decorum") part of kairos?
3. How can kairos be used as an inquiry strategy? What kinds of questions can speakers or writers ask to learn more about the kairos of a particular rhetorical situation?
4. How can kairos be used as a persuasive strategy?
5. How can kairos be used as a reading strategy?
6. What's one piece of advice or example from the article that you found helpful?

Activity 7: Considering Kairos and the Rhetorical Situation

Read "The Undercover Parent" by Harlan Coben. Note where and when it was published. Then respond to the following questions in a quickwrite or pairs conversation.

- What was the immediate social situation in which this article was written? What was happening in the world at that time in terms of technology use? Who was Coben's first audience?
- To what extent are the issues Coben addresses relevant today?
- To what extent has the conversation about teenagers and technology use changed since the article was first published? To what extent has the conversation about privacy rights changed?
- How far back do these issues go? How much of this history is important to know? To what extent do you see this text as participating in an ongoing conversation?
- What else has changed—culturally, socially, or politically—since the article was first published?
- What additional context does the article provide for understanding today's issues?
- What are the most timely and important parenting and/or technology issues that need to be addressed today?

Summary: a. How will students complete the assignment? b. What will students produce? c. What will students learn?

a. Students complete the assignments by reading, annotating, discussing, summarizing, recording notes, and doing a quickwrite.

b. Students produce an annotated text, a summary of a pairs or group discussion, and a quickwrite.

c. Students learn to understand and apply the rhetorical concept of kairos; develop increased situational awareness and responsiveness; and explore kairos as an inquiry strategy.

Sample Assignment from "Final Reflection on Learning: The ERWC 12 Portfolio"

Activity 1: The Portfolio Letter – A Final Reflection on Learning in ERWC

Purpose: At the end of this year, you will put together a collection of your work for your ERWC portfolio. Imagine that you are presenting and evaluating your work in order to demonstrate that you have achieved expected course learning goals. The portfolio will include a portfolio analysis of your work over two semesters with representative assignments from various times during the year.

Requirements: Document minimum: quickwrite, annotated text, summary, and three timed or process essays (one each from early, middle, and late phases of the year).

Portfolio Letter: Write a portfolio letter analyzing your reading and writing processes and the **progress** you have made during the past two semesters. Use the Student Learning Goals Self-Assessment exercise to evaluate your own progress, drawing upon your responses as you compose your letter. Your letter should make a persuasive text-based argument that you have met ERWC Portfolio Criteria. You must refer to the assignments themselves and discuss **all** parts of your portfolio. In this analysis you should address the following questions:

- Why did you choose these particular assignments (including the three essays)?
- What was the process you went through to complete the quickwrite, the annotated text, and the summary? How has the process you go through to create documents like these changed?
- How has your ability to write academic essays developed? Include specific examples from your three essays to provide evidence of your process and/or progress. For ideas, look back on

journals, memos, or "Reflections on Reading and Writing" you have done throughout the semester and/or compare earlier work with later

- What have you learned about your own strengths and needs for improvement as a reader and writer and the ways your reading and writing have changed? How have you modified your reading and writing processes? Provide examples of changes in writing processes where
- What have you learned about the expectations of academic reading and writing while completing these assignments? In what ways have you been able to transfer to your other classes what you have learned about those expectations?
- What can you do now that you could not do at the beginning of the year? Provide specific
- In what areas of your reading and writing do you still see needs for further growth and development? What specific goals could you set for yourself to improve your reading and writing?
- How well do you believe you are prepared for the academic reading and writing you are likely to encounter in college? Explain your grounds for that belief.

Place this analysis at the beginning of your portfolio in front of Parts I through IV.

Part I: Quickwrite (Place items in the following order):

- Selected quickwrite
- Prompt for quickwrite
- Rationale for choosing this particular quickwrite

Part II: Annotated Reading (Place items in the following order):

- Selected annotated reading
- Rationale for choosing this particular annotated reading
- Reflection on what you have learned about the ways in which annotating texts contributes to your reading and understanding of them

Part III: Summary (Place items in the following order):

- Selected summary
- Rationale for choosing this particular summary
- Reflection on what you have learned about how to write summaries and their value to you as a student

Part IV: Three Essays (one from early, middle, and late phases of the year)

- Three essays selected, date each was completed, and the module on which each was based
- The prompts for these three essays
- What you have learned about writing essays this year and how these three essays demonstrate your growth as a writer
- An explanation of what your next goals as a writer are and how you plan to work toward their

Format

Place the Portfolio Letter at the front of the portfolio you submit. Behind the Portfolio Letter, place Parts I through IV in the file with a paper clip holding together each of the parts. Make sure the parts of the portfolio are in the following order: I. Quickwrite; II. Annotated text; III. Summary; and IV. Three essays.

For the Teacher: **Evaluating the ERWC Portfolio**

Use the following criteria to evaluate the students' portfolios. You will be considering the degree to which the portfolio provides evidence of student ability in several areas.

Criteria

- Portfolio provides evidence of **exceptional ability** in the areas
- Portfolio provides evidence of **adequate ability** in the areas
- Portfolio **fails to provide evidence of adequate ability** in the areas

Areas to Consider

1. Understand key rhetorical concepts, such as audience, purpose, context, and genre through analysis of texts.
2. Cite textual evidence to support analysis of what a text says and implies.
3. Analyze how ideas, events, and/or narrative elements interact and develop over the course of a
4. Determine the meaning of words or phrases as they are used in a text.
5. Analyze an author's assumptions and appeals, for example, ethos, logos, and pathos.
6. Analyze the author's use of rhetorical devices and strategies.
7. Write a variety of text types for real audiences and purposes, making effective rhetorical choices in light of those audiences and purposes.
8. Contribute the writer's own ideas and opinions about a topic to an ongoing conversation in ways that are appropriate to the academic discipline or context.
9. Write reading-based arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence; make warranted and reasonable assertions about the author's arguments and themes by using elements of the text to defend and clarify interpretations.
10. Develop academic/analytical texts that are focused on a central idea and effectively organized.
11. Incorporate the texts of others effectively and use documentation styles suitable to the task, genre, and discipline.
12. Edit for clarity and for standard written English grammar, usage, and mechanics.
13. Select words and phrases that express precise meaning concisely and effectively, taking into consideration the rhetorical purpose of the text.
14. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
15. Demonstrate ability to observe, evaluate, and regulate one's development as a writer, including the identification of areas needing further growth.

Course Materials for 11 Selected Modules as Indicated in Course Overview

Literary Texts

Title	Author	Publisher	Edition	Website	Read in entirety
The Curious Incident of the Dog in the Night-Time	Mark Haddon	Vintage Books, Random House	2004		Yes
"Ode to a Grecian Urn"	John Keats	Poetry Foundation	1819	https://www.poetryfoundation.org/poems/44477/ode-on-a-grecian-urn	Yes
"Dover Beach"	Matthew Arnold	Poetry Foundation	1851	https://www.poetryfoundation.org/poems/43588/dover-beach	Yes
The Tragedy of Hamlet, Prince of Denmark	William Shakespeare	Simon & Shuster	1599-1601/ 2012		Yes
Zen and the Art of Motorcycle Maintenance: An Inquiry into Values	Robert M. Pirsig	Vintage Books	1974/2014		No
"On Leaving | On Staying Behind"	Diana Garcia	Prairie Schooner	Vol. 88, No. 4, 2014		Yes

Periodicals

Article title	Periodical title	Authors	Date	Website
"The Ways We Lie"	*Utne Reader*	Stephanie Ericsson	1992	
"Waste More, Want More: America Throws Out Good Food"	*New America Media*	Andrew Lam	8/24/2012	http://newamericamedia.org
"Embrace Boredom to Become More Creative"	*Psychology Today*	Ian H. Robertson	1/20/2014	https://www.psychologytoday.com/us/blog/the-winner-effect/201401/embrace-boredom-become-more-creative
"The Undercover Parent"	*The New York Times*	Harlan Coben	3/16/2008	https://www.nytimes.com/2008/03/16/opinion/16coben.html?_r=0
"George Saunders's Advice to Graduates"	*The New York Times*	Joel Lovell	7/31/2013	https://6thfloor.blogs.nytimes.com/2013/07/31/george-saunderss-advice-to-graduates
"Obama's Immigration Cynicism"	*The Wall Street Journal*	Editorial Board	9/8/2014	https://www.wsj.com/articles/obamas-immigration-cynicism-1410125541
"Immigration Reform Calls for Leadership, Not Political Calculation, Without Delay"	*The Los Angeles Times*	Editorial Board	9/7/2014	https://www.latimes.com/opinion/editorials/la-ed-immigration-reform-20140907-story.html
"Don't Be Scared by NRA Hysteria. Be Scared Congress Will Do Nothing"	*The Washington Post*	Editorial Board	2/23/2018	https://www.washingtonpost.com/opinions/dont-be-scared-by-nra-hysteria-be-scared-congress-will-do-nothing/2018/02/23/8b94589a-18a9-11e8-8b08-027a6ccb38eb_story.html?noredirect=on&utm_term=.ae06e81e2793

Websites

Title	Author(s)/Editor(s)/ Compiler(s)	Affiliated Institution or Organization	URL
"Ten Most Wanted"	US Federal Bureau of Investigation	US Federal Bureau of Investigation	https://www.fbi.gov/wanted/topten
"Bored and Brilliant Challenge 1: In Your Pocket"	Manoush Zomorodi	*WNYC Studios*, New York Public Radio	https://www.wnycstudios.org/story/bored-challenge-1
"Bored and Brilliant Challenge 2: Photo Free"	Manoush Zomorodi	*WNYC Studios*, New York Public Radio	https://www.wnycstudios.org/story/challenge-2-photo-free-day/
"Bored and Brilliant Challenge 3: Delete That App"	Manoush Zomorodi	*WNYC Studios*, New York Public Radio	https://www.wnycstudios.org/story/challenge-3-delete-app/
"Bored and Brilliant Challenge 4: Take a Fauxcation"	Manoush Zomorodi	*WNYC Studios*, New York Public Radio	https://www.wnycstudios.org/story/challenge-4-take-fauxcation
"Bored and Brilliant Challenge 5: One Small Observation"	Manoush Zomorodi	*WNYC Studios*, New York Public Radio	https://www.wnycstudios.org/story/challenge-5-one-small-observation/
"Bored and Brilliant Challenge 6: Dream House"	Manoush Zomorodi	*WNYC Studios*, New York Public Radio	https://www.wnycstudios.org/story/bored-and-brilliant-challenge-6-dream-house/
"Journalists Target Second Amendment and NRA, and Other Examples of Outrageous Media Bias"	Dan Gainor	*Fox News*	https://www.foxnews.com/opinion/journalists-target-second-amendment-and-nra-and-other-examples-of-outrageous-media-bias

Primary Documents

Title	Authors	Date	URL
"1868 Wanted Poster Following McGee's Assassination"	Henry J. Friel	4/7/1868	https://commons.wikimedia.org/wiki/File:1868_wanted_poster_following_McGees_assassination.jpg
"Wanted by the FBI: James Earl Ray"	US Federal Bureau of Investigation	4/19/1968	https://commons.wikimedia.org/wiki/File:Fbi_wanted.jpg
"Bonnie and Clyde Wanted Poster"	US Department of Justice	5/21/1934	https://commons.wikimedia.org/wiki/File:Bonnie_%26_Clyde_wanted_poster,_1934.jpg
"Wanted by the FBI: Leonard Peltier"	US Federal Bureau of Investigation	12/3/1975	https://commons.wikimedia.org/wiki/File:Leonard_Peltier_FBI_Poster.gif
"Wanted by the FBI: Julieanne Baldueza Dimitrion"	US Federal Bureau of Investigation	n.d.	https://www.fbi.gov/wanted/wcc/julieanne-baldueza-dimitrion/@@download.pdf

Multimedia

Title	Authors	Director	Name of video series	Date	Website	Medium of Publication
"How Boredom Can Lead to Your Most Brilliant Ideas"	Manoush Zomorodi		TED Talk	4/27/2017	https://www.ted.com/talks/manoush_zomorodi_how_boredom_can_lead_to_your_most_ brilliant_ideas	Web video
"On Leaving | On Staying Behind"	Diana Garcia			6/6/2018		Audio recording of author reading poems, "On Leaving | On Staying Behind"
George Saunders Commencement Speech 2013	George Saunders			5/11/2013	www.youtube.com/watch?v=ruJWd_m-LgY	Web video

Other

Title	Authors	Date	Course Material Type	Website
WASTELINE	GreenWaste Recovery	Summer 2017	Industry Newsletter	https://www.greenwaste.com/seaside/single-family/outreach
"Choosing the Right Words at the Right Time"	Jennifer Fletcher	2018	Essay developed for "Introducing Kairos" module	
"Interview with Diana Garcia"	Jennifer Fletcher	7/17/2017	Transcript of interview conducted for the "On Leaving | On Staying Behind" module	

COURSE TITLE

Debate/Forensics A (P) – ***Transcript Course Code/Number: EN6132 / EN6133***

DEPARTMENT

English

CAREER PATH

Business/ Law
Public and Human Services
Arts/Media/ Entertainment
Education

DESCRIPTION OF TARGET GROUP

Debate/Forensics A (P) is the first semester of an upper level college preparatory elective course designed primarily for students who keep up on current events and who enjoy and wish to excel in public debate and/or public speaking. This five-unit course and Debate/Forensics B (P) may be repeated for a total of 20 units. During the second year, a more rigorous schedule will be maintained and students will be strongly encouraged to enter tournament speaking.

PURPOSE

Debate/Forensics A (P) is the first semester of a one-year course that will focus on teaching students to effectively engage in competitive public speech and debate.

PREREQUISITE

Achievement of a B or better grade in preceding English class.

STANDARDS OF EXPECTED ACHIEVEMENT

1. Define the nature of leadership and demonstrate understanding of a basic leadership theory
2. Demonstrate understanding of leadership ethics and responsibility
3. Articulate knowledge of the Constitution and its Amendments
4. Understand basic parliamentary law
5. Learn the art of extemporaneous speaking and conflict resolution through debate
6. Develop research skills through exploration of various informational categories
7. Become critical thinkers by employing the methods necessary to reach critical thinking

METHODS OF ASSESSMENT OF STUDENT LEARNING

1. Delivering extemporaneous speeches

2. Delivering impromptu speeches
3. Preparing and delivering cases
4. Writing and preparing research
5. Participating in Lincoln-Douglas debate
6. Participating in team debate
7. Demonstrating a professional demeanor
8. Exhibiting knowledge of law/government/Constitution/business terminology in cases
9. Speaking in tournaments

GROWTH WILL BE EVALUATED BY ADMINISTERING A PRE AND POST TEST ASSIGNMENT GIVEN IN THE FOLLOWING MANNER:

1. Pre-test of terminology—post-test of terminology
2. Actual debates and presentations in class based on a rubric developed for each type of presentation
3. Videotape of initial performance, interim performance, and final performance for each type of presentation
4. Teacher, class, and self critique

INSTRUCTIONAL MATERIALS

Magazines such as *World News, World Reports, Time,* and *Newsweek*
Newspapers such as *The New York Times* (online), the *Los Angeles Times* . . (online), and local publications
Briefs prepared by companies specializing in debate research
Videos prepared by companies specializing in debate procedure and techniques
Internet
Additional readings include specific cases found through library and classroom research

Also refer to Santa Maria Joint Union High School Districts adopted texts

ACTIVITIES

1. Guest speakers
2. Team debate
3. Lincoln-Douglas debates
4. Extemporaneous activities
5. Outside research, recording, and videotaping
6. Lecture
7. Community speaking
8. Tournament speaking

All tournaments depend upon Debate/Forensics program funding

If tournaments are not funded, students will continue community speaking and classroom and school performance speaking

COURSE TITLE

Debate/Forensics B (P)

DEPARTMENT

English

CAREER PATH

Business/ Law
Public and Human Services
Arts/Medial Entertainment
Educational

DESCRIPTION OF TARGET GROUP

Debate/Forensics B (P) is the second semester of a one-year course. lt is an upper level college preparatory elective course designed primarily for students who have taken Debate/Forensics A (P) and who will continue tournament and community speaking. This five-unit course can be repeated for 20 units, provided that Debate/Forensics A (P) is also repeated. During the second year, a more rigorous schedule will be maintained and students will be strongly encouraged to enter tournament speaking.

PURPOSE

Debate/Forensics B (P) is the second semester of a one-year course that will focus on competitive speech and debate and community speaking.

PREREQUISITE - Debate/Forensics A (P)

STANDARDS OF EXPECTED ACHIEVEMENT

1. Continue to demonstrate leadership skills and an understanding of basic leadership theory
2. Continue to demonstrate an understanding of leadership ethics and responsibility
3. Articulate knowledge of the Constitution and its Amendments
4. Understand basic parliamentary law
5. Continue research application
6. Articulate knowledge of important precedent-setting cases
7. Develop a basic understanding of important philosophical figures and ideas
8. Discuss media-government interactions in terms of social, political, and economic impact
9. Advance the ability to think critically

METHODS OF ASSESSMENT OF STUDENT LEARNING

1. Participation in community and tournament speaking
2. Participation in class debate based on a rubric
3. Compilation of research

4. Participation in Lincoln-Douglas debate
5. Inclusion of philosophy politics, and current events in speaking
6. Inclusion of law, government, Constitutional, and business terminology in cases

GROWTH WILL BE EVALUATED BY ADMINISTERING A PRE AND POST TEST ASSIGNMENT GIVEN IN THE FOLLOWING MANNER:

1. Pre-test of facts learned in Debate/Forensics A (P) from such categories as law, the Constitution, parliamentary procedure, debate terminology and presentation
2. Actual debates and presentations in class and inclusion of learned material
3. Videotape of final performance with teacher, peer, and self evaluation

INSTRUCTIONAL MATERIALS

Magazines such as *World News, World Reports, Time,* and *Newsweek*
Newspapers such as *The New York Times* (online), the Los *Angeles Times* (Online), and local publications
Briefs prepared by companies specializing in debate research
Videos prepared by companies specializing in debate procedure and techniques
Internet
Additional readings include specific cases found through library and classroom research

Also refer to Santa Maria Joint Union High School District adopted texts

ACTIVITIES

1. Guest speakers
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Course Title

ELD 1 A & B - English as a Second Language
Beginning Level

Description of Target Group

This is a two-term course. It is designed to further develop the basic English language skills of listening, speaking, reading, and writing for the non-native speaker of English. Emphasis is placed on listening comprehension, oral pronunciation, vocabulary development, language structure, language functions, reading, writing, and study skills. Through intensive English language instruction, students progress from limited-English proficiency toward fluent English proficiency in preparation for entry into classes with native English speakers.

Beginning level (ELD 1) introduces initial communication strategies and develops a vocabulary of 1000-1500 words. Upon completion of two terms, students will read and understand learned material at an elementary level; recognize alphabet and understand learned written material; communicate learned material at an elementary level; copy, transcribe, and write learned material; be aware of stereotypes; be aware of and interact successfully in the cultural dimensions of everyday activities.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Follow classroom directions.
2. Point to classroom items.
3. Distinguish items according to color, shape, size, and other characteristics.
4. Recognize words for people and family relationships.
5. Distinguish people according to physical and psychological descriptions (sick, happy, sad, tall, etc.).
6. Act out common school activities.
7. Give classroom commands to peers.
8. Ask for and give directions.
9. Exchange common greetings.
10. Introduce self and others.
11. Make requests and suggestions.
12. Ask for and offer things.
13. Compliment, praise, and congratulate someone.
14. Express emotions.
15. Ask questions for clarification.
16. Ask someone to do something.
17. Make apologies.
18. Express likes and dislikes, agreement, disagreement, and indifference.
19. Make, accept, and decline invitations.
20. Role-play purchasing things in stores, markets.

21. Describe common recreational activities by identifying action pictures.
22. Memorize basic classroom sentences.
23. Memorize basic routines (How are you? Excuse me, etc.).
24. Discuss activities associated with school.
25. Name the 26 letters of the English alphabet, in alphabetical order, with approximate English speaker pronunciation and be able to spell words by using English alphabet.
26. Recognize and reproduce the written English alphabet symbols in order, in print or cursive, capital and small letters.
27. Learn the English vowels and pronounce them appropriately.
28. Recognize the difference between vowels and consonants.
29. Say and spell the cardinal and ordinal numbers 1-100.
30. Say and spell in order the days of the week seasons, and months of the year.
31. Identify orally and in writing the most common parts of the body.
32. Identify and spell United States money denominations.
33. Use time expressions correctly.
34. Use the correct form to the verbs to be, to have, to do, in the present and past tenses, and in simple sentences, questions, and negatives.
35. Use correctly in simple sentences the simple present tense of regular and irregular verbs, including some two-word verbs.
36. Spell plurals correctly using s, es, and spelling changes forms.
37. Define and demonstrate the use of the most common contractions.
38. Demonstrate the correct use of common marks of punctuation.
39. Identify by sight and spell the basic colors.
40. Identify and use correctly the common prepositions of place.
41. Use the command form correctly.
42. Use the direct and indirect object pronouns correctly.
43. Distinguish between plurals and possessives.
44. Use the future with will.
45. Combine groups of words using the conjunction and.
46. Use correctly a, an, the.
47. Read aloud and act out simple skits.
48. Read for information and pleasure.
49. Gain some insight into their own lives from the literature.
50. Recognize and interpret a short story.
51. Gain experience using descriptive and narrative writing in sentence and paragraph format.
52. Gain experience in paragraph development with topic sentence and supporting details.
53. Complete career unit (L1/L2).

Activities

Total Physical Response, Language Experience Approach, The Natural Approach, lectures, class and small group discussions, audio-visual aids, field trips, individualized learning, cooperative learning, demonstrations, guest speakers, computers, classroom videos, journal

ELD 1A/B (continued)

writing, into-through-and-beyond reading, composition and writing process activities, portfolios, role-playing, study and metacognitive skills.

Assessments

Teacher observation of student actions, speaking demonstrations, and other oral presentations.
Student depictions of concepts via drawings, markings, posters, collages, and video projects.
Students sorting and/or showing realia.
Student or teacher generated (planned or impromptu) role-play or real life situations.
Written student work including but not limited to, exercises, worksheets, compositions, portfolios, notebooks, or projects.
Summative written tests and quizzes based on teacher generated criteria.
Student work in computer files.
Student generated logs and journals.

Instructional Materials

1st TERM

ELD 1A (Beginning)
? Bridges A - Units 1-4
? Practical English 1 - Chapters 1-8 and workbook
? Variety of supplemental materials, computer, computer literature, etc.
? See Standards of Expected Student Achievement

2nd TERM

ELD 1B (Beginning)
? **Bridges A - Units 5-10**
? Practical English 1 - Chapters 9-16 and Variety of supplemental materials, literature, etc.
? See Standards of Expected Student Achievement

Course Title

ELD 2 A & B - English as a Second Language
Intermediate Level

Description of Target Group

This is a two-term course. It is designed to further develop the basic English language skills of listening, speaking, reading, and writing for the non-native speaker of English. Emphasis is placed on listening comprehension, oral pronunciation, vocabulary development, language structure, language functions, reading, writing, and study skills. Through intensive English language instruction, students progress from limited-English proficiency toward fluent English proficiency in preparation for entry into classes with native English speakers.

While continuing work from the Beginning Level, the ELD 2 Level emphasizes the structure of the language with more extensive vocabulary development (1500-3000 words) and conversational and writing experiences. Upon completion of two terms, students will understand routine speech and conversations; read and understand main ideas, facts, and narratives dealing with everyday matters; participate in basic communication tasks; combine and recombine basic speech elements; write short messages and simple letters; take notes; write simple summaries; perceive cultural differences and recognize points of misunderstanding; handle aspects of more complex situations.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1-53. (See ELD 1A-B, Beginning Level)
54. Say and spell vocabulary pertaining to relatives.
55. Demonstrate use of the telephone and directory for assistance (operator, information, emergency, government agencies).
56. Learn expressions to seek medical help and to get help in emergency situations.
57. Identify orally and in writing basic articles of clothing.
58. Learn basic opposites.
59. Learn to make comparisons using comparatives, superlatives, and common expressions of size, shape, weight.
60. Learn the names of the furniture and other common household articles in the different rooms of the house.
61. Say and spell the names of common meals, foods, and eating utensils.
62. Say and spell the names of common birds and animals.
63. Say and spell the names of common plants and flowers.
64. Identify orally and in writing the most common occupations (complete career unit L1/L2).
65. Use correctly the three forms of questions: reverse order, question words, and tag questions.
66. Use demonstrative correctly.
67. Spell and use correctly possessive adjectives and pronouns.
68. Give oral description or explanation of common daily activities.
69. Use can and would correctly.

70. Combine simple sentences using and, but, because.
71. Form the present, past, and future progressive.
72. Use used to correctly.
73. Demonstrate the ability to reproduce orally the basic sentences presented, with approximate native English speaker pronunciation (vowel and consonant sounds, rhythm patterns, intonation patterns, stress patterns.
74. Learn the pronunciation of English sounds that are not present in the student's native language.
75. Demonstrate the use of a dictionary.
76. Demonstrate recognition of oral and written instructions used in the classroom.
77. Demonstrate recognition of oral and written instructions used in taking tests.
78. Recognize and use the following parts of speech: noun, pronoun, verb; and the parts of the sentence: subject, object, predicate.
79. Use basic adjectives of quantity and description.
80. Form adverbs with -ly.
81. Read and label maps, graphs, and charts.
82. Participate in activities related to recognized holidays and events within the cultures of his/her first and second languages.
83. Demonstrate computer literacy on the Macintosh.
84. Use the Macintosh to complete exercises and assignments related to spelling, grammar, and writing skills.
85. Develop study skills and test-taking strategies.
86. Increase self-confidence and self-esteem and develop interpersonal skills through cooperative learning activities.
87. Develop cognitive and meta-cognitive strategies and learn to employ those strategies in dealing with difficult tasks.
88. Build vocabulary weekly through oral and written use and weekly quizzes.
89. Participate in sustained silent reading activities.
90. Read and interpret various types of literature from the following types: short story, poetry, drama, and novel.
91. Participate in skits and plays.
92. Develop a clear and well-organized paragraph using varied sentence patterns with supporting ideas and conclusion.
93. Demonstrate writing competency on a single topic on a variety of discourses from the following types: business letter, autobiographical, observation.
94. Participate in weekly class/small group discussions of current global events, universal human problems, or cultural values.
95. Use computer to build vocabulary and skill levels.
96. Make value judgements.
97. Use problem-solving skills.
98. Get along with others.
99. Discuss music, art, and scientific discoveries.
100. Keep open-ended or dialog journal.

ELD 2 A/B (continued)

Activities

Total Physical Response, Language Experience Approach, The Natural Approach, lectures, class and small group discussions, audio-visual aids, field trips, individualized learning, cooperative learning, demonstrations, guest speakers, computers, classroom videos, journal writing, into-through-and beyond reading, composition and writing process activities, portfolios, role-playing, study and meta cognitive skills.

Assessments

Teacher observation of student actions, speaking demonstrations, and other oral presentations.
Student depictions of concepts via drawings, markings, posters, collages, and video projects.
Students sorting and/or showing realia.
Student or teacher generated (planned or impromptu) role-play or real life situations.
Written student work including but not limited to, exercises, worksheets, compositions, portfolios, notebooks, or projects.
Summative written tests and quizzes based on teacher generated criteria.
Student work in computer files.
Student generated logs and journals.

Instructional Materials

1st TERM

ELD 2 A (Intermediate)
? Bridges B - Units 1-3
? Practical English 2- Chapters 1-6 and workbook
? Variety of supplemental materials, computer, literature, etc.
? See Standards of Expected Student Achievement
? Writing Frames (Walch, Publisher) 2, 3, 7, 8, 30, 33, 34, 38
? Surprises (Jamestown Publishers)

2nd TERM

ELD 2 B (Intermediate)
? Bridges B - Units 4-6
? Practical English 2 - Chapters 7-13 and workbook
? Variety of supplemental materials, computer, literature etc.
? See Standards of Expected Student Achievement
? Writing Frames (Walch, Publisher) 21, 22, 23, 13, 14
? Surprises (Jamestown Publishers)
? Novel: The Pearl

Course Title

ELD 3A & B- English Language Development (Replaced ELD 3A/B-Advanced Level)
Advanced Level

Description of Target Group

This is a two-semester course. It is designed to further develop the basic English language skills of listening, speaking, reading, and writing for the non-native speaker of English. Emphasis is placed on listening comprehension, oral pronunciation, vocabulary development, language structure, language functions, reading, writing, and study skills. Through intensive English language instruction, students progress from non- and limited-English proficiency toward fluent English proficiency in preparation for entry into classes with native English speakers.

Progressing from the previous levels, the Advanced Level stresses academic language development for content area, develops vocabulary (3000-4500 words), and introduces students to core literature. Upon completion of the two semesters, students will read and understand main ideas and details of many kinds of presentations; understand stories, news, letters and technical textbooks of a general nature; maintain extended conversations; satisfy work and school needs; handle unforeseen problems; write narratives, descriptions, business correspondence, resumes, summaries and a variety of discourses; demonstrate important cultural behaviors; know how misunderstandings arise; handle personal relationships and historical references.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

92. Say and spell the names of man-made and natural materials.
93. Form subordinate clauses
94. Form irregular past tense and past participle.
95. Make sentences and questions in the present perfect tense.
96. Fill out an application for employment (complete career unit L2).
97. Read a map and give directions to a specific place.
98. Read a short story and tell in his/her own words orally or in writing the major incidents and characters.
99. Read an article in a newspaper and discuss it.
100. Read and respond to a variety of poetry.
101. Use the Macintosh to create simple short stories using graphics.
102. Use the Macintosh to write pen-pal letters.
103. Read aloud in class.
104. Give prepared oral reports and speeches.
105. Give impromptu speeches.
106. Recognize and use abbreviations correctly.
107. Use adjective and adverb clauses.
108. Use noun phrases and clauses.
109. Demonstrate knowledge of idiomatic words and expressions.
110. Demonstrate knowledge of word roots, prefixes, and suffixes.
111. Use the modal auxiliaries can, could, may, might, should, and must.

112. Recognize, understand and be able to use in class discussion or writing the following literary terms: plot conflict, character, rising/falling action, point of view, setting, climax, theme, foreshadowing, fiction/nonfiction, myth, fable, hero/heroine, narrator, biography, autobiography.
113. Solve problems by noting clues and questioning conclusions in what is read.
114. Write exemplifying a social amenity (friendly letter, thank you note, and invitation).
115. Write a creative story of at least three paragraphs.
116. Demonstrate writing competency by writing a paper of at least three paragraphs from among the following types: reflective, report of information, compare and contrast, cause and effect, interpretive.
117. Use relative clauses.
118. Recognize and write compound and complex sentences.
119. Get information from reference materials.
120. Demonstrate knowledge of basic terms of literary analysis (plot, setting, theme, characterization)
121. Read core literature.
122. Participate in class and small group discussions of core literature, answer inferential questions, draw conclusions, support and debate answers.
123. Participate in a class video production, play, or long term project related to core literature.
124. Use computer for composing, editing, and revising essays and short stories.
125. Role-play job interviews.
126. Tell a joke or riddle.
127. Use an English only dictionary.
128. Speak to the teacher, aides, and other students in English in free conversation without making significant errors.
129. Identify the 8 parts of speech and use them correctly in exercises.
130. Demonstrate an interest in reading by selecting additional reading in free class time.
131. Use conditional clauses with if and unless.
132. Use direct and indirect quotations with correct punctuation.
133. Change sentences from active to passive voice and vice versa.
134. Make a telephone request and write a business letter requesting information.
135. Read a short novel and give an oral/written summary of it.
136. Develop critical thinking skills through literary analysis and evaluation.
137. Synthesize their experiences in a formal, written essay.
138. Recognize and use formal and informal speech and writing.
139. Evaluate the results of an action or event.

Activities

Total Physical Response, Language Experience Approach, The Natural Approach, lectures, class and small group discussions, audio-visual aids, field trips, individualized learning, cooperative learning, demonstrations, guest speakers, computers, classroom videos, journal writing, into-through-and beyond reading, composition and writing process activities, portfolios, role-playing, study and meta-cognitive skills.

Instructional Materials

1st SEMESTER

ELD 3 A (Advanced)

- Variety of supplemental materials, computer, selected short stories, etc.
- Student Literature Reader - Bridges to Communication, Secondary Level C
- Blanton's Composition Practice Book
  See Standards of Expected Student Achievement
- Writing Frames (Walch, Publisher) 1,4,5,6,9, 10, 11, 12, 15, 16, 17, 18, 19,20
- Shocks (Jamestown Publishers)
- Sudden Twists (Jamestown Publishers)
- Selected novel ;

2nd SEMESTER

ELD 3 B (Advanced)

- Variety of supplemental materials, computer selected short stories, etc.
- Student Literature Reader - Bridges to Communication, Secondary Level C
- Blanton's Composition Practice, Book 3
- See Standards of Expected Student Achievement
- Writing Frames (Walch, Publisher) 24, 25, 26, 27,28,29,31,32,35,36,37,39,40
- Shocks (Jamestown Publishers)
- Sudden Twists (Jamestown Publishers)
- Selected novel

English Subject Template

(Required Information needed to prepare for course submission)

- **Course Guidance**

GENERAL ENGLISH GUIDANCE

College preparatory composition and literature are required. Reading, writing, and speaking components must be included in the courses.

Goals of the English requirement

The English subject requirement seeks to ensure that freshmen are prepared to undertake university-level study; to acquire and use knowledge in critical ways; to think, read, write and speak critically; and to master literacy skills for classes in all University subjects.

More important than the specific topics covered are the more general abilities and habits of mind students should acquire through reading, writing, speaking and other course activities. As indicated in the ICAS Academic Literacy Statement of Competencies [PDF] and the Common Core State Standards for English Language Arts [PDF], these include the following:

1. **They are well-informed, thoughtful and creative readers, writers, listeners and thinkers** who incorporate the critical practices of access, selection, evaluation and information processing in their own original and creative knowledge production.
2. **They understand the ethical dimensions of academic life** as grounded in the search, respect for and understanding of other informed viewpoints and pre-existing knowledge. They have a capacity to question and evaluate their own beliefs; the curiosity and daring to participate in, and contribute to, intellectual discussions; and the ability to advocate for their own learning needs.
3. **They comprehend and evaluate complex texts across a range of types and disciplines** and can construct effective arguments and convey intricate or multifaceted information.
4. **They respond to varying demands of audience, task, purpose, genre and discipline** by listening, reading, writing and speaking with awareness of self, others and context; and adapting their communication to audience, task, purpose, genre and discipline.
5. **They value evidence.** Students can analyze a range of informational and literary texts, ask provocative questions and generate hypotheses based on form and content of factual evidence, see other points of view, and effectively cite specific evidence when offering an oral or written interpretation of a text.
6. **They use technology and digital media strategically and capably** to enhance their reading, writing, speaking, listening and language use.
7. **They demonstrate independence** by exhibiting curiosity and experimenting with new ideas.

Course requirements

Competencies for entering students cannot be reduced to a mere listing of skills. True academic competence depends on a set of interactive insights, perceptions and behaviors acquired while preparing for more advanced academic work. Good writers are most likely careful readers and critical thinkers—and most academic writing is an informed and critical response to reading. Courses should, at each level, give students full awareness and control of the means of linguistic production, orally and in writing.

Regardless of the course level, all approved courses are expected to stress the reading and writing connection and to address all of the Common Core College and Career Readiness Anchor Standards in Reading, Writing, Listening and Speaking [PDF].They must also satisfy these criteria:

- **Reading**. Acceptable courses must require extensive reading of a variety of genres, non-literary as well as literary, including informational texts, classical and/or contemporary prose and poetry, and literary fiction and non-fiction. Reading of literary texts must include full-length works; excerpts from anthologies, condensed literature, et cetera, cannot substitute for full-length literary works. Students should be expected to read for literal comprehension and retention, depth of understanding, awareness of the text's audience, purpose and argument, and to analyze and interact with the text.
- **Writing**. Courses must also require substantial, recurrent practice in writing extensive, structured papers directed at various audiences and responding to a variety of rhetorical tasks. Students must demonstrate understanding of rhetorical, grammatical and syntactical patterns, forms and structures through responding to texts of varying lengths in unassisted

For Preparation Only

writing assignments. Courses should address basic issues of standard written English, including style, cohesion and accuracy.

Writing is taught as a recursive process involving invention, drafting, revision and editing where writers return to these activities repeatedly rather than moving through them in discrete stages. Writing is also a way of learning and it should enhance the students' understanding of a subject.

- **Listening and speaking**. Courses must allow students to develop essential critical listening skills and provide them ample practice speaking in large and small groups. Students are expected to be active, discerning listeners, to make critical distinctions between key points and illustrative examples, develop their ability to convey their ideas clearly, and listen and respond to divergent views respectfully, just as they must do when they read and write.

For expected competencies in English reading, writing, listening and speaking, consult the Common Core Standards for English Language Arts [PDF]. Further information is available in the following resources:

- An Information Booklet for the Analytical Writing Placement Examination for discussion of writing standards and examples of acceptable college freshman-level scored essays.
- Academic Literacy: A Statement on Competencies Expected of Entering Students to California's Public Colleges and Universities [PDF] for a description of the language arts material that almost all regularly admitted freshmen have learned.

HONORS ENGLISH GUIDANCE

- English Honors courses are expected to provide detailed and specific illustrations both breadth and depth of exploration in the subject area, developing writing, research, and analytical skills. Specific detailed evidence must be included in the course outline.
- The courses must offer content and/or experience that are demonstrably more challenging than what is offered through the regular college preparatory courses in the same field.
- Factors considered for UC-approved honors courses that satisfy the "b" requirement include but are not limited to the assignment and evaluation of one long or numerous short, challenging, and properly-annotated research papers and a comprehensive final examination. Specific details of each of these assignments are required.
- The use of college-level textbooks is encouraged.
- Regular college preparatory courses in the subject areas should be offered. If regular non-honors courses not are offered, a strong justification for the lack of a regular course is required.
- In addition to AP and IB higher level courses, high schools may certify as honors level courses **not more than one unit** in English.
- A single, written, comprehensive, full year final exam must be administered that encompasses all the material that has been covered for the entire year.

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- **Course Content**

NOTE: The following questions are subject specific and ask for detailed information regarding the course curriculum. Since UC has developed their own criteria for the review of curricula, it is not necessary (and preferred) that the State Standards are not listed when submitting course descriptions to the University. When preparing the course submission, keep in mind that your audience is the UC High School Articulation unit and UC faculty. Include relevant information that would assist those reviewing the course and provide UC a better understanding and clarity about the intent of the curriculum. UC expects to see information that would show specific, detailed evidence of the course rigor and development of essential skills and habits of mind. Course template components need to be more expository and illustrative of the integration of each course component and how the overarching goals are being accomplished. The text boxes below will expand to accommodate additional text.

Course Purpose: *What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Explain how the course aligns the seven goals of the English requirement. (How these will be accomplished should be reserved for the Course Outline, Key and Written assignments, Assessments, and/or Instructional Methods.)*

NOTE: More specificity than a simple recitation of the State Standards is needed.

English 2 Honors is an accelerated college preparatory class designed to help students prepare for the rigors of subsequent Advanced Placement and college courses. In addition to the extensive study of highly-varied literature, the class focuses on the craft of writing to help students become better communicators and information-consumers. The course emphasizes the need for on-demand writing, but also encourages the editing process through multiple revisions. Students are encouraged to cultivate curiosity and to question pre-conceptions. The curriculum teaches students to seek evidence and develop

arguments using multiple forms of textual support. Students will learn how be both articulate presenters and active listeners through a series of class presentations, discussions, and Socratic seminars. The class also helps students become comfortable with integrating relevant technology into their education. Ultimately, the goal of English 2 Honors is to give students the skills, organization, and determination necessary to be successful scholars in a challenging educational environment.

Course Outline: A *detailed descriptive summary of all topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered. A mere listing of topics in outline form is not sufficient (i.e. textbook table of contents or California State Standards).*

Unit 1: Discovering Theme

The primary six weeks of the semester utilize pieces of shorter genres (poetry and short story primarily) to introduce year-long skills, such as the SoapsTONE method and thematic analysis. Students will begin year-long explicit writing instruction in this unit, focusing first on argumentative writing based on multiple non-fiction sources. Students come to the course with basic understanding of literary analysis writing, but limited argument. The first semester writing goals are to focus on argumentative writing, while more advanced literary analysis is taught in second semester. Students will also begin the year-long Voice Lessons in this unit, as adapted from Nancy Dean's *Discovering Voice*. A great deal of emphasis is placed on the need for textual evidence, quotation introduction, integration, and citation.

In-unit Reading: *Oedipus Rex* (summer assignment), Short Stories such as: "Contents of a Dead Man's Pocket," "Damon and Pythias," "The Censors," "Lamb to the Slaughter;" Poetry such as: "Hazel Tells Laverne," "Janet Waking," "You Want a Social Life;" 3-5 non-fiction articles topically based on the argumentative essay assigned.
Concurrent Reading: Students will read *Oedipus at Colonus* independently in preparation for the next unit.
Writing Instruction: Parenthetical Citation, quotation introduction, essay structure, counterclaim and refutation, and source introduction.
Skills and terms: SoapsTONE, theme, MLA terminology part 1
Writing Assessments: Practice AP Essay #1 honor code (as pre-test), *Oedipus Rex* Literary Analysis Essay, Non-fiction Argumentative Essay #1.
Voice Lessons: Introducing Voice and Diction
Common Key Assignments: Dialectical journal entries *Oedipus Rex*, dialectical journal entries *Oedipus at Colonus*, Padlet online discussions for theme, and Common Core Academic Vocabulary 1-30.

Sample Assignment:

Oedipus Rex Argumentative Essay

Background: Man's struggle against the will of the gods is a common reoccurring motif in Greek tragedy. One of the most well-known examples of this is Oedipus's dilemma in *Oedipus Rex*.

Prompt: Write an argumentative essay in which you argue that the tragic circumstances surrounding Oedipus were EITHER primarily the result of fate OR primarily the result of free will. Support your claim with clear reasons and quoted examples from the play. You must also address the counterargument that might be made against your claim.

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Unit 2: Perspective & Identity

Students will begin to look at perspective, voice, and identity in writing. Students will examine the writer's craft through varied reading assignments to further develop their own voice.

In-Unit Reading: *Antigone, Joy Luck Club* (or similar), "Leopard Man" (ERWC unit), "Identity," ethos, logos, and pathos reading, and various current event non-fiction articles. Non-fiction articles from this point forward come from the *New York Times Upfront* magazine, or News ELA.com.
Writing Instruction: Quotation integration, commentary
Skills and terms: ethos, logos, pathos, Greek theater terminology
Writing Assessments: Non-fiction Argumentative Essay #2, "How Far" Performance Task, *Antigone* literary analysis essay.
Voice Lessons: Diction (continued) & detail
Common Key Assignments: Common Core Vocabulary 31-60, ethos logos and pathos in advertising, Book Club activities for Joy Luck Club (or similar), and Socratic Seminar for Performance Task.
Sample Assignment:

"How Far" Performance Task

Background: The poem "Identity" speaks of the value of finding your own path in a world of followers. This is a common theme in many literary works and in real life, including two others you have recently studied: *Antigone* and "Leopard Man." Both Antigone and the Leopard man defied society's expectations to stand up for what they believed in. Did they go too far? Or not far enough?

Prompt: In a well-developed argumentative essay, evaluate how far someone should go to stand up for his or her beliefs. Your essay must incorporate **at least three** of the sources from your studies this semester. You must also address the counter argument that might be made against your claim.

Unit 3: Argument

Students will study argument as both a reader and a writer. Students will tie the argumentative appeals of ethos, logos, and pathos to both non-fiction sources (advertisements, non-fiction articles) and fiction via *Julius Caesar* and *Farewell to Manzanar*. Students will study logic and the most common logical fallacies. The study of these appeals and logical strategies will be used to further enhance the students' understanding of their own craft as writers. Students will research a common fallacy in teams of four. These teams will present their finding to the class in the multimedia method of their choice.

In-Unit Reading: *Julius Caesar, Farewell to Manzanar* (or similar), "A Grave Wrong," and varied non-fiction articles.
Writing Instruction: Continue quotation integration and commentary, advanced counterclaim and refutation
Skills and terms: Drama terminology, common fallacies
Writing Assessments: Literary Analysis *Julius Caesar*
Voice Lessons: Detail
Common Key Assignments: Fallacy class presentation, book club activities for *Farewell to Manzanar* (or similar), Funeral Speech Analysis for Julius Caesar.
Sample Assignment:

Fallacy Presentation Assignment

In order to understand the structure of argument, as both a reader and a writer, it's important for students to understand the most common fallacies of argument. There are many important logical fallacies, but we're going to concentrate on nine right now. You will be assigned one of these nine fallacies and will work in groups of three to four to teach the class about your logical fallacy. You will

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research your assignment and create a PowerPoint to help visuals learners.

Unit 4: Research & World War II Literature

Students will learn how craft a research question and create a research paper in the MLA style. Students will focus on the authenticity of sources, research organization, and integrating sources into their writing. Students will research a World War II topic in preparation for reading *Lord of the Flies* in the next unit. The class will utilize Turnitin.com to help students learn about plagiarism and prepare for this future requirement in many college classes. Students will read the World War II graphic novel *Maus I* (or similar) in literature circles to analyze the interplay between text and visual. Students will begin to analyze visual mediums, like art, using the OPTIC method as adapted from the College Board's Pre-AP handbook.

In-Unit Reading: *Maus I* or *Persepolis,* "The Bristol Evacuees," and varied non-fiction articles.
Writing Instruction: Research skills, works cited creation, source integrity, MLA paper formatting
Skills and terms: Common Core Vocab. 61-90, MLA terminology part 2
Writing Assessments: World War II research paper (or similar), "Bristol Evacuees" Argumentative Essay, Non-fiction Argumentative Essay #3, business letter.
Voice Lessons: Figurative Language
Common Key Assignments: Literature Circle for graphic novel
Sample Assignment:

Lord of the Flies – World War II Research Project

We will be reading a novel set just after World War II. The author was a veteran of the war and was greatly impacted by what he did and saw there. In order to help you understand the time period, you are going to researching an aspect of the time period and writing a research paper. The war, of course, impacted the whole world, but we'll primarily be discussing England, so stick with that front of the war. You will be choosing one of the topics listed below. If there's something you'd like to research that's not on the list, come talk to me about it and we'll discuss if it will work or not.
Choose one of the topics listed below:

1. The evacuation of children from British cities targeted by bombing
2. Life for women during the war
3. The role of aircraft/pilots in the war
4. The Invasion of Normandy
5. The biography of author William Golding

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Unit 5: Literary Analysis & Theme

Students will further develops their skills analyzing the craft of writing by focusing on literary devices as they contribute to mood, tone, and theme. In this unit, students will begin to work on more advanced literary analysis strategies in preparation for AP Literature and Composition. Students will move away from the rote identification of literary devices, and move toward a broader understanding of why authors make particular choices.
In-Unit Reading: *Lord of the Flies,* "And of Clay Are We Created," "Janet Waking" and varied non-fiction articles.
Writing Instruction: Continue commentary, literary present, advanced literary analysis
Skills and terms: OPTIC method of visual analysis, Literary Terms
Writing Assessments: Two Literary Analysis essays (LOF, and "Clay"), Two Practice AP essays (question 1)
Voice Lessons: Figurative Language Part 2, Syntax
Common Key Assignments: Creative project for *Lord of the Flies*, OPTIC assignments for art and

photography, class presentations for *Lord of the Flies* activities (including a video component).
Sample Assignment:

"And of Clay We Are Created" On-Demand Essay

Choose ONE of the following prompts and write a five or more paragraph outline & essay response. Be sure to write the number of the prompt that you are responding to on the top of your essay:
1. Write a five paragraph essay that states what you believe to be the main theme of "And of Clay We Are Created." **What literary devices does the author use to convey the theme to the reader?** Defend your choice with support from text. Make sure to continually tie back to your thesis by explaining how each quotation helps to build to the theme.

OR

2. Write a five paragraph essay that states what you believe to be the **one overall** mood of "And of Clay We Are Created" **OR three separate** moods (as the mood changes throughout the course of the short story). **What literary devices does the author use to convey the mood to the reader?** Defend your choice with support from text. Make sure to continually tie back to your thesis by explaining how each quotes helps to build to the mood.

Unit 6: The Nature of Man

During this unit, students will deepen their understanding of irony and satire though both print and visual sources. Students will analyze weekly relevant political cartoons from *The New York Times Upfront* magazine to develop these skills. Students will also deepen their analysis of rhetoric in print form in preparation for AP Language and Composition. Students will continue to develop their discussion and collaboration skills as they work in groups to truly understand *Brave New World*. Students will demonstrate maturity and sophistication as they participate in online discussion groups in preparation for future college-level classes. They will both pose and answer questions, and provide relevant creative work in response to the text. Students will complete a final performance task that requires them to demonstrate all the skills they've learned in the class.

In-Unit Reading: *Brave New World* (or similar), "Girl Moved to Tears by Cliff Notes" Satire (or similar) "Hog Letter" Satire (or similar), political cartoons, and varied non-fiction articles and documentaries (for good vs. evil performance task).
Writing Instruction: Rhetorical analysis
Skills and terms: Rhetorical devices
Writing Assessments: "Nature of Man" performance task, Practice AP essays #4 & 5 (questions 2 and 3).
Voice Lessons: syntax and tone
Common Key Assignments: Optic assignment of political cartoons, Socratic seminar
Sample Assignment:

Nature of Man Performance Task

In your studies this term, you have studied a variety of viewpoints on the nature of humans, all in attempt to answer the question: Are humans inherently good, evil, or neutral (and shaped by society)? For this essay, you will need AT LEAST seven pieces of evidence to argue for a stance on this issue. Your essay must incorporate **at least three** of the sources from your studies in Term 4. You must address the counter argument that might be made against your claim. You must also provide evidence that refutes that counterclaim (why are they wrong?).

Cumulative final: Students will complete the Nature of Man performance task as their comprehensive

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final. Students will analyze print and visual texts to gather evidence from both fiction and non-fiction sources (from in-class and independent reading). Students will use that evidence to participate in a Socratic seminar that will require them to be eloquent advocates for their position and thoughtful listeners to their classmates' differing perspectives. Finally, they will use the evidence they've gathered to write an argumentative essay that seamlessly integrates multiple sources, uses correct citation, acknowledges and refutes a counterclaim, and demonstrates a mature voice and style of writing. The final product will be created in a timed-writing atmosphere.

Key Assignments: *Detailed descriptions of all Key Assignments which should incorporate activities and projects, as well as, short answers and essay questions. How do assignments incorporate topics? Include all assignments that students will be required to complete. Assignments should be linked to components mentioned in the course outline and in the discussion of accomplishing the course goals. Explicitly indicate how the assignments support the Common Core College and Career Readiness Anchor Standards in Reading, Writing, Speaking and Listening, and Language. Courses must address them all in a balanced fashion. It is not appropriate or necessary to include instructions given to students regarding the execution of assignments (formatting, timeliness, etc.). Do not include exams or assessments in this section.*

Daily practice assignments will vary by teacher. These include study guide questions, vocabulary assignments, non-fiction article analysis, etc. Below is a list of the key common (non-assessment) assignments for each unit.

Unit 1: Discovering Theme
Common Key Assignments: Dialectical journal entries *Oedipus Rex*, dialectical journal entries *Oedipus at Colonus*, Padlet online discussions for theme, and Common Core Academic Vocabulary 1-30.

Unit 2: Perspective & Identity
Common Key Assignments: Common Core Vocabulary 31-60, ethos logos and pathos in advertising, Book Club activities for *Joy Luck Club* (or similar), and Socratic Seminar for Performance Task.

Unit 3: Argument
Common Key Assignments: Fallacy team presentation, book club activities for *Farewell to Manzanar* (or similar), Funeral Speech Analysis for Julius Caesar.

Unit 4: Research & World War II Literature
Common Key Assignments: Common Core Vocabulary 61-90, Literature Circle for graphic novel, Research paper preparation.

Unit 5: Literary Analysis & Theme
Common Key Assignments: Creative project for *Lord of the Flies*, OPTIC assignments for art and photography, class presentations for *Lord of the Flies* activities (including a video component).

Unit 6: The Nature of Man
Common Key Assignments: Optic assignment of political cartoons, Socratic seminar, Rhetorical Devices, Satire Analysis

Instructional Methods and/or Strategies: *Indicate how the Instructional Methods and/or Strategies support the delivery of the curriculum and the course goals. Explicitly indicate how the instructional approaches support the Common Core College and Career Readiness Anchor Standards in Reading, Writing, Speaking and Listening, and*

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Language. Courses must address them all in a balanced fashion. What portions of the Course Outline are supported by the methods and strategies?

Instructional strategies will vary by unit. Lecture will be used to introduce topics and give historical context to readings. Class discussion will be used primarily during in-class readings. Students will collaborate in pairs or fours whenever possible to deepen discussions and improve students' listening and speaking abilities. Students will complete several major group projects. Technology will be utilized in a variety of ways to enhance instruction. This includes the use of Padlet, Socrative, Edmodo, Nearpod, Kahoot, and class websites.

Assessments Including Methods and/or Tools: *Indicate the intent of each assessment and a brief description of how each relates to the Course Purpose and goals related to the development of critical thinking and other habits of mind skills described in the Common Core College and Career Readiness Anchor Standards in Reading, Writing, Speaking and Listening, and Language.*

A variety of informal formative assessments will be given, and these will vary by teacher. These formative assessments will be used to guide instruction. This includes vocabulary assessments, grammar assessments, and reading quizzes (to check for understanding).

Summative assessments will be given at the end of each short story, play, and novel. These assessments will be a mixture of selected and constructed response. The constructed response items will be assessed both on the demonstrated depth of understanding and the students' ability to support their assertions with cited textual support.

Summative assessments will be given each semester for the corresponding grammar and vocabulary topics. The writing and speaking and listening assessments are detailed in their specific boxes below.

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Reading: *Acceptable courses must require extensive reading of a variety of genres, non-literary as well as literary, including informational texts, classical and/or contemporary prose and poetry, and literary fiction and non-fiction. Reading of literary texts must include full-length works; excerpts from anthologies, condensed literature, et cetera, cannot substitute for full-length literary works. Students should be expected to read for literal comprehension and retention, depth of understanding, awareness of the text's audience, purpose and argument, and to analyze and interact with the text.*

Unit 1: Discovering Theme
In-unit Reading: *Oedipus Rex* (summer assignment), Short Stories such as: "Contents of a Dead Man's Pocket," "Damon and Pythias," "The Censors," "Lamb to the Slaughter;" Poetry such as: "Hazel Tells Laverne," "Janet Waking," "You Want a Social Life;" 3-5 non-fiction articles topically based on the argumentative essay assigned.
Concurrent Reading: Students will read *Oedipus at Colonus* independently in preparation for the next unit.

Unit 2: Perspective & Identity
In-Unit Reading: *Antigone*, *Joy Luck Club* (or similar), "Leopard Man" (ERWC unit), "Identity," ethos, logos, and pathos reading, and various current event non-fiction articles. Non-fiction articles from this point forward come from the *New York Times Upfront* magazine, or News ELA.com.

Unit 3: Argument
In-Unit Reading: *Julius Caesar, Farewell to Manzanar* (or similar), "A Grave Wrong," and varied non-fiction articles.

Unit 4: Research & World War II Literature
In-Unit Reading: *Maus I* or *Persepolis,* "The Bristol Evacuees," and varied non-fiction articles.

Unit 5: Literary Analysis & Theme
In-Unit Reading: *Lord of the Flies,* "And of Clay Are We Created," "Janet Waking" and varied non-fiction articles.

Unit 6: The Nature of Man
In-Unit Reading: *Brave New World* (or similar), "Girl Moved to Tears by Cliff Notes" Satire (or similar) "Hog Letter" Satire (or similar), political cartoons, and varied non-fiction articles and documentaries (for good vs. evil performance task).

Writing: *Courses must also require substantial, recurrent practice in writing extensive, structured papers directed at a various audiences and responding to a variety of rhetorical tasks. Students must demonstrate understanding of rhetorical, grammatical, and syntactical patterns, forms, and structures through responding to texts of varying lengths in unassisted writing assignments. Courses should address basic issues of standard written English, including style, cohesion, and accuracy. Writing is taught as a recursive process involving invention, drafting, revision, and editing where writers return to these activities repeatedly rather than moving through them in discrete stages. Writing is also a way of learning and it should enhance the students' understanding of a subject.*

Student will write all essays in an in-class and timed environment. They will then be allowed to re-write select essays to hone their skills and practice the revision process. The research paper will not be written under a time limit.

Unit 1: Discovering Theme
Writing Assessments: Practice AP Essay #1 honor code (as pre-test), *Oedipus Rex* Literary Analysis Essay, Non-fiction Argumentative Essay #1.

Unit 2: Perspective & Identity
Writing Assessments: Non-fiction Argumentative Essay #2, "How Far" Performance Task, *Antigone* literary analysis essay.

Unit 3: Argument
Writing Assessments: Literary Analysis *Julius Caesar*

Unit 4: Research & World War II Literature
Writing Assessments: World War II research paper (or similar), "Bristol Evacuees" Argumentative Essay, Non-fiction Argumentative Essay #3, business letter.

Unit 5: Literary Analysis & Theme
Writing Assessments: Two Literary Analysis essays (LOF, and "Clay"), Two Practice AP essays (question 1)

Unit 6: The Nature of Man

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Writing Assessments: "Nature of Man" performance task, Practice AP essays #4 & 5 (questions 2 and 3).

Listening and Speaking: *Courses must allow students to develop essential critical listening skills and provide them ample practice speaking in large and small groups. Students are expected to be active, discerning listeners, to make critical distinctions between key points and illustrative examples, develop their ability to convey their ideas clearly, and listen and respond to divergent views respectfully, just as they must do when they read and write.*

Students will engage in class discussions as a whole group, in pairs, and in fours on a regular basis. They will practice their skills as both speakers and listeners. In addition to this academic discussion, students will participate in several more formal listening and speaking activities as outlined below.

Unit 2: Perspective & Identity
Socratic Seminar for Performance Task.

Unit 3: Argument
Fallacy class presentation (in teams), book club discussions for *Farewell to Manzanar* (or similar)

Unit 4: Research & World War II Literature
Literature Circle for graphic novel

Unit 5: Literary Analysis & Theme
Class presentations for *Lord of the Flies* activities (including a video component).

Unit 6: The Nature of Man
Common Key Assignments: Socratic seminar for performance task

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NOTE: If "Yes" is selected for "Seeking 'Honors' Distinction" on the "Course Description" page of the "New Course" submission process, please complete the remaining 2 text boxes below.

Corresponding Non-Honors Course: *Indicate the name of the regular non-honors course corresponding to this proposed honors course.*

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Differences in Honors/Non-Honors Courses: *Describe in detail how this honors course differs from the regular course offered in the same subject area. Be specific. UC assumes Honors submissions will have increased level of reading and writing. Please be specific and descriptive regarding precisely how these increase the rigor of the course beyond merely increased amounts of work.*

The difference in rigor between an honor and a non-honors class lies primarily in the depth of thought that is required. Honors students will be asked to read not just more, but far more challenging texts. They will also read more out of class than a typical non-honors class would require. They will then be asked to think about answers to open-ended and abstract concepts. Using the Depth of Knowledge 1-4 scale, honors classes spend more time at levels three and four. The class will require them to write, think, and speak in a more sophisticated manner. They will also be encouraged be independent scholars and take a large

portion of ownership of their education. Honor students will be required to learn and apply more advance vocabulary, syntax, and analysis.

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Course Title **ERHS**

ENGLISH 3A (P)

Description of Target Group

This course is the first semester of a two-semester course designed to meet the district's graduation requirement. English 3A (P) is designed for college preparatory students who have successfully completed English 1A/ 1B (P), or for students with a teacher's recommendation upon successful completion of English 2A/ 2B.

Purpose

The purpose of English 3A (P) is to continue to provide students with those experiences that will enable them to develop the skills they must have to express their ideas clearly concisely, and comprehensively in writing and in speaking. Students will write expository essays and critical analyses of literary selections and will develop a knowledge of and an appreciation for the American tradition through their study of American literature.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate:

READING

1. A knowledge of and an appreciation for the American tradition through the study of the following American authors, emphasizing the elements of the literary periods of Puritanism' Reason and Revolution, Romanticism, and Transcendentalist. Students will be exposed to selected American short stories, novel, drama, poetry and non fiction from as many of the following authors as possible:

   John Smith
   William Bradford
   Anne Bradstreet
   William Byrd
   Edward Taylor
   Jonathan Edwards
   Arthur Miller's *The Crucible or Three Sovereigns for Sarah,* a video presentation
   Ben Franklin
   Patrick Henry
   Thomas Payne
   Thomas Jefferson
   Michel-Guillaume Jean de Crevecoeur
   Phyllis Wheatley
   Washington Irving
   William Cullen Bryant
   Edgar Allan Poe--poems as well as short stories
   Herman Melville--*Moby Dick* or *Billy Budd* **(required)**

Nathaniel Hawthorne
Ralph Waldo Emerson
Henry David Thoreau
Mark Twain—*The Adventures of Huckleberry Finn* **(required)**
Ambrose Bierce

2. Recognition and understanding of literary terms, as well as their application in class discussions and in writing (see attachment for a list of terms)

WRITING

1. The ability to write effective sentences, meaning:

   a. write complete sentences
   b. use a variety of sentence types and structures
   c. and punctuate sentences correctly

2. The ability to write effective paragraphs, meaning:

   a. be able to identify and write a topic sentence
   b. write supporting sentences using details and examples
   c. write paragraphs of narration, description, exposition, persuasion, parallel sequence and integrated comparison
   d. and practice paragraph writing with journal entries, written quizzes, and exams

3. The ability to write the following types of essays:

   a. definition
   b. persuasion
   c. critical analysis

4. The ability to edit effectively and review language usage and mechanics

SPEAKING

1. Effective participation in class discussions and/or small discussion groups by actively listening, communicating an idea or opinion clearly, and demonstrating respect others' opinions

LISTENING

1. The ability to listen and follow oral directions
2. The ability to take notes from dictation or lectures
3. The ability to listen attentively to lectures, class discussions, and audio visual materials

Literary and Poetic Terminology

1. allegory
2. alliteration
3. allusion
4. anachronism
5. anecdote
6. antagonist
7. aphorism
8. assonance
9. autobiography
10. biography
11. blank verse
12. characterization
13. cliche
14. climax
15. colloquialism
16. conflict
17. connotation
18. couplet
19. denotation
20. denouement
21. dialogue
22. epigram
23. epitaph
24. figurative language
25. folk tale
26. foreshadow
27. free verse
28. genre
29. Gothic tale
30. hyperbole
31. iambic pentameter
32. imagery
33. irony (verbal and dramatic)
34. metaphor
35. Metaphysical
36. Modernism
37. motif
38. narrative
39. narrator
40. novelette/novella
41. omniscient point of view
42. onomatopoeia
43. oxymoron
44. paradox
45. parody
46. personification
47. plot
48. point of view
49. Postmodernism
50. prose
51. protagonist
52. pun
53. Realism
54. refrain
55. rhythm
56. Romanticism
57. satire
58. setting
59. simile
60. sonnet
61. stanza
62. symbol
63. theme
64. tone
65. tragic hero
66. Transcendentalism

Instructional Materials

1. Textbooks:

   Editorial Staff. *Adventures in American Literature, Heritage Edition Revised.* Harcourt Brace Jovanovich, Inc., 1985.

   Editorial Staff. *Grammar and Composition, Sixth Course.* Heighten Mifflin Company, 1984.

2. Test and supplementary materials.

3. Audio-visual materials: filmstrips, films, video-cassettes, records, tapes, compact discs, and laser discs.

4. Refer to “Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District.”

Course Title **ERHS**

ENGLISH 3B (P)

Description of Target Group

This course is the second half of a two-semester course designed to meet the district's graduation requirement. English 3B (P) is designed for college preparatory students who have successfully completed English 1A/1B (P) and 2A/2B (P), or for students with a teacher's recommendation upon successful completion of English 3A.

Purpose

The purpose of English 3B (P) is to continue to provide students with those experiences that will enable them to develop the skills they must have to express their ideas clearly, concisely, and comprehensively in writing and in speaking. Students will write expository essays and critical analyses of literary selections and will develop a knowledge of and an appreciation for the American tradition through their study of American literature. All students will also complete a career unit, offering them the chance to explore future occupation choices.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate:

READING

1. A knowledge of and an appreciation for the American tradition through they study of the following American authors, emphasizing the elements of the literary periods of Realism and the modern twentieth century. Students will be exposed to as variety of late nineteenth and early to mid-twentieth century authors, as well as more contemporary authors and their short stories, novels, dramas, poetry, and non-fiction selections, including as many of the following authors as possible:

   Walt Whitman
   Emily Dickinson
   Stephen Crane
   Willa Cather
   Edwin Arlington Robinson
   Edgar Lee Masters
   Sherwood Anderson
   Ernest Hemingway
   William Faulkner
   Katherine Anne Porter F. Scott Fitzgerald's *The Great Gatsby* **(required)**
   John Steinbeck's *Cannery Row* or *The Grapes of Wrath* **(required)**
   Flannery O'Connor
   Carl Sandburg

Amy Lowell
T.S. Eliot
William Carlos Williams
Langston Hughes
Thornton Wilder's *Our Town*
Richard Wright
James Baldwin
Ray Bradbury
Martin Luther King, Jr.
Maya Angelou
J.D. Salinger's *The Catcher in the Rye*
Kurt Vonnegut, Jr.

2. Recognition and understanding of literary terms, as well as their application in class discussions and in writing (see attachment for a list of terms)

WRITING

1. The ability to write effective sentences, meaning:

   a. write complete sentences
   b. use a variety of sentence types and structures
   c. and punctuate sentences correctly

2. The ability to write effective paragraphs, meaning:

   a. be able to identify and write a topic sentence
   b. write supporting sentences using details and examples
   c. write paragraphs of narration, description, exposition, persuasion, parallel sequence and integrated comparison
   d. and practice paragraph writing with journal entries, written quizzes, and exams

3. The ability to write the following types of essays:

   a. definition
   b. persuasion
   c. critical analysis

4. The ability to edit effectively and review language usage and mechanics

5. The ability to write business letters

6. Proper methods of notation, including:

   a. footnotes

b. bibliography

7. The ability to use the Career Center to explore career options

8. The ability to produce documents necessary for a career and/or college entrance, namely a cover letter and a resume

SPEAKING

1. Effective participation in class discussions and/or small discussion groups by actively listening, communicating an idea or opinion clearly, and demonstrating respect for others' opinions
2. Proper preparation and effective delivery of formal and informal speeches

LISTENING

1. The ability to listen to and follow oral directions
2. The ability to take notes from dictation and/or lectures
3. The ability to listen attentively to lectures, class discussions, and audio visual materials

INSTRUCTIONAL MATERIALS

Textbooks:

Editorial Staff. *Adventures in American Literature, Heritage Edition Revised.* Harcourt Brace Jovanovich, Inc., 1985.

Editorial Staff. *Grammar and Composition, Sixth Course.* Houghton Mifflin Company, 1984.

Audio-visual materials: filmstrips, films, video-cassettes, records, tapes, compact discs, and laser discs.

Refer to: Secondary Adopted Texts and Approved Supplementary Books used the Santa Maria Joint Union High School District

ENGLISH 4A (P)

Description of Target Group

This course is the first semester of a two-semester course designed for seniors who are college/university bound.

Purpose

The purpose of English 4A (P) is to continue to provide students with those experiences that will enable them to develop the skills they must have to express their ideas clearly, concisely, and comprehensively in writing and in speaking. Students will write expository essays and critical analysis of literary selections and will develop a knowledge of and an appreciation for the English language through their study of British literature.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to:

LISTENING
1. Listen to and follow oral directions
2. Take notes from dictation and/or lectures
3. Listen attentively to lectures, audio-visual materials, and classroom discussions
4. Identify weaknesses and strengths of oral arguments

SPEAKING
1. Participate in class discussion
2. Do an oral interpretation

READING
1. Demonstrate a knowledge of and an appreciation for the English language tradition through the study of the following authors or readings emphasizing the elements of the literary periods of Anglo-Saxon, Medieval, Renaissance, Age of Reason, and Romanticism:

Beowulf, "Seafarer" - a Ballad, Geoffrey Chaucer, Sir Thomas Malory, Edmund Spenser, Christopher Marlowe, Sir Walter Raleigh, Shakespeare, John Donne, George Herber, Andrew Marvel, Ben Johnson, Robert Herrick, Richard Lovelace, John Milton, Samuel Pepys, Jonathan Swift, Joseph Addison, Richard Steele, Alexander Pope, James Boswell, Thomas Gray, Robert Burns, William Blake, William Wordsworth, Samuel Taylor Coleridge, Lord Byron, Percy Bysshe Shelley, and John Keats.

WRITING

1. Develop writing skills which involve stages: thinking/discussing/listening/finding ideas/drafting/clarifying/developing/revising/ and finally editing
2. Write cogent prose related to literature: argue cogently, study and/or imitate models
3. Write paraphrases or summaries
4. Do "Real World" writing: non-literary tasks such as investigative reports, written interviews, magazine articles
5. Write for variety of audiences
6. Evaluate their own work as well as that of others
7. Practice the conventions of language

ACTIVITIES

Students will write every day (i.e. journal, learning log, dialogues, interior monologues, reading log). Some writing tasks will involve evaluation (i.e. character sketches, analysis of setting, study of imagery and symbols, consideration of themes. Writing will include assignments which require some length of time to develop (i.e. memoirs, exposition, and argumentation).

Teachers will role model: teachers will write at times with and for students.

INSTRUCTIONAL MATERIALS

Text and Supplementary Materials

Audio-visual materials: filmstrips, films, video-cassettes, records

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

ENGLISH 4B (P)

Description of Target Group

This course is the second semester of a two-semester course designed for seniors who are college/ university bound.

Purpose

The purpose of English 4B (P) is to continue to provide students with those experiences that will enable them to develop the skills they must have to express their ideas clearly, concisely, and comprehensively in writing and in speaking. Students will write expository essays and critical analyses of literary selections and will develop a knowledge of and an appreciation for the English language through their study of British literature.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

READING

1. Demonstrate a knowledge of and an appreciation for the English language and literary tradition through the study of the following authors or readings emphasizing the elements of the literary periods of Romanticism. Victorian' Early 20th Century, and 20th century:

Mary Shelley, William Wordsworth, Samuel Coleridge, Lord Byron, Percy Shelley, John Keats, Alfred Tennyson, Robert Browning, Matthew Arnold, Thomas Hardy, Gerard Manley Hopkins, A.E. Housman, Oscar Wilde' Joseph Conrad, E.M. Forster, James Joyce7 D.H Lawrence, Katherine Mansfield, Frank O'Connor, Graham Greene, William Butler Yeats, T.S. Eliot, W.H. Auden, and Dylan Thomas and others as selected instructor.

2. Examine and discuss these themes and topics:
   death and immortality
   the class system
   the role of woman
   British imperialism
   the development of industrialism
   disillusionment and despair
   British education
   the World Wars
   science and religion

3. Recognize and understand the following literary terms:

aphorism	apostrophe
caricature	carpe diem tradition
Cavalier poetry	Classicism
conceit	diary
diction	dramatic monologue
elegy	exemplum
heroic couplet	heroic epic
metaphysical conceit	mock epic
modernist movement	ode
pastoral elegy	patron
Petrarchan sonnet	psalm
Romantic	scope
Shakespearean sonnet	social comedy
soliloquy	sprung rhythm
stream of consciousness	strophe
terza rima	traffic flaw
Victorian	villanelle
volta (turn)	

WRITING

1. Develop writing skills which involve stages: thinking/discussing/listening/finding ideas, drafting/clarifying/developing/revising, and finally editing.
2. Write essays related to literature: argue cogently, study and/or imitate models.
3. Write paraphrases or summaries.
4. Do "Real World" writing non-literary tasks such as investigative reports, written interviews, magazine articles.
5. Write for a variety of audiences.
6. Evaluate their own work as well as that of others.
7. Practice the conventions of language.
8. Use vocabulary effectively.
9. Write a research paper on a literary subject.

SPEAKING

1. Participate in class discussions.
2. Participate in group a presentation.
3. Participate in a class debate.

LISTENING

1. Listen to and follow oral directions.
2. Take notes from dictation and/or lectures.
3. Listen attentively to lectures, audio-visual materials, and discussions.
4. Identify weaknesses and strengths of oral arguments.

INSTRUCTIONAL MATERIALS

Texts and Supplementary Materials
Audio-visual materials: filmstrips, films, video-cassettes, records

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

CURRENT SITUATION

The English intensive courses were setup as 2 periods worth 10 units. It was a scheduling issue.

Since schools wanted the same set of kids in both periods of English Intensive A and B we couldn't get Aeries to automatically keep the students when rolling the students into classes within the same semester and then again for the next semester.

Ernest Righetti, Pioneer Valley and Santa Maria High School:

- **FALL:** English 1 Intensive A, EN6402, UC approved to satisfy the "b" requirement
- **SPRING:** English 1 Intensive B, EN 6403, (Part B will receive elective credits)
- **FALL:** English 2 Intensive A, EN6406, UC approved to satisfy the "b" requirement.
- **SPRING:** English 2 Intensive B, EN6407, (Part B will receive elective credits)

IN THE FUTURE

How would we work English vs elective credits?

One option:

FALL:	**SPRING:**
Eng I IntenA pt1 5 elective credits	Eng IntenB pt1 5 elective credits
Eng I IntenA pt2 5 Eng Credits	Eng IntenB pt2 5 English credits

Initially the courses could be setup on the master board as a year-long class for 2 periods so we can get the students to roll into the same classes in both the fall and spring. Then after the roll, change these classes to be semester and 1 period classes.

The only caveat is that would not be able to guarantee that students in Fall part 1 would be the same students in Fall part2 class.

Students in Fall A part 1 class could still be the same students in Spring B pt 1, but within the fall semester may have different students in the part 1 and part 2 classes and may not be in both part 1 and 2 in sequential periods. Heydi did say they could stay with the same teacher, just may not be the same students in each class.

Maria's Note: This option may not be viable

Course Title

English 1A (H)

Description of Target Group

Honors English 1A is the first semester of a two-semester course designed for freshmen who scored highest on the language/reading sections of standardized tests and the District's competency tests. This course is also for those freshmen who have demonstrated unusual potential in the junior high school and those in the "Gifted and Talented Education" (GATE) program.

Purpose

Designed to provide qualitatively different and more varied material to challenge and enrich honor students' individual interests and potential.

Standards of Expected Student Achievement

Upon completion of this course, honor students will be able to successfully demonstrate the following skills:

Listening Skills

1. Listen to and follow oral directions.
2. Take notes from dictation or lectures.
3. Paraphrase, from discussion, what a speaker has said.
4. Identify weaknesses and strengths of oral arguments.
5. Listen critically to oral presentations.

Speaking Skills

1. Give directions on how to complete a task.
2. Request specific information.
3. Make appropriate and relevant contributions to class discussion.
4. Participate in oral reading exercises.
5. Give impromptu and prepared oral presentations.
6. Make appropriate use of vocabulary terms from selected portions of the S.A.T. word list.

Reading Skills

1. Understand and appreciate the techniques of the short story with an awareness of form,
2. character, theme, plot, and style through exposure to various readings.
3. Recognize and understand various sections of a newspaper.
4. Use literary terms relating to fiction.
5. Gain insights into their own lives from a work of literature.
6. Establish an individual reading program.
7. Use the dictionary effectively.

English 1A (H) (continued)

Writing Skills

1. Spell correctly words on approved 1A spelling list.
2. Make appropriate use of the vocabulary items from selected portions of the S.A.T. word list.
3. Use the library for research.
4. Understand the function of the various parts of speech.
5. Use effectively a variety of sentence forms in the construction of unified, coherent, and mechanically correct paragraphs.
6. Write a book report.
7. Write an essay.
8. Keep a personal journal, diary or learning log for discovering and exploring ideas.
9. Experiment in various forms of creative writing.
10. Write a short character analysis from selected readings.
11. Make effective use of each of the stages of the composing process; prewriting, writing, and rewriting.

Additional enrichment activities will include reading, writing, and speaking with emphasis on critical observation and analysis, problem solving, and creativity.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Students will practice skills in the areas outlined in the Standards of Expected Student Achievement.

Course Title

English 1B (H)

Description of Target Group

Honors English 1B is the second semester of a two-semester course designed for freshmen who scored highest on the language/reading sections of standardized tests and the District's competency tests. This course is also for those freshmen that have demonstrated unusual potential in the junior high school and those in the "Gifted and Talented Education" (GATE) program.

Purpose

Designed to provide qualitatively different and more varied material to challenge and enrich honor students' individual interests and potential.

Standards of Expected Student Achievement

Upon completion of this course, honor students will be able to successfully demonstrate the following skills:

Listening Skills

1. Listen to and follow oral directions.
2. Take notes from dictation or lectures.
3. Paraphrase, from discussion, what a speaker has said.
4. Identify weaknesses and strengths of oral arguments.
5. Listen critically to oral presentations.

Speaking Skills

1. Give directions on how to complete a task.
2. Request specific information.
3. Make appropriate and relevant contributions to class discussion.
4. Participate in oral reading exercises.
5. Give impromptu and prepared oral presentations.
6. Make appropriate use of vocabulary terms from selected portions of the S.A.T. word list.

Reading Skills

1. Understand and appreciate the techniques of the short story with an awareness of form, character, theme, plot, and style through exposure to various readings.
2. Recognize and understand various sections of a newspaper.
3. Use literary terms relating to fiction.
4. Gain insights into their own lives from a work of literature.
5. Establish an individual reading program.
6. Use dictionary effectively.

English 1B (H) (continued)

Writing Skills

1. Spell correctly words on an approved 1B spelling list.
2. Make appropriate use of at least 70 percent of vocabulary from the recommended word lists.
3. Use the library for research.
4. Understand the function of the various parts of speech.
5. Use effectively a variety of sentence forms in the construction of unified, coherent, and mechanically correct paragraphs.
6. Write a book report.
7. Write an essay.
8. Keep a personal journal, diary or learning log for discovering and exploring ideas.
9. Experiment in various forms of creative writing.
10. Write a short literary analysis from selected novels.
11. Work effectively in group and individual writing projects (e.g., play version of novel, "saturation" reports).
12. Make effective use of each of the stages of the composing process; prewriting, writing, and rewriting.

Additional enrichment activities will include reading, writing, and speaking with emphasis on critical observation and analysis, problem solving, and creativity.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Students will practice skills in the areas outlined in the Standards of Expected Student Achievement.

COURSE TITLE **ERHS**

English 1A/B (CP)

DESCRIPIION OF TARGET GROUP

This is a year-long course, required to meet the district's graduation requirements, and is designed for all students.

PURPOSE

English 1A and 1B are designed to develop communication skills in reading, writing, speaking, and listening. This is a literature-based course designed to prepare students for English 2A, World Literature. Emphasis will be placed on paragraph and essay development, sentence structure, library/research skills, and all stages of the writing process. Literary selections will include the short story, the novel, and a drama and poetry unit. Vocabulary development, critical thinking skills, essays, and oral presentations will develop communication skills. Individual work and group/cooperation work will be assigned. A career and goals-setting unit will provide greater awareness of the need for proficiency in language skills. Students will be required to demonstrate the ability to use computer technology in their research and for their presentations.

STANDARDS OF EXPECTED STUDENT ACHIEVEMENT

Upon completion of this course, students will be able to successfully demonstrate the following skills:

READING
The students will be expected to:

- -recognize and interpret poetry, plays, short stories, and novels
- -respond to works of literature with appropriate inferences and questions
- -identify non-fiction formats such as essay, biography, and autobiography
- -find information from reference works to use in oral/written reports
- -participate in a silent sustained reading component
- -recognize, understand, and use literary terms
- -demonstrate the ability to make meaning from text, and make connections beyond the text, such as in keeping a reading/response log.

Core selections include: Novel: To Kill a Mockingbird or Of Mice and Men
Drama: Romeo and Juliet

Other possible selections include: Novels: Lord of the Flies, Alive, Great Expectations, Animal Farm, West Side Story
Drama: Inherit the Wind, Midsummer Night's Dream
Epic Poetry: The Odyssey

English 1A/B (continued)

WRITING
The students will be expected to demonstrate the following skills:

- write effective, complete sentences which are punctuated and spelled correctly, and demonstrate use of sentence variety
- write effective paragraphs and essays in which they identify the topic sentence or thesis statement use supporting sentences/ideas/examples
- follow the writing process from pre-writing to final editing, including brainstorming techniques, peer-editing, evaluation, and presentation
- acknowledge an audience/reader in the presentation of an idea
- identify and write in the following types of discourse: narrative, description, reflective, and autobiographical
- write a comparison/contrast essay on a major literary work
- demonstrate skill in gathering information form reference sources
- and write a report on an assigned topic and demonstrate the following skills:

    1) take notes, 2) document references/apply MLA standard, 3) use the library and computer catalogue as a research tool.

GROUP/COMMUNICATION SKILLS
The students will be expected to demonstrate the following skills:

- be able to give an oral presentation
- ask for specific information
- participate in whole class or small group discussions by communicating
- their own ideas clearly, and receiving others' ideas with proper respect
- listen to and follow verbal directions
- take notes from class presentations and respond with appropriate questions and comments
- accept suggestions and critiques made by peers

CAREER/JOB EDUCATION
The students will be expected to:

- take the COPS or other interest inventory
- identify career choices which coordinate with interests
- and begin a career portfolio that will incorporate a six-year plan.

INSTRUCTIONAL MATERIALS

Textbooks: Elements of Literature by: Holt, Rinehart and Winston
Adventures in Literature and Orange Level by McDougal, Little

Also refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District and a list of audio-visual materials/technological resources.

Course Title **ERHS**

English 2A (CP)

Description of Target Group

This is the first semester of a two-semester course intended to meet the district's graduation requirement. It is designed for all students who have passed English 1A and 1B-CP with an A or B, have the freshman teacher's recommendation, and plan to continue education at a college or university.

Purpose

This course will continue to provide students with activities, which will develop effective communication through reading, writing, speaking, and listening. Students will review parts of speech, punctuation, capitalization, usage, and have extensive practice with simple, compound, complex, and compound-complex sentences. Critical reading, writing, speaking, and listening skills will focus on using analytical and evaluative thinking and reinforce the grammar and literature study. Both group and individual projects will be assigned which entail a written research report and an oral presentation. In addition, students will explore career and college information.

Standards of Expected Student Achievement

Upon completion of this course, students will demonstrate the following skills:

READING

1. Read independently.
2. Comprehend the reading.
3. Identify and understand literary terms:

allusion	conflict	foil	moral	protagonist
anecdote	connotation	foreshadowing	narrator	satire
antagonist	denotation	genre	plot	setting
character	denouement	irony	point of view	symbol
climax	dialogue	mood	prose	theme
				tone

4. Construct meaning from a text.
5. Extend beyond a text.
6. Keep a journal or log.
7. The ability to find pertinent data form reference works to use in oral and written reports.

Short Stories: From the text

Novels:	*All Quiet on the Western Front*	*Ivanhoe*
	Black Like Me	*Les Miserables*
	Brave New World	*Lost Horizon*
	Bridge of San Luis Rey	*Martian Chronicles*

English 2A (CP) (continued)

Captains Courageous
Connecticut Yankee
Cry, the Beloved Country
Dandelion Wine
David Copperfield
Fahrenheit 451
Good Earth
Hunchback of Notre Dame
1984
Old Man and the Sea
One Day in the Life
Picture of Dorian Gray
Pride and Prejudice
Slaughterhouse Five
Wuthering Heights

WRITING

1. Write effective sentences.
2. Write effective paragraphs, which have relevant support.
3. Write effective essays, which demonstrate coherence and style.
4. Use a variety of sentences in written work.
5. U se vocabulary effectively.
6. Demonstrate good mechanics and spelling.
7. Use a dictionary, thesaurus, and grammar handbook in the writing process.
8. Follow an outline to write an essay.
9. Write a research report using MLA or APA documentation.
10. Write the following types of essays:

evaluative reflective
comparison/contrast interpretive

SPEAKING

1. Participate effectively in class and small group discussions.
2. Communicate information effectively as a large group member, a small group member, and as a presenter.
3. Give an oral report based on research employing appropriate props.

LISTENING

1. Listen to and follow directions.
2. Listen to an oral presentation, glean pertinent data, and take appropriate notes.
3. Not interrupt a presentation.
4. Summarize the major points of a presentation---whether or not the student agrees with the topic.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Also refer to the county schools' inventory and the English Department inventory of materials.

English 2B (CP)

Description of Target Group

This is the second semester of a two-semester course intended to meet the district's graduation requirement. It is designed for all students who have passed English 2A-CP with an A or B, have the English 2A-CP teacher's recommendation, and plan to attend a college or university after graduation.

Purpose

This course will continue to provide students with activities, which will develop effective communication through reading, writing, speaking, and listening. Students will continue practice with simple, compound, complex, and compound-complex sentences; a variety of these sentences will be expected in their essays. Critical reading, writing, speaking, and listening skills will focus on using analytical and evaluative thinking and reinforce the grammar and literature study. Both group and individual projects will be assigned which entail a written research report and an oral presentation.

Standards of Expected Student Achievement

Upon completion of this course, students will demonstrate the following skills:

READING

1. Read independently
2. Comprehend the reading
3. Identify and understand literary terms:

alliteration	free verse	paradox	sonnet
anachronism	hyperbole	personification	stanza
assonance	Iambic	pentameter	poetry tragic hero
blank verse	imagery	prose	
couplet	metaphor	refrain	
figurative language	onomatopoeia	rhythm	

4. Construct meaning from a text
5. Extend beyond a text
6. Keep a journal or log
7. The ability to find pertinent data form reference works to use in oral and written reports

Poetry:	Selections from the text
Plays:	Core: Julius Caesar
	Supplementary selections are in the text
Novel:	If time allows, a novel may be covered this semester.
	See English 2A-CP course description for a list.

English 2B (CP) - (continued)

WRITING

1. Write effective sentences
2. Write effective paragraphs which have relevant support
3. Write effective essays which demonstrate coherence and style
4. Use a variety of sentences in written work
5. Use vocabulary effectively
6. Demonstrate good mechanics and spelling
7. Use a dictionary, thesaurus, and grammar handbook in the writing process
8. Follow an outline to write an essay
9. Write a research report using MLA or APA documentation
10. Write the following types of essays:

evaluative	reflective
comparison/contrast	interpretive

SPEAKING

1. Participate effectively in class and small group discussions
2. Communicate information effectively as a large group member, a small group member, and as a presenter
3. Give an oral report based on research employing appropriate props

LISTENING

1. Listen to and follow directions
2. Listen to an oral presentation, glean pertinent data, and take appropriate notes
3. Not interrupt a presentation
4. Summarize the major points of a presentation---whether or not the student agrees with the topic

INSTRUCTIONAL MATERIALS

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Also refer to the county schools' inventory and the English Department inventory of materials.

Course Title **ERHS**

English 2A (H)

Description of Target Group

This course is the first semester of a two-semester course intended to meet the district's graduation requirement. It is designed for only those sophomore students who have passed English 1A-CP and 1B-CP and whose recommendations and portfolios have been accepted by the English Department Honors Committee.

Purpose

This course is designed to provide selected students with a qualitatively different and varied curriculum which challenges and enriches their individual potential while maintaining the requirements of the basic course outline. Critical writing and reading, listening and speaking skills will focus on using analytical and evaluative thinking. Both group and individual projects will be assigned. In addition, students will explore career and college information.

Standards of Expected Student Achievement

Upon completion of this course, students will demonstrate the following skills:

READING

1. Read independently
2. Comprehend the reading
3. Identify and understand literary terms:

allusion	conflict	foil	moral	protagonist
anecdote	connotation	foreshadowing	narrator	satire
antagonist	denotation	genre	plot	setting
character	denouement	irony	point of view	symbol
climax	dialogue	mood	prose	theme
				tone

4. Construct meaning from a text
5. Extend beyond a text
6. Keep a journal or log
7. The ability to find pertinent data from reference works to use in oral and written reports.

Short Stories: From the text

Novels:	*All Quiet on the Western Front*	*Ivanhoe*
	Brave New World	*Les Miserables*
	Bridge of San Luis Rey	*1984*
	Cry, the Beloved Country	*One Day in the Life*
	David Copperfield	*Pride and Prejudice*

Hunchback of Notre Dame *Slaughterhouse Five*
Withering Heights

WRITING

1. Write effective sentences
2. Write effective paragraphs which have relevant support
3. Write effective essays which demonstrate coherence and style
4. Use a variety of sentences in written work
5. Use vocabulary effectively
6. Demonstrate good mechanics and spelling
7. Use a dictionary, thesaurus, and grammar handbook in the writing process
8. Follow an outline to write an essay
9. Write a research report using MLA or APA documentation
10. Write the following types of essays:

evaluative	reflective
comparison-contrast	interpretive

SPEAKING

1. Participate effectively in class and small group discussions
2. Communicate information effectively as a large group member, a small group member, and as a presenter
3. Give and oral report based on research employing appropriate props

LISTENING

1. Listen to and follow directions
2. Listen to an oral presentation, glean pertinent data, and take appropriate notes
3. Not interrupt a presentation
4. Summarize the major points of a presentation--whether or not the student agrees on the topic

INSTRUCTIONAL MATERTALS

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Also refer to the county schools' inventory and the English Department inventory of materials.

English 2B (H)

DESCRIPTION OF TARGET GROUP

This course is the second semester of a two-semester course intended to meet the district's graduation requirement. It is designed for only those sophomore students who have passed English 2A-Honors and whose recommendations and portfolios have been accepted by the English Department Honors Committee.

PURPOSE

This course is designed to provide selected students with a qualitatively different and varied curriculum, which challenges and enriches their individual potential while maintaining the requirements of the basic course outline. Critical writing and reading, listening and speaking skills will focus on using analytical and evaluative thinking. Both group and individual projects will be assigned. In addition, students will explore career and college information.

STANDARDS OF EXPECTED STUDENT ACHTEVEMENT

Upon completion of this course, students will demonstrate the following skills:

READING

1. Read independently
2. Comprehend the reading
3. Identify and understand literary terms:

alliteration	free verse	paradox	sonnet
anachronism	hyperbole	personification	stanza
assonance	iambic pentameter	poetry	tragic hero
blank verse	imagery	prose	
couplet	metaphor	refrain	
figurative language	onomatopoeia	rhythm	

4. Construct meaning from a text
5. Extend beyond a text
6. Keep a journal or log
7. The ability to find pertinent data from reference works to use in oral and written reports

Poetry:	From the text
Plays:	Required: Julius Caesar
	Supplementary selections are in the text

WRITING

1. Write effective sentences
2. Write effective paragraphs which have relevant support

3. Write effective essays which demonstrate coherence and style
4. Use a variety of sentences in written work
5. Use vocabulary effectively
6. Demonstrate good mechanics and spelling
7. Use a dictionary, thesaurus, and grammar handbook in the writing process
8. Follow an outline to write an essay
9. Write a research report using MLA or APA documentation
10. Write the following types of essays:

Evaluative	reflective
comparison-contrast	interpretive

SPEAKING

1. Participate effectively in class and small group discussions
2. Communicate information effectively as a large group member, a small group member, and as a presenter
3. Give and oral report based on research employing appropriate props

LISTENING

1. Listen to and follow directions
2. Listen to an oral presentation, glean pertinent data, and take appropriate notes
3. Not interrupt a presentation
4. Summarize the major points of a presentation--whether or not the student agrees on the topic

INSTRUCTIONAL MATERIALS

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Also refer to the county schools' inventory and the English Department inventory of materials.

Course Title **ERHS**

English 2A

Description of Target Group

This is the first semester of a two-semester course designed to meet the district's graduation requirements. It is for students who have passed English 1A and 1B and who are interested in entering the job market, trade/technical field or community college.

Purpose

The purpose of English 2A is to develop those skills of comprehension and communication ordinarily required for productive employment, thoughtful recreation and responsible citizenship. Emphasis will be placed on comprehension in reading and fluency in writing. A career unit will be presented to allow students to start planning for their future.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to demonstrate successfully the following tasks/skills:

READING

1. Read independently
2. Comprehend the reading
3. Identify and understand literary terms:

allusion	conflict	plot	personification
antagonist	dialogue	climax	protagonist
character	irony	symbol	point of view
simile	narrator	imagery	metaphor

4. Construct meaning from a text
5. Extend beyond a text
6. Keep a journal or log
7. The ability to find pertinent data from reference works to use in oral and written reports

Short stories: From the text

Novels: One or more of the following or any from the current department list:

Black Like Me	*One Day in the Life. . .*
Cry, The BeloYed Country	*All Quiet on the Western Front*
The Old Man and the Sea	*The Good Earth*
The Pearl	

English 2A (continued)

WRITING

1. Write effective sentences
2. Write using legible handwriting
3. Write a 6-10 sentence paragraph with a topic sentence, support sentences and a closing sentence.
4. Use vocabulary effectively
5. Demonstrate good mechanics and spelling
6. Use a dictionary, thesaurus, and grammar handbook in the writing process
7. Write a research report using MLA or APA documentation
8. Write in the following types of discourse: evaluative, comparison-contrast, reflective, and descriptive

SPEAKING

1. Participate effectively in class and small group discussions
2. Communicate information effectively as a large group member, a small group member, and as a presenter
3. Make an oral presentation to the class

LISTENING

1. Listen to and follow directions
2. Listen to an oral presentation, glean pertinent data, and take appropriate notes
3. Not interrupt a presentation
4. Summarize the major points of a presentation

CAREER/JOB EDUCATION SKILLS

1. Take the COPS or other interest inventory
2. Identify career choices which coordinate with interests

Instructional Materials

Text and Supplementary Materials: Refer to Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Also refer to the county schools' inventory and the English Department inventory of materials.

Course Title **ERHS**

English 2B

Description of Target Group

This course is designed as the second semester of a two-semester course required to meet the district's graduation requirements. It is designed primarily for all students who have passed English 2A and who are interested in entering the job market, trade/technical field or community college.

Purpose

The purpose of English 2B is to continue to develop those skills of comprehension and communication ordinarily required for productive employment, thoughtful recreation and responsible citizenship. Emphasis will be placed on reading with understanding and appreciation and on producing well-formed and correct sentences, paragraphs, and short essays through effective use of the writing process.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to demonstrate successfully the following tasks/skills:

READING

1. Read newspapers, vocational material, popular magazines and other materials for information and pleasure
2. Read poetry, plays and novels and apply some aspect of the reading to their own lives.
3. Apply critical thinking skills to literary works studied in class
4. Read and understand civic and business documents
5. Use reference material in oral and written reports
6. Do silent sustained reading for 15 minutes intervals (45-60 minutes per week)
7. Recognize and understand literary terms

Poetry: From the text

Novels (optional):	*Black Like Me*	*The Old Man and the Sea*
	Cry, The Beloved Country	*One Day in the Life*
	All Quiet on the Western Front	*The Pearl*
	The Good Earth	

Drama (one of the following): *Julius Caesar/Merchant of Venice/Taming of the Shrew/Fiddler on the Roof*

English 2B (continued)

WRITING

1. Write effective sentences and paragraphs
2. Write short narrative and comparison-contrast essays, brief reports, summaries, resumes, business and personal letters
3. Keep a reading log/journal

SPEAKING

1. Participate effectively in class and small group discussions
2. Communicate information effectively as a large group member, a small group member, and as a presenter

LISTENING

1. Listen to and follow directions
2. Listen to an oral presentation, glean pertinent data, and take appropriate notes
3. Listen without interrupting a presentation
4. Summarize the major points of a presentation

Instructional Materials

Text and Supplementary Materials: Refer to Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Also refer to the county schools' inventory and the English Department inventory of materials

Course Title **ERHS**

ENGLISH 3 (AP) A, B

Description of Target Group

This course is a two-semester course designed to meet the district's graduation requirement. English 3 (AP) is aimed at accelerated students who have successfully completed English 1A/1B (P) and 2A/2B (H) with an "A" or a "B" or who have received a teacher recommendation.

Purpose

The purpose of English 3 (AP) is to continue to provide students with those English language experiences that will enable them to develop the skills they must have to express their ideas clearly, concisely, and comprehensively in writing and in speaking. Students will write expository essays and critical analysis of literary selections and will develop a knowledge of and an appreciation for the American tradition through their study of American, English, and World Literature as they prepare for the Advanced Placement Examination in Language and Composition.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following:

READING
Students will achieve knowledge of and appreciation for the American tradition through an in-depth study of literature. Students will read selected short stories, novels, drama, poetry, and non-fiction in order to identify the purpose and modes of discourse, recognize the conventions of assorted genres, achieve a working knowledge of rhetorical and structural devices, and extrapolate and evaluate themes.

WRITING
Students will write extensively using several rhetorical structures in order to employ effective transitions and subordination. They will learn to organize information selectively and to communicate successfully with a wide variety of intellectually demanding audiences.

SPEAKING
Students will participate in class discussions and small groups by communicating their ideas or opinions clearly while demonstrating respect for others' opinions.

LISTENING
Students will follow oral directions and take notes from dictation or lectures.

Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Course Title **ERHS**

ENGLISH 3A (H)

Description of Target Group

This course is the first semester of a two-semester course designed to meet the district's graduation requirement. English 3A (H) is designed for accelerated students who have successfully completed English 1A/ 1B (P) and 2A/ 2B (H) and who have received a teacher recommendation. Students who fail to receive an "A" or a "B" in sophomore Honors English may not enroll in English 3A (H).

Purpose

The purpose of English 3A (H) is to continue to provide students with those experiences that will enable them to develop the skills they must have to express their ideas clearly, concisely, and comprehensively in writing and in speaking. Students will write expository essays and critical analyses of literary selections and will develop a knowledge of and an appreciation for the American tradition through their study of American literature. The volume of reading materials is of a large percentage, so it is imperative that the instructor *consider* the list of authors and titles below and select only what can be realistically covered in the span of one semester.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate:

READING

1. A knowledge of and an appreciation for the American tradition through the study of the following American authors, emphasizing the elements of the literary periods of Puritanism, Reason and Revolution, Romanticism, and Transcendentalism. Students will be exposed the selected American short stories, novel, drama, poetry, non-fiction from:

   John Smith
   William Bradford
   Anne Bradstreet
   William Byrd
   Edward Taylor
   Jonathan Edwards
   Arthur Miller's *The Crucible (required)*
   Ben Franklin
   Patrick Henry
   Thomas Paine
   Thomas Jefferson
   Michel-Guillaume Jean de Crevecoeur
   Phyllis Wheatley
   Washington Irving--at least three short stories

William Cullen Bryant
James Fenimore Cooper--The *Last of the Mohicans*
Edgar Allan Poe--poems as well as six short stories from *Great Tales of Horror*
Herman Melville--Moby *Dick* or *Billy Budd (required)*
Ralph Waldo Emerson
Henry David Thoreau--Walden **OR** *Civil Disobedience*
Mark Twain--The *Adventures of Huckleberry Finn* **(required)**
Ambrose Bierce

2. Recognition and understanding literary terms, as well as their application in class discussions and in writing (see attachment for a list of terms)

3. Understanding of one to two novels (of each student's choosing) read outside of class; the teacher shall be responsible for devising a method to show completion

WRITING

1. The ability to write effective sentences, meaning:

   a. write complete sentences
   b. use a variety of sentence types and structures
   c. and punctuate sentences correctly

2. The ability to write effective paragraphs, meaning:

   a. be able to identify and write a topic sentence
   b. write supporting sentences using details and examples
   c. write paragraphs of narration, description, exposition, persuasion, parallel sequence and integrated comparison
   d. and practice paragraph writing with journal entries, written quizzes, and exams

3. The ability to write the following types of essays:

   a. definition
   b. persuasion
   c. critical analysis

4. The ability to edit effectively and review language usage and mechanics

5. Enrichment of vocabulary banks by:

   a. defining and studying new words from context and/or thematic units
   b. incorporating new words into vocabulary and writing
   c. defining and studying Greek and Latin roots
   d. and defining and studying allusions and idioms

6. Knowledge of the library's capacity to aid in student research through an assigned or independent project

7. Proper methods of notation, including:

   a. footnotes
   b. bibliography
   c. and Modern Language Association notation technique (consult the *MLA Handbook for Writers of Research Papers)*

SPEAKING

1. Effective participation in class discussions and/or small discussion groups by actively listening, communicating an idea or opinion clearly, and demonstrating respect for others' opinions

LISTENING

1. The ability to listen and follow oral directions

2. The ability to take notes from dictation or lectures

3. The ability to listen attentively to lectures, class discussions, and audio visual materials

Instructional Materials

1. Textbooks:

Editorial Staff. *Adventures in American Literature, Heritage Edition Revised.* Harcourt Brace Jovanovich, Inc., 1985.

Editorial Staff. *Grammar and Composition, Sixth Course.* Houghton Mifflin Company, 1984.

2. Test and supplementary materials.

3. Audio-visual materials: filmstrips, films, video-cassettes, records, tapes, compact discs, and laser discs.

4. Refer to "Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District. "

ENGLISH 3B (H)

Description of Target Group

This course is the second half of a two-semester course designed to meet the district's graduation requirement. English 3B (H) is designed for accelerated students who have **successfully completed** English 3A (H) with an "A" or a "B", or for students with a teacher's recommendation upon completion of English m A (P).

Purpose

The purpose of English 3B (H) is to continue to provide students with those experiences that will enable them to develop the skills they must have to express their ideas clearly, concisely, and comprehensively in writing and in speaking. Students will write expository essays and critical analyses of literary selections and will develop a knowledge of and an appreciation for the American tradition through their study of American literature. Once again, since the volume of reading material is quite extensive, so it is imperative that the instructor *consider* the list of authors and titles below and select only what can be realistically covered in the span of one semester.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate:

READING

1. A knowledge of and an appreciation for the American tradition through the study of the following American authors, emphasizing the elements of the literary periods of Realism and the modern twentieth century. Students will be exposed to a variety of late nineteenth and early to mid-twentieth century authors, as well as more contemporary authors and their short stories, novels, dramas, poetry, and non-fiction selections, including:

   Frederick Douglass--Life *of An American Slave*
   Walt Whitman
   Emily Dickinson
   Stephen Crane--short stories **OR** *The Red Badge of Courage*
   Willa Cather--short stories **OR** *My Antonia*
   Edwin Arlington Robinson
   Edgar Lee Masters
   Ernest Hemmingway
   William Faulkner
   Katherine Anne Porter
   F. Scott Fitzgerald's *The Great Gatsby* (required) OR
   John Steinbeck's *East of Eden* or *The Grapes of* Wrath (required)

Flannery O'Connor
Carl Sandburg
Robert Frost
Amy Lowell
T.S. Eliot
William Carlos Williams
Langston Hughes
Thornton Wilder's *Our Town* OR
Arthur Miller's *Death of A Salesman* OR
Tennessee Williams' *The Glass Menagerie*
Richard *Wright--Black Boy* OR *Native Son*
James Baldwin
Ray Bradbury--*Fahrenheit 451* OR *The Martian Chronicles*
Martin Luther King, Jr.
Maya Angelou
J.D. Salinger's *The Catcher in the Rye*
Hermann *Hesse--Siddhartha*
Kurt Vonnegut, Jr.
Amy *Tan--The Joy Luck Club* OR *The Kitchen God 's Wife*
Robert Waller--The *Bridges of Madison County*

2. Recognition and understanding literary terms, as well as their application in class discussions and in writing (see attachment for a list of terms)

3. Understanding of one to two novels (of each student's choosing) read outside of class. The teacher shall be responsible for devising a method to show completion

WRITING

1. The ability to write effective sentences, meaning:

   a. write complete sentences
   b. use a variety of sentences types and structures
   c. and punctuate sentences correctly

2. The ability to write effective paragraphs, meaning:

   a. be able to identify and write a topic sentence
   b. write supporting sentences using details and examples
   c. write paragraphs of narration, description, exposition, persuasion, parallel sequence and integrated comparison
   d. and practice paragraph writing with journal entries, written quizzes, and exams

3. The ability to write the following types of essays:
   a. definition

a. persuasion
b. critical analysis

4. The ability to edit effectively and review language usage and mechanics

5. Enrichment of vocabulary banks by:

   a. defining and studying new words from context and/or thematic units
   b. incorporating new words into vocabulary and writing
   c. defining and studying Greek and Latin roots
   d. and defining and studying allusions and idoms

6. Literary ability and confidence by entering individual original work in at least one literary contest

7. Knowledge of the library's capacity to aid in student research through an assigned or independent project

8. Knowledge of proper methods of notation, including:

   a. footnotes
   b. bibliography
   c. and Modern Language Association notation technique (consult the *MLA Handbook for Writers of Research Papers)*

9. The ability to use the career center to explore career options

10. Production of documents necessary for a career and/or college entrance, namely the college essay, a cover letter, and a resume

Listening

1. The ability to listen and follow oral directions

2. The ability to take notes from dictation or lectures

3. The ability to listen attentively to lectures, class discussions, and audio visual materials

Speaking

1. Effective participation in class discussions and/or small discussion groups by actively listening, communicating an idea or opinion clearly, and demonstrating respect for other's opinions

2. Proper preparation and effective delivery of formal and informal speeches

Instructional Materials

1. Textbooks:

Editorial Staff. *Adventures in American Literature, Heritage Edition Revised.* Harcourt Brace Jovanovich, Inc., 1985.

Editorial Staff. *Grammar and Composition, Sixth Course.* Houghton Mifflin Company, 1984.

2. Test and supplementary materials.

3. Audio-visual materials: filmstrips, films, video-cassettes, records, tapes, compact discs, and laser discs.

4. Refer to: Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District.

Course Title **ERHS**

ENGLISH 3A (P)

Description of Target Group

This course is the first semester of a two-semester course designed to meet the district's graduation requirement. English 3A (P) is designed for college preparatory students who have successfully completed English 1A/ 1B (P), or for students with a teacher's recommendation upon successful completion of English 2A/ 2B.

Purpose

The purpose of English 3A (P) is to continue to provide students with those experiences that will enable them to develop the skills they must have to express their ideas clearly concisely, and comprehensively in writing and in speaking. Students will write expository essays and critical analyses of literary selections and will develop a knowledge of and an appreciation for the American tradition through their study of American literature.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate:

READING

1. A knowledge of and an appreciation for the American tradition through the study of the following American authors, emphasizing the elements of the literary periods of Puritanism' Reason and Revolution, Romanticism, and Transcendentalist. Students will be exposed to selected American short stories, novel, drama, poetry and non fiction from as many of the following authors as possible:

   John Smith
   William Bradford
   Anne Bradstreet
   William Byrd
   Edward Taylor
   Jonathan Edwards
   Arthur Miller's *The Crucible or Three Sovereigns for Sarah,* a video presentation
   Ben Franklin
   Patrick Henry
   Thomas Payne
   Thomas Jefferson
   Michel-Guillaume Jean de Crevecoeur
   Phyllis Wheatley
   Washington Irving
   William Cullen Bryant
   Edgar Allan Poe--poems as well as short stories
   Herman Melville--*Moby Dick* or *Billy Budd* **(required)**

Nathaniel Hawthorne
Ralph Waldo Emerson
Henry David Thoreau
Mark Twain—*The Adventures of Huckleberry Finn* **(required)**
Ambrose Bierce

2. Recognition and understanding of literary terms, as well as their application in class discussions and in writing (see attachment for a list of terms)

WRITING

1. The ability to write effective sentences, meaning:

   a. write complete sentences
   b. use a variety of sentence types and structures
   c. and punctuate sentences correctly

2. The ability to write effective paragraphs, meaning:

   a. be able to identify and write a topic sentence
   b. write supporting sentences using details and examples
   c. write paragraphs of narration, description, exposition, persuasion, parallel sequence and integrated comparison
   d. and practice paragraph writing with journal entries, written quizzes, and exams

3. The ability to write the following types of essays:

   a. definition
   b. persuasion
   c. critical analysis

4. The ability to edit effectively and review language usage and mechanics

SPEAKING

1. Effective participation in class discussions and/or small discussion groups by actively listening, communicating an idea or opinion clearly, and demonstrating respect others' opinions

LISTENING

1. The ability to listen and follow oral directions
2. The ability to take notes from dictation or lectures
3. The ability to listen attentively to lectures, class discussions, and audio visual materials

Literary and Poetic Terminology

1. allegory
2. alliteration
3. allusion
4. anachronism
5. anecdote
6. antagonist
7. aphorism
8. assonance
9. autobiography
10. biography
11. blank verse
12. characterization
13. cliche
14. climax
15. colloquialism
16. conflict
17. connotation
18. couplet
19. denotation
20. denouement
21. dialogue
22. epigram
23. epitaph
24. figurative language
25. folk tale
26. foreshadow
27. free verse
28. genre
29. Gothic tale
30. hyperbole
31. iambic pentameter
32. imagery
33. irony (verbal and dramatic)
34. metaphor
35. Metaphysical
36. Modernism
37. motif
38. narrative
39. narrator
40. novelette/novella
41. omniscient point of view
42. onomatopoeia
43. oxymoron
44. paradox
45. parody
46. personification
47. plot
48. point of view
49. Postmodernism
50. prose
51. protagonist
52. pun
53. Realism
54. refrain
55. rhythm
56. Romanticism
57. satire
58. setting
59. simile
60. sonnet
61. stanza
62. symbol
63. theme
64. tone
65. tragic hero
66. Transcendentalism

Instructional Materials

1. Textbooks:

   Editorial Staff. *Adventures in American Literature, Heritage Edition Revised.* Harcourt Brace Jovanovich, Inc., 1985.

   Editorial Staff. *Grammar and Composition, Sixth Course.* Heighten Mifflin Company, 1984.

2. Test and supplementary materials.

3. Audio-visual materials: filmstrips, films, video-cassettes, records, tapes, compact discs, and laser discs.

4. Refer to “Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District.”

ENGLISH 3B (P)

Description of Target Group

This course is the second half of a two-semester course designed to meet the district's graduation requirement. English 3B (P) is designed for college preparatory students who have successfully completed English 1A/1B (P) and 2A/2B (P), or for students with a teacher's recommendation upon successful completion of English 3A.

Purpose

The purpose of English 3B (P) is to continue to provide students with those experiences that will enable them to develop the skills they must have to express their ideas clearly, concisely, and comprehensively in writing and in speaking. Students will write expository essays and critical analyses of literary selections and will develop a knowledge of and an appreciation for the American tradition through their study of American literature. All students will also complete a career unit, offering them the chance to explore future occupation choices.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate:

READING

1. A knowledge of and an appreciation for the American tradition through they study of the following American authors, emphasizing the elements of the literary periods of Realism and the modern twentieth century. Students will be exposed to as variety of late nineteenth and early to mid-twentieth century authors, as well as more contemporary authors and their short stories, novels, dramas, poetry, and non-fiction selections, including as many of the following authors as possible:

   Walt Whitman
   Emily Dickinson
   Stephen Crane
   Willa Cather
   Edwin Arlington Robinson
   Edgar Lee Masters
   Sherwood Anderson
   Ernest Hemingway
   William Faulkner
   Katherine Anne Porter F. Scott Fitzgerald's *The Great Gatsby* **(required)**
   John Steinbeck's *Cannery Row* or *The Grapes of Wrath* **(required)**
   Flannery O'Connor
   Carl Sandburg
   Robert Frost

   Amy Lowell
   T.S. Eliot

William Carlos Williams
Langston Hughes
Thornton Wilder's *Our Town*
Richard Wright
James Baldwin
Ray Bradbury
Martin Luther King, Jr.
Maya Angelou
J.D. Salinger's *The Catcher in the Rye*
Kurt Vonnegut, Jr.

2. Recognition and understanding of literary terms, as well as their application in class discussions and in writing (see attachment for a list of terms)

WRITING

1. The ability to write effective sentences, meaning:

   a. write complete sentences
   b. use a variety of sentence types and structures
   c. and punctuate sentences correctly

2. The ability to write effective paragraphs, meaning:

   a. be able to identify and write a topic sentence
   b. write supporting sentences using details and examples
   c. write paragraphs of narration, description, exposition, persuasion, parallel sequence and integrated comparison
   d. and practice paragraph writing with journal entries, written quizzes, and exams

3. The ability to write the following types of essays:

   a. definition
   b. persuasion
   c. critical analysis

4. The ability to edit effectively and review language usage and mechanics

5. The ability to write business letters

6. Proper methods of notation, including:

   a. footnotes
   b. bibliography

7. The ability to use the Career Center to explore career options

8. The ability to produce documents necessary for a career and/or college entrance, namely a cover letter and a resume

SPEAKING

1. Effective participation in class discussions and/or small discussion groups by actively listening, communicating an idea or opinion clearly, and demonstrating respect for others' opinions
2. Proper preparation and effective delivery of formal and informal speeches

LISTENING

1. The ability to listen to and follow oral directions
2. The ability to take notes from dictation and/or lectures
3. The ability to listen attentively to lectures, class discussions, and audio visual materials

INSTRUCTIONAL MATERIALS

Textbooks:

Editorial Staff. *Adventures in American Literature, Heritage Edition Revised.* Harcourt Brace Jovanovich, Inc., 1985.

Editorial Staff. *Grammar and Composition, Sixth Course.* Houghton Mifflin Company, 1984.

Audio-visual materials: filmstrips, films, video-cassettes, records, tapes, compact discs, and laser discs.

Refer to: Secondary Adopted Texts and Approved Supplementary Books used the Santa Maria Joint Union High School District

Course Title

English 3A

Description of the Target Group

This course is the first semester of a two-semester course designed to meet the district's graduation requirement. English 3A is designed for students who have successfully completed English 1A/1B and 2A/2B.

Purpose

The purpose of English 3A is to continue to provide students with those experiences that will enable them to develop the skills they must have to express their ideas clearly, concisely, and comprehensively in writing and in speaking. Students will write expository essays and critical analysis of literary selections and will develop a knowledge of and an appreciation for the American tradition through their study of American literature.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following:

Reading Skills

1. Acquire a knowledge of and an appreciation for the American tradition through the study of American authors, emphasizing the literary periods of Puritanism, Reason and Revolution, Romanticism, and Transcendentalism. Students will read American short stories, novels, drama, poetry, and non-fiction including the following:

Suggested	Required
Selections in the textbook	"The Adventure of Huckleberry Finn"
"The Crucible"	
"Moby Dick"	

Writing Skills

1. Write effective sentences, meaning:
   A. write complete sentences
   B. use a variety of sentence types and structures
   C. punctuate sentences correctly
2. Write effective paragraphs, meaning:
   A. be able to identify and write a topic sentence
   B. write supporting sentences using details and examples
   C. write paragraphs of narration, description, exposition, persuasion
   D. practice paragraph writing with journal entries, written quizzes, and exams
3. Review and reaffirm the following skills in writing an essay:
   A. selecting the subject
   B. prewriting
   C. organizing and arranging the material
   D. developing the essay
      1. introduction
      2. body-paragraph development

a. development by definition
b. development by fact and examples
c. development by logic
d. development by importance
e. development by contrast and comparison

3. conclusion

E. revising the essay

4. Review usage and mechanics
5. Practice rules of spelling and learn words commonly misspelled

Speaking Skills

1. Participate effectively in class discussions and/or small discussion groups by actively listening, communicating an idea or opinion clearly, and demonstrating respect for other's opinion.

Listening Skills

1. Listen to and follow oral directions.
2. Take notes from dictation or lectures.
3. Listen attentively to lectures, class discussions, and audio visual materials.

Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Textbook: Editorial Staff, Literature, Yellow Level; McDougal Littel & Company; ©1984
Test and supplementary materials
Audio-visual materials: filmstrips, films, video-cassettes, records, tapes, compact discs, and laser discs

Course Title

English 3B

Description of the Target Group

This course is the second semester of a two-semester course designed to meet the district's graduation requirement. English 3B is for students who have successfully completed English 1A/1B and 2A/2B.

Purpose

The purpose of English 3B is to continue to provide students with those experiences that will enable them to develop the skills they must have to express their ideas clearly, concisely, and comprehensively in writing and in speaking. Students will write expository essays and critical analysis of literary selections and will develop a knowledge of and an appreciation for the American tradition through their study of American literature. A career unit will produce a research paper on a career choice.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following:

Reading Skills

1. Acquire a knowledge of and an appreciation for the American tradition through the study of American authors, emphasizing the literary periods of Realism and 20th Century. Students will read from a variety of late nineteenth and early to mid-twentieth century authors, as well as more contemporary authors and their short stories, novels, dramas, poetry, and non-fiction selections, including the following:

Suggested	Required
Selections in the textbook	"The Grapes of Wrath"
"Our Town"	

Writing Skills

1. Write effective sentences, meaning:
   A. write complete sentences
   B. use a variety of sentence types and structures
   C. punctuate sentences correctly
2. Write effective paragraphs, meaning:
   A. be able to identify and write a topic sentence
   B. write supporting sentences using details and examples
   C. write paragraphs of narration, description, exposition, persuasion
   D. practice paragraph writing with journal entries, written quizzes, and exams
3. Review and reaffirm the following skills in writing an essay:
   A. selecting the subject
   B. prewriting

C. organizing and arranging the material
D. developing the essay
1. introduction
2. body-paragraph development
a. development by definition
b. development by fact and examples
c. development by logic
c. development by importance
d. development by contrast and comparison
3. conclusion
E. revising the essay

4. Review usage and mechanics
5. Practice rules of spelling and learn words commonly misspelled
6. Demonstrate the ability to use the career center to explore career options
7. Research a career and present a summary of information in a research paper
8. Write job application letters and resume

Speaking Skills

1. Participate effectively in class discussions and/or small discussion groups by actively listening, communicating an idea or opinion clearly, and demonstrating respect for other's opinions
2. Prepare and deliver formal and informal speeches

Listening Skills

1. Listen to and follow oral directions
2. Take notes from dictation or lecture
3. Listen attentively to lectures, class discussions, and audio visual materials

Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Textbook: Editorial Staff; Literature, Yellow Level; McDougal Littel & Company; ©1984
Test and supplementary materials
Audio-visual materials: filmstrips, films, video-cassettes, records, tapes, compact discs, and laser discs

Course Title **ERHS**

ENGLISH 4 (AP) A, B

Description of Target Group

This year-long course, required to meet the entrance requirements for four-year colleges and universities, is designed only for those senior students whose recommendations and completed applications have been accepted by the Ernest Righetti English Department Honors/ Advanced Placement Committee.

Purpose

This course is designed to provide selected students with a qualitatively different and varied curriculum which challenges and enriches their individual potential while maintaining the requirements of the basic course outline. Students will focus upon British and American literature and the writing process through an integrated approach. Moreover, this course will prepare students for the Advanced Placement Exam as well as college level courses. As they read and write, students will access numerous themes and motifs and study the epic hero, the tragic hero, the influences of government and religion upon literature, the concept of the individual in l9th Century literature, as well as to explore personal and human values in 20th Century literature. Through individual and group projects, students will further refine their communication skills in reading, writing, listening, and speaking. Additionally, students shall participate in exploration of college majors and relevant application information.

Students must earn a "B" or better at the first semester's end to remain in Advanced Placement during the second semester.

Standards of Expected Student Achievement

Upon completion of this course, students will demonstrate the following skills:

READING

A variety of genre from literature will be read. Students will be expected to:

- keep a journal or log;
- identify literary genre;
- identify elements of literature (literary terms);
- construct meaning from a text;
- make connections within a text;
- extend beyond a text;
- include an element of risk-taking in constructing meaning; and
- analyze literature on both symbolic and thematic levels.

Core selections include:

epics: Beowulf
excepts from Paradise Lost - John Milton

Medieval literature: The Canterbury Tales (selections)--Geoffrey Chaucer
Sir Gawain and the Green Knight

drama: Oedipus and/or Antigone--Socrates
Macbeth and Othello and Twelfth Night or A Midsummer Night's Dream--William Shakespeare

Everyman

novels: Animal Dreams of The Bean Trees--Barbara Kingsolver
The Joy Luck Club--Amy Tan
Gulliver's Travels (Books 1 and 11)--Jonathan Swift
Jane Eyre--Charlotte Bronte
Far From the Madding Crowd--Thomas Hardy
Lord of the Flies--William Golding
1984--George Orwell
A Separate Peace--John Knowles
Anthem--Ayn Rand
I Know Why the Caged Bird Sings--Maya Angelou
Farewell to Manzanar--Jeanne Houston

poetry: "The Seafarer" and "The Wanderer"
William Shakespeare
John Donne
Andrew Marvell
Robert Herrick
George Herbert
Robert Burns
William Blake
William Wordsworth
Samuel Taylor Coleridge
John Keats
Lord Byron
Percy B. Shelley
Alfred, Lord Tennyson
Robert Browning
Elizabeth Barrett Browning
Matthew Arnold
William Butler Yeats
T.S. Eliot
Dylan Thomas

essay: "A Modest Proposal" by Jonathan Swift
"An Essay on Man" by Alexander Pope

Other possible selections include:

drama: Hamlet or The Tempest or The Taming of the Shrew-William Shakespeare
Dr. Faustus--Christopher Marlowe
Rosencrantz and Guildenstern are Dead--Tom Stoppard

novels: Grendel--John Gardner (This short novel complements Beowulf.)
The Chocolate War--Robert Cormier (" " Macbeth.)
Wide Sargasso Sea--Jean Rhys (" " Jane Eyre.)
Brave New World--Aldous Huxley (" " 1984.)
Cry, the Beloved Country--Alex Paton
Black Boy--Richard Wright
Cold Sassy Tree--Olive Ann Burns

short stories, poems, essays: Selections from basic and supplementary texts are to be done at the teacher's discretion.

WRITING
Students will be expected to demonstrate the following skills:

Rhetoric

- present an idea: acknowledge an audience/reader;
- use logic and relevant support/details;
- state and develop an argument;
- demonstrate coherence and style;
- attempt an element of risk; and
- demonstrate improvement;

and Conventions

- practice sentence variety;
- use proper word choice/usage (vocabulary development);
- demonstrate excellent mechanics;
- improve spelling; and
- demonstrate improvement and growth.

Students will demonstrate the ability to write in the following types of discourse:

- analytical;
- evaluative;
- satirical;
- speculation about cause and effect; and
- comparison and contrast.

RETRIEVING INFORMATION
Students will demonstrate the ability to:

- use the library and computer catalog;
- use reference volumes appropriately;
- take notes on note cards;
- cite works using MLA or APA documentation; and
- document within a text using MLA or APA format

GROUP/COMMUNICATION SKILLS
Students will demonstrate the ability to:

- participate effectively in class and small group discussions;
- communicate information and ideas effectively to others;
- respect others;
- follow directions as well as be an independent learner;
- compromise and reach consensus;
- demonstrate integrity;
- show improvement in speaking and listening skills; and
- demonstrate leadership and be willing to take a risk.

COLLEGE/UNIVERSITY SKILLS
Students will demonstrate the ability to:

- apply the results of the Major/College Match or interest inventories by
- researching specific majors and colleges;
- revise student resume or personal data sheet;
- apply for appropriate college or university scholarships;
- complete the application process for a college or university; and
- request recommendations.

INSTRUCTIONAL MATERIALS

Text and Supplementary Materials: Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Course Title **ERHS**

English 4A (H)

Description of Target Group

This course is the first semester of a two-semester accelerated course with an emphasis on British literature and Advanced Placement Exam preparation. It is designed for those college/university-bound students who have successfully completed English 3A (H) and English 3B (H), that is, earned an "A" or a “B” for both semesters, and received a teacher recommendation. Students who excelled in English 3A (P) and English 3B (P) and who have a teacher recommendation may also sign up for the course. All prospective Engl. 4 (H) students must sign a student/parent contract and submit two writing samples (one timed essay and one take-home essay). An English Honors Committee, comprised of the English 3 (H) and English 4 (H) teachers, shall compile a final class list. Students enrolled in this course are expected to take the AP English exam in May. Upon successful completion of this test, college credit may be granted.

Purpose

The purpose of English 4A (H) is to engage students in the close reading and critical analysis of classic literary works so as to deepen their understanding and enhance their knowledge of literature. Students will develop critical standards for interpreting literature by studying and analyzing individual works, their characters, action, structure, and language, both large-scale and small-scale literary elements, and any other pertinent aspects in order to derive greater meaning. Since writing is an integral part of any English course, students will continue to further develop their sense of how style, subject, and audience are related with emphasis being placed upon heightening each student's stylistic maturity. Students will practice ethical and effective use of language and the organization of ideas in a clear, coherent, and persuasive manner. Through the study of British literature, English 4 (H) will also help students use critical thinking to understand abstract concepts and develop a knowledge of and an appreciation for the English language tradition.

STANDARDS OF EXPECTED STUDENT ACHIEVEMENT

Upon completion of this course, students will be able to successfully demonstrate:

READING

1. A knowledge of and an appreciation for the English language through the study of the following British authors, emphasizing the elements of the literary periods of Anglo-Saxon, Medieval, Renaissance, Age of Reason, and Romanticism. Students will study a variety of genres from selected British authors/works:

Beowulf	Sir Walter Raleigh
“Seafarer”--a ballad	Ben Johnson
Geoffrey Chaucher	William Shakespeare
Sir Thomas Malory	John Donne

Edmund Spense
Christopher Marlowe
Robert Herrick
Richard Lovelace
King James Bible
John Milton
Samuel Pepys
Jonathan Swift
Alexander Pope
Joseph Addison
Richard Steele
Samuel Johnson
George Herbert
Andrew Marvell
James Boswell
Thomas Gray
John Bunyan
Lord Byron
Robert Burns
William Blake
William Wordsworth
Samuel Taylor Coleridge
John Keats
Percy Bysshe Shelley
Charles Lamb

2. **Recognize and understand the following literary terms**:

allegory
aphorism
apostrophe
caricature
carpe diem tradition
Cavalier poetry
Classicism
comic relief
conceit
diary
diction
dramatic monologue
elegy
epic (heroic and mock)
epiphany
exemplum
heroic couplet
in medias res
invocation
metaphysical conceit
memento mori
Modernist movement
motif
ode
pastoral elegy
patron
Petrarchan sonnet
psalm
Romantic
satire
scope
Shakespearean sonnet
social comedy
soliloquy
sprung rhythm
stream of consciousness
strophe
style (in British Literature)
terra rima
tragic flaw
Victorian
villanelle
volta (turn)

WRITING

1. Further develop writing skills which involve all stages of the writing process as well as further develop an awareness of language and individual style by writing effective, college-level essays related to college entrance requirements and literature

   a. college application essay
   b. critical analysis
   c. argumentative/persuasive
   d. satirical

2. Do "real world" writing: investigative reports, written interviews, letters to the

editor, editorial for school or local paper, magazine articles, etc.

3. Write creatively in a variety of genres
4. Write for a variety of audiences
5. Practice the conventions of the language and study elements of style
6. Use vocabulary effectively
7. Write every day (e.g. journal, reading log, internal monologues, notes from lecture, student self-evaluations, and in-class timed writes)
8. Evaluate individual work as well as that of others

SPEAKING

1. Participate in small group and class discussions
2. Give individual presentations and participate in group presentations
3. Interpret a piece of literature and do a dramatic reading, thus emphasizing intonation, facial expression, gesticulation, and body language
4. Read and publish an original piece of prose/poetry
5. Participate in a class debate

LISTENING

1. Listen to and follow oral directions
2. Take notes from dictation and/or lectures
3. Listen attentively to lectures, audio-visual materials, and discussions
4. Identify weaknesses and strengths of oral arguments

INSTRUCTIONAL MATERIALS

1. Textbooks:

   Michael Meyer, ed. *The Bedford Introduction to Literature, Third Edition.* University of Connecticut Press, 1991.

   Editorial Staff. *Harbrace Grammar and Composition, Ninth Edition.* Harcourt Brace Jovanovich, Inc., 1985.

2. Supplementary materials. Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

3. Audio-visual materials: filmstrips, films, video-cassettes, records, tapes, compact discs, and laser discs.

English 4B (H)

Description of Target Group

This course is the second semester of a two-semester accelerated course with an emphasis on British literature and Advanced Placement Exam preparation. It is designed for those college/university-bound students who have successfully completed English 4A (H) by earning an "A" or a "B" in English 4 (H). Students enrolled in this course are expected to take the AP English exam in May. Upon successful completion of this test, college credit may be granted.

Purpose

The purpose of English 4B (H) is to continue to provide students with qualitatively different material and to provide them with enriching and challenging experiences. They will further develop critical standards for interpreting literature by studying and analyzing individual works, their characters, action, structure, and language, both large-scale and small-scale literary elements' and any other pertinent aspects in order to derive greater meaning. Through the study of British literature, English 4 (H) will also help students use critical thinking to understand abstract concepts and develop a knowledge of and an appreciation for the English language tradition. In addition, students will revisit and reaffirm dominant themes in American literature and practice for the Advanced Placement Exam utilizing sample AP multiple choice and essay study and strategy guides.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate:

READING

1. A knowledge of and an appreciation for the English language through the study of the following British author, emphasizing the elements of the literary periods of Victorians, early 20th century, and contemporary 20th century. Students will be exposed to selected British short stories, novel, drama, poetry, and non-fiction from:

Alfred Lord Tennyson	D.H. Lawrence
Robert Browning	Margaret Atwood
Matthew Arnold	Prank O'Connor
Thomas Hardy	Graham Greene
Charlotte Bronte	William Butler Yeats
Gerard Manley Hopkins	T.S. Eliot
A.E. Houseman	W.H. Auden
Oscar Wilde	Dylan Thomas
George Bernard Shaw	Virginia Woolf
Joseph Conrad	George Orwell

Katherine Mansfield William Golding

2. Recognize and understand the following literary terms:

allegory
aphorism
apostrophe
caricature
carpe diem tradition
Cavalier poetry
Classicism
comic relief
conceit
diary
diction
dramatic monologue
elegy
epic (heroic and mock)
epiphany
exemplum
heroic couplet
in medias res
invocation
metaphysical conceit
memento mori
Modernist movement
motif
ode
pastoral elegy
patron
Petrarchan sonnet
psalm
Romantic
satire
scope
Shakespearean sonnet
social comedy
soliloquy
sprung rhythm
stream of consciousness
strophe
style (in British literature)
terza rima
tragic flaw
Victorian
villanelle
volta (turn)

WRITING

1. Further develop writing skills which involve all stages of the writing process as well as further develop an awareness of language and individual style by writing effective, college level essays related to literature

   a. critical analysis
   b. argumentative/persuasive
   c. comparison and contrast
   d. definition

2. Do "real world" writing: investigative reports, written interviews, letters to the editor, editorial for school or local paper, magazine articles etc.
3. Write creatively in a variety of genres
4. Write for a variety of audiences
5. Practice the conventions of the language
6. Use vocabulary effectively

7. Write every day (e.g. journal, reading log, internal monologues, notes from lecture, student self-evaluations, and in-class timed writes)
8. Evaluate individual work as well as that of course

SPEAKING

1. Participate in small group and class discussions
2. Give individual presentation and participate in group presentations
3. Interpret a piece of literature and do a dramatic reading, thus emphasizing intonation, facial expression, gesticulation, and body language
4. Read and publish an original piece of prose/poetry
5. Participate in a class debate

LISTENING

1. Listen to and follow oral directions
2. Take notes from dictation and for lectures
3. Listen attentively to lectures, audio-visual materials7 and discussions
4. Identify weaknesses and strengths of oral arguments

INSTRUCTIONAL MATERIALS

1. Textbooks:

   Michael Meyer, ed. *The Bedford Introduction to Literature, Third Edition.* University of Connecticut Press, 1991.

   Editorial Staff. *Harbrace Grammar and Composition Ninth Edition.* Harcourt Brace Jovanovich, Inc., 1985.

2. Supplementary materials. Refer to "Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District."

3. Audio-visual materials: filmstrips, films, video-cassettes, records, tapes, compact discs, and laser discs.

Course Outline

ENGLISH SKILLS A (Summer School Course Only)

Department - English

Career Path - All

Description of Target Group

The target group would be comprised of students who enter high school with deficient skills in English, which will affect their ability to be successful in a college prep English program as well as other courses on campus. This group would be selected based on their performance on a placement test.

Lab Fees - None

Purpose

1. To introduce below level students to the language arts through intensive reading, writing, and critical thinking.
2. To emphasize the process approach to writing.
3. To provide a course in sentence and paragraph construction, grammar usage, vocabulary development, and essay structure.

This course will not only give students an opportunity to develop skills in areas that they are lacking, but would also have a direct impact on these students' abilities to be more successful in all courses across the curriculum and State Mandated Assessments. A key necessity for this course is that it is taught concurrently with English 1A so that it acts as a support system for students who have low skills.

Length of Course - One Semester (open entry-open exit as scheduling parameters allow)

Units - Five (elective credit)

Prerequisites - None

Standards of Expected Student Achievement

1. demonstrate knowledge of writing as a process, including prewriting, drafting, and revising
2. demonstrate ability to narrow topic and construct effective topic sentences and theses
3. demonstrate knowledge of paragraph organization
4. demonstrate basic knowledge of essay structure
5. recognize and write clear, coherent sentences
6. demonstrate proofreading and editing techniques
7. demonstrate skills in correct grammar and punctuation, including recognizing and correcting fragments, comma splices, run-ons, comma errors, and apostrophe errors

8. demonstrate skills in subject/verb agreements, capitalization, and pronoun reference
9. recognize independent and dependent clauses
10. demonstrate ability to learn and use grade level vocabulary in speech and written exercises

Methods of Assessment of Student Learning

1. One-on-one instruction
2. Written exams
3. In-class writings
4. Timed writings
5. Essay writings (students are trained and assessed with a rubric)
6. Grammar tests
7. Vocabulary tests
8. Tests on word derivation and etymology
9. Portfolios
10. Parent participation sheet

Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

1. Sentence combining
2. Writing and revising sentences and paragraphs
3. Punctuation team games (bingo, board games, etc)
3. DOL-type exercises
4. Using a style manual to revise
5. Grammar exercises
6. Revising for sentence variation (teach types of sentences with examples from literature)
7. Computer-generated grammar and punctuation exercises
8. Using a dictionary and thesaurus
9. Imitate the styles of various authors
10. Peer edit with rubric
11. Timed writing
12. Non-timed essays which use the writing process
13. Responding to a prompt

Course Outline

ENGLISH SKILLS B (Summer School Course Only)

Department - English

Career Path - All

Description of Target Group

The target group would be comprised of students who enter high school with deficient skills in English, which will affect their ability to be successful in a college prep English program as well as other courses on campus. This group would be selected based on their performance on a placement test.

Lab Fees - None

Purpose

1. To introduce below level students to the language arts through intensive reading, writing, and critical thinking.
2. To emphasize the process approach to writing.
3. To provide a course in sentence and paragraph construction, grammar usage, vocabulary development, and essay structure.

This course will not only give students an opportunity to develop skills in areas that they are lacking, but would also have a direct impact on these students' abilities to be more successful in all courses across the curriculum and State Mandated Assessments. A key necessity for this course is that it is taught concurrently with English 1A so that it acts as a support system for students who have low skills.

Length of Course - One Semester (open entry-open exit as scheduling parameters allow)

Units - Five (elective credit)

Prerequisites - None

Standards of Expected Student Achievement

Reading:
Upon completion of this course students should be able to:
1. recognize the organization of paragraphs, essays, and short stories
2. evaluate reading to determine the main idea
3. recognize the relationship between the ideas, sentences, and paragraphs in essays
4. analyze various forms of writing such as critical essays, editorials, and short stories

English Skills B (Summer School Course Only) - continued

Writing:
Upon completion of this course students should be able to:
1. demonstrate knowledge of and skills in writing as a process: prewriting, writing, revising
2. recognize general subjects, topic sentences, and thesis statements
3. demonstrate knowledge of paragraph structure
4. develop ideas using specific and relevant support
5. demonstrate the knowledge of essay structure
6. recognize and use sentence variety
7. write error-free sentences
8. write a timed essay on a given topic
9. recognize and use rhetorical modes such as narration and argumentation to critically analyze their own writing and that of their peers

Methods of Assessment of Student Learning:
1. One-on-one instruction
2. Written exams
3. In-class writings
4. Timed writings
5. Essay writings (students are trained and assessed with a rubric)
6. Grammar tests
7. Vocabulary tests
8. Tests on word deviation and etymology
9. Portfolios
10. Parent participation sheet

Instructional Materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities
1. Sentence combining
2. Writing and revising sentences and paragraphs
3. Punctuation team games (bingo, board games, etc)
4. DOL-type exercises
5. Using a style manual to revise
6. Grammar (clause and phrase)
7. Revising for sentence variation (teach types of sentences with examples from literature)
8. Computer-generated grammar and punctuation exercises
9. Using a dictionary and thesaurus
10. Imitate the styles of various authors
11. Peer edit with rubric
12. Timed writing
13. Non-timed essays which use the writing process
14. Responding to a prompt

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
Expository Reading & Writing

2. Transcript Title(s) / Abbreviation(s)
Expos Rdg & Writ

3. Transcript Course Code(s) / Number(s)
EN 4030 EN 4031

4. School
Ernest Righetti High School

5. District
Santa Maria Joint Union High School District

6. City
Santa Maria, CA 93455

7. School / District Web Site
http://www.smjuhsd.k12.ca.us

8. School Course List Contact

Name: Jim Armstrong

Title/Position: Asst. Supt. Curric/Instruction

Phone: 922-4573 **Ext.:** 4211

E-mail: jarmstrong@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☒ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Language other than English
- ☐ Visual & Performing Arts
  - ☐ Intro ☐ Advanced
- ☐ College Prep Elective

10. Grade Level(s) for which this course is designed
12

11. Seeking "Honors" Distinction?
No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Is this an Internet-based course? No

If "Yes", who is the provider? ☐ UCCP ☐ PASS/Cyber High ☐ Other _____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- ☐ A course reinstated after removal within 3 years. Year removed from list? _____
  - Same course title? ☐ Yes ☐ No
  - If no, previous course title? _____
- ☐ An identical course approved at another school in same district. Which school? _____
  - Same course title? ☐ Yes ☐ No
  - If no, course title at other school? _____
- ☐ Year-long VPA course replacing two approved successive semester courses in the same discipline
- ☐ Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- ☐ Approved UC College Prep (UCCP) Online course
- ☐ Approved CDE Agricultural Education course
- ☐ Approved P.A.S.S./Cyber High course
- ☐ Approved ROP/C course. Name of ROP/C? _____
- ☐ Approved A.V.I.D. course
- ☐ Approved C.A.R.T. course
- ☐ Approved Project Lead the Way course
- ☐ Other. Explain: _____

15. Is this course modeled after an UC-approved course from another school outside your district? Yes

If so, which school(s)? Sweetwater Union High School District

Course title at other school English 12: Rhetoric and Writing

16. Pre-Requisites

English I (9th grade), English 2 (10th grade), English 3 (11th grade)

17. Co-Requisites

None

18. Is this course a resubmission? ☐ Yes ☒ No

If yes, date(s) of previous submission? _____

Title of previous submission? _____

19. Brief Course Description

The goal of the Expository Reading and Writing course is to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of fourteen rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiencies in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to non-fiction and literacy texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors, and to apply those strategies in their own writing. They will read closely to examine the relationship between an author's argument or theme and his or her audience and purpose, to analyze the impact of structural and rhetorical strategies and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, and other non-fiction texts. The course materials also include modules on two full-length works (one novel and one work of non-fiction). Written assessments and holistic scoring guides conclude each unit

EXPOSITORY READING & WRITING

B. COURSE CONTENT

20. Course Goals and/or Major Student Outcomes

- To enable students to analyze, interpret, and apply the rhetorical strategies of a variety of expository and literary texts
- To foster students' ability to create and support written arguments based on readings, research, and personal experience
- To increase students' repertoire of cognitive and metacognitive strategies for approaching various academic reading and writing tasks

- To promote independent academic literacy practices in college-bound students, including the ability to use reading and writing processes recursively and reflectively
- To provide a conceptual and disciplinary focus for a wide variety of issues and problems that converge in written discourse
- To prepare students to meet the standards of the CSU English Placement Test and the California English-language arts content standards

21. Course Objectives

Students will:

a. Analyze the features and rhetorical devices of different types of texts and the way in which authors use those features and devices.

b. Analyze the way in which clarity of meaning is affected by patterns of organization, hierarchical structures, repetition of main ideas, syntax, and word choice in the text.

c. Analyze an author's implicit and explicit political and/or philosophical assumptions and beliefs about a subject or topic.

d. Identify and assess the impact of ambiguities and complexities within the text.

e. Demonstrate an understanding of elements of discourse (e.g., purpose, speaker, audience, form) when completing reading and writing assignments.

f. Make warranted and reasonable assertions about the author's arguments and themes by using elements of the text to defend and clarify interpretations.

g. Critique the validity of arguments in texts; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., logos, pathos and ethos).

h. Develop academic/analytical essays that are focused on a central idea, developed with information learned from assigned texts, well-organized in an appropriate and effective pattern that structures ideas in sustained and persuasive way, and free from grammatical and mechanical errors.

i. Revise what they have drafted, rethinking their focus, point of view, organization, logic, and structure; improve sentence variety and style, and enhance sophistication of meaning and tone in ways that are consistent with purpose, audience, and genre.

j. Edit their work for clarity; for standard written English grammar, usage, and mechanics; for diction and for an appropriate level of formality to demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.

k. Meet all relevant California English-language arts content standards for twelfth grade.

22. Course Outline

The fourteen instructional modules are organized by semester. Most modules include multiple text pieces on a topic, often representing different genres. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, and other non-fiction texts.

Two modules include full-length works—a work of non-fiction in semester one and a novel in semester two. Modules include instruction in critical reading, analysis of rhetorical strategies, vocabulary, research methods, documentation conventions, and analytical writing based on information learned from and in response to the assigned texts. The cornerstone of the course—the assignment template—provides consistent structure and content for each module. The assignment template and one sample module, "The Rhetoric of the Op-Ed Page," are appended for more information. The following is a brief outline of each module by semester.

First Semester

Fast Food—Who's to Blame?
"Fast Food—Who's to Blame?" is based on four newspaper articles and a set of letters to the editor written in response to one set of the articles about the issue of fast food and its role in contributing to childhood obesity. As the first assignment in the Expository Reading and Writing course curriculum it serves as an introduction to the approach to teaching expository reading and writing utilizing accessible readings and an engaging topic. The assignment culminates with a choice among three writing assignments: a timed essay topic similar to writing prompts used in the California State University's English Placement Test (EPT), in this case a persuasive essay; an essay evaluating the arguments in the letters to the editor; or a text-based argumentative essay suitable for writing out-of-class. Students are expected to write an essay of 750-1,500 words.

Readings:
Brownlee, Shannon. "It's Portion Distortion that Makes America Fat." *Sacramento Bee* 5 Jan. 2003.

Barboza, David. "If You Pitch It, They Will Eat." *New York Times* 3 Aug. 2003.

Ching, Roberta. Letters to the editor in response to "Don't Blame the Eater."2003.

Weintraub, Daniel. "The Battle Against Fast Food Begins in the Home." *Sacramento Bee* 17 Dec. 2002.

Zinczenko, David. "Don't Blame the Eater." *New York Times* 23 Nov. 2002.

Going for the Look
"Going for the Look" is based on a single newspaper article about the lawsuit accusing Abercrombie and Fitch of hiring sales associates based on appearance. The article incorporates a variety of brief arguments on both sides of the issue, making it a good assignment for introducing students to rhetorical analysis. It concludes by offering the option of having students write an EPT-type timed essay (persuasive) or an out-of-class text-based essay (argumentative). Students are expected to write an essay of 750-1,500 words.

Reading:
Greenhouse, Steven. "Going for the Look, but Risking Discrimination." *New York Times* 13 July 2003.

The Rhetoric of the Op-Ed Page
This assignment sequence introduces the Aristotelian concepts of ethos, logos, and pathos and applies them to a rhetorical analysis of an op-ed piece by Jeremy Rifkin. The culminating writing assignment is a letter to the editor in response to the Rifkin article. Students are expected to write an essay of 500 words.

Readings:
Edlund, John. "Three Ways to Persuade."

Edlund, John. Letters to the editor in response to "A Change of Heart about Animals." 2003.

Rifkin, Jeremy. "A Change of Heart about Animals." *Los Angeles Times* 1 Sept. 2003: B15.

The Value of Life
This assignment asks students to synthesize their understanding of Hamlet's "To be or not to be" soliloquy, an excerpt from Lance Armstrong's *It's Not About the Bike*, an article by Amanda Ripley on the aftermath of 911, and a life insurance tool, "The Human Life Value Calculator." Students are asked to add their voices to the discussion by creating a well-developed response to these sources (text-based academic essay). Students are expected to write an essay of 750-1,500 words.

Readings:
Shakespeare, William. From "Hamlet" - Act III, Sc. 1, Hamlet's "To be" soliloquy.
Armstrong, Lance, with Sally Jenkins. Excerpt from Chapter One: *It's Not About the Bike:*

My Journey Back to Life. New York: Putnam, 2000.

Ripley, Amanda. "What Is a Life Worth?" *Time* 11 Feb. 2002.

The Life and Health Insurance Foundation for Education. *LIFE.* "The Human Life Value Calculator." <http://www.life-line.org/build/human_life_value_calculator/index.php?pt=lfhlvc&m=1>

Racial Profiling
This assignment teaches students how to read and respond to an argumentative essay by Bob Herbert on racial profiling. First, students practice several reading strategies as they deepen their understanding of the Herbert essay; then, students learn how to write their own argumentative essay on a similar topic. Students are expected to write an essay of 750-1,500 words.

Reading:
Herbert, Bob. "Hounding the Innocent." *New York Times* 13 July 1999.

Juvenile Justice
"Juvenile Justice" is based on four newspaper articles about whether juveniles who commit serious crimes should be tried and sentenced as adults. The articles include an opinion piece, a summary of brain research, a report of juvenile competence to stand trial, and an article about a Supreme Court case. Students must evaluate the

rhetorical stances of different authors and synthesize their arguments in a text-based academic essay (argumentative). Students are expected to write an essay of 750-1,500 words.

Liptak, Adam. “Supreme Court to Rule on Executing Young Killers.” *New York Time* 3 Jan. 2005.

Lundstrom, Marjie. “Kids are Kids–Until they Commit Crimes.” *Sacramento Bee* 1 Mar. 2001.

Krikorian, Greg. “Many Kids Called Unfit for Adult Trial.” *Sacramento Bee* 3 Mar. 2003.

Thompson, Paul. “Startling Finds on Teenage Brains.” *Sacramento Bee* 25 May 2001.

The Last Meow

“The Last Meow” is based on a long reflective essay about the implications of recent development in veterinary medicine. It is framed by the story of “Lady,” a cat in need of a kidney transplant, and her human owners. The essay requires that students infer the argument that the writer is making; they then write either a timed essay or an out-of-class essay on the topic of providing medical care for pets. A variety of writing genres is offered for the assignment: timed, persuasive essay; academic summary; letter to the editor; synthesis essay; text-based academic or argumentative essay; I-Search paper; and research essay. Students are expected to write an essay of 750-1,500 words.

Reading:

Bilger, Berkhard. “The Last Meow.” *New Yorker* 8 Sept. 2003.

Into the Wild

This non-fiction, full-length work, *Into the Wild,* by Jon Krakauer, was published in 1996. Engaging students in this biography/story, based on Krakauer’s investigation of Christopher McCandless, a young idealistic college graduate, allows them to think deeply about human motivation and perhaps begin to understand something of the complexity of maturity. Excerpted in the book, students experience a taste of the works of the American Transcendentalists and Russian novelists, which so influenced McCandless’s life philosophy. Students conclude the assignment by writing a text-based academic essay on one of a number of themes from the work. Students are expected to write an essay of 1,500-2,500 words.

Reading:

Krakauer, Jon. *Into the Wild*. New York: Doubleday, 1996.

Second Semester

Bring a Text to Class

This assignment sequence builds on texts that students bring in to share with the class and serves to introduce the second semester. Throughout this sequence students work on externalizing their existing textual skills and knowledge and discovering ways that they can bring their current reading expertise from outside of school to bear on texts in school that they have never encountered before. A sample of music lyrics by a group called Black Eyed Peas is included as an example of the kinds of texts students may bring. An article on hip-hop music as a tool of resistance in youth cultures around the world is also included as an example of the kind of follow-up text that teachers may use to complement the texts brought in by students. Writing assignments require students to summarize readings and reflect on their own reading practices in an essay of 750-1,500 words.

Readings:

Black Eyed Peas. "Where is the Love?" *Elephunk*. A & M Records, 2003.

"Hip-Hop Becoming a Worldwide Language for Youth Resistance." *USA Today* 1 Sept. 2000.

Language, Gender, and Culture

The "Language, Gender, and Culture" assignment invites students to explore how language use embodies cultural values and gender-based communication styles. This assignment draws on readings in sociolinguistics and literature. The students conclude the assignment by writing a text-based academic essay. Students are expected to write an essay of 750-1,500 words.

Readings:

Ehrlich, Gretel. "About Men." *The Solace of Open Spaces.* New York: Penguin, 1985.

Hong Kingston, Maxine. *The Woman Warrior: Memoirs of a Childhood Among Ghosts.* New York: Random House, 1976.

Tannen, Deborah. "His Politeness is Her Powerlessness." *You Just Don't Understand: Women and Men in Conversation.* New York: HarperCollins, 1990.

Left Hand of Darkness

The Left Hand of Darkness is a classic science fiction novel by Ursula K. Le Guin. Embedded in the literary narrative are field reports, folk tales, and other genre-bending texts, making it an ideal vehicle for extending the analytical and pedagogical techniques of the assignment template to a full-length literary work. At the conclusion students write an argumentative essay. Students are expected to write an essay of 1,500-2,500 words.

Reading:

Le Guin, Ursula K. *The Left Hand of Darkness.* New York: Penguin, 1969.

The Politics of Food

This assignment is based on two articles on the consumption and production of food. The articles were written over ten years apart and have similar concerns: the health and well being of humans. These two authors have different ways of pointing out the same issues, ultimately asking the students to consider the worlds of science, agriculture, and politics. Students conclude the assignment by writing a text-based academic essay on one of several possible questions. Students are expected to write an essay of 750-1,500 words.

Readings:

Berry, Wendell. "The Pleasures of Eating." *What are People For?* New York: North

Point/Farrar, Straus and Giroux, 1990.

Pollan, Michael. "When a Crop Becomes King." *New York Times* 19 July 2002.

Justice: Childhood Love Lessons

This assignment presents an argumentative essay by bell hooks about methods of childhood punishment and the relationships between discipline and expressions of love. Students are then asked to write a persuasive essay in response. Students are expected to write an essay of 750-1,500 words.

Reading:

Hooks, bell. "Justice: Childhood Love Lessons." *All About Love: New Visions.* New York: William Morrow, 2000.

Bullying at School: Research Project

"Bullying at School" is a research project for the whole class. Students read thirteen different kinds of writing on bullying (provided), including two primary research articles from refereed journals, and do additional primary and secondary research on their own. They then write a School Code of Conduct on bullying to present to a real audience, their School Board. Skills include how to do research, how to evaluate and document sources (both in-text and in a Works Cited page), and how to distinguish between primary and secondary research. Students learn how to incorporate sources into their own writing, how to tailor writing for a specific audience, and how to make an argument using several different kinds of sources to provide appropriate evidence. Students are expected to write an essay of 1,500-2,500 words.

Readings:

Banks, Ron. "Bullying in Schools." *Educational Resources Information Center (ERIC) Digest*. April, 1997. Champaign, IL: ERIC Clearinghouse on Elementary and

Early Childhood Education. Infotrac 15 August 2003.
<http://www.ericdigests.org/1997-4/bullying.htm>

Brown, Mark. "Life After Bullying." National PTA. 20 Feb. 2005.
<http://www.pta.org/bullying/#>

Coloroso, Barbara. *The Bully, the Bullied, and the Bystander*. New York: Harper/Quill, 2004.

Kan-Rice, Pamela. "School Bullies Are Often Also Victims; Feeling Safe Reduces Youth Bullying." *University of California Agriculture and Natural Resources News and Information Outreach*. AScribe Health News Service 2 Sept, 2003. Infotrac July 08, 2004. <http://news.ucanr.org/newsstorymain.cfm?story=502>

"Keep a Lid on Bullying with a Complaint Box." *Curriculum Review*. Dec. 2003, 11. PaperClip Communications. Infotrac 15 Aug 2004.
<http://0search.epnet.com.library.csuhayward.edu:80/login.aspx?direct=true&db=aph&an=11735009>

Kowalski, Kathiann. "How to Handle a Bully." *Current Health. 2.* Feb. 1999.Google 15 Aug. 2004. <http://bgeagles.tripod.com/webquest/handle.htm>

Kuther, Tara L. "Understanding Bullying." National PTA. 20 Feb. 2005. <http://www.pta.org/bullying/#>

Lemonick, Michael D. "The Bully Blight." *Time* 18 April, 2005, 144-145.

Migliore, Eleanor T. "Eliminate Bullying in your Classroom." *Intervention in School & Clinic.* Jan 2003, 172-177. Online Academic Search Premier 14 Feb 2005.

Nansel, Tonja R., Mary Overpeck, Ramani S. Pilla, W. June Ruan, Bruce Simons-Morton, and Peter Scheidt. "Bullying Behaviors Among US Youth: Prevalence and Association With Psychosocial Adjustment." *Journal of the American Medical Association (JAMA)* 25 April 2001, 2094-2100.

Newquist, Colleen. "Bully-Proof Your School." *Education World.* 8 Sept. 2004. Google 21 Jan. 2005. <http://www.educationworld.com/a_admin/admin018.shtml>

Olweus, Dan. "A Profile of Bullying at School." *Educational Leadership*. Mar 2003. Online Academic Search Premier 14 Feb 2005.

Smith, Peter K., Kirsten C. Madsen, and Janet C. Moody. "What Causes the Age Decline in Reports of Being Bullied at School? Towards a Developmental Analysis of Risks of Being Bullied." *American Educational Research Journal* Winter 1999, 267-285.

Optional Readings:

California Department of Education. *Bullying At School.* Sacramento: California Department of Education, 2003.

Quiroz, Hilda C. *School Bullying: Fighting the Bully Battle.* Westlake Village, CA:

National School Safety Center, 2005.

23. Texts & Supplemental Instructional Materials

Texts were specified in #22 above in the course outline.

24. Key Assignments

Each of the fourteen instructional modules uses an assignment template to guide students through the following processes: reading rhetorically, connecting reading to writing, and writing. Please see the attached assignment template for more detail on specific assignments for each module. Examples of assignments include the following:

- Quick Writes to access prior knowledge
- Surveys of textual features
- Predictions about content and context
- Vocabulary previews and self-assessments
- Reciprocal reading and teaching activities, including summarizing, questioning, predicting, and clarifying
- Responding orally and in writing to critical thinking questions
- Annotating and re-reading texts
- Highlighting textual features
- Analyzing stylistic choices
- Mapping text structure
- Analyzing logical, emotional, and ethical appeals
- Peer response activities

25. Instructional Methods and/or Strategies

<u>Reading Rhetorically:</u>

- All texts will be introduced by a sequence of research-based pre-reading and vocabulary strategies.
- All texts will be analyzed using analytical strategies such as annotating, outlining/charting text structure, and questioning.
- All texts will be examined and discussed using relevant critical/analytical elements such as intended audience, possible author bias, and rhetorical effectiveness.
- Students will work individually, in pairs and small groups, and as a whole class on analytical tasks.
- Students will present aspects of their critical reading and thinking orally as well as in writing.

<u>Connecting Reading to Writing:</u>

- Students will write summaries, rhetorical précis, and responses to critical questions.
- Students will compare their summaries/rhetorical précis, outlines, and written responses in small groups in order to discuss the differences between (a) general and specific ideas; (b) main and subordinate points; subjective vs. objective summarizing techniques.
- Students will engage in note-taking activities, such as composing one-sentence summaries of paragraphs/passages, charting a text's main points, and developing outlines for essays in response to writing prompts.
- Students will complete compare/contrast and synthesis activities increasing their capacity to make inferences and draw warranted conclusions, such as creating comparison matrixes of readings, examining significant points within texts, and analyzing significant textual features within thematically related material.

Writing:

- Students will write 750-1500 word analytical essays based on prompts that require establishing and developing a thesis/argument in response to the prompt and providing evidence to support that thesis by synthesizing and interpreting the ideas presented in texts. Some modules will require essays of greater length.
- Students will complete timed in-class writings based on prompts related to an author's assertion(s), theme(s), purpose(s), and/or a text's rhetorical features.

26. Assessment Methods and/or Tools

Assessment activities will be based on the writing prompts and rubrics embedded in the fourteen instructional modules. Scored sample papers are included with each module, and training sessions for teachers have included specific instruction in running holistic grading sessions with other teachers. The rubrics and sample papers should mean that grading standards will be consistent throughout the state. Further training and advice will be available through the CSU Expository Reading and Writing teacher website. Examples of specific assignment types to be assessed include the following:

- Persuasive essays
- Letters to the Editor
- Argument analysis
- Descriptive outlines of assigned readings
- Reflective essays
- Text-based academic essays
- Research projects

Timed in-class essays and major writing projects will be used to assess students. The final module, "Bullying at School," uses portfolio assessment. In and out of class assignments (e.g., partner/group work, summaries, writing tasks, learning/reading journal entries, written and oral responses to critical reading questions, oral presentations, vocabulary work, homework) will be assessed also. In addition multiple-choice reading and vocabulary quizzes may be used to assess students.

C. HONORS COURSES ONLY

27. Indicate how this honors course is differen from the standard course.

Not applicable.

D. OPTIONAL BACKGROUND INFORMATION

28. Context for Course (optional)

The Expository Reading and Writing Course (ERWC) was originally developed by the California State University as a component of the Early Assessment Program (EAP). The EAP test, given at the end of the 11th grade as part of the California Standards Test, was designed to predict success on the English Placement Test (EPT) and the Entry-Level Mathematics exam, and various interventions were imagined for students whose scores indicated that they would probably not test into a college-level course. Thus the original impetus for the development of the Expository Reading and Writing Course was to provide a rigorous yearlong intervention for students who did not meet the cutoff for English.

However, a number of factors converged to move the course beyond its original goals. The CSU English Placement Test Development Committee has observed for many years that scores on the Reading Skills component of the EPT were dragging down the composite scores. Students were doing more poorly on the reading portions of the test than the writing portions. A similar concern was raised in survey of higher education faculty in California conducted by the Intersegmental Committee of the Academic Senates (ICAS), which found that 83% of faculty respondents attribute their students' lack of success in a course to a lack of analytical reading skills (18). The ICAS report warns that "[…] when students fail to learn the very different reading strategies necessary for comprehending non-fiction (essays), they may have difficulty with college reading, and, we might argue, may fail to develop life-long interests in reading" (18-19). The ICAS survey respondents generally agree that "students are best prepared to write personal essays, informal responses, short answer essay questions, and brief summaries of readings" (ICAS 23)—and are poorly prepared for the kinds of formal, expository tasks the EPT and most content area courses require. Furthermore, only 13% of faculty respondents believe that student writing of any kind has improved since they first began teaching college freshman, while 34% perceive an overall decline in the writing abilities of entering freshmen (ICAS 23).

The problems noted above do not involve a small group of remedial students. These problems involve large portions of the college-bound population, and require fundamental changes in the curriculum if they are to be addressed. Part of the problem is that high school language arts courses have traditionally been oriented toward the teaching of British and American literature, and although the California English-language arts content standards require teaching the rhetorical analysis of non-fiction expository texts, many teachers have not been trained to implement these parts of the standards. Thus, academic tasks such as understanding and evaluating arguments, analyzing rhetorical effects, and drawing conclusions pose particular problems for students taking the EPT. These findings corroborate what

many educational researchers have identified as a general weakness in secondary students: an inability to read and write about nonfiction in sustained, sophisticated, and informed ways.

Thus the task force that developed the Expository Reading and Writing Course began to see their work as performing two different but related functions: 1) Better preparing college-bound students to do the academic reading and writing tasks expected by college faculty across the disciplines, not just in English departments, and 2) Better preparing high school teachers to meet the ELA standards in teaching expository texts and rhetorical analysis. The result is a curricular package that incorporates cutting edge reading pedagogy, accessible rhetorical theory, and up-to-date composition practices. These strategies and techniques are applied to both literary and expository texts, so that the result is a balanced and comprehensive 12th grade language arts course.

29. History of Course Development (optional)

The CSU Task Force on Expository Reading and Writing, known informally as "Task Force 12," held its first meeting in August, 2003. The eleven members were selected by the Executive Committee of CSU English Council, and included reading specialists, ESL specialists, and composition specialists from CSU, as well as high school teachers and administrators. The original eleven members of Task Force 12 initially developed an assignment template and five instructional modules that could be integrated into existing senior English classes. During the program's first pilot year, two high schools, Chula Vista Senior High School and Santa Monica High School, used all five modules to create new 12th grade rhetoric-based English courses. In June of 2005, Task Force 12 launched its second pilot year by unveiling nine additional modules that, together with the original five, create a complete, yearlong course in rhetorical reading and writing. Ongoing professional development coordinated by local CSU campuses, the Center for the Advancement of Reading, and county offices of education has now provided training in the fourteen modules for nearly 1,200 teachers throughout California.

Works Cited

California State University Task Force on Expository Reading and Writing. *12th Grade Expository Reading and Writing Course Materials: Semester One and Semester Two.* Long Beach, CA: The California State University, 2005.

Intersegmental Committee of the Academic Senates of the California Community Colleges, the California State University, and the University of California. *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities.* Sacramento, CA: Intersegmental Committee of the Academic Senates, 2002.

COURSE DESCRIPTION (DISTRICT)

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title

Freshman Writing 101

2. Transcript Title(s) / Abbreviation(s)

Freshman Writing 101

3. Transcript Course Code(s) / Number(s)

4. School

Pioneer Valley High School

5. District

Santa Maria Joint Union High School District

6. City

Santa Maria,

7. School / District Web Site

www.smjuhsd.org

8. School Course List Contact

Name: Annette MacCuish

Title/Position: English Teacher

Phone: 922-1305 **Ext.: 5365**

E-mail: amaccuish@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☒ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Visual & Performing Arts
  - ☐ Intro ☐ Advanced
- ☐ College Prep Elective

10. Grade Level(s) for which this course is designed

☒ **9** ☐ **10** ☐ **11** ☐ **12**

11. Seeking "Honors" Distinction?

☐ **Yes** ☒ **No**

12. Unit Value

- ☒ 0.5 (half year or semester equivalent)
- ☐ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Is this an Internet-based course? ☐ Yes ☒ No

If "yes", who is the provider? ☐ UCCP ☐ PASS/Cyber High ☐ Other_____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- ☐ A course reinstated after removal within 3 years. Year removed from list?_____
  - Same course title? ☐ Yes ☐ No
  - If no, previous course title?_____
- ☐ An identical course approved at another school in same district. Which school? _____
  - Same course title? ☐ Yes ☐ No
  - If no, course title at other school?_____
- ☐ Year-long VPA course replacing two approved successive semester courses in the same discipline
- ☐ Approved Advanced Placement (AP) OR International Baccalaureate (IB) course
- ☐ Approved UC College Prep (UCCP) Online course
- ☐ Approved CDE Agricultural Education course
- ☐ Approved P.A.S.S./Cyber High course
- ☐ Approved ROP/C Course. Name of ROP/C?_____
- ☐ Approved A.V.I.D. course
- ☐ Approved C.A.R.T. course
- ☐ Approved Project Lead the Way Course

☐ Other. Explain:_____

15. Is this course modeled after an UC-approved course from another school <u>outside</u> your district? ☐ Yes ☒ No

If so, which school(s)? _____

Course title at other school_____

16. Pre-Requisites

17. Co-Requisites

18. Is this course a resubmission? ☐ Yes ☒ No

If yes, date(s) of previous submission?_____

Title of previous submissions?_____

19. Brief Course Description

Designed to address any writing deficiencies that any incoming freshman may have and reinforce and review key writing concepts for all other freshman.g

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

This course will provide students with the skills to structure paragraphs, understand different types of paragraphs, and finally, to stretch tose paragraphs into different types of essays, e.g. narrative, compare and contrast, research, literary analysis, persuasive and expository.

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Apply grammar skills to essay writing

2. Properly structure a paragraph

3. Write a 750 word "I Search" research paper

4. Write the following kinds of essays from the following menu: narrative, compare and contrast, literary analysis, persuasive and expository.

5. Demonstrate the steps in the writing process:

- **a. Prewriting**
- **b. Writing**
- **c. Editing**
- **d. Rewriting**

6. Understand and demonstrate the rationale for the writing process

- **How Prewriting helps:**
  - **Examine purpose**
  - **Determine goals**
  - **Consider audience(s)**
  - **Gather data**
  - **Determine how content will be organized and provided**
- **How writing helps organize and format the draft**
- **How to go about editing**
- **How rewriting helps polish the document**

7. Demonstrate the role of single sourcing

a. Overall organization
b. Internal organization
c. Development
d. Word usage

8. Understand the grammar rules to help write effectively:

a. The basic components of a sentence
b. Agreement between pronoun and antecedent
c. Agreement between subject and verb
d. Comma splice
e. Faulty or vague pronoun reference
f. Fragment
g. Run on
h. Fused sentence
i. Modification
j. Parallelism

9. Understand the transitional word and phrases for adding, comparing and contrasting, providing examples, showing place, revealing time and summarizing.

10. Demonstrate how punctuation rules help the writer to avoid errors

a. Apostrophe
b. Colon
c. Comma
d. Dash
e. Ellipses
f. Exclamation Point
g. Hyphen
h. Parentheses
i. Period
j. Question Mark
k. Quotation Marks
l. Semicolon

21. Course Objectives

Freshman Writing 101 is designed to address any writing defieciencies that any incoming freshman may have and to reinforce and review key writing concepts for all other freshman. This course is designed to help all incoming freshman to be better writers not just in their English classess, but across the curriculum.

22. Course Outline

Week 1: Introduction to the course, PPT on plagiarism, basic sentence and paragraph writing, summarizing, introduction to editing and the editing process, Vocabulary #1 (senences, edited sentences, vocab. quiz), Daily Grammar (daily exercises with a grammar quiz)

Week 2: Focusing on narrative writing by writing a narrative essay (demonstrating the writing process from prewriting to finished product), vocabulary #2 / Vocab. Quiz, Daily Grammar / Grammar Quiz

Week 3: Focusing on compare and contrast writing by writing a compare and contrast essay (using Step Up to Writing) (using appropriate transition words, organizing information), Vocabulary #3 / Vocab. Quiz, Daily Grammar / Grammar Quiz

Weeks 4 & 5: focusing on research writing by writing a research paper (understanding and conducting the research process, establishing a goal before writing, assessing sources, iting sources, works cited, appropriate transition words, considering audience), vocabulary #'s 4 & 5 / Vocab. Quizzes, Daily Grammar / Grammar Quizzes

Weeks 6 & 7: Focusing on literary analysis writing by writing a literary response essay (using in-Short: A Collection of Brief Creative Non-Fiction) (establishing a goal, considering audience and tone, appropriately quoting text, appropriate tansition words), Vocabulary #'s 6 & 7 / Vocab. Quizzes, Daily Grammar / Grammar Quizzes

Week #8: Foccusing on persuasive writing by writing a persuasive essay (understanding concession technique, understanding purpose, considering audience, appropriate transitions), Vocabulary #8 Voca. Quiz, Daily Grammar / Grammar Quiz

Week #9: Focusing on expository writing by writing an expository essay (using In-Short: A Collection of Brief Creative Fiction) (establishing purpose, considering audience, appropriate tranistions), Vocabulary Review of Weeks 1-8 / Vocab. Final, Grammar Review of Weeks 1-8 / Grammar Final.

23. Texts & Supplemental Instructional Materials

1. In Short - A Collection of Brief Creative Nonfiction

Norton, 1996 / Paperback/ ISBN 0-393-31492-8 / 256 pages / Memoir/Anthology

2. Step Up to Writing

Activities

Reading assignments from the textbooks and writing assignments. Grammar practice and vocabulary development exercises.

24. Key Assignments

Essays, weekly vocabulary, daily grammar and daily journal writing.

25. Instructional Methods and/or Strategies

Direct instruction that includes modeling the writing process, students working independently (writing essays) as well as collaboratively (brainstorming / editing).

26. Assessment Methods and/or Tools

Essays and in-class essays graded according to the school approved writing rubric, weekly vocabulary tests focusing on academic language, weekly grammar tests, assessment of informal journals for content and ability to respond to a specific question for a sustained period of time, etc.

C. HONORS COURSES ONLY

Please refer to instructions

27. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKBROUND INFORMATION

Please refer to instructions

28. Context for Course (optional)

28. History of Course Development (optional)

Course Title

Grammar/Vocabulary

Description of Target Group

This course is an elective for juniors and seniors who need more work with grammar before they proceed to Composition Workshop and/or other writing courses.

Purpose

The purpose of Grammar/Vocabulary is to develop and improve grammar and vocabulary skills, especially for the student who intends to go to college.

Standards of Expected Student Achievement

Upon completion of this course, the students will be able to successfully demonstrate the following skills:

1. Identify subjects and predicates.
2. Use correct subject/verb agreement
3. Use verbs, pronouns, and modifiers correctly.
4. Recognize the different levels of usage and appropriateness of each level.
5. Identify the various kinds of sentences.
6. Identify and write correctly the various kinds of sentences.
7. Refer clearly to antecedents.
8. Capitalize and punctuate correctly.
9. Write sentences that use coordination and subordination correctly.
10. Recognize Greek and Latin roots and their English derivatives.
11. Spell and use correctly the assigned vocabulary words.
12. Explain the origin and derivation of words, as required.
13. Explain the importance of roots in word study.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Grammar exercises, daily homework, vocabulary study, frequent drills, quizzes, and tests.

Course Title

Grammar/Vocabulary

Description of Target Group

This course is an elective for juniors and seniors who need more work with grammar before they proceed to Composition Workshop and/or other writing courses.

Purpose

The purpose of Grammar/Vocabulary is to develop and improve grammar and vocabulary skills, especially for the student who intends to go to college.

Standards of Expected Student Achievement

Upon completion of this course, the students will be able to successfully demonstrate the following skills:

1. Identify subjects and predicates.
2. Use correct subject/verb agreement
3. Use verbs, pronouns, and modifiers correctly.
4. Recognize the different levels of usage and appropriateness of each level.
5. Identify the various kinds of sentences.
6. Identify and write correctly the various kinds of sentences.
7. Refer clearly to antecedents.
8. Capitalize and punctuate correctly.
9. Write sentences that use coordination and subordination correctly.
10. Recognize Greek and Latin roots and their English derivatives.
11. Spell and use correctly the assigned vocabulary words.
12. Explain the origin and derivation of words, as required.
13. Explain the importance of roots in word study.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Grammar exercises, daily homework, vocabulary study, frequent drills, quizzes, and tests.

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
Introduction to Education: An Interdisciplinary & Applied Discipline

2. Transcript Title(s) / Abbreviation(s)
Intro to Educ

3. Transcript Course Code(s) / Number(s)

4. School
Ernest Righetti High School

5. District
Santa Maria Joint Union High School Dist.

6. City
Santa Maria, CA 93455

7. School / District Web Site
http://www.smjuhsd.k12.ca.us

8. School Course List Contact

Name: Jim Armstrong

Title/Position: Asst. Supt. Curriculum & Instruction

Phone: 805-922-4573 **Ext.:** 4211

E-mail: jarmstrong@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Language other than English
- ☐ Visual & Performing Arts
  - ☐ Intro ☐ Advanced
- ☒ College Prep Elective

10. Grade Level(s) for which this course is designed

☐ 9 ☐ 10 ☒ 11 ☒ 12

11. Seeking "Honors" Distinction?

☐ Yes ☒ No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Is this an Internet-based course? ☐ Yes ☒ No

If "Yes", who is the provider? ☐ UCCP ☐ PASS/Cyber High ☐ Other _____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- ☐ A course reinstated after removal within 3 years. Year removed from list? _____
  Same course title? ☐ Yes ☐ No
  If no, previous course title? _____
- ☐ An identical course approved at another school in same district. Which school? _____
  Same course title? ☐ Yes ☐ No
  If no, course title at other school? _____
- ☐ Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- ☐ Approved UC College Prep (UCCP) Online course
- ☐ Year-long VPA course replacing two approved successive semester courses in the same discipline
- ☐ Approved P.A.S.S./Cyber High course
- ☒ Approved ROP/C course. Name of ROP/C? North Santa Barbara County ROP
- ☐ Approved CDE Agricultural Education course

☐ Other. Explain:

15. Is this course modeled after an UC-approved course from another school outside your district? ☒ Yes ☐ No

If so, which school(s)? Santa Ynez Valley Union High School

Course title at other school: Introduction to Education: An Interdisciplinary & Applied Discipline

16. Pre-Requisites

Junior or Senior status: College Bound

17. Co-Requisites

18. Is this course a resubmission? ☐ Yes ☒ No

If yes, date(s) of previous submission? _____

Title of previous submission? _____

19. Brief Course Description

Introduction to Education: An Interdisciplinary and Applied Discipline, is a year-long, academically focused course designed to introduce interested college prep junior and senior students to the theory behind learning and teaching. Students use several texts to provide them with the interdisciplinary background needed in a theory course. Students study the history of education in the United States, sociological factors influencing educational systems, education policy and politics, the psychology behind learning and teaching, curriculum design and educational standards, and assessment and evaluation in education. A multi-disciplinary approach requires students to produce essays, oral presentations, projects and to pass exams from a number of academic areas. Academic work is reinforced by 60 required lab hours with K-9 students in public school community classrooms. Lab work relates directly to the educational theory under study.

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

21. Course Objectives

22. Course Outline

23. Texts & Supplemental Instructional Materials

24. Key Assignments

25. Instructional Methods and/or Strategies

26. Assessment Methods and/or Tools

C. HONORS COURSES ONLY

Please refer to instructions

27. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

28. Context for Course (optional)

29. History of Course Development (optional)

COURSE DESCRIPTION

Course Title:	Introduction to Education: An Interdisciplinary And Applied Discipline
Transcript Title:	Introduction to Education: An Interdisciplinary And Applied Discipline
Transcript Course Code	6106
School:	***Ernest Righetti High School***
District:	***Santa Maria Joint Union High School***
City:	Santa Maria
School Contact	***Catherine Ulrich, Principal***
	Ph. 805-937-2051 ext. 2701
	culrich@smjuhsd.org
Subject Area:	College Prep Elective
Grade Level:	11-12
Unit Value:	1.0 (one year equivalent)
Pre-Requisites:	Junior or Senior Status; College Bound

COURSE DESCRIPTION:

Introduction to Education: An Interdisciplinary and Applied Discipline, is a year-long, academically focused course designed to introduce interested college prep junior and senior students to the theory behind learning and teaching. Students use several texts to provide them with the interdisciplinary background needed in a theory course. Students study the history of education in the United States, sociological factors influencing educational systems, education policy and politics, the psychology behind learning and teaching, curriculum design and educational standards, and assessment and evaluation in education. A multi-disciplinary approach requires students to produce essays, oral presentations, projects and to pass exams from a number of academic areas. Academic work is reinforced by 60 required lab hours with K-9 students in public school community classrooms. Lab work relates directly to the educational theory under study.

18. Course Goals and/or Major Student Outcomes

- Demonstrates knowledge of the history of education in the U.S.
- Demonstrates knowledge of sociological factors affecting education and educational systems.
- Demonstrates knowledge of social and personality development.
- Demonstrates knowledge of cognitive development in children and young adults.
- Demonstrates ability to match instruction to how the brain learns.
- Demonstrates knowledge of a major historical event by planning in-depth lesson units on the event.
- Demonstrates ability in critical thinking skills by planning lessons and designing curriculum.
- Demonstrates knowledge of the psychology behind proper classroom management via individual projects and assignments.
- Demonstrates ability to speak in a public forum
- Demonstrates ability to read and understand college level texts
- Demonstrates ability to write fluently and coherently.
- Demonstrates ability to use technology both in conducting research and in classroom presentations.
- Demonstrates knowledge of various methodologies through simulations, written assignments, and work in community classrooms.
- Demonstrates knowledge of social diversity in the classroom through individual projects and assignments, and through work in community classrooms.
- Demonstrates knowledge of assessment tools through analysis of forms of assessment and through designing various assessments for varying subject matter.

19. Course Objectives

a. Students will show understanding of the history of education in the U.S.
b. Students will show understanding of the sociological factors influencing educational systems.
c. Students will show understanding of social and personality development.
d. Students will show understanding of structure and function of the human brain.
e. Students will show understanding of basic psychology via classroom management techniques and strategies.
f. Students will show ability to match instruction to how the brain learns through designing lessons.
g. Students will show in-depth understanding of an historical era and of their ability to write lessons through designing a fifteen lesson unit project.
h. Students will show ability to speak in a public forum.
i. Students will show ability to read and understand a college level text.
j. Students will show ability to write fluently and coherently.

k. Students will show mastery of various teaching methodologies.
l. Students will show knowledge of Bloom's Taxonomy by designing several lessons that utilize all levels of higher level thinking skills.
m. Students will show their ability to work with students one-on-one, in small groups, and in large groups through lab settings.

20. Course Outline

Unit 1: History of American Education

California Teaching Standard for Understanding and Organizing Subject Matter for Student Learning; California Standard for Developing as a Professional Educator

(footnote: all units meet specific California Teaching Standards)

I. Organization of American Schools
II. Evolution of Education from the Colonial Period through the Nineteenth Century
III. European influences of Rousseau and Pestalozzi
Industrialism's Affect on Schools
IV. John Dewey and the Reform Movement

Unit 2: Sociology of Education

California Teaching Standard for Engaging and Supporting All Students in Learning

Organization and Design of Educational Systems
Cultural Diversity in the Classroom
Economic Diversity in the Classroom
Gender Issues in the Classroom

Unit 3: Education Policy and Politics

California Teaching Standard for Creating and Maintaining Effective Environments for Student Learning

I. Governing Bodies
II. Federal Mandates (NCLB) and State Mandates
III. Public Funding
IV. Political Issues Affecting Education

Unit 4: Psychology of Teaching and Learning

California Standard for Engaging and Supporting All Students in Learning

I. Cognitive Psychology
Brain Research and Classroom Practice
II. Methodologies
A. Socratic seminars
B. large group/small group
C. learning styles (multiple intelligences)
D. cross-curricular
E. assignments (projects, tests, quizzes, debates, simulations)
F. writing and reading strategies (SCWRiP)
III. Dealing with Special Populations

Unit 5: The Core Curriculum and Education Standards

California Standard for Understanding and Organizing Subject Matter for *Student Learning*

I. Standards Based Curriculum
II. Designing Curriculum and Lesson Plans

Unit 6: Assessment and Evaluation in Education

California Standard for Assessing Student Learning

I. Assessment

A. Standards based assessment

B. S.T.A.R., G.S.E., exit exams, A.P.

21. Texts and Supplemental Materials

Textbooks for the course are as follows:

The Organization and Control of American Schools, Campbell et. al.
Schools That Learn, Senge.
Schools and Society, Ballantine.
Schools in Conflict, Wirt and Kirst.
How to be an Effective Teacher: The First Days of School, Wong.
Developmental Psychology, McIlveen & Gross.
Brain Matters: Translating Research into Classroom Practice, Wolfe.
Teaching with the Brain in Mind, Jensen.
The Structure of School Improvement, Joyce, Hersh & McKibbin.

22. Key Assignments

- Students show understanding of the history of American education through passing an exam.
- Students show understanding of sociological influences in schools through writing reports and making oral presentations on issues such as economic disparity, cultural diversity and gender differences.
- Students show understanding of the role of federal and state governments in education through passing an exam.
- Students show mastery of knowledge of brain function, cognitive development and social and personality development by passing a comprehensive exam.
- Students show understanding of how the brain learns through projects that are presented to the class.
- Students show mastery of standards based education by designing lessons and a 3 week curriculum.
- Students show understanding of the role of assessment and evaluation in education by writing reports and making oral presentations on the various range of standardized tests employed in American schools.

23. Instructional Methods and/or Strategies

- Readings
- Discussion
- Lecture
- Oral and written reports
- Small group work
- Project-based learning
- Sixty hour of supervised lab practicum

- Internet research
- Field trips (to UC and CSU Teacher Education programs, Museum of Tolerance)
- Interviewing
- Guest speakers
- Videotapes

24. Assessment Methods and/or Tools

- Exams (20%)
- Quizzes (15%)
- Projects and reports (40%)
- Journals from community classroom (20%)
- Videotaping of their teaching (5%)

The final exam for the first semester is a written essay exam and short paragraph answers on the primary texts, along with a three week unit (fifteen lesson plans) designed by the student. The final exam for the second semester includes a written essay on the primary texts, along with a half-hour lesson designed by the student and taught to the Introduction to Education class.

27. Context for Course

This course is a heavily academic course with a lab component. With three hundred thousand new teachers needed in California within the next ten years, this course is designed to give students a thorough introduction to the teaching profession and to encourage them to become educators.

28. History of Course Development

Designed in the spring and summer of 2000 and implemented in the fall of that year, this course, now in its third year of operation, was the result of consultations with a broad range of educational professionals, including Dr. Lynn Cavasos from UC Santa Barbara, Dr. Bonnie Konopak from Cal Poly San Luis Obispo, and Dr. Andrea Maxie from CSU Los Angeles. Both professors provided in-put for course materials and outlines. The course was further developed and implemented by the current instructor, a former college instructor in English and a Nationally Board Certified teacher. Due to its strong academic nature and field service component, it has been visited and acclaimed by California State Superintendent of Education, Delaine Eastin. Additionally, it has been written up for its success in The Center for the Future of Teaching and Learning Fall Newsletter (2001) and in the summer of 2001 issue of Passport, the publication put out by CalTeach.

Course Title **SMHS**

Introduction To Literature A/B (9) (Honors)

Description of Target Group

This yearlong course, required to meet the district's graduation requirement, is designed for only those freshman students whose recommendations and portfolios have been accepted by the English Department Honors Committee.

Purpose

This course is designed to provide selected students with a qualitatively different and varied curriculum, which challenges and enriches their individual potential while maintaining the requirements of the basic course outline. Students will focus upon an introduction to literature and the writing process through an integrated approach. This course will prepare students for World Literature (Honors) as they read and write accessing themes which include self-exploration, prejudice, tolerance and personal and human values. Students will develop communication skills in reading, writing, listening and speaking in which group and individual projects will be assigned. In addition, students will participate in beginning career exploration to provide a greater awareness of the need for proficiency in communication skills.

Students must maintain a grade of HB" or better at the end of each semester to remain in the honors program.

Standards of Expected Student Achievement

Upon completion of this course, students will demonstrate the following skills:

READING
A variety of genres from literature will be read. Students will be expected to:

- read independently
- identify literary genre
- identify elements of literature, literary terms
- construct meaning from a text
- make connections within a text
- extend beyond the text
- include an element of risk taking in constructing meaning
- keep a journal or log
- analyze literature on both symbolic and thematic levels

Core selections include:

novel: Of Mice and Men - John Steinbeck
drama: Romeo and Juliet - Shakespeare

Other possible selections include:

novel: Captain's Courageous - Rudyard Kipling
Night - Elie Wiesel
A Tale of Two Cities - Charles Dickens
drama: The Mother - Paddy Chayefsky
Visitors from Forest Hill - Neil Simon

epic poetry: The Odyssey - Homer

short story, poetry, essays: selections from the basic and supplementary texts.

WRITING

Students will be expected to demonstrate the following skills:

Rhetoric:

- present an idea; acknowledge an audience/reader
- use logic and relevant support/details
- state and develop an argument
- demonstrate coherence and style
- attempt an element of risk
- demonstrate improvement

Conventions:

- practice sentence variety
- use proper word choice/usage and vocabulary development
- demonstrate good mechanics
- improve spelling
- demonstrate improvement and growth

Students will demonstrate the ability to write in the following types of discourse:

- autobiographical
- reflective
- descriptive
- narrative
- expository discourses

Introduction to Literature A/B (9) (Honors) (continued)

RETRIEVING INFORMATION

- use the library and computer catalog
- use reference volumes appropriately
- cite works using MLA documentation
- document within a text using MLA format
- take notes

GROUP/COMMUNICATION SKILLS

Students will demonstrate the ability to:

- participate effectively in class and small group discussions
- communicate information and ideas effectively to others
- respect others
- follow directions
- compromise and reach consensus
- be responsible
- show improvement in speaking and listening skills

CAREER/GROUP EDUCATION

Students will demonstrate the ability to:

- take the UNIACT or other interest inventory
- apply the results of the UNIACT or other interest inventory by
- preparing to choose a Career Path
- identify career choices which coordinate with interests
- research a career or write an "I" search paper
- complete the written application process

PORTFOLIO REQUIREMENTS

Students will be expected to complete the Portfolio Requirements as outlined on PAGE 4 of this course outline

INSTRUCTIONAL MATERIALS

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District.

Introduction to Literature A/B (9) (Honors) (continued)

PORTFOLIO REQUIREMENTS Student Name: _____

1.) Demonstrate reading comprehension/questioning competency in the following areas:

Any three (3):

		Date	Signature
A.)	Read independently	_____	_____
B.)	Construct meaning from a text	_____	_____
C.)	Make connections within a text	_____	_____
D.)	Extend beyond a text	_____	_____
E.)	Take a risk in making connections/meaning	_____	_____
F.)	Analyze literature symbolically & thermatically	_____	_____

Any one (1)

G.)	Reading log	_____	_____
H.)	Double entry journal	_____	_____

2.) Demonstrate writing skills in the following areas:

Any three (3):

A.)	Autobiographical essay	_____	_____
B.)	Reflective essay	_____	_____
C.)	Narrative essay	_____	_____
D.)	Descriptive essay	_____	_____
E.)	Expository essay	_____	_____

3.) Demonstrate the following information retrieval skills:

A.)	Works Cited/Bibliography using MLA	_____	_____
B.)	Documentation using MLA format	_____	_____
C.)	Note taking	_____	_____

4.) Demonstrate the following oral presentation skills:

A.)	Effectively present an idea/project	_____	_____
B.)	Show improvement in speaking skills	_____	_____

5.) Demonstrate the following career skills:

A.)	Identify areas of career interests	_____	_____
B.)	Match interests to specific careers	_____	_____

Course Title **SMHS**

Introduction to Literature A/B (9) (L2)

Description of Target Group

This yearlong course, required to meet the district's graduation requirement, is designed for all students who have successfully completed the appropriate ESL classes and are ready for the regular English program.

Purpose

This yearlong course is designed to provide students of all ability levels with an introduction to literature and the writing process through an integrated approach. This course will prepare students for World Literature, as they read and write accessing themes which include self-exploration, prejudice, and tolerance, as well as personal and human values. Students will develop communication skills in reading, writing, listening and speaking in which group and individual projects will be assigned. Students will also participate in beginning career exploration to provide a greater awareness of the need for proficiency in communication skills. In addition, sheltered English strategies, authentic assessment, and cooperative learning strategies will be employed to assist students to succeed.

Standards of Expected Student Achievement

Upon completion of this course, students will demonstrate the following skills:

READING
A variety of genre from literature will be read. Students will be expected to:

- Read independently
- Identify literary genre
- Identify elements of literature, literary terms
- Construct meaning from a text
- Make connections within a text
- Extend beyond the text
- include an element of risk taking in constructing meaning
- keep a journal or log

Core selections include:

novel: Of Mice and Men - John Steinbeck
drama: Romeo and Juliet- Shakespeare

Other possible selections include:

novel: Bless the Beasts and Children - Glendon Swarthout

Introduction to Literature A/B (L2) (continued)

Dandelion Wine - Ray Bradbury
Night - Elie Wiesel
When Legends Die - Hal Borland
drama: The Miracle Worker - William Gibson
epic poetry: The Odyssey - Homer

short story, poetry, essays: selections from the basic and supplementary texts.

WRITING
Students will be expected to demonstrate the following skills:

Rhetoric:

- present an idea; acknowledge an audience/reader
- use logic and relevant support/details
- state and develop an argument
- demonstrate coherence and style
- attempt an element of risk
- demonstrate improvement

Conventions:

- practice sentence variety
- use proper word choice/usage
- demonstrate good mechanics
- improve spelling
- demonstrate improvement

Students will demonstrate the ability to write in the following types of discourse:

- autobiographical
- reflective
- descriptive
- narrative

RETRIEVING INFORMATION
Students will demonstrate the ability to:

- use the library and computer catalog
- use the computer lab
- take notes
- document references

Introduction to Literature A/B (L2) (continued)

GROUP/COMMUNICATION SKILLS
Students will demonstrate the ability to:

- participate effectively in class and small group discussions
- communicate information and ideas effectively to others
- respect others
- follow directions
- compromise and reach consensus
- be responsible
- show improvements in speaking and listening skills

CAREER INFORMATION

Students will demonstrate the ability to:

- take the UNIACT or other interest inventory
- apply the results of the UNIACT or other interest inventory by
- preparing to choose a Career Path
- identify career choices, which coordinate with interests
- research a career or write an "I" search paper
- complete the written application process

PORTFOLIO REQUIREMENTS
Students will be expected to complete the Portfolio Requirements as outlined on PAGE 4 of this course outline

INSTRUCTIONAL MATERIALS

Text and Supplementary Materials

Refer to Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District.

PORTFOLIO REQUIREMENTS Student Name: _____

1.) Demonstrate reading comprehension/questioning competency in the following areas:

Any three (3):

		Date	Signature
A.)	Read independently	_____	_____
B.)	Construct meaning from a text	_____	_____
C.)	Make connections within a text	_____	_____
D.)	Extend beyond a text	_____	_____
E.)	Take a risk in making connections/meaning	_____	_____
F.)	Analyze literature symbolically & thermatically	_____	_____

Any one (1)

G.)	Reading log	_____	_____
H.)	Double entry journal	_____	_____

2.) Demonstrate writing skills in the following areas:

Any three (3):

A.)	Autobiographical essay	_____	_____
B.)	Reflective essay	_____	_____
C.)	Narrative essay	_____	_____
D.)	Descriptive essay	_____	_____
E.)	Expository essay	_____	_____

3.) Demonstrate the following information retrieval skills:

A.)	Works Cited/Bibliography using MLA	_____	_____
B.)	Documentation using MLA format	_____	_____
C.)	Note taking	_____	_____

4.) Demonstrate the following oral presentation skills:

A.)	Effectively present an idea/project	_____	_____
B.)	Show improvement in speaking skills	_____	_____

5.) Demonstrate the following career skills:

A.)	Identify areas of career interests	_____	_____
B.)	Match interests to specific careers	_____	_____

Course Title **SMHS**

Introduction to Literature A/B (9) (P)

Description of Target Group

This yearlong course, required to meet the district's graduation requirement, is designed for all students.

Purpose

This course is designed to provide students of all ability levels with an introduction to literature and the writing process through an integrated approach. This course will prepare students for English 2, World Literature, as they read and write accessing themes which include self-exploration, prejudice, tolerance and personal and human values. Students will develop communication skills in reading, writing, listening and speaking in which group and individual projects will be assigned. In addition, students will participate in beginning career exploration to provide a greater awareness of the need for proficiency in communication skills.

Standards of Expected Student Achievement

Upon completion of this course, students will demonstrate the following skills:

READING
A variety of genres from literature will be read. Students will be expected to:

- read independently
- identify literary genre
- identify elements of literature, literary terms
- construct meaning from a text
- make connections within a text
- extend beyond the text
- include an element of risk taking in constructing meaning
- keep a journal or log

Core selections include:

novel: Of Mice and Men - John Steinbeck
drama: Romeo and Juliet - Shakespeare

Other possible selections include:

novel: Bless the Beasts and Children - Glendon Swarthout
Captain's Courageous - Rudyard Kipling
Dandelion Wine - Ray Bradbury
Night - Elie Wiesel
When me Legends Die - Hal Borland
drama: The Miracle Worker - William Gibson

The Mother - Paddy Chayefsky
Visitors from Forest Hill - Neil Simon
epic poetry: The Odyssey - Homer

short story, poetry, essays: selections from the basic and supplementary texts

WRITING
Students will be expected to demonstrate the following skills.
Rhetoric:

- present an idea; acknowledge an audience/reader
- use logic and relevant support/details
- state and develop an argument
- demonstrate coherence and style
- attempt an element of risk
- demonstrate improvement

Conventions:

- practice sentence variety
- use proper word choice/usage
- demonstrate good mechanics
- improve spelling
- demonstrate improvement

Students will demonstrate the ability to write in the following types of discourse:

- autobiographical
- reflective
- descriptive
- narrative

RETRIEVING INFORMATION
Students will demonstrate the ability to:

- use the library and computer catalog
- use the computer lab
- take notes
- document references

GROUP/COMMUNICATION SRILLS
Students will demonstrate the ability to:

- Participate effectively in class and small group discussions
- communicate information and ideas effectively to others
- respect others
- follow directions
- compromise and reach consensus
- be responsible
- show improvement in speaking and listening skills

CAREER INFORMATION
Students will demonstrate the ability to:

- take the UNIACT or other interest inventory
- apply the results of the UNIACT or other interest inventory by
- preparing to choose a Career Path
- identify career choices which coordinate with interests
- research a career or write an "I" search paper
- complete the written application process

PORTFOLIO REQUIREMENTS
Students will be expected to complete the Portfolio Requirements as outlined on PAGE 4 of this course outline.

INSTRUCTIONAL MATERIALS

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District.

PORTFOLIO REQUIREMENTS Student Name: _____ ___

1.) Demonstrate reading comprehension/questioning competency in the following areas:

Any three (3):

		Date	Signature
A.)	Read independently	_____	_____
B.)	Construct meaning from a text	_____	_____
C.)	Make connections within a text	_____	_____
D.)	Extend beyond a text	_____	_____
E.)	Take a risk in making connections/meaning	_____	_____
F.)	Analyze literature symbolically & thermatically	_____	_____

Any one (1)

G.)	Reading log	_____	_____
H.)	Double entry journal	_____	_____

2.) Demonstrate writing skills in the following areas:

Any three (3):

A.)	Autobiographical essay	_____	_____
B.)	Reflective essay	_____	_____
C.)	Narrative essay	_____	_____
D.)	Descriptive essay	_____	_____
E.)	Expository essay	_____	_____

3.) Demonstrate the following information retrieval skills:

A.)	Works Cited/Bibliography using MLA	_____	_____
B.)	Documentation using MLA format	_____	_____
C.)	Note taking	_____	_____

4.) Demonstrate the following oral presentation skills:

A.)	Effectively present an idea/project	_____	_____
B.)	Show improvement in speaking skills	_____	_____

5.) Demonstrate the following career skills:

A.)	Identify areas of career interests	_____	_____
B.)	Match interests to specific careers	_____	_____

Course Title

Journalism 1 A/B (P)

Description of Target Group

Journalism 1 (A & B) is designed as a two-semester, year long course for students in the 10th, and 12th grades.

Purpose

The purpose of Journalism 1 A/B is (a) to introduce students to newspaper writing and production; (b) to help students learn how to read, evaluate discuss and compare various writing styles and ideas of outstanding authors in both written and oral presentations; (c) to help students learn to work cooperatively, develop leadership, practice group dynamics, learn promptness, responsibility and dependability.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the ability to:
NEWSPAPER PUBLICATION FUNCTIONS

1. Use proper capitalization and punctuation rules.
2. Use basic journalistic vocabulary.
3. Outline and use the 5 W's and 1 H of news.
4. Recognize the basic components of a news story.
5. Outline and use the upright and inverted pyramid structures.
6. Recognize and write the three story types: straight news, editorials, and features.
7. Recognize and use the basic layout styles: balanced and brace.
8. Explain the fundamentals of advertising.
9. Outline the sequential steps of production.
10. List career opportunities in journalism.
11. Identify and comprehend the main and subordinate ideas in a written work and features.
12. Recognize different purposes and methods of writing, to identify a writer's point of view and tone and to interpret a writer's meaning.
13. Use features of books and other reference materials, such as table of contents, preface, introduction, titles and subtitles, index, glossary, appendix, and bibliography.
14. Define unfamiliar words by decoding, using contextual clues or by using a dictionary.

Instructional Materials

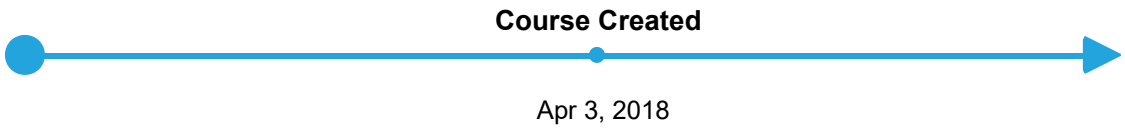
Text and Supplementary Materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Union high School District

Activities

Lectures, guest speakers, guest interviewing, writing, editing, newspaper production, oral and written book evaluations.

Journalism II A/B

Santa Maria Joint Union High School District ()



Basic Course Information

School(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)
Santa Maria High School (053305)	Classroom Based	Abbreviation: JOURN 2A (P), JOURN 2B (P); Course Code: EN6129, EN6130
Pioneer Valley High School (053847)	Classroom Based	Abbreviation: JOURN 2A (P), JOURN 2B (P); Course Code: EN6129, EN6130

Title:	Journalism II A/B
Length of course:	Full Year
Subject area:	College-Preparatory Elective (G) / English
UC honors designation?	No
Non-honors equivalent course:	
Non-honors exemption details:	
Prerequisites:	Successful completion of Journalism 1 A/B (Required)

None

Co-requisites:	None
Integrated (Academics / CTE)?	No
Does your course include lab activities in your course description?	Yes
Grade levels:	10th, 11th, 12th
Course learning environment:	Classroom Based

Online course self assessment

Course Description

Course overview:

This Course Overview is not available on the A-G Course Management Portal. For more information about this course, you need to contact the institution that authored this course.

> The purpose of Journalism 2 A/B is (a) to continue to help students learn to work cooperatively, develop leadership, practice group dynamics, learn promptness, responsibility and dependently, and in doing so, publish the school newspaper; introduces students to newspaper writing and producting; (b) to provide an opportunity for students to evaluate, discuss and compare various writing styles and ideas of outstanding authors.

Course content:

This Course Content is not available on the A-G Course Management Portal. For more information about this course, users should directly contact the institution that authored this course.

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
Journalism Today	Ferguson and Patten	National Textbook Company	4th	[empty]	Yes

Supplemental Materials

Title	Content

No course materials have been added to this course.

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Course Title

Journalism 2 A/B (P)

Description of Target Group

Journalism 2 A/B is designed as a two-semester, year-long course for 11th or 12th grade students who possess basic journalism skills.

Purpose

The purpose of Journalism 2 A/B is (a) to continue to help students learn to work cooperatively, develop leadership, practice group dynamics, learn promptness, responsibility and dependently, and in doing so, publish the school newspaper; (b) to provide an opportunity for students to learn advance styles of journalistic and expository writing; (c) to provide an opportunity for students to evaluate, discuss and compare various writing styles and ideas of outstanding authors.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the ability to:

WRITING SKILLS

1. Generate ideas from classical and contemporary literature and from observing the social environment through various media of communication.
2. Understand appropriate sources and identity facts, examples and illustrations form published material, live sources, and personal experience.
3. Structure and conduct interviews to obtain information.
4. Identify the appropriate form for writing information: news, editorial or feature.
5. Formulate a single statement that clearly expresses the central idea in one's essay, story or article.
6. Construct paragraphs that develop and support the story's main ideas with facts, examples, reasons, description, incidents, quotations, definitions, and analogy.
7. Organize paragraphs into a logical sequence so that the central idea of the story is presented clearly and is developed to a logical conclusion.
8. Write varied and appropriate sentence structures and types effectively in order to indicate the meaning, relationship and importance of ideas.
9. Write sentences with precise and appropriate words, keeping the audience in mind, to distinguish between literal and figurative use of language, and to avoid inappropriate jargon and clinch.
10. Use word and sentences for different readers and purpose: features, editorials, news and sports.
11. Understand when and how to present one's own ideas as related to, but clearly distinguished from, the ideas of others, including the ability to use attribution and documentation and to avoid plagiarism.
12. Do research for support of one's opinions and conclusions, including the appropriate use of evidence and attribution.

Journalism 2 A/B (P) (continued)

13. Use dictionaries, style books, thesaurus and other reference materials for the purpose of checking words and facts used in one's writing.
14. Proofread for errors and omissions of both form and substance, to revise and restructure, to correct the draft for errors in mechanics and to produce a finished paper relatively free of errors in structure and usage.
15. Listen, take notes and transcribe information accurately.

READING SKILLS

1. Identify and comprehend the main and subordinate ideas in a written work and to summarize the ideas in one's own words.
2. Recognize different purposes and methods of writing, to identify a writer's point of view and tone, and to interpret a writer's meaning inferentially as well as literally.
3. Separate one's personal opinion and assumptions from a writer's.
4. Use features of books and other reference materials, such as table of contents, preface, introduction, titles and subtitles, index, glossary, appendix, and bibliography.
5. Define unfamiliar words by decoding, using contextual clues or by using a dictionary.

ETHICAL JUDGMENT

1. Recognize the place of the press in a modern democratic society as "watchdog," reporter and commentator on social environment.
2. Present both sides of an issue by comparison and contrast, argumentation, and analysis.
3. Develop a writing form free from libel, slander or obscenities and to respect privacy.

NEWSPAPER PUBLICATIONS FUNCTIONS

1. Explain newspaper staff procedures and responsibilities.
2. Show effective newspaper staff interaction.
3. Use proper newspaper bookkeeping.
4. Explain the function of the student newspaper on campus.
5. Identify the fundamentals of advertising.
6. Outline the sequential steps of production.
7. List career opportunities in journalism.

Instructional Materials

Text and Supplementary Materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Interviewing, writing, editing, publishing student newspaper, ad sales, oral and written book evaluation, participation in professional journalistic contest

Journalism I A/B

Santa Maria Joint Union High School District

New Course Approved

Mar 20, 2015
Irma Martinez

Basic Course Information

School(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)
Pioneer Valley High School (053847)	Classroom Based	Abbreviation / Course Code Journ 1A (P) / EN6127 Journ 1B (P) / EN6128
Santa Maria High School (053305)	Classroom Based	Abbreviation / Course Code Journ 1A (P) / EN6127 Journ 1B (P) / EN6128

Title:	Journalism I A/B
Length of course:	Full Year
Subject area:	College-Preparatory Elective (G) / English
UC honors designation?	No
Prerequisites:	English 1 A/B (Required)
Co-requisites:	None
Integrated (Academics / CTE)?	No

Grade levels: 9th, 10th, 11th, 12th

Course Description

Course overview:

Students in Journalism 1 will develop knowledge and skills in writing news, editorials, sports, advertising and feature writing. Students work on independent and group assignments, edit copy and use computers to prepare articles for publication. Students develop confidence, creative techniques and learn to organize time to meet monthly deadlines. Students will develop knowledge and skills in organizing a staff for the production of a monthly newspaper/magazine. Students will assign and write articles, organize layout, headline and edit work submitted for newspaper/magazine. Students will assign and write articles, organize layout, headline and edit work submitted for the school paper. Students will also make public contacts for the purpose of securing advertising and will negotiate with the local newspaper for the purpose of printing and submitting news required in all facets of publication.

Suggestion: Students are encouraged to submit articles to local competitions and to attend state journalism conferences.

Suggested: Students are encouraged to enroll in The Paw Print club, newspaper production, in order to follow articles from inception of publication.

1. Students will read and comprehend newspaper and magazine articles by analyzing author's rhetoric and style.
2. Students will begin the study of researching, writing, and editing for journalistic purposes.
3. Students will read and respond to culturally significant articles from mainstream publications and selected texts to better understand American and global events.
4. Students will write coherent and well-written articles showing an understanding of audience and purposes.
5. Students will learn to write well under time pressure.
6. Students will learn to listen critically and learn to ask pertinent questions also showing flexibility in question asking.
7. Students will learn the importance of the editing and revision process with multiple drafts required of articles.
8. Students will compose articles of at leas 500 words reflecting their understanding of the following formats: news, feature, opinion, review and sports.
9. Each of the journalistic writing styles listed in #8 encompasses coherent and focused expository, persuasive, narrative and informational writing.
10. Students will complete a full sized (tabloid or broad sheet) model page with articles they have written demonstrating their skill and understanding of desktop publishing using Adobe InDesign and Photoshop.
11. Students will learn editing marks and editing skills by exchanging articles and peer editing.

12. Students will be introduced to first amendment rights, libel laws and the responsibility of the press.
13. Students will have a brief introduction to the history of American journalism.
14. Students will be introduced to web journalism and the ue of the internet to research articles.
15. Students will keep a digital portfolio of their work.

- *Associated Press Stylebook* will be used each week of the term.
- *The Newspaper Designer's Handbook* by Tim Harrower will be used for design exercises each week of the term.
- Exercises fro the *School Newspaper Adviser's Survival Guide* by Patricia Osborn will be used each week of the term.

Course content:

INTERVIEWING

Students will learn interviewing skills and the purpose of formulating effective follow-up questions. Students will know as much background as possible for their assignments before the interview. Students will list likely questions beginning with the five W's. Students are held responsible for scheduling interviews setting aside sufficient time to answer all questions. Students are discouraged from using tape recorders or digital recorders for the interview. Rather, students are encouraged t listen intently and take careful, well-chosen notes on the interview.

NEWSWRITING

The inverted pyramid style of building a news story will be stressed. Emphasis will b e placed on writing effective leads using the five W's of reporting. Students will read various news stories from local, state and national news sources analyzing them for sentence structure, information presented, organization, number of words and sentences in the lead.

Students will have four opportunities to write news stories, each of about 500 words. The first two stories will be from facts garnered from mock news conferences in class. The second two stories will be gathered from school-related subjects. Students will be responsible for writing one of those stories abut a club or organization on campus. Objective writing will be stressed and students will have multiple lessons on the difference between fact and opinion.

FEATURE WRITING

Students will be introduced to writing a personality profile. Students will be introduced to writing a personality profile. Students will read examples of profiles in various media and, using the "Dialogue Box" worksheet from SNAG (School Newspaper's Survival Guide) will rite a personality profile about a class member.

Students are also introduced to feature lead writing and given examples of descriptive leads, narrative leads and summary leads. Students will write two stories from the following: A club feature, sport feature, event feature, human interest, historical feature, restaurant review, or consumer report.

Students will learn to focus on a special angle of their subject and to get the whole story and organize the story in a readable and informative format.

OPINION AND COLUMN WRITING

Students will read editorials from local, state and national media and compare the writing and viewpoints. They will be learning the structure for effective argumentative writing, emphasizing a strong thesis statement with clear supporting paragraphs.

They will select their won topics from school and current events and write an opinion piece of 500 words. Their piece will display and understanding of both sides and a given issue and then argue in favor of one side or the other. They will write effective opinion leads and then contrast them with the news leads they wrote earlier.

Students will also study column writing. While many columns employ the same expository format as opinion pieces, other columns can be subject-specific or humorous.

SPORTS WRITING

Students will read sports stories from local, state and national media with a particular focus on local and school reporting of individual high school sports. While they will review sports features and sports columns, this unit focuses on sports news reporting.

Students will do game reporting emphasizing the five W's and employing strong leads and including quotes from at least two sources, either players or coaches. Their stories will be fact-based and resist opinion statements about the game or players.

DESKTOP PUBLISHING AND ELEMENTS OF DESIGN

Desktop publishing is woven into the curriculum throughout the year. Students are made aware of newspaper layout and design by studying various layout examples. Examples are used from local, state and national newspaper.

Students will also study the elements of design from Harrower's book *Newspaper Designer's Handbook.* They will apply principles from Harrower's book to create one or two-page layouts showing a grasp of design fundamentals including proper format for headlines, picture placement and text and caption placement.

Students will learn to use both Adobe InDesign and Photoshop. In Photoshop students will learn how to crop and reformat photos for publications. They will learn the difference between gray scale and CMYK formats for photos and other special effects. Students will learn how to place headlines, body text, captions and photo into InDesign documents and arrange those items according to the principles of good design. Adobe Illustrtor will also be used for creting graphs and infographics

REVIEW & FINAL PROJECT

Students will review all the writing styles and work on their final project, an authentic assessment of everything they have learned during the term. They create a newspaper page or pages where they layout chosen stories that show competence in all of the writing styles, news, opinion, feature and sports. They will also show competency in the use of Photoshop and InDesign and the principles of newspaper layout.

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
Introduction to Journalism	John Reque, Susan Hathaway Tantillo, Judy Babb, Melissa McIntosh, Bryan Denham	McDougal Littel	2001	[empty]	Yes

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University of California *It starts here*

Review Course - Previous Review - 5/9/13 1:29 PM

A. COVER PAGE - Submission ID: 347660		
	Proposed	Approved
1. Course Title	Journalism I A/B	Journalism I A/B
5. Subject Area	Subject: Elective Category: English	Subject Area: g - Elective Category: English

Checklist for Course Review and Feedback

- Course approved
- Not Approved:
  - Lack of pre-requisites
  - Other:

Elective courses designed for the 10th grade must have an appropriate pre-requisite.

Comments:

Courses designated as "previously approved" will not be resubmitted using the "Resubmission" section, but rather resubmitted as a new, previously approved course using the "New Course" section.

A. Lacking Necessary Course Information

B. Fails to Meet Honors Criteria:

Notes/Comments (Public) *This note will be visible on a-g course list site.*

Close

Course Title

Journalism 1 A/B (P)

Description of Target Group

Journalism 1 (A & B) is designed as a two-semester, year long course for students in the 10th, and 12th grades.

Purpose

The purpose of Journalism 1 A/B is (a) to introduce students to newspaper writing and production; (b) to help students learn how to read, evaluate discuss and compare various writing styles and ideas of outstanding authors in both written and oral presentations; (c) to help students learn to work cooperatively, develop leadership, practice group dynamics, learn promptness, responsibility and dependability.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the ability to:

Newspaper Publication Functions:

1. Use proper capitalization and punctuation rules.
2. Use basic journalistic vocabulary.
3. Outline and use the 5 W's and 1 H of news.
4. Recognize the basic components of a news story.
5. Outline and use the upright and inverted pyramid structures.
6. Recognize and write the three story types: straight news, editorials, and features.
7. Recognize and use the basic layout styles: balanced and brace.
8. Explain the fundamentals of advertising.
9. Outline the sequential steps of production.
10. List career opportunities in journalism.
11. Identify and comprehend the main and subordinate ideas in a written work and features.
12. Recognize different purposes and methods of writing, to identify a writer's point of view and tone and to interpret a writer's meaning.
13. Use features of books and other reference materials, such as table of contents, preface, introduction, titles and subtitles, index, glossary, appendix, and bibliography.
14. Define unfamiliar words by decoding, using contextual clues or by using a dictionary.

Instructional Materials

Text and Supplementary Materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Union high School District

Journalism 1 A/B (P) (continued)

Activities

Lectures, guest speakers, guest interviewing, writing, editing, newspaper production, oral and written book evaluations

Course Title

Journalism 2 A/B (P)

Description of Target Group

Journalism 2 (A & B) is designed as a two-semester, year-long course for 11th or 12th grade students who possess basic journalism skills.

Purpose

The purpose of Journalism 2 A/B is (a) to continue to help students learn to work cooperatively, develop leadership, practice group dynamics, learn promptness, responsibility and dependently, and in doing so, publish the school newspaper; (b) to provide an opportunity for students to learn advance styles of journalistic and expository writing; (c) to provide an opportunity for students to evaluate, discuss and compare various writing styles and ideas of outstanding authors.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the ability to:

WRITING SKILLS

1. Generate ideas from classical and contemporary literature and from observing the social environment through various media of communication.
2. Understand appropriate sources and identity facts, examples and illustrations form published material, live sources, and personal experience.
3. Structure and conduct interviews to obtain information.
4. Identify the appropriate form for writing information: news, editorial or feature.
5. Formulate a single statement that clearly expresses the central idea in one's essay, story or article.
6. Construct paragraphs that develop and support the story's main ideas with facts, examples, reasons, description, incidents, quotations, definitions, and analogy.
7. Organize paragraphs into a logical sequence so that the central idea of the story is presented clearly and is developed to a logical conclusion.
8. Write varied and appropriate sentence structures and types effectively in order to indicate the meaning, relationship and importance of ideas.
9. Write sentences with precise and appropriate words, keeping the audience in mind, to distinguish between literal and figurative use of language, and to avoid inappropriate jargon and clinch.
10. Use word and sentences for different readers and purpose: features, editorials, news and sports.
11. Understand when and how to present one's own ideas as related to, but clearly distinguished from, the ideas of others, including the ability to use attribution and documentation and to avoid plagiarism.
12. Do research for support of one's opinions and conclusions, including the appropriate use of evidence and attribution.

Journalism 2 A/B (P) (continued)

13. Use dictionaries, style books, thesaurus and other reference materials for the purpose of checking words and facts used in one's writing.
14. Proofread for errors and omissions of both form and substance, to revise and restructure, to correct the draft for errors in mechanics and to produce a finished paper relatively free of errors in structure and usage.
15. Listen, take notes and transcribe information accurately.

READING SKILLS

1. Identify and comprehend the main and subordinate ideas in a written work and to summarize the ideas in one's own words.
2. Recognize different purposes and methods of writing, to identify a writer's point of view and tone, and to interpret a writer's meaning inferentially as well as literally.
3. Separate one's personal opinion and assumptions from a writer's.
4. Use features of books and other reference materials, such as table of contents, preface, introduction, titles and subtitles, index, glossary, appendix, and bibliography.
5. Define unfamiliar words by decoding, using contextual clues or by using a dictionary.

ETHICAL JUDGMENT

1. Recognize the place of the press in a modern democratic society as "watchdog," reporter and commentator on social environment.
2. Present both sides of an issue by comparison and contrast, argumentation, and analysis.
3. Develop a writing form free from libel, slander or obscenities and to respect privacy.

NEWSPAPER PUBLICATIONS FUNCTIONS

1. Explain newspaper staff procedures and responsibilities.
2. Show effective newspaper staff interaction.
3. Use proper newspaper bookkeeping.
4. Explain the function of the student newspaper on campus.
5. Identify the fundamentals of advertising.
6. Outline the sequential steps of production.
7. List career opportunities in journalism.

Instructional Materials

Text and Supplementary Materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Interviewing, writing, editing, publishing student newspaper, ad sales, oral and written book evaluation, participation in professional journalistic contest

Course Title

Mass Media

Description of Target

Mass media is a one-semester elective for all students who have completed freshman English.

Purpose

The purpose of Mass Media is to analyze mass media's positive and negative effects they project on the individual and society.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Write a paragraph analyzing a television show.
2. Demonstrate simple knowledge of how the electronics of TV shows.
3. Write a thirty-second persuasive TV commercial.
4. Perform a thirty-second persuasive TV commercial on videotape.
5. Write an effective paragraph nominating a television star for an Emmy.
6. List and define at least three advertising techniques used in TV commercials.
7. Plan and participate in a closed circuit TV (videotape) show or parody of a current TV show.
8. Explain the concept of "the medium is the message" and defend or reject its validity.
9. List five standards for evaluation of a TV show.
10. List three good points and three bad points about a given TV show.
11. Demonstrate an understanding of the relationship between violence and TV, politics and TV, and persuasion and TV.
12. List three critical differences between a TV show and a movie in a theater.
13. Demonstrate knowledge of the history of radio, television, and the movies for the past 100 years.
14. Write a paragraph analyzing a movie's good and bad points.
15. Write an effective paragraph nominating a movie star for an Oscar.
16. List five standards for evaluation of a movie.
17. Write an effective paragraph on the effect of radio on today's society.
18. List and define three advertising techniques used in radio commercials.
19. Write an effective paragraph on the impact of newspapers and magazines on today's society.
20. List five standards for evaluation of the news on TV, radio, and the newspaper.
21. Demonstrate an understanding of the parts of a newspaper.
22. Write a paragraph on the effect of paperback books on reading habits and society in general.
23. Write a paragraph on the impact of modern music on culture and teens.

Mass Media (continued)

24. Demonstrate knowledge of basic communication theory.
25. Recognize semantic problems in communication, such as euphemisms, connotation of words, and body language.
26. Recognize and describe the basic types of television shows.
27. Demonstrate an awareness of sensory and perception problems in communication.
28. List the possible careers in the communication industry.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Reading assignments from the textbooks, oral and written reports, movies, film strips, slides, recordings, and pictures; class discussion and literal/discussion, guest speakers, creating modern communication through the use of audio and video tape.

Course Title

Mass Media

Description of Target

Mass Media is a one-semester elective for all students who have completed freshman English.

Purpose

The purpose of Mass Media is to analyze mass media's positive and negative effects they project on the individual and society.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Write a paragraph analyzing a television show.
2. Demonstrate simple knowledge of how the electronics of TV shows.
3. Write a thirty-second persuasive TV commercial.
4. Perform a thirty-second persuasive TV commercial on videotape.
5. Write an effective paragraph nominating a television star for an Emmy.
6. List and define at least three advertising techniques used in TV commercials.
7. Plan and participate in a closed circuit TV (videotape) show or parody of a current TV show.
8. Explain the concept of "the medium is the message" and defend or reject its validity.
9. List five standards for evaluation of a TV show.
10. List three good points and three bad points about a given TV show.
11. Demonstrate an understanding of the relationship between violence and TV, politics and TV, and persuasion and TV.
12. List three critical differences between a TV show and a movie in a theater.
13. Demonstrate a knowledge of the history of radio, television, and the movies for the past 100 years.
14. Write a paragraph analyzing a movie's good and bad points.
15. Write an effective paragraph nominating a movie star for an Oscar.
16. List five standards for evaluation of a movie.
17. Write an effective paragraph on the effect of radio on today's society.
18. List and define three advertising techniques used in radio commercials.
19. Write an effective paragraph on the impact of newspapers and magazines on today's society.
20. List five standards for evaluation of the news on TV, radio, and the newspaper.
21. Demonstrate an understanding of the parts of a newspaper.
22. Write a paragraph on the effect of paperback books on reading habits and society in general.

Mass Media (continued)

23. Write a paragraph on the impact of modern music on culture and teens.
24. Demonstrate a knowledge of basic communication theory.
25. Recognize semantic problems in communication, such as euphemisms, connotation of words, and body language.
26. Recognize and describe the basic types of television shows.
27. Demonstrate an awareness of sensory and perception problems in communication.
28. List the possible careers in the communication industry.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Reading assignments from the textbooks, oral and written reports, movies, film strips, slides, recordings, and pictures; class discussion and literal/discussion, guest speakers, creating modern communication through the use of audio and video tape.

UNIVERSITY OF CALIFORNIA A-G CMP Course Management Portal

Printed on: 08-09-2018 07:47 AM

(/dashboard)

Mexican American and Latina/o Literature

Santa Maria Joint Union High School District

Basic Course Information

School(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
		Abbreviation	Course Code
Santa Maria High School (053305)	Classroom Based	Mex Am/Lat Lit	EN4038
		Mex Am/Lat Lit	EN4039

Title:	Mexican American and Latina/o Literature
Length of course:	Full Year
Subject area:	English ("b") / English
UC honors designation?	No
Prerequisites:	None
Co-requisites:	None
Integrated (Academics / CTE)?	No
Grade levels:	12th

Course Description

Course overview:

This course surveys the history, identity, and oral traditions of Mexican American and other Latina/o cultures through the lens of literature. It is a representative overview of Mexican American and Latina/o literature covering poetry, drama, novels, short stories, critical essays and other non-fiction texts. The course will include literary techniques, modes of expression, trends in Mexican American and Latina/o creativity, and will expose students to the richness and diversity that Mexican American and other Latina/o cultures have to offer.

The first semester of the course will focus on literature/texts authored by Mexican American, and Chicana/o writers. The second semester focuses on Latin America as a whole and how the influences of Cuba, the Dominican Republic, Puerto Rico, Central America, and South America have shaped American and Latina/o identity in the U.S. and provide a well-rounded understanding of the cultural elements that contribute to U.S. Latina/o Literature.

Students will be exposed to extensive reading of classic and modern Mexican American and Latina/o American literature and nonfiction texts that emphasize their historical and cultural roots in the United States and examine the contested meanings of identity; the relationship between social/political activism and literary expression and movements; the politics of immigration and the border; and the intersectionality of these with gender relations and sexuality within the Mexican American and Latina/o community. Students will engage in a variety of short-term and long-term writing assignments that will enhance their scholarly writing; including argumentative, informative, and narrative compositions. Students will improve their skills in close reading, academic research, and expository writing. By the end of the course, students will have developed and written approximately 10 essays in a variety of discursive modes as well as created independent projects that develop their critical speaking and listening skills.

Course content:

Unit 1: Pre-Columbian Civilization and the Conquest (The Rise of Mestizo Culture)

Unit Description: This unit will focus on the historical significance of Pre-Columbian cultures in the Americas, the conquest period and three centuries of Spanish colonial rule that saw the rise of the new “mestizo” as an identity that is in constant transformation. An emphasis will be given to Spanish hierarchies of social class as determined by ethnicity and the impact they have on Mexican American identity today. Through close

reading and discussion of Pre-Columbian texts like *The Popol Vuh* and primary accounts of the conquest, the unit will cover questions concerning labels, nationalism, labor, migration, and memory. Through journal entries, participation in think-pair-share discussions, and short informative and narrative writing assignments, students will trace the construction and transformation of ethnic and national identities and the issue of assimilation among Mexican Americans up to the 1960's.

💻 Unit Assignment(s):

Key Assignment: "Columbus: Hero or Criminal?" Students will read fiction and non-fiction texts about the arrival of Columbus to the Americas, including the 2 poems below. They will work-shop a 3-paragraph response comparing and contrasting the tone and themes of each poem and respond to the following: Whose point of view does each poem reflect and what is the message they each convey? Explain the literary elements of the poems help convey the message. Use evidence from the poems and/or the additional readings to support analysis. Do you agree with one or more than the other? Do you believe Columbus is a criminal or a hero?

"Columbus" By Annette Wynne

An Italian boy that like to play
In Genoa about the ships all day,
With curly head and dark, dark eyes,
That gazed at earth in child surprise;
And dreamed of distant stranger skies.

He watched the ships that came crowding in
With cargo of riches; he loved the din
Of the glad rush out and the spreading sails
And the echo of far-off windy gales.

He studied the books of the olden day;
He studied but knew far more than they;
He talked to the learned men of the school --
So wise he was they thought him a fool,
A fool with the dark, dark dreamful eyes,
A child he was -- grown wonder-wise.

Youth and dreams are over, past
And out, far out he is sailing fast
Toward the seas he dreamed; -- strange lands arise -- The world is made rich by his great emprise --
And the wisest know he was more than wise.

"Columbus Day" By Jimmie Durham

In school I was taught the names
Columbus, Cortez, and Pizzaro and
A dozen other filthy murderers.
A bloodline all the way to General Miles,
Daniel Boone and General Eisenhower.

No one mentioned the names
Of even a few of the victims.
But don't you remember Chaske, whose spine
Was crushed so quickly by Mr. Pizzaro's boot?
What words did he cry into the dust?

What was the familiar name
Of that young girl who danced so gracefully
That everyone in the village sang with her--

Before Cortez' sword hacked off her arms
As she protested the burning of her sweetheart?

That young man's name was Many Deeds,
And he had been a leader of a band of fighters
Called the Redstick Hummingbirds, who slowed
The march of Cortez' army with only a few
Spears and stones which now lay still
In the mountains and remember.

Greenrock Woman was the name
Of that old lady who walked right up
And spat in Columbus' face. We
Must remember that, and remember
Laughing Otter the Taino who tried to stop
Columbus and who was taken away as a slave.
We never saw him again.

In school I learned of heroic discoveries
Made by liars and crooks. The courage
Of millions of sweet and true people
Was not commemorated.

Let us then declare a holiday
For ourselves, and make a parade that begins
With Columbus' victims and continues
Even to our grandchildren who will be named
In their honor.

Because isn't it true that even the summer
Grass here in this land whispers those names,
And every creek has accepted the responsibility
Of singing those names? And nothing can stop
The wind from howling those names around
The corners of the school.

Why else would the birds sing
So much sweeter here than in other lands?

Unit 2: Westward Expansion and "Manifest Destiny"

Unit Description: This unit will present literature that traces the social and cultural outcomes western expansion and "Manifest Destiny" had on Mexico and Mexicans in the U.S. Iconic Mexican American pieces of writing like *Yo Soy Joaquin* and *The Ballad of Gregorio Cortez* and historical documents like *The Treaty of Guadalupe Hidalgo* will be used to focus on the geographical and political shifts between the U.S. and Mexico that led to the present.

💻 Unit Assignment(s):

Key Assignment: CORRIDOS

Can you imagine becoming an immigrant without ever moving? It happened here, in America, in 1848. The Treaty of Guadalupe Hidalgo brought an end to border warfare between the United States and Mexico. How? Mexico ceded a huge area of land - California, Nevada, Utah, part of Colorado, Arizona, and New Mexico - to the U. S. The terms of the treaty stipulated that Mexican citizens could either stay where they were or return to Mexico.

Imagine! Suddenly, your country changes though you haven't moved an inch. Though many of the Mexicans in this situation elected to become American citizens, they did not by some stroke of magic suddenly fit. Their transition and assimilation into American culture was no smoother than other immigrant groups from abroad.

During this turbulent time, Mexican-American literary voices began to be heard, but they were still very distinct from the larger American culture. The evolving literature of this community was spoken, sung, or written in Spanish. Much of the literature was in the oral tradition - it had not ever been written down but had been shared from generation to generation. At its center was personal or historical subject matter. From these traditional literatures a unique form of poetry began to flourish.

Songs and Stories: A style of ballad, called a corrido, (from the Spanish verb corer which means "to run") was a literary result of the cultural conflict between Mexican-Americans and Anglo-Americans in the American Southwest. In terms of the stimulus for their development, corridos might be compared to the blues songs and poetry that were the achievements of 1920s African American culture. Corridos provided an outlet for resentment and frustration caused by discrimination and oppression, and since they were composed in Spanish, corridos could be private from the predominant "Anglo" culture. They poured out the history of the Southwest from the point-of view of the Mexican-American common man. They celebrated cultural clashes, social events, ethnic pride, violence, heroism, villainy, and adventure.

One famous corrido, "The Ballad of Gregorio Cortez," told of a Mexican rancher who killed a white sheriff who was unjustly trying to arrest him. Cortez was subsequently chased by lawmen, captured and then convicted by an Anglo jury. In the ballad Cortez was described like a vaquero - expert horseman and marksman - whose adventures on the lam make for an exciting chase and confrontation with the Texas Rangers. The corrido tells how Cortez uses cunning to elude his captors, while the latter, who think only in stereotypes, are bungling and inept. The lawmen who are persecuting Cortez are described very negatively: They are "whiter than a poppy from the fear they had of Cortez and his pistol." The pejorative tone of these lyrics illustrates the tension in the Southwest.

The corrido continued to enjoy popularity and remains a vital literary and musical form of expression. During the 1960s a corrido immortalized the courage and determination of Cesar Chavez and the plight of migrant workers. A famous memorial ballad "Recordando El Presidente" was written to memorialize the assassination of John F. Kennedy. Other corridos have been composed about everything from bandoleros to bullfighting, riding cars to running drugs, heroes to villains and, of course, love.

Write a two page critique on the film, "Corridos: Tales of Passion and Revolution" that addresses the following questions:
1. How do the stories in the film illustrate the cultural mores of the time? Use details examples from the various scenes to illustrate your point of view.
2. Is the art of writing corridos still relevant today? Why or why not?
3. How do corridos reflect the Mexican spirit or ethnic pride? Is it shown in the film? Is it shown in the corridos we have studies? Provide clear evidence from both the film and the lyrics.

Unit 3: Creating a New Identity (Chicano Movement)

Unit Description: The impact the Mexican American experience through World War I/II and the Zoot Suit Riots had on the Chicano Movement generation will be examined to explore issues of citizenship, assimilation, and cultural identity. The Chicano Movement and the rise of Chicano activists and writers who gave voice to the movement. What is generally referred to as Chicano literature is the relatively recent phenomenon which grew out of the Chicano Movement, the socio-political civil rights movement of the mid-1960s. Yet, this body of literature did not emerge from a cultural or literary vacuum, but was rather a proliferation of continuous literary activities among Mexican-Americans living in the United States.

Unit Assignment(s):

Key Assignment: What is the significance of *I am Joaquin* to the Chicano Movement of the 60's and 70's? Is the poem still relevant today? Why or why not?

This lesson will broadly explore the relationship between identity and movement within the Chicano Rights Movement of the 1970s and the larger historical framework that stretches back over 500 years ago. It will center on a primary source, Corky Gonzales' *I Am Joaquín*, and its descriptions of the distinct Chicano character and the history lesson that is embedded within the text. The lesson will be broken into four parts — each exploring a different aspect of the relationship between identity and the Chicano Movement and the Movement's relationship to historical events. Further, each activity will require students to practice different essential skills expected of high school humanities students. For example, students will be asked to read and compare two primary sources — *I Am Joaquín* and *Demands Made by East Side High School Students Listed* as well as *El Popol Vuh*. Through this activity, students will not only explore accounts describing the Chicano identity and the objectives of the Chicano Movement, but also critically engage with primary texts, exploring their basic meanings and implications. Also, students will be given a broad lecture dealing with significant figures, organizations, and events within Mexican American history This unit, which is designed to give historical context to the primary source going all the way back to pre-Columbian cultures.

Unit Project: Students will be assigned a topic on Mexican-American history and culture referenced in *Yo Soy Joaquin* and conduct extensive research on the internet and the library to write a multi-paragraph essay that summarizes and synthesizes the importance of the topic in context. Students will also create a PowerPoint, Keynote presentation or a collage to present to the class as the "expert" on the topic. Students will take notes on each other's "lectures" and have an opportunity to ask questions of each other. The presentation should be least 10 slides and cite sources according to MLA format.

Unit Essay: *I am Joaquin* has long been touted as the beginning of Chicano literature. It has also promoted Mexican American socio and political equality, doing much to promote the Mexican American people as equals in American society, but it has also managed to largely ignore Chicanas. Explain both the shortcomings and positives of this epic piece of Chicano literature. Use two of the texts we read by Chicanas (Gloria Anzaldua, Ana Castillo, Sandra Cisneros, Dagoberta Gilb, Cherrie Moraga, Ana Nieto Gomez) to include the Chicana perspective of the movement and to critique the shortcomings of *Yo Soy Joaquin*.

Unit 4: Immigration and the Border

Unit Description: The issue of immigration and the border will be one the major themes in this unit as it relates to the socio-political, economic, and cultural reality of Mexican Americans in the U.S. The unit will focus on the territory-based rhetoric of the cultural border, boundaries and borderlands, and immigration. Critiquing the essentialist view that presumes fixed boundaries for a culture; students will explore the constructivist view that assumes an individual's choice in defining and redefining their own cultural identities in a multicultural society. This unit examines the rise of industrialism in agricultural that led to a shift in immigration policies by the U.S.; a focus will be on how migrant farmworkers and other laborers helped shape the economic reality of the Southwest. Students will take a close look at literature that speaks about the border the U.S. shares with Mexico and its constant geographical, political and cultural shifts from past to present. This unit will help students think about and discuss: What is the purpose of a border (physical and otherwise)? Who creates borders and who are they created on? How do Mexican Americans/Chicana/os resist borders and how is this reflected in the literature?

Unit Assignment(s):

Key Assignment: Students will explore and create definitions of the word "border." Students will engage in a multi-perspective way of looking at the border.

Part 1--Individual Writing

Students free write their responses to the questions:

1) What is a border?

2) What words come to mind when you hear the word "border"? (no matter how irrelevant or off-the-wall the word or thought is, write it down);

3) What borders have you crossed in your life?

4) What borders do you not cross?

Part 2--Group Discussion

Students gather in groups of three or four, share responses, then work together to write up and illustrate their own definitions and lists of types of borders. Each group presents their ideas to the class.

Part 3--Class Discussion

How many different kinds of borders can we list using what the groups have written? (Also, can discuss questions #3 and #4 from Part 1.)

Examples: Border as Wall or Fence

Border as a Membrane, Skin, Porous

Border as Meeting Place, Interaction

Border as Marketplace, Goods & Services

Border Between Groups of People, Languages, Economies

Border Between Ways of Life, Cultures, ("Ecosystems")

Border as Edge, Fuzzy or Crisp, Rules, Inside/Outside, Etc.

Border as Psychological, Physical, Social, etc.

Question for discussion: Can a border function in more than one way? Why or why not?

Part 4--Listening & Responding

Students read quotes/passages from writings about the border. Students can either respond to the quotes or create their own statements/poems on the idea of "borders." Starter line: "The border is..."

Sample statements:

"For Mexico, the border is not that rigid Puritan thing, a line; straight lines are unknown in Mexico. The border, like everything else, is subject to supply and demand. The border is a revolving door." --Richard Rodriguez

"The border is transient...the border is a word game...the border is a virtual cesspool"--Atlantic Monthly

"Tijuana has more in common with Santiago, Chilé than San Diego, California." -- Jorge Bustamante, President, El Colegio de la FronteraNorte

"This is the only place I know where you can jump from the First World to the Third World in five minutes." --Julio Chiu, El Paso bank executive and native of Cd. Juárez

"We have people here who have never heard of the word 'environment' or 'ecosystem.' It's as if you were talking in another language." --Naachiely Lopez, Tijuana environmentalist, 1992

"Many Mexicans think of the move from Cd. Juárez across the Rio Grande more like moving to a richer neighborhood than going to another country." -- Washington Post, 1978 Source: La Frontera/The Border: An Enigma for Two Nations. University of Southern California, 1993.

Closure: Students can read aloud a favorite line or phrase from their writings and as a class revise order of lines to create a group poem/writing on the border.

Unit Essay: An essay exploring the various ways the border functions. Consider the questions: What would the region be like if there were no border? What has the border done to the region? To the people? Consider indigenous peoples of the area (particularly in Arizona) who have lived here for over 500 years and say there is no border. How can anyone say that there is no border?

Unit Research Paper: Before finishing this assignment, you will have read Anzuldúa, and Rodriguez' personal experiences of the border. For this assignment, you will be writing your own autobiography in which you address three specific ways in which your individual life connects to the national life. You will be writing your autobiography (or the story of your family) as the story of your people (however you define your people). In the end, you will explain how a few incidents from your own life made you more aware of the possibilities or limitations of connection to the national life of the mythical "America." The three essential parts of this assignment are:

Part 1: What were some of the earliest experiences you had in which you felt included as part of a larger nation? This could be the pledge of allegiance you said in school, or visiting a national monument, or reading through your American history book, or hearing your relatives tell you stories about war, labor struggles, and past American figures. Focus on a scene or two that you remember and describe what made that scene so memorable.

Part 2: What were some of the times that you felt excluded from being part of the larger nation? What happened? Did you realize at the time that you were being excluded, or is it only in looking back that you figured it out? This event need not even be something that happened directly to you — it could be something you heard happening to someone else — but it should be an event that had some consequence in your life.

Part 3: How do you make sense of both being included and being excluded from your idea of what "America" means? Do you now claim your identity as one of many American lives? Do you continue to feel that you are cut off from the early image of "America" that you had? How do you reconcile the incidents from Part 1 and Part 2? Or, if you can't reconcile them, which of the incidents has impacted your identity the most and shaped how you see yourself today?

FORM: Your autobiography will be in the form of a personal essay. It must be between at least 3 full pages and no longer than 6 pages. You must discuss the three parts above, but you can do them in any order you wish (as long as I can see clearly that you have some sort of organization to your thoughts). One way you might want to consider organizing this essay would be based on the following structure:

I: Title (think of something creative)

II: A one-paragraph introduction that begins with something attention grabbing and ends with a thesis statement that quickly answers Part 3 above)

III: One or two paragraphs that describe the experience mentioned in Part 1.

IV: One or two paragraphs that describe of the experience mentioned in Part 2 (these paragraphs should take the form of paragraphs before them)

V: One paragraph that clearly identifies the conflict between Parts 1 and 2

VI: One or two paragraphs that explains the answer to the questions in Part III

VIII: A concluding paragraph that reinforces the one sentence summary of Part III and explains why it is significant to the literature we are reading in this class.

Unit 5: Colonization of Latin America

Unit Description: This course will put Latino and Latina literature in context to the larger literary canon. We will explore important aspects of the works through a mostly historical approach focusing on the impact of colonialism on Latin American culture but will also draw from other components including folklore, memory, social issues, and cultural identity. A broad overview will be given to Latin America as a whole and through the literature, students will examine the influence of Spanish and Portuguese colonial rule on Latin America, as well as the modern day influences of Cuba, the Dominican Republic, Puerto Rico, Central America, and South America on American and Latino identity in the U.S. The primary text is "The Vintage Book of Latin American Stories" edited by Carlos Fuentes and Julio Ortega which will be used for the rest of the semester in conjunction with other texts.

Unit Assignment(s):

Key Assignment: Cultural Diffusion and Latin America

A look at colonization, the Atlantic slave trade, and the Columbian Exchange, its impacts on the culture of Latin America, and the positive/negative impacts of this cultural diffusion.

Write an essay that discusses the literature, art and music that resulted from the encounters of many backgrounds on the stage of colonial Latin America.

- How did the experience of colonization affect Latin American cultures?
- How were people of all backgrounds in colonial Latin America able to express themselves?
- What flavors did their identities add to their cultural expressions?
- What does the art/literature of particular groups say about their worldview or place in society?
- Use the literature we have read as evidence in your responses.

Unit Project: Immigration has been a part of the world since humans first started walking. This phenomenon continues for a variety of reasons today. The U.S. borders Mexico and we have many immigrants from Mexico and Central America. Their reasons for immigrating are many and not always presented by the media in the best light. Students need to know the various reasons that so many Latin Americans are leaving their countries and coming to the U.S. One way to find this information is to gather it through interviews and oral history.

Students will be studying immigration from Latin American countries and the statistics that are known, using the Internet and written material. A foundation will be built around understanding the impact of immigration on the U.S. as well as on Latin-American countries. At the same time students will conduct an interview of a local immigrant(s) in order to have a personal view of the issues that surround immigration. Students will write a detailed essay (minimum 3 pages) about the person you interviewed as well as formal presentation of the information that you found and share it with the class.

Presentation Choices: This will allow students to synthesize the information gathered and respond to a critical issue in our world today. You will present your presentation to the class.

1. PowerPoint presentation. You must have at least 10 slides in your presentation and it must be thorough.

2. Create an "album" containing facts, stories, poetry, drawings, songs of the person you interviewed and the information you gathered.

3. A video production for public access TV in the form of a newscast or documentary.

Unit 6: The Rise of Magical Realism

Unit Description: A look at the rise of Latino/a writers, artists, filmmakers, and others who have become more accepted by the mainstream of U.S. society and the world and yet still retain their cultural identity or are re-shaping that identity. This unit will put Latino and Latina literature in context to the larger literary canon. We will explore important aspects of the works through a mostly historical approach focusing on the impact of colonialism on Latin American culture but will also draw from other components including folklore, memory, social issues, and cultural identity. A focus on the rise of new cultural identity that rejects the old “colonial” styles of literature for fresh approach to writing that saw the rise of Surrealism, Magical Realism, and eventually a hybrid approach to literature in the U.S. by Latino/a writers who are simultaneously part of the mainstream American culture but also redefining what it means to be American.

💻 Unit Assignment(s):

Key Assignment: Theme of Isolation

"The Handsomest Drowned Man in the World" explores the ways in which human beings overcome personal isolation through their collective community. In this story, common beliefs in the mythic or fantastic bring together the members of a small fishing village. The men, women, and children of this community are united by their common desire for self-improvement. Together, they imagine a better future for themselves, a future in which they are as extraordinary as the myths in which they all believe.

Questions about Isolation

1. Does the drowned man create conflict in the village, or bring the village together? (Your answer might change depending on which part of the story you're examining.)

2. How does the village's relative isolation from neighboring towns affect the way we read the story?

3. Why is it so important to the women of the village that they claim the drowned man as their own?

Course Final Essay

From the following prompts, please choose ONE. For each of the writing prompts, students will incorporate critical readings that could best be applied to the arguments/stance/perspective the student is making in the essay. Students are required to use at least one critical reading.

💻 Unit Assignment(s):

Writing prompts

1) "The *corrido*---narrative ballad---constitutes one of the richest and most resilient of genres within the Mexican oral tradition. It is a form of song that extends back into time immemorial," writes Yvonne Broyles-Gonzales in *What Pride Mainstream: Luis Valdez' Corridos on Stage and Film.* In what ways do *corridos* promote stereotypes of Mexicans and Mexican Americans? Can *corridos* also thwart stereotypes? Explain.

2) Gloria Anzaldúa's *To live in the borderlands means you* is a passionate and candid interpretation of living life between more than one cultural mindset. Explain her answer to easing the complications of living "in the borderlands," taking care to note any shortcomings, if any, to her solution.

3) Discuss the significance of space and place with a discussion of the Borderlands, the issue of cultural hybridity, and pragmatic assimilation. What are the complications, the consequences, and the positives of being bicultural?

Semester 1 Texts

Primary Texts:

Bordering Fires: the Vintage Book of Contemporary Mexican and Chicano/A Literature edited by Cristina Garcia

T*his Bridge Called My Back: Writings by Radical Women of Color* edited by Cherrie Moraga and Gloria Anzaldua

Bless Me Ultima by Rudolfo Anaya

Unit Assignment(s):

Excerpted Texts:

Borderlands/La Frontera: The New Mestiza by Gloria Anzaldua

From Indians to Chicanos by James Diego Vigil

El Popol Vuh (Mayan text)

Yo Soy Joaquin by Rodolfo "Corky" Gonzalez

The Ballad of Gregorio Cortez – corrido, author unknown

Rain of Gold by Victor Villasenor

Actos by Luis Valdez and El TeatroCampesino

Drink Cultura by Jose Antonio Burciaga

Bordertown by Culture Clash

Semester 2 Texts

Primary Texts:

The Vintage Book of Latin American Stories edited by Carlos Fuentes and Julio Ortega

Stories of Eva Luna by Isabel Allende

Sudden Fiction Latino edited by Robert Shapard, James Thomas, and Ray Gonzalez

Unit Assignment(s):

Excerpted Texts:

How the Garcia Girls Lost Their Accent by Julia Alvarez

Dreaming in Cuban by Cristina Garcia

Labyrinths by Jose Luis Borges

The Captain's Verses by Pablo Neruda

Love in the Time of Cholera by Gabriel Garcia Marquez

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
Bordering Fires: The Vintage Book of Contemporary Mexican, Chicana and Chicano Literature	Christina Garcia	Vintage Books	1st edition	http://chicanawrite.wordpress.com/2012/04/18/bordering-fires-the-vintage-book-of-contemporary-mexican-and-chicanoa-literature/	Yes
The Vintage Book of Latin American Stories	Carlos Fuentes and Julio Ortega	Vintage Books	1st edition	http://bookpage.com/reviews/1898-carlos-fuentes-vintage-book-latin-american-stories#.U4kSgihwWSo	Yes

Title	Author	Publisher	Edition	Website	Primary
Sudden Fiction Latino: Short Short Stories From the United States and Latin America	Edited by Robert Shapard, James Thomas & Ray Gonzalez	W.W. Norton and Company, Inc.	First/2010	http://books.wwnorton.com/books/Sudden-Fiction-Latino/	Yes

Literary Texts

Title	Author	Publisher	Edition	Website
The Stories of Eva Luna	Isabel Allende	Scribner	Reprint Edition/2001	http://isabelallende.com/ia/en/book/stories
Bless Me Ultima	Rudolfo Anaya	Warner Books	Reprint Edition/1999	http://www.neabigread.org/books/blessmeultima/
This Bridge Called My Back: Writings by Radical Women of Color	Edited by Cherrie Moraga and Gloria Anzaldua	SUNY Press, Albany	4th Edition/2015	https://www.sunypress.edu/Searchadv.aspx?IsSubmit=true&SearchOptionID=1&txtTitleSearch=This+Bridge+Called+My+Back&txtAuthorSearch=&txtISBNSearch=&t

Supplemental Materials

Title	Content
Supplemental Materials	This is a list of supplemental texts to be used in teaching the course by various authors. 1. "Yo Soy Joaquin" by Rodolfo "Corky" Gonzalez 2. "The Ballad of Gregorio Cortez" - corrido 3. "Drink Cultura" by Jose Antonio Burciaga 4. "Rain of Gold" by Victor Villasenor 5. "Borderlands/La Frontera" by Gloria Andalzua 6. "The Captain's Verses" by Pablo Neruda 7. "Love and Other Demons" by Gabriel Garcia Marquez 8. "Dreaming in Cuban" by Christina Garcia 9. "Labyrinths" by Jose Luis Borges 10. "How the Garcia Girls Lost Thier Accent" by Julia Alvarez Films: 1. "El Teatro Campesino: The First Twenty Years" 2. "Zoot Suit" written and directed by Luis Valdez 3. Pan's Labyrinth" by Guillermo del Toro 4. "Walkout" by Victor Villasenor

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Course Title

Mexican/American Literature (CP) - Replacing Chicano Literature

Description of Target Group

Mexican/American literature is a one-semester course designed for all students who have completed freshman English.

Purpose

Mexican/American literature provides an opportunity to investigate the thoughts and feelings of the Mexican/American. This opportunity extends to folklore, theater, poetry, short story, and the novel.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to demonstrate competency in the following:

1. Demonstrate the ability to write or discuss Mexican/American literature in the context of the four literary modes.
2. Demonstrate the ability to write or discuss the romantic and naturalistic elements in Mexican/American literature.
3. Demonstrate in extensive detail an awareness of Mexican/American folklore either in written or oral form.
4. Definition and explanation of Mexican/American literature through the generic approach.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Students will present and interpret works, listen to practicing artists, and take field trips.

Course Title

Modern Novel

Description of Target Group

Modern Novel is a one-semester course designed as an elective for those students who are university/college bound.

Purpose

The purpose of Modern Novel is to develop a more critically thinking reader through the extensive study of fiction.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Ability to distinguish the novel as a distinct literary form.
2. Recognition of and ability to use literary terms necessary to discuss and criticize a novel.
3. Awareness of the changing form of the novel since its inception.
4. Awareness of the changing philosophy, values and concerns throughout history as reflected in the novel.
5. Recognition of some of the classic novels and their authors and their impact on society.
6. Ability to read and extract the ideas in three short novels read as a class.
7. Ability to extract and share the ideas found in any five novels selected by the student.
8. Express oral opinions effectively, demonstrating a regard for the view of others.
9. Enhanced awareness of present social concerns and predictable future concerns.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Modern Novel (continued)

Activities

Several short novels will be read as a group to review the structure and the elements in the novel and to provide common literary vocabulary necessary for discussion. Movies, film stripes and lecture will be used to acquaint the student with some of the classical novels, their authors and themes.

Course Title

Mythology

Description of Target Group

Mythology is a one-semester course designed as an elective for 10th, 11th, and 12th grade college/university bound students.

Purpose

The purpose of mythology is to acquaint students with mythological literature and to understand the historical, philosophical, and cultural implications of mythology.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Identify the major gods to the Greek, Norse, Aztec, etc., pantheons.
2. Relate the story lives of at least 10 myths.
3. Define at least 100 mythological terms with at least 70% accuracy.
4. Demonstrate knowledge of the themes of the Iliad and the Odyssey.
5. Compare the creations of at least four different cultures including the Bible.
6. Discern the religious, historical, scientific, and cultural essence of the various mythologies studied.
7. Understand some of the major literary contributions made to the world via the myths.
8. Describe the differences between myths, legends, tales, parables, allegories, and fables.

Instructional Material

Text and Supplementary Materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Write own myths, vocabulary sheets, crossword puzzles, LP's, oral report, written reports

Course Title

Poetry

Description of Target Group

Poetry is a one-semester course designed for all students who have successfully completed freshman English.

Purpose

The purpose of Poetry is to develop a critically-thinking reader through the extensive study of poetry.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Identify and use the vocabulary of poetry.
2. Define the various types of poetry.
3. Read poems aloud.
4. Paraphrase a poem.
5. Analyze a poem as to: (a) form, (b) meter, (c) rhyme, (d) meaning.
6. Recognize the poetry of song.
7. Define good poetry.
8. Define great poetry.
9. Compare good and great poetry.
10. Make value judgments about poems.
11. Explain how a poet creates meaning.
12. Discuss poets of various periods.
13. Write various types of poems.
14. Read with a purpose.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

The students will read, discuss, analyze and write various types of poems. He/she will look for poetry in the world around him/her. The student will learn to discriminate between good and great poetry by reading and analyzing works of poets of all periods.

Course

Practical English 4A

Description of Target Group

This course is the first semester of a two-semester elective course designed for seniors planning to begin working immediately upon graduation or planning to enter technical or trade school.

Purpose

The purpose of Practical English 4A is to prepare students for real-life experiences with language, reading, writing, speaking, and listening. Students will write letters, memos, and other forms used in business and personal situations to express ideas or elicit information Students will also do research using technology.

Prerequisites

Successful completion of English 3

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

Reading Skills

1. Demonstrate comprehension of an array of written works including news papers, magazines, research materials, nonfiction, movie reviews, biographies, personal correspondence, technical writing/instructional manuals, and information obtained from the Internet.

2) Examine and discuss these topics:
   a) Current affairs/news
   b) Politics
   c) Opinions

Writing

1) Further develop writing skills, including the writing process.
2) Write the following:

   a) Personal letters
   b) Letter to the editor
   c) Opinion/rationale essay
   d) Argument/persuasion essay
   e) Magazine article
   f) Investigative reports-review MWAPA

Practical English 4A (continued)

g) Communication via Internet
h) Book/film reviews

3) Write for a variety of audiences.
4) Evaluate own work as well as that of others.
5) Practice conventions of language.
6) Use vocabulary effectively.
7) Review usage and mechanics.

Speaking Skills
1) Present goals chart and multimedia presentation delineating steps of reaching goal.
2) Participate effectively in class discussion.
3) Participate in group presentation.
4) Defend a point of view.

Listening Skills
1) Listen to and follow oral directions.
2) Take notes from dictation and/or lectures and presentations.
3) Listen attentively to lectures.
4) Evaluate self and others on oral presentation/group participation.

Assessment

Student will demonstrate competence by:
- Completing written assignments utilizing the writing process.
- Passing teacher and text editor-designed tests.
- Competently editing peer work.
- Maintaining a writing portfolio.
- Giving presentations.
- Participating in group work.
- Being graded according to student and teacher designed rubrics.

Instructional Materials

- Newspapers/magazines
- Internet access
- Resume software/computer access
- Multimedia station access
- Refer to "Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District."

Course

Practical English 4B

Description of Target Group

This course is the second semester of a two-semester elective course designed for seniors planning to begin working immediately upon graduation or planning to enter technical or trade school.

Purpose

The purpose of Practical English 4B is to prepare students for real-life experiences with language, reading, writing, speaking, and listening. Students will write letters, memos and other forms used in business and personal situations to express ideas or elicit information. Students will also do research using technology.

Prerequisites

Successful completion of English 3.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

Reading Skills

1) Demonstrate comprehension of an array of written works including news papers, magazines, research materials, office correspondence, professional correspondence, technical writing/instructional manuals, and information obtained from the Internet.
2) Examine and discuss these topics:
    a) Current affairs/news
    b) Politics
    c) Opinions

Writing

1) Further develop writing skills, including the writing process.
2) Write the following:
    a) Business letters
    b) Memos
    c) Technical manuals/instructions
    d) Letters of application
    e) Job applications
    f) Resume

Practical English 4B (continued) **ERHS**

g) Written interviews
h) Investigative reports-review MWAPA methods
i) Communication via Internet
j) Proposal letter/letter of complaint

3) Write for a variety of audiences.
4) Evaluate own work as well as that of others.
5) Practice conventions of language.
6) Use vocabulary effectively.
7) Review usage and mechanics.

Speaking Skills

1) Present goals chart and multimedia presentation delineating steps of reaching goal.
2) Participate effectively in class discussion.
3) Participate in group presentation.
4) Defend a point of view.

Listening Skills

1) Listen to and follow oral directions.
2) Take notes from dictation and/or lectures and presentations.
3) Listen attentively to lectures.
4) Evaluate self and others on oral presentation/group participation.

Assessment

Student will demonstrate competence by:

- Completing written assignments utilizing the writing process.
- Passing teacher and text editor-designed tests.
- Competently editing peer work.
- Maintaining a writing portfolio.
- Giving presentations.
- Participating in group work.
- Being graded according to student and teacher designed rubrics.

Instructional Materials

- Newspapers/magazines
- Internet access
- Resume software/computer access
- Multimedia station access
- Refer to "Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District."

New Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year):

1. Course Title
Reading & Writing Skills PASS/Cyber High

2. Transcript Title(s) / Abbreviation(s)

3. Transcript Course Code(s) / Number(s)

4. School / Program **
{see list of associated schools below}

5. District
Santa Maria Joint Union High

6. City
Santa Maria

7. School / District / Program Web Site
jarmstrong@smjuhsd.org

8. School / Program Course List Contact Person
1) Name:
2) Title/Position:
3) Phone:
4) E-mail:

9. Subject Area
- ❑ a-History / Social Science
- ✔ b-English
- ❑ c-Mathematics
- ❑ d-Laboratory Science
- ❑ e-Language Other than English
- ❑ f-Visual & Performing Arts
  - ❑ Intro ❑ Advanced
- ❑ g-Elective

Category English

10. Grade Level
9th, 10th, 11th, 12th

11. Seeking "Honors" Distinction?
❑ **Yes** ✔ **No**

12. Unit Value
- ✔ 0.5 (half year of semester equivalent
- ❑ 1.0 (one year equivalent)
- ❑ 2.0 (two year equivalent)
- ❑ Other:

13. Is this internet-based course? ✔ Yes ❑ No
If yes, the provider is: ❑ UCCP ✔ PASS/Cyber High ❑ Other:

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

❑ A course reinstated after removal within 3 years. Year removed from List?
Same course title? ❑ Yes ❑ No
If no, previous course title?

❑ An identical course approved at another school in same district. Which school?
Same course title? ❑ Yes ❑ No
If no, course title at other school?

❑ Year-long VPA course replacing two approved successive semester courses in the same discipline

❑ Approved Advanced Placement (AP) or International Baccalaureate (IB) course

❑ Approved UC College Prep (UCCP) Initiative course

❑ Approved CDE Agricultural Education course

✔ Approved P.A.S.S. course

❑ Approved ROP/C course. Name of ROP/C?

❑ Approved A.V.I.D. course

❑ Approved C.A.R.T. course

❑ Approved Project Lead the Way course
❑ Other. Explain:

15. Is this course modeled after an UC-approved course from another school *outside* your district? ✔ Yes ❑ No

If so, which school/program? Fresno County Education Office

Course title at other school: Reading and Writing Skills

16. Pre-Requisites

Migrant Education identified, grade level appropriate

17. Co-Requisites

None

18. Is this course a resubmission? ❑ Yes ✔ No

If yes, date(s) of previous submission?

Title of previous submission:

19. Brief Course Description

Reading and Writing Skills focuses on helping students develop the necessary skills and strategies to be successful on the language arts portion of various standardized and mandated tests, including the California High School Exit Exam. The course is divided into five units: vocabulary and writing conventions, reading comprehension-informational materials, literary response and analysis, writing strategies and writing applications.

B. COURSE CONTENT

20. Course Goals and/or Major Student Outcomes

21. Course Objectives

22. Course Outline

23. Texts & Supplemental Instructional Materials

24. Key Assignments

25. Instructional Methods and/or Strategies

26. Assessment Methods and/or Tools

C. HONORS COURSES ONLY

27. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

28. Context for Course (optional)

29. History of Course Development (optional)

**** Associated Schools:**

1. Santa Maria High School
2. Righetti (Ernest) High School
3. Pioneer Valley High School

Course Title

Reading A Second Language

Description of Target Group

Reading a Second Language is designed as a two-semester course for non-native students of English who need to acquire a functional level of literacy to meet the reading demands imposed by the school environment and community living. The course is individualized to accommodate non-English speakers.

Purpose

The purpose of Reading a Second Language is to prepare non- and limited-English students for entry into Basic English Skills, to apply reading skills to content areas, to acquire the background to pass the district reading and language competency tests and to achieve a functional level of reading in order to become independent in the community.

Standards of Expected Student Achievement

Upon completion of this course the students will demonstrate, at their particular level of bilingual, growth in the ability to obtain meaning from the written English language by using the following skills in combination:

Language Processing Activities

1. Knowledge of symbolic, pragmatic and abstract vocabulary.
2. Recognize spelling differences between target and distractor words.
3. Utilize morphemic clues.
4. Establish class identities.
5. Analyze grammatically basic sentences.
6. Recognize function words.
7. Utilize contextual clues.
8. Become aware of multiple meanings and figurative language.
9. Recognize relationship among sentences.
10. Use punctuation as a due to meaning and style.

Comprehension Skills

1. Locate information.
2. Remember specific facts.
3. Organize the material read.
4. Predict outcomes.
5. Extend ideas.
6. Evaluate critically the material read.

Reading as a Second Language (continued)

Application of Reading Skills to Content Area

1. Knowledge of school vocabulary.
2. Knowledge of home and family vocabulary.
3. Knowledge of neighborhood vocabulary.
4. Read maps, graphs and carts.
5. Summarize passages.
6. Outline chapters.
7. Practice library skills.
8. Adjust reading rate to the task at hand.

Functional Skills Demand of Adult Living in Santa Maria and Similar Urban Communities

1. Bank statements for checking and savings account.
2. Directions for preparing food at home.
3. Job applications.
4. Directions on products used for housecleaning or home improvement.
5. Street and traffic signs.
6. Directions on medicine bottles.
7. Applications for loans from banks, finance companies or for store credit.
8. Health and safety pamphlets.
9. Bills for goods or services.
10. Health and safety pamphlets.
11. Bills for goods or services.
12. State and federal income tax forms.
13. Insurance policies.
14. Size, weight and price information while shopping.

Instructional Materials

The materials available in the Reading a Second Language classroom are too varied in content and reading level to be listed.

Activities

Students will practice the skills listed above receptively (listening and reading) and expressively (speaking and writing).

Pictures will be used to provide situational context for developing vocabulary and language.

Student will have access to a variety of printed material for recreational reading, for building positive self-concept, and for creating attitude towards self-instruction.

Spanish language will be used as a mediator (based on the concept that new content is best learned when first used in a old form, while new form is used with old content.

Because of the highly individualized program, classroom setting and the availability of material, students of other ethic groups also benefit from the program.

Spanish speaking students lacking literacy in the Spanish language will first acquire reading fundamentals in their own language (based on the principle that bilingualism will not positively influence cognitive functioning- as long as the student has deficiency in one language).

An individualized profile of the student achievement will contain information such as: language dominance test, culture dominance test, pre- and post-tests, individualized diagnostic profile, and interest inventory.

Course Title

Reading Across the Curriculum

Description of Target Group

This elective reading course is designed for ninth grade students who read at or below grade level.

Purpose

The purpose of this course is to help improve and enhance the reading comprehension and vocabulary development skills of the ninth grade student. This course will assist the student to read more effectively and efficiently in all content area subjects.

Standards of Expected Student Achievement

Upon the completion of this course, students will successfully be able to:

1. Comprehend material that is written at various levels of difficulty and intent.
2. Use word-attack strategies to decode meaning.
3. Utilize context clues to understand unfamiliar vocabulary.
4. Implement test taking and study skills.

Instructional Materials

Text and supplementary materials

Refer to: Secondary Adopted Text and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Also: novels (refer to the booklists developed by the California State Department of Education for grades seven to twelve), teacher developed materials, and published novel aids for students and teachers.

Activities

1. Diagnostic assessments will be administered to determine strengths and deficiencies of students' reading abilities.
2. Individualized programs will be developed to accommodate student needs.
3. Students will receive individual and whole class instruction.
4. Novels will be read on an independent and entire class basis.

Course Title

Reading Development

Description of Target Group

Reading Development is designed for all students reading at grade level or above grade level.

Purpose

The purpose of Reading Development is to help students improve reading speed and comprehension.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Increase comprehension of material that is written at various levels of difficulty.
2. Increase reading rate of words per minute.
3. Increase reading vocabulary.
4. Recognize reading problems and concentrate on remedying them.
5. Learn the technique of skimming written material for main ideas.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Speed reading, vocabulary and comprehension exercises, skimming material, diagnostic testing.

Course Title

Reading Development

Description of Target Group

Reading Development is designed for all students reading at grade level or above grade level.

Purpose

The purpose of Reading Development is to help students improve reading speed and comprehension.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Increase comprehension of material that is written at various levels of difficulty.
2. Increase reading rate of words per minute.
3. Increase reading vocabulary.
4. Recognize reading problems and concentrate on remedying them.
5. Learn the technique of skimming written material for main ideas.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Speed reading, vocabulary and comprehension exercises, skimming material, diagnostic testing.

Course Title

Reading Improvement

Description of Target Group

This course is designed for all students with reading skills below grade level who wish to improve their reading ability.

Purpose

The purpose of this class is to help students build reading skills in English to grade level through identification of specific weaknesses as measured by diagnostic inventories. Remediation in specific skills will be provided to strengthen these skills.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following:

1. Multiple methods of word-attack strategies.
2. Skills necessary for comprehension and content.
3. Study skills necessary to function efficiently and effectively in all classes.
4. The ability to cope with pre-tests, interim-tests, post-tests, interest inventory and information related to learning modality and behavior pattern.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

1. The student will be given an individualized diagnostic reading test to establish reading deficiencies.
2. The teacher will prepare an individualized program to meet the needs of each student.
3. The student will work independently with audio-visual equipment, texts, reading labs, tapes, teacher-made materials, language masters, and other related instructional materials with assistance from the teacher wherever necessary.
4. The student will take interim tests as a skill is mastered.

Course Title

Shakespeare

Description of Target Group

Shakespeare is a one-semester course deigned for college/university bound students who have completed freshman English.

Purpose

The purpose of Shakespeare is to help students understand the plays he provided for the pleasure of the world's society.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Identify the major works of Shakespeare.
2. Relate the story lines of at least five of them.
3. Define and give examples of works such as: puns, soliloquies, asides, allusions, alliterations, sonnets, etc.
4. Quote at least ten famous lines from Shakespeare.
5. Demonstrate knowledge of Shakespeare's life; when he live, where, conditions of the times, history, religion, politics, e c.
6. Write one four-page composition, 80 percent free of errors about the Elizabethan period.
7. Read excerpts and parts of at least five Shakespearean plays.
8. Point out similarities between at least three of Shakespeare's plays.
9. Describe the Elizabethan theater.
10. Demonstrate knowledge of Elizabethan vocabulary and grammar.
11. Read at least one Shakespearean play. Instructional Materials

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Read plays, act our parts, write term paper, discuss plays and characters, oral reports on Elizabethan period, watch video tape of Merchant of Venice.

Course Title

Short Fiction Analysis

Description of Target Group

Short Fiction Analysis is a one-semester course designed for 11th and 12th grade students who are college/university bound.

Purpose

The purpose of Short Fiction Analysis is to familiarize students with the unique influences on American literature and with literary terminology in general. Improvement of student ability to communicate ideas (both oral and written) is emphasized.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Recognize the short story as it differs and corresponds to other literary genre.
2. Recognize and use literary terms precisely.
3. Distinguished between romantic, realistic and naturalistic schools of literature and recognize an example of each based on the characteristics displayed in the story.
4. Recognize the style and importance of specific early American writers.
5. Demonstrate an awareness of the changing styles in the writing and the social historic influences therein.
6. Recognize that the changing concerns and values of society are reflected in literary themes.
7. Express opinions effectively (written and oral), demonstrating a regard for the vies of others.
8. Reflect an elementary understanding of the use of logical so that valid generalization is used in expressing themes and judgments.
9. Demonstrate an understanding of the use of the elements of the short story by comparing the works of one author noting similarities and differences in the treatment of these elements.
10. Distinguish between escape and interpretive literature and recognize each type of writing based on the characteristics displayed in the story.
11. Better discern the relative literary value of a given story based on the treatment of its various elements.

Short Fiction Analysis (continued)

Instructional Materials

Text and Supplementary Material
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

The student will establish and discuss the definition of short story, learning the proper mechanics of definition. The student will trace the development of the short story, particularly as manifest in the United States. The student will read widely in the short story genre' noticing the structure, treatment of various elements, changing values as reflected in the theme and develop techniques for evaluating this literary form.

Course Title

Social Protest Literature

Description of Target Group

Social Protest Literature is designed as a one-semester elective course for students who have successfully completed freshman English.

Purpose

The purpose of Social Protest Literature is to assist students in being aware of how the recording of social problems in literature affects social change. It also helps students identify conditions or problems existing in a given period of time most affecting people.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Demonstrate knowledge of the history of social protest literature as contiguous throughout written history.
2. Recognize the various genre of protest literature.
3. Use the literary terms theme, plot, characterization and setting.
4. Analyze the themes of protest literature as they relate to the reading selection: anti-war, dehumanization, political protest, social injustice, and middle-class values.
5. Read with a purpose.
6. Analyze a literary work using quotes to support ideas.
7. Write short and extended essay answers.
8. Take notes on class presentations and discussions.
9. Use the vocabulary particular to the study of protest literature, i.e., totalitarianism, injustice, anarchist, democracy, muckraker, etc.
10. Discuss social problems as evident in literature and the ramifications of that evidence.
11. Relate current social and personal problems to class readings.
12. Make judgments concerning the author's purpose in a given selection.

Instructional Materials

Text and Supplementary Materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa. Maria Joint Union High School District.

Activities

The student will study the history of social protest literature and participate in discussions concerning current social problems. The student will read from the reading list and participate in discussion and study the various literary forms used in protest. The student will do various written assignments based on readings.

Course Title

Vocabulary

Description of Target Group

This course is an elective for grades 9 - 12 students who need more work with expanding their vocabulary. No lab fees.

Purpose

The purpose of Vocabulary is to develop and improve vocabulary skills for all students. The course will be 8 weeks in duration, meeting 15 minutes, 4 times a week. At end of eight weeks and completion of all worksheets, quizzes, and tests, students will receive two units. Vocabulary is a course that may be taken four terms (Vocabulary 1, Vocabulary 2, Vocabulary 3, Vocabulary 4) for two units per term, for a total of eight units per year.

Prerequisites: None

Standards of Expected Student Achievement

Upon completion of this course, the students will be able to successfully demonstrate the following skills:

1. Recognize Greek and Latin roots and their English derivatives.
2. Spell and use correctly the assigned vocabulary words.
3. Explain the origin and derivation of words, as required.
4. Explain the importance of roots in word study.

Methods of Assessment of Student Learning

Homework assignments (worksheets), quizzes, and tests.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Vocabulary study, frequent drills, daily homework, quizzes, and tests.

Course Title **SMHS**

World Literature A/B (10) (H)

Description of Target Group

This year long course, required to meet the district's graduation requirement, is designed for only those sophomore students who have passed Introduction to Literature and whose recommendations and portfolios have been accepted by the English Department Honors Committee.

Purpose

This course is designed to provide selected students with a qualitative different and varied curriculum which challenges and enriches their individual potential while maintaining the requirements of the basic course outline. Designed to complement the curriculum of Modern World History, through a multi-cultural and multi-text approach, students will read and write accessing themes which include self-exploration of cultural values, cultural similarities and differences, social issues, as well as personal and human values. Critical writing and reading, listening and speaking skills will focus on using analytical and evaluative thinking. Both group and individual projects will be assigned. In addition, students will explore career and college information and opportunities to develop life-long learning skills.

Students must maintain a grade of "C" or better at the end of each semester to remain in the honors program.

Standards of Expected Student Achievement

Upon completion of this course, students will demonstrate the following skills:

READING
A variety of genre from the literature of many world cultures will be read. Students will be expected to:

- read independently
- identify literary genre
- identify elements of literature, literary terms
- construct meaning from a text
- make connections within a text
- extend beyond a text
- include an element of risk taking in constructing meaning
- keep a journal or log
- analyze literature on both symbolic and thematic levels

World Literature A/B (10) (H) (continued)

Core selections include:

novel:	Walkabout - Vance Marshall
drama:	Antigone - Sophocles
	A Raisin in the Sun - Lorraine Hansberry

Other possible selections include:

novel:	Cry, the Beloved Country - Alan Paton
	Farewell to Manzanar - Jeanne Wakatsuki Houston
drama:	A Doll's House - Henrik Ibsen
	The Tempest - Shakespeare
	Oedipus Rex - Sophocles
epic poetry:	Sundrata: An Epic of an Old Man (excerpt)
	The Epic of Gilgamesh (excerpt)
	The Song of Roland (excerpt)

short story, poetry, essays: selections from the basic and supplementary texts

WRITING

Students will be expected to demonstrate the following skills.

Rhetoric:

- present an idea; acknowledge an audience/reader
- use logic and relevant support/details
- state and develop an argument
- demonstrate coherence and style
- attempt an element of risk
- demonstrate improvement

Conventions:

- Practice sentence variety
- use proper word choice/usage and vocabulary development
- demonstrate good mechanics
- improve spelling
- demonstrate improvement

Students will demonstrate the ability to write in the following types of discourse:

- interpretive
- reflective
- speculation about causes and effects
- comparison and contrast
- analytic

RETRIEVING INFORMATION
Students will demonstrate the ability to:

- use the library and computer catalog
- use reference volumes appropriately
- cite works using MLA or APA documentation
- document within a text using MLA or APA format
- take notes on note cards

GROUP/COMMUNICATION SKILLS
Students will demonstrate the ability to:

- participate effectively in class and small group discussions
- communicate information and ideas effectively to others
- respect others; set an example
- both follow directions as well as be an independent learner
- compromise and reach consensus
- be honest and responsible; demonstrate integrity
- show improvement in speaking and listening skills
- demonstrate leadership and be willing to take a risk

CAREER/GROUP INFORMATION
Students will demonstrate the ability to:

- take the UNIACT or other interest inventory
- apply the results of UNIACT or other interest inventory by
    1. choosing a Career Path
    2. writing a research or "I" search paper and/or
    3. research specific jobs and careers
- research educational opportunities beyond high school
    1. vocational/technical schools
    2. 2-year community colleges
    3. 4-year colleges and/or universities
- write a resume or personal data sheet
- complete the written application process

PORTFOLIO REQUIREMENTS
Students will be expected to complete the Portfolio Requirements as outlined on PAGE 4 of this course outline.

INSTRUCTIONAL MATERIALS

Text and Supplementary Materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District

PORTFOLIO REQUIREMENTS Student Name: _____

1.) Demonstrate reading comprehension/questioning competency in the following areas:

Any three (3):

		Date	Signature
A.)	Read independently	_____	_____
B.)	Construct meaning from a text	_____	_____
C.)	Make connections within a text	_____	_____
D.)	Extend beyond a text	_____	_____
E.)	Take a risk in making connections/meaning	_____	_____
F.)	Analyze literature symbolically & thermatically	_____	_____

Any one (1)

G.)	Reading log	_____	_____
H.)	Double entry journal	_____	_____

2.) Demonstrate writing skills in the following areas:

Any three (3):

A.)	Autobiographical essay	_____	_____
B.)	Reflective essay	_____	_____
C.)	Narrative essay	_____	_____
D.)	Descriptive essay	_____	_____
E.)	Expository essay	_____	_____

3.) Demonstrate the following information retrieval skills:

A.)	Works Cited/Bibliography using MLA	_____	_____
B.)	Documentation using MLA format	_____	_____
C.)	Note taking	_____	_____

4.) Demonstrate the following oral presentation skills:

A.)	Effectively present an idea/project	_____	_____
B.)	Show improvement in speaking skills	_____	_____

5.) Demonstrate the following career skills:

A.)	Identify areas of career interests	_____	_____
B.)	Match interests to specific careers	_____	_____

Course Title **SMHS**

World Literature A/B (10) (L2)

Description of Target Group

This yearlong course, required to meet the district's graduation requirement, is designed for all students who have passed Introduction to Literature (9) (L2).

Purpose

This course is designed to complement the curriculum of Modern World History. Through a multi-cultural and multi-text approach, students will read and write accessing themes which include self-exploration of cultural values, cultural similarities and differences, social issues, as well as personal and human values. Critical writing and reading, listening and speaking skills will focus on using analytical and evaluative thinking. Both group and individual projects will be assigned. Students will also explore career and college information and opportunities to develop life-long learning skills. In addition, sheltered English strategies, authentic assessment, and cooperative learning strategies will be employed to assist students to succeed.

Standards of Expected Student Achievement

Upon completion of this course, students will demonstrate the following skills:

READING
A variety of genre from the literature of many world cultures will be read. Students will be expected to:

- read independently
- identify literary genre
- identify elements of literature, literary terms
- paraphrase
- construct meaning from a text
- make connections within a text
- extend beyond a text
- include an element of risk taking in constructing meaning
- keep a journal or log

Core selections include:

novel: Walkabout - Vance Marshall
drama: Antigone - Sophocles
A Raisin in the Sun - Lorraine Hansberry

Other possible selections include:

novel: Farewell to Manzanar - Jeanne Wakatsuki Houston

drama: A Doll's House - Henrik Ibsen
The Tempest - Shakespeare
Oedipus Rex - Sophocles

short story, poetry, essays: selections from the basic and supplementary texts

WRITING

Students will be expected to demonstrate the following skills.

Rhetoric:

- present an idea; acknowledge an audience/reader
- use logic and relevant support/details
- state and develop an argument
- demonstrate coherence and style
- attempt an element of risk
- demonstrate improvement

Conventions:

- Practice sentence variety
- use proper word choice/usage
- demonstrate good mechanics
- improve spelling
- demonstrate improvement

Students will demonstrate the ability to write in the following types of discourse:

- interpretive
- reflective
- speculation about causes and effects
- comparison and contrast

RETRIEVING INFORMATION

Students will demonstrate the ability to:

- use the library and computer catalog
- use the computer lab
- cite works using proper documentation
- document within a text using proper format
- take notes on note cards

GROUP/COMMUNICATION SKILLS
Students will demonstrate the ability to:

- participate effectively in class and small group discussions
- communicate information and ideas effectively to others
- respect others
- follow directions
- compromise and reach consensus
- be responsible
- show improvement in speaking and listening skills
- demonstrate leadership and be willing to take a risk

CAREER/GROUP EDUCATION
Students will demonstrate the ability to:

- take the UNIACT or other interest inventory
- apply the results of UNIACT or other interest inventory by
    1. choosing a Career Path
    2. writing a research or "IN search paper and/or
    3. research specific jobs and careers
- research educational opportunities beyond high school
    1. vocational/technical schools
    2. 2-year community colleges
    3. 4-year colleges and/or universities
- write a resume or personal data sheet
- complete the written application process

PORTFOLIO REQUIREMENTS
Students will be expected to complete the Portfolio Requirements as outlined on PAGE 4 of this course outline.

Instructional Materials

Text and Supplementary Materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District

PORTFOLIO REQUIREMENTS Student Name: _____

1.) Demonstrate reading comprehension/questioning competency in the following areas:

Any three (3):

		Date	Signature
A.)	Read independently	_____	_____
B.)	Construct meaning from a text	_____	_____
C.)	Make connections within a text	_____	_____
D.)	Extend beyond a text	_____	_____
E.)	Take a risk in making connections/meaning	_____	_____
F.)	Analyze literature symbolically & thermatically	_____	_____

Any one (1)

G.)	Reading log	_____	_____
H.)	Double entry journal	_____	_____

2.) Demonstrate writing skills in the following areas:

Any three (3):

A.)	Autobiographical essay	_____	_____
B.)	Reflective essay	_____	_____
C.)	Narrative essay	_____	_____
D.)	Descriptive essay	_____	_____
E.)	Expository essay	_____	_____

3.) Demonstrate the following information retrieval skills:

A.)	Works Cited/Bibliography using MLA	_____	_____
B.)	Documentation using MLA format	_____	_____
C.)	Note taking	_____	_____

4.) Demonstrate the following oral presentation skills:

A.)	Effectively present an idea/project	_____	_____
B.)	Show improvement in speaking skills	_____	_____

5.) Demonstrate the following career skills:

A.)	Identify areas of career interests	_____	_____
B.)	Match interests to specific careers	_____	_____

Course Title **SMHS**

WORLD LITERATURE A, B (10) (P)

Description of Target Group

This yearlong course, required to meet the district's graduation requirement, is designed for all students who have passed Introduction to Literature (9) (P), (H) or (L2).

Purpose

This course is designed to complement the curriculum of Modern World History. Through a multi-cultural and multi-text approach, students will read and write accessing themes which include self-exploration of cultural values, cultural similarities and differences, social issues, as well as personal and human values. Critical writing and reading, listening and speaking skills will focus on using analytical and evaluative thinking. Both group and individual projects will be assigned. In addition, students will explore career and college information and opportunities to develop life-long learning skills.

Standards of Expected Student Achievement

Upon completion of this course, students will demonstrate the following skills:

READING

A variety of genre from the literature of many world cultures will be read. Students will be expected to:

- read independently
- identify literary genre
- identify elements of literature, literary terms
- paraphrase
- construct meaning from a text
- make connections within a text
- extend beyond a text
- include an element of risk taking in constructing meaning
- keep a journal or log

Core selections include:

novel:	Walkabout - Vance Marshall
drama:	Antigone - Sophocles
	A Raisin in the Sun - Lorraine Hansberry

Other possible selections include:

novel:	Farewell to Manzanar - Jeanne Wakatsuki Houston
drama:	Doll's House - Henrik Ibsen
	The Tempest - Shakespeare
	Oedipus Rex - Sophocles
epic poetry:	Sundrata: An Epic of an Old Man (excerpt)
	The Epic of Gilgamesh (excerpt)
	The Song of Roland (excerpt)

short story, poetry, essays: selections from the basic and supplementary texts

WRITING

Students will be expected to demonstrate the following skills:

Rhetoric:

- present an idea; acknowledge an audience/reader
- use logic and relevant support/details
- state and develop an argument
- demonstrate coherence and style
- attempt an element of risk
- demonstrate improvement

Conventions:

- Practice sentence variety
- use proper word choice/usage
- demonstrate good mechanics
- improve spelling
- demonstrate improvement

Students will demonstrate the ability to write in the following types of discourse:

- interpretive
- reflective
- speculation about causes and effects
- comparison and contrast

RETRIEVING INFORMATION

Students will demonstrate the ability to:

- use the library and computer catalog

- use the computer lab
- cite works using MLA documentation
- document within a text using MLA format
- take notes

GROUP/COMMUNICATION SKILLS

Students will demonstrate the ability to:

- participate effectively in class and small group discussions
- communicate information and ideas effectively to others
- respect others
- follow directions
- compromise and reach consensus
- be responsible
- show improvement in speaking and listening skills

CAREER/JOB EDUCATION

Students will demonstrate the ability to:

- take the UNIACT or other interest inventory
- apply the results of UNIACT or other interest inventory by
- choosing a Career Path
- writing a research or "I" search paper and/or
- research specific jobs and careers
- research educational opportunities beyond high school
- vocational/technical schools
- 2-year community colleges
- 4-year colleges and/or universities
- write a resume or personal data sheet
- complete the written application process

PORTFOLIO REQUIREMENTS

Students will be expected to complete the Portfolio Requirements as outlined on PAGE 4 of this course outline.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District

PORTFOLIO REQUIREMENTS Student Name: _____

1.) Demonstrate reading comprehension/questioning competency in the following areas:

Any three (3):

		Date	Signature
A.)	Read independently	_____	_____
B.)	Construct meaning from a text	_____	_____
C.)	Make connections within a text	_____	_____
D.)	Extend beyond a text	_____	_____
E.)	Take a risk in making connections/meaning	_____	_____
F.)	Analyze literature symbolically & thermatically	_____	_____

Any one (1)

G.)	Reading log	_____	_____
H.)	Double entry journal	_____	_____

2.) Demonstrate writing skills in the following areas:

Any three (3):

A.)	Autobiographical essay	_____	_____
B.)	Reflective essay	_____	_____
C.)	Narrative essay	_____	_____
D.)	Descriptive essay	_____	_____
E.)	Expository essay	_____	_____

3.) Demonstrate the following information retrieval skills:

A.)	Works Cited/Bibliography using MLA	_____	_____
B.)	Documentation using MLA format	_____	_____
C.)	Note taking	_____	_____

4.) Demonstrate the following oral presentation skills:

A.)	Effectively present an idea/project	_____	_____
B.)	Show improvement in speaking skills	_____	_____

5.) Demonstrate the following career skills:

A.)	Identify areas of career interests	_____	_____
B.)	Match interests to specific careers	_____	_____

Course Description

A. COVER PAGE

1. Course Title
WORLD MYTHOLOGY

2. Transcript Title / Abbreviation
WLD MYTH

3. Transcript Course Code / Number

4. School
Santa Maria, Independent Study

5. District
Santa Maria Joint Union High School District

6. City
Santa Maria

7. School / District Web Site
http://www.smjuhsd.k12.ca.us/

8. School Contact

Name: Gerald Walsh

Title/Position: Director of Student Services

Phone: 805-922-4573 **Ext.:** 4221

Fax: 805-928-9916

E-mail: jwalsh@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☒ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Language other than English
- ☐ Visual & Performing Arts (for 2003)
- ☐ College Prep Elective

10. Grade Level(s)
10, 11, 12

11. Seeking "Honors" Distinction?
☐ Yes ☒ No

12. Unit Value

- ☒ 0.5 (half year or semester equivalent)
- ☐ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Date of School Board Approval

14. Was this course previously approved by UC? ☐ Yes ☒ No If so, year removed from list? _____

Under what course title? _____

15. Is this course modeled after an UC-approved course from another school? ☐ Yes ☒ No

If so, which school(s)? _____

16. Pre-Requisites
English 1A/English 1B or Intro to Literature A/B

17. Co-Requisites

18. Brief Course Description
The intention is to acquaint the student with ideas and beliefs, which began as oral literature and then became traditional to different societies because they were of special importance to their members. This literature deals with how different cultures expressed their feelings about fundamental questions and problems that extend across geographical and cultural borders. The literature is organized around six major geographic sections of the world – Africa, the Americas, Europe, the Middle East, Oceania, and South Asia.

B. COURSE CONTENT

Please refer to instructions

19. Course Goals and/or Major Student Outcomes

1. Enhance reading and writing abilities, encourage critical thinking skills and promote holistic learning through completion of written and oral assignments and creative projects.
2. Improve oral communication skills by participating in oral projects and oral evaluations.
3. Bring students in closer contact with their own cultural roots through the exploration of differences and similarities among cultures.
4. Identify the inter-relatedness of literature, the arts, history, science, and mathematics as evidenced in the literature provided for study.

20. Course Objectives

1. Student will prepare written assignments showing their ability to write a grammatically and technically correct five-paragraph essay.
2. Students will complete written and oral assignments, which demonstrate their ability to apply information to solve a problem or create a new concept.
3. Students will give oral synopses of myths to verify their understanding of both vocabulary and content.
4. Students will implement an understanding the inter-relatedness of academic areas of study by completion of specific project activities designed to include information from several academic areas.

21. Course Outline

See APPENDIX - A

22. Texts & Supplemental Instructional Materials

1. WORLD MYTHS (26 booklets), Steck-Vaughn Co., pub. c. 1994
2. ATLAS (any comprehensive Atlas published in the last 5 years, or accessed online by computer)
3. ENCYCLOPEDIA (any Encyclopedia published in the last 5 years, or accessed online by computer)
4. WORKSHEETS (designed to complement the reading texts)
5. STORY SYNOPSES (teacher reference)

23. Key Assignments

.**READING LIST**

The Myth of Wulbari
The Adventurers of Anansi
Kintu, First King of Uganda
Wanjiru Brings the Rain
The Theft of Fire
The Navajo Story of Creation
Glooscap Fights the Water Monster
The Five Worlds and Their Suns
The Twin Brothers
Children of the Sun
The Labors of Heracles
Demeter and Persephone
Aeneas and the Fall of Troy
The Death of Balder
The Adventures of Cú Chulainn
Enuma Elish
Gilgamesh and Utnapishtim
The Time of Ra
Maui's Heroic Adventures
Pele and Hi'iaka
Birth of the Butterflies
Savitri and the Ruler of the Dead
The Creation of the Universe
Ama-terasu, the Sun Goddess
The Silver River
Tangoon, First Emperor

VOCABULARY DEFINITION AND USEAGE

Each story will have its own set of vocabulary words to define and use in sentences.

WRITING

Each story will have a specific five paragraph writing assignment as well as a variety of short written assignments.

SPECIAL ACTIVITIES

Each story has a special activity. They include written work, oral presentations and creative projects (including art work, design, poetry, crafts, and other hands on projects)

COURSE SYNOPSIS

General information about course content, instructional materials, activities, and evaluation methods as they pertain to Independent Study students.

COURSE JOURNAL

State required documentation of student's work progress..

24. Instructional Methods and/or Strategies

1. Independent reading
2. Oral analysis of material
3. Instructional discussions
4. Project-based learning
5. Research utilizing the library or electronic technology
6. Creative hands on assignments
7. Exploring problem solving and decision making strategies
8. Interviewing

25. Assessment Methods and/or Tools

All of the following must receive an evaluation of 70% correct or better.

1. Written assignments
2. Oral assignments
3. Oral exams
4. Final project

Written and oral assignments count as 50% of final grade.
Oral exams count as 25% of final grade.
Final Project counts as 25% of final grade.

C. HONORS COURSES ONLY

Please refer to instructions

26. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

27. Context for Course (optional)

28. History of Course Development (optional)

APPENDIX: A

I. Africa: Introduction – Geographic Location
   A. Book 1
      1. The Myth of Wulbari – explanatory myth – West Africa
      2. Vocabulary definition and sentence use
      3. Essay mechanics and content (five paragraphs)
      4. Interpreting map keys
   B. Book 2
      1. The Adventures of Anansi – explanatory myth – West Africa
      2. Vocabulary definition and sentence use
      3. Essay mechanics and content (five paragraphs)
      4. Locating travel routes by map
   C. Book 3
      1. Kintu, First King of Uganda – hero myth – Uganda
      2. Vocabulary definition and sentence use
      3. Essay mechanics and content (five paragraphs)
      4. Using a time line to study history
   D. Book 4
      1. Wanjiru Brings the Rain – hero myth – Kenya
      2. Vocabulary definition and sentence use Essay mechanics (five paragraphs)
      3. Essay mechanics and content (five paragraphs)
      4. Reading graphs
   E. Book 5
      1. Theft of Fire – explanatory myth – Central Africa
      2. Vocabulary definition and sentence use
      3. Essay mechanics and content (five paragraphs)
      4. Charting symbiotic relationships
   F. Closing
      1. Complete sentences using creative thinking skills
      2. Hands on project, conceptualizing and implementing
      3. Research , planning and documenting

II. The Americas: Introduction – Geographic Location
   A. Book 1
      1. The Navajo Story of Creation – creation myth – Navajo
      2. Vocabulary definition and sentence use
      3. Essay mechanics and content (five paragraphs)
      4. Interpretive design (picture created from written descriptions)
   B. Book 2
      1. Glooscap Fights the Water Monster – hero myth – Algonquin
      2. Vocabulary definition and sentence use
      3. Essay mechanics and content (five paragraphs)
      4. Relating Lifestyles to Environment – written assignment on connections
   C. Book 3
      1. The Five Worlds and Their Suns – creation myth – Aztec
      2. Vocabulary definition and sentence use
      3. Essay mechanics and content (five paragraphs)
      4. Symbols – designing a language
   D. Book 4
      1. The Twin Brothers – hero myth – Maya
      2. Vocabulary definition and sentence use
      3. Essay mechanics and content (five paragraphs)
      4. Understanding number systems
   E. Book 5
      1. Children of the Sun – explanatory myth – Inca
      2. Vocabulary definition and sentence use
      3. Essay mechanics and content (5 paragraphs)
      4. Using a Web Diagram to Compare
   F. Closing

1. Translating a craft – hands on
2. Interpreting a concept

III. Europe: Introduction – Geographic Location

A. Book 1
1. The Labors of Heracles – hero myth – Greece
2. Vocabulary definition and sentence use
3. Essay mechanics and content (five paragraphs)
4. Understanding the past

B. Book 2
1. Demeter and Persephone – explanatory myth – Greece
2. Vocabulary definition and sentence use
3. Essay mechanics and content (five paragraphs)
4. Influence on geography on cultures

C. Book 3
1. Aeneas and the Fall of Troy – hero myth – Rome
2. Vocabulary definition and sentence use
3. Essay mechanics and content (five paragraphs)
4. Reading relief maps

D. Book 4
1. The Death of Balder – explanatory myth – Viking
2. Vocabulary definition and sentence use
3. Essay mechanics and content (five paragraphs)
4. Decision making and problem solving

E. Book 5
1. The Adventures of Cú Chulainn – hero myth – Ulster
2. Vocabulary definition and sentence use
3. Essay mechanics and content (five paragraphs)
4. Using a distance scale – importance of math

F. Closing
1. Sequential relationships - charting a family tree
2. Cultural symbols in art
3. Cultural beliefs in manifested architecture

IV. Middle East : Introduction – Geographic Location

A. Book 1
1. Enuma Elish – creation myth – Babylonia
2. Vocabulary definition and sentence use
3. Essay mechanics and content (five paragraphs)
4. Importance of detail - creating a map and map key

B. Book 2
1. Gilgamesh and Utnapishtim – hero myth – Sumeria
2. Vocabulary definition and sentence use
3. Essay mechanics and content (five paragraphs)
4. Exploring motivation for different types of writing

C. Book 3
1. The Time of Ra – creation myth – Egypt
2. Vocabulary definition and sentence use
3. Essay mechanics and content (five paragraphs)
4. Using a Venn Diagram – comparing past and present

D. Closing
1. Decision making
2. Symbolism in art

V. Oceania: Introduction – Geographic Location

A. Book 1
1. Maui's Heroic Adventures – hero myth – Maori, New Zeland
2. Vocabulary definition and sentence use
3. Essay mechanics and content(five paragraphs)
4. Research, hands on creative design

B. Book 2
1. Pele and Hi'iaka – explanatory myth – Hawaii
2. Vocabulary definition and sentence use

3. Essay mechanics and content (five paragraphs)
4. Identifying human and geographic relationships

C. Book 3
1. Birth of the Butterflies – explanatory myth – Aborigine, Australia
2. Vocabulary definition and sentence use
3. Essay mechanics and content (five paragraphs)
4. Symbolic art – hands on

D. Closing
1. Understanding adaptation to location
2. Identifying similarities, differences and connections

VI. South Asia: Introduction – Geographic Location

A. Book 1
1. Savitri and the Ruler of the Dead – hero myth – India
2. Vocabulary definition and sentence use
3. Essay mechanics and content (five paragraphs)
4. Meterology – Influence of climate and weather

B. Book 2
1. The Creation of the Universe – creation myth – China
2. Vocabulary definition and sentence use
3. Essay mechanics and content (five paragraphs)
4. Meterology – Influence of climate and weather

C. Book 3
1. Ama-terasu, the Sun Goddess – explanatory myth – Japan
2. Vocabulary definition and sentence use
3. Essay mechanics and content (five paragraphs)
4. Symbolism art – hands on

D. Book 4
1. The Silver River – explanatory myth – Vietnam
2. Vocabulary definition and sentence use
3. Essay mechanics and content (five paragraphs)
4. Using a time line to study history

E. Book 5
1. Tangoon, first Emperor of Korea – explanatory myth – Korea
2. Vocabulary definition and sentence use
3. Essay mechanics and content (five paragraphs)
4. Applying cultural information to decision making

F. Closing
1. Role of women in cultures

VII. The World: Introduction – Geographic Location

A. Comprehension and analysis
B. Creative writing skills
C. Outlining and writing a short story
D. Presenting material orally

VIII. Final Project

A. Using symbols
B. Connecting art, literature, history, science and math
C. Making analogies
D. Using critical thinking skills
E. Using mythology as an expression of culture
F. Analyzing cause and effect
G. Using proficient writing skills



SMJUHSD

FCS



SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
COURSE ADOPTION FORM
(Submit to the Assistant Superintendent / Instruction)
Please include a Course Description and a Textbook Adoption Form

School associated with this course:

☐ Delta ☑ Pioneer ☑ Righetti ☐ Santa Maria ☑ District

Name of person initiating process:

Trina Ellis Phone: (805) 922-1305 Ext:. 5325 **Dept:** 12

☐ **NEW COURSE** ***(Will need approval from Curriculum Council and the Board of Education, and a complete course description***

Full Title of Proposed Course: _____

Abbreviated Title for AERIES:

(15 characters maximum including spaces & punctuation)

Will this course be submitted for UC approval?

☐ Yes ***(UC Course Description Templates must be completed)***

☐ No (***District Course Description Templates must be completed)***

What is the major purpose for the course being added to the curriculum?

11

☐ **REVISING AN EXISTING COURSE**

(Will require DC's and Principal's signatures from all sites offering this course and a new revised course description)

Current Course Title: _____ ***Course Number(s):*** _____ _____

☑ **COURSE TITLE CHANGE**

(IWill require DC's and Principal's signatures from all sites offering this course)

A course title change will modify the course name on the transcript of students who already took the course. The new course name will appear instead of the course name it had at the time the course was taken.

Current Course Title: Advanced Foods/Saint's Cafe ***Course Number(s):*** HE6570 HE6571

New Proposed Course Title: Culinary Arts II

Abbreviated Title for AERIES: C u l i n a r y A r t s I I

(15 characters maximum including spaces & punctuation)

What is the purpose for the revision and/or course title change?

_____

_____

Department Head - DHS	Date	Principal - DHS	Date
Department Head - ERHS	Date	Principal - ERHS	Date
Department Head - PVHS	Date	Principal - PVHS	Date
Department Head - SMHS	Date	Principal - SMHS	Date
Asst. Supt. of Instruction	Approval Date	Board Approval Date	

Course Title: Advanced Clothing A

Department:
Home Economics

Description of the Target Group:
This course is primarily for 10th,11th, and 12th grade students interested in participating in a career cluster of courses in the Home Economics educational sequence for the Fashion Design, Manufacturing and Merchandising career path.

Purpose:
This is the first 5-unit term (semester) of a ten-unit course designed to prepare students interested in pursuing a career in this area. This course may provide students opportunities for school to career activities such as job shadowing, student internships and/or operating a student-run business. Students will study all aspects of the industry including garment construction, merchandising; manufacturing; the newest technology in fashion and design; customer relations; entrepreneurship; cost and profitability analysis; employment and management skills.

Prerequisites:
Clothing and Fashion A/B are recommended.

Standards of Expected Student Achievement:
Upon completion of this course, students will be able to successfully demonstrate the following:
1. Understand cost, production and marketing techniques related to the industry.
2. The use and care of new technology related to the fashion and design industry where applicable.
3. Understand the operational procedures commonly performed in the fashion design, manufacturing, and merchandising industry.
4. Perform tasks related to these industries.
5. Understand the characteristics and maintenance of various textiles.
6. Construct garments and/or projects using home and/or industrial sewing machines and equipment.
7. Understand and demonstrate the sewing skills used to manufacture garments and/or products,
8. Apply integrated academics (i.e. reading, writing, and math) throughout the curriculum where applicable.

Methods of Student Assessment:
Lab evaluations, tests, quizzes, written assignments, self-assessment, client evaluation.

Instructional Materials:

Refer to: Secondary Adopted Texts and Approved Supplementary books Used In the SMJUHSD.

Activities:

Projects, labs, job shadowing, student internships, field trips, etc.

Course Title:

Advanced Clothing B

Department: Home Economics

Description of the Target Group:
This course is primarily for 10th,11th and 12th grade students interested in participating in a career cluster of courses in the Home Economics educational sequence for the Fashion Design, Manufacturing and Merchandising career path.

Purpose:
This is the second 5-unit term (semester) of a ten-unit course designed to prepare students interested in pursuing a career in this area. This course may provide students opportunities for school to career activities such as job shadowing, student internships and/or operating a student-run business. Students will study all aspects of the industry including garment construction, merchandising; manufacturing; the newest technology in fashion and design; customer relations; entrepreneurship; cost and profitability analysis; employment and management skills.

Prerequisites: Advanced Clothing A.

Standards of Expected Student Achievement:
Upon completion of this course, students will be able to successfully demonstrate the following:

9. Broaden their understanding of the operational procedures commonly performed in the fashion design, manufacturing, and merchandising industry.
10. Continue to perform tasks related to these industries.
11. Experiment with the elements and principles of design as they relate to fashion design, manufacturing and merchandising industries.
12. Increase consumer awareness of fashion trends and styles, new fabrics, and innovative equipment and techniques.
13. Continue to construct garments and/or projects using home and/or industrial sewing machines and equipment.
14. Expand understanding and continue to demonstrate the sewing skills used to manufacture garments and/or products,
15. Learn the history of fashion and/or the fashion industry.
16. Apply the fundamentals of mathematics as they relate to patterns and alterations.
17. Explore career opportunities in the field of clothing construction, fashion merchandising, or design technology.
18. Continue to apply integrated academics (i.e. reading, writing, and math) throughout the curriculum where applicable.

Methods of Student Assessment:
Lab evaluations, tests, quizzes, written assignments, self-assessment, client evaluation.

Instructional Materials:
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used In the SMJUHSD.

Activities: Projects, labs, job shadowing, student internships, field trips, etc.
Spring 1994

Course Title (Title changed to "Culinary Arts II in Feb. 2016)

Advanced Foods A/B "Saints Café"

Description of the Target Group

This course is designed primarily for 11th and 12th grade students interested in completing the sequence of courses in the Home Economics Related Occupation (HERO) Career Pathway of Food Service and Hospitality.

Purpose

This ten-unit course is designed to prepare students who are interested in pursuing a career in this area. This course will provide students opportunities for service learning experiences such as job shadowing, student internships and operating a student-run business, thus enabling them to transition from school to career. Students will study all aspects of the industry including safety regulations and safe food handling; nutrition; the newest technology in food preparation and service; customer relations; entrepreneurship; cost and profitability analysis; employment and management skills.

Prerequisite: Foods and Nutrition A/B or instructor's recommendation

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following:

1. Understand the relationship between nutrition and health and wellness.

2. Demonstrate proper food handling techniques for safe food preparation and storage.

3. Exhibit safety and sanitation in a food service/lab environment.

4. Be able to prepare and evaluate a variety of foods including: baked goods, entrees, vegetables, salads, soups, desserts, and beverages.

5. Utilize meal management skills such as time management and meal planning.

1. Use new technology related to the food service and hospitality industry where applicable.

2. Demonstrate proper etiquette and table service skills.

3. Design a table service based on the principle and elements of design.

4. Simulate restaurant management in a food service setting.

5. Explore career opportunities and/or experience in the field of food science, food service, hospitality, or food technology.

6. Understand food cost, production and marketing techniques.

7. Apply integrated academics (i.e. reading, writing, math, and science) throughout the curriculum.

Methods of Student Assessment

Lab evaluations, employer evaluations, tests, quizzes, written assignments,

Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary books Used In the SMJUHSD.

Activities

Labs, job shadowing, student internships, field trips, etc.

Course Title

American Economics - Home Economics

Description of Target Group

This course is for 12th grade students.

Purpose

The purpose of AMERICAN ECONOMICS - HOME ECONOMICS is to enable students to understand the principles of economics and of our economic system. Students will compare our system to those of other countries and make reasoned judgements about economic questions. This is a one semester course. It is required to meet the district's graduation requirement. It will meet the state mandated requirement that high school graduates successfully complete a course in economics. Credit will constitute the A-F college entrance requirements.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Fundamental economic concepts and terms.
2. The tools of analysis such as charts and graphs.
3. Economic indicators such as gross national products, inflation, and measures of unemployment.
4. Understanding basic economic problems facing society such as scarcity of resources.
5. All societies have economic systems determining choice of production.
6. U. S. economy characterized by competition and market structure.
7. Individual should use economic concepts in making consumer decisions.
8. Role that labor, agriculture, and business organizations have played in the U.S. economy.
9. Role of government in market economy and establishing monetary policy.
10. Role of financial institutions.
11. Understanding business cycles with periods of inflation, deflation, and unemployment.
12. U.S. economic history.
13. Importance of international trade and migration across international borders.
14. How values influence monetary spending and opportunities for students to develop creative thinking skills.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Individual work, lectures, class participation, demonstrations, audio visual materials, field trips, small group activities, and outside resource people.

Course Title

American Economics

Instructional Materials

Consumer Economics, Warmke and Wyllie, South-Western Pub. Co.

Standards of Expected Student Achievement

I. Definition of Economics (Chapter 1)
   - A. Economics goods and services
   - B. Opportunity costs
   - C. Goals of the American Economy

II. Types of Economic Systems (Chapter 2)
   - A. Traditional
   - B. Command
   - C. Market
   - D. Mixed

III. Circular Flow (Chapter 2)
   - A. Definition of circular flow
   - B. The four questions
     1. What to produce?
     2. How to produce?
     3. How much to produce?
     4. How to distribute the output?

IV. Characteristics of Our Economy (Chapter 2)
   - A. Private property
   - B. Freedom of choice
   - C. Profit motive
   - D. Competition

V. Your Role as a Consumer (Chapter 5)
   - A. Buying is choice making
   - B. Guidelines for buying
   - C. Advertising (Chapter 6)
     1. Functions of advertising
     2. Costs of advertising
     3. Problems with advertising
     4. Regulation of advertising
   - D. Consumer Rights and Protection (Chapters 7-8)
     1. Contracts
     2. Legal protections
     3. Warranties
     4. Implied contracts
     5. Unordered merchandise
     6. Use of lawyers
     7. Government protection
     8. Other consumer protections

VI. Savings and Investing (continued)
- A. Types of insurance (Chapters 18 - 20)
- B. Social Insurance (Chapter 21)

VII. Managing the Nation's Economy
- A. Gross National Product (GNP)
- B. National income and its distribution
  1. Rent
  2. Wages
  3. Interest
  4. Profit
  5. Taxes
- C. Economics fluctuations (Chapter 30)
- D. Individual's role in the economy (Chapter 3)
- E. Business' role in the economy (chapter 22)
  1. Forms of business
  2. Functions of business
  3. Factors of production (Chapter 23)
     a. Characteristics of American production
     b. Role of mass production, specialization, and capital
  4. Marketing (Chapter 24)
- F. Role of government in the economy (Chapter 25)
  1. Growth of government services
  2. Government regulation
  3. Taxation, fiscal policy, and national debt (Chapter 26)
  4. Monetary policy (Chapter 27)

VIII. Economic Fluctuations and International Trade (Chapters 30-31)

IX. Economic Growth (Chapter 28)

Apparel Construction & Design 1 A/B

Santa Maria Joint Union High School District



asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)
ioneer Valley High School (053847)	Classroom Based	Abbreviation: ApparelCo&Des1A, Course Code: HE6207 Abbreviation: ApparelCo&Des1B, Course Code: HE6208
anta Maria High School (053305)	Classroom Based	Abbreviation: ApparelCo&Des1A, Course Code: HE6207 Abbreviation: ApparelCo&Des1B, Course Code: HE6208

Title: Apparel Construction & Design 1 A/B

Length of course: Full Year

Subject area: Visual & Performing Arts (F) / Visual Arts

UC honors designation? No

Prerequisites: None

Co-requisites: None

Integrated (Academics / CTE)? Yes

Grade levels: 9th, 10th, 11th, 12th

ourse Description

urse overview:

Apparel Construction & Design 1 is an introductory course based on CTE Model Curriculum Standards. Students will be able to create sketches, designs, and construct articles of clothing. This course will provide a comprehensive understanding of the elements of fashion design as applied to textiles and fashion and use them to evaluate clothing designs. This course will also explore manufactured and natural made textiles and their use in fashion as well as the characteristics, production and maintenance of textiles. Students will explore the relationship between American historical events and fashion styles. Each student will keep a portfolio of their designs, sketches and written work.The content concentrates on the skills needed to complete a garment from start to finish. Students become familiar with the sewing machine and many construction techniques. This course provides a strong foundation for entry into the fashion career pathway. The students also will be able to understand the basics of reading a pattern envelope and guide and use pattern pieces to create a finished garment.

Assessment Methods:

1. Written tests and worksheets
2. Research slide presentations on History of Fashion
3. Portfolio of original fashion designs and renderings
4. Elements and Principles of Design Project
5. Instructor and self critique of garment construction.
    1. Projects include Pin Cushion, Sample Portfolio, Pillow Case, Roll Up Bag, Lined ZIpper Bag, and Pajama Bottoms.

urse content:

Unit 1: Introduction to Fashion

Unit Objectives:

- Summarize the importance of fashion
- Define fashion related terms
- Interpret the 4 stage fashion cycle
- Recognize the most common garment features and styles

This unit will introduce the fundamental reasons why people wear certain clothing. Students will analyze the physical, psychological, and social impact of apparel and critically examine how values, attitudes, conformality, individuality, and personality affect clothing selections. Students will utilize industry-accepted vocabulary throughout this section to discuss

fashion and clothing, and will distinguish the different garment styles and components. Finally, students will recognize the concept of fashion cycles that occur over time and analyze the influence that social and economic factors have on fashion.

⮒ Unit Assignment(s):

Students will do a style inventory which will allow them to make infrerences and draw conclusions about their own clothing choices. They will explore how apparel meets social, physical, psychological needs of individuals.They will define appropriate dress for various occasions and analyze how fads abd fashion influence apparel and textile choices. They will ccreate a poster or a slide presentation using photographs and illustrations with descriptions of the garment features and styles.

Students will also create and explain the four stages of the fashion cycle. Students will supply evidence of each stage through the use of pictures and noting the stage it represents. Students will analyze why that photo represents that specific fashion cycle.

Unit 2: Color Theory

Unit Objectives:

- Define basic color terms
- Prove and analyze the relationship between colors on the color wheel
- Define 6 different color schemes
- Apply the concepts of color schemes to their use in garments using artistic processes and analyze the impact on fashion

This unit will introduce the students to the design element of color and the importance of color to apparel. Students will effectively utilize the color wheel to represent the relationships between primary colors, secondary colors and tertiary colors and their connection to color schemes. Students will identify the symbolism of color, color terms, color schemes, and the color wheel and apply the concepts to the fashion industry. Students will apply basic and complex color schemes and color theory to develop and enhance garments.

⮒ Unit Assignment(s):

Students will have guided notes on color vocabulary and color schemes. Students will create a color wheel using the three primary colors. As well as apply their knowledge by changing the value and Intensity of a color.

Students will create a portfolio of pictures that illustrate each of the color schemes and distinguish how the color themes are displayed in each outfil,.

Unit 3: Elements of Fashion Design

Unit Objectives:

- Distinguish between the elements of design and interpret their use in clothing design
- Relate principles of design to the design elements
- Connect the elements of design to clothing design concepts
- Analyze and share aesthetic choices and their impact on the elements of design.

The focus of this unit is for students to be able to identify and interpret the elements of design: line, shape/form amd texture. Students will be introduced to the principles of design rhythm, balance, emphasis, movement, and harmony as they apply to apparel. Students will relate the elements and principles of design as they apply to design styles and garment selection. The objective is for students to be able to use design concepts and draw conclusions on the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance.

Unit Assignment(s):

The elements of design project starts with the students defining the elements through guided textbook notes and teacher lecture. Students will create a folder or electronic portfolio that includes illustrations or outfit examples of the elements and principles. The student will provide written explanations and analysis that cite evidence of the elements. The project needs to be presented in a way that demonstrates an understanding of the elements of design.

Unit 4: Garment Construction

Unit Objectives:

- Demonstrate knowledge of Sewing Equipment and Tools, proper use and care
- Describe and apply safety rules
- Demonstrate ability to operate sewing and cutting equipment properly
- Construct beginning sewing construction samples
- Utilize correct cutting and pinning techniques
- Understand fabric preperation, written directions, and proper use of marking tools
- Use concepts of pattern envelopes and layouts to create apparel
- Develop and refine techniques and methods in order to interpret and analyze finished projects

The garment construction unit will allow students to apply artiistic knowledge and skills in a variety of visual arts media and use technical processes to communicate meaning and intent through the creation of original garments. Students will demonstrate the ability to make appropriate choices in applying a variey of visual arts media techniques to the personal design making process. Students will exhibit craftsmanship and technical skill when creating works from two-dimensional to three-dimensional forms. Students will establish their ability to take accurate measurements, read and follow technical directions, select suitable fabrics, and construct quality garments. Students will use various types of technology in the design process.

Students will apply the skills needed to construct a garment and the proper tools needed. Students will learn how to properly use sewing equipment including: sewing machine, cutting, measuring and marking tools. The instructor will demonstrate and guide students through these skills along with diagrams and handouts. Students will construct seam samples and create 5-6 construction garments in this unit.

⮒ Unit Assignment(s):

Students will begin the unit with an introduction to safety. Teams will create original posters that demponstrate one of the safety rules in a unique, creative format. Students will create a booklet with sewing/pressing equipment, including diagrams and definitions. Students will complete a diagram of the sewing machine parts and link it to the definitions of all parts.

Tests will be given to demonstrate knowledge and understanding of safety, sewing equipment and machine parts.

Teacher observation will be the form of assessment for individual student demonstration of machine and bobbin threading.

Students will complete a sample portfolio of their work. Samples include french seams, flat felled seams, gathering, darts, staystiching, clipping and notching.

Students will create 5-6 garments building on their technical skills and knowledge with each consruction project. Skills the students will master are straight stitch, zig-zag, turning corners, top stitiching, inserting a zipper, hems, elastic casing, basic hand stitching and use of interfacing. Students follow instructions in a variety of formats, including teacher instruction detailed written steps, and videos. Students will also use concepts of fabric layout and pattern reading to properly create finished products.

Student assignments will consist of:

- Custom pin cushion
- Pillow
- Roll Up bag with pockets
- Lined zipper bag
- Elastic Waistband shorts/pants

Unit 5: Textiles

Unit Objectives:

- Differentiate the sources and processing of natural and man-made fibers
- Identify specific characteristics and care of individual fibers and yarns.
- Compare and contrast the advantages, costs, and marketability of different fibers as they relate to merchandising of apparel.
- Relate details of fashion construction and the limitations of various raw materials.
- Students will be able to identify and construct the different weaves, assessing the advantages and disadvantages of each.

This unit will examine the primary-level suppliers of fashion. Students will understand foundational suppliers for the fashion industry and how they influence manufacturers and consumers alike. Students will distinguish natural fibers from manufactured fibers, and the advantages/disadvantages that each fiber presents to manufacturers and designers. Students will identify different weaves and techniques used in the textile production process. Students will outline the major steps in the fabric production process and will explore the impact of new technologies on textile manufacturing.

⮒ Unit Assignment(s):

Students will gain appropriate terminology for identifying and analyzing textile fibers through textbook assignments and videos. Students will observe a burn test of fabrics to classify different textiles, Students will chart the natural and man-made fibers, evaluating performance characteristics of textile fibers and fabrics. Students will draw the differnet kind of weaves and identify plain, basket and satin weaves.

Unit 6: Historical and Cultural Context

Unit Objectives:

- Summarize and connect the social, cultural, historical, religious, political, economic, and technological influences on clothing design throughout history.
- Compare and contrast fashion styles of today with fashion from the past
- Understand the influence of time periods on fashion design

This unit introduces the student to a look back at how fashion evolved and how the fashion of the past is related to present fashion. Students will understand the cause and effect of historical contribution and cultural dimensions of fashion. Students will assess modern fashion developments throughout history and relate research to factors influencing fashion movements. Students will compare and contrast development of recurring fashions throughout time. Students analyze the role and development of fashion in the past and present cultures throughout the world noting human diversity as it relates to fashion design and designers.

⮒ Unit Assignment(s):

Teams of students will research and create a slide presentation for a specific decade or period of fashion. Students will demonstrate knowledge of historical influence, cultural origins, social, religious, political, economic, and/or technological influenceon fashion. Students analyze, discuss, and present issues of the period and style in terms of design elements, using appropriate terminology from that decade/period. Students identify periods, styles, terminology, and designers of that time. Students will learn collaboration through working with partners to develop good communicatiopn skills and accountability. Students will present their work to the class helping them develop confidence in public speaking. Students identify periods of style and works of designers and labels during that period and the longevity of the brand/company.

Unit 7: Fashion Design, Drawing and Business

Unit Objective:

- Apply concepts of rendering techniques in using a croquis
- Create original designs using croquis templates
- Draw conclusions on which medium best suits the illustration
- Critique the textiles and illustration
- Compare and contrast the advantages and disadvantages between digital and hand-drawn illustrations.
- Interpret, analyze and conceptualize fashion designs for certain target markets

In this unit, students will be able to identify and apply basic drawing tools, scale, mediums and proportion to their design illustrations. Students learn about fashion designers in the industry and the business end of fahsion. Including, target audience, seasons, colors, fashion forecasting,and influences on the fashion industry. Students will create an original company and draw illustrations of men's, women's, or children's apparel using various color schemes and design techniques. Students will utilize various technical processes in execution of their work.

Unit Assignment(s):

Students follow a tutorial to draw a croquis with appropriate proportions and shapes

Students create an original line of clothing. They choose a company name, a logo, type of clothing, choose a season, theme and colors, and a target audience. The students create 4 hand drawn original clothing designs for their line of clothing. They color textile designs onto their renderings to coordinate with the theme of their line.

ourse Materials

Textbooks

itle	Author	Publisher	Edition	Website	Primar
pparel Design, Textiles, nd Construction	Nancy Henke-Konopasek and Carolee Samuels	Goodheart Wilcox	11th Edition, 2018	[empty]	Yes

Title	Author	Publisher	Edition	Website	Primar
uccessful Sewing, 7th dition	Mary G. Westfall	Goodheart-Wilcox	2013	https://www.g-w.com/successful-sewing-2013	No
igure Poses for Fashion lustrators	Sha Tahmesebi	Barron's	1st Edition 2011	[empty]	No

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Apparel Construction & Design 2 A/B

Santa Maria Joint Union High School District



asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)
anta Maria High School (053305)	Classroom Based	Abbreviation: ApparelCo&Des2A, Course Code: HE6209 Abbreviation: ApparelCo&Des2B, Course Code: HE6210
ioneer Valley High School (053847)	Classroom Based	Abbreviation: ApparelCo&Des2A, Course Code: HE6209 Abbreviation: ApparelCo&Des2B, Course Code: HE6210

Title: Apparel Construction & Design 2 A/B

Length of course: Full Year

Subject area: Visual & Performing Arts (F) / Visual Arts

UC honors designation? No

Prerequisites: Apparel Construction & Design 1 A/B (Required)

Co-requisites: None

Integrated (Academics / CTE)? Yes

Grade levels: 10th, 11th, 12th

ourse Description

urse overview:

This capstone course provides students an understanding of fashion, textiles, design and construction. Emphasis of instruction is placed on fashion merchandising, fashion illustration, famous fashion designers, apparel construction, and appearance. It includes units on the elements and principles of design and the application of these concepts to the fashion design process. The course of study will allow students to expand upon their skills in fashion design and construction while also providing them the opportunity to further develop their knowledge and skills necessary to understand and work in this professionally diverse global industry. Students will apply their learned skills to construct a portfolio or body of work, as well as prepare for careers, post-secondary training and beyond. Students in this course will also work together to run a campus business offering embroidery, repairs, and tailoring services.

urse content:

Introduction to the Course, Sewing Tool, Equipment and Safety

Students will be introduced to the advanced fashion course, they will gain a deeper understanding of fashion and how it functions in contemporary culture. Students will expand upon their prior knowledge from previous fashion courses, while developing advanced sewing and garment construction skills and techniques. Students will demonstrate an understanding of advanced tools and equipment utilized in the course for the development of fashion, textile and apparel design works; and understand safety aspects and care of tools and equipment. Students must demonstrate mastery of understanding of safe practices by passing a safety test. Students will review and expand upon their knowledge of industry-standard practices in safety and in operating a sewing machine, serger, industrial embroidery machine and other sewing equipment and tools.

Unit Assignment(s):

Wardrobe Evaluation, Sewing Samples & Safety Test

Students evaluate items in fashion to determine what factors influenced their own personal styles and choose outfits for certain occasions including career and formal attire. Students create a style board for their choices including how their personal culture, customs, and expectations influence their apparel decisions and impact their need for self-expression. Students will review operation of their sewing & serger machine use, participate in machine care, & practice safety

procedures while completing advanced sewing samples. Several class lessons and assignments will be done to prepare students for the Sewing Safety Test, including sewing/serger machine parts identification, sewing tools identification, and safe practice demonstration.

Textile Fibers, Fabrics and Design

Students will expand upon their textile knowledge by creating a fabric sample swatch book. They will identify the fabrics (this requires some textile research on their part), giving the fabric name, it's characteristics (i.e. natural or synthetic, woven or knitted, type of weave, etc.) and then give examples of garments or uses for that type of fabric (i.e. car upholstery, furniture, evening gowns, bath towels, etc.) Students will develop deeper knowledge of fabrics and textiles, investigate issues of sustainability, fast fashion and ethical brands then make appropriate textile choices and apply their knowledge to the fashion design process and the use of the elements and principles of art in fashion. Since fabrics are the artistic medium of the fashion designer, developing an in-depth understanding of the types of textile and fabric choices is an important skill for this industry.

⮒ Unit Assignment(s):

Textile Book and Design

A review of various fabrications is presented, students identify, classify and explain the characteristics of each listed natural and manufactured fiber. Students will determine the name of sample fabrics from modeled garments and suggest the proper fabric content. They will identify and classify a variety of woven, knitted and non-woven fabric samples and will explain the characteristics of these fabric samples and recommend an appropriate end use for each sample. Students will create a chart to compare the characteristics and performance of two commonly used natural fibers and two commonly used manufactured fibers.

Students will apply the artistic process of taking a textile and through the construction methodology create a unique, one of a kind wearable end product.

A discussion on eco-friendly and sustainable clothing is presented. They will apply their understanding of textile fibers, & fabrics to the selection of textile products appropriate for the execution of different designs; and then evaluate and write a reflection describing their textile product selection in one constructed garment of their choice.

Students will design and create an original fabric design. They will relate their use of the elements of art and principles of design to their work. They will design and create an outfit on amini dress form.

Famous Fashion and Costume Designers

Students will conduct research on an iconic apparel or costume designer and write a report on the designer's background, contributions to fashion or costuming, cultural influence, era of time, childhood, educational background, and overall impact on the industry. Students will conduct research to gather information, and apply the writing process as they learn about the area of fashion & costuming, compare and contrast eras, and in doing so will also learn more about the fashion

industry, the requirements of the profession, the education and training needed, and the skills most needed to be successful in the field. Students will determine the target audience and include pictures of outfits by this designer and present their research in a digital slide presentation. Students will critique these fashion/costume designers works based on the use of the elements of art and principles of design; they will describe, analyze, and judge the designs.

⮒ Unit Assignment(s):

Research paper, PowerPoint presentation, Design Sketches

Students will choose an apparel or costume designer of their choice. They will then research, write a paper, and create a slide presentation on this designer. They will discover the designer's life history, education, motivation, notoriety, contributions to the fashion/costuming world, and cultural influences. Students will compare and contrast target market and marketing strategies their designer has used and their impact on the fashion movement and fashion history. Students will then include designs and sketches of fashion/costumes for a presentation incorporating the elements of art and principles of design that are in line with the designer researched. A critique will follow where students will view the creations and discuss within groups the authenticity of the styling for each designer/costumer following a prescribed rubric.

Applied Fashion Design and Construction

Students will demonstrate advanced skills in sewing and garment construction. They will demonstrate mastery of advanced construction techniques, such as: zipper insertion, darts, waistband, interfacing, cover-stitch, over-lock, machine embroidery etc. Students will effectively apply individual body measurements to sizing of garments, fabric selection and budgeting for all materials required. They will learn to read a sewing pattern guide sheet, analyze pattern instructions, or create their own pattern, and apply these skills to construction projects. After constructing a garment, they will learn to conduct a fitting and make any needed alterations. Students will then market their garment using fashion merchandising knowledge that is foundational in the Fashion Design industry.

⮒ Unit Assignment(s):

Sewing samples, various construction projects, customer profile

Students will complete a minimum of 3 construction projects throughout the year, each should expand upon prior skills as new advanced level techniques are introduced. These projects will further demonstrate students' technical proficiency. Projects can be differentiated for student's ability level. Students should be encouraged to select patterns and garments they would like to make that consider advanced techniques such as those needed for modern tailoring (for example using a serger for professional finishing, inserting darts, pockets, waistband, a bodice, etc.). Students will identify the different aspects of the fashion industry by creating a presentation board to market their garment as a Fashion Merchandiser and critique peer work as a Fashion Buyer. Students will also create a portfolio of the appropriate terms for garment styles, including sleeve, necklines, skirt, collars, pant and shirt types. Students will learn how to alter a garment with the goal to upcycle an old clothing item.

Elements of Art and Principles of Design and Visual Merchandising

Students will apply their comprehension of elements of art and principles of design to analyze and evaluate a variety of store displays. Students will learn about how lighting, location, and other marketing factors influence a buyer's feelings and desire to purchase. Students will also apply knowledge about target audience, demographics, psychology of color, color theory and other factors that can attract target customers. Students will create original designs and compose a visual display inspired by their specific customer, and demonstrate their understanding of effective promotion methods in fashion merchandising.

⮒ Unit Assignment(s):

Design sketches, 2 construction projects, visual promotional display

Students will explore and analyze a variety of window displays and visual merchandising techniques. They will review the elements and principles of art and design and learn about visual merchandising techniques. Students will critique a variety of visual displays based on the designer’s use of the elements of art.

Students will be assigned to a mock "store manager" that needs a window display and has a theme in mind. The team of students will interview the manager and create a rendering (sketched or computer generated) of the display which they will present to the "manager." They will make necessary changes until they gain approval. Students will then create a visual display from their design that reflects the "managers" inspiration. The display must include their personal work along with explanations of the designers target market, and their impact on the fashion movement and fashion history. The display must include graphics and 3-D objects. The students will analyze their use of the elements of art and principles of design. The visual display will demonstrate the students understanding of fashion merchandising and promotion methods, mannequins, props, color and lighting should be utilized to create an attractive and creative display.

The Tools of Fashion Design and Illustration

Students will demonstrate their understanding of design principles through the medium of fashion illustration. Using the drawing techniques of “gesture” and observational life drawing skills, students will especially work to demonstrate their mastery of proportion/scale as it applies to the human body. Using traditional charcoal or pastel, students will progress through the design process, from concept to completion. Their fashion designs on their model will demonstrate their mastery of the various principles of design, including unity, balance, emphasis, rhythm, proportion, etc. As part of this process, students further develop their fine art drawing techniques, review industry standard fashion illustration examples, and reinforce the importance of sketching and illustration skills, through multimedia resources.

⮒ Unit Assignment(s):

Gesture/life drawing fashion illustrations

Fashion illustration measurements and techniques are reviewed by the teacher demonstration using the industry "9 Heads" method for manually sketching a fully proportionate body known as a "Croquis" for either the male, female or child. Students sketch the human body in various positions or fashion poses. Proportion, drawing techniques, and various media are reviewed. Students are introduced to new drawing techniques such as gesture, and how to stylize a croquis creating a front view and side view. Students will demonstrate an understanding of human anatomy, proportion, and scale according to assigned criteria; an understanding of the relationship between body position and the lay or position of clothing/fabric/accessories; and an understanding of the behavior of different materials and textiles, in relationship to body position.

Fashion in the Real World, Planning For the Future

In this unit, students will delve deeper into researching the wide variety of careers (many of them extremely lucrative) available within the fashion industry. In addition to researching various career pathways they haven't considered in previous courses, students identify the breadth and depth of education required for various positions and roles. New guest speakers and professionals in the fashion industry act as industry experts, delivering valuable presentations to students, both on the actual discipline of fashion as well as the realities of careers in fashion. For example, Fashion Blogging and Social Media are growing fields in the fashion industry. Students engage in Q and A sessions with these experts, receiving important mentoring and professional advice. Students refine their interests in career pathways and in addition to updating their professional art/design portfolio (or website), students will create a branding suite for their potential careers (including brand logo, business card, and resume). Wherever possible, students are eligible to "shadow" professionals to get a better sense of the day-to-day operations of a fashion career. As a result of these experiences and research, students will evaluate and revise their Career and Education Plan that articulates their goals and strategies for pursuing a career of their choice in the fashion industry.

⮒ Unit Assignment(s):

Students will research a wide variety of professional paths and fields within the contemporary fashion industry, for the primary purpose of identifying future careers within the industry. They should include careers that they have not previously explored in prior fashion courses. Students will refine & present a "Personal Career Plan," that includes: (1) education requirements needed for selected career, (2) salary scale/earning potential, (3) career mapping (indicating transferability of knowledge/skills), and (4) A five year plan including personal/career goals.Students will utilize a career website like Xello to assist in this project.

Recycle and Reuse and Performance Fashion Show

Students will utilize their creative, design skills to plan and implement a fashion show. Student groups will design, sketch, and create a garment with accessories using recycleable items. Students will collaorate with the drama theatre department to ensure proper lighting, sound, media, stage direction, and stage presence for the models and narrators. Students will run

a full rehearsal practicing timing and transitions. Students will build on their prior knowledge of construction skills when devising the garment. They will also use body measurements of the model to assure proper fit, gaining a greater understanding of tailoring and scale. They will be challenged to figure out how to create a pattern from the design sketch and then make it into a werable 3-D outfit, including putting it on and taking it off. They will build upon their knowldge of textiles and the techniques that can be used with thin, stiff, delicate material to ensure ease of movement for the model. The team will troubleshoot issues as they encounter them and learn communication, conflict resolution and time management skills working under a deadline.

⮒ Unit Assignment(s):

Students will work collaboratively to create and direct a fashion show. Teams will choose a theme and draw sketches of outfits they want to create. They will choose music, and create a slide presentation that includes pictures and graphics. They will then construct these garments and accessories out of recycleable materials, using only tape, glue and yarn. Each team will write a script that details the construction process and uses appropriate fashion and garment style terms for the outfit. These outfits will be worn by a student in a fashion show that is organized by the class. The script will be narrated by one student in each team during the fashion show. They will do a rehearsal the day before and incorporate any adjustments necessary. Finally, the students will engage in an evaluation of the production to analyze sucesses and challenges and offer suggestions for future productions. Students will turn in a portfolio of their team project, including the written narration script and design sketches.

Students will bring in a project from home that they want to alter. They will first sketch the garment and then write a detailed list of steps required to change this garment into a new, useable version.

Small Apparel Industry Business

Students acquire skills of time management, project management, problem solving, design skills, and customer relations through our on campus business in which we offer services for small repairs and sewing needs. We have collaborated with drama to create garments for their productions, repaired football jerseys, made schoolwide projects, including window coverings.

We also have an industrial embroidery machine that the students use to create designs, decide on the best options of layout, program the machine, and complete the embroidery process. The students are responsible for all aspects of the business including advertising, completing jobs, writing invoices, and delivering the item. We have embroidered chef coats for our Culinary students. The class has also made pillows to donate to our local homeless shleter.

Through this interactive experience students will acquire and use written, verbal, or nonverbal communication skills in a variety of forms and contexts to convey meaning through the production, presentation, and/or exhibition of works of art through active practice and creation for the consumer.

⮒ Unit Assignment(s):

Students gain real work experience through project based learning. They will interact with staff to write up orders, complete the project and deliver the item, get feedback, and implement the suggestions. Students will learn customer service skills, project management, problem solving, and communication skills. They will learn resposibility and how to

troubleshoot problems. They will gain understanding and an ability to operate a variety machines, including an industrial embroidery machine, sergers, and an industrial sewing machine, heat press, and scan & cut machine.

ourse Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
pparel Design, Textiles, & Construction	Liddell & Samuels	Goodheart-Wilcox	2018	[empty]	Yes
rawing Fashion	Bill Thames	Glencoe McGraw-Hill	2002	[empty]	No

Websites

Title	Author(s)/Editor(s)/Compiler(s)	Affiliated Institution or Organization	URL
ashion Illustration allery	FIG	FIG	www.fashionillustrationgallery.com/artists
repare a Fashion esign Portfolio	[empty]	wikiHow	www.wikihow.com/Prepare-a-Fashion-Design-Portfolio

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SMJUHSD Course Description

(Must be accompanied by a Course Adoption Form)

Full Course Title: Careers in Family and Human Services

School Associated with course: ☐ DHS ☑ ERHS ☑ PVHS ☑ SMHS

School Contact

Name: Lisa Crusan **Title/Position:** Teacher

E-mail: lcrusan@smjuhsd.org **Phone:** 805-922-1305 **Ext:** 5313

Department:
Family and Consumer Sciences

Transcript Course Code(s) / Number(s):

Subject Area:

- ☐ English Requirement
- ☐ World History
- ☐ US History
- ☐ Government
- ☐ Economics
- ☐ Mathematics
- ☐ Physical Science
- ☐ Life Science
- ☐ Physical Education
- ☐ Visual & Performing Arts
- ☐ Foreign Language
- ☒ CTE
- ☐ Health
- ☐ Elective

Grade Level(s)

☐ 9 ☐ 10 ☒ 11 ☒ 12

Vocational Education (CTE) ☒ Yes ☐ No

Career Pathway: Education, Child Development & Human Se

Industrial Sector: Family & Human Services

☐ **Concentrator** ☒ **Completer**

Unit Value

- ☐ Semester (5 units)
- ☒ Year A/B (5 units per semester)
- ☐ Year A/B (two-period course, 10 units per semester)

Pre-Requisites:
Relationships & Family/Child & Family

Co-Requisites:

Course Purpose: *What is the purpose of this course?*

Careers in Family and Human Services provides background knowledge and occupation-specific training that focuses on the development of counseling and mental health services, and family and community services careers. This is a two semester capstone course that is designed for students interested in a career in the area of family and human services. The course will prepare students for employment, technical preparation, or to pursue advance study at the college or university level. Students will study family and human services careers and programs. Students will spend part of their time in the classroom and the other part at a field site in the community for hands on experience.

B. COURSE CONTENT

Course Outline: A *detailed descriptive summary of all topics covered. All historical knowledge is expected to be empirically based, give examples. (i.e. California State Standards).*

I. CAREER AND PROGRAM INTRODUCTION
Types of Careers in Family & Human Services 1. Complete a careers assessment 2. Characteristics of a successful employee 3. The application and interview process 1. Types of Programs 1. Standards of quality for Family & Human Services programs 2. Programs available in the Family & Human Services industry 2. Key Assignments: Careers assessment assignment is to be perfected for inclusion in student's employment portfolio. Interview someone employed in the industry and report findings in a paper to be added to student portfolio.
Academic: LS: 11-12.2 RSIT: 11-12.4 CTE Anchor: Career Planning and Management: 3.1, 3.2, 3.4 Ethics and Legal Responsibilities: 8.2, 8.3 Technical Knowledge and Skills: 10.4 Demonstration and Application: 11.5 CTE Pathway: D1.1, D1.3, D1.4

II. WORKPLACE SAFETY AND LAWS
1. Preventing Injuries 2. First aid and safety 3. Sanitation and Common Illnesses 4. Child, Adult and Elder Abuse 5. Workplace safety Key Assignments: Students will have a guest speaker who will review the basics of first aid and CPR. Students will complete a first aid and CPR course and obtain certification. Students will research the different categories of abuse and create a Power Point to present to the class. The research must include the laws, reporting requirements, and referral resources for clients in need of help.
Academic: LS: 11-12.3 RSIT: 11-12.3 RLST: 11-12.9 WS: 11-12.1, 11-12.1e CTE Anchor: Communications: 2.4, 2.5 Technology: 4.1, 4.4 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 CTE Pathway: D2.5, D4.1, D4.2, D4.3, D6.2, D7.4, D7.5, D7.6, D7.1, D7.2, D11.1, D11.2, D11.3

III. NUTRITION AND MEAL PLANNING
1. My Plate for all ages and stages of life. 2. Dietary restrictions for age and medical conditions. Planning a nutritional appropriate meal for a child, an adult, an elder adult, and a client with dietary or medical restrictions.
3. 8 10 Academic: WS: 11-12.3 N-Q: 3 CTE Anchor: Technology: 4.1, 4.2 Problem Solving and Critical Thinking: 5.4 Technical Knowledge and Skills: 10.3 CTE Pathway: D5.1, D5.5, D6.1, D6.3, D6.5, D7.1

IV. HEALTHY LIFESTYLES AT ANY AGE
Positive mental health: including strategies for conflict resolution, behavior modification, and independent living. 1. 2. Incorporating exercise and activity as part of a lifelong goal of healthy living. 3. Addressing special needs when planning activities(social and physical). Personal care and well being 1. Adjusting to changes as we age 2. Privacy for clients, patients, and their families 4. Key Assignments: Based on a given age create a week's worth of activities that incorporate both physical and mental ability. Take into consideration any physical and or mental disabilities. Lead your class in one of the activities in your plan. Teacher and students will assess the activity based on specific criteria. Identify and interview a family who has an aging family member (someone 65+) and determine challenges they face in caring for them, how they fit in the family structure, what resources if any the family uses to assist them with the family member and report. Role play different life situations as a group. Present the situation and solution to the class.
10 20 Academic: LS: 11-12.1, 11-12.2 RLST: 11-12.9 WS: 11-12.1, 11-12.1c, 11-12.2a, 11-12.2, 11-12.6, 11-12.7 CTE Anchor: Problem Solving and Critical Thinking: 5.1, 5.4 Technical Knowledge and Skills: 10.2, 10.3, 10.13 CTE Pathway: D6.4, D7.3, D8.3, D9.2, D9.3, D10.1, D10.2, D10.3, D10.5

V. WORKPLACE PRACTICES & ETIQUETTE
Understanding Human Relations
1. The need for human relations skills 2. Attitude in the workplace 3. Teamwork 4. Coworker relationships 5. Relationships with employers 1. Workplace etiquette 1. Proper dress and appearance 2. Customer/client relations 2. Career headhunter visits the class and discusses qualities and attributes employers look for. Gives tips on proper dress and behavior for interviews. Students have mock interviews with industry leaders for jobs in their area of interest. Role-play workplace situations and share with class.
Academic: RSIT: 11-12.1, 11-12.2, 11-12.3, 11-12.4 CTE Anchor: Communications: 2.1, 2.4 Career Planning and Management: 3.2, 3.8, 3.9 Responsibility and Flexibility: 7.2, 7.3, 7.4, 7.7 Ethics and Legal Responsibilities: 8.1, 8.3, 8.7 Leadership and Teamwork: 9.1, 9.2, 9.3, 9.7 Technical Knowledge and Skills: 10.3, 10.4 Demonstration and Application: 11.4 CTE Pathway: D2.1, D2.2, D2.3

VI. INDUSTRY INTERNSHIP/WORKPLACE EXPERIENCE
A. Student placement in industry related site. May be paid or unpaid. B. Students, teacher, supervisors and parents agreement of objectives. C. Student analysis of experience as it relates to their workplace assignment. Progress and check-in with teacher once per week during assignment. 1. Turn in signed time sheets Turn in evaluation of given workplace criteria Locating the facilities and operational procedures in the industry (for example)
1. 2. D. 12 55 Academic: LS: 11-12.3 RSIT: 11-12.4 CTE Anchor: Technical Knowledge and Skills: 10.21 CTE Pathway: D2.4, D3.2, D3.3, D3.4

Book Title: Lifespan Develoment | **Course:** Careers in Family & Human Services

Type of book adoption request:

- [x] Basic/Multiple Textbook
- [ ] Supplementary Textbook
- [ ] Reference Book
- [ ] Curriculum Software ☐ NEW ☐ REPLACE

Aligned with Standards? [x] YES [ ] NO

Replacement for *(Book title & copyright)*:

Author: Sharleen L Kato **Edition:** Second

Publisher: Goodheart-Wilcox **Copyright:** 2018

Student's Edition: List Price: $ _____ ISBN #: 978-1-63126-540-2

Teacher's Edition: List Price: $ _____ ISBN #: _____

Book Title: | **Course:**

Type of book adoption request:

- [ ] Basic/Multiple Textbook
- [ ] Supplementary Textbook
- [ ] Reference Book
- [ ] Curriculum Software ☐ NEW ☐ REPLACE

Aligned with Standards? [ ] YES [ ] NO

Replacement for *(Book title & copyright)*:

Author: _____ **Edition:** _____

Publisher: _____ **Copyright:** _____

Student's Edition: List Price: $ _____ ISBN #: _____

Teacher's Edition: List Price: $ _____ ISBN #: _____

Book Title: | **Course:**

Type of book adoption request:

- [ ] Basic/Multiple Textbook
- [ ] Supplementary Textbook
- [ ] Reference Book
- [ ] Curriculum Software ☐ NEW ☐ REPLACE

Aligned with Standards? [ ] YES [ ] NO

Replacement for *(Book title & copyright)*:

Author: _____ **Edition:** _____

Publisher: _____ **Copyright:** _____

Student's Edition: List Price: $ _____ ISBN #: _____

Teacher's Edition: List Price: $ _____ ISBN #: _____

The following teacher has reviewed the above text(s) and finds it appropriate for the course.

Lisa Crusan PVHS 9/25/18

Recommending Teacher Signature School Date

Supplemental Instructional Material: *Please Describe. If using online text or non-standard material, please provide the title of the material or webpage and the URL link.*

Lifespan Development Online Resources, including student workbook
Multimedia
Magazine, newspaper, and online articles
Guest Speakers

Instructional Methods and/or Strategies:

Direct instruction
Group and individual applied projects
Multimedia
Demonstration
Field trips
Guest speakers

Assessment Methods and/or Tools:

Student projects
Written work
Completion of assignments
Observation record of student performance
Exams

Activities: *(If applicable)*

See Course Content (pg. 2)

Certificate: *(If applicable)*

Industry Experience

Course Title

Careers With Children (HERO) 1 A/B

Description of Target Group

This course is designed for 11th and 12th grade students who have successfully completed Child and Family A/B, or Home Living A/B, are responsible with all interest in children, and/or have received permission from instructor.

Purpose

This yearlong course meets the state frameworks for certification in the area of child development and education. It is the exiting course in our career path cluster, Child, Family, Health, and Human Services. This course is designed to prepare students for employment, technical preparation or to pursue advance study at the college or university level. This course gives high school students the opportunity to learn entry-level job skills in the field of childcare while working at: the on-campus preschool, (S.A.P.I.D.), and/or assigned to community classroom sites. The students learn career opportunities and general job skills related to working with children. The students are also involved in a classroom component to work on preparation, evaluation, curriculum development and enrichment. A certificate will be awarded to students who satisfy all the course requirements and who meet the minimum course competencies. Upon completion of Child and Family A/B, and the Allan Hancock College final (with an A or B grade) and this course, students may earn 3 units of credit in Early Childhood Education from Allan Hancock College.

Careers with Children IA/B will count 180 hours towards certification to complete total certification requirements. Students complete both Careers with Children 1A/B and 2A/B for a total of 360 hours.

Standards of Expected Student Achievement and Proficiency

Upon completion of this course, students will successfully substantiate the following:

1. Determine employment opportunities in the field of child development.
2. Demonstrate use of community resources in locating job leads.
3. Complete child study reports using classroom observations in physical, mental, social, and emotional growth in preschool children.
4. Assist in maintaining a healthy and safe preschool environment.
5. Develop and maintain good interpersonal and working relationships with peers.
6. Employ positive guidance techniques in preschool setting.
7. Work in a variety of job roles, as assigned, in a preschool and/or elementary education setting.
8. Appraise and plan appropriate activities suitable for preschool and/or elementary education students relating to:

    A. Foods/Nutrition

Careers with Children (Hero) 1A/B (continued)

B. Creative Art
C. Music and Movement
D. Social Studies (self-esteem, holidays, etc.)
E. Language/ Literature
F. Other Appropriate Activities.

9. Gain some of the skills and experience needed for entry-level employment.
10. Create an atmosphere for diversity training and understanding.
11. Examine potential for extended educational opportunities.
12. Complete a portfolio.
13. Satisfy the core competencies.
14. Gain knowledge of parenting skills.

Job Titles: Family Child Care Provider, Infant/Toddler Program Aide, Playroom Attendant, Preschool Aide, Children's Tutor, Grading Clerk, Recreation Aide, and Teacher Aide.

Instructional Materials

Text and Supplementary Materials (to be determined)

Activities

Practical experience and application in working in a preschool and/or elementary education setting will be supplemented with trips to alternative potential employment sites, guest speakers, videos, class discussions, problem solving and critical thinking activities, and other demonstrative materials as they are made available.

Course Title

Careers With Children (HERO) 2 A/B

Description of Target Group

This course is designed for 11th and 12th grade students who have successfully completed careers with Children 1 A/B, Child and the Family 2 A/B, or Home living 2 A/B, and/or have received permission from instructor.

Purpose

This yearlong course meets the state frameworks for certification in the area of child development and education. It is the exiting course in our career path cluster, Child, Family, Health, and Human Services. This course is designed to prepare students for employment, technical preparation or to pursue advance study at the college or university level. This course gives high school students the opportunity to learn entry-level job skills in the field of childcare while working at: the on-campus preschool, (S.A.P.I.D.), and/or assigned to community classroom sites. The students learn career opportunities and general job skills related to working with children. The students are also involved in a classroom component to work on preparation, evaluation, curriculum development and enrichment. A certificate will be awarded to students who satisfy all the course requirements and who meet the minimum course competencies. Upon completion of Child and Family A/B, and the Allan Hancock College final (with an A or B grade) and this course' students may earn 3 units of credit in Early Childhood Education from Allan Hancock College.

Careers with Children 2A/B will count 180 hours toward certification. To complete total certification requirements, students must complete both Careers with Children 1A/B and 2A/B for a total of 360 hours.

<u>Standards of Expected Student Achievement and Proficiency</u>

Upon completion of this course, students will successfully substantiate the following:

1. Continue employment opportunities in the field of child development.
2. Continue use of community resources in locating job leads.
3. Continue child study reports using classroom observations in physical, mental, social, and emotional growth in preschool children.
4. Continue in maintaining a healthy and safe preschool environment.
5. Continue and maintain good interpersonal and working relationships with peers.
6. Continue positive guidance techniques in preschool setting.
7. Continue in a variety of job roles, as assigned, in a preschool and/or elementary education setting.
8. Continue and plan appropriate activities suitable for preschool and/or elementary education students relating to:

A. Math
B. Science
C. Computers
D. Fine and Gross Motor
E. Other Appropriate Activities

9. Continue to gain the skills and experience needed for entry-level employment.
10. Continue to create an atmosphere for diversity training and understanding.
11. Continue to examine potential for extended educational opportunities.
12. Continue to build a portfolio.
13. Continue to satisfy the core competencies.
14. Continue to gain knowledge of parenting skills.
15. Compose personal resume and practice job interview/ applications.

Job Titles: Family Child Care Provider, Infant Care Aide, Infant/Toddler Program Aide, Playroom Attendant, Preschool Aide, Children's Tutor, Grading Clerk, Recreation Aide, Teacher Aide

Instructional Materials

Text and Supplementary Materials (to be determined)

Activities

Practical experience and application in working in a preschool and/or elementary education setting will be supplemented with trips to alternative potential employment sites, guest speakers, videos, class discussions, problem solving and critical thinking activities, and other demonstrative materials as they are made available.

A-G Course Management

Course List / Course Archive
2022-23

Child Development P A/B
Modeled Course Outside District

Save & Exit

- Basic Information
- Description
- Materials
- Review

✔ **Well Done!**

Course forwarded to Martha Garcia (magarcia@smjuhsd.org). It has not yet been submitted to UC.. Go back to courses page.

Review and Submit

Collapse All -

General

Edit

Title:	Child Development P A/B
Length of course:	Full Year
Subject area:	College-Preparatory Elective (G) / Interdisciplinary
UC honors designation?	No

School details

Edit

Transcript abbreviations:	Child Dev P A , Child Dev P B
Course learning environment:	Classroom Based
Grade levels:	11th, 12th

Additional details

Edit

Integrated (Academics / CTE)?	Yes: Education
Prerequisites:	None
Co-requisites:	None

Description

Edit

Course overview:

Edit

Child Development is a year-long course that provides students the knowledge and practical skills needed in the care and guidance of children. Students study prenatal development and the developmental ages and stages of children from birth to adolescence. Focus is on the social, emotional, cognitive, and physical development of children, including the influence of heredity and environmental factors. Studies also include safety and emergency procedures, nutrition and health practices, positive interaction and guidance techniques, learning theories, developmentally appropriate practices, and career exploration. Students will use reading, writing, listening, verbal communication, technology, and critical thinking skills in the production of collaborative and individual projects, presentations, essays, reflective writing, quizzes, exams, and the development of a professional portfolio.

Course Units:

Edit

Unit 1 – The Study of Children

Unit Summary

Students will understand the importance of studying child growth and development, intellectual, emotional, and social growth through the lifespan. Students will identify and apply major accepted theories and principles within the realm of Child Development. Students learn about developmental theorists and their

application as it relates to child learning, growth, and development. Students will learn and understand aspects that affect the development of individuals and how to build positive relationships. Students will explore various ages and stages of development within the context of physical, social, emotional, and cognitive development.

- Analyze the effects of heredity and environment on the physical, social, emotional, and intellectual development of children.
- Identify factors that contribute to the optimal development of children.
- Identify and compare various theories regarding human growth and development.
- Observe and study children's behavior and interpret findings.
- Compare and contrast major theories of learning and human development.
- Identify the developmental stages and principles of child growth in infants, toddlers, and children.

Unit Assignment(s)

Key Formative Assignments:

Students will complete weekly assignments as formative assessments to reinforce the conceptual understanding and acquisition of the child development curriculum. Students will maintain a portfolio with evidence of the key assignments for an end-of-year authentic summative assessment.

Unit 1-Summative Assignment:

Developmental Theorist Research Report

Students will be assigned a variety of developmental theorists, including, but not limited to, Piaget, Erikson, Maslow, Vygotsky, Kohlberg, Freud, Pavlov, Gardner, Skinner, and Smilansky. Students will conduct internet and textbook research to identify key concepts within each theory. Students will use their findings to construct a report using appropriate style format, and a bibliography. They will develop and strengthen writing as needed by planning, revising, editing, or rewriting, focusing on addressing the significance of their assigned theorists. In addition to the written portion of the assignment, students will also include graphic organizers (i.e. Venn diagram, spreadsheets, charts) to evaluate, compare, and contrast the different theories chosen.

Unit 2 – Prenatal Development

Unit Summary

Students will analyze the stages of pregnancy, from conception through birth, and the implications of environment and heredity on the health and well-being of the mother and child.

- Summarize the stages of prenatal development and childbirth.
- Analyze the effects of prospective parents' nutrition, health, medical care, heredity, environmental factors, and lifestyle on prenatal development.
- Discuss physical and emotional changes that occur during normal and at-risk pregnancy.
- Analyze how individuals are genetically unique.
- Identify and evaluate community resources that provide information and assistance related to pregnancy and prenatal care.

Unit Assignment(s)

Key Assignments:

Students will complete weekly assignments as formative assessments to reinforce the conceptual understanding and acquisition of the child development curriculum. Students will maintain a portfolio with evidence of the key assignments for an end-of-year authentic summative assessment.

Unit 2-Summative Assignment:

Pregnancy Journal/Log Power Point

Students research prenatal development as well as steps the mother can take to encourage a healthy pregnancy, including diet, exercise, and healthy habits. From their research, students produce a month-by-month journal/ log that details the fetal growth and development, changes in the mother, the prenatal care necessary, and images of the fetus at each stage of development. Information will be organized using Power Point (or similar type program) with each month of pregnancy represented on a different slide.

Unit 3 – Parenting

Unit Summary

Students understand and interpret the decisions and responsibilities involved in parenting and family communications which build and maintain relationships.

- Analyze factors to consider when determining readiness for parenting in various cultures.
- Describe parenting skills that contribute to the optimum development of children through meeting their physical, emotional, social, and intellectual needs.
- Analyze the major decisions, changes, and adjustments required of parenting.
- Describe and evaluate the responsibilities, styles, and strategies of parenting.
- Evaluate care giving options.
- Understand the role of parental involvement in the physical, intellectual, emotional, and social development of children and adolescents.
- Analyze how language, culture, and educational backgrounds may affect family structures and communication within and among families and communities.

Unit Assignment(s)

Key Assignments:

Students will complete weekly assignments as formative assessments to reinforce the conceptual understanding and acquisition of the child development curriculum. Students will maintain a portfolio with evidence of the key assignments for an end-of-year authentic summative assessment.

Unit 3-Summative Assignments:

Baby Budget

Students will explore the financial, emotional, and relational costs of having a child. Students will create a budget charting basic baby needs and associated costs, including doctor visits, daycare, diapers, etc. Students will identify newfound challenges within relationships due to the additional stress, lack of sleep, redistribution of wages, etc. In addition, students will identify possible solutions to aid in the given challenges. With the given information students will create a trifold display exhibiting their results.

Baby Think it Over Project

Students will use an infant simulator to mimic the required care of a newborn child. The student will take responsibility for providing daily care for the "baby" for a given time period. Students will log the activity times and general emotions they feel while caring for the child. In addition, students will need to produce a reflective essay on their experience of being a parent. If the student losses points for severe neglect or abuse of their baby, the student must complete a separate research paper on child abuse and neglect.

Unit 4 – Guidance and Discipline

Unit Summary

Students understand positive guidance and discipline techniques that promote feelings of self-worth as they apply appropriately to the developmental stages of children.

- Describe and compare various approaches to child guidance and their effects on self-worth, self-discipline and respect for oneself and others at different stages of development.
- Understand the different parenting styles and their effects on children.
- Analyze techniques used to provide positive reinforcement with children in given situations and at various stages of development.
- Describe the relationship of a child's behavior to the commonly accepted principles of growth and development.
- Analyze the relationship of guidance and communication techniques to the development of self-worth and discipline.
- Identify ways to use opportunities throughout the daily routine to build trusting relationships and effective communication with families and others.
- Describe factors and possible causes that contribute to child abuse and identity those characteristics of the abused and the abuser.
- Identify the importance of building positive relationships between the caregiver, children, and families to provide effective guidance and discipline.
- Identify practical strategies for finding positive solutions to common family stressors, crisis, or behavioral problems.

Unit Assignment(s)

Key Formative Assignments:

Students will complete weekly assignments as formative assessments to reinforce the conceptual understanding and acquisition of the child development curriculum. Students will maintain a portfolio with evidence of the key assignments for an end-of-year authentic summative assessment.

Unit 4-Summative Assignment:

Prenting Styles Presentation

Students will work in groups to create a presentation highlighting the four main parenting styles- Authoritarian, Authoritative, Permissive, and Uninvolved. Students will research each parenting style, including the positives and negatives of each and the typical outcome of each style. Groups will create a presentation that consists of examples of each parenting style. The examples may come from literature, television, movies, theater, or pop culture. Students will present each of their four examples to the class, without telling them which style is represented in each clip. The class will then identify which parenting style is represented in each clip/example.

Unit 5 – Family and Life Challenges

Unit Summary

Students understand the adjustments needed to adapt to major life changes throughout the human life cycle. Students explore a variety of stresses on the family structure including, but not limited to, birth defects, special needs, single parenting, death, deployment, crisis, addictions and behavioral challenges.

- Identify factors contributing to change in the lives of infants, children, and adolescents and ways in which they might respond to change.
- Analyze how changes and crisis affect infants, children, and adolescents and recommend strategies that help them adapt.
- Explain how role models influence infants', children's, and adolescents' ability to cope.
- Investigate and select community agencies and resources that provide child health care services and information.
- Explain how changes in technology impact children and adolescents and describe methods for managing its appropriate use.

Analyze how individuals are genetically unique.

- Describe and analyze strategies and importance of including, equipment, and techniques for helping children with special needs and agencies who support parents.

- Identify typical and common atypical developmental patterns affect the educational progress of children and adolescents.

Unit Assignment(s)

Key Formative Assignments:

Students will complete weekly assignments as formative assessments to reinforce the conceptual understanding and acquisition of the child development curriculum. Students will maintain a portfolio with evidence of the key assignments for an end-of-year authentic summative assessment.

Unit 5-Summative Assignment:

Stress Brochure

Using the Publisher program, or similar application, students will create a brochure on a researched family stressor. Students may choose topics such as divorce, addiction, special needs, multiple births, blended families, foster care, death, deployment, unemployment, and so forth. The students will identify and define the stressor, the effects on children and family, strategies to manage the issue, a bibliography of sources, and community resources that provide support for families. The brochure must include graphics and readable font on each panel.

Unit 6 – Learning and Play Development

Unit Summary

Unit 6 – Learning and Play Development

Students understand the adjustments needed to adapt to major life changes throughout the human life cycle.

- Identify and describe the purposes of play and learning activities to the physical, social, emotional, and intellectual development of infants, children, and adolescents.
- Identify factors to consider when selecting, purchasing, or creating play and learning materials that are developmentally appropriate for children.
- Evaluate facilities, equipment, and materials, technology for their contribution to a child's development.
- Analyze how the attainment of self-help skills such as hygiene, dressing, food preparation, and household chores contribute to a child's learning and self-concept and self-worth.
- Describe and demonstrate the caregiver's role in planning, conducting, and evaluating play and learning activities that enhance the development of infants, children, and adolescents.

Unit Assignment(s)

Key Formative Assignments:

Students will complete weekly assignments as formative assessments to reinforce the conceptual understanding and acquisition of the child development curriculum. Students will maintain a portfolio with evidence of the key assignments for an end-of-year authentic summative assessment.

Unit 6-Summative Assignments:

Toy Evaluation

Students will select a toy and evaluate the safety and age-appropriate features. They will analyze the materials, durability, function, and purpose in relation to ages and stages and level of development. Students will give recommendations on the educational value of the toy as well as the enjoyment of the toy for the child.

Preschool Lesson Plan Activity

Students shall select or develop and present a song, story, or educational activity 3 to 6 minutes in length suitable for preschool children 3 to 4 years of age. The presentation should be suited to the children's attention span. The student shall prepare and submit a copy of a typed information sheet to the teacher. The information sheet shall include ages and stages, Piaget's Theory, purpose, steps to be followed, resources and/or materials used in the presentation. The presentation and typed information sheet must be the result of the student's own effort. Selection of material and terminology used must be age appropriate and suitable for the school setting. Manipulatives, visuals, or props (e.g., flannel boards, puppets, or books) must be used. Materials used need not be original but should challenge and stimulate a child's imagination. Techniques, which reflect animation and personal expression, as well as encourage the participation of children, should be used.

Unit 7- Health and Safety of Children

Unit Summary

Students will learn about health and safety issues that commonly affect children and the steps caregivers can take to ensure a child's safety.

- Understand the importance of regular doctor and dental visits.
- Recognize and understand signs, symptoms, and treatments of common childhood illnesses and diseases.
- Understand and practice basic First Aid techniques and emergency treatments, including the Heimlich Maneuver and Cardiopulmonary Resuscitation (CPR).

Unit Assignment(s)

Key Formative Assignments:

Students will complete weekly assignments as formative assessments to reinforce the conceptual understanding and acquisition of the child development curriculum. Students will maintain a portfolio with evidence of the key assignments for an end-of-year authentic summative assessment.

Unit 7-Summative Assignment:

CPR/First Aid Training

Students will participate in a CPR/First Aid Training course, such as ProTrainings. Students will complete the course and pass a comprehensive test given at the end of the on-line style course to prove comprehension of the material presented. Students will receive a certificate acknowledging their completion of the course and passing the exam.

Unit 8 - Careers Working with Children

Unit Summary

Students understand and apply the principles of effective oral, written, and multimedia communication in a variety of formats and contexts. Students will integrate multiple sources of information from diverse formats to recognize the essential aspects of the early childhood education, childcare, and development industry. Students make effective decisions, use career information, and manage personal career plans. Students understand the strategies that enable persons to manage and balance personal, family, and work responsibilities to enhance productivity and attain a quality of life.

- Exhibit positive attitudes such as self-confidence, honesty, perseverance, initiative, and self-discipline.
- Explain ways to work cooperatively, share responsibilities, accept supervision, and assume leadership roles.
- Identify the relationship of changing employment trends, societal needs, and economic conditions into career planning to the content areas for consumer and family studies to the home economics related career pathways.

- Describe career pathways and strategies for obtaining employment and advantage in various pathways.
- Research the benefits, educational requirements, and costs of preparing for employment in home economics careers and technology related field included teaching in California.
- Apply job search and acquisition skills such as preparing job applications, resumes, and career portfolios.
- Define and describe employability skills and professionalism and how to practice professional behaviors.
- Analyze the ways in which language, culture, and educational backgrounds effect careers.

Unit Assignment(s)

Key Formative Assignments:

Students will complete weekly assignments as formative assessments to reinforce the conceptual understanding and acquisition of the child development curriculum. Students will maintain a portfolio with evidence of the key assignments for an end-of-year authentic summative assessment.

Unit 8-Summative Assignment:

Career Exploration

Student will use the resources available to research various career opportunities from the California Career Resource Network to explore and complete a career interest inventory. The California Career Zone is a web-based career exploration system. Students can use the online format, or they may download the career workbooks to complete their individual inventory and follow up research of the careers found to fit their work values. Students will create a presentation with information regarding their chosen career. Students will include salary, working hours, required education or experience, positives and negatives of the career, short-term and long-term goals required to successfully pursue this career, and occupational outlook.

Materials

Edit

Textbooks

Title	Author(s)	Publisher	Edition/Year	Website	Primary?
The Developin...	Holly E. Brisbane	Glencoe/McGr...	2nd/2008	mheducation.c...	true
Families Today	Connie R. Sasse	Glencoe/McGr...	2009	mheducation.c...	false

Course Author

Email

epearson@smjuhsd.org

First Name

Erin

Last Name

Pearson

Title

Teacher

Phone

8059252567

Phone Extension

3608

Add another author

Forward course to A-G course list manager

✔ **Well Done!** ✖

Course forwarded to Martha Garcia (magarcia@smjuhsd.org). It has not yet been submitted to UC.. Go back to courses page.

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CHILD DEVELOPMENT P A/B

INDUSTRY SECTOR: Education, Child Development and Family Services Sector

PATHWAY: Education

CALPADS TITLE: Advanced Education (Capstone)

CALPADS CODE: 7531

HOURS:

Total	Classroom	Laboratory/CC/CVE
160	120	40

JOB TITLE	O*NET CODE	JOB TITLE	O*NET CODE
Preschool Teachers, Except Special Education	25-2011.00	Teaching Assistants, All Other	25-9049.00
Education Administrators, Preschool and Childcare Center/Program	11-9031.00	Elementary School Teachers, Except Special Education	25-2021.00
Kindergarten Teachers, Except Special Education	25-2012.00	Childcare Workers	39-9011.00

COURSE DESCRIPTION:

Child Development is a year-long course that provides students the knowledge and practical skills needed in the care and guidance of children. Students study prenatal development and the developmental ages and stages of children from birth to adolescence. Focus is on the social, emotional, cognitive, and physical development of children, including the influence of heredity and environmental factors. Studies also include safety and emergency procedures, nutrition and health practices, positive interaction and guidance techniques, learning theories, developmentally appropriate practices, and career exploration. Students will use reading, writing, listening, verbal communication, technology, and critical thinking skills in the production of collaborative and individual projects, presentations, essays, reflective writing, quizzes, exams, and the development of a professional portfolio.

A-G APPROVAL: No

ARTICULATION: None

DUAL ENROLLMENT: None

PREREQUISITES: None

METHODS OF INSTRUCTION

- Direct instruction
- Group and individual applied projects
- Multimedia
- Demonstration
- Guest speakers

STUDENT EVALUATION:

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

INDUSTRY CERTIFICATION:

- CPR/First Aid Certification

RECOMMENDED TEXTS:

- The Developing Child

PROGRAM OF STUDY

Grade	Fall	Spring	Year	Course Type	Course Name
11, 12				Concentrator	Relationships and Family Health
11, 12				Capstone	Child Development P A/B

I.	THE STUDY OF CHILDREN	CR	Lab/ CC	Standards
	1. Students will understand the importance of studying child growth and development, intellectual, emotional, and social growth through the lifespan. Students will identify and apply major accepted theories and principles within the realm of Child Development. Students learn about developmental theorists and their application as it relates to child learning, growth, and development. Students will learn and understand aspects that affect the development of individuals and how to build positive relationships. Students will explore various ages and stages of development within the context of physical, social, emotional, and cognitive development. 1. Analyze the effects of heredity and environment on the physical, social, emotional, and intellectual development of children. 2. Identify factors that contribute to the optimal development of children. 3. Identify and compare various theories regarding human growth and development. 4. Observe and study children's behavior and interpret findings. 5. Compare and contrast major theories of learning and human development. 6. Identify the developmental stages and principles of child growth in infants, toddlers, and children.	15	5	**Academic:** WS: 11-12.5, 11-12.6, 11-12.9 LS: LS3, LS3.A, LS3.B **CTE Anchor:** Communications: 2.4 Technology: 4.1, 4.3 Responsibility and Flexibility: 7.2, 7.4 Technical Knowledge and Skills: 10.7 Demonstration and Application: 11.5 **CTE Pathway:** C5.1, C5.2, C5.3, C5.4
II.	**PRENATAL DEVELOPMENT**	**CR**	**Lab/ CC**	**Standards**
	1. Students will analyze the stages of pregnancy, from conception through birth, and the implications of environment and heredity on the health and well-being of the mother and child. • Summarize the stages of prenatal development and childbirth. • Analyze the effects of prospective parents' nutrition, health, medical care, heredity, environmental factors, and lifestyle on prenatal development. • Discuss physical and emotional changes that occur during normal and at-risk pregnancy. • Analyze how individuals are genetically unique. • Identify and evaluate community resources that provide information and assistance related to pregnancy and prenatal care.	15	5	**Academic:** LS: LS3, LS3.A, LS3.B **CTE Anchor:** Communications: 2.4 Technology: 4.1, 4.3 Technical Knowledge and Skills: 10.6 Demonstration and Application: 11.5 **CTE Pathway:** C5.3, C8.2, C8.5
III.	**PARENTING**	**CR**	**Lab/ CC**	**Standards**
	1. Students understand and interpret the decisions and responsibilities involved in parenting and family communications which build and maintain relationships. • Analyze factors to consider when determining readiness for parenting in various cultures. • Describe parenting skills that contribute to the optimum development of children through meeting their physical, emotional, social, and intellectual needs. • Analyze the major decisions, changes, and adjustments required of parenting. • Describe and evaluate the responsibilities, styles, and strategies of parenting. • Evaluate care giving options. • Understand the role of parental involvement in the physical, intellectual, emotional, and social development of children and	15	5	**Academic:** LS: 11-12.2 WS: 11-12.4, 11-12.5 **CTE Anchor:** Communications: 2.4 Technology: 4.1, 4.3 Responsibility and Flexibility: 7.2, 7.4 Technical Knowledge and Skills: 10.5, 10.15 Demonstration and

	adolescents. • Analyze how language, culture, and educational backgrounds may affect family structures and communication within and among families and communities.			Application: 11.5 **CTE Pathway:** C5.1, C5.2, C5.3, C5.4, C6.1, C6.2, C6.3, C6.4, C6.5
IV.	**GUIDANCE AND DISCIPLINE**	**CR**	**Lab/ CC**	**Standards**
	1. Students understand positive guidance and discipline techniques that promote feelings of self-worth as they apply appropriately to the developmental stages of children. • Describe and compare various approaches to child guidance and their effects on self-worth, self-discipline and respect for oneself and others at different stages of development. • Understand the different parenting styles and their effects on children. • Analyze techniques used to provide positive reinforcement with children in given situations and at various stages of development. • Describe the relationship of a child's behavior to the commonly accepted principles of growth and development. • Analyze the relationship of guidance and communication techniques to the development of self-worth and discipline. • Identify ways to use opportunities throughout the daily routine to build trusting relationships and effective communication with families and others. • Describe factors and possible causes that contribute to child abuse and identity those characteristics of the abused and the abuser. • Identify the importance of building positive relationships between the caregiver, children, and families to provide effective guidance and discipline. • Identify practical strategies for finding positive solutions to common family stressors, crisis, or behavioral problems.	15	5	**Academic:** LS: 11-12.6 WS: 11-12.9 **CTE Anchor:** Communications: 2.4 Technology: 4.1, 4.3 Technical Knowledge and Skills: 10.8, 10.14 Demonstration and Application: 11.5 **CTE Pathway:** C5.2, C5.3, C5.4, C6.1, C6.2, C6.3, C6.4, C6.5
V.	**FAMILY AND LIFE CHALLENGES**	**CR**	**Lab/ CC**	**Standards**
	1. Students understand the adjustments needed to adapt to major life changes throughout the human life cycle. Students explore a variety of stresses on the family structure including, but not limited to, birth defects, special needs, single parenting, death, deployment, crisis, addictions and behavioral challenges. • Identify factors contributing to change in the lives of infants, children, and adolescents and ways in which they might respond to change. • Analyze how changes and crisis affect infants, children, and adolescents and recommend strategies that help them adapt. • Explain how role models influence infants', children's, and adolescents' ability to cope. • Investigate and select community agencies and resources that provide child health care services and information. • Explain how changes in technology impact children and adolescents and describe methods for managing its appropriate use. • Analyze how individuals are genetically unique. • Describe and analyze strategies and importance of including, equipment, and techniques for helping children with special needs and agencies who support parents. • Identify typical and common atypical developmental patterns affect the educational progress of children and adolescents.	15	5	**Academic:** LS: 11-12.6 WS: 11-12.4, 11-12.6 WHSST: 11-12.8 **CTE Anchor:** Communications: 2.4 Technology: 4.1, 4.3 Technical Knowledge and Skills: 10.15, 10.17 Demonstration and Application: 11.5 **CTE Pathway:** C5.2, C5.3, C9.1, C9.2
VI.	**LEARNING AND PLAY DEVELOPMENT**	**CR**	**Lab/ CC**	**Standards**

	1. Students understand the adjustments needed to adapt to major life changes throughout the human life cycle. • Identify and describe the purposes of play and learning activities to the physical, social, emotional, and intellectual development of infants, children, and adolescents. • Identify factors to consider when selecting, purchasing, or creating play and learning materials that are developmentally appropriate for children. • Evaluate facilities, equipment, and materials, technology for their contribution to a child's development. • Analyze how the attainment of self-help skills such as hygiene, dressing, food preparation, and household chores contribute to a child's learning and self-concept and self-worth. • Describe and demonstrate the caregiver's role in planning, conducting, and evaluating play and learning activities that enhance the development of infants, children, and adolescents.	15	5	**Academic:** WS: 11-12.4, 11-12.5, 11-12.6 **CTE Anchor:** Communications: 2.4 Technology: 4.1, 4.3 Technical Knowledge and Skills: 10.1, 10.9 Demonstration and Application: 11.5 **CTE Pathway:** C3.3, C7.5, C7.6, C7.1, C10.1, C10.2, C10.3, C10.4
VII.	**HEALTH AND SAFETY OF CHILDREN**	**CR**	**Lab/ CC**	**Standards**
	1. Students will learn about health and safety issues that commonly affect children and the steps caregivers can take to ensure a child's safety. • Understand the importance of regular doctor and dental visits. • Recognize and understand signs, symptoms, and treatments of common childhood illnesses and diseases. • Understand and practice basic First Aid techniques and emergency treatments, including the Heimlich Maneuver and Cardiopulmonary Resuscitation (CPR).	15	5	**Academic:** LS: LS3, LS3.A, LS3.B **CTE Anchor:** Communications: 2.4 Technology: 4.1, 4.3 Technical Knowledge and Skills: 10.17, 10.18 Demonstration and Application: 11.5 **CTE Pathway:** C4.2, C4.3, C4.4, C8.1, C8.2, C8.3, C8.4, C8.5
VIII.	**CAREERS WORKING WITH CHILDREN**	**CR**	**Lab/ CC**	**Standards**
	1. Students understand and apply the principles of effective oral, written, and multimedia communication in a variety of formats and contexts. Students will integrate multiple sources of information from diverse formats to recognize the essential aspects of the early childhood education, childcare, and development industry. Students make effective decisions, use career information, and manage personal career plans. Students understand the strategies that enable persons to manage and balance personal, family, and work responsibilities to enhance productivity and attain a quality of life. • Exhibit positive attitudes such as self-confidence, honesty, perseverance, initiative, and self-discipline. • Explain ways to work cooperatively, share responsibilities, accept supervision, and assume leadership roles. • Identify the relationship of changing employment trends, societal needs, and economic conditions into career planning to the content areas for consumer and family studies to the home economics related career pathways. • Describe career pathways and strategies for obtaining employment and advantage in various pathways. • Research the benefits, educational requirements, and costs of	15	5	**Academic:** WS: 11-12.4, 11-12.5, 11-12.6 WHSST: 11-12.8 **CTE Anchor:** Communications: 2.4 Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.9 Technology: 4.1, 4.2, 4.3 Responsibility and Flexibility: 7.2, 7.4, 7.7 Ethics and Legal Responsibilities: 8.4

	preparing for employment in home economics careers and technology related field included teaching in California. • Apply job search and acquisition skills such as preparing job applications, resumes, and career portfolios. • Define and describe employability skills and professionalism and how to practice professional behaviors. • Analyze the ways in which language, culture, and educational backgrounds effect careers.			Leadership and Teamwork: 9.3 Demonstration and Application: 11.2, 11.5 **CTE Pathway:** C3.3, C10.1, C10.2, C10.3, C10.4, C11.4, C11.5, C12.1, C12.2, C12.3

Entered by:

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Date Created: 4/26/2022
Date Modified: 5/2/2022
Date Printed: 5/2/2022

COURSE DESCRIPTION - **DISTRICT**

(Must be accompanied by a Course Adoption Form & Textbook Adoption Form)

Full Title of Proposed Course: **Child Development**

Abbreviated Title for AERIES: CHILD DEV A/B

(15 characters maximum including spaces & punctuation)

Subject Area: Family and Consumer Science **Category:** Elective ☒**Intro** ☐**Advanced**

Is this course classified as a CTE Course? If "yes" please select the following:

Department: Family and Consumer Science **X** Intro _____ Concentrator _____Completer

Industry Sector: Education, Child Development, and Family Services Career Pathway: Child Development

Grade Level(s): ☐9 ☐10 ☒11 ☒12 **Unit Value:** ☐.5 (semester/term) ☒1.0 (one year equivalent)

Brief Course Description Child Development is a two semester course that focuses on skills needed to guide physical, emotional, and social development of children. Emphasis is given to the study of pregnancy and prenatal development, birth and the newborn, the study of children from birth to age twelve, stages of growth and development, theories of child development, needs of children, health and safety of children, children with special needs, and careers related to the area of child development.

Pre-Requisites:_____ Required _____ Recommended _____

Co-Requisites:_____ Required _____ Recommended _____

COURSE CONTENT

Course Goals and/or Major Student Outcomes

The student will:

1. Develop reading & writing skills through a variety of assignments and projects.
2. Develop research skills by completing individual and group research projects.
3. Improve critical thinking skills through the completion of written and oral assignments as well as creative projects.
4. Improve oral communication skills by participating in oral presentation activities.
5. Develop and enhance teamwork and leadership skills by working with others to complete a variety of assignments and projects.
6. Improve evaluation, synthesis, and discussion techniques through the use of real-world application.

Course Objectives

The student will:

1. Evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals and families.
2. Evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals and families.
3. Understand what a healthy pregnancy looks like and strategies to encourage a healthy pregnancy.
4. Explain how birth occurs and describe characteristics of normal development.
5. Analyze strategies that influence and promote growth and development in children.

6. Evaluate physical, intellectual, emotional, and social development of children from birth to age twelve.
7. Explore the health and safety of children, including nutritional needs and how to respond to accidents and emergencies.
8. Evaluate the effects of child abuse and neglect.
9. Examine different theorists and their theories of human development.
10. Explore careers that involve working with children

Course Outline

Unit One: Children and Parenting

Learn About Children

- Children and You
- Why Study Children?
- Observing Young Children

Responsibilities of Parenting

- Understanding Families
- Considerations of Parenthood
- Teen Parenthood

Building Strong Families

- Family Characteristics
- Family Types
- Parenting Styles
- Guiding Children's Behavior

Unit Two: Pregnancy and Birth

Prenatal Development

- The Developing Baby
- Problems in Prenatal Development
- Avoiding Environmental Hazards

Preparing for Birth

- A Healthy Pregnancy
- Preparing for the Baby's Arrival

The Baby's Arrival

- The Birth Process
- The Postnatal Period
- Newborn Concerns
    - Sudden Infant Death Syndrome
    - Caring for Premature Babies

Unit Three: The Baby's First Year

Physical Development

- Caring for an Infant
- Growth and Development
- Handling and Feeding
- Other Infant Care Skills

Emotional and Social Development

- Emotional Development
- Social Development and Personality

Intellectual Development

- Understanding Intellectual Development
- Understanding the brain
- Helping infants Learn

Unit 4: The Child from One to Three

Physical Development

- Physical Growth and Development
- Providing Care

Emotional and Social Development

- Emotional Development
- Social Development
- Personality Patterns and Behavior

Intellectual Development

- Understanding Learning and the Mind
- Encouraging Learning

Unit 5: The Child from Four to Six

Physical Development

- Physical Growth and Development
- Providing Care

Emotional and Social Development

- Emotional Development
- Social and Moral Development

Intellectual Development

- Intelligence and Learning
- Schools meeting individual needs

Unit 6: The Child from Seven to Twelve

Physical Development

- Physical Growth and Development
- Providing Care

Emotional and Social Development

- Emotional Development
- Social and Moral Development

Intellectual Development

- Intelligence and Learning

Unit 7: Special Areas of Study

Health and Safety

- Nutritional Needs
- Accidents and Emergencies

Child Abuse and Neglect

Theories of Childhood Development

Careers Working with Children

Text(s)

Title: **The Developing Child**
Edition: _____
Publication Date: 2010
Publisher: McGraw Hill/ Glencoe
Author(s): Holly E.Brisbane
URL Resource(s): glencoe.com
Usage_____ Primary Text_____ Read in entirety or near entirety

Supplemental Instructional Materials *Please Describe. If using online text or non-standard material, please provide the title of the material or webpage and the URL link.*

Key Assignments

- Applied learning projects
- Article and video reflections
- Guest speaker notes and evaluations
- Worksheets, chapter assignments, and study guides
- Classroom participation and observations
- Chapter quizzes
- Unit exams/evaluations

Instructional Methods and/or Strategies

- Lecture and discussion
- Readings
- Guest speakers
- Videos
- Research projects
- Individual and group projects

Assessment Methods and/or Tools

- Class participation
- Classwork and homework assignments
- Independent and group projects
- Cooperative work with other students
- Quizzes and tests

Course Title

Child and The Family (A)

Description of Target Group

This course is designed for all 11th and 12th grade students at Righetti High School who are interested in the child and the family.

Purpose

This course will provide students with a combination of subject matter and activities designed to develop abilities necessary for parenting, maintaining individual and family health and safety, the family as consumers, consumer buymanship, and child development/guidance.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to:

1. Develop goal selection and decision making skills and relate these principles to parenting, consumer choices, and child development and guidance.
2. Help individuals and the family cope with pressures and crises in their lives, including stress management techniques.
3. Assist individuals and the family to develop communication skills to help them cope with conflicts and disagreements.
4. Understand the personal and socio-economic impact of marriage and parenthood
5. Understand human reproduction, family planning, and the pre- and post-natal care and conditions affecting the expectant mother and unborn child, including pre-natal substance abuse prevention.
6. Identify/understand the importance of preventative health care including communicable diseases such as Stud’s and HIV/AIDS.
7. Contribute to community services that are available to help individuals and families.
8. Develop an awareness of the contributions and special problems of the aged to families and the community.
9. Develop an awareness of the special needs of family members (e.g., gifted, learning disabled, physically, emotionally or culturally handicapped).
10. Recognize the physical, mental, intellectual, social, creative, and emotional development of children.
11. Provide children with various role models.
12. Guide children's behavior and set limits appropriate to their age.
13. Observe and analyze developmental tasks through nursery school.
14. Recognize wise purchasing techniques for children's food, clothing, toys, and equipment.
15. Promote good health standards for children.
16. Be able to select nutritious foods and balance meals to maintain individual and family health.

17. Use consumer resources (magazines, agencies, etc.) to aid them in making decisions in buying goods and services.
18. Discuss pre- and post-natal care and conditions affecting the expectant mother and unborn child.
19. Determine employment opportunities in the Child, Family, Health and Human Services field.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Participation in classroom discussions, laboratory situations, field trips, complete projects, use various audio visuals, hear resource people and guest speakers, watch demonstrations, games, individual and/or group reports, individualized learnings.

Course Title

Child and The Family B

Description of Target Group

This is the second semester of a year long course and is designed for all 11th and 12th grade students who are interested in a more detailed study/understanding of the child and family.

Purpose

This course will provide students with a combination of subject matter and activities designed to develop abilities necessary for parenting maintaining individual and family health and safety, the family as consumers, consumer buymanship, and child development/guidance. The students will culminate this learning through practical application in a laboratory situation. Additionally, students will acquire more detailed knowledge of the later years of child development.

Standards of Expected Student Achievement

Upon completion of the course, students will be able to:

1. Recognize the ages and stages of the developing child.
2. Identify and explain various theories of child development.
3. Select and evaluate age appropriate activities important in a child's development.
4. Determine appropriate techniques for the guidance and discipline of children.
5. Formulate and/or collect materials necessary in various curricular areas for use with preschool students.
6. Evaluate suitable clothing for children.
7. Demonstrate understanding of the basic nutritional needs of the young child.
8. Understand crises that affect young children and select appropriate solutions and/or responses to the situation.
9. Contrast the differing needs of special children and methods to address those needs.
10. Examine various styles of parenting skills.
11. Develop and awareness of a safe environment and operation thereof
12. Show an understanding of various locals and state laws regulating the child care industry.

Child and Family B (Continued)

13. Design a unit to present for the preschool students.
14. Evaluate age appropriate equipment for use by young children.
15. Identify/understand the importance of preventative health care including communicable diseases such as STD's and HIV/AIDS.
16. Identify and understand childhood diseases and the importance of preventative health care.
17. Promote good health standards for children.
18. Examine community resources available to meet the needs of parents/child/child care providers.
19. Compare and contrast various levels of career opportunities in the child care industry.
20. Application of skills may culminate in actual work experience in the home, school, or community.

Instructional Materials

Text and supplementary materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Participation in classroom discussions, laboratory situations, field trips, complete projects, use various audio visuals, hear resource people and guest speakers, watch demonstrations, games, individual and/or group reports, individualized learnings.

Course Title

Child Care Occupations (CHE/HERO)

Description of Target Group

This course is designed for 11th and 12th grade students who have completed successfully Child and the Family A/B, passed the screening process and/or have received permission from instructor.

Purpose

This course is a year long class designed to give high school students the opportunity to learn entry-level job skills in the field of child care while working at: the on-campus preschool, (S.A.P.I.D.) and/or as assigned to community classroom sites. The students learn career opportunities and general job skills related to working with children. The students are also involved in a classroom component to work on preparation, evaluation, curriculum development and enrichment. A certificate of competence will be awarded to students who satisfy all the course requirements and who completed the course. Upon completion of Child and the Family A/B, and the Allan Hancock College final (with an A or B grade) and this course, students may earn 3 units of credit in Early Childhood Education from Allan Hancock College.

Standards of Expected Student Achievement and Proficiency

Upon completion of this course, students will successfully substantiate the following:

1. Determine employment opportunities in the field of child care.
2. Demonstrate use of community resources in locating job leads.
3. Compose personal resume and practice job interview applications.
4. Complete child study reports using classroom observations in physical, mental, social and emotional growth in preschool children.
5. Assist in maintaining a healthy and safe preschool environment.
6. Develop and maintain good interpersonal relationships with peers.
7. Employ positive guidance techniques in the preschool setting.
8. Work in a variety of job roles, as assigned, in a preschool setting.
9. Appraise and plan appropriate activities suitable for preschool students.
10. Gain the skills and experience needed for entry-level employment.
11. Create an atmosphere for diversity training and understanding.
12. Examine potential for extended educational opportunities.
13. Complete a portfolio.
14. Satisfy the following competencies:
15. Gain Knowledge of parenting skills.

THE STUDENT WILL ASSIST THE TEACHER:

a. Maintain health and safety of the children through careful supervision and guidance.
b. Plan and make preparations for children's activities, language, craft, science, math, etc.
c. Conduct and evaluate of children's indoor/outdoor activities.
d. Plan and prepare nourishments and arrange food service.
e. Monitor children's personal needs and resting.
f. Lead/participate in group activities, games, songs, fingerplays.
g. Read and tell stories utilizing various materials and methods.

THE STUDENT WILL:

a. Accept the importance of observing, recording and reporting.
b. Apply basic child development knowledge in work with children 0-6.
c. Relate to a variety of personalities of both children and adults.
d. Use a positive encouraging and accepting attitude toward children, with understanding on fostering good self-esteem.
e. Show understanding of employment opportunities in child care.

GENERAL WORK HABITS:

a. Reports on time.
b. Is dependable.
c. Practices professional ethics.
d. Appropriate grooming and dress.

Instructional Materials

Text and Supplementary Materials (to be determined)

Activities

Practical experience in working in a preschool setting will be included with trips to alternative potential employment sites, guest speakers, videos, class discussions, problem solving and critical thinking activities, and other demonstrative materials as they are made available.

Course Title

Child Care Occupations

Description of Target Group

This course is designed for 11th and 12th grade students, who have completed successfully Child and the Family class, passed the screening process and/or have received permission from instructor.

Purpose

This course is a year long class designed to give high school students the opportunity to learn entry-level job skills in the field of child care while working at: the on-campus preschool, (S.A.P.I.D.) or as assigned to community classroom sites. The students learn career opportunities and geneM1 job skills related to working with children. The students are also involved in a classroom component to work on preparation, evaluation, curriculum development and enrichment. A certificate of competence will be awarded to students who satisfy all the course requirements and who completed the course.

Standards of Expected Student Achievement and Proficiency

Upon completion of this course, students will successfully substantiate the following:

1. Determine employment opportunities in the field of childcare.
2. Demonstrate use of community resources in locating job leads.
3. Compose personal resume and practice job interview applications.
4. Complete child study reports using classroom observations in physical, mental, social and emotional growth in preschool children.
5. Assist in maintaining a healthy and safe preschool environment.
6. Develop and maintain good interpersonal relationships with peers.
7. Employ positive guidance techniques in the preschool setting.
8. Work in a variety of job roles, as assigned, in a preschool setting.
9. Appraise and plan appropriate activities suitable for preschool students.
10. Gain the skills and experience needed for entry-level employment.
11. Create an atmosphere for diversity training and understanding.
12. Examine potential for extended educational opportunities.
13. Complete a portfolio.
14. Satisfy the following competencies:

THE STUDENT WILL ASSIST THE TEACHER:

a. Maintain health and safety of the children through careful supervision and guidance.
b. Plan and make preparations for children's activities, language, craft, science, math, etc.
c. Conduct and evaluate of children's indoor/outdoor activities.
d. Plan and prepare nourishments and arrange food service.
e. Monitor children's toileting, hand washing and resting.

f. Lead/participate in group activities, games, songs, fingerplays.
g. Read and tell stories utilizing various materials and methods.

THE STUDENT WILL:
a. Accept the importance of observing, recording and reporting.
b. Apply basic child development knowledge in work with children 0-6.
c. Relate to a variety of personalities of both children and adults.
d. Use a positive encouraging and accepting attitude toward children with understanding on fostering good self-esteem.
e. Show understanding of employment opportunities in child care.

GENERAL WORK HABITS:
a. Reports on time.
b. Is dependable.
c. Practices professional ethics.
d. Appropriate grooming and dress.

Instructional Materials

Text and Supplementary Materials (to be determined)

Activities

Practical experience in working in a preschool setting will be included with trips to alternative potential employment sites, guest speakers, videos, class discussions, problem solving and critical thinking activities, and other demonstrative materials as they are made available.

Course Title

Clothing and Fashion A

Description of Target Group

Clothing A is designed for all students who possess an interest in sewing.

Purpose

This is the first semester of a one-year course providing instruction in simple garment construction involving fundamental sewing principles and techniques. It supplies students with a knowledge of their garments, both handmade and purchases, and helps them select and make clothes that fit well, are needed, and express their personality types. The student is expected to provide construction materials.

The student will become acquainted with the use of a sewing machine, basic sewing equipment, and basic methods of clothing construction. To fulfill the purposes of this course, the student will complete samples of sewing techniques and a variety of garments.

Standards of Expected Student Achievement

Upon completion of this course, the student will be able to successfully demonstrate the following skills:

1. Select and purchase equipment, fabric, and notions suitable for constructing a garment/project.
2. Take body measurements and select a suitable pattern.
3. Identify the names and the parts of the sewing machine.
4. Identify six items on a pattern envelope.
5. Straighten fabric.
6. Demonstrate proper use of pressing equipment.
7. Identify and describe napped and one-way design fabrics.
8. Construct a garment using a fabric with nap or a one-way design.
9. Select and properly use interfacing.

Clothing and Fashion A (continued)

10. The ability to use the following construction techniques: facing, lapped or centered zipper, buttons and buttonholes, darts, raglan, cut-on or sleeveless garment, hand hemming, creative decoration, topstitching, gathering, and easing.
11. Identify pattern symbols.
12. Explore career possibilities to increase their understanding of the options available to them in the world of work.
13. Use economic understanding and consumer competency to make wise decisions in the use of their resources as related to their clothing.
14. Be aware of good care habits for fabrics and garments.
15. Become acquainted with pattern alterations.
16. Compare cost, time and energy of ready made versus home construction.
17. Use and define terminology related to clothing.
18. Select and design appropriate garments.
19. Determine employment opportunities in the fashion and design industries.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Students will use educational materials which relate to the various areas of clothing construction. These will include handouts, miscellaneous equipment, pattern catalogs, magazines, reference books, filmstrips, and demonstration materials. Students will observe demonstrations and participate in laboratory work.

Clothing and Fashion B

Description of Target Group

This course is designed for all students who possess an interest in sewing. It is recommended that students complete Clothing A prior to enrollment or possess equivalent skills.

Purpose

This one-semester course is directly based upon sewing skills and the standards of expected student achievement acquired in Clothing A. During the second semester, emphasis is placed on construction of a lined garment and other advanced techniques. The student is expected to provide construction materials.

The student will continue to become acquainted with the sewing machine, common sewing equipment, and basic methods of clothing construction. To fulfill the purpose of this course, the student will complete samples of sewing techniques and a variety of garments.

Standards of Expected Student Achievement

1. Using a knit fabric.
2. Awareness of good care habits for fabrics and garments.
3. Familiarity with pattern alterations.
4. Correct use and care of sewing equipment.
5. Explore career possibilities to increase understanding of the options available in the world of work.
6. Economic understanding and consumer competency in making wise decisions in the use of resources as related to clothing choices.
7. Increase in consumer awareness of fashion trends and styles, new fabrics, and innovative equipment and techniques.
8. Comparison of cost, time, and energy of ready made versus home construction.

9. The ability to use the following new and/or advanced construction techniques: handhemming, set-in sleeve, collar application, zipper application, seam finishes, waistline joining using a waistline stay, pattern marking, hooks and eyes and snap application, lining or underlining, interfacing and pocket application.
10. Be knowledgeable of the elements and principles of design as they relate to fashion.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Students will use educational materials, which relate to the various areas of clothing construction. These will include handouts, miscellaneous equipment, pattern catalogs, magazines, reference books, filmstrips, and demonstration materials. Students will observe demonstrations and participate in laboratory work.

Course Title

Advanced Clothing and Fashion A/B

Description of Target Group

This course is designed for all 10th, 11th, and 12th grade students who have successfully completed Clothing B, have acquired the basic sewing skills and have met the standards of expected student achievement for clothing B. It provides the student the opportunity to contract with the teacher for learning new and varied techniques in clothing construction concerning tailoring, sportswear, sewing with knits, clothes for special occasions, and lingerie.

Purpose

This course is designed to allow the student to become acquainted with the techniques of clothing construction in several of the following categories explored in Advanced Clothing: sportswear, tailoring, lingerie, evening wear, and daytime wear. The student will complete samples of techniques and a variety of garments. The course may be repeated with instructor's permission for credit.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Use and care of various fabrics.
2. Awareness of good care habits for fabrics and garments.
3. Correct use and care of sewing equipment.
4. An increase of consumer awareness of fashion trends and styles, new fabrics, and innovative equipment and techniques.
5. An economic understanding and consumer competency to make wise decisions in the use of their resources as related to their clothing.

Advanced Clothing A/B (continued)

6. Coordinate the ability to use the following new and/or advanced construction techniques as related to the area of study chosen by each student: various seam finishes, topstitching, applique, elastic application on lingerie, hand sewn zipper, covered button, gathering, decorative stitchery, and any other techniques the instructor feels applicable to the project.
7. Coordinate the appropriate pattern, fabric, and accessories.
8. Compare cost, time, and energy of ready made versus home construction.
9. Explore career possibilities to increase their understanding of the options available to them in the world of work.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Students will use educational materials which relate to the various areas of clothing construction. These will include handouts, miscellaneous equipment, pattern catalogs, magazines, reference books, f1lmstrips, and demonstration materials. Students will observe demonstrations and participate in laboratory work.

Course Title

Consumer Awareness

Description of Target Group

This course is designed for 10th, 11th, and 12th grade students who have an interest in improving their roles as purchasers/consumers of the world's products.

Purpose

This one-semester course is designed to develop students who have a constructive and responsible attitude toward improving their roles as allocators of resources and an understanding of the means of achieving a satisfying life-style.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Distinguish between and identify personal values, goals, and resources.
2. Participate in class activities, which will illustrate their knowledge of decision-making process.
3. Be able to identify a hang tag and government label requirement.
4. Identify given fibers found in clothing and textiles.
5. Identify points of good quality construction of clothing.
6. Identify the varying methods of care for garments and its effect on life of the garment.
7. Identify points to look for in purchasing a used car.
8. Participate in class activities, which indicate their knowledge of the different types and coverage of car insurance.
9. Use consumer information and periodicals as a buying guide for new and used cars,
10. List and apply appropriate criteria for purchase of home furnishings.
11. Describe the different types of retail credit.
12. Identify differing values and attitudes, which influence housing choices.
13. Match definitions to titles of medical/dental specialists.
14. Locate on a local map, differing services provided by the local community.
15. List the basic four and their daily requirements.
16. List and apply appropriate criteria for purchasing and comparing foods and food products.
17. The ability to plan carefully for low cost nutritious meals by participating in food purchasing experiences.
18. Explore career possibilities to increase the students' understanding of options available in the world of work.

Consumer Awareness (continued)

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Use of supplementary periodicals, films, filmstrips, visual aids, and demonstration materials.

Course Title

Consumer Mathematics, Home Economics: A/B

Description of Target Group

This course is for 10th, 11th and 12th grade students.

Prerequisites: One year of Algebra 1 or one year of 2-year Algebra

Purpose

The purpose of CONSUMER MATHEMATICS, HE: A/B is to stress the application of Basic Mathematics to consumer problems of personal money records, buying problems and wage income problems.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Reinforced Arithmetic skills
2. Ability to develop methods to handle personal finances
   a. Keeping cash receipts and payment records
   b. Recording and balancing checking account records
   c. Budgeting
3. Show how to handle transactions in wholesale and retail phases of business
   a. Completing sales slips
   b. Computing unit prices
   c. Computing sales taxes
4. Computing income
   a. Salaries, wages, overtime, commissions
   b. Working with different payment methods
   c. Computing deductions
5. Relate life experience to financial needs
   a. Buying investments
   b. Automobile-related expenses
   c. Income taxes and related forms
   d. Mortgages, real estate purchases
   e. Rent, security deposits
6. Relate computations of length, area and volume to real life situations.
   a. Figuring correct amount of wallpaper, paint, roofing materials
   b. Figuring volume of packages, containers and home repair/improvement projects
7. Compute travel expenses and mileage
8. Read airline, rail and bus schedules

Consumer Mathematics HE: A/B (continued)

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Individual work, lectures, class participation, demonstrations, audiovisual materials, guest speakers, and small group activities.

Course Title

Creative Home Arts A

Description of Target Group

Creative Home Arts is designed for 9th, 10th, 11th, and 12th grade students who have an interest in creating artistically designed projects suitable for personal use and/or home decoration. This course may fulfill 5units of credit of the Fine Arts requirement.

Purpose

This is the first semester of a year-long course designed to develop student's use of leisure time in a manner that is creative and self-fulfilling. This course will integrate academic knowledge, skills, and attitudes with application opportunities and career-vocational preparation. Students will be better prepared for continued success in their schooling and in their transition to their chosen careers.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. The ability to define, use and apply specific terminology as it relates to projects.
2. Use basic embroidery techniques and apply them in developing an appropriate project.
3. Use various techniques to create a soft sculpture of their choice.
4. Prepare various holiday art projects.
5. Select an interesting shape and prepare a fabric frame.
6. The ability to recycle materials, normally discarded in the average household, into useful objects and decorations.
7. Recognize and apply the elements and principles of design as they related to their projects.
8. Gain knowledge of the psychology of color as well as color theory and apply these concepts.
9. Apply the elements and principles of design to the skill of flower arranging using various natural and man made materials.
10. Use integrated academic skills as they apply to their various projects.
11. Recognize and construct projects, which incorporate new creative home art design trends.
12. Demonstrate knowledge of selection and purchasing of tools and materials used in the assigned projects.
13. Gain an economic understanding and consumer competency to make wise decisions in the use of their resources as related to design, color and construction of projects.
14. Demonstrate various techniques in tole painting.
15. Demonstrate basic beading techniques.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Use of Supplementary periodicals, video, films, filmstrips, visual aids, and demonstrative materials. Practical experience in creation of projects will be included. Professional guest speakers to be invited.

Course Title

Creative Home Arts B

Description of Target Group

Creative Home Arts is designed for 9th, 10th, 11th, and 12th grade students who have an interest in creating artistically designed projects suitable for personal use and/or home decoration.

Purpose

This is the second semester of a year-long course designed to develop student's use of leisure time in a manner that is creative and self-fulfilling. This course will integrate academic knowledge, skills, and attitudes with application opportunities and career-vocational preparation. Students will be better prepared for continued success in their schooling and in their transition to their chosen careers.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. The ability to define, use and apply specific terminology as it relates to projects.
2. Recognize the elements and principles of design and how they relate to their projects.
3. Gain knowledge of the psychology of color as well as color theory and apply these concepts.
4. Gain an economic understanding and consumer competency to make wise decisions in the use of their resources as related to design, color and construction of projects.
5. Create a needlepoint sampler of 10 different stitches.
6. The application of skills learned in needlepoint into a chosen class project.
7. The ability to recycle use of materials normally discarded in the average household into decorations and useful objects.
8. Compare the costs/savings of home constructed projects versus ready made by construction of candles of various types.
9. Recognize and construct projects, which incorporate new creative art and craft trends.
10. In development of an awareness of career opportunities related to creative home arts.
11. The ability to recycle and use materials normally discarded in the average household into decorations and useful objects.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Use of Supplementary periodicals, video, films, filmstrips, visual aids, and demonstrative materials. Practical experience in creation of projects will be included. Professional guest speakers to be invited.

Course Title

Creative Home Arts, Advanced

Description of Target Group

This course is designed for all 11th and 12th grade students interested in learning creative ways to use leisure time in thorough study of home crafts.

Purpose

This one-semester course is designed to allow the student to accept time for leisure as an opportunity--as something of value. The student will understand creative growth and acquire knowledge of techniques, skills and media, which can be used. The student will complete a variety of projects suitable for use in the home, as gifts, or for personal use made with decoupage and any other current or appropriate home art. Students will provide their own construction materials.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Create, plan and complete individual projects using a variety of media.
2. Select appropriate and coordinated pattern, materials, tools, etc., for individual projects.
3. Compare cost analysis of home-constructed projects versus ready-made.
4. Use and care for equipment correctly.
5. Demonstrate use of basic principles of color and design in class projects.
6. Manage time and resources by completing contact project assignments and following contact plans.
7. Have the ability to define and use specific terminology as it relates to decorative arts projects.
8. Have the ability to complete projects of a quality that are salable and price them for sale.
9. Evaluate completed individual projects.
10. Sell projects as a means of income, such as dual role of homemaker/wage earner.
11. Develop a continuing awareness of career opportunities related to Advanced Creative Home Arts.
12. Will acquire sufficient economic understanding and consumer competency to make wise decisions in the use of their resources.

Instructional Materials

Test and Supplementary Materials

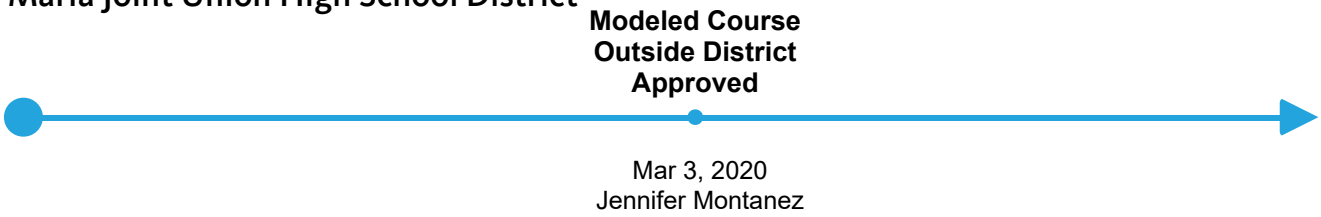
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Students will use educational materials which related to the various areas of study. These will include books, magazines, pamphlets, miscellaneous equipment, slides, filmstrips, films, demonstration materials, etc. Students will participate in laboratory work and work with resource people.

Culinary Arts 1

Santa Maria Joint Union High School District



asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)
anta Maria High School (053305)	Classroom Based	Abbreviation: CulinaryArts 1A, CulinaryArts 1B Course Code: HE6211, HE6212
ioneer Valley High School (053847)	Classroom Based	Abbreviation: CulinaryArts 1A, CulinaryArts 1B Course Code: HE6211, HE6212
rnest Righetti High School (053303)	Classroom Based	Abbreviation: CulinaryArts 1A, CulinaryArts 1B Course Code: HE6211, HE6212

Title: Culinary Arts 1

Length of course: Full Year

Subject area: College-Preparatory Elective (G) / Interdisciplinary

UC honors designation? No

Prerequisites: None

Co-requisites: None

Integrated (Academics / CTE)?	Yes
Grade levels:	9th, 10th, 11th, 12th

ourse Description

urse overview:

Culinary Arts 1 is a hands on, work based introduction to the Hospitality and Foodservice Industry Pathway at Santa Maria Joint Union High School District. This concentration course prepares students for gainful employment and/or prepration for the capstone course within the Food Service and Hospitality Pathway. Students will develop marketable skills by demonstrating the principles of safety and sanitation, food preparation skills, and teamwork to manage an environment conducive to quality food production and service operations. Laboratory facilities and experiences, which include food production and service operations, offer school site Work Based Learning opportunities. The Foodservice and Hospitality Industry needs to be staffed at all levels by individuals who are well equipped with the knowledge, skills and appropriate attitudes to satisfy the demands of this dynamic industry. The Culinary Arts 1 course provides students an introductory curriculum designed to develop career specific qualities while strengthening their skills in the core subjects of math, science and English. Common Core Standards will be infused throughout this course to improve critical and creative thinking skills, such as problem solving, information literacy, and quantitative reasoning. Coursework includes kitchen academic preparation, laboratory sessions, and hands-on experience.

Expected student outcomes include:

- Students will develop the level of professionalism as required by an ever-changing foodservice and hospitality industry.
- Students will obtain an ANSI Food Handler Permit through cafoodhandlers.com,
- Students will apply work ethics, attitudes, and professional codes of conduct in the workplace.
- Students will research current and potential issues, trends and problems that could impact foodservice and hospitality operations.
- Students will communicate with co-workers, and instructors by using oral, written, and nonverbal skills required in food services operations.
- Students will demonstrate application of food safety principles in the food production environment. Students will use the concept of The Flow of Food to help ensure food safety.
- Students will gain an understanding of the physical and chemical properties of food.
- Students will improve their mathematical skills through measuring, recording and analyzing data.
- Students will demonstrate skills in the preparation, handling and cooking of foods both basic and creative to produce nutritious, appetizing and attractive meals and specialty items.
- Students will demonstrate reasoning and decision-making skills that reflect critical thinking (problem-solving, creative thinking, quantitative reasoning, application.)
- Students will research career options relating to the Foodservice and Hospitality Pathway.
- Students will maintain a culinary notebook/portfolio.

Direct Instruction

- Demonstrations
- Google Slides or Powerpoints and Lecture/Discussions, Guest Speakers

- Compare and Contrast using Graphic Organizers
- Prior learning assessment and check for understanding- chapter reviews
- Explicit teaching for modeling new skills and techniques
- Drill and Practice Games using Bingo and kahoot.

Indirect Instruction

- Reflective problem solving using personal lab journal
- Creative problem solving used for generating ideas
- Case Studies-from text, current events and competition prompts
- Reflective discussions to stimulate reflection and to extend comprehension
- Writing to Inform-students create menus, brochures, Google Slides presentations
- Concept mapping to explore new information while relating it to previously learned concepts

Experiential Learning

- Field Trips
- Conducting Experiments
- Food Labs, Cafeteria asstiance, Project Based Learning
- Games, Surveys

Independent Study

- Research Projects
- Journals
- Surveys
- Reports

Interactive Instruction

- Role Playing and Brainstorming
- Peer Partner Learning and Discussions
- Kitchen/ Lab Groups
- Think Pair Share-review and check for understanding
- Jigsaw to develop teamwork and cooperative learning
- Interviewing-Job Skills

ɔurse content:

Unit 1: Kitchen Safety & Sanitation

Students will receive instruction on the principles and practices of sanitation and hygiene as applied to the foodservice industry. Students will research the basic local, state and federal sanitation regulations as they pertain to the food industry and understand The Flow of Food and basic HAACP Principles. Students will be able to understand the role of food safety, demonstrate knowledge of sanitation standards, explain various sources of foodborne illnesses and contamination, describe responsibilities of food handlers, as well as present the steps necessary for ensuring safe and sanitary working conditions. Instruction will be given in the form of lecture, videos, and independent reading. Students will verify their understanding of the concepts through passage of quizzes on how the individual can ensure safe food environments and prevent unsafe working conditions in the food industry. Following the unit, students will pass the California Food Handlers exam.

Students will also receive instruction on knife safety and kitchen safety that will be put into practice during kitchen meal preparation and laboratory activities as well as catering projects. Students will be trained on proper knife selection for the task at hand, how to properly hold a knife and how to properly maintain a knife's edge. Students will also be trained on what to do in case of an emergency whether it be a knife cut or a kitchen fire. Students will be tested on first aid, fire safety and the causes of kitchen fires, and the use of fire extinguishers. Students will demonstrate safety skills before participating in food preparation or laboratory activities to ensure a safe and prepared learning environment.

⮒ Unit Assignment(s):

Students must complete and pass the California eFoodHandlers approved safety and sanitation test before food handling is permitted.

During the knife safety section, students will use worksheets to identify proper names and sizes of standard knife cuts. A knife cut test will follow instructor demonstration of proper knife cuts. During the test, students will be required to properly set up a knife cutting station, demonstrate a brunoise, small dice, medium dice, julienne, mince, chop, battonette.

Students will demonstrate their understanding of the proper techniques of dish and small ware washing by entering the dish washing station and washing dishes. Students will explain and demonstrate the chemicals and soaps used in dishwashing, how to wash each item correctly and what steps are taken to ensure proper drying and storage of items washed. Students will write a minimum of one paragraph in their notebooks/portfolios describing the demonstration and methods used. Students will emphasize the importance of dishwashing guidelines in their paragraphs. A rubric will be used to score student notebooks/portfolio.

Unit 2: Culinary Equipment

Students will utilize critical thinking to organize supplies and ingredients as well as setting up equipment in our kitchen pantries. Students will identify tools, uses, safety and storage for tools and equipment. Students will use a variety of techiniques to learn and memorize equipment, smallware and tools. Exit tickets will be used to ensure understanding of equipment and their uses. Students demonstrate proper tools and equipment use through daily food production and labs.

⮒ Unit Assignment(s):

Demonstrate the use and care of a minimum of ten teacher identified pieces of equipment and tools used in the laboratory. Students need to complete and pass a culminating teacher prepared exam on equipment and tool use, care and storage.

Utilizing school and community resources, students will identify, define and demonstrate the safe use and care of facilities and equipment. Students illustrate how to use the facilities and equipment properly when they are participating in the food preparation labs. Students will identify and assess the possible safety hazards commonly occurring in the laboratory

facilities. Through teacher observations students are evaluated on the proper use, care and storage of equipment. Students take a laboratory safety test which includes the safety hazards and emergency procedures specific to the class. A percentage of the student's grade is based on proper sanitation of the facilities and equipment.

Unit 3: Career Awareness and Employability Skills

Students will evaluate career options related to foodservice and hospitality as well as trends in the industry. They will be able to define and describe employability skills and professionalism. Students will describe the expectations of employers, job related responsibilities, positive work habits, work ethics, and ethical behavior as well as evaluate dress, grooming, and personal hygiene appropriate for various job situations. Students will analyze skills needed to work effectively and efficiently as a supervisor or employee and describe and practice the behaviors and attitudes that contribute to success in job retention and promotion.

Students receive instruction on filling out employment applications, interviewing and professional conduct necessary to gain employment. Students will analyze what employers are seeking when hiring. Students must prepare answers to common interview questions in paragraph form using higher-level vocabulary that reflects their skills and desirability for the position they have chosen. Guest speakers are brought in for authenticity and to perform mock interviews. Students research various hospitality job titles and create various projects describing the positions to include duties, salary, hours and promotion possibilities.

⮒ Unit Assignment(s):

Based on focus questions provided by the teacher the student will investigate different careers in the Hospitality, Tourism and Recreation Industry and write a research paper on one of their choices.

Students must fill out an employment application and participate in mock interviews where they must utilitze their prior knowledge of proper interviewing skills to be successful.

Unit 4-Leadership, Communication and Teamwork

Students will demonstrate the characteristics of teamwork, leadership, and citizenship in the school, community, and workplace settings. Students will apply multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace. They will also demonstrate how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

⮒ Unit Assignment(s):

Through peer, self, and teacher evaluations students evaluate their strengths and weakness related to teamwork skills.

Students work in groups when doing various projects as well as food production labs. Students need to communicate effectively with group members in order to accomplish the task at hand. Students use problem solving skills when facing a group conflict. Communication skills are some of the most important skills the students learn and use in class as well as the workplace. The skills are assessed through self reflections and teamwork and collaboration rubrics. The leadership roles in the lab groups change on a weekly basis giving each student an opportunity to be a leader in their individual group. Students evaluate themselves as well as their team mates at the end of each lab or other group assignment through rubrics.

Unit 5-Culinary Math & Proper culinary measurements

Instructor will present information about measuring equipment and how fractions and math skills are used on a daily basis in a kitchen setting. Students will discuss and practice culinary math skills through recipe conversion and measurements used in food production. Students will have frequent math and measurement activities including recipe conversions in the form doubling, tripling and halving measurements, reinforcement of these skills will be utlized during culinary labs. Students will be able to identify different types of standard measuring; both volume and liquid; and the proper use of each. Students will be able to identify different types of measuring tools, and properly use digital scales.

Supplemental Instructional Materials for Culinary Math:

- http://www.khanacademy.org
- http://www.recipetips.com
- http://www.goodcooking.com

⮓ Unit Assignment(s):

Students will be required to:

1. Identify the parts of a standardized recipe.
2. Utilize and explain the importance of using a standardized recipe.
3. Use math applications to vary the yield of a standardized recipe.
4. Describe factors that could impact conversions in a standardized recipe.
5. Demonstrate correct technique for measuring and portioning ingredients by weight and by volume.

Unit 6-Baking Fundamentals and Food Science

Students will be introduced to the fundamentals of baking and will demonstrate a knowledge of basic ingredients, bread production, quick breads and muffins, cookies, cakes and pies. Students will be able to demonstrate a variety of mixing methods to produce the appropriate bakery product. Students will be able to interpret formula instructions and convert measurements. Students will acquire this knowledge through instructor lectures and demonstrations, textbook reading, laboratory activities and baking labs. Students will understand the difference between chemical, physical and biological leaveners. Students knowledge will be assessed through quizzes and analysis of prepared baked items.

Topics to be covered

- Yeast dough
- Creaming method
- Muffin method
- Egg Foam method
- Biscuit Method
- Various cookie types (bar, drop, rolled, ice box, etc.)
- Cakes

Key Assessments:

Through a variety of teacher led lectures and demonstrations students will learn each of the different baking and pastry methods for each topic. Students must learn the fundamentals of the variety of baking and pastry methods and demonstrate their understanding through labs. Students must follow a mutlistep procedure in order to be succesful and aquire the desired end result.

Students must reflect on their laboratory procedures, method, and skills they are obtaining and ways they can improve upon. This also includes problem solving with their peers to correctly indentify mistakes and ways to work collabortively with their peeers.

Students will conduct experiments to determine the environmental requirements for yeast to produce fermentation and how it changes sugar to carbon dioxide and also experiment with different water temperatures with activation of yeast. Students will conduct experiments to illustrate the production of gas with chemical leavening agents using a vareity of acids to activiate chemical leaveners.

Students will expriment using different fats with a particular recpie. After the product has been baked the students must examine each of the different groups baked good by measuring the product using a kitchen ruler, compare the brownness of the product, flavor, density, and moistness.

Unit Assignment(s):

Teacher led instruction on proper measurement techniques through lecture and demonstration. Students practice proper measurement techniques using both dry and liquid measuring equiptment. Introduction to measuring by weight using a standard kitchen scale. Students will compare and contrast measurements by volume and by weight and discuss the benefit of each.

Students will complete various culinary math assignments that require students to cut a recipe in half, doubling or tripling a recipe. Students will also have to identify proper equipment for various ingredients to measure them properly.

Unit 7-Cooking Fundamentals

Students will be introduced to fundamental cooking techniques and theory with textbooks, instructor-led lectures, peer presentations and application of knowledge through kitchen activities. Students will identify ways to manage time and resources when planning and preparing their recipe.Students will be able to indentify and implement mise en place. Students will be able to apply appropriate cooking methods for potatoes, eggs, vegetables, grains and sauces. Students will learn to identify and prepare nutritious foods. Students will also demonstrate time management skills in order to complete assigned kitchen station assignments, laboratory activities, and clean up.

Topics to be covered: Stocks and sauces, variety of heat cooking methods, Breakfast menu items, vegetable techniques, and starch cooking.

⮒ Unit Assignment(s):

Through a variety of teacher led lectures and demonstrations students will learn each of the different cooking methods for each topic. Students must learn the fundamentals of the variety of cooking methods and demonstrate their understanding through labs. Students must follow a mutlistep procedure in order to be succesful and aquire the desired end result.

Students will utilize mise en place throughout all laboratory procedures.

Students must reflect on their laboratory procedures, method, and skills they are obtaining and ways they can improve upon. This also includes problem solving with their peers to correctly indentify mistakes and ways to work collabortively with their peeers.

Industry Business and Marketing

Knowing the industry and how to maintain a viable business and utilize proper marketing is essentail within the hospitality industry. Students will learn how local and international businesses market themselves and their products they offer to consumers. They will examine and learn the broad scope of promoting, pricing and distrubution of products and services. Promotional mixes will be covered including advertising and logo design/packaging and publicity. Students will refine their public speaking skills by presenting their business plan in front of their peers.

⮒ Unit Assignment(s):

Students will research various food truck businesses and their menus to devise their own concept of a food truck business. Students will observe various food truck businesses through mutlimedia presentations and guest speakers to gain insight and knowledge to the business. Through teacher led instruction, students will develop a 3D food truck concept complete with a customized logo and menu. Students will market their business using a social media account and appropriate marketing techniques. They will type out a business plan that includes their overall theme, marketing techniques, menu items, and tips for operating a successful business within the hospitality industry. Students will present their business plan, social media account and logo to the class and partcipate in a class competition. Each student will be a consumer deciding where they would spend their money based upon the business plan presented. Whichever business plan aquires the most money, the entire class will be able to make one menu item from the winning business truck.

ourse Materials

Textbooks

itle	Author	Publisher	Edition	Website	Primary
he Culinary Professional	John Draz, Christopher Koetke	Goodheart-Willcox Company	2009	[empty]	Yes
ood for Today	Alice O. Kopan/ Helen Kowtaluk	Glencoe	2010	[empty]	No

Websites

itle	Author(s)/Editor(s)/Compiler(s)	Affiliated Institution or Organization	URL
alifornia Food Handlers	[empty]	cafoodhandlers	cafoodhandlers.com

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Course Title

Culinary Arts I A

Description of Target Group

This course is designed for students who have an interest in preparing themselves to understand and apply the principles of Culinary Arts and their relationship to health and well-being. There is no prerequisite for this course.

Purpose

Culinary Arts is a two-semester course designed to provide individuals with the competencies needed in the areas of food and nutrition. The skills, knowledge, and attitudes taught in this course will enable students to develop goals and practice decision-making skills relating to: basic concepts of nutrition, resource conservation, food preparation, use and care of equipment and appliances, kitchen organization, food buying, food preparation, food preservation, use of consumer resources and agencies, and the relationship of nutrition and physical fitness to good health. Changes in eating patterns, life-styles, and technological innovations complicate the ability of individuals and families to maintain and/or improve their nutritional status. A sound approach to meeting individual and family nutritional and health needs is to apply knowledge in the selection and preparation of foods and to achieve a balance between caloric intake and exercise.

The first semester will focus on safety and sanitation in the kitchen, service and eating, food preparation terms, following recipes and the differences between, and advantages of, different cooking methods, analyzing diet in relation to proteins, carbohydrates and fats and the use of a microwave oven.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully:

1. Apply the basic academic skills of reading, writing, speaking, and listening as well as mathematical and scientific skills as required for occupations related to foods, food science, and nutrition and for transfer to other jobs and careers.
2. Apply critical thinking skills to the occupations related to the area of foods, food science, nutrition, and for transfer to other jobs and careers.
3. Develop goal selection and decision-making skills and apply this knowledge to food and nutrition including service and eating, the diet as it relates to foods that provide the essential energy nutrients and diet modification related to these nutrients.
4. Understand basic concepts of nutrition and recognize valid nutritional information, and complete a personal diet analysis.
5. Demonstrate food preparation skills using current technology and nutritional knowledge in preparing foods rich in vitamins, minerals and water (fruits, vegetables, beverages, soups) and the effect of fats in the diet and meal management.

Culinary Arts 1 A (continued)

6. Demonstrate effective use and care of essential equipment and appliances.
7. Compare cost, quality, and nutritional value when buying, preparing food.
8. Use appropriate methods to preserve and store foods.
9. Identify and use resources and agencies that provide food and nutritional information and protection.
10. Examine the relationship of nutrition and physical fitness to good health.
11. Develop and demonstrate leadership skills as an integral part of food and nutrition.
12. Demonstrate teamwork, sportsmanship, and citizenship in cooperative and competitive situations.
13. Develop personal and social interaction skills.
14. Apply effective problem-solving techniques in personal, family, and work situations.
15. Manage all available resources related to food and nutrition.
16. Demonstrate awareness of careers related to food and nutrition.
17. Develop and demonstrate skills, knowledge, and attitudes related to jobs and careers in food and nutrition.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Lectures, participation in class discussions, demonstrations, films, filmstrips, books, magazines, videos, computer programs, diet analysis, miscellaneous equipment, laboratory work, experiments, field trips, and working with resource people.

Course Title

Foods and Nutrition B

Description of Target Group

This course is designed for students who have an interest in preparing themselves to understand and apply the principles of food and nutrition and their relationship to health and well-being. Prerequisite: Successful completion of Foods and Nutrition A or instructor's approval.

Purpose

Foods and Nutrition is a two-semester course designed to provide individuals with the competencies needed in the areas of food and nutrition. The skills, knowledge, and attitudes taught in this course will enable students to develop goals and practice decision-making skills relating to: basic concepts of nutrition, resource conservation, food preparation, use and care of equipment and appliances, kitchen organization, food buying, food preparation, food preservation, use of consumer resources and agencies, and the relationship of nutrition and physical fitness to good health. Changes in eating patterns, life-styles, and technological innovations complicate the ability of individuals and families to maintain and/or improve their nutritional status. A sound approach to meeting individual and family nutritional and health needs is to apply knowledge in the selection and preparation of foods and to achieve a balance between caloric intake and exercise.

The second semester will build knowledge, skills, and diet analysis from Foods and Nutrition A, and focus on diet revision and analysis in relation to fats, water, vitamins, minerals, and preparation of fruits, vegetables, beverages, soups and regional foods.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully:

1. Apply the basic academic skills of reading, writing, speaking, and listening as well as mathematical and scientific skills as required for occupations related to foods, food science, nutrition, and for transfer to other jobs and careers.
2. Apply critical thinking skills to the occupations related to the area of foods, food science, nutrition, and for transfer to other jobs and careers.
3. Develop the goal selection and decision-making skills and apply this knowledge to food and nutrition including diet revision as it relates to foods that provide vitamins, minerals, nutrients and water.
4. Understand basic concepts of nutrition, recognize valid nutritional information and complete a revised personal diet analysis.
5. Conserve resources when planning and preparing foods.

Foods and Nutrition B (continued)

6. Demonstrate food preparation skills using current technology and nutritional knowledge in preparing protein foods (dairy, meat, poultry, fish, meat alternates), grains, pasta, and breads.
7. Demonstrate effective use and care of essential equipment and appliances.
8. Organize and maintain a safe, sanitary, and efficient kitchen.
9. Use appropriate methods to preserve and store foods.
10. Identify and use resources and agencies that provide food and nutritional information and protection.
11. Develop and demonstrate leadership skills as an integral part of food and nutrition.
12. Demonstrate teamwork, sportsmanship, and citizenship in cooperative and competitive situations.
13. Develop personal and social interaction skills.
14. Apply effective problem-solving techniques in personal, family, and work situations.
15. Manage all available resources related to food and nutrition.
16. Demonstrate awareness of careers related to food and nutrition.
17. Develop and demonstrate skills, knowledge, and attitudes related to jobs and careers in food and nutrition.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Lectures, participation in class discussions, demonstrations, films, filmstrips, books, magazines, videos, computer programs, diet analysis, miscellaneous equipment, laboratory work, experiments, field trips, and working with resource people.

Course Title

Foods and Nutrition A

Description of Target Group

This course is designed for students who have an interest in preparing themselves to understand and apply the principles of food and nutrition and their relationship to health and well-being. There is no prerequisite for this course.

Purpose

Foods and Nutrition is a two-semester course designed to provide individuals with the competencies needed in the areas of food and nutrition. The skills, knowledge, and attitudes taught in this course will enable students to develop goals and practice decision-making skills relating to: basic concepts of nutrition, resource conservation, food preparation, use and care of equipment and appliances, kitchen organization, food buying, food preparation, food preservation, use of consumer resources and agencies, and the relationship of nutrition and physical fitness to good health. Changes in eating patterns, life-styles, and technological innovations complicate the ability of individuals and families to maintain and/or improve their nutritional status. A sound approach to meeting individual and family nutritional and health needs is to apply knowledge in the selection and preparation of foods and to achieve a balance between caloric intake and exercise.

The first semester will focus on safety and sanitation in the kitchen, service and eating, food preparation terms, following recipes and the differences between, and advantages of, different cooking methods, analyzing diet in relation to proteins, carbohydrates and fats and the use of a microwave oven.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully:

1. Apply the basic academic skills of reading, writing, speaking, and listening as well as mathematical and scientific skills as required for occupations related to foods, food science, nutrition and for transfer to other jobs and careers.
2. Apply critical thinking skills to the occupations related to the area of foods, food science, nutrition, and for transfer to other jobs and careers.
3. Develop goal selection and decision-making skills and apply this knowledge to food and nutrition including service and eating, the diet as it relates to foods that provide the essential energy nutrients and diet modification related to these nutrients.
4. Understand basic concepts of nutrition and recognize valid nutritional information, and complete a personal diet analysis.
5. Demonstrate food preparation skills using current technology and nutritional knowledge in preparing foods rich in vitamins, minerals and water (fruits, vegetables, beverages, soups) and the effect of fats in the diet and meal management.

Foods and Nutrition A (continued)

6. Demonstrate effective use and care of essential equipment and appliances.
7. Compare cost, quality, and nutritional value when buying, preparing food.
8. Use appropriate methods to preserve and store foods.
9. Identify and use resources and agencies that provide food and nutritional information and protection.
10. Examine the relationship of nutrition and physical fitness to good health.
11. Develop and demonstrate leadership skills as an integral part of food and nutrition.
12. Demonstrate teamwork, sportsmanship, and citizenship in cooperative and competitive situations.
13. Develop personal and social interaction skills.
14. Apply effective problem-solving techniques in personal, family, and work situations.
15. Manage all available resources related to food and nutrition.
16. Demonstrate awareness of careers related to food and nutrition.
17. Develop and demonstrate skills, knowledge, and attitudes related to jobs and careers in food and nutrition.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Lectures, participation in class discussions, demonstrations, films, filmstrips, books, magazines, videos, computer programs, diet analysis, miscellaneous equipment, laboratory work, experiments, field trips, and working with resource people.

Culinary Arts 2 A/B

Santa Maria Joint Union High School District

Submitted: Apr 17, 2019
Decision: Apr 18, 2019

ubmission Feedback

PPROVED

asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)
rnest Righetti High School (053303)	Classroom Based	Abbreviation: CulinaryArts 2A, Course Code: HE6570 Abbreviation: CulinaryArts 2B, Course Code: HE6571
anta Maria High School (053305)	Classroom Based	Abbreviation: CulinaryArts 2A, Course Code: HE6570 Abbreviation: CulinaryArts 2B, Course Code: HE6571
ioneer Valley High School (053847)	Classroom Based	Abbreviation: CulinaryArts 2A, Course Code: HE6570 Abbreviation: CulinaryArts 2B, Course Code: HE6571

Title: Culinary Arts 2 A/B

Length of course: Full Year

Subject area: College-Preparatory Elective (G) / Interdisciplinary

UC honors designation? No

Prerequisites: Culinary Arts 1 (Required)

Co-requisites:	None
Integrated (Academics / CTE)?	Yes: Food Service and Hospitality
Grade levels:	11th, 12th

ourse Description

urse overview:

Culinary Arts 2 is a capstone course in the Food Service and Hospitality Career Pathway. This course will build upon the foundation techniques of Culinary Arts 1, which gave students an opportunity to utilize a hands-on laboratory learning environment to begin industry driven culinary arts and baking and pastry skills.

Students pursuing a career in food service and hospitality will study all aspects of the food service and hospitality industry through this course, including laws and regulations; safety and emergency procedures; sanitation and food handling; tools, utensils, appliances and equipment; facilities management; customer service and guest relations; food and beverage production, preparation and service; sales and marketing strategies; costing and cost analysis; entrepreneurship, personal, interpersonal and communication skills, thinking and problem-solving skills; balancing personal, family, and work responsibilities; and teamwork and leadership.

Students will have an opportunity to take industry certification for management positions in the food service and hospitality industry.

This course provides rigorous, standards-driven instruction and assessment, integrates academic and career-technical concepts through the Foundation and Pathway Standards, and contributes significantly to students' academic achievement. Students will be challenged to build leadership and problem-solving skills; as well as reading, writing and speaking skills throughout the entire course.

urse content:

Professional Standards/Dignity of Work

Students will learn a variety of work place ethics where critical thinking will be utilized to determine the need for a code of ethics, ethical behaviors, legal behaviors and their role of personal integrity. Students will demonstrate professionalism in the work place which include appropriate grooming, clothing, and personal hygiene necessary for work in the industry.

Unit Assignment(s):

Students will examine a variety of work place environments and dissect and discover appropriate professional behaviors. In small collaborative groups students will make a list of desirable traits that an employer will be looking for and compare and contrast with the entire class. During this process students will discover the variety of ethical issues that different work environments face and how to appropriately manage these issues.

Career Planning

Through out the content of the curriculum, students will focus their learning on the many career opportunities. Students will investigate the differences amongst the various careers in the industry. Students will explore their career interests within the food service and hospitality industry. They will learn the variety of careers, qualifications, knowledge and skills needed for a career in the industry. Students will also build a resume and learn interview techniques to be successful in their post high school endeavours. Students will also be able to demonstrate appropriate interview techniques.

⮒ Unit Assignment(s):

Through out the content of the curriculum, students will focus their learning on the many career opportunities. Students will investigate the differences amongst the various careers in the industry and compile a typed research paper. The paper will be 3 pages in length and must explain one specific career within the hospitality industry. Students will present their findings to the class through an oral presentation. During this unit of career planning, students will assemble a resume that will include their experience and knowledge within the food service and hospitality industry. Each student will present their resume and will be a part of a mock interview to demonstrate their understanding of proper interview skills.

Safety, Security, and Emergency Procedures

Students will identify common causes of accidents in the workplace and how this affects the establishment. They will analyze the cause, discover ways to prevent common accidents and devise a plan for treatment for work related accidents.

During this unit students will discuss security procedures, their importance to the hospitality industry and what it means to maintain employee and guest security as well as maintaining equipment security.

Emergency procedures will also be covered during this unit and handling disasters.

⮒ Unit Assignment(s):

Throughout this unit students will examine real world case studies within the hospitality industry, point out key elements that are related to safety, security and emergency procedures and write an essay on which is the proper procedure to follow in their case. Students must use their prior knowledge of professional standards in the workplace and as well,

demonstrate their understand of their new knowledge and correctly identify the proper procedures. Students will have to use their analytical thinking and use proper written language, punctuation and grammar.

Students will work together in small collaborative groups of 3-4 students and discuss various hospitality experiences and if they were managed properly. During this time students will brainstorm and put themselves in the managers shoes and express how they would have handled the situation differently and appropriately.

Principles of Sanitation and Safe Food Handling

Maintaining sanitary conditions and standards in personal grooming and hygiene is essential in the culinary industry. Students will examine how sanitation and hygiene will affect the hospitality industry. Students will examine local, state and federal sanitation regulations. Causes and prevention of food-borne illnesses. Purpose and process of required certification.

Food contamination, the different types, causes and ways to prevent contamination. Proper sanitation techniques, safe use of chemicals.

⮒ Unit Assignment(s):

Students will be reviewing material from the ServSafe Food Handlers course book. Management of any hospitality industry is held to a higher standard and must be knowledgeable to effectively manage their staff to ensure they are providing safe and sanitary food to the public. This exam in an industry recognized exam which is comprised of 90 questions that must be completed within 2 hours and have a certified proctor from the National Restaurant Association present. This rigorous unit and exam will have students understanding more about sanitation and serving food safely. In order to obtain this certification students must pass with a 75% or better.

In order to prepare for the exam students will take part in cooking labs to experience how to avoid several sanitation hazards (biological, chemical, physical). Students will also explore ServSafe standards through an industry field trip. The field trip puts the students in an industry restaurant and allows them to identify and examine their procedures to ensure they are meeting ServSafe standards.

Weekly reading will be required until the date of the exam. The course book contains 10 chapters, approximately 20-30 pages in each chapter. Students will revisit each chapter after they have read the book in its entirety.

Students will comprise a Powerpoint or Prezi presentation regarding an assigned chapter within the book and present it to their peers. Students will orally present the information to the class as they are showcasing their technological review.

Operating and Managing Cafe

Operating a student run cafe. Proper use of industry equipment, customer service, accounting and record keeping. Producing pastries and beverage for resale for the public.

Students will work in teams and as a whole to successfully complete all orders within the 50 minutes.

⮒ Unit Assignment(s):

Students will run a student run cafe that offers freshly baked pastries, latte's, mocha's, Chai lattes, etc. from an industry espresso machine. Students will have to learn the different parts of the equipment and how to effectively use their time. Students will actively be working in the kitchen lab reading recipe's and using appropriate measurements and tools in order to be successful.

Students will take orders from customers, communicate with their team to ensure they are meeting all of the customers needs, including allergy information. Deliver fresh pastries or freshly brewed coffee, or espresso drinks. Ensure they are using their customer service skills to give the customer quick and excellent service, provide appropriate change and proper record keeping. (Providing the customer with a receipt)

Once all deliveries have been completed students will have to count their money and provide the instructor with appropriate documentation that they have been successful with deliveries.

During this unit students will have to reflect on their efforts in the cafe and provide a written reflection in which they examine their behaviors as well as their interaction with their peers to ensure they are meeting the demand and needs of their customers.

The cafe provides students with a real world experience of how to operate a business. They must think critically with each aspect of the cafe to ensure they are following ServSafe food safety standards, professional standards, prevention of food borne illnesses, safety and security procedures. Students will continually be challenged with running the cafe as they will add new items each week to meet the demand of their customers.

Baking and Pastry

Students will continue their baking and pastry education that they previous learned from the prior year course. During this second year course students will review the fundamentals of baking and pastry with increased levels of difficulty with their recipes and techniques. Students will gain knowledge through instructor lectures, laboratory activities, and textbook materials. Students will be able to demonstrate a variety of mixing methods and techniques to prepare and create a baked good. Students will learn and practice to master the creaming method, muffin method, an egg foam method, working with yeast. Students will also have an opportunity to learn a variety of different cookie methods such as; drop, cut-out, and piping. Students will also learn and be able to demonstrate how to make a laminated dough by hand as well as using industry lamination equipment. After each section students will complete a written quiz to assess their knowledge.

⮒ Unit Assignment(s):

At the conclusion of each section, students will be challenged to demonstrate their understanding of related key concepts learned during this unit. Students will have hands on experiences as well as formal lectures by instructors and peers. During labs, students will work individually as well as a member of a team working to create the desired end product. Students must first prepare themselves before the lab by analyzing the recipe, looking at their ingredients and decide what tools and equipment they must use. Students will self reflect after the lab to examine their ability to follow the recipe and use the appropriate tools, and how they feel they participated as a member of the team through a written report.

The final project for this unit, students must create a single layer specialty cake. Students must develop a plan and draw their projected specialty cake. The cake must meet certain specifications which include, the cake must be filled, Iced with buttercream, include a decorative boarder, 3 design elements using fondant, marzipan, decorators chocolate

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Chef Research

Students will select a famous chef from history and research their background; schooling, experience, authored books, etc. Through this unit students will examine what it took for these chefs to become successful and analyze their path.

Students must be proficient with search engines and make sure the information they are collecting is valid.

⮒ Unit Assignment(s):

Students will create a 2 page paper using MLA format to discuss their famous chef, their background, their successes, etc. Students will also create a 3-d display on their chef with the most important information they want to share.

Upon completion of this assignment students will orally share their findings on their chef.

Culinary Math and Equivalences

The chef instructor will review a variety of techniques and measurements to be successful. Measuring equipment and how fractions and algebra skills will be used on a daily basis while working in the cafe kitchens. Students will need to be proficient in culinary math skills through recipe conversion, measurements used in large quantity food production and recipe costing.

⮒ Unit Assignment(s):

Students will continually practice recipe conversion in the from of tripling, quadrupling, halving, and quartering measurements including whole numbers and fractions through repeated class work and homework. Students will have to select a recipe and "shop" for the ingredients from a local grocery store. They must find each item and record its cost. They will have to do a cost analysis per the yield on the recipe and analyze if they can make the item more cost affordable and how much they would resale the item to offset the business expenses.

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ourse Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primar
he Culinary rofessional	John Draz, Christopher Koetke	Goodhear-Willcox Company	3rd Edtion	[empty]	Yes
ervSafe Manager	National Restaurant Association	National Restaurant Association	7thEdition	[empty]	Yes

Websites

Title	Author(s)/Editor(s)/Compiler(s)	Affiliated Institution or Organization	URL
alifornia Food landlers	[empty]	eFoodHandlers	www.cafoodhandlers.com
cratch Cafe	Jennifer Montaez	Santa Maria Joint Union High School District	https://scratchcafepvhs.wixsite.com/scratchcaf

dditional Information

urse Author:

nnifer Montanez
acher
ontanez@smjuhsd.org
59221305 ext. 5325

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Course Description

(Must be accompanied by a Course Adoption form & Textbook Adoption Form)

Full Course Title: Culinary Arts II **March 2016**

School Associated with course:
Santa Maria High School, Righetti High School, Pioneer Valley High School

School Contact
Name: Trina Ellis **Title/Position:** Teacher **E-mail:** tellis@smjuhsd.org
Phone: (805) 922-1305 **Ext.:** 5325

Department:
Family & Consumer Science

Transcript Course Code / Number:
HE6570 & HE6571

Subject Area

- ☐ English Requirement
- ☐ World History ☐ US History
- ☐ Government ☐ Economics
- ☐ Mathematics
- ☐ Physical Science ☐ Life Science
- ☐ Physical Education
- ☐ Visual & Performing Arts (for 2003)
- ☐ Health
- ☒ Elective

Grade Level(s)

☐ 9 ☐ 10 ☒ 11 ☒ 12

Vocational Education (CTE) ☒ Yes ☐ No

Career Pathway: Food Service and Hospitality

Industrial Sector: Hospitality, Tourism, and Recreation

☐ Introduction ☐ Concentration ☒ Capstone

Unit Value

☐ 0.5 (half year or semester equivalent) ☒ 1.0 (one year equivalent)

Pre-Requisites

Food & Nutrition A/B or instructor's recommendation

Co-Requisites

none

Brief Course Description

This ten-unit course is designed to prepare students who are interested in pursuing a career in culinary arts. This course will provide students opportunities for service learning experiences such as job shadowing, student internships and operating a student-run business, thus enabling them to transition from school to careers. Students will study all aspects of the industry including safety regulations and safe food handling; nutrition; the newest technology in food preparation and service; customer relations; entrepreneurship; cost and profitability analysis; employment and management skills.

B. COURSE CONTENT

Upon completion of this course students will be able to successfully demonstrate the following;

1. Understand the relationship between nutrition and health and wellness.
2. Demonstrate proper food handling techniques for safe food preparation and storage
3. Exhibit safety and sanitation in a food service/lab environment.
4. Be able to prepare and evaluate a variety of foods including; baked goods, entrees, vegetables, salads, soups, desserts, and beverages.
5. Utilize meal management skills such as time management and meal planning.
6. Use new technology related to food service and hospitality industry where applicable
7. Demonstrate proper etiquette and table service skills.
8. Design a table service based on the principle and elements of design.
9. Simulate restaurant management in a food service setting.
10. Explore career opportunities and/or experience in the field of food science, food service hospitality, or food technology.
11. Understand food cost, production and marketing techniques
12. Apply integrated academics (i.e. reading, writing, math, and science) throughout the curriculum.

Text(s) Refer to: Secondary Adopted Texts and Approved Supplementary books used in the SMJUHSD.

Title:

Edition:

Publication Date:

Publisher:

Author (s)

URL Resource(s)

☐ Usage ☐ Primary Text ☐ Read in entirety or near entirety

Supplemental Instructional Material: *Please Describe. If using online text or non-standard material, please provide the title of the material or webpage and the URL link.*

Instructional Methods and/or Strategies:

Assessment Methods and/or Tools: Lab evaluations, employer evaluations, tests, quizzes, written assignments.

Activities: Labs, job shadowing, student internships, field trips, exc.

Certificate: Food Handler's Certificate, Food Service and Hospitality Pathway Certificate for completing 3 courses in the pathway.

Course Description

A. COVER PAGE

1. Course Title
Developmental Psychology of Children

2. Transcript Title / Abbreviation
dev-psyc-chld-ab

3. Transcript Course Code / Number
HE 6240 / HE6241

4. School
Ernest Righetti High School

5. District
Santa Maria Joint Union High School District

6. City
Santa Maria

7. School / District Web Site
http://www.smjuhsd.k12.ca.us/

8. School Contact

Name: Cydney L. Dawson

Title/Position: Home Economics Dept. Head

Phone: 805 937-2051 **Ext.: 2104**

Fax: 805 934-0819

E-mail: cdawson@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Language other than English
- ☐ Visual & Performing Arts (for 2003)
- ☒ College Prep Elective

10. Grade Level(s)
11th & 12th

11. Seeking "Honors" Distinction?

☐ Yes ☒ No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Date of School Board Approval

14. Was this course previously approved by UC? ☐ Yes ☒ No If so, year removed from list? _____

Under what course title? _____

15. Is this course modeled after an UC-approved course from another school? ☒ Yes ☐ No

If so, which school(s)? Calexico High School

_____

16. Pre-Requisites
11th or 12th grade designation

17. Co-Requisites
None

18. Brief Course Description

B. COURSE CONTENT

Please refer to instructions

19. Course Goals and/or Major Student Outcomes

1. **Promote reading & writing abilities, critical thinking skills, and logical thinking through the completion of written and oral assignments as well as creative projects.**
2. **Improve oral communication skills by participating in oral presentation activities.**
3. **Enhance teamwork and leadership skills by working with others to complete a variety of assignments.**
4. **Identify the inter-relatedness of working with children (teaching), parenting and community work as evidenced by the study of the major theories of development.**
5. **Improve evaluation, synthesis and discussion techniques through the use of real-world application of core knowledge.**

20. Course Objectives

The Student will:

1. Identify, describe and interpret the major theories of development related to the principles of heredity and describe the range of environmental influences on prenatal development.
2. Explain how birth occurs and describe characteristics of normal development.
3. Recognize the basic characteristics or perceptual development.
4. Demonstrate the process of language development and analyze how children learn language. Study the influence of language on thought processes and the relationship of social class and culture on language development.
5. Describe the concept of personality and identify some of its components.

21. Course Outline

I. Major Theories
A. Similarities or differences
B. From conception to birth
1) Nature vs. nurture
2) Developmental change
C. Theories of development
1) Biological
2) Learning
3) Psychoanalytic
4) Cognitive-developmental
5) Contrasting
D. Research on development

II. Prenatal Development
A. Conception
B. From conception to birth
C. Genetic errors
D. Environmental influences
E. Other characteristics affecting development

III. Birth and the Newborn
A. Birth
B. Newborn abilities and reflexes
C. Daily life of infants
D. Individual differences

IV. Physical Development
A. Reasons to study
B. Basic sequences and patterns
C. Development of sexual maturity
D. Physical changes: Effect of behavior
E. Motor development and toys
F. Determinants of growth

V. Perceptual Development
A. Basic sensory skills
B. Complex perceptual skills
C. The object concept
D. Individual differences in perception
E. Explanations of perceptual development

VI. Cognitive Development
A. Three views of intelligence
B. Measuring intellectual power IQ Test
C. Alternative views
D. Influence of environment
E. Group differences: Race and sex
F. Piaget's basic ideas
1) Sensorimotor period
2) Preoperationsl thought
3) Concrete operational thought
4) Formal operational thought
5) Criticisms of Piaget's theory
6) Information processing

VII. Language Development
A. Early steps

B. Grammar development

C. Development of word meaning

D. Influence of environment

E. The child's role

F. Individual differences

VIII. Personality Development

A. Biological

B. Learning approach

C. Psychoanalytic theories

IX. Self-concept in children

A. Developmental patterns

B. Individual differences

C. Gender and sex-role concepts

X. Development of Social Relationships

A. Attachment theory

B. Parent/child bonding

C. Attachment process

D. Horizontal relationships

XI. Social Cognition

A. General principles

B. Feelings toward other people

XII. Impact of Families, School and Culture

XIII. Atypical Development

22. Texts & Supplemental Instructional Materials

The Developing Child

23. Key Assignments

24. Instructional Methods and/or Strategies

Textbook materials will be supplemented with videos, human resources, and projects using the Internet. Ongoing discussion, oral presentations of class assignments and group projects will be completed. Emphasis will be placed on relevant real-world application of curriculum and on oral and written projects requiring active participation in teams or as individuals.

25. Assessment Methods and/or Tools

Class participation
Quizzes and tests
Teacher evaluation
Independent and group projects
Cooperative work with other students
Final examination

C. HONORS COURSES ONLY

Please refer to instructions

26. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

27. Context for Course (optional)

28. History of Course Development (optional)

Course Title

FAMILY HEALTH (previously Individual Family Health)

Description of Target Group

This course is designed for 9th to 12th grade students who need to meet the state health and life science B requirements for graduation as well as a career path related to the health field.

Purpose

This course meets the state frameworks in the area of Health and Life Science B, in addition to meeting the Life Science B requirement for graduation. It is also an integral part of the career path in Family Health. It is a one semester course designed to prepare students to understand the basic principles of physical and emotional health for personal family well being.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully substantiate the following:

1. Understand the relationship of the health of an individual to the well being of the family.
2. Develop and maintain good personal health habits.
3. Learn stress management techniques.
4. Develop goal selection and decision making skills and apply this knowledge to individual and family health.
5. Be able to select nutritious foods and plan balanced menus to maintain individual and family health.
6. Analyze the relationship between a healthy body system and wellness.
7. Demonstrate responsible behavior in order to avoid health-related risks, including S.T.D.s and HIV/AIDS education.
8. Develop knowledge, understanding and awareness about the use and misuse of substances (alcohol, drugs, narcotics, tobacco, etc.) by individuals.
9. Recognize the value and function of families, and individual and family member responsibilities.
10. Assess needs of family as they assume changing roles and responsibilities.
11. Demonstrate a positive mental attitude towards life situations.
12. Understand the cycle of development from conception through birth.
13. Be able to promote and maintain individual and family health and safety.
14. Show appropriate responses for emergency situations as well as basic first aid.

15. Develop the understanding that an environment in ecological balance enhances one's mental, social and physical well being.
16. Determine employment opportunities in the health field.
17. Understand how the structures of living things perform their functions, interact with each other, and contribute to the maintenance and growth of the organism.
18. Know how humans interact with other living things.
19. Understand the biochemical basis of life and of metabolism.
20. Understand how heredity determines the development of individual organisms and apply this to human genetics.
21. Demonstrate responsibilities of humans toward ecosystems.

Instructional Materials

Text and Supplementary Materials to be determined.

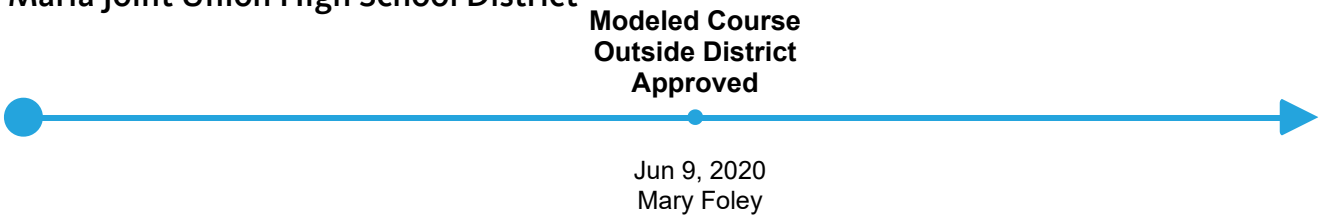
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Class discussions, problem solving and critical thinking activities, guest speakers, videos, practical experiences where appropriate, field trips to possible employment sites, etc.

Fashion Design A/B

Santa Maria Joint Union High School District



asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)
anta Maria High School (053305)	Classroom Based	Abbreviation / Course Code Fash Des A (P) / HE2022 Fash Des B (P) / HE2023 Fash Des A (P) / HE4005 Fash Des B (P) / HE4006

Title: Fashion Design A/B

Length of course: Full Year

Subject area: Visual & Performing Arts (F) / Visual Arts

UC honors designation? No

Prerequisites: None

Co-requisites: None

Integrated (Academics / CTE)? Yes

Grade levels: 11th, 12th

ourse Description

urse overview:

This capstone course provides students with the understanding of the fashion industry. This course provides students with an understanding of fashion, textiles and design. The emphasis of instruction is placed on Fashion merchandising, fashion illustration, and fashion designers. Students will apply the skills for a career in the area of fashion design by learning how to draw, design and restyle clothing. This course also studies fashion trends throughout history and includes an understanding of cultural, social, political and economic influences on fashion design. Students learn and then use the principles and elements of design to analyze other designers' work and create their own original designs. Students will understand the visual impact of marketing, displays, sales, visual merchandising and product development. Students will design a fashion show, and create a professional portfolio of their work. Throughout the year, students learn how fashion design and merchandising is connected to other academic disciplines and the career opportunities that are contained in the world of fashion.

This class is designed for students with a career goal in the field of fashion design, merchandising, marketing and management. Students will learn about fashion design, merchandising, textiles, history of fashion and retail. Instruction in the concepts of advertising, communications, display and visual merchandising, operations and product technology will also be discussed. Students will work on individual research projects, reflect and respond in journals, and develop fashion portfolios that will prepare them for careers and post-secondary training.

urse content:

Unit: Introduction to Fashion

- This unit covers basic fashion terms, the "why" of clothes, and the influences on fashion (social, religious, economic, etc.). Students will be introduced to key fashion terms used throughout the fashion industry. They will learn the reasons for clothing throughout the world and the key influences on clothing choices. After receiving a foundation of knowledge students are introduced to the various world fashion centers. This includes a basic knowledge about each fashion center, what the area is known for in the fashion industry and key fashion designers from the areas. Students will communicate and express their ideas in the language of fashion.

Unit Assignment(s):

Fashion Terms Assignment

- Students will create mini wall posters for each fashion term plus portfolio pages-illustrating fashion terms. Both assignments will require students to demonstrate an understanding of the terms and use critical thinking and writing skills. They will identify the terms through fashion pictures then write how the pictures are an appropriate illustration of the term.

- **Why We Wear Assignment**
- Students will create a collage of magazine pictures illustrating the clothes worn for a variety of occasions and write a description of each picture including the social, religious, political, economic and technological influences. Students will use key fashion terms when describing the fashions.

Unit: Elements & Principles of Design

- We will cover the elements of design (line, shape, color and texture) and principles of design (proportion, rhythm, balance, emphasis, variety and harmony). Each element and principle will be thoroughly discussed individually and how they all relate to one another. Students will learn about textiles and be able to identify basic fibers, the characteristics, use and care of each textile. They will participate in a textile lab that includes burning and dyeing textiles to help identify the basic fibers. Students will learn about the basic weaves, how to identify them and the elements & principles of design related to the weaves. Lastly they will design their own printed fabric sample created by painting or color medium of their choice. Students will make a "fabric sample" on drawing paper and one on muslin. They will sketch a design that incorporates their textile design and identify how the elements & principles were used.
- Make informed critical judgments about fashion design based on artistic elements, design principles, expressive characteristics and technical merit.
- Create original design drawings for fashions using sound design principles.
- Students will learn how to use technical writing when describing the style of a particular garment.

Unit Assignment(s):

- **Color Scheme Portfolio Pages and Design Board**
- Students will create portfolio pages to demonstrate their knowledge of color. They will mix primary colors to create all of the colors on the color wheel, illustrate value, intensity and complementary colors.
- They will draw 3 original designs on fashion figures representing 3 different color schemes. They will label their designs with the color scheme and individual colors used to create the color scheme. In addition, they will write a one page analysis using color terminology of how color schemes were used in each drawing. They will describe each garment using key fashion terms and garment style names. This will be presented on a design board. There will be a peer evaluation of the color project design board using a rubric to critically assess their peers' color schemes and proper use of terms.
- **Art as Fashion Assignment**
- Individual students will research a piece of art to use as their personal influence for a fashion garment. They will find the art piece, print it out and write about the artist and what elements within the piece provided inspiration. Students will create a full color garment on a fashion figure that was inspired by the art. They will write a description of their garment, target market, and elements & principles of design. This will be added to the student's portfolio. Students will analyze and interpret other students' work through critiques and rubrics

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Unit: History of Fashion

- This unit will cover the history of fashion with a focus on the 20th and 21st We will cover fashion styles, influences and decorative elements including social, cultural, political, economic, religious, architectural and artistic influences on fashion. During class we will watch the DVD "Fashion though the Ages", have a speaker from the Fashion Institute of Design and Merchandising and review as a class the history of fashion. This foundation will allow students to dig deeper into a specific time period in the past.
- Demonstrate knowledge of cultural origins, historical significance and influence of specific fashions
- Identify periods, styles of fashion and works of individual designers who have national prominence and have been influential in their work.
- Analyze and discuss issues of period and style in terms of art and design elements and principles utilizing appropriate terminology.

Unit Assignment(s):

- **Fashion History Multi-Media Project**
- In partners, students will research an assigned period of history. A multi-media presentation will be created to include influences of politics, economics, social customs and practices, fabrics, garment names and parts, jewelry, footwear, headdresses and special occasion clothing (weddings, royalty, uniforms). Include a collection of 7-10 pictures or illustrations of the fashions for that period of time.

- **Paper Doll Assignment**
- Students will create/construct an original design using the 9-heads croquis; draw an original paper doll wearing time period undergarments, mount on foam board, and draw 5 time period garments worn for different purposes. Label (wedding, sports wear, religious).

- **Portfolio Pages & Oral Report**
- A collaborative effort will be used to create a fashion history summary to be included in their portfolio. Students will develop a summary and 2-3 pictures of their time period. Before oral presentations these will be copied and distributed to each student. During the oral presentations they will add key information. Class presentation and oral report of the fashion history and paper dolls.

Unit: Fashion Designers

- Students will learn in detail about key fashion designers throughout history and the world. Students will be assessed on prior knowledge, referring back to the world fashion centers and the designers presented earlier in the year. We will discuss additional designers as a class and have a presentation by the Fashion Institute of Design and Merchandising. As a class we will watch biographies on key designers, i.e., Calvin Klein and Coco Chanel. Students will learn about the background, education, motivation and successes of the designers.

Unit Assignment(s):

Fashion Designer Research Paper

- Students will choose a iconic designer to research. They will discover the designer's life history, education, motivation, notoriety, contributions to fashion and their fashion capitol. Students will create a digital presentation, plus a 2-3 page written report on their fashion designer. Through their research, students will learn more about the fashion industry, the requirements of the profession, the education and training needed, and the skills most needed to be successful in the field.
- During the presentations, students in the audience will take notes on each fashion designer presentation.

- **Fashion Designer Time Line , Presentation Board**
  - Students will create a time line detailing the historical events of their fashion designer.
  - Students will create a fashion presentation board of the a fashion designers work, with flats, color schemes and fabric samples, including a copycat design of their own.

Unit: Reuse & Recycle Fashion Show

- Students will learn about up-cycling, recycling and re-purposing as it relates to fashion. We will cover how this concept has been used throughout history, referring back to their history of fashion projects, and how the concept has changed. They will also discover what it takes to put on a fashion show. They will receive a foundation of knowledge about the elements that go into organizing and running a fashion show, including their target market, purpose of the show, location, music, etc. For the target customer we will cover demographics, marketing techniques, meeting the customer needs, and clothing modifications.
- Demonstrate the ability to solve design problems. They will learn to work as a team and the importance of communication and conflict resolution and time management.
- Make sound, informed judgments about the quality of their own designs.
- Design a fashion show to display their own work and demonstrate interpretation of designers' artistic expression.

Unit Assignment(s):

- **Market Research Survey Assignment**
- Students will conduct a survey on school campus regarding fashion trends and cultural influences on fashion decisions. Students will use Excel for data analysis and Word for a one page written analysis. Skills used will be discussed in terms of applicability to careers in fashion design, writing, merchandising, and market analysis. We will also discuss how to relate market research to creating a fashion show.
- **Recycled & Re-Purpose Fashions Assignment**
- Students will work collaboratively to take everyday items and recycle into multiple fashion items (clothing and accessories) or re-purpose clothing. Students will sketch each item in detail. Collaboration teams will physically

create one of their items into a 3-D item to be worn in the class produced fashion show.

- Students will bring in a project from home that they want to alter. They will first sketch the garment and then write a detailed list of steps required to change this garment into a new usable version.
- Students will write a paper that includes the original item's purpose, a description of each up-cycled or re-purposed design stating the garment style, elements & principles of design, influences on design and target customer. Students will orally present their design to the class and the class will evaluate the designs. Teams will also put their design in the fashion show.
- Fashion Show
- Students will work collaborative as a whole class to plan and execute a fashion show. Students will create committees with specific responsibilities and deadlines. We will have regular check-ins with each committee and discuss concerns, changes and progress as a class. Students will wear their recycled fashion item during the show.

Unit: Retail Management and Marketing

- This unit will cover the retail industry. We will cover types of retail stores, store structure, careers, types of shopping centers, advertising, marketing and special events. Retail buying will discussed in detail by explaining all of the different departments that work together to get a product from concept to consumer. Students will participate in a retail role play activity that takes a new item from the trend department through the retail chain to eventually reach the consumer. Students will write a PO for a specific manufacturer, based on their assigned OTB, store and target customer.

Unit Assignment(s):

- Retail Advertising Assignment
- Students will find magazine examples of specific advertising approaches used in fashion. They will then create ads for other advertising approaches. They will use the computer to develop, design and revise their advertisements. They will create a portfolio page for each with a write up about the target customer, advertising approach, how the approach is represented in the ad, the merchandise featured and the store selling the merchandise.
- Design a Virtual Fashion Business Assignment
- In collaborative teams students will design their own virtual business. Using a the Virtual Business Fashion program students will create their own business. They will include a write up about the type of business, target audience, location, name of the business, and elements & principles of design used. Students will describe an event that will draw customers to their store.

Unit: Visual Merchandising

- We will discuss all of the elements of visual merchandising specific to the fashion industry and retail stores. The purpose, elements & principles of design, classifications, themes and types will be covered in detail. Through a field

trip students will have the opportunity to see various visual merchandising types and styles in person. The students will take what they learned in class and apply it to what is currently taking place in retail stores.

Unit Assignment(s):

- **Visual Merchandising Assignment**
- In teams students will develop an in-store visual merchandising plan. They will create a campaign for a new merchandise group. They will design an in-store poster, a door sign, and merchandise floor layout that cohesively promotes the new merchandise. They will write a 1-2 page paper describing their campaign elements and how they work together to successfully promote the merchandise.

- **Window Display**
- Students will create a 3-D window display for a specific retail store and merchandise. They will use the computer to digitally create an element of their display, background, props, etc. They will write a one page paper describing the store, target customer, and display in addition to the use of the elements and principles of design. Oral presentation and peer evaluation of display.

- **Design a Retail Store**
- In small collaborative teams students will design their own retail store. They will design their store logo, shopping bag, in store poster, merchandise display and window display. They will need to determine the merchandise carried and what size assortment they will offer. Students will include a write up about their store, target customer, marketing campaign, and merchandise plan. Students will orally present their store concept to the class.

Unit: Fashion in the Real World, Planning For the Future

- In this unit, students will delve deeper into researching the wide variety of careers (many of them extremely lucrative) available within the fashion industry. In addition to researching various career pathways they haven't considered in previous courses, students identify the breadth and depth of
education required for various positions and roles. New guest speakers and professionals in the fashion industry act as industry experts, delivering valuable presentations to students, both on the actual discipline of fashion as well as the realities of careers in fashion. For example, Fashion
Blogging and Social Media are growing fields in the fashion industry. Students engage in question and answer sessions with these experts, receiving important mentoring and professional advice. Students refine their interests in career pathways and in addition to updating their professional art/design portfolio (or website), students will create a branding suite for their potential careers (including brand logo, business card, and resume). Wherever possible, students are eligible to "shadow" professionals to get a better sense of the day-to-day operations of a fashion career. As a result of

these experiences and research, students will evaluate and revise their Career and Education Plan that articulates their goals and strategies for pursuing a career of their choice in the fashion industry.
- Students will learn about creating a job portfolio including a job application, cover letter, resume and interview questions. We will have various guest speakers from the Fashion Institute of Design and Merchandising and other industry professionals.

Unit Assignment(s):

- Career Research
- Students will research a wide variety of professional paths and fields within the contemporary fashion industry, for the primary purpose of identifying future careers within the industry. They should include careers that they have not previously explored in prior fashion courses. Students will refine & present a “Personal Career Plan,” that includes: (1) education requirements needed for selected career, (2) salary scale/earning potential, (3) career mapping (indicating transferability of knowledge/skills), and (4) A five year plan including personal/career goals.Students will utilize a career website like Xello to assist in this project.
- Career Portfolio
- Students will learn about creating a job portfolio including a job application, cover letter, resume and interview questions. We will have various guest speakers from the Fashion Institute of Design and Merchandising and other industry professionals.
- Students will find a classified ad for a fashion career. They will then write a cover letter directed to the classified ad and write a resume based on their skills and experiences. Students will practice answering the twelve common interview questions.
- Students will prepare and participate in a mock job interview.

Unit: Portfolio Development and Review

- Students will develop professional portfolio. Each semester they will participate in a portfolio review. Students will present their own portfolio and then critique their peers' portfolios based on a rubric.

Unit Assignment(s):

Develop a Professional Portfolio

- Students will develop a professional portfolio that showcases their work. It will include a resume, job applications, a cover letter, fashion drawings,and projects that students have worked on and development throughout the year.
- Students will be able to take this portfolio with them when the complete the course and use it in the future career in the fashion industry.
- Students will present their own portfolios to their peers. Students will learn the process of developing a professional portfolio that they will be able to use in their career.

ourse Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primar
ashion!	Wolfe, Mary	Goodheart-Wilcox Company, Inc	2012	[empty]	Yes
pparel Design, Textiles, & onstruction	Liddell & Samuels	Goodheart & Wilcox	2018	[empty]	No
low to Draw Like a Fashion esigner	Celia Joicey and Dennis Nothdruft	Thames & Hudsen	2013	[empty]	No
rawing Fashions	Bill Thames	Glencoe	1994	[empty]	No
lew Fashion Figure Templates	Ireland, Patrick John	Batsford	2007	[empty]	No

Websites

Title	Author(s)/Editor(s)/Compiler(s)	Affiliated Institution or Organization	URL
repare a Fashion esign Portfolio	[empty]	wikiHow	http://www.wikihow.com/Prepare-a-Fashion-Design-Portfolio
ashion Illustration allery	FIG	FIG	www.fashionillustrationgallery.com/artists

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Course Description

A. COVER PAGE

1. Course Title
Fashion Design A/B

2. Transcript Title / Abbreviation

3. Transcript Course Code / Number

4. School
Santa Maria High School, Righetti High School, Pioneer Valley High School

5. District
Santa Maria Joint Union High School District

6. City
Santa Maria

7. School / District Web Site
www.smjuhsd.k12.ca.us

8. School Contact

Name: Jim Armstrong

Title/Position: Assistant Superintendent of Programs, Testing and Curriculum

Phone: (805)922-4573 **Ext.:** 4211

Fax: (805)928-9916

E-mail: jarmstrong@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Language other than English
- ☐ Visual & Performing Arts (for 2003)
- ☒ College Prep Elective

10. Grade Level(s)
10-12

11. Seeking "Honors" Distinction?
☐ Yes ☒ No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Date of School Board Approval

14. Was this course previously approved by UC? ☐ Yes ☒ No If so, year removed from list? _____

Under what course title? _____

15. Is this course modeled after an UC-approved course from another school? ☒ Yes ☐ No

If so, which school(s)? Arroyo Grande High School

16. Pre-Requisites
Clothing & Fashion A/B

17. Co-Requisites
none

18. Brief Course Description
This is a yearlong course that will focus all aspects on the fashion industry. Students enrolled in this course will explore and demonstrate knowledge of the historical and cultural influences on the fashion industry. Students will learn principles and elements of two and three dimensional design, be introduced to fashion merchandizing, learn terminology used in the fashion industry, become familiar with prominent designers (past and present), and recognize the impact of historical influences on the fashion industry. Students will create a portfolio of sketches, figures drawings and create their own fabric designs using a variety of different materials and techniques, as well as creative projects throughout the school year. Students will be required to research educational and career requirements and opportunities in the field of fashion design.

B. COURSE CONTENT

19. Course Goals and/or Major Student Outcomes (CAVPA Standards are noted in Blue)

By the end of the year the students will:

1. Understand and articulate the principles and elements of design as they apply to fashion design.
2. Demonstrate problem solving and critical thinking skills through group and individual assignments and projects.
3. Use observation techniques to study designers, trends, techniques, and marketing of fashion in the fashion industry. ***(CAVPA: Artistic Perception 1.0; 1.6, 1.8)***
4. Connect the application of diverse social, economic, and political developments in the contemporary fashions created. ***(CAVPA: Historical and Cultural Context 3.0; 3.1, 3.4)***
5. Analyze the relationship between the designer, manufacturer, and the product in the fashion industry and the influence society has on the interpretation and success of a design. ***(CAVPA: Aesthetic Valuing 4.0; 4.1, 4.3)***
6. Compare and discuss universal design concepts expressed in fashion design from diverse cultures. ***(CAVPA: Historical and Cultural Context 3.0; 3.3)***
7. Assess the role history and culture have played in the evolution of fashion throughout time.
8. Develop and demonstrate skills, knowledge, and education necessary to attain jobs and careers related to fashion design.

20. Course Objectives (CCATE Pathway Standards are noted in blue)

1. Demonstrate an understanding of the principles and elements of design as they apply to the fashion industry. (A 4.0)
2. Identify theories of historical, economical and political that impacts the fashion industry. (A 5.0)
3. Identify artistic and technological skills used in creating fashions.
4. Explain the relationship between history and fashion as influenced by culture and trends. (A 5.0)
5. Understand the stages of fashion from the creation of a design to marketing a finished product.
6. Analyze how fashion trends develop and evolve throughout history.
7. Understand the ways in which economies, mass production, labor unions, and technology have an affect on the fashion industry. (A 5.4)
8. Analyze textile design. (A 6.0)
9. Identify the characteristics of standard types of print design and the construction of fabric.
10. Identify how trends and color forecasting are used in the development of new clothing lines. (A 7.0)
11. Describe the principles of pattern making and draping techniques to produce a pattern for apparel design. (A 8.2)
12. Compare and contrast manufacturing and production of garments as it related to specifications and costs throughout the world. (A 1.0)
13. Develop designs that express individuality and creativity while utilizing principles and elements of form and function.
14. Identify the skills and procedures necessary for sales and marketing in the fashion industry. (A 10.0)
15. Research and present the effects that current laws and worksite policies have on the fashion industry. (A 12.0)
16. Research skills and knowledge of key concepts used in the workforce and organizational management, including the roles and responsibilities of management and employees. (A 3.0)
17. Research skills and knowledge necessary to attain a job or career in the fashion design industry. (3.0 Foundation Standards)

21. Course Outline

I. Principles and Elements of Design
- A. Principles and Elements of Design
  - 1. Principles of Design
    - a. Balance
    - b. Proportion
    - c. Emphasis
    - d. Rhythm
  - 2. Elements of Design
    - a. Shape
    - b. Line
    - c. Texture
- B. Color Theory
  - 1. Color terms
  - 2. Color wheel
  - 3. Color schemes
  - 4. Symbolism
  - 5. Color as a design element
  - 6. Color in apparel

Students will create a portfolio inclusive of:
1. Definition of principles and elements terms.
2. Draw two dimensional examples of each principle and element.
3. Define color theory terms, create a color wheel, and identify different color schemes.
4. Write a 1-2 page essay on the symbolism of the historical use of color.
5. Create a visual component using pictures of apparel that represent each principle, element and color scheme discussed in class.

II. Historical, Economical, and Political Impacts
- A. Historical Impacts
  - 1. European influences
    - a. France
    - b. Italy
    - c. Great Britain
  - 2. Asian influences
    - a. Japan
    - b. China
  - 3. United States influences
    - a. 1800 – 1900's influence
    - b. 1900's influence
    - c. 1910's influence
    - d. 1920's influence
    - e. 1930's influence
    - f. 1940's influence
    - g. 1950's influence
    - h. 1960's influence
    - i. 1970's influence
    - j. 1980's influence
    - k. 1990 – present day
- B. Economical Impacts
  - 1. Good economic conditions
  - 2. Bad economic conditions
- C. Political Impacts
  - 1. Laws or government regulations
  - 2. Disruptive world events
  - 3. Religion

Group project:
Students will locate specific works of art from different countries. They will identify evidence of the historical impact on fashion seen in each work of art.

Web quest internet research:
Students will visit websites from various decades of United States history. Choose one decade, select a fashion designer and create a 4-5 page research paper and visual presentation, using the principles and elements of design, of the designer and their works.

III. Artistic and Technological Skills
- A. Artistic
  - 1. Sketching Two-Dimensional
    - a. Sources of Inspirations
    - b. Adapting Designs
  - 2. Draping Three-Dimensional
    - a. Sources of Inspirations
    - b. Adapting Designs
- B. Technology
  - 1. Computer Aided Design
  - 2. Current technology used in the fashion industry.

Students will create two-dimensional sketches applying the correct formula (i.e. the nine head) to demonstrate an understanding of the human form, and then create a design that accentuates the form.

Students will create a portfolio of their design sketches.

Using the design sketch students will work in groups to create a three dement ional drape using one of their designs.

IV. History and Fashion
- A. Culture
  1. Values
  2. Attitudes
  3. Conformity
  4. Individuality
  5. Needs and Wants
- B. Trends
  1. Trend setters
  2. Trend cycles

V. Stages of Fashion
- A. Design Concepts
  1. Sketches
  2. Formal Drawings
- B. Pattern Development
  1. Design manipulations
  2. Prototype
- C. Fabric Selection
- D. Merchandising
  1. Sample Garments
  2. Focus Groups
- E. Production
- F. Marketing

1. Students will create a mood board, as the basis for their formal drawings.
2. Students will also create a color board consisting the three sketches, fabrics samples, three-dimensional design details, and textures used.
3. Students will make an oral presentation of their project to the class.
4. Students will research and evaluate the development and evolution of fashion trends seen in a particular period of time.
5. Students will design two fabrics and different art mediums to implement the design on material.

VI. Industrial Influences on the Fashion Industry
- A. Economy
  1. World Economies
  2. Imports/Exports
  3. Global Competition
- B. Production
  1. Automation
  2. Ergonomics
  3. Benchmarking
- C. Labor
  1. Unions
  2. Traditional Tailor System
  3. Piecework System
  4. Progressive Bundle system
  5. Modular Manufacturing
- D. Technology
  1. Microelectronics
  2. Robotics
  3. CAD Programs

Students will complete a mass production project.

Students will observe the technology used at the various stages of clothing construction.

VII. Characteristics and Maintenance of Textile Products
- A. Characteristics of Natural Fibers
  1. Cotton
  2. Wool
  3. Silk
  4. Flax (Linen)
  5. Other natural fibers used
- B. Characteristics of Non-Fiber Animal Products
  1. Leather
  2. Fur
- C. Characteristics of Manufactured Fibers
- D. Maintenance of Textiles
  1. Care of natural fibers
  2. Care of leather and fur
  3. Care of manufactured fibers
- E. Production and Manufacturing of Fibers

Textiles Lab:
Students will identify fibers and their characteristics.
Students will collect samples, descriptions, and care/maintenance guidelines.
Students will identify the historical and geographical significance of the use of fibers.

VIII. Types of Print and Weaving Construction
- A. Print Application Techniques
- B. Types of Weaves
  1. Plain
  2. Twill
  3. Satin

Students will create samples of different print application techniques using various materials. Samples will be incorporated into the portfolio.

Students will use construction paper to create/ demonstrate different types of weave patterns in fabric.

IX. Pattern Making and Draping
- A. Pattern Making
  1. Proportions
  2. Measurements
  3. Transferring sketch into pattern
  4. Drafting a basic block pattern
- B. Draping
  1. Fabric selection appropriate to garment design
  2. Fitting issues

X. Developing, Manufacturing and Producing New Lines
- A. Trends and Color Forecasting
  1. Sources of Inspiration
  2. Adapting Designs
- B. Manufacturing
  1. Manual
  2. Automated
  3. Modular
- C. Production
  1. Tailor System
  2. Progressive Bundle System
  3. Unit Production System

XI. Sales and Marketing
- A. Sales Procedures
  1. Promotion
  2. Ordering
  3. Shipping
  4. Merchandise Layout/Display
- B. Marketing
  1. Demographics
  2. Types of Retail Stores
  3. Purchasing Trends
  4. Promotion

Group project:
Students will visit a retail operation and evaluate its sales procedures, marketing and merchandising techniques to develop their own retail operation.

XIII. Education and Careers
- A. Education
  1. Four Year Universities
     a. Bachelors Degree
     b. Masters Degree
  2. Two Year Community College
     a. Associate Degree
  3. Vocational School
     a. Technical Certificate
- B. Careers
  1. Textile Industry
     a. Textile Research Scientist
     b. Textile Laboratory Technician
     c. Fabric Designer
     d. Fabric Stylist
     e. Fashion Director
     f. Department Manager
     g. Market Analyst
  2. Fashion Industry
     a. Fashion Designer
     b. Sketchers
     c. Sample Cutter
     d. Pattern Maker
     e. Assemblers
     f. Product Managers
     g. Buyers
     h. Retail Sales

Students may go on field trips to the Fashion Institute of Design and Merchandising (FIDM) or local community colleges.

Students will create an informational brochure, using the principles and elements of design, outlining a specific fashion related career, including educational requirements and employment opportunities.

22. Texts & Supplemental Instructional Materials

Fashion!; Mary Wolfe, Goodheart-Wilcox

The World of Fashion Merchandising; Mary Wolfe, Goodheart-Wilcox

23. Key Assignments

Tests/Quizzes
Multiple choice, matching and short essay
In Class Assignments
Lectures
Study guides
Book work
Discussions
Videos/DVD
Projects-individual and group
Packet of principles and elements of design explained and represented in photos.
Research a period of fashion or article of clothing.
Create two-dimensional sketches to create an original design.
Design fabrics.
Clothing construction techniques.
Evaluate clothing designs for a variety of body types.
Create samples of different types of weaving patterns.
Research a fashion designer and create a visual presentation.
Research education programs pertaining to the field of fashion and design.
Observations
Possible field trips to fashion schools, museums, and clothing stores.
Presentation Boards
Student Portfolio
Students will create a collection of work that represent a variety textiles, fashion reflecting elements and principles of design, fashion influence and trends. This will be an accumulation of various assignments and projects completed throughout the year.

25. Assessment Methods and/or Tools

Tests/Quizzes
In class assignments
Projects – individual and group
Observations
Presentation Boards
Student Portfolio

SMJUHSD Course Description

(Must be accompanied by a Course Adoption Form)

Full Course Title: FCS LEADERSHIP

School Associated with course: ☐ DHS ☑ ERHS ☑ PVHS ☑ SMHS

School Contact

Name: LISA CRUSAN **Title/Position:** TEACHER

E-mail: lcrusan@smjuhsd.org **Phone:** 805-922-1305 **Ext:** 5313

Department:
FAMILY & CONSUMER SCIENCES

Transcript Course Code(s) / Number(s):

Subject Area:

- ☐ English Requirement
- ☐ World History
- ☐ US History
- ☐ Government
- ☐ Economics
- ☐ Mathematics
- ☐ Physical Science
- ☐ Life Science
- ☐ Physical Education
- ☐ Visual & Performing Arts
- ☐ Foreign Language
- ☐ CTE
- ☐ Health
- ☒ Elective

Grade Level(s)

☒ 9 ☒ 10 ☒ 11 ☒ 12

Vocational Education (CTE) ☐ Yes ☒ No

Career Pathway:

Industrial Sector:

☐ **Concentrator** ☐ **Completer**

Unit Value

- ☐ Semester (5 units)
- ☒ Year A/B (5 units per semester)
- ☐ Year A/B (two-period course, 10 units per semester)

Pre-Requisites:

Co-Requisites:

Course Purpose: *What is the purpose of this course?*

Leadership, communication skills, and work ethics are major contributing factors in today's successful work force. This course is designed to instruct and train students to meet the necessary leadership and communication skills needed for a career in the Family & Consumer Sciences industry. This course will provide instruction and meaningful experiences in personal development, career awareness and planning, management, and presentation of FCCLA leadership activities and Community Service Projects. Students will also be required to compile an individual career plan and portfolio. This course is designed to give students the opportunity to become a part of a Career and Technical Student Organization (CTSO) and compete at regional, state and national competitions in the Family & Consumer Sciences.

B. COURSE CONTENT

Course Outline: A *detailed descriptive summary of all topics covered. All historical knowledge is expected to be empirically based, give examples. (i.e. California State Standards).*

Course Goals and/or Major Student Outcomes

Upon completion of this course students will be able to:

1. Be a fair and effective leader.
2. Make logical decisions.
3. Work effectively with groups and committees.
4. Be able to speak effectively and communicate with others.
5. Manage, prioritize, and plan time efficiently.
6. Identify conflict and use conflict management.
7. Be able to conduct a meeting using parliamentary procedure.
8. Prepare a personal career portfolio.
9. Select and plan for a career.
10. Apply for a job and go through an interview process.
11. Perform 20 hours of community or school service.

Course Objectives

1.) To develop personal leadership qualities. a. Leadership: Who and what is a Leader? b. Developing Personal Responsibility c. Ethics d. Social Behavior e. Developing standards of personal dress f. Developing a sense of vision g. Developing self-discipline and goals h. Taking risks

2.) Growing interpersonal relationships a. Effective one-on-one communication b. Non-verbal communication c. Developing people skills d. Keeping commitments e. Loyalty and openness f. Encouraging others g. Conflict resolution h. Service to others

3.) Nurturing group leadership a. Leading in constantly changing times b. Systems thinking c. Encouraging personal mastery d. Understanding mental models e. Building shared vision. f. Shared decision making g. Presiding over meetings h. Speaking in public

4.) To create an awareness of the importance of agricultural leadership.

5.) To prepare students for college level entry in the various disciplines of agriculture science.

Unit 1 personal Leadership Development

Interpersonal Development

1. Demonstrate good manners and positive behaviors 2. Identify elements of positive self-concept 3. Demonstrate positive professional image and behaviors

Leadership Development

1. Knowledge of the history, aims, purposes, constitution, Organization of Family, Career, and Community Leaders of America. 2. Working knowledge of Parliamentary Procedure. 3. Demonstrate communication skills.

Unit 2 Effective Leadership Types and Traits of Good Leadership

1. Define and identify leadership styles. 2. Define technical, conceptual and human. relations skills. 3. Identify leadership potential 4. Understand Maslow's Hierarchy of needs. 5. Demonstrate methods of motivation and influence.

Unit 3 Career Planning / Career options

1. Explain the importance of work to the individual and society 2. Identify potential and local Family & Consumer Sciences careers. 3. Describe economic and technological trends of the work environment.

Career Planning

1. Identify, research, and describe and a Family & Consumer Sciences career. 2. Identify and list skills abilities, and education required for career choice. 3. Develop a career plan.

Individual Personal Portfolio

1. Develop personal; resume and letter introduction. 2. Complete a basic job application. 3. Acquire two letters of reference. 4. Demonstrate job interview skills. 5. Complete five Family & Consumer Sciences work samples. 6. Understand employee/employer responsibilities.

Unit 4 Communication Processes / Importance of Speaking and Listening

1. List and describe the importance of public speaking skills. 2. Demonstrate the ability to lead a group discussion. 3. Demonstrate the ability of being a good listener.

FCS Leadership

Unit 1 personal Leadership Development

Interpersonal Development

1. Demonstrate good manners and positive behaviors 2. Identify elements of positive self-concept 3. Demonstrate positive professional image and behaviors

Leadership Development

1. Knowledge of the history, aims, purposes, constitution, Organization of Family, Career, and Community Leaders of America. 2. Working knowledge of Parliamentary Procedure. 3. Demonstrate communication skills.

Unit 2 Effective Leadership Types and Traits of Good Leadership

1. Define and identify leadership styles. 2. Define technical, conceptual and human. relations skills. 3. Identify leadership potential 4. Understand Maslow's Hierarchy of needs. 5. Demonstrate methods of motivation and influence.

Unit 3 Career Planning / Career options

1. Explain the importance of work to the individual and society 2. Identify potential and local agriculture careers. 3. Describe economic and technological trends of the work environment.

Career Planning

1. Identify, research, and describe and a agriculture career. 2. Identify and list skills abilities, and education required for career choice. 3. Develop a career plan.

Individual Personal Portfolio

1. Develop personal; resume and letter introduction. 2. Complete a basic job application. 3. Acquire two letters of reference. 4. Demonstrate job interview skills. 5. Complete five agriculture work samples. 6. Understand employee/employer responsibilities.

Unit 4 Communication Processes / Importance of Speaking and Listening

1. List and describe the importance of public speaking skills. 2. Demonstrate the ability to lead a group discussion. 3. Demonstrate the ability of being a good listener.

Communication Technology

1. Identify and demonstrate ability to communicate effectively using telephone written memo and letters, verbally, and e-mail.

Public Speaking Skills

1. Select, research, develop, and deliver an 8-10 minute presentation to a local agriculture service group or education group.

Unit 5 Time Management / Importance of Time Management

1. Explain the process of time management 2. Develop a system for grouping and planning activities. 3. Develop and utilize a personal daily activity list.

Prioritizing

1. Understand and prioritize activities according to urgent, short term, immediate, or long term. 2. Develop and unitize a personal daily activity list.

Unit 6 Team Building/Group Dynamics

Student Outcomes, Group Definition, and Functions

1. Identify and define group norms

Group Cohesiveness and Teamwork

1. Identify and demonstrate group norms Teamwork and team work skills. 2. Identify roles within groups (dynamics). 3. Identify and understand role conflicts. 4. Identify and demonstrate group communication skills.

Group Pressure

1. Identify and explain group pressure.

Role Playing in Small Groups

1. Identify and demonstrate different roles within a group.

Unit 7 Understanding Power in Organization

Unit 8 Goal Setting

Unit 9 Critical Thinking and Problem Solving

Unit 10 Conflict Management

Unit 11 Public Speaking

Unit 12 Parliamentary Procedure

Unit 13 Current Issues

Book Title: Career Success: The Attitude Advantage | **Course:** FCS Leadership

Type of book adoption request:

- [x] Basic/Multiple Textbook
- [ ] Supplementary Textbook
- [ ] Reference Book
- [ ] Curriculum Software [x] NEW [ ] REPLACE

Aligned with Standards? [x] YES [ ] NO

Replacement for *(Book title & copyright)*:

Author: Rosemary T. Freuhling & Roberta Moore

Publisher: Goodheart-Willcox

Edition:

Copyright: 2011

Student's Edition: List Price: $

Teacher's Edition: List Price: $

ISBN #:

ISBN #: 978-1-60525-791-4

Book Title: | **Course:**

Type of book adoption request:

- [ ] Basic/Multiple Textbook
- [ ] Supplementary Textbook
- [ ] Reference Book
- [ ] Curriculum Software [ ] NEW [ ] REPLACE

Aligned with Standards? [ ] YES [ ] NO

Replacement for *(Book title & copyright)*:

Author:

Publisher:

Edition:

Copyright:

Student's Edition: List Price: $

Teacher's Edition: List Price: $

ISBN #:

ISBN #:

Book Title: | **Course:**

Type of book adoption request:

- [ ] Basic/Multiple Textbook
- [ ] Supplementary Textbook
- [ ] Reference Book
- [ ] Curriculum Software [ ] NEW [ ] REPLACE

Aligned with Standards? [ ] YES [ ] NO

Replacement for *(Book title & copyright)*:

Author:

Publisher:

Edition:

Copyright:

Student's Edition: List Price: $

Teacher's Edition: List Price: $

ISBN #:

ISBN #:

The following teacher has reviewed the above text(s) and finds it appropriate for the course.

Recommending Teacher Signature School Date

Supplemental Instructional Material: *Please Describe. If using online text or non-standard material, please provide the title of the material or webpage and the URL link.*

FCCLA Competitive Events Guide

Instructional Methods and/or Strategies:

Cooperative Learning Activities	Speech Preparation	Computer Simulations
Critical Thinking Essays	Guest Speakers	Lectures
Multimedia Presentations	DVD's/Online Stream	Field Experiences
Quizzes & Exams		

Assessment Methods and/or Tools:

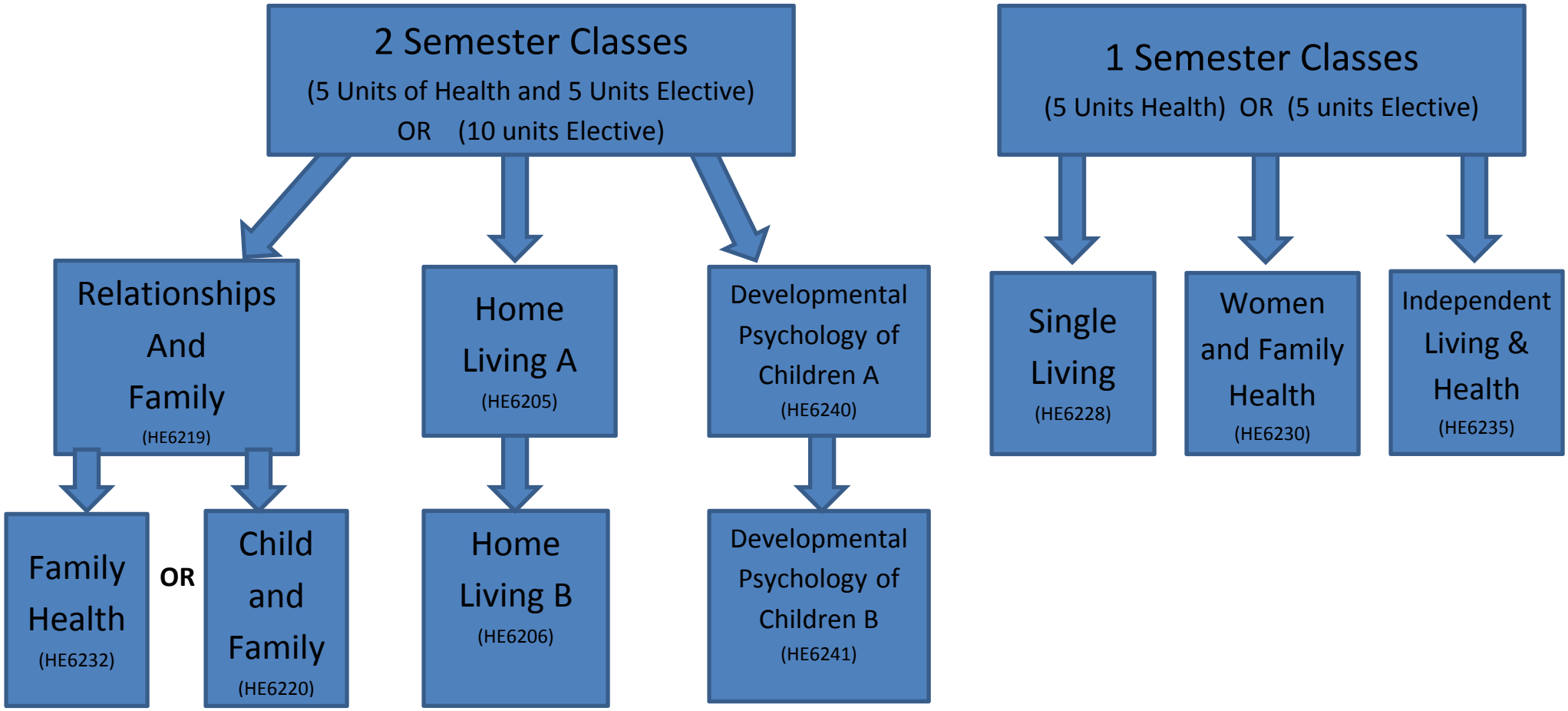
Tests & Quizzes	Journal	Class Participation
Projects	Writing/Essays	Daily Attendance
Oral presentations	Final Exam	

Activities: *(If applicable)*

See Course Outline

Certificate: *(If applicable)*

Family Consumer Science
Courses that meet the Health Requirement



NEW DOORWAYS TEMPLATES
DECEMBER 28, 2007

1. SCHOOL INFORMATION

School Information
School: Pioneer Valley High School; Righetti High school; Santa Maria High School
District Santa Maria Joint Union High School District
City Santa Maria, CA 93454

School / District Web Site: www.smjuhsd.k12.ca.us

School Course List Contact
Name: **Jim Armstrong**
Title/Position: **Assistant Superintendent of Curriculum**
Phone: 805 922-4573 Ext.: 4211
E-mail: jarmstrong@smjuhsd.org

Teacher Contact
Name: Sandra Fuller
Title/Position: Teacher
Phone: 805 922-1305 Ext.: 5617/5325
E-mail: sfuller@smjuhsd. K12.ca.us

2. PREVIOUSLY APPROVED COURSES

Complete outlines are not needed for courses that were previously approved by UC. Was this course previously approved? ___Yes X No

If yes, indicate category which applies.

A course reinstated after removal within 3 years.
Year removed from list? _____
Same course title? ___Yes ___No
If no, previous course title? _____

___An identical course approved at another school in same district.
Which school? _____
Same course title? ___Yes ___No
If no, course title at other school? _____

___Approved International Baccalaureate (IB) course

___Approved CDE Agricultural Education course

___Approved P.A.S.S./Cyber High course

___Approved ROP/C course. Name of ROP/C? _____

___Approved A.V.I.D. course

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___Approved C.A.R.T. course

___Approved Project Lead the Way course

___CSU Expository Reading and Writing course

___Other. Explain: _____

___Advanced Placement Course
If Advanced Placement, has it been authorized by the College Board through the AP Audit process?
___Yes ___No If not, please explain why._____

Is this course a resubmission?
___Yes ___No
If yes, date(s) of previous submission? _____
Title of previous submission? _____

Is this an Internet-based course?
___Yes ___No
If "Yes", who is the provider?
___PASS/Cyber High ___Other_____

Is this course modeled after an UC-approved course from another school outside your district?
X Yes ___No
If yes, which school(s)? Oxnard High School / Merced County Regional Occupational Program

Course title at other school Food and Nutritional Science / Food Science

Is this course classified as a Career Technical Education? Yes X No ____
If Yes:
Name of Industry Sector: Hospitality, Tourism, and Recreation Industry Sector
Name of Career Pathway: Food Science, Dietetics, and Nutrition

3. COURSE DESCRIPTION

Course Title: Food and Nutritional Science A/B

Transcript Title(s) / Abbreviation(s)_____

Transcript Course Code(s) / Number(s)_____

Grade Level(s) for which this course is designed
__9 ___10 X 11 X 12

Unit Value
__0.5 (half year or semester equivalent)
X 1.0 (one year equivalent)
__Other: _____

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4. CATALOG DESCRIPTION

Brief Course Description (If school has a catalog, the description that is in the catalog. If not, a brief description of the course) (NOTE: DO NOT INCLUDE INFORMATION THAT COULD IDENTIFY YOUR SCHOOL OR DISTRICT.)

Food and Nutritional Science is designed to give students an understanding of food science and the science of human nutrition to promote optimal health. This applied, laboratory-based course will emphasize the chemical, physical, and microbiological properties of food and the relationship to nutrition. It is designed to educate students about the functional components of foods, food preparation, food safety, nutrition, sensory evaluation, quality assurance, new product development, food chemistry, food processing and careers in the industry.

Pre-Requisites

Algebra 1, Biology	___ Required X Recommended
Biology	___ Required X Recommended

Co-Requisites

	___ Required ___ Recommended
	___ Required ___ Recommended

5. OPTIONAL BACKGROUND INFORMATION

Context for Course (optional). (NOTE: DO NOT INCLUDE INFORMATION THAT COULD IDENTIFY YOUR SCHOOL OR DISTRICT.)

This capstone course fits into the Culinary Arts Pathway for college bound students.

History of Course Development (optional) (NOTE: DO NOT INCLUDE INFORMATION THAT COULD IDENTIFY YOUR SCHOOL OR DISTRICT.)

6. **Texts and Supplemental Instructional Materials**: Include list of Primary and Secondary Texts. Make sure to note the books that will be read entirely and those that will be as excerpts. For the Visual and Performing Arts subject area (f), textbooks are not required, but if textbooks are used, please complete the information below.

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Textbook(s)

TEXTBOOK 1.
Title: Food Science: The Biochemistry of Food Nutrition
Edition:
Publication: Date 2006
Publisher: Glencoe/McGraw-Hill Publishing
Author(s): Mehas, Kay Yockey and Sharon Lesley Rodgers

Usage:
X Primary Text __Supplementary or Secondary Text

X Read in entirety or near entirety __Excerpts (approximate number of pages_____)

TEXTBOOK 2 (etc)
Title: Culinary Essentials
Edition: 2nd edition
Publication Date:2006
Publisher: Glencoe/McGraw-Hill Publishing
Author(s):Johnson and Wales University
Usage:
___Primary Text X Supplementary or Secondary Text

___Read in entirety or near entirety _X_Excerpts (approximate number of pages_150_)

Supplemental Instructional Materials (please describe)

7. Please indicate the subject and discipline proposed for this course.

Seeking "Honors" Distinction?
___Yes X No

8. If Not Seeking Honors Distinction:

__ a-History/Social Science
__ b-English
__ c-Mathematics
__ d-Laboratory Science
__ e-Language Other Than English
__ f-Visual and Performing Arts
__ g-College Prep Elective – History/Social Science
__ g-College Prep Elective – English
__ g-College Prep Elective – Mathematics
__ g-College Prep Elective – Science

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__ g-College Prep Elective – Visual and Performing Arts
__ g-College Prep Elective – Interdisciplinary
X g-College Prep Elective – Other

9. If Seeking Honors Distinction:
__ a-History/Social Science Honors
__ b-English Honors
__ c-Mathematics Honors
__ d-Laboratory Science Honors
__ e-Language Other Than English Honors
__ f-Visual and Performing Arts Honors

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GENERAL COLLEGE PREP ELECTIVE GUIDANCE
The intent of the college preparatory elective requirement is to encourage prospective UC students to fill out their high school programs with courses that will meet one or more of a number of objectives:

- To strengthen general study skills, particularly analytical reading, expository writing, and oral communications
- To provide an opportunity to begin work that could lead directly into a major program of study at the University, and
- To experience, in some depth, new areas of academic disciplines that might form the basis for future major or minor studies at the University

Quality. All courses selected to meet the "g" elective requirement are expected to meet standards of quality similar to those required for the "a-f" requirements. Courses acceptable for the "g" elective area should be advanced courses designed for the 11th and 12th grade level and/or have appropriate prerequisites. Elective courses should present material at a sufficient depth to allow students to achieve mastery of fundamental knowledge that prepares them for University work or a future career path.

COLLEGE PREP ELECTIVE: INTERDISCIPLINARY/OTHER GUIDANCE
- Courses must be rigorous in terms of academic content and student expectations.

COURSE CONTENT

A. Course Purpose. What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.

- Students will build on the aspects of chemistry, using food to better understand chemistry and its relationship to personal and environmental issues.
- Students will demonstrate the ability to analyze situations and solve problems by applying the scientific inquiry process and to think critically by effectively completing challenging group and individual projects and assignment.
- Students will develop laboratory writing, reasoning and mathematic skills through measuring, recording data, Excel graphs and writing laboratory and research reports.
- Students will investigate current nutritional health issues and develop a better understanding of the long-term impact on themselves and society.
- Students will demonstrate knowledge and understanding of food science regarding meat, poultry, dairy products, fruits, vegetables, grain, and legumes.
- Students will investigate scientific issues by asking meaningful questions, researching literature and on the internet, conducting careful investigations, analyzing data, and formulating explanations by using logic and evidence.

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B. Course Outline. Detailed description of topics covered. Show examples of how the text is incorporated into the topics covered.

See Chart in next section:

C. Key Assignments: Detailed descriptions of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all assignments that students will be required to complete.

Course Outline

Units of Instruction	Key Assignments
I. Introduction to the Course **A.** Safety 1. Safety Procedures 2. Accident Prevention 3. Emergency Procedures **B.** Use of equipment 1. Tools and layout **C.** Weights and measures 1. Conversions of measurements used 2. Measure liquids and solids 3. Scales and thermometers **D.** Lab Organization 1. Organizing work stations	• Safety Test • Bacteriological Examination of Food Equipment and Eating Utensils (Bacteria test on utensils and other environmental conditions) • Calibrating measuring/lab equipment • Properties of popping corn lab • Measuring mass and volume lab
II. Scientific Method **A.** Forming a hypothesis **B.** Experimentation **C.** Analyzing data **D.** Reporting Results	• Design your Own Experiment (How to setup an experiment) • Developing Data Tables (For use in lab analysis) • Using Data for Calculations and Graphs
III. Overview of Food Science **A.** Food Industry Organization **B.** Food Industry Trends	• Research Food Tariffs Internet Project (Understanding food tariffs) • Write a research paper of a historical milestone in food science or a person who has had a an impact on the advancement of food science using APA/MLA documentation
IV. Sensory Analysis A. Factors Influencing Senses	• Odor Recognition Lab • Taste Test Panel

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1. Sensory Testing and Evaluation 2. Research Design 3. Validity 4. Reliability 5. Variables	Activity • Statistical Analysis • Psychological Study of sensory influence • Write a Personal Profile (based on the food choices you make)

V. Nutrition and Digestion **A.** Nutritional Values 1. Nutritional needs using RDA or DRI 2. Function of energy, carbohydrates, and fats 3. Calorie content of proteins, carbohydrates, and fats 4. Amino acids 5. Water and fat soluble vitamins 6. Minerals required by the body **B.** Digestion 1. Process of digestion 2. Organs involved in digestion	• Digestion of Starch Lab • Identifying Basic Components of Food (Nutrients) Lab (Measure the presence of major nutrients such as complex carbohydrates, protein, fat, etc.) • Effects of Changing to a Low Fat Milk (Calculate the number of calories and grams of fat that would be saved by changing to lower fat milk)
VI. Chemistry of Foods **A.** Chemical properties 1. Chemical properties of an element 2. Covalent, hydrogen, and ionic bonds 3. Molecules 4. Oxidation-reduction reactions 5. Metabolism **B.** Carbohydrates 1. Sugars 2. Carbohydrates in food **C.** Proteins 1. Chemical makeup and functions	• Boiling Points of Sugar and Salt Solutions Lab (Understanding different boiling points of liquid solutions) • Potato Chip Lab (Oxidative rancidity)

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	D. Fats 1. Lipids 2. Saturated and unsaturated fats 3. Fats and water soluble vitamins **E.** Minerals 1. Essential nutritional minerals **F.** Water essentials 1. Function of water in the body	
VII.	Food Processing and Technology **A.** Material handling **B.** Food Preservation 1. Mixing 2. Heat transfer 3. Chemicals 4. Irradiation 5. Separating 6. Drying 7. Packaging **C.** Biotechnology and Genetic Engineering 1. Process 2. Future trends **D.** Water 1. Structure and properties	• Biotechnology in Food Safety Lab (Design a bioengineered food product) • A Bioengineered Food Product Lab (The enzyme rennin and its impact on hard cheese production) • Binding Water in Meat Products (Importance of water in meat products) • Boiling Point of Water Lab (Understanding boiling points of water) • Heat Transfer on Cooking Rate Lab (Understanding how heat transfer effects food) • Dehydration Lab (Dehydrate fruit and measuring water content)

VIII.	Packaging **A.** Packing Concepts 1. Packing materials 2. Properties of packaging 3. Environmental concerns	• Affects of Light on Food Flavor Lab (Affect of lights has on the flavor of corn chips stored under varying conditions) • Popcorn Packaging Lab (How laminated microwave popcorn package and its influence on popping rate)
IX.	Dairy Processing **A.** Dairy Processes 1. Quality control 2. Pasteurization and homogenization 3. Composition of milk **B.** Butter	• Butter Lab (Steps and process to create butter) • Ice Cream Lab (Create and process a new type of ice cream) • Cheese Lab (Steps to

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	1. Separating butterfat **C.** Dairy Products 1. Bacteria used to produce dairy products 2. Fermented dairy products 3. Physical changes 4. Sensory testing and analysis **D.** Ice Cream 1. Heat transfer in processing ice cream	processing cheese) • Bacteria in Milk-A Chemical Analysis Lab (Perform analysis to detect the presence of bacteria in milk) • Fat in Milk Lab (Measure fat content in a variety of milk brands)
X.	Meat, Poultry, and Eggs **A.** Meat and Poultry 1. Composition of meat and meat products 2. Fat content of ground beef 3. Quality and yield grading 4. Sensory testing and analysis **B.** Eggs 1. Grading Egg	• Exam Nitrites and Nitrates in Meat (How a substance which can be toxic is used in minute proportions) • Fat content of Skinned and Skinless Chicken Lab (Measure amount of fat after cooking) • Exam the Process of Grading Eggs
XI.	Cereal Grains, Legumes, and Oilseeds **A.** Grains 1. Structure and composition of a grain **B.** Starches 1. Properties of starch **C.** Flour 1. Classes and grades of flour **D.** Corn 1. Corn refining **E.** Oilseeds 1. Compositions of oilseeds 2. Uses of products **F.** Legumes 1. Composition of legumes **G.** Soybeans 1. Soybean extraction	• Subsurface Mold Growth in Food Control of Molds in Breads Lab (Morphological characteristics of mold and spores)

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XII.	Fruits and Vegetables **A.** Structure and Physiology 1. Nutrient composition 2. Structure of a plant cell 3. Plant tissues and their functions 4. Climatic and non-climatic 5. Responses to heat or Ph 6. Factors affecting textures **B.** Grading 1. Quality grading 2. Sensory testing and analysis **C.** Processing 1. Processing of fruits 2. Processing of vegetables	• Examine the testing process of pesticide residues found on fruits and vegetables • Organic Foods Lab (Taste test difference) • Comparing Canned and Frozen Food Lab • Pigment Extraction Lab (Remove pigment from fruit and vegetables)
XIII.	Food Safety **A.** Sanitation 1. Microorganisms that provide an index of food sanitation **B.** Food-Borne Illness 1. Types of microorganisms that can cause food borne illness 2. Microbial growth **C.** Regulations 1. HAACP in food safety 2. Food security and food defense	• Microbial Growth in Foods-Spoilage Lab (Conditions that promote bacterial growth) • Bacteria are Found Everywhere Lab (Bacteria Test) • Food and Sanitation Activity by the Food and Drug Administration (Test for cleaning)
XIV.	Fats and Oils **A.** Composition and Processes 1. Saturated and unsaturated, cis, tarns, and fatty acids 2. Melting point and structure of fatty acids 3. Monoglycerides and diglycerides 4. Fat substitutes	• Examining a Variety of Oils Lab (Measure the fat content)
XV.	Candy and Confectionery **A.** Types of Candies 1. Crystalline and non-crystalline candies **B.** Components **C.** Candy Making Processes 1. Sugar concentration and boiling	• Affects of Temperature on Butter Lab • Invert Sugar and Sucrose Lab (How sugar and sucrose are inverted)

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point 2. Inverting sugar 3. Caramelizing techniques	

D. Instructional Methods and/or Strategies

Instructional methods and strategies may include, but is not limited to:

1. Textbooks
2. Direct instruction and discussion
3. Lecture
4. Write and deliver persuasive essays and reflective compositions
5. Reading assigned materials
6. Internet research
7. Self-directed/independent, cooperative and collaborative learning
8. Independent and group laboratory experiments
9. Written, oral, and multimedia/power point presentations
10. Curriculum based field trips
11. Industry experts
12. Supplemental books, articles, etc.
13. Career research , job applications, and resumes

E. Assessment Methods and/or Tools

Assessment of student performance will include, but is not limited to:

1. Individual or group project based learning assignments
2. Lab projects and reports
3. Teacher observation
4. Examinations and quizzes
5. Student demonstration
6. Research projects
7. Homework
8. Presentations/Exhibitions
9. Rubrics
10. Peer evaluation
11. Portfolios
12. Calif. State ELA Standards-Writing Applications:WA2.1, WA 2.2, WA 2.3, WA 2.4, WA 2.5 and WA 2.6

F. Corresponding Non-Honors Course. Indicate the name of the regular non-honors course corresponding to this proposed honors course.

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G. Differences in Honors/Non-Honors Courses. Describe in detail how this honors course differs from the regular course offered in the same subject area. Be specific.

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Course Title

Foods for Special Occasions

Description of Target Group

This course is designed for all 10th, 11th, and 12th grade students who have successfully completed Foods and Nutrition A/B or instructor approval.

Purpose

This one-semester course is designed as an elective for students who have an interest in foods for special occasions.

The course will provide a combination of subject matter and activities designed to aid the student in preparation of foods for special occasions including such things as cake decorating, holidays, celebration types, and entertainment. The student will study consumer selection, storage, preparation, and service for special occasions to meet their individual needs and preferences. They will gain a knowledge of various styles of food and table service.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. To plan, budget, prepare, and serve foods for special occasions.
2. To coordinate invitations, decorations, and foods to a specific theme.
3. The ability to issue formal and informal invitations.
4. Analyze, select, prepare, and store food products which meet the nutritional, economic, and social needs and preferences consistent with their value systems.
5. Knowledge of various styles of food service by using efficiency in table service based upon customs compatible with the practices acceptable in his/hr contemporary society.
6. In basic cake decorating by completing a minimum of one decoration project.
7. In acceptable host/hostess skills through classroom entertainment.
8. To plan, select appropriate food and entertainment, and prepare a children's party.
9. Compare cost analysis of ready made products versus home made.
10. Develop a continuing awareness of career opportunities that are available in the areas of food preparation.

Students will acquire sufficient economic understanding and consumer competency to make wise decisions in the use of their resources.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Course Title

Foods and Nutrition, Advanced

Description of Target Group

This course is designed for students who are interested in the study of advanced food preparation techniques. This course is highly recommended for 10th, 11th and 12th grade students who have successfully completed Foods and Nutrition A/B.

Purpose

This is a one-semester course, which will emphasize the buying and storing of foods, as well as advanced food preparation techniques and food preservation. There will be a strong emphasis on nutrition, meal management techniques, and consumer selection to meet individual needs and preferences. There will be an overview of world and American regional foods. Activities will include cake decorating, holiday decorations and planning, and various styles of food and table service. Students will explore opportunities in the food industry. This is an excellent preparation for an entry level job in the food industry.

Topics:

1. Controlling your weight and special food needs.
2. Buying and storing food.
3. Variety of food service style.
4. Coordinating formal and informal invitations, decorations and food for specific theme.
5. Planning, budgeting and serving food for special occasions.
6. Host/hostessing skills through classroom entertainment.
7. Preparing beverages, stocks, soups, sauces, pasta.
8. Awareness of career opportunities in food industry.
9. Meal management, etiquette, manners.
10. Comparison cost analysis of ready-made products versus homemade.
11. Understanding of the economic and consumer decisions necessary to make wise use of resources.

Instructional Materials

Text and supplementary materials.

Refer to: Secondary Adopted Texts and Approved Supplemental Books Used in the Santa Maria Joint Union High school District

Activities

Students will use educational materials which relate to the various phases of food service. These will include books, magazines, miscellaneous equipment, slides, filmstrips, films, demonstration materials, etc. Also, students will participate in laboratory work, field trips, and work with resource people and guest speakers. Practical experience in creation of projects will be included.

Course Title

Foods, Foreign

Description of Target Group

This course is designed as an elective for 10th, 11th, and 12th grade students who have an interest in foods from other countries. It is recommended that students enrolled in this course have successfully completed the requirements of Foods and Nutrition A/B or instructor approval.

Purpose

This one-semester course will provide a combination of subject matter and activities to gain an understanding of food customs, food habits, cultural background, and appreciation of a wide variety of foods from regions in the United States and other countries.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Evaluating information, which could be interpreted as food faddism and fallacies.
2. Developing an ability in applying management principles to meal preparation.
3. Ability to plan, prepare, and serve meals using recipes of foreign origin.
4. A willingness to accept foods of foreign origin.
5. Knowledge of familiarity with food habits and customs of different nationalities.
6. Developing a continuing awareness of career opportunities that are available in the areas of food preparation.
7. Acquiring sufficient economic understanding, and consumer competency to make wise decisions in the use of their resources.
8. Ability to evaluate the nutritional value of food prepared.
9. Be able to use substitution and equivalent charts in preparing market orders.
10. Be able to define and use foreign cookery terms in class.
11. To use specialty equipment as used in preparation of foreign foods.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

The student will study the socio-economic aspects of geographical food customs including world nutrition, food habits, food facts and fallacies. The student will study the national religious and cultural variations of specific food types, spices, cooking methods, and utensils as related to breads, pastries, cereals, gelatins, meats, soups, vegetables, and fruits.

Course Title

Foods Study, Advanced Gourmet Foods

Description of Target Group

This course is designed for students who are interested in the study of advanced food preparation techniques. The course is highly recommended for 10th, 11th and 12th grade students who have successfully completed Foods and Nutrition A/B.

Purpose

This is a one semester course, which will emphasize the buying and storing of foods, as well as advanced food preparation techniques including stocks, soups, sauces, beverages, and food preservation. There will be a strong emphasis on nutrition. Meal management techniques will also be covered. There will be an overview of foods of the world and American regional foods. Students will explore career opportunities in the food industry; including how to get and keep a job. This course will be excellent preparation for an entry level job in the food industry.

Topics:

1. Foods, Facts, and Fallacies
2. Controlling your weight and special foods needs.
3. Buying food.
4. Storing food.
5. Meal management etiquette, manners.
6. Healthy living-satisfying a sweet tooth the low fat way (confections, meringues).
7. Stocks, Soups, Sauces, Pasta.
8. Beverages.
9. Preserving Food at Home.
10. Foods of the World.
11. American Regional Food.
12. Careers in Food and Nut.
13. How to get and keep a job.

Instructional Materials

Text and Supplementary Materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Use of Supplementary periodicals, video, films, filmstrips, visual aids, and demonstrative materials. Practical experience in creation of projects will be included. Professional guest speakers to be invited.

Course Title

HEALTH EDUCATION (5 Units)

Description of Target Group

Ninth through Twelfth Grade Students

Prerequisites

None

Purpose

This one semester course (5 units) is a combination of Health 9/10 and Health 11/12. It will satisfy the District 4-unit Health requirement for graduation. It is designed to stress the skills which enables students to make healthy decisions throughout their lives. The curriculum stresses a holistic approach to health. The emphasis is on social, physical and mental health to create a strong foundation and enable students to make healthy decisions regarding the following: stress, nutrition, physical fitness, substance abuse, STD's, family planning issues, personal mission statements, decision making, core values, personal safety, mental illness, diet and diseases, and parenting.

Standards of Expected Students Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

Health Education

1. Use basic rules of general hygiene, good nutrition, proper exercise, and mental health.

2. Recognize and practice positive family health habits.

3. Recognize and avoid the harmful effects of alcohol, narcotics, tobacco, and restricted, dangerous drugs.

4. Recognize the physical, psychological, and behavioral effects of the most abused drugs in our society.

5. Describe the major STD's (including HIV/AIDS) and the necessary factors for the successful prevention and control of these diseases.

HEALTH EDUCATION (5 Units) continued

6. Understand reproductive health and the proper use of family planning methods.

7. Recognize the benefits of abstinence to the individual, family and society.

8. Understand the life cycle and crisis management techniques as it relates to an individual's health.

9. Decision making skills will be stressed throughout the curriculum.

10. Have developed a personal mission statement and understand the steps involved in successful decision making.

11. Ability to communicate the affects of alcohol on the human body and judgment.

12. The students will also have a basic understanding of first aid and be familiar with CPR and the Heimleich Maneuver.

13. Will study a variety of mental illnesses and be able to describe their symptoms and treatments.

14. Will study diet and disease specifically in the areas of: nutrition and fitness, breast and testicular cancer, osteoporosis, heart, diabetes, alcoholism.

Instructional Materials

Textbook and supplementary materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in Santa Maria Joint Union High School District.

Activities

Health Education activities will include use of county and district films, lectures, discussions, demonstrations, student reports and committee work, guest speaker, role playing, quizzes, and test.

Assessment

Journal, demonstrations, group presentations/discussion, role playing, tests, quizzes, and authentic assessment.

Course Title

Home Economics, Independent Study

Description of Target Group

This course is designed for the student who has an interest in voluntarily participating in additional study or in developing a special activity in a particular area of Home Economics. This course is recommended for students who have completed all courses offered by the department in the area they wish to study and who wish additional study in that area.

Purpose

The purpose of Independent Study is to provide for flexibility in the amount of learning experiences to be completed by the student. Additionally, the opportunity to pursue individual interest in Home Economics area is provided to the student.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. The ability to prepare, with the aid of the instructor, a written proposal for planned study.
2. The ability to function adequately within the unstructured framework of independent study by establishing and meeting self-imposed deadlines and standards of expected student achievement.
3. Knowledge of chosen areas of study by completion of terms agreed upon in student/teacher contract.
4. Develop a continuing awareness of career opportunities pertaining to chosen areas of study.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

The student will use any educational materials which will enable him to achieve the goal established in the teacher/student contract.

Course Title

Home Living, Advanced

Description of Target Group

This course is designed for 10th, 11th, and 12th grade students interested in child growth and development, care and nurture of the family and its safety, learning skill and techniques in the care and selection of fabric, and constructing a project. Introduction to Home Living is not a prerequisite, but it is desirable.

Purpose

This course will provide the students with information concerning the differing food needs in a family, special diets, safety and health care of family members, a knowledge of and skill in the intellectual, social, and physical development of a child as well as to learn skills and techniques in the care and selection of fabric, and constructing of a lounging garment.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Demonstrate knowledge of differing food needs in a family.
2. Understand the different types of diets for various illnesses.
3. Plan, prepare, and serve the prescribed diet according to the physician's specifications.
4. Arrange tray service meals for the ill, home convalescent, and the bedridden.
5. Demonstrate feeding techniques for the ill, the home convalescent, and the bedridden person.
6. Plan, prepare, and serve nutritious, well-balanced meals.
7. Demonstrate correct sanitation practices.
8. Describe safety attitudes and practices.
9. Carry out the necessary first aid for the ill, the home convalescent, and the elderly until professional medical assistance is needed.
10. Explore career possibilities increasing their understanding of the options available to them in the world of work.
11. Develop a positive attitude toward work and appreciate its contribution to self-fulfillment and to the welfare and productivity of the family, community, nation, and the world.
12. Demonstrate a favorable attitude in looking his/her best at all times.
13. Describe how and where to apply for the desired job.
14. Describe the proper attire for the personal interview.
15. Carry out specific instructions given by one's employer.
16. Demonstrate proper telephone etiquette in receiving and giving messages.
17. Make an emergency phone call.

Home Living, Advanced (continued)

18. Demonstrate hygienically cleaning bed linens, medical supplies, eating utensils.
19. Show concern and respect for the property of others.
20. Describe use of special equipment needed for the ill or convalescent.
21. Entertain a child, an elderly, convalescent, or bedridden person.
22. Understand the physical, social, emotional, and intellectual development stages of a child.
23. List a variety of children's games, songs, and activities for specific age groups.
24. Know and be able to carry out disciplinary techniques for specific age groups.
25. Follow and carry out specific instructions given by one's employer.
26. Be familiar with and know the differences between the various child care schools –Head Start, day care centers, nursery schools (private and public), parent co-ops, and licensed baby sitters.
27. Select toys and games according to the appropriate age level.
28. Read a story to a young child, ill, elderly, and/or convalescent.
29. Choose a suitable fabric and pattern for a project.
30. Know the techniques required to complete a suitable and acceptable project.
31. Demonstrate correct care and use of equipment in the home.
32. Know safety techniques in the home.
33. Observe children in a nursery school situation.
34. Gain an economic understanding and consumer competency to make wise decisions in the use of resources as related to home living skill.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Students will use educational materials, which relate to the various areas of child growth and development, care and nurture of the family, personal and social relationships, and clothing and textiles. These will include books, magazines, miscellaneous equipment, slides, filmstrips, films, demonstration materials, etc. Also, students will participate in laboratory work, classroom discussions, field trips, and work with resource people.

Course Title

Home Physical Science A

Description of Target Group

Home Physical Science A is designed as a Home Economics course to fulfill the Physical Science requirement for the non-college student. The course is designed for students who have an interest in practical application of physical science in the home and in relation to food preparation. There is no prerequisite for this course.

Purpose

Home Physical Science A is the first of a two-semester course designed to develop basic scientific understanding of the areas of physical science as related to home studies of cleaners, energy use, food preparation, etc. This course will emphasize the following areas of physical science: atoms, elements, measurements, compounds, formulas, acids, bases, heat and density, etc. These areas of physical science will be studied in relation to application and use in the home. Areas such as measurement, equipment, effect of acids, bases and heat in preparing foods, food preservation, food additives, sugar cookery, starch cookery, fats, etc.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Ability to identify and give proper use of the kitchen equipment and scientific equipment used.
2. To identify and manipulate various methods of measurement.
3. Show the importance of accurate measurement and relevance to the scientific method.
4. To identify and manipulate a thermometer in the scientific preparation and testing of foods.
5. Ability to identify and define cooking and scientific terminology.
6. Use of the safety and sanitation rules for working in a foods and science lab.
7. Use the scientific methods in the preparation, storage, testing, and consumption of food.
8. Use of proper measuring techniques.
9. The correct use and care of kitchen hand tools as well as the use and care of large and small appliances.
10. Ability to write a usable time plan and follow it in a laboratory situation.
11. Demonstrate the effect of heat on cooking various food items.
12. The student will apply food chemistry by solving problems using scientific theories and concepts (chemical equations, temperatures, symbols, and chemical reaction).

13. Ability to prepare foods according to the preparation principles considered acceptable by those persons established as authorities in this area.
14. Ability to investigate the food prices at the local stores and plan meals to meet economic limitations and maintain nutritional requirements.
15. Ability to write a market order which is organized by food categories and which specifies quantities and any desired brands.
16. Develop a continuing awareness of career opportunities in foods and science.
17. Ability to consistently maintain a sanitary and orderly process of operation during the preparation of food items by keeping waste items gathered, by keeping soiled equipment cleaned up as work progresses, by returning equipment to designated storage areas, and by leaving the kitchen in a clean condition when work is completed.
18. Ability to use resource materials to locate desired information.
19. Recognize how material changes through different states.
20. Discuss the problems faced in conserving earth.
21. Recognize and know implications of acid-base and oxidation in relation to food preparation.
22. Follow instructions both oral and written, and run a laboratory exercise, collect data, and clean up after the lab.
23. Analyze lab data and write conclusions relating the data to the purpose for each lab.
24. Develop and use a notebook for this class. Record and graph experimental data.
25. To recognize the rapidly expanding scientific advances being made in related areas such as computers, nutrition, health, and space.
26. To give students opportunities to develop values, aspirations, and attitudes that promote their personal involvement with the environment and society through land use and physical resources management.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in Santa Maria Joint Union High School District.

Activities

Students will use educational materials, which relate to the various phases of food nutrition, consumer economics, and preparation principles. These will include books, magazines, miscellaneous equipment, slides, filmstrips, films, demonstration materials, etc. Also, students will participate in laboratory work, field trips, and work with resource people.

Home Physical Science A (continued

Resource Materials:

Project Wild
Physics Experiments for Children
Chemistry Experiments for Children
Electricity Experiments for Children
Biology Experiments for Children
Kitchen Science
AIMS Project - Fun with Foods
County and Department films and filmstrips
Energy 83
Mini-Scope Teacher Guide and Lesson Plans

Course Title

Home Physical Science B

Description of Target Group

Home Physical Science is designed as a Home Economics course to fulfill the Physical Science requirement for the non-college bound student. The course is designed for students who have an interest in practical application of physical science in the home and in relation to food preparation. Home Physical Science A skill is recommended.

Purpose

Home Physical Science B is the second semester of a two-semester course designed to develop basic scientific understanding of the areas of physical science as related to home studies of chemicals, energy use, food preparation, etc. This calculation of energy usage, chemical reactions, machines, density, measurements in addition to areas emphasized in the first semester. These areas of physical science will be studied in relation to application and use in the home. Areas such as measurement, equipment, microwave cookery, protein cookery, meal planning, home safety and sanitation, calker, textiles, food and fuel in the future, and nutrition.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Ability to prepare a plan of work for food preparation which delineates realistic time segments for the class time limitations, designates specific job tasks for organized completion of meal implementation, and describes tool and equipment items used throughout the food preparation and scientific techniques.
2. Can consistently demonstrate, in the laboratory situation, either an effort to practice the preparation principles relative to the food item under study or through an evaluation, recognition of the processes which could have provided success when the activity has experienced partial or complete failure.
3. Can consistently maintain a sanitary and orderly process of operation during the preparation of food items by keeping waste items gathered, keeping soiled equipment cleaned up as work progresses, returning equipment to designated storage areas, and leaving kitchen in a clean condition when work is completed.
4. Be able to recognize and demonstrate proper use of cleaning agents and other chemicals found in the home.
5. Be able to recognize and use solutions and compounds.

6. Ability to recognize and/or report correct responses to questions concerning food preparation principles or techniques.
7. Use large and small appliances and hand tools according to the manufacturer's instructions and according to the needs of the specific preparation task.
8. Operate large and small appliances and hand tools in a safe and sanitary manner designed to protect the health and safety of those participating in the activity and the "life" of the equipment.
9. Write a market order which is organized by food categories and which specifies quantities and any desired brands.
10. Analyze and describe techniques in selection and storage of food items in accordance with currently accepted nutrition and consumer practices.
11. Write an evaluation, which analyzes and judged the effectiveness of the student's written plan in relation to the reality of execution of the plan in the laboratory situation.
12. The ability to cook foods at a low temperature and in as short a cooking time as possible to obtain the desired format.
13. Develop a continuing awareness of career opportunities in foods.
14. Develop with teacher's guidance, a plan to complete a simple scientific project using foods.
15. Identify and use the materials and techniques of physical science as related to the study of foods.
16. The student will apply food chemistry by solving problems using scientific theories and concepts (chemical equations, temperature, symbols, chemical reactions, carbohydrates, and wavelengths).
17. Follow instructions, both oral and written, and run a laboratory exercise, collect data, and clean up after the lab.
18. Analyze lab data and write conclusions relating the data to the purpose for each lab.
19. Develop and use a notebook for this class. Record and graph experimental data.
20. Demonstrate the effect of heat on food preparation.
21. To study areas of food preparation by applying the scientific process.
22. Describe use and preservation of natural resources as related to food production and preparation.
23. To recognize and appreciate the rapidly expanding scientific advances being made in related areas such as computers, nutrition, health and space.
24. To give students opportunities to develop values, aspirations, and attitudes that promote their personal involvement with the environment and society through land use and physical resources management.

25. Demonstrate an understanding, rational and creative thinking processes of observing, communicating, comparing, organizing, relating and inferring, problem solving, and decision making.
26. The importance of basic facts and information in making career and consumer choices.
27. The importance and application of technology to everyday life.
28. To give students opportunities to develop values, aspirations, and attitudes that promote their personal well being through and understanding of themselves, other living organisms, and the importance of maintaining a balance in nature.
29. Ability to name the nutrients needed by the body and the foods that are good sources of these nutrients and to state reasons why the body needs nutrients.
30. Be able to explain sources and used of energy.
31. Be able to calculate energy consumption in the home.
32. Know and practice safe use of energy.
33. Be able to identify textiles and their proper care.
34. Recognize the components of energy and how it relates to our lives.
35. Demonstrate a basic understanding of electricity including principles of conduction and resistance. Electrical sources, conservation, and safety issues are included as well.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in Santa Maria Joint Union High School District.

Activities

Students will use educational materials, which relate to the various phases of food nutrition, consumer economics, and preparation principles. These will include books, magazines, miscellaneous equipment, slides, filmstrips, films, demonstration materials, etc. Also, students will participate in laboratory work, field trips, and work with resource people.

Course Description

A. COVER PAGE

1. Course Title
Independent Living and Health

2. Transcript Title / Abbreviation
Ind. Liv. And Health

3. Transcript Course Code / Number
HE6235

4. School
Ernest Righetti High School

5. District
Santa Maria Joint Union High School

6. City
Santa Maria

7. School / District Web Site
http://www.smjuhsd.org

8. School Contact

Name: Cydney L. Dawson

Title/Position: Home Economics Department Chair

Phone: (805) 937-2051 **Ext.:** 2104

Fax: (805) 934-0819

E-mail: cdawson@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Language other than English
- ☐ Visual & Performing Arts (for 2003)
- ☒ Elective

10. Grade Level(s)
11th-12th

11. Seeking "Honors" Distinction?

☐ Yes ☒ No

12. Unit Value

- ☒ 0.5 (half year or semester equivalent)
- ☐ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Date of School Board Approval

14. Was this course previously approved by UC? ☐ Yes ☒ No If so, year removed from list? _____

Under what course title? _____

15. Is this course modeled after an UC-approved course from another school? ☐ Yes ☒ No

If so, which school(s)? _____

16. Pre-Requisites
Successful completion of 9th – ~~10th~~ 12th Health Class or Instructors Approval

17. Co-Requisites
None

18. Brief Course Description
This course provides a practical curriculum designed to develop abilities necessary for establishing personal and professional goals, recognizing and acknowledging values, and making decisions based on those values and goals.

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B. COURSE CONTENT

Please refer to instructions

19. Course Goals and/or Major Student Outcomes

This one semester course is designed to provide a combination of subject matter and activities to develop abilities necessary for assisting with and/or performing the common and important operations or processes concerned with:

1. Understanding the relationship between values, goals, and decision-making.
2. Awareness of the importance of Mental Health and recognizing symptoms of Mental Illness.
3. Assessment of risks and precautionary measures to stay safe in today's world.
4. Selection, purchase, and preparation of food, with emphasis on simple and inexpensive meals.
5. Housing selection and care.
6. Budgets and Finance
7. Clothing Care
8. Review of reproductive health issues including HIV and STI prevention and family planning methods.

20. Course Objectives

Standards of Expected Achievement

1. Students identify their own values and goals and learn to apply decision-making model to everyday life.
2. Students research a Mental Illness and present symptoms and prognosis to the class.
3. Students acquire knowledge to increase safety awareness at home and in the community.
4. Students apply practical knowledge of kitchen equipment, safety and sanitation, and cooking methods to basic recipe preparation.
5. Students use resources to select housing which meets financial and personal needs, to understand and accept the responsibilities of renting and to interpret information found in a lease.
6. Students explore the criteria for a realistic, workable budget.
7. Students apply the basic knowledge necessary to get the most from their clothing dollars.
8. Students assess risks of sexual activity and re-visit the benefits of an abstinent lifestyle.

21. Course Outline

22. Texts & Supplemental Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District.

23. Key Assignments

24. Instructional Methods and/or Strategies

Activities:

Use of supplementary periodicals, films, filmstrips, visual aids, and demonstration materials. Guest Speakers may also be available to speak with students regarding a variety of applicable topics.

25. Assessment Methods and/or Tools

Students will be evaluated through a variety of assessment tools. Students will be evaluated on mastery of content and skills, class participation, and effort.

C. HONORS COURSES ONLY

Please refer to instructions

26. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

27. Context for Course (optional)

28. History of Course Development (optional)

Course Title

Interior Design A

Description of Target Group

This course is designed for 10th, 11th and 12th grade students interested in interior decorating and housing.

Purpose

This course will provide the students with information concerning consumerism and the basic fundamentals in interior decorating, furniture, colors, the history of housing, interior design, etc.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Identify housing and furnishing needs according to life style.
2. Evaluate a home in terms of meeting the needs of children, the elderly, and physically handicapped.
3. Recognize the elements of design and how they relate to interior decorating.
4. Identify a satisfactory floor plan.
5. Be aware of the environmental impact of housing on an area to be developed.
6. Develop a satisfactory color scheme for a specific home.
7. Use of the knowledge of various types of floor covering and wall covering.
8. Identify styles of windows and window treatment.
9. Compare a home furnishings project at the discretion of the instructor.
10. Explore career possibilities to increase their understanding of the options available to them in the world of work.
11. Gain an economic understanding and consumer competency to make wise decisions in the use of their resources as related to their interior decorating and housing needs.
12. Describe and practice techniques for refinishing or restoring home furnishings.
13. Select and complete an appropriate home furnishings project.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Participation in classroom discussion, literature and other reading materials, lectures, speakers, field trips, films, filmstrips, overhead projector, tapes, classroom projects and/or individual projects and/or reports and individualized learning.

Interior Design B

Description of Target Group

This course is designed for 11th and 12th grade students who are interested in advanced interior design and consumer housing. This course is open to students who have completed Interior Design A.

Purpose

This one-semester course will provide students with a combination of subject matter and activities designed to develop abilities necessary for integrating design principles with today's living spaces and activities; conservation of energy and resources; future career opportunities; consumer buymanship related to housing and home furnishings; awareness of the special needs of some family members; and home management. This course will develop skills suitable for entry level jobs in the field of interior design and the housing industry.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. List and evaluate home improvements that a family could do to conserve energy.
2. Devise a plan for remodeling or redecorating a room to meet the special needs of certain family members.
3. Evaluate home furnishings such as floor coverings, window and wall treatments, etc. in terms of needs, wants, costs, intended use, and care.
4. Select appropriate and affordable home furnishings.
5. Plan a family budget for home furnishing purchases.
6. Identify different styles of housing design and discuss their influence on today's architectural design.
7. Identify by name, given several characteristics, difference styles of furniture.
8. Choose effective lighting for a given living area.
9. Select and complete an appropriate home furnishing project.
10. Develop a floor plan and design layout according to elements and principles of design.
11. Identify and explain financial aspects of renting and buying housing.
12. Examine advantages and disadvantages of renting versus home ownership.
13. Work to improve neighborhood and the community.
14. Choose suitable housing from the available alternatives.
15. Examine various career opportunities related to interior design and housing.

Instructional Materials

Activities

Participation in classroom discussions, laboratory situations, field trips, complete projects, view films, filmstrips and video tapes, use computer software, watch demonstrations, individual and/or group reports, and individualized learning.

Course

Introduction to FCS and Health

Description of Target Groups

This course is designed for students interested in a comprehensive course in Family and Consumer Sciences with a strong health emphasis. This is a year-long course. Completion of both semesters of this course with a grade of "D" or better fulfills the Santa Maria Joint Union High School District health requirement for graduation.

Purpose

This course helps develop a basic understanding of clothing and textiles, creative arts, foods and nutrition, child development, interior design, leadership skills, and career opportunities. Health topics such as sex education (including HIV/AIDS, STD's, reproduction, and family planning), drug and substance abuse, personal and relationship development, life cycle/crisis, and personal safety (bullying, first-aid, etc.).

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Identify the three elements of health: social, emotional, and physical.
2. Identify personal goals, values, and needs.
3. Actively participate in decision-making activities.
4. Demonstrate methods for stress and anger management
5. Understand factors affecting positive development of relationships (family, friends, and dating).
6. Develop an appreciation for the implementation of good physical fitness.
7. Demonstrate use of a sewing machine and be able to use and define terminology related to clothing.
8. Demonstrate suitable care and repair for fabric and clothing.
9. Understand the human reproductive system and the importance of good personal hygiene and preventative health care, including communicable diseases.
10. Discuss the impact of teen pregnancy/family planning on society with an emphasis on abstinence/refusal skills.
11. Examine the adverse effects of drugs and alcohol on individuals and society, family, pregnancy (prenatal substance abuse), goals/career, with an emphasis on prevention.

12. Demonstrate responsible behavior in order to avoid health-related risks, including STDs and HIV/AIDS education with an emphasis on abstinence/refusal skills.
13. Introduction to various career opportunities as related to the subject areas studied.
14. Develop personal creativity and respect for their own and others artistic projects.
15. Learn to apply the elements of design in developing projects.
16. Demonstrate a knowledge of differing food needs in a family.
17. Plan, prepare, and serve nutritious, well-balanced meals.
18. Describe good personal hygiene, safety attitudes, and sanitation practices used in preparing food.
19. Identify and share proper use of the kitchen equipment.
20. Be familiar with the rules needed for safety and sanitation when working in a food preparation situation.
21. Use of proper techniques for measuring food ingredients.
22. Identify a balanced menu based on the current FDA model for daily food choices.
23. Be familiar with emergency, first aid, and safety techniques.
24. Understand the meaning and consequences of bullying, cyberbullying, and reckless driving.
25. Understand the role of being a parent.
26. Prepare and present a developmentally appropriate activity or toy for a child.
27. Expose students to a variety of children's games, songs, and activities for specific age groups.
28. Know and be able to carry out disciplinary and safety techniques for specific age groups.
29. Understand the physical, social, emotional, and intellectual developmental stages of a child.
30. Learn management methods and elements of design in housing/interior designs.
31. Introduction to various career opportunities as related to subject areas studied.
32. Explore career possibilities increasing their understanding of options available to them in the world of work.

Instructional Materials

Text and Supplementary Materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Students will use education materials, which relate to the various areas of study. These will include books, magazines, miscellaneous equipment, media, computers and tablets, Software and apps, guest speakers, demonstration materials, etc. Students will participate in laboratory work, cooperative groups, field trips, and independent study, etc.

Assessments

Teacher observation of student actions, oral presentations, and speaking demonstrations.
Group or individual presentations/demonstrations/observations evaluated by teacher and/or students.
Written student work-projects, notebooks, worksheets, etc.
Self-analysis by individuals and groups.
Summative projects, quizzes, and exams with teacher general criteria.
Classwork/ homework completion and correction.
Performance in role plays, and other real life situations.

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
Life Management and Health A/B

2. Transcript Title(s) / Abbreviation(s)
Lif Mgt Hlth A/B

3. Transcript Course Code(s) / Number(s)
HE6579 HE6588

4. School
Pioneer Valley High School, Santa Maria High School, Righetti High School

5. District
Santa Maria Joint Union High School District

6. City
Santa Maria

7. School / District Web Site
www.smjuhsd.org

8. School Course List Contact

Name: Cydney Dawson

Title/Position: Pioneer Valley High School Department Head

Phone: (805) 922-1305 **Ext.: x5616**

E-mail: cdawson@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Language other than English
- ☐ Visual & Performing Arts
  - ☐ Intro ☐ Advanced
- ☐ College Prep Elective

10. Grade Level(s) for which this course is designed

☐ 9 ☐ 10 ☒ 11 ☒ 12

11. Seeking "Honors" Distinction?

☐ Yes ☒ No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. **Is this an Internet-based course?** ☐ Yes ☒ No

If "Yes", who is the provider? ☐ UCCP ☐ PASS/Cyber High ☐ Other _____

14. **Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.**

- ☐ A course reinstated after removal within 3 years. Year removed from list? _____
  Same course title? ☐ Yes ☐ No
  If no, previous course title? _____
- ☐ An identical course approved at another school in same district. Which school? _____
  Same course title? ☐ Yes ☐ No
  If no, course title at other school? _____
- ☐ Year-long VPA course replacing two approved successive semester courses in the same discipline
- ☐ Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- ☐ Approved UC College Prep (UCCP) Online course
- ☐ Approved CDE Agricultural Education course
- ☐ Approved P.A.S.S./Cyber High course
- ☐ Approved ROP/C course. Name of ROP/C? _____
- ☐ Approved A.V.I.D. course
- ☐ Approved C.A.R.T. course
- ☐ Approved Project Lead the Way course
- ☐ Other. Explain:_____

15. Is this course modeled after an UC-approved course from another school <u>outside</u> your district? ☐ Yes ☐ No

If so, which school(s)? _____

Course title at other school _____

16. **Pre-Requisites**

11th & 12th Grade Students

17. **Co-Requisites**

18. Is this course a resubmission? ☐ Yes ☒ No

If yes, date(s) of previous submission? _____

Title of previous submission? _____

19. Brief Course Description

Life Management and Health A/B is a year long course designed to provide a combination of subject matter and activities to help develop the necessary skills to prepare students for life on their own. The curriculum will include but not be limited to career search and assessment, necessary skills in the workplace, economics as it applies to careers and managing resources, foods and nutrition, mental, physical and social health, reproductive health, consumer education, community involvement, housing selection and care, interior design techniques, clothing selection and care, leisure time activities and environmental concerns.

Requirements fulfilled: $11^{th}/12^{th}$ Health graduation requirement.

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

- Students will research possible careers and write documents related to career development including resumes, job applications and cover letters. (ECDFS 2.5)
- Students will understand how to make effective decision, use career information and manage personal career plans. (ECDFS 3.0)
- Students will demonstrate knowledge of nutrition and correct food preparation.
- Students will investigate mental, physical and social health issues and their impact on relationships, career and maintaining a healthy lifestyle including reproductive health.
- Students will understand the roles and procedures of using the services of a variety of financial institutions as well as develop resource management skills.
- Students will demonstrate knowledge of the process of making consumer decisions, including the comparison of goods and services. (ECDFS 10.6)
- Students will understand the characteristics and benefits of teamwork, leadership and citizenship in the school, community and workplace settings.
- Students will be able to demonstrate their knowledge of housing choices, leases and consumer laws as they relate to housing.
- Students will learn how to apply garment construction skills to maintaining and caring for their wardrobe as well as select appropriate attire for the occasion or workplace. (FID A2.2)
- Students will understand the importance of developing and maintaining healthy leisure time activities.
- Students will demonstrate knowledge of conservation practices and their applications. (TI C1.1)

21. Course Objectives

- Provide clear and purposeful information addressing the intended audience appropriately following the conventional style for that type of document. (e.g., resumes, job applications, cover letters and portfolios.) (ECDFS 2.5 a, d)
- Demonstrate the ability to apply appropriate interviewing techniques. (ECDFS 2.3)
- Understand the importance of effective nonverbal, oral, and written communication skills in getting and keeping a job as well as how to respond appropriately. (ECDFS 2.5)
- Understand the scope of career opportunities and know the requirements for education, training, and licensure. (ECDFS 3.2)
- Understand the role and function of professional organizations, industry associations, and organized labor in a productive society. (ECDFS 3.4
- Know how to use contemporary and emerging technological resources in their chosen career pathway. (ECDFS 4.0, 4.4)
- Explain how to use technical writing and communication skills to work effectively with diverse groups of people. (ITI B4.3)
- Identify the personal qualifications, interests, aptitudes, knowledge and skills necessary to succeed in careers. (ECDFS (3.1)
- Research the policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities. (ECDFS 6.1)

- Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings. (ECDFS 9.1)
- Describe the functions of the financial markets and institutions. (ECDFS 12.2.9)
- Describe the current economy and labor market, including the types of goods and service produced, the types of skills workers need, the effects of rapid technological change, and the impact of international competition. (ECDFS 12.4.2)
- Apply knowledge of nutrition and healthy lifestyles when selecting recipes as well as prepared food (e.g., restaurant).
- Prepare food by using the correct techniques and procedures specified in recipes and formulas. (HTR B6.4)
- Understand the factors that affect the development of individuals and how to build positive relationships. (ECDFS 10.10)
- Understand the importance of wellness and safety to individual health and well being. (ECDFS 10.13)
- Understand the ways in which to enhance the emotional health of individuals. (ECDFS D5.4)
- Plan exercise activities that are enjoyable, safe, and appropriate for the individual. (ECDFS D6.4)
- Know the signs of emotional and physical abuse, emotional crises, and mental health issues, such as depression, isolation, substance abuse, and stress. (ECDFS D11.1)
- Know the correct procedures for dealing with emergencies and disasters. (ECDFS D7.4)
- Understand how to manage financial resources to achieve personal goals. (ECDFS 10.7)
- Understand consumer resources, rights, and responsibilities and their relationship to the various levels of the economy. (ECDFS 10.8)
- Know credit terminology, credit ratings and sources, costs of credit and risks and benefits of credit. (ECDFS B11.3)
- Know the services provided by various financial institutions and departments of government. (ECDFS B12.3)
- Understand the various advertising techniques that are used in marketing with respect to consumer rights. (ECDFS B5.1)
- Know effective strategies that consumers can use when exercising their rights and accepting their responsibilities. (ECDFS B5.4)
- Understand important consumer information, such as comparison shopping, disclosure on labels, warranties and guarantees, consumer fraud and identity theft, consumer redress, and consumer rights and responsibilities. (ECDFS D10.6)
- Use a variety of online services (e.g., purchasing, selling tracking, communicating, banking, investing. (IT C5.2)
- Understand the factors that influence housing decisions. (FID 10.7)
- Understand the factors influencing the selection and care of home furnishings, accessories and equipment. (FID 10.8)
- Understand the elements and principles of design and their interrelationships. (FID B3.1)

- Understand and apply important aspects of space planning and know the characteristics of interior systems. (FID B5.0)
- Know the principles of wardrobe planning and maintenance and the factors that influence a person's apparel budget. (FID 10.6)
- Demonstrate how to construct, alter, and repair fashion items and accessories through the use of basic construction techniques and equipment. (FID 10.5)
- Explain the value of social, recreational, and educational activities for all ages. (ECDFS D12.1)
- Recognize environmental conditions that are hazardous and identify actions to protect the environment.

22. Course Outline

I. Learning to Manage
   A. Decision making in your daily life
   B. Your values, goals, and standards
   C. Managing your resources
   D. Technology as a resource

II. Preparing for Your Career
   A. Career planning
   B. Finding a job

III. Understand Development and Relationships
   A. Your character and self-concept
   B. Successful relationships
   C. Effective communication

IV. Managing Health and Wellness
   A. Physical and mental wellness
   B. Healthful eating
   C. Coping with stress
   D. Environmental responsibility

V. Managing Finances
   A. Financial management
   B. Using credit wisely
   C. Planning for financial security

VI. Managing as a Consumer
   A. Consumer rights and responsibilities
   B. Consumer decision making

VII. Managing Food
   A. Meal management – planning and shopping
   B. Meal preparation

VIII. Managing Clothing
   A. Planning and shopping for clothes
   B. Caring for clothing

IX. Managing Housing
   A. Planning and selecting housing
   B. Furnishing and caring for the home

23. Texts & Supplemental Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

24. Key Assignments

Key assignments may include, but not limited to:

1. Create and present a multimedia presentation.
2. Complete a mental health research project using MLA formatting.
3. Develop a job-related portfolio including a resume and job application.
4. Develop a personal budget using software.
5. Use knowledge of nutrition to plan and prepare healthy, economical meals on a budget.
6. Research the advantages and disadvantages of buying vs. renting housing.
7. Complete portfolios of all assignments and projects.
8. Plan a wardrobe developing a care and maintenance plan.
9. Complete a clothing repair project.
10. Plan a community-based environmental awareness project. (Group Project)

25. Instructional Methods and/or Strategies

Instructional methods and strategies may include, but not limited to:

1. Textbooks
2. Direct instruction and discussion
3. Lecture
4. Reading assigned materials
5. Internet research
6. Self-directed/independent, cooperative and collaborative learning
7. Independent and group lab work
8. Written, oral, and multimedia/power point presentations
9. Supplemental books, articles, etc.
10. Career research, job applications, cover letter and resumes.

26. Assessment Methods and/or Tools

Assessment of student performance will include, but not limited to:

1. Content based tests and quizzes.
2. Oral presentations, using a rubric, both individually and in groups.
3. Peer review of demonstrations and presentations.
4. Journal entries.
5. Multimedia presentations using a rubric.
6. Written assignments using a rubric.
7. Portfolio of assignments and projects using grading checklists.
8. Teacher observation of oral presentations and speaking demonstrations.
9. Summative projects, quizzes, and exams with teacher general criteria.
10. Class work/homework completion and correction.
11. Student performance in role-plays and other real-life situations.

C. HONORS COURSES ONLY

Please refer to instructions

27. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

28. Context for Course (optional)

29. History of Course Development (optional)

Course Title

Marriage and Family Living A

Description of Target Group

This course is designed for 12th-grade students interested in marriage and the family. The spring semester will be open to second-semester juniors who will graduate in June or January.

Purpose

This one-semester course will provide students with knowledge of preparation for marriage, family roles and responsibilities, and marriage adjustments while becoming skillful in making decisions related to family living as well as beginning family needs which include money management, being a wise consumer and being able to promote and maintain individual and family health and safety.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to:

1. Develop goal selection and decision making skills and relate these principles to housing and home management choices, family living, and consumer choices.
2. Understand the significance and functions of family roles and responsibilities.
3. Assist individuals and the family to develop communication skills to help them cope with conflicts and disagreement.
4. Identify family members' needs as they assume their changing roles and responsibilities.
5. Identify factors to consider when choosing a marriage partner.
6. Understand the personal and socio-economic impact of marriage.
7. Identify factors, which predict success in marriage.
8. Identify roles of family members in America.
9. Evaluate choices and decisions regarding work, in terms of projected income, lifestyle, and family goals and needs during each stage of the family life cycle.
10. Understand the human reproductive systems and importance of preventative health care.
11. Understand the relationship of the health of an individual to the well being of the family.
12. Plan spending according to family values, needs, and income.
13. Use consumer resources (magazines, agencies, etc.) to aid them in making decisions in buying goods and services.

14. Explain and describe the local community's resources available to families.
15. Demonstrate knowledge of consumer rights and responsibilities.
16. Develop and evaluate a personal and/or family plan within own life style for the future.
17. Identify how consumer resources can be used to achieve a desired lifestyle.
18. Acquire sufficient economic understanding and consumer competency to make wise decisions in the use of their resources.
19. Develop an awareness of "personal space" needs of individuals and families.
20. Choose suitable housing from the available alternatives.
21. Select appropriate and affordable home furnishings.
22. Promote and maintain a clean, orderly, safe, and aesthetically desirable environment.
23. Determine employment opportunities in the family health and human services field.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Union High School District.

Activities

Participation in classroom discussions, literature and other reading materials, lectures, speakers, field trips, filmstrips, overhead projector, tapes, classroom projects, and/or individual projects and/or reports and individualized leanings.

Course Description

(Must be accompanied by a Course Adoption form & Textbook Adoption Form)

Full Course Title: Relationships and Family **February 2016**

School Associated with course: ☐ **DHS** ☒ **ERHS** ☒ **PVHS** ☒ **SMHS**

School Contact

Name: Lisa Crusan **Title/Position: FCS Teacher**

E-mail: lcrusan@smjuhsd.org **Phone:** (805) 922-1305 **Ext:** 5313

Department:	**Transcript Course Code(s) / Number(s):**
Family and Consumer Science	HE6244

Subject Area

- ☐ English Requirement
- ☐ World History
- ☐ US History
- ☐ Government
- ☐ Economics
- ☐ Mathematics
- ☐ Physical Science
- ☐ Life Science
- ☐ Physical Education
- ☐ Visual & Performing Arts (for 2003)
- ☐ Health
- ☒ Elective

Grade Level(s)

☐ 9 ☐ 10 ☒ 11 ☒ 12

Vocational Education (CTE) ☐ Yes ☒ No

Career Pathway:

Industrial Sector:

☐ **Introduction** ☐ **Concentration** ☐ **Capstone**

Unit Value

- ☒ Semester (5 units)
- ☐ Year A/B (5 units per semester)
- ☐ Year A/B (two period course, 10 units per semester)

Course Purpose: *What is the purpose of this course?*

This course is designed for 11th and 12th grade students interested in relationships and family. When this semester course is taken in conjunction with Child and Family or Family Health, and passed with a grade of "D" or better, this fulfills the 5-unit health requirement for graduation.

This one-semester course will provides students with knowledge for preparation for relationships, marriage, family roles and responsibilities and relationship/marriage adjustments while becoming skillful in making decisions related to family living, as well as beginning family needs, which include money management, being a wise consumer and being able to promote and maintain individual and family health and safety.

B. COURSE CONTENT

Course Outline: A *detailed descriptive summary of all topics covered. All historical knowledge is expected to be empirically based, give examples. (i.e. California State Standards).*

Upon completion of this course, students will be able to:

1. Develop skills for personal success, including self-esteem, goal selection and decision making skills.
2. Understand the significance and functions of family roles and responsibilities.
3. Assist individuals and the family to develop communication skills to help them cope with conflicts and disagreements.
4. Identify family members' needs as they assume their changing roles and responsibilities.
5. Identify factors to consider when choosing a partner.
6. Understand the personal and social-economic impact of marriage.
7. Identify factors, which predict success in relationships.
8. Identify roles of family members in America.
9. Evaluate choices and decisions regarding work, in terms of projected income, lifestyle and family goals and needs, during each stage of the family life cycle.
10. Understand the human reproductive systems and importance of preventative health care.
11. Understand the relationship of the health of an individual to the well-being of the family.
12. Plan spending accordingly to family values, needs and income.
13. Use a variety of consumer resources and technology to aid them in making decisions in buying goods and services.
14. Understanding finances for independent living including but not limited to wages, taxes, withholding, savings, retirement and budgeting.
15. Develop an awareness of "personal space" needs of individuals and families.
16. Determine employment options and opportunities.

Text(s): Title:_____

Edition:_____ Publication Date:_____

Publisher: _____ Author (s):_____

URL Resource(s)_____

Usage	Primary Text	Read in entirety or near entirety

Pre-Requisites
Co-Requisites

Supplemental Instructional Material: *Please Describe. If using online text or non-standard material, please provide the title of the material or webpage and the URL link.*

Instructional Methods and/or Strategies:

Assessment Methods and/or Tools:

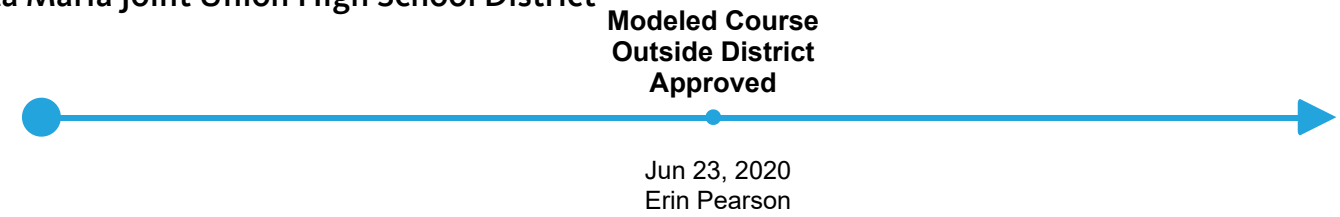
Activities: *(if applicable)*

Participation in classroom discussions, literature and other reading materials, lectures, speakers, field trips, videos, power point presentations, classroom projects, and/or individual projects and/or reports and individualized learnings.

Certificate: *(if applicable)*

Relationship and Family Health

Santa Maria Joint Union High School District



asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
anta Maria High School (053305)	Classroom Based	Abbreviation	Course Code
		N/A	

Title: Relationship and Family Health

Length of course: Full Year

Subject area: College-Preparatory Elective (G) / Interdisciplinary

UC honors designation? No

Prerequisites: None

Co-requisites: None

Integrated (Academics / CTE)? Yes

Grade levels: 10th, 11th, 12th

ourse Description

urse overview:

The State Board of Education provides in pertinent part, that “good health and academic success go hand in hand. Healthy children make better students, and better students become healthy, successful adults who are productive members of their communities. Comprehensive health education that addresses the physical, mental, emotional, and social aspects of health teaches students how to maintain and improve their health; prevent disease; reduce health-related risk behaviors; and develop health knowledge, attitudes, and skills that foster academic achievement, increase attendance rates, and improve behavior at school.”
This year-long course includes the following topics: wellness, nutrition, mental and emotional health including depression and suicide prevention, media safety, technology awareness, substance abuse including alcohol, tobacco, and other drugs, first aid, CPR, and emergency preparedness. The Family Life units include pregnancy prevention including abstinence and contraceptives, pregnancy options, prenatal growth development, STI/HIV education, safe dating practices, and healthy relationships.

urse content:

Unit 1: Understanding Your Health and Wellness

Throughout this unit students will gain an understanding of the broad components of physical, mental, emotional, social, and environmental health. Areas of study will include influences on health, including genetics and family history, self-evaluation of health skills and decision making, goal setting and implementation of improvement plans, identifying health and safety risks, becoming a health literate consumer, and development of self-care and hygiene skills.

⮒ Unit Assignment(s):

1. Completion of a self-assessment questionnaire (approximately 50 questions assessing each broad component of health) with a 1-2 page written reflection that incorporates 2-3 SMART goals for improving health choices and longevity.

2. A life time line that begins at birth and continues for five decades. Students reflect of previous choices and outcomes, and plan for healthy choices incorporating skills taught during this unit. Students will present their time line to the class in a short 3-5 minute presentation. This project will help them reflect on the outcomes of events and choices that have already occurred, and also practice implementing health skills that will potentially improve their health and happiness in the future.

Unit 2: Nutrition

The in-depth areas of study in this unit include:

• The six components of nutrition defined and incorporated throughout the unit: protein, fats, carbohydrates, vitamins, minerals, and water
• Developing healthy eating and exercise habits for lifelong health and disease prevention
• Understanding and using nutrition labels and food safety skills
• Creating and implementing a healthy eating plan
• Body image, body dysmorphia, eating disorders, and risks of fad diets, diet aids, and performance enhancing drugs

⮒ Unit Assignment(s):

1. Students will work with a partner for a culminating "Eat This, Not That" activity. First, they will build a splurge meal of their choice and using the nutrition facts they will calculate the nutrient totals. Then, they will revise their meal making it healthier with the goal of reducing calories, sugar, saturated fats, and sodium. Once their meals are calculated, they will measure out the fat in both meals using a butter substitute onto plates. Then, they will measure out the sugar in both meals into cups. Last, they will present their meals and visual aides to the class and will discuss how they revised their meals to make them healthier and they will compare the nutrient amounts in the meals to the recommended daily allowances to show how high restaurant meals are compared to their nutrient needs.

2. Students will complete a nutrition assessment in which they apply the skills they have learned in scenario based short answer questions, using a nutrition facts label, and create a healthy nutrition plan.

Unit 3: Addiction, Alcohol, Tobacco, and Other Drugs

In this in-depth drug unit, students will learn the science of addiction and why their young brains are at a greater risk until their mid-20s. Then they will progress into learning the specifics of major drugs of abuse and potential life-long consequences.

This unit covers:

• Health risks of tobacco use including vape products, cigarettes, cigars, chewing tobacco, hookah, etc.
• Short and long term effects of alcohol on the brain and body
• Alcohol abuse including the dangers of binge drinking, alcohol poisoning, and combining alcohol and drugs
• Risks for alcoholism and resources for treatment
• Health risks of drug use including commonly abused drugs, both legal and illegal
• Marijuana effects on the adolescent brain
• Identifying community resources for substance abuse
• Refusal skills and resisting pressure to use drugs

⮒ Unit Assignment(s):

1. In groups of 3-4 students, they will create a video PSA about 1-2 minutes in length on a specific drug or the risk of addiction for young people. They will be required to include research and submit a written script as well as play the video for the class. Each class will vote on the most thorough PSA, and it will be forwarded to our video productions class to play

school-wide on the morning bulletin.

Unit 4: Mental and Emotional Health

In this unit, students will learn in-depth information about mental and emotional help that includes:

- Managing stress and developing healthy coping mechanisms
- Evaluating self-esteem and learning enhancement strategies
- Understanding and managing emotions including dealing with anger, guilt, and grief
- Understanding mental health disorders including depression, anxiety, and bipolar
- Recognizing bullying and importance of intervention and reporting
- Technology, social media, and online safety strategies
- Suicidal risk factors and strategies to prevent suicide
- Signs, symptoms, health risks, and treatment of disorders
- Identifying community resources for help as well as self-help strategies

⮒ Unit Assignment(s):

1. Students will collaborate in small groups to analyze case studies to identify suicide warning signs and develop prevention strategies. Students will brainstorm and evaluate intervention strategies.

2. Each student will write to a hypothetical friend they are concerned about. The letter will highlight what warning signs they have observed and suggest possible next steps and resources they can turn to.

Unit 5: First Aid, CPR, and Emergency Preparedness

Students will complete the ProTrainings CPR/First Aid certification on-line course. Students must complete the course curriculum and pass the final exam to receive their certification cards. In addition to the on-line certification course students will also learn the following:

- First steps in an emergency, and universal precautions
- First aid for cuts, burns, and other common injuries
- CPR and instruction, use, and importance of AEDs

⮒ Unit Assignment(s):

1. Students must participate in and pass the ProTrainings CPR/First Aid course to become CPR Certified.
2. Students create an evacuation plan with their family and identify where safety items are located in their home (fire extinguishers, first aid supplies, fire alarms, etc.)

Unit 6: Adolescent Growth, Development, and Reproduction - including STIs and HIV

In this unit of study, students will gain in-depth knowledge on the following topics:

- Understanding the male and female reproductive systems including diagrams
- Common reproductive problems and self-exams (breast and testicular)
- Time line of conception and fetal development
- Benefits of abstinence and abstinence strategies including refusal skills
- Contraceptive options and effectiveness: hormonal, barrier, behavioral
- Descriptions, transmission, symptoms, health risks, prevention, and treatment of STIs including HIV
- Identifying school and community resources related to reproductive health and STIs

⮒ Unit Assignment(s):

1. Students will complete an independent online research assignment that requires them to look up detailed information about STIs, contraception, and community resources available to them within a 10 mile radius.

2. In groups of 3-4 students, they will be given a list of common myths and stereotypes on family life topics and they will discuss why each statement is not true and what the actual facts and statistics are (they can conduct research). (Example: Most high school students have sex before they graduate - a myth popular in media marketed to teens. Statistically it is not true.)

Unit 7: Developing Health Relationships and Sexual Consent

- Life planning: exploring relationships, marriage, and family
- Identifying healthy and unhealthy behaviors in relationships
- Effective communication skills
- Signs of an abusive relationship and identifying various types of abuse in relationships (verbal, physical, emotional, manipulation)
- Laws related to sexual behavior and the involvement of minors, including sexting and revenge pornography

⮒ Unit Assignment(s):

1. Students will identify the qualities their ideal dating partner would have, firm deal breakers (drug use, lack of common values, etc.), and create a time line that includes their future goals and when a serious relationship (or marriage) would fit in. Then they will create some type of visual aide (such as a poster) to present in small groups of 4-6 students.

2. Students will practice effective communication and refusal skills in front of the class with a partner and scenarios written by their peers. Students should demonstrate the use of I-statements, show confidence in their body and speech, and be able to give realistic responses to the pressure imposed by their peer in each scenario.

ourse Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primar
Glencoe Health	Mary H. Bronson, PhD	McGraw-Hill Education	2011	https://www.mheducation.com/	Yes
Families Today	Connie Sasse	Mc-Graw Hill Education	2009	https://www.mheducation.com/prek-12/program/families-today/MKTSP-PBH05M0.html?page=1&sortby=title&order=asc&bu=seg	Yes

Manuals

Title	Author	Publisher	Edition	Website	Read in entirety
Pediatric Plus CPR, AED, and First Aid for Children, Infants, and Adults student book	[empty]	MEDIC First Aid	2017	[empty]	Yes

Websites

Title	Author(s)/Editor(s)/Compiler(s)	Affiliated Institution or Organization	URL
Center for Disease Control	[empty]	Center for Disease Control	www.cdc.gov

Title	Author(s)/Editor(s)/Compiler(s)	Affiliated Institution or Organization	URL
National Institute for Health	[empty]	National Institute for Health	https://www.nih.gov/
National Institute on Drug Abuse	[empty]	NIH	https://www.drugabuse.gov/
National Alliance on Mental Illness	[empty]	National Alliance on Mental Illness	www.nami.org
National Eating Disorders Association	[empty]	National Eating Disorders Association	https://www.nationaleatingdisorders.org/
National Association of Anorexia Nervosa and Associated Disorders	[empty]	National Association of Anorexia Nervosa and Associated Disorders	anad.org
Mayo Clinic	[empty]	Mayo Clinic	https://www.mayoclinic.org/
Teen Health Resources and Information	[empty]	Project activities have been supported by the federal Office of Population Affairs, Title X grant, the Centers for Disease Control and Prevention (CDC) STD Prevention Programs, The California Wellness Foundation and the American Civil Liberties Union.	https://www.teensource.org/
USA Life Expectancy	[empty]	CDC, NIH and individual state and county databases for verification and supplementation for USA data	https://www.worldlifeexpectancy.com/usa cause-of-death-by-age-and-gender
Above the Influence	[empty]	Office of National Drug Control Policy	https://abovetheinfluence.com/
ProTrainings CPR/First Aid Certification Course	[empty]	ProTrainings	https://www.protrainings.com/courses

Other

Title	Authors	Date	Course material type	Website
Positive Prevention Plus - Sexual Health Education for America's Youth	Kim Robert Clark, DrPH and Christine Janet Ridley, RN, MEd	2016	Adopted sexual health curriculum by our school district	positivepreventionplus.com

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SMJUHSD Course Description

(Must be accompanied by a Course Adoption Form)

Full Course Title: Relationships & Family Health A/B

School Associated with course: ☑ DHS ☑ ERHS ☑ PVHS ☑ SMHS

School Contact

Name: Lisa Crusan **Title/Position:** Teacher

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Department:
Family & Consumer Sciences

Transcript Course Code(s) / Number(s):

Subject Area:

- ☐ English Requirement
- ☐ World History
- ☐ US History
- ☐ Government
- ☐ Economics
- ☐ Mathematics
- ☐ Physical Science
- ☐ Life Science
- ☐ Physical Education
- ☐ Visual & Performing Arts
- ☐ Foreign Language
- ☒ CTE
- ☑ Health
- ☒ Elective

Grade Level(s)

☐ 9 ☒ 10 ☒ 11 ☒ 12

Vocational Education (CTE) ☒ Yes ☐ No

Career Pathway: Family & Human Services

Industrial Sector: Education, Child Development, & Family Services

☒ **Concentrator** ☐ **Completer**

Unit Value

- ☐ Semester (5 units)
- ☒ Year A/B (5 units per semester)
- ☐ Year A/B (two-period course, 10 units per semester)

Pre-Requisites:

Co-Requisites:

Course Purpose: *What is the purpose of this course?*

This course is for 10th-12th grade students interested in relationships and family health through the lifespan. This one year course meets the health requirement for graduation.

This year long course provides students with knowledge in relationships, marriage, family roles and responsibilities, while becoming skillful in making decisions related to family living which include areas of study such as money management, being a wise consumer and being able to promote and maintain individual and family health and safety.
In addition students will develop the abilities necessary for prenatal care, parenting, child development/guidance, discipline, and human development. Individual needs throughout the life cycle, and career exploration.

B. COURSE CONTENT

Course Outline: A *detailed descriptive summary of all topics covered. All historical knowledge is expected to be empirically based, give examples. (i.e. California State Standards).*

Personal Development

A. The Development of Individuals
   1. Character
   2. Personality
   3. Self-Worth
B. Personal Values and Goals
   1. Identification of Personal Values and Goals
   2. Effect on Decisions
C. Development of Positive Relationships
   1. Characteristics
   2. Behaviors
D. Factors Promoting Positive, Lasting Relationships
   1. Common Values
   2. Common Goals
E. Effective Verbal and Nonverbal Communication
   1. Ways to Build Positive Relationships
   2. Ways to Enhance Self-Esteem
   3. Ways to Increase Respect for Others
F. Communication Strategies and Resources
   1. Managing Conflicts and Crises
   2. Building Successful Relationships

Contributions of the Family

A. Functions of the Family
   1. The Meaning of Family
   2. Ways Families Provide a Nurturing Environment
   3. Its Influence on Self-Esteem, Values, and Relationships
B. Influences on Families
   1. Socioeconomic Influences
   2. Cultural Influences
C. Family Structures
   1. Types
   2. Differences
   3. Effects on Society
D. Roles and Responsibilities of Family Members
   1. Types of Roles and Responsibilities
   2. Influences on Family Roles and Responsibilities
   3. Consequences of Neglected Responsibilities
E. Traditional and Non-Traditional Roles and Responsibilities
   1. Families of Past Generations
   2. Contemporary Families
F. Service to the Community
   1. Importance of Individual and Family Involvement
   2. Ways to Contribute to One's Community

Course Outline- Relationships & Family Health (cont.)

Relationships in Marriage

A. Selection of a Marriage Partner
    1. Personal Qualities
    2. Expectations
    3. Influences

B. Factors that Affect Marriage
    1. Family
    2. Legal
    3. Societal
    4. Financial
    5. Cultural

C. Marriage
    1. Meaning of Commitment
    2. Responsibilities of Commitment

D. Areas of Adjustment for a Successful Marriage

E. Impact of Parenthood on Relationships
    1. Effects of Parenting Responsibilities
    2. Differences in Parenting Styles and Strategies
    3. Parenting Roles in Child Development

Major Life Changes

A. Major Life Changes, Issues, and Adjustments in the Life Cycle

B. Adjustments to Changes in Families
    1. Changes in Family Structures
    2. Dual-Career Families
    3. Factors that Facilitate Adjustment

C. Adjustments in the Aging Process
    1. Changes that Occur
    2. Special Needs of the Aged
    3. Ways to Meet the Needs of the Aged
        a. Family Members
        b. Community Agencies

Course Outline- Relationships & Family Health (cont.)

Conflict and Crises

A. Coping with Conflicts and Crises
    1. Personal Attributes
    2. Available Resources
B. Strategies for Coping with Conflicts and Crises
    1. Personal Situations
    2. Family Situations
    3. Work-Related Situations
C. Effects of Positive and Negative Stress Factors
    1. Psychological Well-Being
    2. Physiological Well-Being
D. Current Laws
    1. Marriage
    2. Parenthood
    3. Death
    4. Dissolution of Marriage

Family Health

A. Reproduction (conception through birth, genetics)
B. Fetal development, labor & delivery, postpartum care
C. Drug and Alcohol education (awareness, dangers of misuse)
D. Nutrition (balanced menus/choices through the lifespan)
E. Safety and First Aid

Course Outline- Relationships & Family Health (cont.)

Budgeting, Finance, and Consumerism

A. Wages, taxes, savings, retirement and budgeting

B. Plan spending accordingly to family values, goals, needs, and income

Career Exploration and Awareness

Employability

A. Employability Skills

B. Professionalism

C. Appropriate Dress, Grooming, and Personal Hygiene

D. Effective and Efficient Skills

E. Job Retention and Promotion

F. Ways to Adapt to Change in the Workplace

Book Title: No new textbooks or replacements | **Course:** Relationships & Family Health

Type of book adoption request:
- ☐ Basic/Multiple Textbook
- ☐ Supplementary Textbook
- ☐ Reference Book
- ☐ Curriculum Software ☐ NEW ☐ REPLACE

Aligned with Standards? ☐ YES ☐ NO

Replacement for *(Book title & copyright)*:

Author: _____ Edition: _____

Publisher: _____ Copyright: _____

Student's Edition: List Price: $_____ ISBN #: _____

Teacher's Edition: List Price: $_____ ISBN #: _____

Book Title: | **Course:**

Type of book adoption request:
- ☐ Basic/Multiple Textbook
- ☐ Supplementary Textbook
- ☐ Reference Book
- ☐ Curriculum Software ☐ NEW ☐ REPLACE

Aligned with Standards? ☐ YES ☐ NO

Replacement for *(Book title & copyright)*:

Author: _____ Edition: _____

Publisher: _____ Copyright: _____

Student's Edition: List Price: $_____ ISBN #: _____

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Book Title: | **Course:**

Type of book adoption request:
- ☐ Basic/Multiple Textbook
- ☐ Supplementary Textbook
- ☐ Reference Book
- ☐ Curriculum Software ☐ NEW ☐ REPLACE

Aligned with Standards? ☐ YES ☐ NO

Replacement for *(Book title & copyright)*:

Author: _____ Edition: _____

Publisher: _____ Copyright: _____

Student's Edition: List Price: $_____ ISBN #: _____

Teacher's Edition: List Price: $_____ ISBN #: _____

The following teacher has reviewed the above text(s) and finds it appropriate for the course.

_____

Recommending Teacher Signature School Date

Supplemental Instructional Material: *Please Describe. If using online text or non-standard material, please provide the title of the material or webpage and the URL link.*

Families Today and The Developing Child Online Resources, including student workbook
Multimedia
Magazine, newspaper, and online articles
Guest Speakers

Instructional Methods and/or Strategies:

Direct instruction
Group and individual applied projects
Multimedia
Demonstration
Field trips
Guest speakers

Assessment Methods and/or Tools:

Student projects
Written work
Completion of assignments
Observation record of student performance
Exams

Activities: *(If applicable)*

See Course Content (pg. 2)

Certificate: *(If applicable)*

CPR and First Aid Certification

Course Title

Relationships and Family

Description of Target Group

This course is designed for 11th and 12th grade students interested in relationships and family. When this semester course is taken in conjunction with Child and Family or Family Health, and passed with a grade of "D" or better, this fulfills the 5-unit health requirement for graduation.

Purpose

This one-semester course will provide students with knowledge of preparation for relationships, marriage, family roles and responsibilities and relationship/marriage adjustments while becoming skillful in making decisions related to family living, as well as beginning family needs, which include money management, being a wise consumer and being able to promote and maintain individual and family health and safety.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to:

1. Develop skills for personal success, including self-esteem, goal selection and decision making skills.
2. Understand the significance and functions of family roles and responsibilities.
3. Assist individuals and the family to develop communication skills to help them cope with conflicts and disagreements.
4. Identify family members' needs as they assume their changing roles and responsibilities.
5. Identify factors to consider when choosing a partner.
6. Understand the personal and socio-economic impact of marriage.
7. Identify factors, which predict success in relationships.
8. Identify roles of family members in America.
9. Evaluate choices and decisions regarding work, in terms of projected income, lifestyle and family goals and needs, during each stage of the family life cycle.
10. Understand the human reproductive systems and importance of preventative health care.
11. Understand the relationship of the health of an individual to the well-being of the family.
12. Plan spending accordingly to family values, needs and income.
13. Use a variety of consumer resources and technology to aid them in making decisions in buying goods and services.
14. Understanding finances for independent living including, but not limited to wages, taxes, withholding, savings and retirement, and budgeting.
15. Develop an awareness of "personal space" needs of individuals and families.
16. Determine employment options and opportunities.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Participation in classroom discussions, literature and other reading materials, lectures, speakers, field trips, videos, power point presentations, classroom projects, and/or individual projects and/or reports and individualized learnings.

Course Title

Single Living

Description of Target Group

This course is designed for all 12th grade students who have an interest in becoming self-sufficient.

Purpose

This one semester course is designed to provide a combination of subject matter and activities designed to develop abilities necessary for assisting with and/or performing the common and important operations or processes concerned with:

1. Finding employment.
2. Selecting housing.
3. Keeping a checking account and other household records.
4. Selecting and maintaining clothing.
5. Housekeeping
6. Selection, purchase, and preparation of food, with emphasis on simple and expensive meals
7. Becoming aware of the importance of and relations between one's values, goals and the decision-making process.
8. Becoming a well informed, prepared consumer.

Standards of Expected Student Achievement

1. Identify their own values and goals.
2. Relate the decision-making process to everyday life.
3. Compile a job-related personal portfolio.
4. Use resources to select a job which meets the student's abilities and needs.
5. Recognize and understand the uses of various kinds of household equipment.
6. Correctly use a variety of household equipment.
7. Demonstrate knowledge of instructions on the labels of household cleaners.
8. Use resources to select housing which meets financial and personal needs, to understand and accept the responsibilities of renting and to interpret information found in a lease.
9. Judge the merits of advertisements.
10. Exercise their rights as consumers.
11. Know the criteria for a realistic, workable budget for living expenses.
12. Identify basic nutritional needs.
13. Plan nutritious menus for meals and special occasions within a stipulated budget.

14. Be able to select nutritious foods and plan balanced menus to maintain individual and family health.
15. Identify activities necessary for the mending, cleaning and caring of clothing.
16. Demonstrate responsible behavior in order to avoid health-related risks, including STD's and HIV/AIDS education.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Use of supplementary periodicals, films, filmstrips, visual aids, and demonstration materials.

COURSE DESCRIPTION (DISTRICT)

A. COVER PAGE

Date of Submission (Please include Month, Day and Year) **June 11, 2008**

1. Course Title

Survey of Family Consumer Sciences

2. Transcript Title(s) / Abbreviation(s)

HOME ECON

3. Transcript Course Code(s) / Number(s)

HE6581

4. School

Santa Maria High School

5. District

Santa Maria Joint Union High School District

6. City

Santa Maria, CA

7. School / District Web Site

http://www.smjuhsd.k12.ca.us

8. School Course List Contact

Name:

Title/Position:

Phone: **Ext.:**

E-mail:

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Visual & Performing Arts
  - ☐ Intro ☐ Advanced
- ☐ College Prep Elective

10. Grade Level(s) for which this course is designed

X 9 ☐ 10 ☐ 11 ☐ 12

11. Seeking "Honors" Distinction?

☐ Yes X No

12. Unit Value

X 0.5 (half year or semester equivalent)

- ☐ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Is this an Internet-based course? ☐ Yes X No

If "yes", who is the provider? ☐ UCCP ☐ PASS/Cyber High ☐ Other_____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- ☐ A course reinstated after removal within 3 years. Year removed from list?_____
  - Same course title? ☐ Yes ☐ No
  - If no, previous course title?_____
- ☐ An identical course approved at another school in same district. Which school? _____
  - Same course title? ☐ Yes ☐ No
  - If no, course title at other school?_____
- ☐ Year-long VPA course replacing two approved successive semester courses in the same discipline
- ☐ Approved Advanced Placement (AP) OR International Baccalaureate (IB) course
- ☐ Approved UC College Prep (UCCP) Online course
- ☐ Approved CDE Agricultural Education course
- ☐ Approved P.A.S.S./Cyber High course
- ☐ Approved ROP/C Course. Name of ROP/C?_____
- ☐ Approved A.V.I.D. course

☐ Approved C.A.R.T. course

☐ Approved Project Lead the Way Course

☐ Other. Explain:_____

15. Is this course modeled after an UC-approved course from another school <u>outside</u> your district? ☐ Yes **X** No

If so, which school(s)? _____

Course title at other school_____

16. Pre-Requisites

17. Co-Requisites

18. Is this course a resubmission? ☐ Yes ☐ No

If yes, date(s) of previous submission?_____

Title of previous submissions?_____

19. Brief Course Description

See # 21

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Develop an appreciation for the implementation of good physical fitness.
2. Plan, prepare, and serve nutritious, well balanced meals.
3. Describe good personal hygiene, safety attitudes, and sanitation practices used in preparing food.
4. Identify and properly use kitchen equipment.
5. Be familiar with the rules for safety and sanitation when working with food.
6. Proper measuring techniques.
7. Identify a balanced menu based on the current FDA model.
8. Be familiar with emergency, first aid, and safety techniques.
9. Define terminology related to clothing.
10. Choose suitable care and repair for fabric and clothing.
11. Select appropriate styles to enhance personal appearance.
12. Develop personal creativity and respect for their own and others artistic projects.
13. Learn to apply the elements of design in developing projects
14. Learn elements of design in housing/interior design.

15. Prepare and present a developmentally appropriate activity or toy for child.
16. Prepare and present a developmentally appropriate activity or toy for a child.
17. Expose students to a variety of children's games, songs, and activities for specific age group.
18. Understand the role of being a parent.
19. Introduction to various career opportunities as related to subject areas studied.
20. Explore career possibilities increasing their understanding of options available to them in the work world.
21. Develop a positive attitude toward work and appreciate its contribution to self-fulfillment and to the welfare and productivity of the family, community, nation, and world.
22. Describe job search, acquisition, and retention skills.
23. Develop career portfolios, which could include job applications, resumes, etc.

21. Course Objectives

This course helps develop a basic understanding of clothing and textiles, creative arts, foods and nutrition, child development, interior design, and career exploration.
Recommended for ninth grade level students.

22. Course Outline

Genera Information

Course: Home Economics
Test: Creative Living

Course Description

This course helps to develop basic understanding of clothing and textiles, creative arts, child development, foods and nutrition, and career opportunities.
Recommended for ninth grade level students.

Grading Procedures

Grades will be determined by the point system. Grading scale for academic grades:

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
59% or below	F

Students will be graded on the activities and assignments listed below:

Written assignments from the textbook and handouts (in class and homework)
Tests given periodically on material covered in class and on homework assignments
Major Projects completed in class and at home
Final exam
Class participation, cooperation, and behavior on a daily basis.

Accuracy, completeness, promptness, and neatness will be considered in the grading process. Due dates will be set and assignments will not be accepted after the date.

Additional Procedures

Make-up procedure: After returning from an excused absence, the student is responsible for finding out the assignments missed and completing any homework, classwork, quizzes, or tests. All written missed work must be done and turned in within 3 days following the student's return to class. This must be done outside of regular class time. A cut results in a zero for the day.
Attendance Policy: A student may not make up any work for absences that result in a cut. The student is assigned on hour of dentition for every cut. If the student does not serve the detention within the time allowed it then gets doubled to two hours. If it is still not served then it will result in a referral and a request for doubling the detention again, resulting in four hours for every cut.
Tardy policy: I allow two tardies for the term; on the third tardy I assign 30 minutes of detention. If the tardy is not served within 48 hours it will be doubled and can result in a referral.

Regular attendance is essential at class lectures, guest speakers, movies, classroom group activates, etc. These cannot be duplicated at a later time.

Parental/Guardian cooperation is assisting the student with assignments and in providing materials he/she needs for class would be appreciated.

Classroom Expectations

1. Be on time to class
2. Come prepared
3. Respect yourself and others
4. Follow directions
5. Be honest
6. Stay on task
7. Follow school rules
8. Seated and ready to work when the bell rings

23. Texts & Supplemental Instructional Materials

Creative Leaving
(Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.)

24. Key Assignments

- Scrapbook project
- Foods Labs
- Sew on a button
- Repair a tear
- Machine/hand hem stitch
- Career Exploration
- Design a room
- Color Wheel/Elements of Design
- Vocabulary
- Child's party

25. Instructional Methods and/or Strategies

Students will use education materials, which related to the various areas of study. These will include books, magazines, pamphlets, miscellaneous equipment, videos, computer based projects, guest speakers, demonstration materials, etc. Students will participate in laboratory work, cooperative groups, field trips, and independent study, etc.

26. Assessment Methods and/or Tools

- The observation of student actions, oral presentations, and speaking demonstrations.
- Group or individual presentations/demonstrations/observations evaluate by teacher and or students.
- Written student work-projects, notebooks, worksheets, etc.
- Self-analysis by individuals and groups\Summative projects, quizzes, and exams.
- Class work/homework completion and correction.
- Performance in role plays, and other real life situations.
- Laboratory activities.

C. HONORS COURSES ONLY

Please refer to instructions

27. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKBROUND INFORMATION

Please refer to instructions

28. Context for Course (optional)
29. History of Course Development (optional)

Course Title

Survey of Women in Society

Description of the Target Group

This course is for 10th- 12th grade students interested in a challenging elective course surveying women and society through research and investigation

Prerequisite: None, 9th grade with teacher and/or guidance recommendation

Purpose

This 5-unit course is designed for students interested in the field of Women's Studies. By putting women at the center of scholarly investigation, students will analyze how women and society interact and impact one another. Students will select topics-of inquiry from the list below with instructor's guidance and approval.

Note: Students interested in more in depth survey may repeat course-up to 10-units.

Standards of Expected Student Achievement

Topics of Investigation:

I. Women in History, Art. and Literature
II. Women and Careers
III. Women's Health
Students will demonstrate responsible behavior to avoid health-related risks, including S.T.D.'s and HIV/Aids education.
IV. Contemporary Global and Legal Issues for Women.
V. Family Structure and Women's Roles
VI. Conflict Resolution and Decision making
VII. Educational Opportunities for Women
VIII. Women and Economics

Instructional Materials

Refer to: Secondary adopted texts and approved supplementary books used in the S.M.J.U.H.S. District.

Activities

Lectures, class participation, demonstrations, research using technology and the internet, field trips, small group activities, outside resources and guest speakers.

Assessment

Student work and projects, teacher observation, teacher evaluation, verbal and written presentations by students, tests and quizzes.

Course Title

Women and Family Health

Description of Target Group

This course is designed for 11th and 12th grade students. 10th with instructors approval.

Prerequisite: none

Purpose

This is a 5-unit course meets the 1 lth/12th grade health requirement and is designed for students interested in the study of health as it relates specifically to women and the family. The curriculum is based primarily on the 11th/l2th grade Health Education course with a strong emphasis on women's and children's health issues as they pertain to the family.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Understand the relationship between proper nutrition and good health.
2. Examine physical fitness and its impact on the human body.
3. Identify and practice positive family health habits.
4. Recognize and avoid the harmful effects of alcohol, narcotics, tobacco, and restricted, dangerous drugs (including prenatal substance abuse).
5. Explain the physical, psychological, and behavioral effects of the most abused drugs in our society.
6. Describe the major STD's (including HIV/AIDS) and understand the necessary factors for the successful prevention and control of these diseases.
7. Understand reproductive health and the proper use of family planning methods.
8. Understand the benefits of abstinence to the individual, family and society.
9. Understand and apply life cycle and crisis management techniques as it relates to an individual and the family (including the elderly).
10. Decision making skills will be stressed throughout the curriculum.
11. Understand the specific health and nutritional needs of infants, toddlers, and young children.

12. Demonstrate knowledge of preventative health care for women and children within the family structure, such as regular exams, vaccinations, nutrition, etc.

Instructional materials

Text and supplementary materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Health Education activities will include use of county and district media, lectures, discussions demonstrations, student reports and committee work, guest speakers, role playing, quizzes, and tests.

Assessment

Journal, demonstrations, group presentations/discussion, role playing, tests, quizzes, and authentic assessments.



SMJUHSD

INFORMATION TECHNOLOGY



ADVANCED AUTO MECHANICS FOR THE AUTOMOTIVE PROFESSIONAL

DATE:

INDUSTRY SECTOR: Transportation Sector

PATHWAY: Systems Diagnostics, Service and Repair

CALPADS TITLE: Advanced Systems Diagnostics, Service, and Repair (Capstone)

CALPADS CODE: 8532

HOURS:

Total	Classroom	Laboratory/CC/CVE
180	78	102

JOB TITLE	O*NET CODE	JOB TITLE	O*NET CODE
Automotive Master Mechanics	49-3023.01	Automotive Specialty Technicians	49-3023.02
Automotive Engineers	17-2141.02	Parts Salespersons	41-2022.00

COURSE DESCRIPTION:

This course is Semester 1 of a 4 Semester course sequence. This course is an introduction to automotive service and repair, shop safety and shop operation, as well as tool safety use and identification. This course will also cover automotive engine repair and heating and air conditioning. Upon completion of all four semesters, the student will be prepared for an entry level position in today's automotive service industry and prepared to be ASE certified.

A-G APPROVAL: No

ARTICULATION: None

DUAL ENROLLMENT: None

PREREQUISITES: None

METHODS OF INSTRUCTION

- Direct instruction
- Group and individual applied projects
- Multimedia
- Demonstration
- Field trips
- Guest speakers

STUDENT EVALUATION:

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

INDUSTRY CERTIFICATION:

- None

RECOMMENDED TEXTS:

- CDX automotive online

PROGRAM OF STUDY

Grade	Fall	Spring	Year	Course Type	Course Name
9, 10, 11, 12				Concentrator	AUTO FUNDIMENTALS
11, 12				Capstone	ADVANCED AUTO MECHANICS FOR THE AUTOMOTIVE PROFESSIONAL

I.	INTRODUCTION	CR	Lab/ CC	Standards
	A. Course Outlines B. ROP Automotive Pathway Overview C. ASE Certification D. The automotive business E. Basic shop operation	3	0	**Academic:** RLST: 11-12.10, 11-12.3 WS: 11-12.4 A-CED: 4 A-REI: 1 SEP: 1, 2, 3, 4, 5, 6, 7, 8 PS: PS3 **CTE Anchor:** Communications: 2.1, 2.2 Technology: 4.4, 4.5 Ethics and Legal Responsibilities: 8.1 **CTE Pathway:** C1.1
II.	**GENERAL SHOP SAFETY**	**CR**	**Lab/ CC**	**Standards**
	A. Shop map B. Safety equipment and locations C. Shop equipment safety D. Hand and power tool safety E. Emergency equipment F. Hazardous materials (MSDS) G. Safety Test	12	0	**Academic:** RLST: 11-12.10, 11-12.3 WS: 11-12.4 A-CED: 4 A-REI: 1 SEP: 1, 2, 3, 4, 5, 6, 7, 8 PS: PS3 **CTE Anchor:** Communications: 2.1, 2.2, 2.3, 2.4, 2.5 Career Planning and Management: 3.1, 3.2, 3.3 Technology: 4.4, 4.5 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.6, 7.7, 7.8 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4 Leadership and Teamwork: 9.1, 9.2, 9.3

				Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4 **CTE Pathway:** C1.1, C1.2, C1.3, C1.4, C2.1, C2.2, C2.3, C2.4, C2.5, C2.6, C2.7
III.	**CAREER**	**CR**	**Lab/ CC**	**Standards**
	A. Portfolio work B. Resume C. Job application D. Interview techniques	15	0	**Academic:** RLST: 11-12.10, 11-12.3 WS: 11-12.4 A-CED: 4 A-REI: 1 SEP: 1, 2, 3, 4, 5, 6, 7, 8 PS: PS3 **CTE Anchor:** Communications: 2.1, 2.2, 2.3, 2.4, 2.5 Career Planning and Management: 3.1, 3.2, 3.3 Technology: 4.4, 4.5 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.6, 7.7, 7.8 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4 Leadership and Teamwork: 9.1, 9.2, 9.3 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4 **CTE Pathway:** C1.1, C1.2, C1.3, C1.4, C2.1, C2.2, C2.3, C2.4, C2.5, C2.6, C2.7, C4.1, C4.2, C4.3, C5.1, C5.2, C5.3, C5.4, C5.5, C5.6
IV.	**ENGINE REPAIR (A1)**	**CR**	**Lab/ CC**	**Standards**

	A. General: Engine Diagnosis; Removal and Reinstallation (R&R) B. Cylinder Head and Valve Train Diagnosis and Repair C. Engine Block Assembly Diagnosis and Repair D. Lubrication and Cooling Systems Diagnosis and Repair	25	62	**Academic:** RLST: 11-12.10, 11-12.3 WS: 11-12.4 A-CED: 4 A-REI: 1 SEP: 1, 2, 3, 4, 5, 6, 7, 8 PS: PS3 **CTE Anchor:** Communications: 2.1, 2.2, 2.3, 2.4, 2.5 Career Planning and Management: 3.1, 3.2, 3.3 Technology: 4.4, 4.5 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.6, 7.7, 7.8 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4 Leadership and Teamwork: 9.1, 9.2, 9.3 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4 **CTE Pathway:** C1.1, C1.2, C1.3, C1.4, C2.1, C2.2, C2.3, C2.4, C2.5, C2.6, C2.7, C4.1, C4.2, C4.3, C5.1, C5.2, C5.3, C5.4, C5.5, C5.6
V.	**HEATING AND AIR CONDITIONING (A7)**	**CR**	**Lab/ CC**	**Standards**
	A. General: A/C System Diagnosis and Repair B. Refrigeration System Component Diagnosis and Repair C. Heating, Ventilation, and Engine Cooling Systems Diagnosis and Repair D. Operating Systems and Related Controls, Diagnosis and Repair E. Refrigerant Recovery, Recycling, and Handling	23	40	**Academic:** RLST: 11-12.10, 11-12.3 WS: 11-12.4 A-CED: 4 A-REI: 1 SEP: 1, 2, 3, 4, 5, 6, 7, 8 PS: PS3 **CTE Anchor:** Communications:

				2.1, 2.2, 2.3, 2.4, 2.5 Career Planning and Management: 3.1, 3.2, 3.3 Technology: 4.4, 4.5 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.6, 7.7, 7.8 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4 Leadership and Teamwork: 9.1, 9.2, 9.3 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4 **CTE Pathway:** C1.1, C1.2, C1.3, C1.4, C2.1, C2.2, C2.3, C2.4, C2.5, C2.6, C2.7, C4.1, C4.2, C4.3, C5.1, C5.2, C5.3, C5.4, C5.5, C5.6, C6.3

Entered by:

District: Santa Maria Joint Union High School District
Contact: MATT ALMAGUER, INSTRUCTOR
Phone: 805-310-6758
Email: MALMAGUER@SBCEO.ORG

DISTRICT

Course Description

(Must be accompanied by a Course Adoption form & Textbook Adoption Form)

Full Course Title: Advanced Engineering & Technology

School Associated with course: ☐ DHS ☐ ERHS ☐ PVHS ☑ SMHS

School Contact

Name: Shelly Springer **Title/Position:** teacher

E-mail: sspringer@smjuhsd.org **Phone:** 925-2567 **Ext:** 3440

Department:

Transcript Course Code(s) / Number(s):

Subject Area

- ☐ English Requirement
- ☐ World History
- ☐ US History
- ☐ Government
- ☐ Economics
- ☐ Mathematics
- ☐ Physical Science
- ☐ Life Science
- ☐ Physical Education
- ☐ Visual & Performing Arts
- ☐ Health
- ☑ Elective

Grade Level(s)

☐ 9 ☒ 10 ☑ 11 ☑ 12

Vocational Education (CTE) ☑ Yes ☐ No

Career Pathway: Engr, Arch, and Mfg

Industrial Sector: Engr, Arch, Mfg, Envir, BioMed

☐ **Introduction** ☐ **Concentration** ☒ **Capstone**

Unit Value

- ☐ Semester (5 units)
- ☑ Year A/B (5 units per semester)
- ☐ Year A/B (two period course, 10 units per semester)

Comments:

Course Purpose: *What is the purpose of this course?*

Advanced Technology and Engineering provides a student experience that develops career ready practices in the context of project based learning. Students work in teams of 6-8 using a cloud-based content learning management system which allows students to access the content anytime, anywhere, and on any device providing immediate feedback to keep the student fully informed of their mastery of the content. All knowledge and skills are based on career clusters and pathway standards to promote college and career readiness. Areas of study include Architecture & Construction, Alternative Energy & Environment, Robotics, Manufacturing & Materials. The 4 main focus areas utilize the existing tools, stations, and materials that students have previously used in the Foundations course. Students will: work productively in teams, use technology to enhance productivity, plan education and career paths, utilize critical thinking, define problems and persevere in solving them, demonstrate creativity and innovation, employ valid and reliable research methods, and apply appropriate academic & technical skills. During this course, students will experience what it is like to work in careers within the STEM Career Cluster. They will actually do the work that professionals perform in the field. Students will do in-depth research into 2 careers within each unit and discover what knowledge, skills and abilities are required and where to get post-secondary education. Please see the following pages for specific details regarding each of the modules.

B. COURSE CONTENT

Course Outline: *A detailed descriptive summary of all topics covered. All historical knowledge is expected to be empirically based, give examples. (i.e. California State Standards).*

Introduction

Students in this course are already familiar with the Paxton Patterson online cloud-based learning management system, but will spend a few hours refreshing their skills from the previous year and investigating new features on the CareerPlus2 system. Students master the system utilizing digital fluency and information literacy. In this course, students take responsibility for their own learning. In the intro. section, students will be placed in groups of 6-8 students and work on team dynamics prior to formally beginning their actual modules.

Architecture and Construction

Architecture and Construction surround us in our everyday life. The following is taken directly from the student's design module.

The M2E consulting firm is competing for a contract to design and build an innovative portable shelter for a premiere entertainment company. They will combine all of the knowledge and skills learned from their foundational experience including teamwork and technical writing and combine it with their specific research on structural components to secure the contract. Students will then take their design and create a model to demonstrate compliance with the design criteria.

Cluster Objectives

This Architecture and Construction module is classified under the Architecture & Construction Career Cluster. Individuals that work in the Architecture & Construction Career Cluster demonstrate the following skills and knowledge:

1. Use vocabulary, symbols and formulas common to architecture and construction.
2. Use architecture and construction skills to create and manage a project.
3. Comply with regulations and applicable codes to establish and manage a legal and safe workplace.
4. Evaluate the nature and scope of the Architecture & Construction Career Cluster and the role of architecture and construction in society and the economy.
5. Describe the roles, responsibilities and relationships found in the architecture and construction trades and professions, including labor/management relationships.
6. Read, interpret and use technical drawings, documents and specifications to plan a project.
7. Describe career opportunities and means to achieve those opportunities in each of the Architecture & Construction Career Pathways.

Career Pathway

There are hundreds of related careers in the Architecture & Construction Career Cluster, some more similar than others. By classifying these similar careers into narrower categories called pathways, it helps individuals look at a range of options when it comes to employment in an area with similar skills and knowledge. Although this system of classifying careers into clusters and pathways is helpful in navigating career options, it is not the only way. This module is more specifically aligned with the Design/Pre-construction Career Pathway. Individuals in this pathway share a set of skills and knowledge that expands on the skills and knowledge needed in the Architecture & Construction Career Cluster. Individuals in the Design/Pre-construction Career Pathway demonstrate the following skills and knowledge:

1. Justify design solutions through the use of research documentation and analysis of data.
2. Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.
3. Describe the requirements of the integral systems that impact the design of buildings.
4. Apply building codes, laws and rules in the project design.
5. Identify the diversity of needs, values and social patterns in project design, including accessibility standards.
6. Apply the techniques and skills of modern drafting, design, engineering and construction to projects.
7. Employ appropriate representational media to communicate concepts and project design.
8. Apply standards, applications and restrictions pertaining to the selection and use of construction materials, components and assemblies in the project design.

Real World Activities: M2E Company

Designing and Testing a Truss - A popular band will be the musical headliner for this summer's FestCo events. As you already know, M2E has been asked to design the main lighting truss for the concert! Using the design and testing techniques that you have learned in the previous tutorial and using the new Truss Design Tutorial, design the band's new truss. They are counting on you, as this truss will be hanging 40 feet high, right over their heads!

Soil Sampling and Analysis – The FestCo design team at M2E needs to perform a soil evaluation for the sites of this summer's FestCo events. Lucky for you, one of the festival locations is near your school!

While earthquakes are rare in near all of the event sites, it is always necessary to do a soil evaluation before building. In this project, you and your team will prepare a soil evaluation presentation using the samples obtained from the soil near your school.

Water Slide Design

In addition to the festivities at this summer's FestCo events, the firm has decided to add a water slide attraction to the festival. David, the company's CEO, insists that the slide be a dramatic addition to the events.

Your team has already tested the soil composition to ensure safe slide construction conditions at every festival site. In this project, you will design a structurally sound, reconstructable body slide to meet David's design needs. Complete this assignment working in pairs. You and your partner have three class sessions to complete this task.

Designing a Portable Shelter

The portable shelter design process is now in your hands. David has entrusted you to design a shelter to replace the need for tent rentals at his traveling summer festivals. His shelter specifications are extremely specific and M2E is counting on your expertise to assist in their design process. Use what you've learned throughout the Foundations and Applications portions of the CAREERplus2 Program to develop the best possible portable shelter design.

Case Studies

A case study is a written account of an engineering activity as it was actually carried out. It's a true story, A narrative, with detailed backgrounds. Take a look at both the "Racing the Wind" case study and the "Hyatt Regency Walkway Collapse."

Students will select one of the case studies and submit their answers to these questions.

- Make a connection between the Architecture and Construction portion of the CAREERplus2: Application program and this case study. How did this story relate to this portion of the program? Utilize vocabulary you learned through the course of the program to explain your response.
- Did the engineer in this story showcase ethical actions? Why?
- How has this case study changed your ways of thinking about the Architecture and Construction portion of this program?

Career Planning

In this module you have now experienced many of the tasks associated with the Engineering and Technology Career Pathway. In addition, you have made connections to some of the related careers in the STEM Career Cluster. There are two goals that we want to help you achieve by completing this module. The first is to help you identify and develop your skills and knowledge in the career cluster. The second is to give you a better idea of careers that you can pursue and a means to achieve those opportunities.

Select two of the careers listed and follow the links to My Next Move to research the next steps in pursuing each.

- Soil Scientists
- Architects
- Civil Engineers
- Construction Manager
- Surveyors
- Materials Engineers
- Mechanical Engineers
- Geologists

Alternative Energy & Environment

Alternative Energy and Environment addresses some of the more compelling challenges of our global society. The M2E consulting firm is competing for a contract in Gambia (West Africa). Students must combine all of the knowledge and skills learned from their foundational experience and combine it with their specific research to design and build a solar cooker that meets the design criteria. Students will then collect data and report their findings to secure the contract.

Cluster Objectives

This Alternative Energy & Environment Module is classified under the STEM Career Cluster. Individuals that work in the STEM Career Cluster demonstrate the following skills and knowledge:

1. Apply engineering skills in a project that requires project management, process control and quality assurance.
2. Use technology to acquire, manipulate, analyze and report data.

3. Describe and follow safety, health and environmental standards related to science, technology, engineering and mathematics (STEM) workplaces.
4. Understand the nature and scope of the Science, Technology, Engineering & Mathematics Career Cluster and the role of STEM in society and the economy.
5. Demonstrate an understanding of the breadth of career opportunities and means to those opportunities in each of the Science, Technology, Engineering & Mathematics Career Pathways.
6. Demonstrate technical skills needed in a chosen STEM field.

Career Pathway

There are hundreds of related careers in the STEM Career Cluster, some more similar than others. By classifying these similar careers into narrower categories called pathways, it helps individuals look at a range of options when it comes to employment in an area with similar skills and knowledge. Although this system of classifying careers into clusters and pathways is helpful in navigating career options, it is not the only way. This module is more specifically aligned with the Engineering and Technology Career Pathway. Individuals in this pathway share a set of skills and knowledge that expands on the skills and knowledge needed in the STEM Career Cluster. Individuals in the Engineering and Technology Career Pathway demonstrate the following skills and knowledge:

1. Use STEM concepts and processes to solve problems involving design and/or production.
2. Display and communicate STEM information.
3. Apply processes and concepts for the use of technological tools in STEM.
4. Apply the elements of the design process.
5. Apply the knowledge learned in STEM to solve problems.
6. Apply the knowledge learned in the study of STEM to provide solutions to human and societal problems in an ethical and legal manner.

Real World Activities: M2E Company

Parabola Focal Point

This is M2E's first solar oven design project. The team recognizes that a parabolic shape will serve as the heat collecting element in their solar oven design.

To begin the project, you and your M2E team members will experiment with various parabolic shapes. This lesson will further your understanding of the various shape options for your solar oven design.

Design a Parabolic Dish

Engineers sometimes use complex tools to design very accurate products and tools for industry. However, all engineers look for ways to do the same job that "elegantly simple."

In this project, you and your M2E team members will design your parabolic dish using two methods, one simple and one complex. Your team will experiment with a variety of parabolas in order to best decide which one will meet the design criteria in the next project. Create two or three viable design options using both programs.

Solar Oven Construction

You and your team members will continue designing a solar oven for people to use in a remote village where there is no electricity or easily available resources for building a fire. Remember to keep their overall intentions in mind: they hope to produce enough heat to boil water with the oven.

During this project you will further devise a plan for building your solar oven. Your teams should have two or three viable designs from your Excel and SolidWorks designs. Your testing should have given you some further insights into which design was the best.

Solar Oven Completion, Testing and Presentation

The day has finally come! Your hard work is paying off and it's time to construct the solar oven you and your team at M2E have been working on! The Gambian Consulate is counting on you to deliver an effective solar oven for the people of their country.

In this project, your team will complete work on building the solar oven. You have four days to complete this part of the project. Once you have the dish shape built you will line the dish with heavy cardstock and reflective mylar sticky-back paper.

Case Studies

A case study is documentation of an engineering activity or process where information and background are given in great detail about the research and development of a project over time. In this activity, you and your partner will choose from one of the two case studies provided to read and reflect on and then answer critical-thinking questions.

Ivanpah Solar Project - How Solar Ovens are Changing Lives in the Dominican Republic

Select one of the case studies and submit your answers to these questions.

- If solar parabolic troughs can provide so many benefits, why aren't they more prevalent through the United States?
- Aside from the benefits mentioned in the article, what are some other advantages of these solar power projects to both humans and the environment?
- Do you feel the government is doing enough to promote solar energy?

Career Planning

In this module you have now experienced many of the tasks associated with the Engineering and Technology Career Pathway. In addition, you have made connections to some of the related careers in the STEM Career Cluster. There are two goals that we want to help you achieve by completing this module. The first is to help you identify and develop your skills and knowledge in the career cluster. The second is to give you a better idea of careers that you can pursue and a means to achieve those opportunities.

Select two of the careers listed and follow the links to My Next Move to research the next steps in pursuing each.

- Computer Engineers
- Industrial Engineers
- Civil Engineers

- Electrical Engineers
- Environmental Engineers
- Mechanical Engineers

Robotics

From science fiction to factory floors, robots are everywhere. The M2E consulting firm is pursuing a government contract for a specialized robot. They will combine all of the knowledge and skills learned from their foundational experience emphasizing problem-solving and combine it with their acquired programming skills to design and build a robot that can stand up to government specifications. Students must face the pressure of a performance based challenge to win the contract.

Cluster Objectives

This Robotics Module is classified under the STEM Career Cluster. Individuals that work in the STEM Career Cluster demonstrate the following skills and knowledge:

1. Apply engineering skills in a project that requires project management, process control and quality assurance.
2. Use technology to acquire, manipulate, analyze and report data.
3. Describe and follow safety, health and environmental standards related to science, technology, engineering and mathematics (STEM) workplaces.
4. Understand the nature and scope of the Science, Technology, Engineering & Mathematics Career Cluster and the role of STEM in society and the economy.
5. Demonstrate an understanding of the breadth of career opportunities and means to those opportunities in each of the Science, Technology, Engineering & Mathematics Career Pathways.
6. Demonstrate technical skills needed in a chosen STEM field.

Career Pathway

There are hundreds of related careers in the STEM Career Cluster, some more similar than others. By classifying these similar careers into narrower categories called pathways, it helps individuals look at a range of options when it comes to employment in an area with similar skills and knowledge. Although this system of classifying careers into clusters and pathways is helpful in navigating career options, it is not the only way. This module is more specifically aligned with the Engineering and Technology Career Pathway. Individuals in this pathway share a set of skills and knowledge that expands on the skills and knowledge needed in the STEM Career Cluster. Individuals in the Engineering and Technology Career Pathway demonstrate the following skills and knowledge:

1. Use STEM concepts and processes to solve problems involving design and/or production.
2. Display and communicate STEM information.
3. Apply processes and concepts for the use of technological tools in STEM.
4. Apply the elements of the design process.
5. Apply the knowledge learned in STEM to solve problems.
6. Apply the knowledge learned in the study of STEM to provide solutions to human and societal problems in an ethical and legal manner.

Real World Activities: M2E Company

Robot Design

In this project, your group will split into teams. The teams will use Solidworks to design a robot chassis based on step by step instructions. The chassis shall use component and assembly pieces from the Solidworks library. You will need to draw the metal framework of the chassis with all cross rails and fasteners according to the specifications.

Robot Assembly and Testing

Now that the basic chassis is drawn, your team can begin to assemble the chassis using the VEX components. In the first part of this project, you and your team will build the robot chassis and drivetrain. You will be adding the retrieval gripper and components later. In the second part of this project, you will program and test drive the robot chassis.

Pneumatic System-Assembly and Testing

In this project, you and your team will need to construct and test a pneumatic system for the M3 Robot. The pneumatic system will be used to launch the transmitter orbs. The pneumatic components are included in the VEX kit of parts.

Robot

NASA has contracted M2E to develop a Moon Mineralogy (M3) Robot. In this project, you and the M2E team will use what you've learned throughout the course of this module to develop a robot that meets NASA's criteria for gathering crucial data on lunar environments. The robot must be capable of driving to remote areas and pneumatically launching wooden balls (Transmitter Orbs

Case Study

A case study is a written account of an engineering activity as it was actually carried out. It's a true story, a narrative, with detailed backgrounds. Take a look at Gibson's Robotic Guitar Case Study.

Submit your answers to this question.

- As described in the case study, the robot guitar is revolutionary. Describe two other products that have recently been revolutionized by robotics.

Career Planning

In this module you have now experienced many of the tasks associated with the Engineering and Technology Career Pathway. In addition, you have made connections to some of the related careers in the STEM Career Cluster. There are two goals that we want to help you achieve by completing this module. The first is to help you identify and develop your skills and knowledge in the career cluster. The second is to give you a better idea of careers that you can pursue and a means to achieve those opportunities.

Select two of the careers listed and follow the links to My Next Move to research the next steps in pursuing each.

- Materials Engineers

- Robotics Engineer
- Electrical Engineers
- Mechanical Engineers

Manufacturing and Materials

Manufacturing and Materials provides students with the opportunity to gain an understanding of how technicians and engineers use 3-D design software to build components and assemblies. The M2E consulting firm is trying to break into a new market by designing and manufacturing a new custom guitar for the band Convergence. They will combine all of the knowledge and skills learned from their foundational experience including 3D modeling and combine it with their specific research on guitar components to design a custom body, headstock, and tuners to secure the contract. Students will then take their designs through the manufacturing process to develop a prototype for their presentation.

Cluster Objectives

This Manufacturing & Materials module is classified under the Architecture & Construction Career Cluster. Individuals that work in the Architecture & Construction Career Cluster demonstrate the following skills and knowledge:

1. Use vocabulary, symbols and formulas common to architecture and construction.
2. Use architecture and construction skills to create and manage a project.
3. Comply with regulations and applicable codes to establish and manage a legal and safe workplace.
4. Evaluate the nature and scope of the Architecture & Construction Career Cluster and the role of architecture and construction in society and the economy.
5. Describe the roles, responsibilities and relationships found in the architecture and construction trades and professions, including labor/management relationships.
6. Read, interpret and use technical drawings, documents and specifications to plan a project.
7. Describe career opportunities and means to achieve those opportunities in each of the Architecture & Construction Career Pathways.

Career Pathway

There are hundreds of related careers in the Architecture & Construction Career Cluster, some more similar than others. By classifying these similar careers into narrower categories called pathways, it helps individuals look at a range of options when it comes to employment in an area with similar skills and knowledge. Although this system of classifying careers into clusters and pathways is helpful in navigating career options, it is not the only way. This module is more specifically aligned with the Production Career Pathway. Individuals in this pathway share a set of skills and knowledge that expands on the skills and knowledge needed in the Architecture & Construction Career Cluster. Individuals in the Production Career Pathway demonstrate the following skills and knowledge:

1. Diagnose production process problems and take corrective action to meet production quality standards.
2. Manage safe and healthy production working conditions and environmental risks.
3. Make continuous improvement recommendations based on results of production process audits and inspections.
4. Coordinate work teams when producing products to enhance production process and performance.
5. Demonstrate the safe use of manufacturing equipment.

Real World Activities: M2E Company

Designing a Guitar Headstock

Designing an electric guitar involves cooperation between materials engineers, electrical engineers, machine technicians, assemblers, finishers and of course musicians. In this project, you will use SolidWorks to design and develop a guitar headstock for a 6-string electric guitar for the band "Convergence". You will have four class periods to complete this task.

Designing a Guitar Tuner

It is necessary to have a theoretical plan to build most objects. The designer or manufacturer must theorize, solve complex mathematical problems, use formulas, and create conceptual drawings to know and understand every detail of the product to be able to build the item to reasonable specifications.

The Convergence Guitar team at M2E has completed the Headstock Design and has moved on to the tuner design. In this project, you and the M2E team will design a signature guitar tuner for a 6-string electric guitar for the band "Convergence." You will work in teams of two and will have three class periods to complete the project.

Designing a Guitar Body

After completing the headstock and tuner designs, the next step in the Convergence Guitar design process is developing the guitar's body. In this project, you and the M2E team will use SolidWorks to design and develop a signature guitar body for a 6-string electric guitar for the band.

Designing a Custom Guitar

The guitar design process is now in your hands. In this project, you and the M2E team will use what you've learned throughout the course of this module to develop a new and improved custom electric guitar design that meets the band Convergence specifications for improved sustain, tone, resonance, playability and performance. They are counting on you to deliver a high-quality guitar - be sure you don't disappoint! You will also machine a 1/2 scale model using Computer Aided Manufacturing (CAM). You will work in teams of two and will have four class periods to complete this task.

Case Study

A case study is a written account of an engineering activity as it was actually carried out. It's a true story, a narrative, with detailed backgrounds. Take a look at both the Gibson's Tech Trek Case Study and the The Coughing Robot Case Study and go to the video and internet links in each.

Submit your answers to these questions.

- Think of 5 manufactured items that involve intricate detail cutting during production. Could each of these utilize a CNC program to increase productivity like the one you saw in the Warsaw Machinery videos?
- Engineers designed a viable solution to the clogged throat problem; however, an additional sensor was deemed necessary. Discuss several current technologies that exist that perhaps create more of a problem than a solution by over-complicating the situation.

Career Planning

In this module you have now experienced many of the tasks associated with the Engineering and Technology Career Pathway. In addition, you have made connections to some of the related careers in the STEM Career Cluster. There are two goals that we want to help you achieve by completing this module. The first is to help you identify and develop your skills and knowledge in the career cluster. The second is to give you a better idea of careers that you can pursue and a means to achieve those opportunities.

Select two of the careers listed and follow the links to My Next Move to research the next steps in pursuing each.

- Materials Engineers
- Industrial Engineers
- Electrical Engineers
- Mechanical Engineers
- Designer
- Electronics Engineering Technician

Text(s): Title: (no actual textbook required - online, cloud-based learning)

Edition: _____ Publication Date: _____

Publisher: _____ Author (s): _____

URL Resource(s) _____

☑ Usage ☐ Primary Text ☐ Read in entirety or near entirety

Pre-Requisites
Algebra 1, Foundations of Technology & Engineering
Co-Requisites

Supplemental Instructional Material: *Please Describe. If using online text or non-standard material, please provide the title of the material or webpage and the URL link.*

Online, cloud-based learning management system

Instructional Methods and/or Strategies:

Minimal "lecture." Lessons are on-line and formative assessments occur throughout the material.

Assessment Methods and/or Tools:

Each learning episode involves mastery checkpoints. Major checkpoint tests occur twice/unit.

Activities: *(if applicable)*

Each unit is hands-on, project based learning. Final project (report and presentation).

Certificate: *(if applicable)*

SolidWorks test may be taken if student desires.

Advanced Small Gas Engines

Santa Maria Joint Union High School District



asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)
ioneer Valley High School (053847)	Classroom Based	Abbreviation / Course Code Adv Sm Gas EngA / IT6732 Adv Sm Gas EngB / IT6733

Title: Advanced Small Gas Engines

Length of course: Full Year

Subject area: College-Preparatory Elective (G) / Interdisciplinary

UC honors designation? No

Prerequisites: Small Gas Engines (Required)

Co-requisites: None

Integrated (Academics / CTE)? Yes

Grade levels: 10th, 11th, 12th

ourse Description

urse overview:

This is a technical class with lab work for students who are interested in exploring a possible path to technician work in the outdoor power equipment field. Students who are generally interested in engines of all types should also take this class. The course covers the theory and repair procedures related to power equipment engines. During this course all students will work on live running air cooled engines of the lawn mower or go-cart type and the type used for powering generators and pumps. Students will work on engines in groups of two. All students should keep a daily note book with assigned reading and lecture notes. Students will be graded on attendance, test scores, lab work, skills mastery and the completion of required projects.

urse content:

1. CAREER AND VOCATIONAL UNIT

Education, Public School Instructor, Private or Vocational School Instructor, as well as Private Industry Instructor or Presenter will be covered. Other occupational Titles related to this area will be covered such as Service writer, Facility manager, Mechanic, Technician, and Engineer. Education and training opportunities are found in Academic/Vocational Institutions, High School, Community College, Private or Vocational Schools, and at the University level.

Unit Assignment(s):

Students will create a presentation about a specific career opportunity related to the small gas engine industry.

2. Power Equipment Shop Practices

Students will review the shop/classroom safety procedures associated with small gas engine tools and mechanics and maintenance of the shop. They will also study procedures and safety practices for lifting, working independently and collaboratively. Students will learn basic first aid steps to use in the event of an accident or injury. They will be introduced to Material Safety Data Sheets (MSDS) and glean pertinent safety information from them. Students will then take a safety exam as a demonstration of knowledge.

Unit Assignment(s):

Students will demonstrate through a written quiz their knowledge of shop rules and procedures, tools and equipment safety, and personal safety procedures. Students will also recognize any and all safety concerns within, around the shop and around the school campus. They will discuss how to correct and how to protect themselves when working within the shop. Students shall work in groups and make a PowerPoint presentation to the class exhibiting their findings.

3. Measurements, Tools, and Equipment

Students will recognize basic hand tools and will identify the correct tool for the job. They will also demonstrate proper use of the tools. Students will differentiate between various service manuals. They will explore the precision measuring tools including rulers, gauges, and micrometers and learn how to use them to obtain precise measurements. Students will identify a variety of fasteners and their uses.

Unit Assignment(s):

Students will demonstrate their knowledge of tools and equipment by using industry-accepted terminology when referring to specific tools and equipment. They will select and justify the appropriate tools for a teacher given project. Students will demonstrate in the lab/shop their knowledge of tool and equipment use, maintenance, and storage by successfully completing the NATEF (National Automotive Technicians Education Foundation) related tasks.

4. 4-Stroke (OHV-head) Engine Disassembly

Student will receive Lab/Shop orientation instruction as well as work station and storage, tool checkout and storage, cleanup and safety, and shop etiquette. Engine orientation and procedures as well as operating systems, and engine handling safety practices will be covered. Engine model identification, engine repair manual for disassembly/assembly procedures as well as service and specifications will be covered.

Unit Assignment(s):

Students will disassemble an 8 HP “OHV-head” engine and identify the systems as well as the engine parts.

5. Small Gas Engine Electrical System

Students will review electrical theory and practices related to the small gas engine. Electron movement, Ions, Ohms, Volts and Amps will be covered, Electrical circuit design, power supply without a battery (the magneto system) will be covered. Mathematical calculations using Ohm’s Law will be covered. (Calculating amperage (I = E/R); voltage (E = I x R); Calculating resistance (R = E/I)

Unit Assignment(s):

Students will construct a schematic drawing for the electrical system for the engine on which they are working.

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6. Small Gas Engine Cooling and Lubrication Systems

Students will review the cooling and lubrication systems related to the small gas engine. The splash lubrication system will be compared to the pressurized pump lubrication system normally found in larger car engines. The lubrication system will also be examined for its cooling effects on the engine. The air cooled system found on most small gas engines will be compared to the liquid cooling systems also found on larger internal combustion engines.

Unit Assignment(s):

Working in pairs or teams students will construct a model of one of the following and present it to the class. A splash lubrication system, a pump (pressurized) lubrication system, an air cooled system, or a liquid radiator cooling system will be assigned or selected for the model making assignment. Students will also explain in a presentation how the engine they are working on is cooled and lubricated.

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7. Small Gas Engine Fuel System

Students will learn about fuel systems related to small gas engines. Carburation is the most popular type at this point in time. However, fuel injection will be explored and covered.

Unit Assignment(s):

Working in pairs or teams students will construct a model and present it to the class of one of the following: A gravity fed carbureted fuel system, a pressurized carbureted fuel system, or a pressurized injected fuel system.

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8. 4-Stroke (OHV-head) Engine Assembly

After learning about the different systems and parts students will assemble the 8 HP OHV-engine that they disassembled earlier. An engine repair manual will be consulted for specifications related to the assembly procedures.

Unit Assignment(s):

Students will assemble an 8 HP “OHV” engine.

9. Air Cooled Engine and Equipment Service

Students will learn about trouble shooting equipment problems and scheduling a repair and service for such equipment. A service and repair guide sheet will be used. They will learn how to write a work order, create a parts order, review customer service procedures, and bill out costs for a typical small gas engine service. Students will learn how to clean cooling fins, change oil, change or service the air filter, check the spark plug, and test run equipment.

Unit Assignment(s):

In pairs or teams students will be assigned equipment and engines to diagnose and repair or service. Following a service guide sheet students will familiarize write a work order, and create a parts order, review customer service procedures, and bill out costs for small gas engine equipment. Students will consult repair manuals and trouble shoot problems to repair and service assigned equipment.

ourse Materials

Textbooks

itle	Author	Publisher	Edition	Website	Primary
mall Gas Engines	Alfred C. Roth, Blake J. Fisher, W. Scott Gauthier	Goodheart-Willcox	11 ed. 2017	[empty]	Yes

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Course Title

Architectural Drawing 1A

Description of Target Group

This course is for 10th, 11th, and 12th grade students. Students should have an interest in an architectural career or as a potential home consumer. This is a 2 + 2 course with Allan Hancock Community College.

Purpose

The purpose of Architectural Drawing 1A is to give students an opportunity to explore the area of architectural design and practices. This is the first semester of a one year course. It is best for students to have previously taken Survey of Drafting. Note: This is not currently offered at Righetti High School, but is available as part of R.O.P. Advanced Drafting. Lab Fee Required.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Provide own pencils and erasers.
2. Develop fundamentals of lettering, dimensions, line work, layout, and use of architecture scale.
3. Complete assigned lab, clean-up, reading, and written work.
4. Understand and use basic architectural terminology.
5. Develop an interest in a possible career in the field of architectural or consumer concerns.
6. Develop freehand/sketching fundamentals.
7. Develop fundamental skills with drafting equipment.
8. Develop fundamental floor plans.
9. Develop fundamental wall section and foundation construction.
10. Develop fundamental elevation.
11. Develop fundamentals of solving design problems.
12. Pay all fees pending.

Instructional Materials

Text and Supplementary Materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Architectural Drawing 1A (continued)

Activities

1. Individual work
2. Lectures
3. Class participation
4. Demonstrations
5. Audio-visual materials
6. Field trips
7. Small group activities
8. Outside resource people
9. Project construction

Course Title

Architectural Drawing 1B

Description of Target Group

This course is for 10th, 11th, and 12th grade students. Students should have an interest in an architectural career or as a potential home consumer. It is recommended that students complete Architectural Drawing 1A prior to enrollment in this class. This is a 2+2 course with Allan Hancock Community College.

Purpose

The purpose of Architectural Drawing 1B is to give students an opportunity to explore the area of architectural design and practices. This is the second semester of a one-year course. Note: This is not currently offered at Righetti High School, but is available as part of R.O.P. Advanced Drafting.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Develop fundamental house design steps.
2. Develop house plans including foundation, electrical, and roof.
3. Develop fundamental material schedule.
4. Develop various rendering media.
5. Draw house perspectives and freehand rendering.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Individual work, lectures, class participation, demonstrations, audiovisual materials, field trips, small group activities, outside resource people, and project construction.

Course Title

Architectural Drawing 2A

Description of Target Group

This course is for 11th and 12th grade students. Students should have an interest in an architectural career. It is recommended that students complete ARCHITECTURAL DRAWING 1A/B prior to enrollment in this class.

Purpose

The purpose of Architectural Drawing 2A is to develop entry skills into college architectural drawing and to develop a greater understanding of drawing board geometry. This is the first semester of a one year course. NOTE: This is not currently offered at Righetti High School, but is available as part of R.O.P. Advanced Drafting. Lab fee required.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Research the design requirements for a larger, more complex structure than the Architectural Drawing 1A/B project.
2. Develop a portfolio of plans and presentation drawings for this structure.
3. Develop fundamental computer aided drafting (CAD) skills.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Computer aided design and drawing, individual work, lectures, class participation, demonstrations, audio visual materials, field trips, small group activities, outside resource people, and project construction.

Course Title

Architectural Drawing 2B

Description of Target Group

This course is for 11th and 12th grade students. Students should have an interest in an architectural career. It is recommended that students complete Architectural Drawing 2A prior to enrollment in this class.

Purpose

The purpose of Architectural Drawing 2B is to develop entry skills into college architectural drawing and to develop a greater understanding of drawing board geometry. This is the second semester of a one year course. Note: This is not currently offered at Righetti High School, but is available as part of R.O.P. Advanced Drafting.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Amplify an area of student interest.
2. Technical knowledge of the architectural field.
3. Computer aided drafting fundamentals

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Computer aided design and drawing, individual work, lectures, demonstrations, audiovisual materials, field trips, small group activities, outside resource people, and project construction.

Santa Maria Joint Union High School District – Career Technical Education

AUTO FUNDIMENTALS

DATE:

INDUSTRY SECTOR: Transportation Sector

PATHWAY: Systems Diagnostics, Service and Repair

CALPADS TITLE: Intermediate Systems Diagnostics, Service, and Repair (Concentrator)

CALPADS CODE: 8531

HOURS:

Total	Classroom	Laboratory/CC/CVE
180	76	104

JOB TITLE	O*NET CODE	JOB TITLE	O*NET CODE
Automotive Service Technicians and Mechanics	49-3023.00	Automotive Master Mechanics	49-3023.01
Automotive Engineers	17-2141.02	Parts Salespersons	41-2022.00
Automotive Specialty Technicians	49-3023.02		

COURSE DESCRIPTION:

This course is for 9th through 12th grade students with priority given to those students expressing and interest in pursuing a career in the automotive industry.

A-G APPROVAL: No

ARTICULATION: None

DUAL ENROLLMENT: None

PREREQUISITES: None

METHODS OF INSTRUCTION

- Direct instruction
- Group and individual applied projects
- Multimedia
- Demonstration
- Field trips
- Guest speakers

STUDENT EVALUATION:

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

INDUSTRY CERTIFICATION:

- None

RECOMMENDED TEXTS:

- AUTO UPKEEP

PROGRAM OF STUDY

Grade	Fall	Spring	Year	Course Type	Course Name
9, 10, 11, 12				Concentrator	AUTO FUNDIMENTALS
11, 12				Capstone	ADVANCED AUTO

I.	SECTION I – INTRODUCTION AND ORIENTATION	CR	Lab/ CC	Standards
	A. Course Outlines B. Automotive Pathway Overview C. ASE Certification D. The automotive business E. Basic shop operation	3	0	**Academic:** RLST: 11-12.10, 11-12.3 WS: 11-12.4 A-CED: 4 A-REI: 1 SEP: 1, 2, 3, 4, 5, 6, 7, 8 PS: PS3 **CTE Anchor:** Communications: 2.1, 2.2 Technology: 4.4, 4.5 Ethics and Legal Responsibilities: 8.1 **CTE Pathway:** C1.1
II.	**GENERAL SHOP SAFETY**	**CR**	**Lab/ CC**	**Standards**
	A. Shop map B. Safety equipment and locations C. Shop equipment safety D. Hand and power tool safety E. Emergency equipment F. Hazardous materials (MSDS) G. Safety Test	10	2	**Academic:** RLST: 11-12.10, 11-12.3 WS: 11-12.4 A-CED: 4 A-REI: 1 SEP: 1, 2, 3, 4, 5, 6, 7, 8 **CTE Anchor:** Communications: 2.1, 2.2, 2.3, 2.4, 2.5 Career Planning and Management: 3.1, 3.2, 3.3 Technology: 4.4, 4.5 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.6, 7.7, 7.8 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4 Leadership and Teamwork: 9.1, 9.2, 9.3 Technical

				Knowledge and Skills: 10.1, 10.2, 10.3, 10.4 **CTE Pathway:** C1.1, C1.2, C1.3, C1.4, C2.1, C2.2, C2.3, C2.4, C2.5, C2.6, C2.7
III.	**TOOLS AND EQUIPMENT**	**CR**	**Lab/ CC**	**Standards**
	A. Tool and Equipment Identification B. Precision measuring · Micrometers	3	4	**Academic:** RLST: 11-12.3 WS: 11-12.10, 11-12.4 A-CED: 4 A-REI: 1 SEP: 1, 2, 3, 4, 5, 6, 7, 8 PS: PS3.A **CTE Anchor:** Communications: 2.1, 2.2, 2.3, 2.4, 2.5 Career Planning and Management: 3.1, 3.2, 3.3 Technology: 4.4, 4.5 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.6, 7.7, 7.8 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4 Leadership and Teamwork: 9.1, 9.2, 9.3 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4 **CTE Pathway:** C1.4, C1.3, C1.2, C1.1, C2.2, C2.1, C2.7, C2.6, C2.5, C2.4, C2.3
IV.	**FASTENERS AND THREAD REPAIR**	**CR**	**Lab/ CC**	**Standards**

	A. Fasteners B. Restoring threads	3	4	**Academic:** RLST: 11-12.10, 11-12.3 WS: 11-12.4 A-CED: 4 A-REI: 1 SEP: 1, 2, 3, 4, 5, 6, 7, 8 PS: PS3 **CTE Anchor:** Communications: 2.1, 2.2, 2.3, 2.4, 2.5 Career Planning and Management: 3.1, 3.2, 3.3 Technology: 4.4, 4.5 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.6, 7.7, 7.8 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4 **CTE Pathway:** C2.2
V.	**GENERAL ENGINE SYSTEMS**	**CR**	**Lab/ CC**	**Standards**
	A. The two-stroke and four-stroke cycle engines B. Introduction to electronic shop manuals · Mitchell On-Demand and Mitchell Shop Management C. Automobile owner's manual D. Getting to know your car E. Under hood inspection	8	5	**Academic:** RLST: 11-12.10, 11-12.3 WS: 11-12.4 A-CED: 4 A-REI: 1 SEP: 1, 2, 3, 4, 5, 6, 7, 8 PS: PS3 **CTE Anchor:** Communications: 2.1, 2.2, 2.3, 2.4, 2.5 Career Planning and Management: 3.1, 3.2, 3.3 Technology: 4.4, 4.5 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.2, 6.3, 6.4,

				6.5, 6.6, 6.7 Responsibility and Flexibility: 7.6, 7.7, 7.8 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4 Leadership and Teamwork: 9.1, 9.2, 9.3 **CTE Pathway:** C1.4, C1.1, C1.3, C2.1, C2.2, C2.3, C2.4, C2.5, C2.7, C2.6, C4.1, C4.2, C4.3
VI.	**BASIC ENGINE DIAGNOSTICS**	**CR**	**Lab/ CC**	**Standards**
	A. Using a vacuum gauge B. Spark tester C. Compression test D. Leak-down test E. Scan-tool	3	5	**Academic:** RLST: 11-12.10, 11-12.3 WS: 11-12.4 A-CED: 4 A-REI: 1 SEP: 1, 2, 3, 4, 5, 6, 7, 8 PS: PS3 **CTE Anchor:** Communications: 2.1, 2.2, 2.3, 2.4, 2.5 Career Planning and Management: 3.1, 3.2, 3.3 Technology: 4.4, 4.5 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.6, 7.7, 7.8 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4 Leadership and Teamwork: 9.1, 9.2, 9.3 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4 **CTE Pathway:** C1.4, C1.3, C1.2, C1.1, C2.2, C2.1,

				C2.7, C2.5, C2.6, C2.4, C2.3, C4.3, C4.2, C4.1
VII.	**INSPECTING THE VEHICLE**	**CR**	**Lab/ CC**	**Standards**
	A. How to lift a vehicle properly · Lift · Jack and jack stands B. Service intervals and preventative maintenance	3	5	**Academic:** RLST: 11-12.10, 11-12.3 WS: 11-12.4 A-CED: 4 A-REI: 1 SEP: 1, 2, 3, 4, 5, 6, 7, 8 PS: PS3 **CTE Anchor:** Communications: 2.1, 2.2, 2.3, 2.4, 2.5 Career Planning and Management: 3.1, 3.2, 3.3 Technology: 4.4, 4.5 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.6, 7.7, 7.8 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4 Leadership and Teamwork: 9.1, 9.2, 9.3 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4 **CTE Pathway:** C1.4, C1.1, C1.2, C1.3, C2.1, C2.2, C2.3, C2.4, C2.6, C2.5, C2.7, C4.1, C4.2, C4.3
VIII.	**ENGINE LUBRICATION MAINTENANCE DIAGNOSIS AND SERVICE**	**CR**	**Lab/ CC**	**Standards**
	A. Engine oil and lubrication systems B. Oil changing C. Under Vehicle Inspection	5	12	**Academic:** RLST: 11-12.10, 11-12.3 WS: 11-12.4 A-CED: 4 A-REI: 1 SEP: 1, 2, 3, 4, 5,

				6, 7, 8 PS: PS3 **CTE Anchor:** Communications: 2.1, 2.2, 2.3, 2.4, 2.5 Career Planning and Management: 3.1, 3.2, 3.3 Technology: 4.4, 4.5 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.6, 7.7, 7.8 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4 Leadership and Teamwork: 9.1, 9.2, 9.3 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4 **CTE Pathway:** C1.4, C1.3, C1.2, C1.1, C2.2, C2.1, C2.7, C2.5, C2.6, C2.4, C2.3, C4.2, C4.3, C4.1
IX.	**ENGINE COOLING SYSTEMS**	**CR**	**Lab/ CC**	**Standards**
	A. Cooling system service and operation B. Cooling system pressure testing	5	12	**Academic:** RLST: 11-12.10, 11-12.3 WS: 11-12.4 A-CED: 4 A-REI: 1 SEP: 1, 2, 3, 4, 5, 6, 7, 8 **CTE Anchor:** Communications: 2.1, 2.2, 2.3, 2.4, 2.5 Career Planning and Management: 3.1, 3.2, 3.3 Technology: 4.4, 4.5 Problem Solving and Critical Thinking: 5.1, 5.2,

				5.3, 5.4 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.6, 7.7, 7.8 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4 Leadership and Teamwork: 9.1, 9.2, 9.3 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4 **CTE Pathway:** C1.1, C1.2, C1.3, C1.4, C2.1, C2.2, C2.3, C2.4, C2.6, C2.5, C2.7, C4.1, C4.2, C4.3
X.	**DRIVETRAIN SYSTEMS**	**CR**	**Lab/ CC**	**Standards**
	A. Service transmissions B. Manual transmissions C. Automatic transmissions D. Transfer cases E. Differentials	3	10	**Academic:** RLST: 11-12.10, 11-12.3 WS: 11-12.4 A-CED: 4 A-REI: 1 SEP: 1, 2, 3, 4, 5, 6, 7, 8 PS: PS3 **CTE Anchor:** Communications: 2.1, 2.2, 2.3, 2.4, 2.5 Career Planning and Management: 3.1, 3.2, 3.3 Technology: 4.4, 4.5 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.6, 7.7, 7.8 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4 Leadership and Teamwork: 9.1, 9.2, 9.3

				Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4 Demonstration and Application: 11.4 **CTE Pathway:** C1.4, C1.2, C1.3, C1.1, C2.1, C2.7, C2.6, C2.5, C2.4, C2.3, C2.2, C4.2, C4.1, C4.3
XI.	**BRAKING SYSTEMS**	**CR**	**Lab/ CC**	**Standards**
	A. Disk vs. drum brakes B. Basic brake inspection C. Lug nuts and torque wrench	5	15	**Academic:** RLST: 11-12.10, 11-12.3 WS: 11-12.4 A-CED: 4 A-REI: 1 SEP: 1, 2, 3, 4, 5, 6, 7, 8 PS: PS3 **CTE Anchor:** Communications: 2.1, 2.2, 2.3, 2.4, 2.5 Career Planning and Management: 3.1, 3.2, 3.3 Technology: 4.4, 4.5 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.6, 7.7, 7.8 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4 Leadership and Teamwork: 9.1, 9.2, 9.3 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4 **CTE Pathway:** C1.4, C1.3, C1.1, C1.2, C2.1, C2.2, C2.3, C2.4, C2.5, C2.6, C2.7, C4.3, C4.1, C4.2

XII.	TIRES AND SUSPENSION SYSTEMS	CR	Lab/ CC	Standards
	A. Tire construction and care B. Tire mounting and balancing procedures C. Tire mounting and dismounting D. Suspension system operation E.Lubricate suspension system and drive-train	5	10	**Academic:** RLST: 11-12.10, 11-12.3 WS: 11-12.4 A-CED: 4 A-REI: 1 SEP: 1, 2, 3, 4, 5, 6, 7, 8 PS: PS3 **CTE Anchor:** Communications: 2.1, 2.2, 2.3, 2.4 Career Planning and Management: 3.1, 3.2, 3.3 Technology: 4.4, 4.5 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.6, 7.7, 7.8 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4 Leadership and Teamwork: 9.1, 9.2, 9.3 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4 **CTE Pathway:** C1.3, C1.2, C1.4, C1.1, C2.1, C2.7, C2.6, C2.5, C2.4, C2.3, C2.2, C4.2, C4.1, C4.3
XIII.	**BASIC ELECTRICAL CIRCUITS**	**CR**	**Lab/ CC**	**Standards**
	A. Ohm's Law B. Series and parallel circuits C. Building a test light D.Wiring diagrams	15	5	**Academic:** RLST: 11-12.10, 11-12.3 WS: 11-12.4 A-CED: 4 A-REI: 1 SEP: 1, 2, 3, 4, 5, 6, 7, 8 PS: PS3 **CTE Anchor:** Communications:

				2.1, 2.2, 2.3, 2.4, 2.5 Career Planning and Management: 3.1, 3.2, 3.3 Technology: 4.4, 4.5 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.6, 7.7, 7.8 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4 Leadership and Teamwork: 9.1, 9.2, 9.3 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4 **CTE Pathway:** C1.4, C1.3, C1.1, C1.2, C2.1, C2.2, C2.3, C2.4, C2.5, C2.6, C2.7, C4.1, C4.3, C4.2
XIV.	**ENGINE ELECTRICAL SYSTEMS**	**CR**	**Lab/ CC**	**Standards**
	A. Battery, charging and starting systems B. Battery load test C. Charging system test D. Starting system test E. Lighting systems	5	15	**Academic:** RLST: 11-12.10, 11-12.3 WS: 11-12.4 A-CED: 4 A-REI: 1 SEP: 1, 2, 3, 4, 5, 6, 7, 8 PS: PS3 **CTE Anchor:** Communications: 2.1, 2.2, 2.3, 2.4, 2.5 Career Planning and Management: 3.1, 3.2, 3.3 Technology: 4.4, 4.5 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.2, 6.3, 6.4,

				6.5, 6.6, 6.7 Responsibility and Flexibility: 7.6, 7.7, 7.8 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4 Leadership and Teamwork: 9.1, 9.2, 9.3 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4 **CTE Pathway:** C1.4, C1.2, C1.3, C1.1, C2.1, C2.6, C2.7, C2.2, C2.3, C2.4, C2.5, C4.1, C4.2, C4.3

Entered by:

District: Santa Maria Joint Union High School District
Contact: MATT ALMAGUER, INSTRUCTOR
Phone: 805-310-6758
Email: MALMAGUER@SBCEO.ORG

Course Title

Automotive Chassis and Drive Trains

Description of Target Group

This advanced course is for 11th and 12th grade students who are at least 16 years old and have a grade of B or better in Fundamentals of Auto A/B and/or instructor's recommendation.

Purpose

The purpose of Automotive Chassis and Drive Trains is to give students an opportunity to continue in automotive and develop skills in repairing automobile frames, suspension and transmissions. This is a two-term course. This class is designed to prepare the student for entry into the job market or entry into an advanced training program in a specialty school or junior college with employment in the automotive field as the ultimate goal.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Complete a safety test with a passing score.
2. Develop an interest in a possible career in the field of auto mechanics.
3. Provide and use protective clothing and eye protection when and where required.
4. Complete assigned laboratory and written work.
5. Complete assigned clean-up responsibility.
6. Develop an understanding of safe working habits and conditions.
7. Understand and use automotive terminology.
8. Operate safely and demonstrate ability in the proper use of hand and power equipment available.
9. Develop basic skills in repair and service procedures in the following areas:
    a. Suspension
    b. Brakes
    c. Transmissions
    d. Drive Lines
    e. Wheel Alignment

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Individual laboratory work, lectures, class participation, demonstrations, audiovisual materials, field trips, small group laboratory activities, and outside resource people.

Course Title

Automotive Engines and Tune-Up

Description of Target Group

This advanced course is for 11th and 12th grade students who are at least 16 years old and have a grade of B or better in Fundamentals of Auto A/B and/or instructor's recommendation.

Purpose

The purpose of Automotive Engines and Tune-Up is to give students an opportunity to continue in automotive and develop skills in repairing and tuning automobile engines. This is a two-term course. This class is designed to prepare the student for entry into the job market or entry into an advanced training program in a specialty school or junior college with employment in the automotive field as the ultimate goal.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Complete a safety test with a passing score.
2. Develop an interest in a possible career in the field of auto mechanics.
3. Provide and use protective clothing and eye protection when and where required.
4. Complete assigned laboratory and written work.
5. Complete assigned clean-up responsibility.
6. Develop an understanding of safe working habits and conditions.
7. Understand and use automotive terminology.
8. Operate safely and demonstrate ability in the proper use of hand and power equipment available.
9. Develop basic skills in repair and service procedures in the following areas
    a. Engines
    b. Fuel Systems
    c. Ignition Systems
    d. Emission Control Systems

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Individual laboratory work, lectures, class participation, demonstrations, audiovisual materials, field trips, small group laboratory activities, and outside resource people.

Course Title

Automotive Fundamentals 1A

Description of Target Group

This course is for 9th through 12th grade students with priority given to those students expressing and interest in pursuing a career in the automotive industry.

Purpose

The purpose of Automotive Fundamentals 1A is to give the student a working knowledge of the automobile and its component parts and provide an introduction into the field of automotive service and repair. This is the first semester of a one year course. A fee is required.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Complete a safety test with a passing score.
2. Develop an interest in a possible career in the field of auto mechanics.
3. Provide and use protective clothing and eye protection when and where required.
4. Complete assigned laboratory and written work.
5. Complete assigned clean-up responsibility.
6. Develop and understanding of safe working habits and conditions.
7. Understand and use basic automotive terminology.
8. Operate safely and demonstrate ability to properly use hand and power equipment available.
9. Develop a basic understanding and working knowledge of the following systems.
    a. Engines: Operation, design, function, and basic repair.
    b. Cooling: Theory, maintenance, testing and repair, and environmental concerns.
    c. Lubrication: Automotive preventative maintenance, lubrication products industry standards and expectations, and proper lubrication techniques and service intervals.
    d. Wheels and Tires: Design and construction of wheels and tires and service techniques for mounting, dismounting, balancing, and repairing tires.
    e. Fuel Systems: Theory of fuel systems, basic carburetor and carburetor circuits, and an introduction to fuel injection systems.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Individual work, lectures, class participation, demonstrations, audio visual materials, field trips, small group activities, outside resource people, use of miscellaneous equipment, hands on projects and lab work.

Description of Target Group

This course is for 9th through 12th grade students who have previously taken Automotive Fundamentals 1A and wish to continue their education in the automotive field.

Purpose

The purpose of Automotive Fundamentals 1B is to give the student a working knowledge of the automobile and its component parts and provide an opportunity to explore the field of automotive service and repair. This is a second semester of a one year course. A fee is required.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Complete a safety test with a passing score.
2. Develop an interest in a possible career in the field of auto mechanics.
3. Provide and use protective clothing and eye protection when and where required.
4. Complete assigned laboratory and written work.
5. Complete assigned clean-up responsibility.
6. Develop and understanding of safe working habits and conditions.
7. Understand and use basic automotive terminology.
8. Operate safely and demonstrate ability to properly use hand and power equipment available.
9. Develop a basic understanding and working knowledge of the following systems.
    a. Electricity and electronics used in the automobile, including series and parallel circuitry, Ohms law, testing and diagnosis with a multimeter, and reading wiring diagrams.
    b. Brakes and braking system theory and operation.
    c. Suspension and steering theory and operation.
    d. Drive lines and rear differential theory and operation.
    e. Standard and automatic transmission basic theory and operation.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Individual work, lectures, class participation, demonstrations, audio visual materials, field trips, small group activities, outside resource people, use of miscellaneous equipment, hands on project and lab work.

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
Computer Aided Drafting Manufacturing

2. Transcript Title(s) / Abbreviation(s)
CAD/MFG 1A/1B

3. Transcript Course Code(s) / Number(s)
IT 7016 IT 7017

4. School
Righetti High School

5. District
Santa Maria Joint Union High School District

6. City
Santa Maria, CA 93455

7. School / District Web Site
http://www.smjuhsd.k12.ca.us

8. School Course List Contact

Name: **Jim Armstrong**

Title/Position: **Assistant Supt. Instruction**

Phone: 922-4573 **Ext.:** **4211**

E-mail: jarmstrong@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Language other than English
- ☐ Visual & Performing Arts
  - ☐ Intro ☐ Advanced
- ☐ College Prep Elective

10. Grade Level(s) for which this course is designed

11th & 12th

11. Seeking "Honors" Distinction?

☐ Yes ☐ No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☐ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Is this an Internet-based course? ☐ Yes ☒ No

If "Yes", who is the provider? ☐ UCCP ☐ PASS/Cyber High ☐ Other _____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- ☐ A course reinstated after removal within 3 years. Year removed from list? _____
  - Same course title? ☐ Yes ☐ No
  - If no, previous course title? _____
- ☐ An identical course approved at another school in same district. Which school? _____
  - Same course title? ☐ Yes ☐ No
  - If no, course title at other school? _____
- ☐ Year-long VPA course replacing two approved successive semester courses in the same discipline
- ☐ Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- ☐ Approved UC College Prep (UCCP) Online course
- ☐ Approved CDE Agricultural Education course
- ☐ Approved P.A.S.S./Cyber High course
- ☐ Approved ROP/C course. Name of ROP/C? _____
- ☐ Approved A.V.I.D. course
- ☐ Approved C.A.R.T. course
- ☐ Approved Project Lead the Way course
- ☐ Other. Explain: _____

15. Is this course modeled after an UC-approved course from another school outside your district? ☐ Yes ☐ No

If so, which school(s)? _____

Course title at other school _____

16. Pre-Requisites

Introduction to Drafting or Instructor Approval

17. Co-Requisites

18. Is this course a resubmission? ☐ Yes ☐ No

If yes, date(s) of previous submission? _____

Title of previous submission? _____

19. Brief Course Description

This course is designed to prepare students for entry level employment as a draftsperson/manufacturer or to continue with advanced training at the community college and college level. Upgrading and retraining is also covered through skill preparation in the field of computer aided drafting/manufacturing. Areas of instruction include introduction of advanced drafting skills, computer knowledge/mechanics of CAD, and computer aided manufacturing.

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

21. Course Objectives

22. Course Outline

23. Texts & Supplemental Instructional Materials

24. Key Assignments

25. Instructional Methods and/or Strategies

26. Assessment Methods and/or Tools

C. HONORS COURSES ONLY

Please refer to instructions

27. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

28. Context for Course (optional)

29. History of Course Development (optional)

SANTA BARBARA COUNTY EDUCATION OFFICE

REGIONAL OCCUPATIONAL PROGRAM

COURSE IDENTIFICATION

CBEDS Code: 5701

CBEDS Title: Drafting Occupations

ROC/P Course Title: Computer Aided Drafting/Manufacturing

JOB TITLES FOR WHICH STUDENTS WILL BE PREPARED:

CODE	TITLE
017.281-014	Apprentice Drafter
005.281-014	Structural Drafter
007.281-010	Mechanical Drafter
001.261-010	Architectural Drafter
600.280-034	Machinist Apprentice
600.380-026	Machine Set-Up Operator

ENROLLMENT REQUIREMENTS

1. 16 years and older and either in the 11th, 12th grade or an adult

2. Prerequisite: Introduction to Drafting or Instructor Approval

3. Students who enroll in this program should have serious intention of entering the broad cluster of occupations related to their training.

COURSE DESCRIPTION (Total Hours of Instruction: 360 hours)

This course is designed to prepare students for entry level employment as a draftsperson/manufacturer or to continue with advanced training at the community college and college level. Upgrading and retraining is also covered through skill preparation in the field of computer aided drafting/manufacturing. Areas of instruction include introduction of advanced drafting skills, computer knowledge/mechanics of CAD, and computer aided manufacturing.

COURSE OUTLINE:

The following table outlines the major subject areas of the course and the amount of time each student will spend on each subject area.

MAJOR SUBJECT AREAS		AVERAGE HOURS OF TRAINING
I.	General Orientation	5
II	Introduction to CAD	80
III.	Pictorial Drawing	50
IV.	Surface Developments	15
V.	Welding Drafting	10
VI.	Technical Illustration	30
VII.	Plotting	10
VIII.	Advanced Mechanical Drafting	50
IX.	Measurement	10
X.	Architectural Drafting	50
XI.	Computer Aided Manufacturing Technology	5
XII.	Toolpath and NC Code Generation	25
XIII.	Employability Related	20
	Total	360

SANTA BARBARA COUNTY SCHOOLS REGIONAL OCCUPATIONAL PROGRAM

COMPUTER AIDED DRAFTING/MANUFACTURING

1. ORIENTATION — 5 HOURS

A. ROP Regulations/Paperwork
B. Course Overview
C. Safety

II. INTRODUCTION TO CAD — 80 HOURS

A. Basic Computer Concepts
B. 2 D Systems
C. Use of Add Functions
D. Use of Modify Functions
E. Setting Grids and Layers
F. Use of Text and Dimensioning
G. Use of Blocks&Selections Sets
H. Use of Zoom Function
I. Filing - Saving & Retrieving
J. Output to Plotter & Printer
K. 3D Systems & Basic Geometric Primitives
L. Model Space, Paper Space, Viewports
M. Use of Overlays and Symbols

III. PICTORIAL DRAWING — 50 HOURS

A. Isometric Pictorials
B. Oblique Pictorials
C. Perspective Drawings
D. CAD Applications

IV. SURFACE DEVELOPMENTS — 15 HOURS

A. Sheet Metal Patterns
B. Sheet Metal Layouts
C. CAD Applications

V. WELDING DRAFTING — 10 HOURS

A. Welding Symbols
B. Placement of Welding Symbols on Drawings
C. CAD Applications

Computer Aided Drafting/Manufacturing Course Outline Continued

VI. TECHNICAL ILLUSTRATIONS — 30 HOURS

A. Advanced Grid Sketching
B. Shading
C. Exploded Views
D. CAD Applications

VII. PLOTTING 10 HOURS

A. Use and Care of Equipment
B. Line Values
C. Plotter Pens, Mylar
D. Inking

VIII. MECHANICAL DRAFTING 50 HOURS

A. Two and Three View Drawings
B. Industrial Design/Electrical & Mechanical (HVAC) & Plumbing
C. CAD Applications

IX. MEASUREMENT 10 HOURS

A. Use of Scale
B. Use of Micrometer and Caliper
C. Tolerances/ANSI Standards

X. ARCHITECTURAL DRAFTING 50 HOURS

A. Initial Design Ideas & Sketching
B. Floor Plans
C. Elevations
D. Cross Sections
E. Site Plans
F. Framing Details
G. Design and Models
H. Perspectives
J. CAD Applications

XI. COMPUTER AIDED MANUFACTURING TECHNOLOGY 5 HOURS

A. Manufacturing Production Engineering
   a. Design and manufacturing cycle
   b. Process planning

B. Numerical Control and Machine Motions
   a. Type of NC systems
   b. Machine tool applications

XII. TOOLPATH AND NC CODE GENERATION 25 HOURS

A. 3 Axis Mill
   a. Steps to generate 3 axis mill tool paths and NC Codes
   b. Create 3 axis features

c. Change 3 axis roughing and finishing strategies
d. Generate operation plans
e. Generate tool paths and simulate material removal
f. Reorganization, suppression and combining of features
g. Post processing tool paths

B. 2 Axis Lathe Tuning
a. Steps to generate turned tool paths and NC Code
b. Insert an OD profile for threading
c. Generate an operation plan and tool path
d. Post processing tool paths
e. Editing machinable features
f. Modify and ID profile feature
g. Ad and ID groove feature
h. Display location symbols and define the chuck

XIII. JOB SEEKING SKILLS/GENERAL WORKPLACE SKILLS 20 HOURS

A. Job Search Fundamentals
B. Résumé and Employment Applications
C. The Employment Interview
D. General Workplace Skills
(1) Job Attitudes/Work Ethics
(2) Personal Organization, Goal Settings and Time Management
(3) Personal Grooming
(4) Oral and Written Communication
(5) Teamwork
(6) Common workplace Rules and Regulations
(7) Further Training and Career Ladders

TOTAL 360 HOURS

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
Computer Aided Drafting Manufacturing

2. Transcript Title(s) / Abbreviation(s)
CAD/MFG 2A/2B

3. Transcript Course Code(s) / Number(s)
IT 7020 IT 7021

4. School
Righetti High School

5. District
Santa Maria Joint Union High School District

6. City
Santa Maria, CA 93455

7. School / District Web Site
http://www.smjuhsd.k12.ca.us

8. School Course List Contact

Name: **Jim Armstrong**

Title/Position: **Assistant Supt. Instruction**

Phone: 922-4573 **Ext.:** **4211**

E-mail: jarmstrong@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Language other than English
- ☐ Visual & Performing Arts
  - ☐ Intro ☐ Advanced
- ☐ College Prep Elective

10. Grade Level(s) for which this course is designed

11th & 12th

11. Seeking "Honors" Distinction?

☐ Yes ☐ No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☐ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Is this an Internet-based course? ☐ Yes ☒ No

If "Yes", who is the provider? ☐ UCCP ☐ PASS/Cyber High ☐ Other _____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- ☐ A course reinstated after removal within 3 years. Year removed from list? _____
  - Same course title? ☐ Yes ☐ No
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- ☐ Approved A.V.I.D. course
- ☐ Approved C.A.R.T. course
- ☐ Approved Project Lead the Way course
- ☐ Other. Explain: _____

15. Is this course modeled after an UC-approved course from another school outside your district? ☐ Yes ☐ No

If so, which school(s)? _____

Course title at other school _____

16. Pre-Requisites

Introduction to Drafting or Instructor Approval

17. Co-Requisites

18. Is this course a resubmission? ☐ Yes ☐ No

If yes, date(s) of previous submission? _____

Title of previous submission? _____

19. Brief Course Description

Students learn advanced computer aided drafting and computer aided manufacturing skills. Instruction areas include: 3 D CAD; mapping; advanced architectural, mechanical and civil drafting, advanced computer aided manufacturing.

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

21. Course Objectives

22. Course Outline

23. Texts & Supplemental Instructional Materials

24. Key Assignments

25. Instructional Methods and/or Strategies

26. Assessment Methods and/or Tools

C. HONORS COURSES ONLY

Please refer to instructions

27. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

28. Context for Course (optional)

29. History of Course Development (optional)

SANTA BARBARA COUNTY EDUCATION OFFICE

REGIONAL OCCUPATIONAL PROGRAM

COURSE IDENTIFICATION

CBEDS Code: 5701

CBEDS Title: Drafting Occupations

ROC/P Course Title: Computer Aided Drafting/Manufacturing

JOB TITLES FOR WHICH STUDENTS WILL BE PREPARED:

CODE	TITLE
017.281-014	Apprentice Drafter
005.281-014	Structural Drafter
007.281-010	Mechanical Drafter
001.261-010	Architectural Drafter
600.280-034	Machinist Apprentice
600.380-026	Machine Set-Up Operator

ENROLLMENT REQUIREMENTS

1. 16 years and older and either in the 11th, 12th grade or an adult

2. Prerequisite: Introduction to Drafting or Instructor Approval

3. Students who enroll in this program should have serious intention of entering the broad cluster of occupations related to their training.

COURSE DESCRIPTION (Total Hours of Instruction: 360 hours)

This course is designed to prepare students for entry level employment as a draftsperson/manufacturer or to continue with advanced training at the community college and college level. Upgrading and retraining is also covered through skill preparation in the field of computer aided drafting/manufacturing. Areas of instruction include introduction of advanced drafting skills, computer knowledge/mechanics of CAD, and computer aided manufacturing.

COURSE OUTLINE:

The following table outlines the major subject areas of the course and the amount of time each student will spend on each subject area.

MAJOR SUBJECT AREAS		AVERAGE HOURS OF TRAINING
I.	General Orientation	5
II	Introduction to CAD	80
III.	Pictorial Drawing	50
IV.	Surface Developments	15
V.	Welding Drafting	10
VI.	Technical Illustration	30
VII.	Plotting	10
VIII.	Advanced Mechanical Drafting	50
IX.	Measurement	10
X.	Architectural Drafting	50
XI.	Computer Aided Manufacturing Technology	5
XII.	Toolpath and NC Code Generation	25
XIII.	Employability Related	20
	Total	360

SANTA BARBARA COUNTY SCHOOLS REGIONAL OCCUPATIONAL PROGRAM

COMPUTER AIDED DRAFTING/MANUFACTURING

1. ORIENTATION — 5 HOURS

A. ROP Regulations/Paperwork
B. Course Overview
C. Safety

II. INTRODUCTION TO CAD — 80 HOURS

A. Basic Computer Concepts
B. 2 D Systems
C. Use of Add Functions
D. Use of Modify Functions
E. Setting Grids and Layers
F. Use of Text and Dimensioning
G. Use of Blocks&Selections Sets
H. Use of Zoom Function
I. Filing - Saving & Retrieving
J. Output to Plotter & Printer
K. 3D Systems & Basic Geometric Primitives
L. Model Space, Paper Space, Viewports
M. Use of Overlays and Symbols

III. PICTORIAL DRAWING — 50 HOURS

A. Isometric Pictorials
B. Oblique Pictorials
C. Perspective Drawings
D. CAD Applications

IV. SURFACE DEVELOPMENTS — 15 HOURS

A. Sheet Metal Patterns
B. Sheet Metal Layouts
C. CAD Applications

V. WELDING DRAFTING — 10 HOURS

A. Welding Symbols
B. Placement of Welding Symbols on Drawings
C. CAD Applications

Computer Aided Drafting/Manufacturing Course Outline Continued

VI. TECHNICAL ILLUSTRATIONS — 30 HOURS

A. Advanced Grid Sketching
B. Shading
C. Exploded Views
D. CAD Applications

VII. PLOTTING 10 HOURS

A. Use and Care of Equipment
B. Line Values
C. Plotter Pens, Mylar
D. Inking

VIII. MECHANICAL DRAFTING 50 HOURS

A. Two and Three View Drawings
B. Industrial Design/Electrical & Mechanical (HVAC) & Plumbing
C. CAD Applications

IX. MEASUREMENT 10 HOURS

A. Use of Scale
B. Use of Micrometer and Caliper
C. Tolerances/ANSI Standards

X. ARCHITECTURAL DRAFTING 50 HOURS

A. Initial Design Ideas & Sketching
B. Floor Plans
C. Elevations
D. Cross Sections
E. Site Plans
F. Framing Details
G. Design and Models
H. Perspectives
J. CAD Applications

XI. COMPUTER AIDED MANUFACTURING TECHNOLOGY 5 HOURS

A. Manufacturing Production Engineering
   a. Design and manufacturing cycle
   b. Process planning

B. Numerical Control and Machine Motions
   a. Type of NC systems
   b. Machine tool applications

XII. TOOLPATH AND NC CODE GENERATION 25 HOURS

A. 3 Axis Mill
   a. Steps to generate 3 axis mill tool paths and NC Codes
   b. Create 3 axis features

c. Change 3 axis roughing and finishing strategies
d. Generate operation plans
e. Generate tool paths and simulate material removal
f. Reorganization, suppression and combining of features
g. Post processing tool paths

B. 2 Axis Lathe Tuning
a. Steps to generate turned tool paths and NC Code
b. Insert an OD profile for threading
c. Generate an operation plan and tool path
d. Post processing tool paths
e. Editing machinable features
f. Modify and ID profile feature
g. Ad and ID groove feature
h. Display location symbols and define the chuck

XIII. JOB SEEKING SKILLS/GENERAL WORKPLACE SKILLS 20 HOURS

A. Job Search Fundamentals
B. Résumé and Employment Applications
C. The Employment Interview
D. General Workplace Skills
(1) Job Attitudes/Work Ethics
(2) Personal Organization, Goal Settings and Time Management
(3) Personal Grooming
(4) Oral and Written Communication
(5) Teamwork
(6) Common workplace Rules and Regulations
(7) Further Training and Career Ladders

TOTAL 360 HOURS

Course Title

CISCO Network Academy 1A

Description of Target Group

This 5-unit course is for 11th and 12th grade students who are interested in beginning a career in the computer networking industry. These students should have above average reading comprehension skills, to acquire and integrate course terminology and concepts.

Prerequisite: Enrolled in or completion of Algebra 1 or IMP 1

Purpose

CISCO 1A is a 1 term (one-semester) course to teach the basics of computer networking technology with an introduction to electronics. Students successfully completing this course will hopefully continue with CISCO 1B and CISCO 2A&B. CISCO courses 3 & 4 are available at Allan Hancock College and Santa Barbara City College. Students that complete all four courses receive the certification of CISCO Certified Network Associate.

Course Content

Safety related to the electronics industry.
Online Internet study and testing.
Simple PC troubleshooting.
Devices required to build a Local Area Network.
Hexadecimal Math.
Terminate Category 5 network cables.
Introduction to Networking OSI layers.
Soldering and de-soldering of electronic assemblies.
Use a Digital Multimeter and network cable testers.
Ethernet, Token Ring, FDDI topologies.

Standards of Student Achievement

Install network interface cards, terminate and test Category 5 network cables, measure resistance and voltage with a Digital Multimeter, Work cooperatively with others, use the internet for distance learning and testing, soldering of electronic assemblies, convert decimal, hexadecimal, octal, and binary numbers.

CISCO Network Academy 1A (continued)

Assessment of Student Learning

Completion of "Lab" exercises.
Maintaining a course notebook/lab journal.
Class participation.
Teacher evaluation.
Chapter quizzes.
Online, multiple choice, final exam.
Skill based final exam.

Instructional Materials

Online: CISCO Networking Academy curriculum; Internet informational links
Text: CCNA First-Year Companion Guide; Amato et. al
Hardware: CISCO Academy Hardware set (routers, hubs, switches, patch panels, cable etc.)
Software: MS Windows; Internet Explorer; TBD network management software;

Activities

This course will be conducted using the CISCO online curriculum, CISCO Lab Experiments, CISCO quizzes and exams. Students will study online, cooperatively, and at home. The instructor will provide additional classroom activities in computer maintenance, hardware and software installation, internet browser use, electrical soldering, digital meter and other test equipment use.

Concurrent College Credit

Students will be concurrently registered at Santa Barbara City College, and will receive 4 semester units of college credit upon successful completion of the CISCO 1A/B sequence. Credit agreements with Allan Hancock College is being pursued.

Course Title

CISCO Network Academy 1B

Description of Target Group

This 5-unit course is for 11th and 12th grade students who are interested in beginning a career in the computer networking industry. These students should have above average reading comprehension skills, to acquire and integrate course terminology and concepts.

Prerequisite: A passing grade in CISCO Network Academy 1A.

Purpose

CISCO 1B is a 1 term (one-semester) course to teach the basics of computer networking technology with an introduction to electronics. Students successfully completing this course will have a strong start in the networking industry, and hopefully continue with CISCO 2A&B. CISCO courses 3 & 4, are available at Allan Hancock College and Santa Barbara City College. Students that complete all four courses receive the certification of **CISCO Certified Network Associate**.

Course Content

Safety related to the electronics industry.
Online Internet study and testing.
Structured cable installation.
Internet Protocol addressing and routing.
Local Area Network design.
ARP and RARP routing protocol.
OSI Layers 4 through 7.
Operation of Email and HTTP

Standards of Student Achievement

Completion of a structured cable installation, design a simple Local Area Network, classify the types of IP addresses, work cooperatively with others, use the internet for distance learning and testing, demonstrate the use of packet diagrams, explain the function and processes of OSI layers 4 through 7, and explain how Email and HTTP work.

Assessment of student learning

Completion of "Lab" exercises.
Maintaining a course notebook/lab journal.
Class participation.
Teacher evaluation.
Chapter quizzes.
Online, multiple choice, final exam.
Skill based final exam.

Instructional Materials

Online: CISCO Networking Academy curriculum; Internet informational links

Text: CCNA First-Year Companion Guide; Amato et. al

Hardware: CISCO Academy Hardware set (routers, hubs, switches, patch panels, cable etc.)

Software: MS Windows; Internet Explorer; TBD network management software;

Activities

This course will be conducted using the CISCO online curriculum, CISCO Lab Experiments, CISCO quizzes and exams. Students will study online, cooperatively, and at home. Field trips to networking facilities. Performing a structured cable installation. The instructor will provide additional classroom activities in computer maintenance, electronics testing, network hardware and software operation.

Concurrent College Credit

Students will be concurrently registered at Santa Barbara City College, and will receive 4 semester units of college credit upon successful completion of the CISCO 1A/B sequence. Credit agreements with Allan Hancock College is being pursued.

Course Title

Consumer Automotive

Description of Target Group

This course is designed for all students in grades 9-12. It is a one term (nine week) course.

Purpose

This course introduces students to the automotive industry and the world of automotive repair. The student will learn basic principles of how an automobile works. Proper routine maintenance will be stressed. The student will have the opportunity to experience hands-on maintenance and minor repairs using proper tools and safety procedures. Proper disposal methods of automotive waste products will be stressed. The student will be exposed to career opportunities in the automotive industry as well as consumer awareness.

Prerequisites: None

Standards of Expected Student Achievement

1. Working safely in the auto shop.
2. Introduction to the auto industry.
3. Tool identification and use.
4. How does a car work?
5. Routine maintenance.
6. Changing oil.
7. Tire repair, rotation and balance.
8. Belts and hoses.
9. Brake inspection and cleaning.
10. Cooling system.
11. Safety inspection.
12. Battery and electrical (where are the fuses?).
13. What if my car won't start?
14. What is a tune-up?
15. Smog inspection; how to help your car pass.
16. Finding information - resources.
17. When do I really need a mechanic?
18. Buying parts for your car.
19. Buying a used car.
20. How to find a good mechanic?
21. Automotive careers.
22. Handling and disposal of waste materials.

Consumer Automotive (continued)

Assessment of Student Learning

1. Students will present evidence of learning by cooperating with group or individual assignments and presentations based on projects and skills.
2. Students will present evidence of learning by presenting ideas, solutions and conclusions to proposed or presented problems.
3. Students will present evidence of learning through teacher observations.
4. Students will present evidence of learning through quizzes, tests, and homework.
5. Teacher evaluations.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Course Title

Electronics 1A

Description of Target Group

This course is for sophomores, juniors, and seniors who have completed the Survey of Electronics course, and want to gain a more thorough knowledge of electronics. A student may also qualify to take this course by obtaining the instructor's approval, in writing.

Purpose

Electronics 1A is the first term of a one-year course, and is to prepare the student for entry- level positions in the electronics industries. It is also a good foundation for students pursuing engineering majors in college. It is assumed that students will continue with the Electronics 1B course.

Prerequisites: Passing Survey of Electronics, Automotive Fundamentals, or Physics

Standards of Expected Student Achievement

Upon successful completion of this course, students will be able to demonstrate the following knowledge/skills:

1. Safety related to the electronics industry
2. Proficiency with digital multi-meter
3. Use of the Proto Board
4. Calculations of voltage, current, and resistance in DC circuits
5. Identify series and parallel circuits
6. Soldering and de-soldering electronic assemblies
7. Solving basic Ohm's Law calculations

Assessment of Student Learning

1. Students will present evidence of learning by cooperating with group or individual assignments and presentations based on projects and skills.
2. Students will present evidence of learning by presenting ideas, solutions and conclusions to proposed or presented problems.
3. Students will present evidence of learning through teacher observations.
4. Students will present evidence of learning through quizzes, tests, and homework.
5. Teacher evaluations.

Instructional Materials

Text: Introduction to Electronics, Earl D. Gates
Supplementary Materials: Manufacturers documentation; videos

Activities

Lab experimentation, lectures, class participation, demonstrations, audio visual materials, field trips, small group activities, outside resource people, and electronic assembly.

Course Title

Electronics 1B

Description of Target Group

This course is for sophomores, juniors, and seniors who have completed Electronics 1A, and wish to continue their study of electronics. A student may also qualify to take this course by obtaining the instructor's approval, in writing.

Purpose

The purpose of Electronics 1B, the second term of a one-year course, is to prepare the student for entry level positions in the electronics industries. It is also a good foundation for students pursuing engineering majors in college.

Prerequisites: Passing Electronics 1A

Standards of Expected Student Achievement

Upon successful completion of this course, students will be able to demonstrate the following knowledge/skills:

1. Assemble simple circuits from schematic diagrams
2. Use the Proto Board to test electronic circuits
3. Use of capacitors, transistors, diodes, silicon controlled rectifiers
4. Locate faults in simulated automotive circuits
5. Knowledge of basic AC signals
6. Understand the operation of the oscilloscope
7. Understand the basic operation of the TV, VCR, CD player, and computer

Assessment of Student Learning

1. Students will present evidence of learning by cooperating with group or individual assignments and presentations based on projects and skills.
2. Students will present evidence of learning by presenting ideas, solutions and conclusions to proposed or presented problems.
3. Students will present evidence of learning through teacher observations.
4. Students will present evidence of learning through quizzes, tests, and homework.
5. Teacher evaluations.

Instructional Materials

Text: Introduction to Electronics, Earl D. Gates
Supplementary Materials: Manufacturers documentation; videos

Activities

Lab experimentation, lectures, class participation, demonstrations, audio visual materials, field trips, small group activities, outside resource people, and electronic assembly.

Course Title

Electronics 2A

Description of Target Group

This course is for juniors and seniors who have completed Electronics 1B and want to gain experience with advanced equipment and electronic repair. Students must be willing to work both independently, and in small study teams, to accomplish assigned projects/tasks.

Purpose

The purpose of Electronics 2A**,** the first term of a one-year course, is to build a functional knowledge of advanced electronic components; to obtain proficiency in the operation of analog and digital oscilloscopes; and teach the basic skills and techniques used to service and repair consumer electronic equipment.

Prerequisites: Completing Electronics 1B with a "C" or better.

Standards of Expected Student Achievement

Upon successful completion of this course, students will be able to demonstrate the following knowledge/skills:

1. Use of circuit simulation software.
2. Identify advanced electronic components.
3. Utilize advanced electronic test equipment, including oscilloscopes.
4. Interpret vendor reference data to perform equipment service and repair.
5. Communicate equipment problems with "customers.
6. Perform routine electronic equipment maintenance.
7. Complete typical electronic equipment repairs.
8. Perform equipment upgrades in personal computers.

Assessments of Student Learning

1. Students will present evidence of learning by cooperating with group or individual assignments and presentations based on projects and skills.
2. Students will present evidence of learning by presenting ideas, solutions and conclusions to proposed or presented problems.
3. Students will present evidence of learning through teacher observations.
4. Students will present evidence of learning through quizzes, tests, and homework.
5. Teacher evaluations.

Instructional Materials

Text: Introduction to Electronics, Earl D. Gates; Vendor Manuals Supplementary Materials: Manufacturers documentation; videos

Activities

Independent projects, vendor component research, computer simulations, demonstrations, audiovisual materials, field trips, electronic equipment repair, computer trouble shooting/upgrading, and electronic equipment repair.

Course Title

Electronics 2 B

Description of Target Group

This course is for juniors and seniors who have completed Electronics 2A and want to continue studying advanced test equipment, electronic components, and perform electronic repair. Students must be willing to work both independently, and in small study teams, to accomplish assigned projects/tasks.

Purpose

The purpose of Electronics 2B**,** the second term of a one-year course, is to enhance the student's knowledge of advanced electronic components; increase proficiency in the operation of analog and digital oscilloscopes; continue teaching techniques used to service and repair consumer electronic equipment, especially computers.

Prerequisites: Completing Electronics 2A with "C" or better.

Standards of Expected Student Achievement

Upon successful completion of this course, students will be able to demonstrate the following knowledge/skills:

1. Communicate equipment problems with "customers."
2. Perform routine electronic equipment maintenance.
3. Complete typical electronic equipment repairs.
4. Perform equipment upgrades in personal computers.
5. Identify and replace defective computer assemblies.
6. Utilize advanced electronic test equipment, including logic analyzers.
7. Use a variety of manufacturer's documentation to perform electronic service.

Assessment of Student Learning

1. Students will present evidence of learning by cooperating with group or individual assignments and presentations based on projects and skills.
2. Students will present evidence of learning by presenting ideas; solutions and conclusions to proposed or presented problems.
3. Students will present evidence of learning through teacher observations.
4. Students will present evidence of learning through quizzes, tests, and homework.
5. Teacher evaluations.

Instructional Materials

Text: Introduction to Electronics, Earl D. Gates; Vendor Manuals Supplementary Materials: Manufacturers documentation; videos

Activities

Independent projects, computer simulations, demonstrations, audiovisual materials, field trips, electronic equipment repair, computer trouble shooting/upgrading, and electronic equipment repair.

DISTRICT

Course Description

(Must be accompanied by a Course Adoption form & Textbook Adoption Form)

Full Course Title: Foundations of Technology & Engineering

School Associated with course: ☐ DHS ☐ ERHS ☐ PVHS ☑ SMHS

School Contact

Name: Shelly Springer **Title/Position:** teacher

E-mail: sspringer@smjuhsd.org **Phone:** 925-2567 **Ext:** 3440

Department:

Transcript Course Code(s) / Number(s):

Subject Area

- ☐ English Requirement
- ☐ World History
- ☐ US History
- ☐ Government
- ☐ Economics
- ☐ Mathematics
- ☐ Physical Science
- ☐ Life Science
- ☐ Physical Education
- ☐ Visual & Performing Arts
- ☐ Health
- ☑ Elective

Grade Level(s)

☑ 9 ☑ 10 ☐ ~~11~~ ☐ ~~12~~ NP

Vocational Education (CTE) ☑ Yes ☐ No

Career Pathway: Engr, Arch, and Mfg

Industrial Sector: Engr, Arch, Mfg, Envir, BioMed

☐ **Introduction** ☑ **Concentration** ☐ **Capstone**

Unit Value

- ☐ Semester (5 units)
- ☑ Year A/B (5 units per semester)
- ☐ Year A/B (two period course, 10 units per semester)

Comments:

Course Purpose: *What is the purpose of this course?*

Foundations of Technology and Engineering provides a student experience that develops career ready practices in the context of project based learning. Students work in teams of 4 using a cloud-based content learning management system which allows students to access the content anytime, anywhere, and on any device providing immediate feedback to keep the student fully informed of their mastery of the content. All knowledge and skills are based on career clusters and pathway standards to promote college and career readiness. Areas of study include Alternative Energy, Architectural Design, Biotechnology, Construction Technology, Environmental Technology, Manufacturing Technology, Materials Science, Transportation Technology, Robotics and Automation, and Digital Electronics. Students will work productively in teams, use technology to enhance productivity, plan their education and career paths, utilize critical thinking, define problems and persevere in solving them, demonstrate creativity and innovation, employ valid and reliable research methods, and apply appropriate academic and technical skills. Every unit requires that students submit evidence of learning for each project, write in context (narrative and argumentative), complete 2 objective assessments, and present a design brief solution the class as proof of knowledge and skill attainment. Please see the following pages for specific details regarding each of the modules.

B. COURSE CONTENT

Course Outline: *A detailed descriptive summary of all topics covered. All historical knowledge is expected to be empirically based, give examples. (i.e. California State Standards).*

A. Introduction to the cloud-based learning management system and beginning teamwork collaboration with an emphasis in the overarching skills, knowledge, and behaviors that individuals will need to be successful, regardless of their chosen career pathway.

1. Students will be able to maneuver the learning management system including routine checks for understanding.
2. Team building solving a specific problem
3. Lab expectations and safety guidelines
4. Design process lab
5. College and career readiness exploration (students work through ideas such as acting as responsible and contributing citizens and employees; applying appropriate academic and technical skills; attending to personal health and financial well-being; communicating clearly, effectively and with reason; consider the environmental, social and economic impacts of decisions; demonstrate creativity and innovation; employ valid and reliable research strategies; utilize critical thinking to make sense of problems and persevere in solving them; model integrity, ethical leadership and effective management; plan education and career path that is aligned to personal goals; use technology to enhance productivity; and work productively in teams while using cultural/global competence.)

Architectural Design Module

A. Students will become aware of the decisions architects make each day with regard to materials, their application to the site, and their visual appeal. They will work through a series of design exercises and team projects in a professional architectural environment. Architectural form modeling, combined with the use of CAD software will provide them with an opportunity for genuine design activities.

In this unit students will:

1. Define the nature of architecture and describe how architecture has influenced society.
2. Examine the history of architecture; classify and become familiar with historical events, from early designs to the evolution of CAD systems, as a development of graphic language.
3. Define the importance of technical and computer-aided drawing technologies that are essential to the language of industry; use sketching techniques and computer-aided drawing systems to produce both 2-D and technical illustrations and drawings.
4. Interpret and create drawings using universal drawing standards; define the reasons for applying various types of drawings such as oblique and perspective.
5. Describe the impact of environmental and ecological awareness on architectural design; define the relationship of town planning, socioeconomic factors, and urban growth to current architectural practices.
6. Define geographic and topographic mapping techniques, and apply them to drawings using current industry standards.

The Architectural Design, Design Brief Problem: Design the appropriate plans that will communicate a solution to the following problem. Context Life exists on Mars! Well, not exactly. Life will exist on Mars. From positive feedback from the Viking and Pathfinder missions to Mars, NASA has decided that the next phase of their Mars exploration program will be to develop a colony for scientists to further study the planet. The students act as an architectural firm that has been selected to work closely with NASA to develop a

design for their first Mars space colony: Magellan I. NASA expects to have this colony operational by the year 2025, as part of the new Millennium Program.

Pre-task Activity

a. Brainstorm possible solutions with the team.
b. Develop a timeline for appropriate completion of the problem.
c. Outline all objectives that will be accomplished.
d. Assign specific activities to each member of the team.

Task Activity: The finished project should include:

a. Research on Mars, provide one 18" x 24" sheet with photo-copied images of the planet;
b. A two-page essay describing the project in detail, including a description of Mars, explaining the possibility of human habitation and how it will occur. Discuss the design and summarize the team's design process, (use websites for information);
c. Site plan: select a site on Mars, show how all the buildings in the colony fit into the landscape, and label each node accordingly;
d. Four different conceptual sketches of the entire colony in felt-tip marker or colored pencils mounted on a single sheet of paper (to demonstrate the breadth of the team's ideas);
e. Four conceptual sketches of EVN-01 in felt-tip marker or colored pencils mounted on a single sheet of paper;
f. Plans, sections, and elevations at 1/4" of EVN-01;
g. Society study: colony circulation, and one drawing representing how people will move through the colony;
h. Technology study: one or two detailed drawings demonstrating the structural system and construction components of EVN-01, (include material callout, angles, and dimensions as necessary);
i. Environmental study: one section of EVN-01 at 1" = 1'-0" describing how the building works with the site and solar geometry, and demonstrating how the earth will be viewed; and
j. One model at 1/4" = 1'-0" of EVN-01 made from materials available in the classroom, or a perspective view of the project representing how visitors will perceive the building.

Expectations for a Successful Solution

a. Fulfill all of the program criteria specified above in an efficient, functional, and artistic manner.
b. Create an Earth Viewing Node, EVN-01 that provides a tranquil, contemplative place away from the Experiment Nodes and the Living Nodes.
c. Communicate good design by offering a presentation of drawings and a model of high quality, demonstrating an understanding of architecture.
d. Present the solution in a logical manner. Students must defend their result as the best possible solution.

Alternative Energy Module

A. Students will be using a variety of energy production and experimentation equipment including wind power, the Sterling engine, PEM fuel cell, and a photovoltaic array, to explore current technologies in alternate energy as well as the future applications of hydrogen fuel and biomass. In this unit students will:

1. Define and describe the differences between non-renewable and renewable forms of energy.
2. Explore the benefits and consequences of nuclear energy as an alternative energy source.

3. Identify the various forms of energy, and their applications for residential and commercial buildings by investigating, through hands on use, wind power, solar PV and hydroelectricity. Explore matter and energy utilizing the Theory of Relativity.
4. Explore external combustion engines.
5. Identify alternative energy sources for transportation through hands-on experimentation with solar PV and fuel cell technology.
6. Define and describe current programs and explorations in nuclear, geothermal and ocean tide based alternative energy programs.
7. Define the role of biomass technology in long range energy forecasting and explore long-range private and government programs for sustainable energy resources.

This Alternative Energy unit is classified under the STEM Career Cluster. Individuals that work in the STEM Career Cluster demonstrate the following skills and knowledge:

1. Apply engineering skills in a project that requires project management, process control and quality assurance.
2. Use technology to acquire, manipulate, analyze and report data.
3. Describe and follow safety, health and environmental standards related to science, technology, engineering and mathematics (STEM) workplaces.
4. Understand the nature and scope of the Science, Technology, Engineering & Mathematics Career Cluster and the role of STEM in society and the economy.
5. Demonstrate an understanding of the breadth of career opportunities and means to those opportunities in each of the Science, Technology, Engineering & Mathematics Career Pathways.
6. Demonstrate technical skills needed in a chosen STEM field.

Alternative Energy Design Brief - Solar Cooker

Pre-task Activity

1. Research solar oven designs on the Internet.
2. Allocate the different assignments in the research, design, and construction of the oven, as well as the writing of the summary, to the various members of the team.

Task Activity

a. Design a solar oven no larger than 1 square foot.
b. Construct a solar oven no larger than 1 square foot.
c. Perform required tests on the oven, and analyze the results.
d. Modify the oven's specifications, if necessary, and perform the tests again.
e. Write a written summary of the design project.

Expectations for a Successful Solution

a. Divide work up evenly among all team members.
b. Use research data to create a unique oven that meets the specific needs of the Navy.
c. Use test results and research to improve the design of the solar oven
d. Write a clear and precise written summary that supports and explains the solar oven that your design team has developed.

Biotechnology Module

A. From the extraction of DNA to the use of microbes to clean up environmental damage, the science of biotechnology has surged to the forefront of technological advancement. In this unit, students will perform a series of significant industrial and biological experiments that explore the bioscience advancements that enhance the utility of fiber, food, fuel, and plastics as the building blocks of our modern society.

In this unit students will:

1. Examine the historical elements of bioengineering and compare and contrast the ways in which bioengineering has evolved in this century.
2. Define the use of Bioengineering on food production and industrial applications and the ways that bioengineering has impacted commercial products.
3. Examine through DNA and RNA modeling the fundamentals of the four nucleic acid bases and DNA stranding.
4. Examine the impact of bioengineering on the environment and, through hands-on experimentation, establish how bioengineering can assist in environmental and ecological remediation.
5. Demonstrate the use of Polymerase Chain Reaction (PCR) technology on recombinant DNA samples and perform an Electrophoresis experiment to validate DNA amplification.
6. Examine the uses of Bioengineering within genetics and determine the effects of bioengineering discoveries within medical and pharmaceutical application.

B. This unit is more specifically aligned with the Science and Math Career Pathway. Individuals in this pathway share a set of skills and knowledge that expand on the skills and knowledge needed in the STEM Career Cluster. Individuals in the Science and Math Career Pathway demonstrate the following skills and knowledge:

1. Apply science and mathematics to provide results, answers and algorithms for engineering and technological activities.
2. Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.
3. Analyze the impact that science and mathematics have on society.
4. Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.

C. Narrative Writing - The doctors in the Kiser Medical Group specialize in infant and children's health. They are interested in adding a research lab to study genetic birth defects. Not all of the physicians are convinced the lab is a good idea. Some have mixed emotions about biotechnology. They all seem to agree that the technology is important, but are not sure how it could really help improve the care they provide. As their lead consultant, you were asked to provide information about biotechnology as it relates to birth defects. The Medical Group will not make a decision until they see your report.

Paragraph One: Consider all the benefits of biotechnology. Provide examples of how DNA research has helped improve lives, especially the lives of newborns and young children.

Paragraph Two: Consider the negative factors, too. You must provide the Medical Group with a balanced report. What are the negative effects of DNA research? Your explanation should be about 300 words, or about one page long.

Construction Technology Module

A. In this unit, students will explore construction systems including framing, HVAC, electrical, plumbing, and plot planning. Construction mathematics is emphasized using a transit and a laser level. In this module they will understand systems thinking, and the integration of materials, labor, costs, and site management in every phase of building. In this unit students will:

1. Interpret blueprints to examine planning and layout processes typically used in architectural construction and apply the information to basic planning.
2. Examine the importance of energy saving applications within home construction and perform experiments on four window glass designs.
3. Apply skills and procedures for land surveying using transits, lasers and mapping tools to develop plot plans and geological considerations for residential home design and town planning.
4. Examine and define typical construction processes of masonry, framing, and plumbing, HVAC, electrical, security and entertainment systems and their integration into a system for construction of the modern home and office.
5. Apply the various mathematical operations, techniques and theorems that are used with construction technology.
6. Examine the ramifications of alternative energy, energy conservation and environmental considerations in residential and commercial construction and design systems.

B. There are hundreds of related careers in the Architecture & Construction Career Cluster, some more similar than others. By classifying these similar careers into narrower categories called pathways, it helps individuals look at a range of options when it comes to employment in an area with similar skills and knowledge. Although this system of classifying careers into clusters and pathways is helpful in navigating career options, it is not the only way. This module is more specifically aligned with the Construction Career Pathway. Individuals in this pathway share a set of skills and knowledge that expand on the skills and knowledge needed in the Architecture & Construction Career Cluster. Individuals in the Construction Career Pathway demonstrate the following skills and knowledge:

1. Describe contractual relationships between all parties involved in the building process.
2. Describe the approval procedures required for successful completion of a construction project.
3. Implement testing and inspection procedures to ensure successful completion of a construction project.
4. Apply scheduling practices to ensure the successful completion of a construction project.
5. Apply practices and procedures required to maintain job-site safety.
6. Manage relationships with internal and external parties to successfully complete construction projects.
7. Compare and contrast the building systems and components required for a construction project.
8. Demonstrate the construction crafts required for each phase of a construction project.
9. Safely use and maintain appropriate tools, machinery, equipment and resources to accomplish construction project goals.

C. The Construction Technology Design Brief Problem: Design and build a 1/4" scale model of a house and create a real estate multiple listing specification sheet for the house.

Pre-task Activity: Use the Internet to access real estate websites. View the sites and note the information provided in their real estate listing specifications.

1. Visit a local real estate or construction company. Ask them for information on local homes that are for sale. If you visit a home contractor, ask them for information on potential homes that they can build for customers.

2. Plan and organize the structure of your construction team.
3. Distribute the work between team members. Decide who will be responsible for each task and its completion.
4. Create a short project schedule listing the tasks that need to be completed.

Task Activity

1. Review the floor plans and determine what materials your team will use to construct the model home.
2. Design and build a 1/4" scale that replicates the model home.
3. Create a real estate specification listing that highlights all of the features of the home and indicates the final sales price.
4. Prepare your presentation for the home owners' association.

Environmental Technology Module

A. Defining the effects of technology's impact on water, land and air quality is the primary mission of this exploration into environmental management. In this unit, students will use professional quality water and air sampling apparatus and perform a variety of particulate and chemical tests. They will also use the unique water table and earth strata simulator to investigate the effects of pollution on ground water. In this unit students will:

1. Explore the history of the U.S. Environmental Protection Agency and how it affects the goods and services that are produced today.
2. Define the differences between exhaustible, renewable, and inexhaustible resources; define and describe alternative ways of heating homes and fueling vehicles.
3. Investigate the effects of design and technological activities on the environment, taking into account both positive and negative impacts on the Earth and its resources.
4. Analyze through hands-on experimentation the ecological effects of ground water flow.
5. Describe the effects through experimentation of acid rain, and perform a water analysis and gray-water treatment experiment.
6. Analyze air samples and define air pollution and pollen index criteria to evaluate environmental conditions.

B. This unit is more specifically aligned with the Environmental Service Systems Career Pathway. Individuals in this pathway share a set of skills and knowledge that expand on the skills and knowledge needed in the Agriculture, Food & Natural Resources Career Cluster. Individuals in the Environmental Service Systems Career Pathway demonstrate the following skills and knowledge:

1. Use analytical procedures and instruments to manage environmental service systems.
2. Evaluate the impact of public policies and regulations on environmental service system operations.
3. Develop proposed solutions to environmental issues, problems and applications using scientific principles of meteorology, soil science, hydrology, microbiology, chemistry and ecology.
4. Demonstrate the operation of environmental service systems (e.g., pollution control, water treatment, waste water treatment, solid waste management and energy conservation).
5. Use tools, equipment, machinery and technology common to tasks in environmental service systems.

C. The Environmental Technology Design Brief Problem: Design and create a scale model of an environmental education park constructed entirely of recycled materials, for elementary school students.

Task

1. Your design team must draw detailed plans demonstrating the layout of the educational park.
2. You must construct a scale model of the park on a 28" x 28" x 2" tray, using only recycled and organic materials.
3. Your team must also create detailed drawings and descriptions of each of the four environmental education exhibits to be included in the park.
4. Your team is also required to complete a 5-minute presentation to the city planners. This presentation must explain the plan for the park, and the purpose and structure of each environmental education exhibit.

Design Criteria Materials: The drawings of the park design must be drawn on the maps provided by the city planners. The scale model must be produced in the tray provided and can only be constructed using organic and common recycled materials (glass, plastic, paper, and rubber.)

Plan Criteria: All plan designs for both the park and individual exhibits must include a legend and a description of the plan. The description of the exhibit drawings must detail which environmental concepts are being taught, and how the exhibit is teaching those concepts to the elementary school student.

Manufacturing Technology Module

A. Manufacturing and production technology is a conscious exploration of the processes that take raw materials to finished goods. In this unit, students will take their designs from a concept sketch to a finished product, while defining the systems structure of a manufacturing enterprise. The manufacturing process activities use CNC equipment, 3D printing, plastics mold design and rapid prototyping. This unit provides students with the opportunity to create new products of their own design. In this unit students will:

1. Examine the history of manufacturing processes and contrast them to current (Just-In-Time) manufacturing processes.
2. Practice using elements of production management to synthesize planning, engineering, resources allotment, and manufacturing processes by establishing a student management team.
3. Identify and classify the purposes and processes of inspection and SPC (statistical process control) in the manufacturing environment to assure uniformity and the adherence to design specifications.
4. Analyze and demonstrate in application the relationship of CAD/CAM/CIM and 3D printing in industry and manufacturing production.
5. Define and interpret the components of the industrial design process, and produce drawings and renderings for new products.
6. Examine the environmental and ecological aspects of manufacturing systems.

B. This Manufacturing Technology unit is classified under the Manufacturing Career Cluster. Individuals that work in the Manufacturing Career Cluster demonstrate the following skills and knowledge:

1. Evaluate the nature and scope of the Manufacturing Career Cluster and the role of manufacturing in society and in the economy.
2. Analyze and summarize how manufacturing businesses improve performance.
3. Comply with federal, state and local regulations to ensure worker safety and health and environmental work practices.
4. Describe career opportunities and the means to achieve those opportunities in each of the Manufacturing Career Pathways.
5. Describe government policies and industry standards that apply to manufacturing.

6. Demonstrate workplace knowledge and skills common to manufacturing.

C. The Manufacturing Technology Design Brief Problem: Investigate the opportunity to start a small business manufacturing wooden signs using CNC (Computer Numerical Control) software and machinery. Context: Small Business, Big impact! There are millions of small businesses across the United States and the cumulative impact of the small business sector is enormous.

Historical References: Many urban gathering and shopping areas prohibit the use of electric and neon signs for environmental reasons. Wooden signs have been used for hundreds of years whether painted or carved. Wooden signs can be recycled and are made from a renewable resource. The scrap material from making a wooden sign can also be recycled.

Pre-task Activity

1. Make sure you have watched all the videos on using the CNC software and machinery.
2. Begin drawing thumbnail sketches and mock-up drawings for your signs.
3. Conduct sample surveys with people in your school to determine whether wooden signs would be a desirable product.
4. Brainstorm a marketing strategy that will highlight the features of your sign business.

Task Activity

1. Complete your final detailed drawing illustrating dimensions and design feature placement. If you choose to add a 3D printed component discuss with your team how each feature will be manufactured.
2. Select the best material suited for the design solution.
3. Begin designing and manufacturing your prototype sign.
4. Make a presentation to the class as to whether you think you can make money in this business.

Transportation Technology Module

A. Transportation technology is the systematic movement of people and goods and its effect on society. Each system, land, sea, and air, is a group of micro-systems working together for efficiency and effectiveness. In this unit, students will design a maglev train, use a buoyancy tank to test scale hull designs, and investigate the characteristics of wing sections in the wind tunnel. They will also use an aeronautics trainer to chart and execute flight operations. In this unit students will:

1. Examine the history of transportation systems and their effects on worldwide technological advancement. Compare and contrast transportation systems, which move goods and people, for their application, safety considerations, and impact on society.
2. Demonstrate the principles of hydrodynamics and aerodynamics through hands-on experimentation using a wind tunnel and a buoyancy stability tank.
3. Examine through hands-on use the impact of satellite communications and GPS technology on transportation systems.
4. Define the integration of communications technologies and transportation technologies to move packages and the effect of that movement on the global economy.
5. Examine the environmental and ecological impacts of transportation systems and how new and future technologies can affect these systems.

B. This unit is more specifically aligned with the Engineering and Technology Career Pathway. Individuals in this pathway share a set of skills and knowledge that expand on the skills and

knowledge needed in the STEM Career Cluster. Individuals in the Engineering and Technology Career Pathway demonstrate the following skills and knowledge:

1. Use STEM concepts and processes to solve problems involving design and/or production.
2. Display and communicate STEM information.
3. Apply processes and concepts for the use of technological tools in STEM.
4. Apply the elements of the design process.
5. Apply the knowledge learned in STEM to solve problems.
6. Apply the knowledge learned in the study of STEM to provide solutions to human and societal problems in an ethical and legal manner.

C. The Transportation Technology Design Brief Problem: Develop a prototype maglev vehicle that is aerodynamically efficient and appealing to commuters.

Context: The Canadian Transportation Department (CTD) is planning to construct a magnetic highway to travel from Vancouver, British Columbia to Seattle, Washington. The CTD believes that a high-speed ecologically friendly transportation system would encourage tourism between the United States and Canada. They have contacted your transportation engineering firm, Salazar & Jarrard, to design a maglev vehicle. The CTD has requested Salazar & Jarrard produce a small working model – a prototype – of the maglev system. The scale model should demonstrate the shape of the vehicle, the method of propulsion, and the possible speed that the maglev vehicle can travel. Your design team has been selected to produce the prototypes for the CTD and to demonstrate the speed and stability of the maglev system.

Task: Each two-person team is responsible for creating a maglev vehicle. The vehicle should have an aerodynamic design, and a propeller and electrical motor for propulsion. The vehicle should balance evenly on the magnetic track, and should be as fast as possible. Test your design against the other team's vehicle, the best design should be selected for the final presentation.

Design Criteria Materials

1. Each maglev vehicle will be constructed from a foam block, 8 magnets, and a motor and propeller system.
2. The vehicle may be shaped in any manner that you determine will be aerodynamically efficient. Your design team may select any material, such as wire, tape, glue, or other fasteners to connect the motor and propeller to the body of the vehicle. You may also choose any material to prevent the vehicle from sliding against the metal side rails of the magnetic track.
3. Your vehicle must have a finished appearance.

Model Design

1. A side, top, and front view of the vehicle body design must be drawn before beginning model construction. These drawings must correspond to the model that is built.
2. The model design must be aerodynamic. The body shape must be designed to cut through the wind. The wind tunnel may be used to test the aerodynamic efficiency of your vehicle.
3. The vehicle must pick up electrical power from the side rails on the track.
4. The length of the vehicle can be no less than 6". Performance
5. The maglev vehicle must be balanced when placed upon the magnetic track.
6. The maglev vehicle must be able to run the length of the magnetic track while remaining balanced.

Pre-task Activity

1. Research aerodynamic design models, and gather information regarding magnetic levitation.
2. Produce detailed drawings of the top, side, and front designs of the maglev vehicle body.
3. Determine the best possible shape of the vehicle body to increase aerodynamic efficiency and promote stability.

Task Activity

1. Design and create the maglev vehicle body out of the foam block.
2. Attach the motor and propeller unit to the vehicle body.
3. Balance the completed train body and engine on the magnetic track.
4. Test the completed vehicle by timing its speed over the length of the magnetic track.
5. Modify your prototype to improve its performance.

Materials Science Module

A. In this unit, students will develop an understanding of the materials and processes used to create the products they encounter every day. They will use, test, and process natural and synthetic materials like plastics, metals, wood composites and textiles. Using the Paxton TSB 5000 Materials Tester and other technical apparatus, they will explore the properties of raw and processed materials. In this unit students will:

1. Define the way in which raw materials are collected and processed to produce industrial materials.
2. Define the Universal Systems Model.
3. Demonstrate and explain testing and process methods used to produce new and recycled common materials.
4. Understand and demonstrate the use of tools and machines in the processing of materials through forming, casting or molding, separating, conditioning, finishing and assembling materials.
5. Compare and contrast properties of materials and test for tensile strength, compression strength, flame resistance and tear strength.
6. Compare and contrast the types and uses for textiles within commercial applications.

B. This Materials Science module is classified under the STEM Career Cluster. Individuals that work in the STEM Career Cluster demonstrate the following skills and knowledge:

1. Apply engineering skills in a project that requires project management, process control and quality assurance.
2. Use technology to acquire, manipulate, analyze and report data.
3. Describe and follow safety, health and environmental standards related to science, technology, engineering and mathematics (STEM) workplaces.
4. Understand the nature and scope of the Science, Technology, Engineering & Mathematics Career Cluster and the role of STEM in society and the economy.
5. Demonstrate an understanding of the breadth of career opportunities and means to those opportunities in each of the Science, Technology, Engineering & Mathematics Career Pathways.
6. Demonstrate technical skills needed in a chosen STEM field.

C. The Materials Science Design Brief Problem: Analyze and select the best material to build a functional product.

Context: Wake-Up Inc. is interested in producing and marketing a wakeboard that out performs any board ever made. The owners of the well-known water sports chain of stores have extensive background in water ski competition and are well informed about the latest equipment. They have proposed a partnership with your company, Big Island Research. If your group will help them develop a board that will revolutionize the market, they will sponsor a series of events to market the product throughout the west. This high-performance board will only be sold in their stores. For your company, this means the re-engineering of the materials and production processes for their new product. It means exposure in a whole new industry, more new clients, and celebrity. It sounds like a good deal, so sign on. Time to catch some waves.

Task

1. Your team of experts must begin to plan a strategy of convincing Wake-Up Inc. that your boards and design will exceed their wakeboard requirements.
2. From your knowledge of materials, material properties, characteristics, and process methodology, design, sketch and produce a model wakeboard that will perform to the design specifications outlined by Wake-Up. You should also design and produce each board using different reinforcing materials.
3. Since you will be making a formal presentation to the Board of Directors of WakeUp, Inc. you will need to produce scale models of each of the wakeboard designs you are producing. Your manufacturing team must also describe and present in detail what materials, properties, characteristics, and process methods you will utilize and require to produce the required parts and the entire product.

Design Criteria

Applied Technology: The wakeboard will be completely redesigned. The employees of the shop are very picky as to the outcome of this new board, and want properties and materials considered for each of the points below.

1. The board itself (the deck) must be extremely light and flexible. It should be able to hold a minimum weight of 300 lbs.
2. The design graphics used on the board must appeal to the target audience of 18- to 25-year-old active young adults.
3. Cost is of some concern and must be justified to meet the design considerations.
4. If you can argue for high cost materials and processes, go ahead. Because the board will be used for competitions, Wake-Up will pay for it and your expertise.

Materials:

- Molds for board lay-up
- Materials for lay-up, including reinforcing materials
- Fiberglass • Carbon fiber
- Tools and supplies for finishing, trimming, and cutting, etc
- Digital camera to document final open-ended problem solving process.

Communications

- Video on Nano-technology

Digital Electronics

A. Digital Electronics is a foundational STEM subject and while it may seem like it has a language all its own, the fundamentals are easy to understand. In this module, students will use state of the art circuit simulation software as well as computer interfaced circuit breadboarding. Students will be using an Arduino based circuit board to complete several experiments and learn how computer code can be used to control digital circuits.

In this unit students will:

- Learn the historical developments of digital electronics, and explain the impact of those developments on current technology. Identify and define the hardware parts of a modern desktop computer, and explain the operation of each part.
- Demonstrate through hands-on exploration the use of circuit simulations.
- Define basic semiconductor physics through hands-on experiments; and explain diodes, transistors, circuit configurations, and their applications.
- Compare and contrast logic functions, memory circuits, and clock and timing circuits, as well as their applications to electronic systems.
- Demonstrate through hands-on application the use of computer coding to control prototype circuits.

B. This Digital Electronics module is classified under the STEM Career Cluster. Individuals that work in the STEM Career Cluster demonstrate the following skills and knowledge:

1. Apply engineering skills in a project that requires project management, process control and quality assurance.

2. Use technology to acquire, manipulate, analyze and report data.

3. Describe and follow safety, health and environmental standards related to science, technology, engineering and mathematics (STEM) workplaces.

4. Understand the nature and scope of the Science, Technology, Engineering & Mathematics Career Cluster and the role of STEM in society and the economy.

5. Demonstrate an understanding of the breadth of career opportunities and means to those opportunities in each of the Science, Technology, Engineering & Mathematics Career Pathways.

6. Demonstrate technical skills needed in a chosen STEM field.

C. Argumentative Writing: In 1965 Gordon Moore, co-founder of Intel, predicted that the number of transistors per square inch on integrated circuits would double every year. He believed that from the time that integrated circuits were invented, their costs would steadily decrease. Moore predicted that this trend would continue for the near future. The pace has slowed slightly, but experts believe this will be the trend for the next two decades.

Paragraph One: As a writer for Software Seller Today, your editor has asked you to prepare an update of Moore's Law. He has asked that you write a paragraph on the prediction that computing power will increase even as costs decrease. The main theme is this: If Moore's Law holds true for the next twenty years, predict how the price, size, and power of computers will change the devices we currently use. Describe what the devices may be able to do in the future.

Paragraph Two: To defend your opinions and judgment you'll need to show the reader that the predictions you are making are based on current facts.

The student argumentative writing piece should be about 300 words or about one page. Information should be kept concise, but with enough detail to covey the information.

Robotics & Automation

A. Students will use two computer controlled robots and a fluid power/pneumatics trainer to emulate industrial processes. They will see how the electronic and mechanical components of robots function. They will also gain an understanding of sensors and programming methods used in robotics while conducting a series of robotic experiments.

In this unit students will:

- Contrast and compare the various types of robots and their applications within manufacturing and service industries.
- Examine through hands-on experimentation the properties of fluids and pneumatics, the fundamentals of fluid and pneumatic power, and the application of the Bernoulli theorem and Boyle's law.
- Demonstrate the operation of a closed hydraulic and pneumatic system to generate motion from the flow of liquids and gases.
- Program and operate an autonomous robot to perform a variety of exploration and data generation operations.
- Compare and contrast the uses of various types of sensors and controls used in robotics and automation.
- Define the use of computer-integrated manufacturing (CIM) within production and manufacturing.

B. This unit is more specifically aligned with the Engineering and Technology Career Pathway. Individuals in this pathway share a set of skills and knowledge that expand on the skills and knowledge needed in the STEM Career Cluster. Individuals in the Engineering and Technology Career Pathway demonstrate the following skills and knowledge:

1. Use STEM concepts and processes to solve problems involving design and/or production.
2. Display and communicate STEM information.
3. Apply processes and concepts for the use of technological tools in STEM.
4. Apply the elements of the design process.
5. Apply the knowledge learned in STEM to solve problems.
6. Apply the knowledge learned in the study of STEM to provide solutions to human and societal problems in an ethical and legal manner.

C. Autonomous and Remote Control Robot Design Brief

Problem: ClearBot Inc. has been contacted by the Colorado Department of Environmental Protection about removing hazardous chemicals from an abandoned mine. The chemicals are stored in barrels, deep underground. Because the barrels are corroding, the job is too dangerous for human workers and must be performed by a robot. Although the robot can be safely operated by remote control, the depth of the mine causes remote control communications to occasionally black out. If the robot wanders into a blind spot, it must be able to autonomously find its way to an area where remote control communications can be resumed.

Design and Performance Specifications

- The robot must begin the activity, in the middle of the maze, facing a wall.
- The robot must escape from the maze through one of the four corners autonomously, within 20 seconds.
- If the robot collides into a wall, moving the wall, it will be disqualified.
- The robot must be completely clear of the corner exit before it times out.
- After the autonomous task, immediately begin the remote control task.
- The barrels must be placed outside the maze for pickup with 3 barrels at each corner.
- The barrels must be brought into the center of the maze and stacked two barrels high.
- The winning team will be the one that completes both tasks in the shortest amount of time.

Evaluation

- Perform the demonstration compliant with all Design and Performance Specifications.

Explain the following during your presentation:

- Design process and development
- Modifications made throughout the design process
- Explanation of your completed Step/Action Worksheet
- Demonstrate compliance with all Design and Performance Specifications
- Explain testing outcomes and conclusions of the design results
- Describe additional applications of your robot design

Text(s): Title: (no text required - online, cloud based learning)

Edition: _____ Publication Date: _____

Publisher: Paxton Patterson Author (s): _____

URL Resource(s) _____

☑ Usage ☐ Primary Text ☐ Read in entirety or near entirety

Pre-Requisites
Algebra 1
Co-Requisites

Supplemental Instructional Material: *Please Describe. If using online text or non-standard material, please provide the title of the material or webpage and the URL link.*

Paxton Patterson website for student login: www.paxpat.com ($2800 for 5 yr site license renewal)

Instructional Methods and/or Strategies:

Project based learning via career clusters and pathway standards. Research online.

Assessment Methods and/or Tools:

Written essay (narrative & argumentative), mult choice exams, project designs presented to class

Activities: *(if applicable)*

A multitude of activities as described in the course content

Certificate: *(if applicable)*

Course Title

Furniture Construction A/B

Description of Target Group

This course is for 10th, 11th, and 12th grade students. It is recommended that Wood A/B and Mechanical Drawing 1A/B be completed, or teacher's recommendation, before enrolling in this course.

Purpose

The purpose of Furniture Construction is to allow students to design and develop or select approved projects that require working plans, plans of procedure and a bill of materials. A lab fee is required. Students may provide their own materials or purchase them from the school. This is a two semester or two period course.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Pass safety information form.
2. Operate machines properly.
3. Complete any required project.
4. Construct common wood joints and cuts.
5. Draw to scale, cabinets and furniture projects.
6. Complete selected projects including finishes.
7. Be able to recognize and select good materials.
8. Figure cost and board feet.
9. Be aware of the world of work.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Individual work, lectures, class participation, demonstrations, audio visual materials, field trips, small group activities, and outside resource people.

Graphic Arts 1 A/B

Pioneer Valley High School (053847)

Submitted: Mar 25, 2019
Decision: Apr 3, 2019

ubmission Feedback

PPROVED

asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
ioneer Valley High School (053847)	Classroom Based	Abbreviation	Course Code
		Graphic Arts 1A	IT6661
		Graphic Arts 1B	IT6662

Title:	Graphic Arts 1 A/B
Length of course:	Full Year
Subject area:	College-Preparatory Elective (G) / Interdisciplinary
UC honors designation?	No
Prerequisites:	none (Recommended)
Co-requisites:	None
Integrated (Academics / CTE)?	Yes: Design, Visual and Media Arts
Grade levels:	9th, 10th, 11th, 12th

ourse Description

urse overview:

Graphic Arts 1 A/B is a one-year, Career Technical Education course that introduces and emphasizes the development of professional design skills in visual communications, graphic design, and layout. The course incorporates project-based learning and is constructed so that each unit builds and prepares student skills to be applied in subsequent units. A rigorous framework of reading, writing, class discussions, and design exercises enable each student to master a foundation of techniques and skills they apply to assigned projects using page-layout or image-editing software such as Adobe Illustrator and Adobe Photoshop. The course objective is to enable unique and effective, critical and creative problem solving skills for an entry-level career *or* for more advanced studies in graphic arts.

urse content:

Unit 1. What is Graphic Design?

In this unit, students are introduced to concepts of *design thinking* and examine the design process through the lens of Contemporary publishing materials.

Students will learn how good design combines from the merging of *form*, as art, and function, as utility. They learn how design drives visual culture and that graphic design is a powerful method to communicate. The availability of computer has made everyone a graphic designer, proving the need for students to learn the design rules for using technology tools. Students survey how the Internet has changed everything for graphic designers. They are instilled with the basic fundamentals that graphic design is a *plan for organizing visuals, typography, and space*. By the end of this unit, students will understand the basic rules that provide them a practical graphic design/layout guide. This will provide them with the foundation of concepts and practices necessary for producing effective visual communication across a variety of formats from print media to electronic media.

⊒ Unit Assignment(s):

Students find a printed example of graphic design; one in which they feel is well designed and communicates a message. They will write an explanation sighting specific instances in their example of each of the four basic characteristics of a successful graphic design layout: what captures their attention at first look; how the layout controls each eye movement through the layout; what kind of information is conveyed and how the design accomplished this; is there any emotion induced from the layout.

Successful completion of this assignment (by rubric) validates student understanding of the four basic characteristics of a graphic design layout, and their ability to analyze a layout and identify these characteristics.

Unit 2. History of Graphic Design

History is a recurring theme across the entire curriculum. This unit, however, is intended to help cultivate students' curiosity and provide them additional resources for their projects. Students learn that the history of graphic design gives them an understanding of the evolution of visual communications from the earliest cave paintings through the latest digital media. History helps clarify meaning and eases visual communication. As students learn about world events, they explore how graphic design has contributed to the growth of civilization and influences our contemporary society and culture. This unit makes conclusive how understanding history enhances a designer's perceptions. Rather than borrowing a style, students learn how to expand on styles because they know how these styles evolved.

⮒ Unit Assignment(s):

Students select and research three significant events in the history of graphic communication. From this, they write an explanation of how these events socially and culturally impacted the world, and what impact still affects the present day. They must include specific evidence and appropriate visual references that support their opinion. When completed, students share their papers with the class in a five-minute presentation.

Successful completion of this assignment will indicate students' ability to interpret historical social and cultural influences on graphic communications on the past and present periods.

Unit 3. Generating Ideas

No matter what the purpose, design is not spontaneously generated. New designers often go directly to the production steps in creating visual communication, while professional designers work on cultivating ideas by research, brainstorming, and sketching their thoughts. This unit offers students a view of *design thinking*, a methodology to develop their ideas. Students learn to research, or collect basic information in words and diagrams about the design's purpose, deadline, audience, and how it coordinates with related events. Once completed, students learn to use their research data to brainstorm the project's design concepts and layout possibilities. They learn three brainstorming techniques to help stimulate creativity, which can be used individually or in collaboration. Ideas often come from looking at work create by other designers, so a segment of this unit is devoted to exploring famous designs and designers. Finally, brainstorming becomes visual by creating sketches, thumbnails, or storyboards that represent simplified ideas to solve the visual problem at hand. This task might unveil dozens of possibilities, and students learn how to evaluate the best solutions to the visual problem.

⮒ Unit Assignment(s):

Students write a checklist that traces the workflow and organizes the design process focused on in this unit. Their list is based on reading assignments, class discussions, and research. It must include all the steps and details required, along with explanations and examples, in order to complete an affective graphic design layout. Students then draw a tabloid-sized diagram, or flow chart, of their checklist using available media. (This checklist becomes part of the rubrics used to evaluate and grade the students design work.)

Successful completion of this assignment will give students an understanding of the *professional* methodology they are expected to follow in completing assignments in this and subsequent graphic communications classes as well as in a real world career.

Unit 4. Layout Basics

Basic layout entails exploring the physical structure of a design layout by introducing eight essential components of a successful layout. By demonstration and practice, students learn the functions of these components and can conclude what makes a good layout. This understanding helps them to identify the essential components in either simple or complex layout designs. They learn how to create an effective, reader –friendly layout for simple projects such as flyers and information sheets. With this knowledge and practice, students are able to apply essentials in their own simple projects. Testing and analyzing their work provides evidence that their layouts are effective because of the reading characteristics of the Western culture; from left to right and from top to bottom. Controlling the reader's eye movement is key in designing effective layouts. At the end of this unit, students will have a conceptual layout that will work in most graphic design purposes.

⮒ Unit Assignment(s):

Students develop and produce a public service announcement (PSA) poster about a social issue in which they are passionate. Using the techniques presented in this and the previous unit, they will do research, develop the concept, write the copy and tags for the poster, create thumbnail sketches and a comp, locate suitable visuals, pair up fonts that work well together and support the content.

Successful completion of this assignment will give evidence that students understand the various tasks and how they interrelate in creating a graphic design layout. It also gives students experience in working out problems that arise with both the mechanics and the content.

Unit 5. Newbie Errors

There are a variety of errors that new graphic design students are likely to make. Each of these errors can minimize the result of their layout. This unit visually surveys these errors and the rationale behind them, with the intent that students will avoid them in creating their own design layouts. These errors are presented by example, which simplifies the process of understanding them and being able to identify them. By carefully learning how to avoid these errors, students are able to maintain control over the viewer's eyes, improve readability, and thereby improving the chances of conveying a message. To contrast these errors, students acquire five steps to visual success, which include establishing a clear focal point, minimizing the number of groupings the eye must scan, creating visual sight lines to guide the eye, properly set type, and the use of simplicity and restraint.

⮒ Unit Assignment(s):

Students find seven examples of the design errors that newbie designers are prone to make. Clip or photocopy at least four errors found in print media such as flyers, magazine ads, etc., and make screen prints of errors on the web to total the seven. Explain each error and create rough thumbnail sketches that show a fix for the errors.

Completing this assignment successfully will prove that students can identify common design errors and be able to provide alternatives that are more functional and affective.

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6. Elements and Principles of Design

This unit focuses on the tools of design and their application to creating a layout. These areas of exploration that students learn include the *Elements*, or basic units of Design, the *Principles* of how they are applied, and four *Gestalt Theories* that define how people perceive patterns. These represent are the building blocks that students use to create a visual layout. Being familiar with the elements, principles and theories will help a student converse about a layout and allow them to be used to create more effective visual messages. Students also study how designers use the Golden Proportion and the Rule of Thirds to organize the visuals, type, and components and space in their layouts.

Unit Assignment(s):

Working in pairs, students locate print material containing examples of each of the *Elements of Design*, *Principles of Design*, and applied *Gestalt Theories*. They evaluate and label each example, indicating the dominant occurrence of the element or principle, and noting any secondary occurrences. Look in print material such as magazine and newspaper ads, brochures, and flyers.

By successfully finishing this assignment, students enhance their skills at identifying the tools of art and design. By recognizing them, they can better understand how to use them in their own design layouts.

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7. Visualizing and Grid Design

Grids are an important part of graphic design. They are the structural force behind design, whether print or electronic media. They are organizational tools that bring order to a layout and define space. Students learn by hands on how grids give the designer control over composition, create effective visual communications, and provide unity over their design. In this unit, students also learn about various formats of layout, and the use of grid to organize the space of a layout. Finally, students evaluate examples of composition aided by multi columned grids. They learn about aspect ratios, proportions of margins, columns, alleys and gutters, how to establish a focal point, where to place objects, use of Greek text, and how to control negative space. In this unit, students also encounter layouts with multiple topics on the same page. They also discover objects not previously considered basic components of a layout, and so they adopt new techniques for playing these objects in optimal locations within the working structure of their layout.

⮒ Unit Assignment(s):

Using the essential components learned in previous lessons, create a poster publicizing an event of your choice. Students are required to create a grid using single page margin calculations, write the copy and tags, locate appropriate visuals, and the manipulate text and headlines to work with the content. When completed, students write an analysis of how their grid worked with the *Elements of Design*, *Principles of Design*, and applied *Gestalt Theories*, to support the four characteristics of an effective layout.

In addition to practicing the techniques learned in this and previous units, students will show their ability to combine the components learned into an effective graphic design layout, and to defend their designs.

Unit 8. Typography

Type surrounds us every moment of the day. It's an integral part of graphic design, especially when it merges with photographs, illustrations and the thoughts that we intend to communicate. With thousands of typefaces available, designers need an understanding of how to combine type with the other basic visual elements. This unit discusses the mechanics and classifications of type, the classical typefaces that have endured for hundreds of years, the traditional methods of how we use type and readability. It also enjoins creative methods of designing with type and contemporary techniques of how our words work with the other visual elements to convey our ideas and thoughts. By completing several exercises in typography, students learn the nuances of typefaces, styles, alignment, and size. Students also learn to make the connections between typeface and content, explore techniques to evoke the readers' emotions, and create designs with type for logos and infographics.

⮒ Unit Assignment(s):

Students create a vertical folding restaurant menu on a 9 inch by 12 inch document (the finished size is 4½ inches wide by 12 inches high). Students chose the type of food, write all the copy, design the front and back covers, and design the inside two-page spread showing the menu items offered. Use typography that that suits the cuisine, and create a visual hierarchy with a sense of order. This must show proper punctuation marks, indicate paragraph, bulleted lists with hanging indents, tabs, tab leaders, and whatever else is required by your design.

A successful assignment will show that students comprehend the visual character and nuance of various typefaces and how they enhance and *couple* with words in our languages. Further, they understand the technical structure, punctuation marks, and alignment required by typesetting.

Unit 9. Color Theory

Each color we use conveys tone and meaning; which is essential to affecting audiences' judgments and reactions. Students learn that color is more than just a visual phenomenon—it is uniquely an emotional language and a symbolic tool for all designers. They learn that it is not simply a decorative afterthought and should be leveraged to its full extent. Color has the

power to capture the reader's attention, to control their eye flow, and to evoke their emotions. Influences of a designer's color choices are from culture, history, and nature, each of which is explored in the course. Successful application of color requires an understanding of color technologies and an understanding of how colors relate to each other on a color wheel. Students interpret these relationships of color by creating color schemes, and learn how these relate to design.

⮒ Unit Assignment(s):

Students create a Color Journal with three color schemes taken from the ink/paint color model. Use only hues, no black or white, with each scheme based on one of the following: 4 color complements, 4 analogous colors, and 5 colors extracted from a photograph (included on the page) of a natural environment. Create journals as a letter size page from a logbook, using lined paper for a background.

A successful assignment shows that students understand the relationships of colors in a traditional color wheel (ink/paint model), and are able to create various color schemes for various purposes.

Unit 10. Working with photos and illustrations

It is easily possible to create a document comprised entirely of words. We see this every day. Most of us, however, prefer photos, illustrations, or infographics embedded in our reading material to make it more interesting, more informative, and break up uninteresting blocks of type. Students will learn that graphics carefully selected can add color, texture, visual impact, and create a sense of movement and rhythm in a static layout. More importantly, visuals add to the eye flow by providing entry points to a layout. In this unit, students will encounter matters of quality and suitability of content, but also learn about the technical side of images: resolution, file format, size, and bleed off. They learn how to select the right visuals to support the content in their layouts, how to scale images to the proper size without distorting the proportions, how to choose more than one photo, where to get photos, and about alternatives to photos. This unit finishes by delving into copyright law, where students learn what a copyright is, and understand a variety of terms encountered in graphic design such as exclusive rights, public domain, intellectual property, fair use, and attribution.

⮒ Unit Assignment(s):

Collect several advertisements relating to four topics given to you by your teacher. Compare and contrast the photo treatments in each ad in a short writing. Consider the compositions, use of color and alterations applied using digital editing software. Choose one of the topics and create your own two ads. One ad must be within a style consistent with convention; the other one using a totally different style. Use digital stock images and any photo editing software available to you. Print both and submit them along with your written thoughts.

Success with this assignment indicates that students can evaluate images slanted toward different content. They are also are able to depicted images that reinforce and support different content.

Unit 11. Infographics

21st century technology demands fast chunks of visual communication are in high demand. In this unit, students learn that news organizations and advertising agencies are relying more and more on infographics to deliver content quickly and clearly. They learn how to improve cognition by utilizing graphics to enhance the human visual system's ability to see patterns and trends. Infographics are the merging of information with the visual skills of a graphic designer. Students are presented with a multitude of best practices for designing maps, pie charts, graphs, and time lines. It is a quick process to discover that infographics is beyond journalism or business communications; it is well within the realm of the graphic designer.

⮒ Unit Assignment(s):

Students create a two dimensional illustration of the living room in your home. Starting with the rules of creating maps, synthesize your own visual style of lines, shapes and color to detail areas of the room. Students should devise a method of placing furniture around the room. Take liberties to develop an interesting view, add textures and patterns that help represent the details, but still maintain proportion and scale.

This assignment is intended to give students an opportunity to practice skills of illustrating and devising a style that enhances the presentation of the illustration.

Unit 12. Corporate Identity and Branding

Corporate Identity relates to a combination of designs, words, and color schemes that make a visual statement about a company and the business philosophy it chooses to communicate. Associated with this is a symbol, or icon, that represents the company—a logo. In this unit, students learn how to synthesize a corporate identity including colors, tag lines, stationery, and an icon, all of which can provide easy identification of the company by the public. Corporate Identity has become part of what has become known as *branding*. As an introduction to *branding strategies*, students will study examples of *branding standards* created by several well know corporations. From these, they will learn the purpose of branding, and how the success of most businesses relies on presenting a consistent image to the public, where every detail is considered, and controlled.

⮒ Unit Assignment(s):

Students research an existing corporation to determine a new identity for the business. From this research, they design a new business logo in color using typographic ligatures and techniques demonstrated and detailed in this unit. The logo will be placed on the business stationery, which includes a business card for you, the CEO, letterhead with a tag line, and matching business sized envelope. Students' design must be a total *facelift* for the corporation. To complete this assignment, students defend their design by writing an explanation of the change in identity.

Students will succeed with the assignment when they have created a new identity for the business they choose, and can justify their design.

Unit 13. An Overview of Papers and Printing

Printing will never disappear even though we seem to be heading toward a paperless existence. Handheld devices offer access to electronic documents. But print media will not disappear. Paper offers a sensory element not available with electronic media, which strengthens the ability to communicate through design. There are huge varieties of textures and finishes available, providing students with ample evidence to support that the tactile feel of paper is more persuasive than an electronic document. Students learn how to choose the right paper for project by considering the look, the feel, the color of the paper, various treatments that may be applied, common paper folds and binding types, and, of course the costs. Methods of printing are compared, including commercial offset, web offset, and digital printing. Students complete the unit by learning how to specify a project for getting an estimated cost, and how to prepare their documents for printing. A representative from a major paper company will address the class and discuss about paper lines offered by the company.

⮒ Unit Assignment(s):

Students design a tri fold brochure printed on landscape letter sized paper for any product they choose, real or fabricated. They complete research, brainstorming, thumbnail sketches, write copy and tag lines, and locate three of four images to support the content. Using page-layout or image-editing software, they complete final artwork, with notation for the printer (crop marks, color bars, registration marks, and color specifications). The final steps include paper selection, writing the printing specifications and get printing quotes either online or from a print shop.

Students who complete this assignment successfully confirm they have learned the process and understand how to design and produce a simple brochure printed using an outside source.

Unit 14. Designing for the Web

Many of the visual communication skills developed in graphic design are applicable to web design. Designing for the web is a more complex task because of its interactive nature, and the fast pace of continuing advancements in technology. However, both deal with certain rules about visual communication, and so this unit introduces communication issues in designing for the web. Students learn such things as how fonts are displayed on a computer screen, how color changes, there are a few different rules for controlling the viewer's eye, and a different method of *navigating* from page to page. They learn how the web works, so they may understand what to expect when working with websites and how files are displayed. Designing for the web is similar to print design. The graphic design rules and skills developed in the course for print layout apply to web design. But students also learn that there are differences, as well, such as the inability to totally control layouts on screen, as on a sheet of paper, or that the canvas continually changes with the device being used to view the pages. Finally, students learn that the best web pages are collaboration between good design skills and good technology skills.

⮒ Unit Assignment(s):

This is a collaborative assignment with the Advanced Web Media & Design class. Students draw several thumbnail sketches and brainstorm ideas for an online personal portfolio. They choose their best idea to develop using page-layout or image-editing software to create their portfolio website. Starting with a site map, they create a home page, and determine what secondary pages will be necessary. Their final website must include consistent navigation, a strong graphic user interface, and detailed specifications for type, images and other visuals. Since this is not a web design course, the completed website will be scripted by the Web Media & Design class. Final website designs must conform to the standards developed in both the Basic Graphic Design and the Advanced Web Media & Design courses.

A successful assignment will yield a website based on students' ability to transfer their design ideas to another student. Critiques from the advanced students will help validate communicate design ideas and the accuracy of the specification.

Unit 15. Education and Careers

In this unit, students learn the difference between a job, an occupation, and a career.

They learn about the various segments of the graphic design industry so they can decide which best suits their interests and talents. It is important that students understand what is required for entering the industry and its potential growth, and how to research and explore careers in order to make critical decisions about their futures. Surveying schools that offer advanced education in graphic communications shows them how to better prepare for a career. They learn to create, produce and present professional portfolios, and are responsible for documenting, presenting and evaluating their skills and experience. Knowing how to get their first job is equally important because it is their first step on the road to a successful career.

⮒ Unit Assignment(s):

Students select a career in the visual arts industry to do an in-depth study. This study includes several facets: *investigating* the career to identify basic requirements such as knowledge, skills, education, and abilities; *researching* salary and wage information, average working conditions, and the economic outlook for future jobs; *interviewing* a professional in the industry, asking them predetermined questions; *examining* professional associations to determine how membership would help their success in the career. Finally, students write a career paper including the facts and information they accumulated about the career they chose, a summary of their interview, and a conclusion about why they would pursue such a career.

Successful completion will confirm that students have learned how to research a career. The assignment has either given them a career direction, or at least the skills with which to find a different one.

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ourse Materials

Textbooks

itle	Author	Publisher	Edition	Website	Primary
he Graphic Designers Digital Tool Kit	Allan Wood	Cengage Learning	7th Edition	[empty]	Yes

Other

itle	Authors	Date	Course material type	Website
he Graphic Canon	Russ Kick	2012	Supplemental Textbook	[empty]

dditional Information

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Graphic Arts 2 A/B

Pioneer Valley High School (053847)

Submitted: Mar 25, 2019
Decision: Apr 3, 2019

ubmission Feedback

PPROVED

asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
		Abbreviation	Course Code
ioneer Valley High School (053847)	Classroom Based	Graphic Arts 2A	IT6663
		Graphic Arts 2B	IT6664

Title:	Graphic Arts 2 A/B
Length of course:	Full Year
Subject area:	College-Preparatory Elective (G) / Visual & Performing Arts
UC honors designation?	No
Prerequisites:	Graphic Arts 1 A/B (Required)
Co-requisites:	None
Integrated (Academics / CTE)?	Yes: Design, Visual and Media Arts
Grade levels:	10th, 11th, 12th

ourse Description

urse overview:

Graphic Arts 2 A/B is a one-year, capstone Career Technical Education course that prepares students for careers or post-secondary education in visual communications, graphic design, and layout. The course is founded on project-based learning. Students will apply knowledge and skills acquired in Graphic Arts 1 A/B to an understanding of copyright and intellectual property law, design theory and processes, image generation and assembly, applied arts, color, typography, and print production & electronic publishing. Students will also participate in providing support to school events such as theatre productions, the yearbook, and the school newspaper. Historical design and aesthetics will continue to be a student focus including how technology, politics, social media, and cultural beliefs influence artwork.

urse content:

Unit 1: The Graphic Design Industry - History, Designers, Trade Associations

In this unit, students will examine the history of graphic design. Students will identify major influences and attributes from various cultures and historical figures that have emerged, and through class discussion and analysis, describe their impact on the field of graphic design. Students will research and analyze the various job classifications and trade associations within the design, visual, and media arts industry. Students will understand and apply the practice of personal and occupational safety and protecting the environment by using materials and processes in accordance with industry standards, OSHA requirements, and environmental regulations. Students will understand, practice, and apply the safe and appropriate use of tools, equipment, work processes, and hazardous waste handling and disposal. Students will be introduced to Tech Notes and the Design Blog, and the monthly assignment of evaluating current events in graphic design.

Unit Assignment(s):

Graphic Design Careers and Certifications

In this assignment, students will research and analyze the various job classifications within the graphic design industry and consider the pros and cons of the role, certification and education level required, compensation, companies who are hiring, and watch videos of individuals who work in the various career opportunities. Students will design a career pathway that includes the skills and education required to pursue their specific career, develop a presentation, and present their findings to their peers in a multimedia format.

Current Events in Graphic Design

Each month, students will research current event articles from online Graphic Design journals and magazines; to name a few: *Print Magazine, HOW Design, Eye, Idea*. Students will obtain, evaluate, and communicate information by writing short reflections and participating in whole class discussions.

Ongoing - Tech Notes and Design Blog

Tech Notes are digital notes taken by the student on topics such as computer application tools and procedures, the graphic design print process, materials and production, and electronic publishing methods. Students will also respond to Design Blog writing prompts that are directly related to graphic design and design theory questions.

Unit 2: Copyright, Intellectual Property Law, and Ethics

Copyright and intellectual property law are the foundations of many creative and expressive art industries. In this unit, students will explore the source and nature of copyright protection. Students will become familiar with the Copyright Act; they will visit the US Copyright Office website where they will explore the text of the nation's copyright laws, news on proposed copyright legislation, basic information on copyright, perform a search of copyright records, and learn how to register the copyright for a work they have created. Students will also study intellectual property law from both a moral and commercial value perspective.

Students will also analyze the industry of photo manipulation and discuss the influence and manipulation of popular media. Using magazine covers, fashion magazines, and other images, students will explore the ethics of manipulation. Students will engage in classroom debate on the artist and artistic liberties in the context of false information. Students will also engage in a Socratic seminar asking open-ended questions that will require students to actively listen to their peers, and then evaluate and articulate their own thoughts and responses.

⮒ Unit Assignment(s):

What's in a Picture?

In this assignment, students will write a research paper that considers the ethical challenges of working with visual material. Specifically, students will focus on the role the media plays in publishing images that may or may not be truthful, and the impact it has on personal, social, and political issues. Students will analyze several manipulated images of food products, politicians, and other news features such as:

- a *Time* magazine artist who reworked OJ Simpson's mug shot (*Time*, July 27, 1994)
- a *National Geographic* artist who adjusted the great pyramids of Egypt to better fit a cover layout (VanRiper, 1994)
- a *Time cover* photograph, reportedly presenting Bill Clinton in an agitated state over the Whitewater affair, which was, in reality, taken months before in a totally different context (Kramer, 1994)

Students will then address the following questions in their paper:

1. What constitutes a manipulated image?
2. When is the manipulation of "reality" justified? What about context?
3. Is it fitting to use such an image? If so, when and how?
4. Is it proper to appropriate images, removing them from their original context?
5. Is it ethical to manipulate a "borrowed image"? If so, how much? And who owns the final "new" image?
6. Is it ethical to manipulate an image to invoke an emotional response?

Unit 3: Gestalt Design Theory and the Design Process

In this unit, students will learn and apply the theory of the Gestalt design with a focus on computer interface design. Students will learn the fundamentals of two-dimensional design, the foundation of art, graphic design, and visual communication. Students will examine how simple, yet intentional visual manipulation, points, lines, planes, gestalt, and color can communicate and create meaning. Students will also learn and apply the five steps of design - Define, Learn, Generate Ideas, Design Development, and Implementation in an effort to know and understand exactly what a client wants and needs.

⮒ Unit Assignment(s):

Gestalt Principles

The Gestalt approach attempts to define principles of perception—a list of "perceptual laws" which determine the way humans perceive objects. Further research into the perception of patterns and objects has been used as a theoretical backdrop to inform the design of website interface.

In this assignment, students will learn and apply the form-shaping capabilities of the human visual perceptual system, particularly with regards to how designers use these effects to create interesting designs. Students will first read the Gestalt excerpts from the *Universal Principles of Design* which covers the five principles: closure, similarity, continuity, proximity, and uniform connectedness. Students will then research and find examples of the last four principles online in an existing website interface. Students will place a screenshot of each example in a html or PDF document. Students will include a short narrative, the original source link, and identify which Gestalt principle(s) are observed in each screenshot. Students will present their work to their peers in a multimedia format.

Unit 4: The Principles and Elements of Applied Arts

In this unit, students will learn and apply the principles and elements of applied arts to the design and decoration of everyday objects to make them aesthetically pleasing. Students will also examine the application of design and aesthetics to objects of function and everyday use in the fields of industrial design, graphic design, fashion design, and interior design. Students products will include a logo design and marketing materials for an object they've chosen from a kitchen.

⮒ Unit Assignment(s):

Design and Visual Communication

In this assignment, students will observe small objects at home that are part of their everyday lives. They will select one object they think is remarkable and research the following:

1. Where did it come from?
2. Why was it invented?
3. What materials is it made of?
4. What problem does it solve?

Students will then imagine they are a museum curator who is including the object in an exhibition and write a wall label that describes the object. Students will then exhibit their object and wall label for peer review.

Students will then work in small groups to invent their own kitchen appliance or utensil. Students will draw a picture of their invention and address:

1. What is it made of?
2. What is special about it?
3. What function does it serve?
4. Who will use it?
5. What is it called?

Finally, students will design a logo and marketing material addressing who their audience is and what they want to draw attention to. Students will then exhibit their products for peer review. Peers will identify the intended audience, the focus of the marketing material, what makes their kitchen item design aesthetically appealing, and participate in small group and whole class discussion.

Unit 5: Color

In this unit, students will explore the use of color in the surface decoration of canvas and fabrics. Students will experiment with color mixing and make color samples. They will explore tonal variations and contrasts in color, keeping all samples and information in a dye notebook or folder. Students will apply the use of household dyes to look at color and how it functions in fabric design. Students will explore how color is used on clothing and fashion, and discuss trends and influences that dictate the choice and use of color in everyday life. Students will also examine two international artists who use colored dots in their works of art. They will then explore the use of color and create a painting on canvas using just dots.

⮒ Unit Assignment(s):

Dots on Canvas: A Self Portrait

In this assignment, students will create a painting using just dots with a particular focus on the use of color, size, pattern, and repetition. First, students will examine the painting *Grandmothers Country* by Australian Aboriginal artist Michelle Possum Nungurrayi and her use of color, size, pattern, and repetition of dots. Students will then examine the work of Yayoi Kusama, a Japanese artist who is obsessed with dots and has been using them since her role as an avant-garde artist in 1960s counterculture. Students will respond in writing on how both artists use dots in the context of their similarities and differences, mood, theme, and the story they are trying to tell. Students will then design and render their own painting on canvas using acrylic paints by just painting dots. They will create a self portrait that uses color, size, pattern, and repetition.

Unit 6: Typography

In this unit, students will be introduced to the power of words through typography; the art and technique of arranging type to make written word legible, readable, and appealing when displayed. After a brief but relevant history of the alphabet, students will learn and apply the use of typography as a communication tool; not only to make artful design, but to organize and communicate the meaning of an idea. Students will understand how the arrangement of type involves the selection of typefaces, point sizes, line lengths, line spacing, and space adjustment between pairs of letters, to make text readable and coherent, and how it can organize content for ease of use and comprehension.

⮒ Unit Assignment(s):

Visual Poetry

Visual Poetry, in its simplest form, is an arrangement of words that echo the theme of a poem; where the shapes of the words are just as important as what they say. A visual poem can be expressionistic, where clusters of syllables, punctuation, color, shape, space or letter-forms resonate together and suggest various sounds. In this assignment, students will be given the words to a poem, and asked to visually create an expressionistic visual poem, a visual mosaic of words, that clearly articulates their own interpretation of the poem.

Unit 7: Visualizing and Grid Design

Visualizing and Grid Design are elements of design that aim to help the artist develop creative methods of thinking and a critical approach to their work. In this unit, students will learn how to organize and visualize data and information in an understandable and effective way. Students will understand how to apply a grid system, a framework of spaced bars that are parallel to or cross one other, to achieve an organized design. Students will explore grids in an interactive design using multiple devices with different screen sizes. Students will also learn and apply the technique of visualizing as they communicate quantitative or qualitative information in a way that tells a story about data and information, depicting a pattern of their relationship. The main objective is for students convey information in a manner that remains readable and comprehensible, while in graphic form.

⮒ Unit Assignment(s):

Creative Jobs Snapshot

In this assignment, students will create an Infographic, a graphic visual representation of information, data, or knowledge designed to present complex information quickly and clearly. The goal of this assignment is for students to explore creative ways to layout data and complex information in a manner that is quick and easy to read. Students will choose a particular graphic designer job and research and select information and data to create a job snapshot. Students will utilize the grid design technique, use type and image as the visual elements, and use fonts, color, shape, and size to represent specific feelings and emotions. The image size will be 9" x 15" and be mounted on a 11" x 17" bristle board. Students will present their infographic to their peers for peer review.

Unit 8: Print Production & Electronic Publishing

In this unit, students will learn the technology and terminology of digital art, photographic production, and electronic publishing. Typography is revisited as an important design element in electronic publishing. Design considerations and compositional techniques such as the rule of thirds, lines of motion, leading lines, visual hierarchy, repetition, alignment, proximity, and contrast are examined in print production. Students will learn and apply photoshop to enhance, retouch, restore, and color correct images to improve the quality of online image display at several resolution levels. File transmission and compression methods, digital color theory, and a variety of output considerations will also be explored in an effort to cover all aspects of print production and electronic publishing.

⮒ Unit Assignment(s):

Print Production and Electronic Publishing

In this assignment, students will first study the components of a print ad in preparation for creating an advertisement for a magazine. Students will examine:

1. the header - does it attracts attention to the ad and let the reader know what they will find out in the copy
2. the image - does it create curiosity and communicate what the viewer will learn by continuing to read the ad
3. the body - does it elaborate on the concept of the title, and build interest in the product or service
4. the call to action - does it lead the reader to take a specific action, such as visiting the store or contacting the store for more information
5. the contact information - does it include as much information as appropriate to make it easy for the reader to find the business

Next, students will create and produce a mazagine advertisement for a consumable product. After the production of the print ad, students will repurpose the material to fit into a standard sized banner advertisement for placement on a webpage. Finally, following the restrictions and size constraints of each entity, students will rewrite the material and publish as a blog post, as a series of messages on Twitter, as a Google Adword link, and on Facebook as an advertisement.

Unit 9: Preparing for a Career in Graphic Design

In this unit, students will explore the expectations of professional conduct in the graphic design industry, including personal qualities of workers and attention to personal presentation. Students will focus on the importance of teamwork and the components of effective leadership. Students will review the multiple career paths available in graphic design and understand the process of looking and applying for a job; this will include an overview of the education and credentialing requirements in graphic design and how to navigate the application process.

⮒ Unit Assignment(s):

Social Media Professional Portfolio

In this two part assignment, students will perform a social media audit and develop their professional social media portfolio to prepare for a job in the graphic design industry. Additionally, students will understand the potential pitfalls created when employers review social media platforms that do not flatter a job applicant.

Part 1: Social Media Audit

In the social media self-audit, students will assess their presence on social media platforms such as Twitter, and Facebook. Their audit will consider their intended audience of each platform and what story their shared information is telling people about them. Students will then write a proposal for improving their social media presence in light of a future career in the graphic design industry.

Part 2: Professional Social Media Portfolio

Students are to develop a professional portfolio that demonstrates their social media capabilities and uses selected social media channels. Students will consider how they want to appear electronically to potential employers, relative to everyone else seeking a similar position. The social media portfolio will demonstrate their potential through a collection of digital artifacts articulating experiences, achievements, and learning. Students will aim for an impactful Linked-In profile that links to other media, including but not limited to a blog and Twitter account.

ourse Materials

Textbooks

itle	Author	Publisher	Edition	Website	Primary
he Graphic Designer's Tool Kit	Allan Wood	Cengage Learning	7th Edition	[empty]	Yes

Periodicals

rticle title	Periodical title	Authors	Date	Website
J Simpson Mugshot	Time Magazine Cover	Matt Mahurin	July 27, 1994	http://content.time.com/time/covers/0,16641,19940627,00.htm

Article title	Periodical title	Authors	Date	Website
tanding all: Egypt's reat yramids	National Geographic History	JOSÉ MIGUEL PARRA	January/February 1994	https://www.nationalgeographic.com/archaeology-and-history/magazine/2017/01-02/egypt-great-pyramids-giza-plateau/
ill Clinton over shot	Time Magazine	Cover Credit: THE WHITE HOUSE	April 4, 1994	http://content.time.com/time/covers/0,16641,19940404,00.htm

Websites

Title	Author(s)/Editor(s)/Compiler(s)	Affiliated Institution or Organization	URL
dea Magazine	[empty]	Seibundo Shinkosha Publishing Co.,Ltd	http://www.idea-mag.com/en/
ye Magazine	[empty]	Eye Magazine	http://www.eyemagazine.com/
HOW Design	[empty]	F & W	http://www.howdesign.com/
rint Magazine	[empty]	F & W	http://www.printmag.com/

Primary Documents

Title	Authors	Date	URL
estalt Principles of erception	Unknown - PDF	2014	http://design.uh.edu/dossett/pdf/fund/2014_02/ART1330_GestaltPrinciples.pd

Other

Title	Authors	Date	Course material type	Website
randmothers ountry	Michelle Possum Nungurrayi	07/30/2018	Original Painting: Aboriginal Dot Art	https://japingkaaboriginalart.com/collections/michelle possum-nungurrayi/

dditional Information

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Course Title

Graphic Arts A

Description of Target Group

This course of theory and production is for sophomores, juniors, and seniors who have completed the Survey of Graphic Arts course with a passing grade, and want to gain a more thorough knowledge of graphic arts. A student may also qualify to take this course by obtaining the instructor's approval, in writing.

Purpose

The first term of a one-year course is designed to allow students to apply knowledge from the prerequisite course (Survey of Graphic Arts) by transitioning to more advanced levels of visual design, and an expanded scope of applications. Projects will involve students in a more challenging, problem-solving situations through extensive, personal collaboration with high school staff and/or community organizations and members.

Prerequisites: Passing grade in Survey of Graphic Arts, Art 1 or Survey of Drafting

Standards of Expected Student Achievement

Upon successful completion of this course, students will be able to demonstrate the following knowledge/skills:

- Making critical aesthetic judgments.
- Self-reliance and independent thinking.
- Solving problems individually and/or in small teams.
- Use of theoretical and practical skills as applied to design projects.
- Expanded specialized graphic arts vocabulary as it relates to theory and production.
- Organization of design projects from inception to completion.
- Use of computers as applied to graphic arts.
- Knowledge of safe and correct applications of graphic arts production equipment.
- Expressing intentions and accomplishments using oral and written skills in public (classroom) presentations.
- Awareness of related occupations.

Assessment of Student Learning

1. Students will present evidence of learning by cooperating with group or individual assignments and presentations based on projects and skills.

2. Students will present evidence of learning by presenting ideas, solutions and conclusions to proposed or presented problems.
3. Students will present evidence of learning through teacher observations.
4. Students will present evidence of learning through quizzes, tests, and homework.
5. Teacher evaluations.

Instructional Materials

Text and supplementary materials

- Adopted text: TBD
- Supplementary text:
  - Software instructional manuals
  - Trade magazines
- Supplementary Video

Activities

Lectures, teacher and student demonstrations, individual work, interfacing with staff and community, student presentations, guest speakers, and field trips.

Course Title

Graphic Arts A

Department: Industrial Technology

Career Path: Technology

Description of Target Group

This is the first term of a two term (one year) course for 9th through 12th grade students wanting to learn the fundamentals of graphic design. A lab fee may be required.

Prerequisite: none

Purpose

This course is an expanded version of Survey of Graphic Arts where the curriculum is designed to provide for a more in-depth experience for beginning level students. This is an exploratory course, which will expose students to the world of visual design. The fundamentals of graphic art design, theory, and production, will be investigated. As an introductory course students will follow a process of design from concept to production, using a variety of tools and equipment. Students will solve design problems assigned by instructor, and provided by on campus projects. This is a 5-unit course.

Standards of Expected Student Achievement

Upon successful completion of this course, each student will be able to demonstrate competency in the following:

1. Making critical aesthetic judgments
2. Self-reliance and independent thinking
3. Solving problems individually and/or in small teams
4. Using specialized graphic arts vocabulary as it relates to theory and production
5. Application of principles and elements of design to projects
6. Basic knowledge of computer use as applied to graphic arts
7. Knowledge of safe and correct applications of graphic arts production equipment
8. Expressing intentions and accomplishments using oral and written skills in public (classroom) presentations

Methods of Assessment of Student Learning:

1. Class participation
2. Quizzes covering each main module.
3. Teacher evaluation.
4. Independent projects.
5. Final examination.
6. Cooperative work with other students.

Instructional Materials:

Refer to: Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District.

1. Software Instructional Materials (printed/multimedia interactive)
2. Supplementary Video
3. Trade Publications

Activities:

1. Individual Work (projects)
2. Service Learning Projects
3. Lectures
4. Class laboratory shop work
5. Teacher & Student Demonstrations
6. Student Presentations
7. Small group activities
8. Class Critiques
9. Outside resource people
10. Field Trips

Course Title

Graphic Arts B

Department: Industrial Technology

Career Path: Technology

Description of Target Group

This is the second term of a two term (one year) course for 9th through 12th grade students wanting to learn the fundamentals of graphic design. A lab fee may be required.

Prerequisite: Graphic Arts A

Purpose

This course is the second term of Graphic Arts A where the curriculum is designed to continue a more in-depth experience for beginning level students. This is an exploratory course which will expose students to the world of visual design. The fundamentals of graphic art design, theory, and production, will be investigated . As an introductory course students will follow a process of design from concept to production, using a variety of tools and equipment. Students will solve design problems assigned by instructor, and provided by on campus projects. This is a 5-unit course.

Standards of Expected Student Achievement

Upon successful completion of this course, each student will be able to demonstrate competency in the following:

1. Making critical aesthetic judgments
2. Self-reliance and independent thinking
3. Solving problems individually and/or in small teams
4. Use of theoretical and practical skills as applied to design projects
5. Expanded specialized graphic arts vocabulary as it relates to theory and production
6. Organization of design projects from inception to completion
7. Application of principles and elements of design to projects
8. Expanded knowledge of computer use as applied to graphic arts using a variety of software programs
9. Knowledge of safe and correct applications of graphic arts production equipment

10. Expressing intentions and accomplishments using oral and written skills in public (classroom) presentations
11. Awareness of related occupations
12. Furthering development by involvement in related/more advanced courses:

a) Advanced Study Graphic Arts
b) Technical Sketching
c) Photography
d) Drafting
e) Mechanical Drawing
f) Art
g) Architecture

Methods of Assessment of Student Learning:

1. Class participation
2. Quizzes covering each main module.
3. Teacher evaluation.
4. Independent projects.
5. Final examination.
6. Cooperative work with other students.

Instructional Materials:

Refer to: Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District.

1. Software Instructional Materials (printed/multimedia interactive)
2. Supplementary Video
3. Trade Publications

Activities:

1. Individual Work (projects)
2. Service Learning Projects
3. Lectures
4. Class laboratory shop work
5. Teacher & Student Demonstrations
6. Student Presentations
7. Small group activities
8. Class Critiques
9. Outside resource people
10. Field Trips

Course Title

Graphic Arts Production A

Department: Industrial Technology

Career Path: Technology

Description of Target Group

This is the first term of a two term (one year) course for 10th through 12th grade students wanting to learn advanced levels of Graphic Design. A lab fee may be required.

Prerequisite: None

Purpose

This course is designed to allow students to apply knowledge from previous Graphics and related courses (if taken). Progressively more advanced levels of visual design and an expanded scope of applications will be experienced. Projects will involve students in more challenging, problem-solving situations through extensive, personal collaboration with High School staff and/or community organizations. This is a 5-unit course.

Standards of Expected Student Achievement

Upon successful completion of this course, each student will be able to demonstrate competency in the following:

1. Making critical aesthetic judgments
2. Self-reliance and independent thinking
3. Solving problems individually and/or in small teams
4. Understand and use specialized Graphic Arts production terms and vocabulary both verbally and in written work
5. Demonstrate a working knowledge of the safe and correct applications and operations of Graphic Arts production equipment
6. Demonstrate a working knowledge of various styles, compositions and layouts of Graphic Arts

Methods of Assessment of Student Learning:

1. Class participation
2. Quizzes covering each main module.

3. Teacher evaluation.
4. Independent projects.
5. Final examination.
6. Cooperative work with other students.

Instructional Materials:

Refer to: Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District.

1. Software Instructional Materials (printed/multimedia interactive)
2. Supplementary Video
3. Trade Publications

Activities:

1. Individual Work (projects)
2. Service Learning Projects
3. Lectures
4. Class laboratory shop work
5. Teacher & Student Demonstrations
6. Student Presentations
7. Small group activities
8. Class Critiques
9. Outside resource people
10. Field Trips

Course Title

Graphic Arts Production B

Department: Industrial Technology

Career Path: Technology

Description of Target Group

This is the second term of a two term (one year) course for 10th through 12th grade students wanting to learn advanced levels of Graphic Design. A lab fee may be required.

Prerequisite: Graphic Arts Production A

Purpose

This course is designed to allow students to continue and expand on applied knowledge from Graphic Arts Production A. Progressively more advanced levels of visual design and an expanded scope of applications will be experienced. Projects will involve students in more challenging, problem-solving situations through extensive, personal collaboration with High School staff and/or community organizations. This is a 5-unit course.

Standards of Expected Student Achievement

Upon successful completion of this course, each student will be able to demonstrate competency in the following:

1. Work with the High Schools staff's and/or community business Graphic Arts production needs
2. Work with computers and current software as it is related to Graphic Arts production
3. Understand the safe use, care, and maintenance of equipment and supplies used in Graphic Arts production.
4. Expanded use of specialized Graphic Arts production terms and vocabulary both verbally and in written work
5. Demonstrate a working knowledge of the safe and correct applications and operations of Graphic Arts production equipment
6. Organization and execution of Graphic Design projects from inception to completion
7. Understanding the career opportunities in Graphic Arts production

Methods of Assessment of Student Learning:

1. Class participation
2. Quizzes covering each main module.
3. Teacher evaluation.
4. Independent projects.
5. Final examination.
6. Cooperative work with other students.

Instructional Materials:

Refer to: Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District.

1. Software Instructional Materials (printed/multimedia interactive)
2. Supplementary Video
3. Trade Publications

Activities:

1. Individual Work (projects)
2. Service Learning Projects
3. Lectures
4. Class laboratory shop work
5. Teacher & Student Demonstrations
6. Student Presentations
7. Small group activities
8. Class Critiques
9. Outside resource people
10. Field Trips

Course Title

Graphic Arts B, Production

Description of Target Group

This course of theory and production is for sophomores, juniors, and seniors who have completed the Survey of Graphic Arts course with a passing grade and want to gain a more thorough knowledge of graphic arts. A student may also qualify to take this course by obtaining the instructor's approval, in writing.

Purpose

The second term of a one-year course designed to allow students to apply knowledge from prerequisite course (Survey of Graphic Arts) by progressing to more advanced levels of visual design, and an expanded scope of applications. Projects will involve students in more challenging, problem-solving situations through extensive, personal collaboration with high school staff and/or community organizations and members.

Prerequisites: Passing grade in Graphic Arts A

Standards of Expected Student Achievement

Upon successful completion of this course, each student will be able to demonstrate competency in the following:

1. Making critical aesthetic judgments.
2. Enhanced level of self-reliance and independent thinking at an increased level of sophistication.
3. Solving problems individually and/or in small teams.
4. Use of theoretical and practical skills as applied to design projects.
5. Expanded specialized graphic arts vocabulary as it relates to theory and production.
6. Interact with outside sources for design projects.
7. Expanded knowledge of computer use as applied to graphic arts using a variety of software programs.
8. Knowledge of safe and correct applications of graphic arts production equipment.
9. Expressing intentions and accomplishments using oral and written skills in public (classroom) presentations.
10. Awareness of related occupations.
11. Awareness of related and advanced courses:

Advanced Study Graphic Arts	Art 1
Technical Sketching	Mechanical Drawing
Photography	

Assessment of Student Learning

1. Students will present evidence of learning by cooperating with group or individual assignments and presentations based on projects and skills.
2. Students will present evidence of learning by presenting ideas, solutions and conclusions to proposed or presented problems.
3. Students will present evidence of learning through teacher observations.
4. Students will present evidence of learning through quizzes, tests, and homework.
5. Teacher evaluations.

Instructional Materials

Text and Supplementary Materials
Adopted Text: TBD
Supplementary Text:
Software instructional manuals.
Trade magazines.
Supplementary Video.

Activities

Individual work, teacher and student demonstrations, guest speakers, field trips, lectures, student presentations, and interfacing with staff and community.

Course Title

Industrial Technology - Advanced Studies

Description of Target Group

This course is for 11th &12th grade students who have shown a desire to do independent, advanced work. Each student desiring to enroll will make application to the Industrial Technology Department, stating their desired undertaking.

Purpose

The purpose of Industrial Technology - Advanced Study is to allow students to do individual advanced work in one or more industrial and vocational area. This is a one semester course. It may be repeated.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Successfully complete a safety test with a passing score.
2. Provide and use protective clothing and eye protection when and where required.
3. Demonstrate the ability to set up and work under safe working conditions independently.
4. Operate safely and demonstrate ability in the proper use of hand and power equipment available to them.
5. Complete the work that was agreed upon by the student and department advisors.
6. Demonstrate ability to work independently of constant supervision.
7. Present a typed summary of the results of their undertaking to their advisors.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Student, with the help of advisors, will provide materials and activities necessary for student to complete his undertaking.

Course Title

MANUFACTURING A

Description of Target Group

This course is for 10th, 11th and 12th grade students.

Purpose

The purpose of **MANUFACTURING A** is to provide the student with safe working skills and habits, learn to work with others, organization of time and design and production of a product. It is suggested the student has completed **SURVEY** classes before enrolling in this class.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Learn the importance of planning.
2. Learn to portray ideas through sketching.
3. Learn to read and follow directions.
4. Learn to develop safe work skills and habits.
5. Learn the importance of working with others.
6. Learn the importance of responsibility of doing a specific job on a assembly line.
7. Learn to identify and work with different materials.
8. Learn to identify and use a variety of fasteners and glues.
9. Learn to estimate and figure costs of materials in relationship to the cost of production.
10. Learn to set up and operate power equipment safely.

Instructional Materials
Text and Supplementary Materials
Refer to: Secondary Adopted Texts and Approve Supplementary Books Used in the Santa Maria Joint High School District

Activities

1. Lectures
2. Individual Lab work
3. Field trips
4. Audio-visual materials
5. Small group lab work
6. Demonstrations
7. Outside resource people

Course Title

MANUFACTURING B

Description of Target Group

This course is for 10th, 11th and 12th grade students who have successfully completed **MANUFACTURING A.**

Purpose

The purpose of **MANUFACTURING B** is to allow students to expand skills learned in **MANUFACTURING A**, to design, produce and market one or more products. Computer aided manufacturing, robotics and computer aided drafting will be explored and incorporated. This is the second semester of a two semester course. It is recommended that student has completed **MANUFACTURING A** before enrolling in this course. It is suggested that **SURVEY** classes have also been taken.

Standards of Expected Student Achievement

1. Learn jig and fixture design and construction.
2. Learn leadership concepts and skills.
3. Learn concepts related to manufacturing's effect on our environment.
4. Learn skills related to design and problem solving.
5. Learn about management and labor relations.
6. Learn packaging, advertising and marketing skills.
7. Learn CNC and robotics operations.
8. Learn career awareness and future trends in manufacturing.

Instructional Materials

Text and Supplementary Materials

Refer: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint High School District

Activities

1. Lectures
2. Individual Lab Work
3. Field trips
4. Audio-visual materials
5. Small group lab work
6. Demonstrations
7. Outside resource people

Mechanical Drawing 1 A/B

Pioneer Valley High School (053847)

Submitted: Mar 25, 2019
Decision: Apr 3, 2019

ubmission Feedback

PPROVED

asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
ioneer Valley High School (053847)	Classroom Based	Abbreviation	Course Code
		Mech Draw 1A	IT6651
		Mech Draw 1B	IT6652

Title:	Mechanical Drawing 1 A/B
Length of course:	Full Year
Subject area:	College-Preparatory Elective (G) / Interdisciplinary
UC honors designation?	No
Prerequisites:	None
Co-requisites:	None
Integrated (Academics / CTE)?	Yes: Engineering Technology
Grade levels:	9th, 10th, 11th, 12th

ourse Description

urse overview:

Mechanical Drawing 1 A/B is a yearlong course that meets 50 minutes every day. This is an introductory class where students will learn to read engineering drawings, evaluate print specifications, recognize orthographic views and visualize actual objects. Students will study the principles and application of engineering drawing, including orthographic projections, freehand sketching, pictorial drawings, engineering lettering, dimensioning, sections, auxiliary, surface finish, and standard tolerancing. Students will study the history of design and drafting and develop skills in sketching, shading and line technique using both free-hand and with drafting instruments. Students will also use a computer aided drafting system (CADD) extensively to complete the requirements of this course.

urse content:

Unit 1: Drafting Equipment and Supplies (Historical/Cultural Context)

This unit is designed to introduce students to the tools used in drawing and architectural projects throughout history. Class discussions will allow the students to understand the historical context of art and how the development of drawing has influenced our contemporary world of design and technology. Students will be introduced to the practices used throughout history in the development of construction documents from the building of huge basilicas to the modern architectural design. In the textbook students will need to identify each tool and its use. Videos and lectures along with class discussions will provide all the students with the necessary definitions and uses of the tools used in design. All students will be supplied with the required tools for the course and demonstrations will be done to show the proper use of the drafting machines and how to sharpen pencils properly for correct line weights and shading. A thorough explanation of the use of the triangles (30/60, & 45degree), French Curves and protractors will be demonstrated and modeled for the students with direct instruction and individual monitoring.

All students will be able to describe the tools used in drafting and CAD design with group discussions and completing a written quiz. Students will read the appropriate chapter of the textbook and keep a written journal of the different types of tools and equipment needed for the profession. These assignments will be kept in a portfolio.

⮒ Unit Assignment(s):

Although modern day drafting is done on computers, it is important to understand the more traditional techniques used to create working drawings. For the first drafting assignment students will be required to produce a simple three view working drawing of a stair shaped block. As they progress through the assignment they will learn how to use various traditional drafting tools including the T Square, Triangles, and Scale. In order to complete the assignment students will follow along and participate during the teacher guided instruction and refer to an example in the form of a handout provided to them.

Unit 2: Alphabet of Lines (Connections, Relations and Application)

Architects, engineers, artists and graphic arts specialists need to understand the different ways we construct lines to accurately describe and show the relationship and application to the visual representation that will be manufactured. Students will develop a vocabulary list from the textbook and be able to sketch and draw each type of line. Students will demonstrate the ability to understand and draw construction lines, border lines, object lines, hidden lines, centerline and cutting plane lines by sketching all of these various lines on scratch paper and compare and contrast the different uses of each application.

All of these applications will be used during daily assignments and evaluation will be determined by grading each individual assignment. Students will be given a test at the end of the unit to assess the ability to construct the Alphabet of Lines when designing a project. Students will be able to analyze and interpret why these lines are so critical to the design elements of architecture and landscape. Advanced applications of dimension lines, extension lines, phantom lines and sectioning lines will we be covered thoroughly with rigorous drawings in the second semester. Students will be able to apply the Alphabet of Lines to freehand and technical drawings from the textbook. They will complete sketches of basic geometric shapes to show their proficiency. Students will read the appropriate chapter in the textbook on drafting techniques and complete a test about their knowledge. Students will practice their lettering and alphabet of lines with daily homework assignments.

⮒ Unit Assignment(s):

There are several line types used on all class assignments. As the assignments become more involved a greater variety of line types are used. During the first assignment students were introduced to Border lines, Object lines and Construction lines. For this second assignment students will again create a working drawing of a simple object, but this time there will be a hole in it. In order to accurately render the hole in the various orthographic views, students will have to use two new line types: center lines and hidden lines. Unlike the previous project where all of the line types were continuous in nature, these two new line types are interrupted (there are dashes of differing lengths). Students will complete this assignment by following along and participating during teacher guided instruction.

Unit 3: Linear Measurement (Artistic Perception)

In the architecture and interior design field it is imperative that students be able to read different types of scales to get the right perspective or scale on a proposed design. The students will understand the English measurement system vs. the metric system and how we are still using various methods in the design field. Supplemental works via the Internet will be researched to show students the basic units of measure used when the pyramids and other older structures and objects were built. Students will be able to interpret and identify the use of the various scales of measurement used in design and drafting. The students will develop orthographic drawings using the architects scale, engineers scale and the sixteen-scale. These skills will allow them to solve problems in architectural design and landscape. Guided will provide students with the understanding they need to work with each type of linear measurement. Lecture will be the primary method of instructional delivery for this unit.

Students will study and understand the ruler. They will pass the ruler quiz and become familiar with all the types of scales in the textbook and be able to identify how each is used with different artistic applications. Students will draw specific orthographic and architectural problems using the various scales. These drawings will be evaluated to determine that all

students have a concrete understanding of drawing and designing with multiple types of measurement systems. They will demonstrate understanding of measurement systems by completing assignments using the standard ruler, metric scales and the architects scale improving their ability to convey design standards to clients.

Unit Assignment(s):

For this third assignment students will have to draw the three standard orthographic views true size. They will have to measure the object using a standard ruler with 1/16th graduations. Then they will draw the views actual size. Finally they will convert those measurements to decimal form and dimension the views to three decimal places.

Unit 4: Lettering (Artistic Perception, Historical Cultural Context)

In the engineering, architecture, design and landscape fields lettering is a necessity to develop professional looking documents, drawings and plans. Line weight is critical in developing accurate text. Students will be aware of the use of text and how it has impacted drawings historically in the past and how the application is professionally used today in artistic renderings and documents. Direct instruction will be given allowing the students an opportunity to visualize the proper lettering techniques used in drafting, architecture and landscape.

Instruction on Gothic lettering assignments will be presented on the overhead projector and Power Point presentations will illustrate the correct method of developing professional lettering practices used in designing drafting projects. They will focus on line weight and accuracy in completing the lettering activities. Students will be able to produce neat, precise, legible hand writing documents. They will demonstrate the difference between vertical and inclined lettering. Students will generate text, in a CAD drawing and be able to explain how the process was completed through class discussions. They will read the appropriate chapter in the textbook and show proficiency with proper lettering on the assigned work sheets. Students will complete all assigned lettering worksheets neatly and hand in daily. Lettering and line weight will be focused on a daily basis and constant monitoring of student progress will be ongoing. The graphic representations competed by the students is an integral part of the continuous growth they need to make in the design field incorporating the artistic elements necessary for architecture and related fields of study in college. Students will be familiar with and know how to apply shading color, tone, texture and apply materials to their drawings.

Unit Assignment(s):

The Single Stroke Gothic Lettering assignment will require students to print out many different notes using the single stroke lettering method. Although students will complete all of their assignments using this lettering technique, for this assignment they will be provided guidelines in between which they will print the specified notes. The notes will provide practice for all letters and numbers while the guidelines will constrain the height of the printing so that students become familiar with the commonly accepted 1/8th inch size.

Unit 5: Basic drawing techniques (Artistic Perception, Creative Expression)

In this unit students will develop basic drawing skills with sketching and hand drawings. They will learn how to solve problems using basic elements of design making accurate measurements and drawing; vertical, horizontal, inclined lines and identify common sheet sizes used in design. Students will use the textbook to identify correctly and define the use of each line.

Through lecture and class discussions students will learn the proper layout of sheet sizes and proper borders. Class discussions in small groups will provide an active learning environment. They will complete an “A” size sheet layout with the proper title block incorporating good line value and correct measurements. The instructor will model examples, during class lectures. The students will complete two layouts for evaluation demonstrating proper technique. The second assignment in this unit will focus on the development of proper horizontal, vertical and inclined lines using the appropriate drawing instruments. Examples on how to construct these lines will be demonstrated by the instructor. The third lesson will be given with direct instruction using examples on the dry erase board on how to draw circles and arcs with a compass. This lesson will also incorporated perpendicular bisectors, tangential lines and using the compass as a divider.

Student understanding will be evaluated with a quiz on how to construct various polygons and geometric shapes often used in architecture and landscape. Constant class monitoring will be conducted to insure that all students are abilities are being met and that they assessment is appropriate for the standards. Vocabulary terms will be highlighted from the text making sure the students can explain radius, diameter, chord and circumference during class discussions. The students will all complete a rigorous drawing at the end developing a perfect star, hexagons, octagons and dodecagons. This drawing will serve as the assessment to determine that the students can construct difficult geometric shapes using proper drawing techniques.

⮒ Unit Assignment(s):

For this assignment the students will all complete a rigorous drawing developing a perfect star, hexagons, octagons and dodecagons. The drawings will be draw to the required size and spaced out evenly to fit on an A size sheet with a border and title block per specifications. This drawing will serve as the assessment to determine that the students can construct difficult geometric shapes using proper drawing techniques.

Unit 6: Orthographic Projections (Artistic Perception, Creative Expression)

In this unit students will use the textbook to explain why we use orthographic projection or multi views to represent objects. Power Point presentations and lectures will be presented to highlight the fundamentals of drawing accurate orthographic drawings. Multiple examples will be shown so the students have a complete understanding of the projection of the views in different planes. Students will be able to identify planes and how we project orthographically to create the drawing. They will be able to identify features using the basic elements of design and be able to explain positive and negative mass as it relates to a drawing. Students will understand primary and secondary views and be able to explain how to center a drawing on a drawing sheet.

The students will acquire the knowledge necessary to create a multi-view drawing and demonstrate how these drawings represent the elements of art using texture, shape, color and line weight. They will answer the questions at the end of the chapter and be able to illustrate by sketching the three views of an object. Students will be able to explain the use and application of orthographics in artistic representations and how they are used in working drawings. They will complete rigorous drawings with exactness and preciseness with drafting tools and on the computer using Autocad. They will complete various orthographic drawings and hand each drawing in for evaluation.

Orthographic drawings are the foundation of architecture, manufacturing and design. These assignments will lead to more advanced applications in the textbook as the students develop their skills throughout the year. Students will keep examples of their best work to add to their portfolio.

The next chapter will show how the students can take their visual presentations from multi views to actual three-dimensional views by translating the views to an Isometric drawing or even perspectives.

Unit Assignment(s):

The next assignment will build upon the student's knowledge of orthographic drawing. In addition to the standard orthographic views (top, front and right side), students will have to create front and bottom views in order to accurately describe the considerably more complex object that is their subject. The object is a sliding bracket with intricate features on all sides, each of which must be accurately drawn actual size.

Unit 7: Pictorial Drawings (Creative Expression, Aesthetic Valuing, Historical/Cultural Context)

Pictorial drawings are used to draw visual representations of an object to highlight features not easily visualized in a working drawing. Students will focus on the direction of lines and the size of the drawing, learn to analyze, and make decisions about how to place the pictorials on the drawing sheet. In this unit the students will describe what a pictorial drawing is and why we use them. Students will able to identify perspective, oblique and isometric drawings. Students will understand the history and development of different drawings in architecture and engineering as they learn about one and two-point perspectives and vanishing points. They will be able to center isometric and oblique drawings and construct difficult isometric circles in more extensive applications. The pictorial drawings will challenge the students with rigorous drawings and sketches in laying out the various primitives not only by hand but also with three-dimensional solids in Autocad. The students will complete rigorous drawings in 3-D with Autocad and Solid Works.

Students will be taught through teacher lectures and live modeling how to compete these views focusing on line value and proper drawing techniques. They will develop and understanding of pictorials by reading the appropriate chapter in the book and answering the questions at the end of the chapter. Students will complete a series of 10 isometric drawings. They will then analyze and complete up to 10 more rigorous drawings from the textbook and other sources. After the isometrics are complete the students concentrate on the next portion of the pictorial unit and complete a series of 10 oblique drawings. These drawings allow students to visualize objects from a front perspective as an artist or architect would when doing renderings for a client. These perspectives become rigorous as the project becomes more detailed and specialized and they require the student to be precise and accurate. Renderings are a significant element of the art world and especially in architectural design and drafting.

Additionally, the students will complete a series of 10 advanced applications of perspective and oblique drawings. The students will complete the drawings accurately incorporating the elements of art with good line weight, shape, spacing and centering and layout. They will submit them for thorough critique and evaluation before proceeding to the next unit on computer aided drafting (CAD). With a solid background in drafting and design using the proper tools and techniques by hand the students are now ready to advance their skills using the latest technology available to prepare them for the rigorous college curriculum they will be exposed to when they advance to the UC/CSU system focusing on a major in art or drafting and design.

Unit Assignment(s):

This assignment will help students learn how to create a realistic looking 3D image on a flat sheet of paper. They will come to understand that although pictorials are not accurate enough to be dimensioned, they are very useful in how they quickly convey information. For this assignment the student will produce a two point perspective drawing of a machine component. It will be done using the traditional drafting instruments they have used on previous assignments.

Unit 8: Autocad (Creative Expression, Aesthetic Valuing, Connections, Relations & Application)

Technology will be used as a tool to teach the elements on art. Students will enhance their learning experience with the use of technology while analyzing and assessing multiple forms of technical drawings using Autocad and Solid Works. The elements of art using texture, materials, renderings, and color will be an integral part of the technical drawings created showing a direct relationship and how they apply to the real world of design. Students will study the history of CAD/CAM and be able to complete the basic drawing and editing commands. Students will memorize how to build layers, blocks and attributes as they progress through the basic technical drawings leading to more advanced applications to develop skills with visual perception and focusing on texture and color as they apply materials and shading to the assigned models. They will understand wire frame and solid modeling concepts incorporating the Boolean commands while completing rigorous three-dimensional and two-dimensional models on Autocad and Solid Works. Students will create multiple designs honing their skills. Instruction will be modeled by the teacher to instruct the students on how to use the commands properly to create parts and illustrate their mastery of applying color and texture to various models that were assigned. They will also be required to develop original designs through various engineering projects assigned throughout the year such as a ping pong ball Catapult, CNC Milling/3D printer Projects, and others

Each student will design a 3-D model and be required to produce a prototype on our 3-D printer. These advanced applications and use of the latest technology will prepare the students for the rigor of college. Common Core is focusing on Project Based Learning and this is what we do with the development of the student's artistic skills and technical skills in Technical Drawing & Design 1 leading to the advanced coursework that will they will complete in Technical Drawing & Design 2 and 3.

Hands-on activities will be the foundation for disseminating curriculum related to the Autocad software. Students have their own computer and they will work daily collaborating with each other while they complete rigorous drawings with the latest technology. Several lectures will be provided initially to explain the tool bars, menus and other related tools needed to generate a visual representation on the computer. Supplemental textbooks will be used for reference for students to research areas they need assistance.

Lecture and direct instruction will be used as well as one-on-one tutoring to assist students with the computer applications. Students will complete various class activities designed to develop the technical skills they need to be successful in designing artistic models on the computer. DVD and Power Point presentations will be used to enhance the students learning of the necessary commands needed to complete the assigned problems. Guided practice will be used to reinforce the curriculum presented through the Autocad drawings assigned. Students will complete the two coordinate exercises assigned and hand them in for evaluation before beginning the Autocad Drawings. The first 22 Autocad drawings of Phase 1 are difficult technical drawing that are specifically developed in a sequenced order to teach the commands in Autocad so the students can progress to more difficult and challenging rigorous three dimensional modeling and rendering. These drawings are two-dimensional but each drawing is sequenced in the level of difficulty to challenge the student with rigor and analytical thinking. Students will analyze the drawings, study the application and compare and contrast their design work to the real world. Students save all of their work on a flash drive and on the hard drive of the computer under

the student drawings folder. The rigor and degree of difficulty is built into each section of technical drawings on the computer. Once they have completed the first phase of technical drawings they will begin studying wire frame and 3-D modeling using basic primitives commands to express depth, volume and space. The primitives include spheres, cones, pyramids, donuts, cylinders, prism and frustums. Students will memorize these primitives that are the foundation of geometric constructions in the design and development of artistic drawings and renderings.

Students complete two wireframe drawings demonstrating their understanding of rotating the UCS to allow them to work in different planes. The UCS is the user coordinate system that allows the student to work on six different planes. This advanced application allows the students to complete difficult design problems and requires rigorous guided practice to develop the requisite skills that are required in the drafting and design field and to pursue a degree in college. Students will complete several solid-modeling drawings using the basic primitives and Boolean commands.

Students will acquire knowledge so they will be able to complete design problems in “paper space” and “model space”. Students will understand and be prepared to print all of their CAD files in paper space using A, B, and C size layouts. Students will be able to describe and identify depth, layout, and pen widths that will be featured in each drawing and they will add these designs that they created to their digital portfolio. This portfolio will represent the difficulty and rigor embedded in the assignments as these students matriculate to the UC/CSU system to continue their education in the visual, graphic and technical arts fields. Once the students have mastered the visual, technical and drawing techniques they will be required to complete a group project that will require them to work as a team. They will design a specific project that will emphasize the artistic, technical and mechanical elements necessary to complete a complex problem in the design and drafting field. The students will become aware of the real world application of the technical skills they are learning in the design field. Autocad opens up a whole new world for students in how they think and visualize the world around them, The cognitive skills that are developed will prepare them for advanced coursework in college.

⮒ Unit Assignment(s):

For their first Autocad assignment students will reproduce one of their previous paper and pencil three view working drawing assignments. By redrawing the same subject, students will be able to see that the new ACAD drawing is created in a manner similar to the previous traditional drawing. Additionally they will not have to focus so much on understanding the subject; they will be able to focus more on learning their new drafting tool: Autocad.

Unit 9: Sectional Views (Artistic Perception, Creative Expression, Aesthetic Valuing, Connections, Relations & Application)

Students will understand this unit by completing a series of sectional drawings, including advanced coursework. These advanced drawings represent the advanced skills needed to develop the various types of sectionals mentioned earlier. Sectioning allows students to understand and be able to explain the positive mass (solid portion) of the object that has been theoretically cut and removed by the cutting plane. Daily practice will allow the students to develop the sectional drawings so they can meet the criteria set up for our college articulation. In the automotive and aerospace industry artistic renderings and sectional views are used to highlight special features not shown in conventional practices.

Students will be evaluated by completing a complex sectional drawing on

Autocad. They will be required to complete drawings 2, 4, and 12 of the Sectionals on Autocad. Completion of these advanced drawings will allow students to analyze the importance of sectioning and how important they are in the development of a design project. Students will illustrate how each sectional is applied to a working drawing. This unit will

allow the students to work with a partner and peer-teach with one another. Instruction will be provided through lecture on each individual type of sectional and detailed processes required to accurately present a sectional view.

⮒ Unit Assignment(s):

In this assignment students will create a section view that details the dimensions of three fastener holes; specifically countersinks and counterbores. The drawing will be created in Autocad in a manner similar to the previous assignment. The students will learn a new line type: the "phantom" line type will be used to make the "cut" line delineating where the section occurs.

Unit 10: Auxiliary Drawings (Creative Expression, Aesthetic Valuing)

While they study Auxiliary drawings the students will be able describe and identify what an auxiliary view is. Students will acquire the knowledge to draw views constructed perpendicular to an angular surface using sketching techniques and hand drawing tools. Students will be able to develop detailed drawings of auxiliary views using Autocad and hand drawing skills and they will be able to explain why auxiliary views are necessary in the design process. Students will be able to analyze and distinguish between the various views presented in an auxiliary drawing. Students will present examples of situations where auxiliary views might be necessary. Students will develop an understanding of layout and proper line techniques used with these views applying the essential elements of art. They will be able to create complex drawings using auxiliary views in designing parts for designing CNC machined parts that could be used in sculptures, artistic designs or manufacturing. Students will develop the knowledge to produce detailed drawings incorporating the skills developed in this unit.

Guided practice and lecture will provide the students with the basics for completing auxiliary drawings. Daily monitoring and class discussions will be conducted to evaluate student growth. Peer teaching and collaboration will be allowed for students to expand the depth and breadth of the subject matter as they understand the value, lines and shapes related to the drawings they are creating.

Students will read and understand the appropriate chapter in the book and complete the and be quizzed on what they learned to check for understanding. They will define key terms and study the vocabulary and be able to define the elements of an auxiliary.

Students will apply the knowledge they have learned by completing a series of 10 drawings. Advanced level coursework will involve analyzing and illustrating student understanding by also completing a series of 5 auxiliary drawings.

Several of the CAD drawings will be printed to illustrate competency producing complex auxiliary views.

⮒ Unit Assignment(s):

For this assignments students will learn that an auxiliary view can be created to convey information that the standard orthographic views are not able to show. For this assignment one of the object's faces is 30 degrees off of normal. Students will project an auxiliary view perpendicular to this face in order to show it in its true shape and size. Like the previous assignment this project will also be done using Autocad.

Unit 11: Dimensioning and Notes (Creative Expression, Connections, Relations, & Application)

The objectives in this chapter focus on ANSI standards with geometric dimensioning and tolerancing. The students will be able to explain why we use dimensions and demonstrate their knowledge by placing notes on drawings and identify the two systems of linear measurement in dimensioning drawings. They will use hand drawing techniques and CAD applications in applying the general rules of dimensioning. Sketching will be used extensively to illustrate the proper dimensioning of counterbore, countersink, datum points, leaders, spotface, and tolerance. Unidirectional and aligned dimensioning will show and contrast the differences in both types of dimensioning. Students will understand how these drawing techniques have developed over centuries into our highly technical world of drawings and CAD today.

Lectures and class discussions will provide the students with the necessary background knowledge to successfully complete the dimensioning chapter. Prior knowledge will be checked to see if students have any previous experience with model building and scaling. Students will be provided one-on-one mentoring and daily monitoring as needed. Guided practice daily will be provided to check for understanding.

Students will analyze the process of dimensioning after they have read the appropriate chapter in the text book. They will develop an outline showing six key elements about dimensioning on scratch paper. They will staple this outline to the back of the first dimensioning drawing and hand in to demonstrate their knowledge of the ANSI standards.

Students will assess the proper techniques to use while completing a series of 10 dimensioning drawings. Advanced visual applications will be generated when they compete several rigorous drawings on Autocad using the elements of art and design. They will show their comprehension of the technical applications presented by completing a series of 5 drawings. To further illustrate mastery of the unit of study they will plot several of their drawings and include them in their portfolio.

⮒ Unit Assignment(s):

The most important aspect of the working drawing is the dimension. With this assignment students will understand the importance of drawing very accurately and then dimensioning those drawings accurately. Using Autocad, students will have to show that they are able to apply dimensions following the rules set fort by the American National Standards Institute.

ourse Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primar
echnical Drawing	David Goetsch, John Nelson & William Chalk	Delmar	4th edition	[empty]	Yes
utocad and its Applications Comprehensive	Terence Schumaker/David Madsen	The Goodheart-Wilcox Company	22nd Edition/2015	[empty]	No

dditional Information

urse Author:

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Mechanical Drawing 2 A/B

Pioneer Valley High School (053847)

Submitted: Mar 25, 2019
Decision: Apr 3, 2019

ubmission Feedback

PPROVED

asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
ioneer Valley High School (053847)	Classroom Based	**Abbreviation**	**Course Code**
		Mech Drawing 2A	IT6653
		Mech Draw 2B	IT6654

Title: Mechanical Drawing 2 A/B

Length of course: Full Year

Subject area: College-Preparatory Elective (G) / Interdisciplinary

UC honors designation? No

Prerequisites: Mechanical Drawing 1A/B (Required)

Co-requisites: None

Integrated (Academics / CTE)? Yes: Engineering Technology

Grade levels: 10th, 11th, 12th

ourse Description

urse overview:

Mechanical Drawing 2 A/B is the second course in a two year drafting program. It meets 50 minutes every day and lasts a full year. In this course students will further their ability to read engineering drawings, evaluate print specifications, recognize orthographic views and visualize actual objects.

Students' graphic communication skills will improve with effective instruction of a broad knowledge base, discipline oriented skills and progressive methodologies for creative problem solving. Specifically they will study rapid visualization, aesthetics, materials and processes, presentation techniques, principles of design methodology, elements of art, product development, human factors, and prototyping.

Students will complete their assignments using traditional pencil and paper techniques, a computer aided drafting system (CADD), and 3d printers.

urse content:

Unit 1: Nature of Design

Students will study and improve upon their freehand drawing techniques for creating graphical presentations. They will study the elements of art and principles of design. Students will gain experience in design review through class discussion and analysis of each others work. Students will identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.

Unit Assignment(s):

Key Assignment:

Using paper and colored pencil students will sketch out and color an object of their choosing, for example a motorcycle wheel, in a manner that shows their understanding of dominance and subordination. They will then present this drawing to the class along with an explanation as to how these and other design principals were utilized in the drawing's creation.

Unit 2: Past and Present Artists and Engineering Designers

Students will learn about several artists and engineering designers and their contributions to society. They will compare the similarities and differences in the purposes of art created in past and current cultures. As a class we will identify and describe the role and influence of new technologies on contemporary works of art and inventions. We will also identify and

describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art. Students will discuss the purpose of art in engineering design.

We will discuss how personal beliefs, cultural traditions, and current social, economic and political contexts influence the interpretation of the meaning or message in a work of art. We will compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context. Students will formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others. They will learn the conventions of art criticism in writing and speaking about works of art and put them to use.

⮒ Unit Assignment(s):

Key Assignment: Scientific Revolution Infomercial

Students must research an artist or engineer in history then teach the class about their chosen artist/engineering designer by creating an infomercial video or live performance to inform the class. They will address the following questions in their presentations.

1. What was the contribution of the thinker?
2. What was the person explaining?
3. Were there any challenges faced by the inventor or thinker in developing their new idea or invention?
4. What is the benefit of the new idea or invention in today's society? How did it change the world?
5. Highlight a company of today that utilizes the principles of the scientific thinker or invention.
6. Endorsements! Interview people who have heard of the person you are researching and include their comments in the infomercial.

Unit 3: Sketching and Rapid Visualization

Students will learn the purpose of rapid visualization and how it is used to communicate. They will develop their sketching skills as well as their ability to verbally describe their ides in a concise and direct manner. They will gain experience sketching their ideas and others' ideas as they are conveyed to them. They will gain experience in and understanding that sketches are meant to be reworked and massaged until all parties are happy with the visual representation of the idea/concept. Students will learn the process and rationale for refining and reworking your work of art after the peer review.

⮒ Unit Assignment(s):

Key Assignment: The Beginnings of a Great Product

For this assignment student will pair off and take turns pretending to be an inventor and a draftsman. They will each have to convey an idea to the other while that student attempts to create sketches that accurately capture the inventor's vision. The "inventor's" idea does not have to be original but should be very unusual, hopefully a product that the partner is not

familiar with.

Students will gain experience conveying their ideas verbally and carefully listening to others ideas, rapidly visualizing those ideas and then sketching those ideas out.

Unit 4: Graphic Representation

Providing accurate shape descriptions of objects by drawing methods requires that three dimensional object information be presented in a flat two dimensional drawing space. This is usually done with multiview drawings. In this unit students will further their knowledge of and experience with graphic representation by creating the following types of multiview drawings: concept drawings, scaled drawings, orthographic drawings, and sectioned detail drawings.

⮒ Unit Assignment(s):

Key Assignment: Students will design and create a napkin holder in the style of an artist/designer from Unit 2.

Students must present their napkin holder and justify their napkin holder style in a presentation to the class. Using paper, pencils and colored markers students must prepare a portfolio of original two-and-three dimensional works of art that reflects refined craftsmanship and technical skills. Students will have to explain how their two and three dimensional work of art reflects their chosen artist/designer.

Unit 5: Problem Solution Presentation

In this unit students will be completing activities that will accumulate to one final presentation showing their solution to the Semester Final design problem. All activities represent knowledge learned in the four previous Units. We will go further into the contributions of the most influential artists & engineers like Louise Nevelson and Buckminster Fuller. Students will rework their art by showing the creation progression of the rapid visualization drawings, marker concept orthographic drawings and final prototype development.

The unit will focus on the use of marker drawings when concept forming and the proper use of emphasis by drawing major objects, shapes, and using colors that make the piece of work balanced overall yet effective in communicating the desired focal point. Students will learn about the use shadow and fog techniques to help place emphasis on the proper focal point.

⮒ Unit Assignment(s):

Key Assignment: Students will research the environmental design work of Buckminster Fuller and design a consumer product that mimics a bubble in nature.

This design will be presented to the class on C size sheets of paper utilizing all of the sketching/drawing techniques covered so far this semester.
In their presentations students will address:
-Buckminster Fuller's distinctive style and its contribution to the meaning of the work.
-The principles of design as used in works of art, focusing on dominance and subordination.
-The purpose of art in engineering design.
-How their project evolved after considering the views of others.

Unit 6: Engineering Visualization: Comptational Design and Analysis

In this unit we will explain the advantages and disadvantages of using visualization. Students will study the most widely used three dimensional imaging techniques and learn about the various types of visualization images: modeling, still images, stereo images, holography, animation and virtual reality. We will also learn about the various methods used to represent variables. By the end of the unit students will be able to explain the various categories of engineering visualization: finite element analysis, thermal analysis, fluid dynamics and kinematic simulation.

⮒ Unit Assignment(s):

Key Assignment: To Solid Model or Not?

For this assignment students will be asked to create a project using traditional visualization techniques such as multiview CAD drawings as well as a 3D model that they will print out. They will have to write a paper comparing the advantages and disadvantages of each method with respect to their particular project. Ultimately they will make a case for their preferred visualization technique to the class.

Unit 7: Problem Solving (Second Semester Final Project)

Students are introduced to the Semester Final design problem so they can begin using the design process to formulate a solution as well as use their ideas to complete work for Units 8, 9 & 10. Their task will be to design a Tom Loser inspired chair or table.

In this unit students will study the standard design process: Identify, Gather, Refine, Analyze, Decide, Implement, Feedback. As a class we will go through the design process for Problem Solving. Students will research and find their own design process to follow.

⮒ Unit Assignment(s):

Key Assignment: Students organize and design a portfolio in preparation for the Semester Final presentation in Unit 10. For this assignment students will complete the following portion of the portfolio:

-A design brief made up of a Problem Statement and a Design Statement.

-A description of the visual arts problem that involves the effective use of the elements of art and the principles of design.

Unit 8: Models and Prototypes

This unit will the focus on further the students' knowledge of 3-d modeling and printing. As a class we will reverse engineer a student chair and recreate a scaled down version of it in 3-d computer space and as a 3-d printed model. Students will learn the basis of:

-Reverse Engineering Design

-Types and Uses

-Methods and Technique

-Materials

⮒ Unit Assignment(s):

Project Description:

Students will create the prototype of the chair they will present as their final project. After 3-d printing their initial prototype, they will rework the model through gained knowledge obtained from student, teacher, and self-critiques and evaluations. All changes will be documented and justified before the 2nd iteration of their project is 3-d printed.

Unit 9: Design Beyond Function

In this unit students learn about the product lifecycle post prototype. After a product concept has been finalized, they will discover the process to get it manufactured and finally the next steps to take a product to market. Students will watch the documentary "*Objectified."* As a class we will discuss the book *Cradle to Cradle*. This book outlines the mindset that engineering designers have when it comes to creating safe, healthy, and endlessly reusable products.

⮒ Unit Assignment(s):

Key Assignment: Design for more than just purpose.
For this assignment students will apply lessons learned from the video and book to their final project. They will document changes made to their design as a result of considering the additional factors brought to light in this unit. Specifically they will be required to define "end of use" and how this was considered in their design solution. They will also address the key components in a design patent and the regulatory agency that approves or denies patent submissions.

Unit 10: Engineering by Design Presentation

In this unit class discussion will summarize all of the design techniques and considerations learned over the course. This will aid students in improving their final designs and in their ability to constructively critique their fellow students' projects. Students will be reviewing and critiquing the work of the others in the class so that they students can then make a final presentation that incorporates the class criticisms/recommendations.

Some of the topics to recap are the significance of visual aspects in the environment and in works of art; the purpose of art in engineering design; and how personal beliefs, cultural traditions, and current social, economic and political contexts influence the interpretation of the meaning or message in a work of art/invention.

Unit Assignment(s):

Key Assignment: Design Presentations

During this problem solving process, students needed to formulate and support their position regarding how their work reflects the work done by other artists and designers. Students will present marker concept drawings in order to communicate their design solution. Students will be required to have marker detail drawings of every terminal and connection along with a 3d printed prototype that represents the drawings. Students will present their solution and listen to critical reviews for improving their concept. Students will then review and implement revisions and present their final solution a second time. The second presentation must also include a marketing component for their concept.

ourse Materials

Textbooks

itle	Author	Publisher	Edition	Website	Primar
echnical Drawing	David Goetsch, John Nelson and William Chalk	Delmar	4th Edition	[empty]	Yes
rototyping and Modelmaking for roduct Design	Bjarki Hallgrimsson	Laurence King Publishing	1st Edition	[empty]	No

dditional Information

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Course Title

Mechanical Drawing 1A

Description of Target Group

This course is for the 10th, 11th and 12th grade students. Students should have ability in fundamental math and abstract reasoning.

Purpose

The purpose of Mechanical Drawing 1A is to give students an opportunity to explore the area of drafting techniques. This is the first semester of a one year course. A lab fee is required.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Provide own pencils and erasers.
2. Develop fundamentals of lettering, dimensions, line work, layout and use of scale.
3. Complete assigned laboratory, clean-up, reading, and written work.
4. Understand and use basic drafting terminology.
5. Develop an interest in a possible career in the field of drafting.
6. Develop freehand fundamentals.
7. Develop fundamental skills with drafting equipment.
8. Pay all fees pending.
9. Develop fundamentals of geometric construction.
10. Develop fundamentals of orthographic projection (three-view construction).
11. Basic computer skills

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Individual work, lectures, project construction, demonstrations, audio visual materials, field trips, small group activities, outside resource people, model designing, building, and testing, and computer aided design and drawing.

Mechanical Drawing 1B

Description of Target Group

This course is for 10th, 11th and 12th grade students. Students should have ability in fundamental math and abstract reasoning. It is recommended that student has completed Mechanical Drawing 1A before enrolling in this course.

Purpose

The purpose of Mechanical Drawing 1B is to give students an opportunity to explore the area of drafting techniques. This is the second semester of a one year course. There is a $5.00 Shop Fee.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Develop fundamentals of two dimensional and three dimensional autocad computer aided drawing.
2. Develop fundamentals of simple section.
3. Develop fundamentals of auxiliary drawings.
4. Develop fundamentals of developments and intersections.
5. Basic computer skills

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Individual work, lectures, project construction, demonstrations, audio visual materials, field trips, small group activities, outside resource people, model designing, building, and testing, and computer aided design and drawing.

Course Title

Mechanical Drawing 2A

Description of Target Group

This course is for 10th, 11th, and 12th grade students. Completion of Mechanical Drawing 1B is recommended before enrollment in this class.

Purpose

The purpose of Mechanical Drawing 2A is to develop entry skills for college engineering drawing and to develop a greater understanding of drawing board geometry. This is the first semester of a one year course. NOTE: This is not currently offered at Righetti High School, but is available as part of R.O.P. Advanced Drafting. A lab fee is required.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Orthographic projection.
2. Working drawings.
3. General and technical knowledge of the drafting field.
4. Welding symbols.
5. Amplified area of student interest.
6. Basic computer skills

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Individual work, lectures, class participation, demonstrations, audiovisual materials, field trips, small group activities, outside resource people, project drawings and CADD.

Course Title

Mechanical Drawing 2B

Description of Target Group

This course is for 10th, 11th, and 12th grade students. Completion of Mechanical Drawing 2A is recommended before enrollment in this class.

Purpose

The purpose of Mechanical Drawing 2B is to develop entry skills for college engineering drawing and to develop a greater understanding of drawing board geometry. This is the first semester of a one year course. NOTE: This is not currently offered at Righetti High School, but is available as part of R.O.P. Advanced Drafting.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. General and technical knowledge of the drafting field.
2. Working drawings.
3. Mapping drawings.
4. Amplified area of student interest.
5. Basic computer skills

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Individual work, lectures, class participation, demonstrations, audiovisual materials, field trips, small group activities, outside resource people, project drawings, and CADD.

Course Title

Plastics as an Art Form

Description of Target Group

This course is for 9th through 12th grade students interested in developing a variety of skills.

Purpose

The purpose of Plastics as an Art Form is to offer students an opportunity to express themselves using plastic materials. This is a one-semester course.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Make aesthetic judgements.
2. Demonstrate independent initiative.
3. Demonstrate the safe use of tools, supplies, and equipment.
4. Demonstrate the knowledge and application of design and color.
5. Demonstrate originality and craftsmanship.
6. Express knowledge of terms and materials, both in writing and orally.
7. Develop the ability to sketch.
8. Develop the ability to organize ideas, develop procedures, and assume the responsibility to finish projects.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Individual work, lectures, class participation, demonstrations, audiovisual materials, field trips, small group activities, outside resource people, and experiments.

Course Title

Product Design 1A

Department: Industrial Technology

Career Path: Technology

Description of Target Group

This is the first term of a two term (one year) course for 9th through 12th grade students wanting to learn the fundamentals how products are designed. A lab fee may be required.

Prerequisite: none

Purpose

Product Design 1A is an introductory course which exposes the student to the safety, techniques, terminology and procedures used in product design and production. The emphasis is on creating products with have esthetic appeal and ergonomic elements. This is a 5-unit course.

Standards of Expected Student Achievement

Upon successful completion of this course, each student will be able to demonstrate competency in the following:

1. Making critical aesthetic judgments
2. Self-reliance and independent thinking
3. Solving problems individually and/or in small teams
4. Use of theoretical and practical skills as applied to design projects
5. Organization and execution of design projects from inception to completion
6. Application of principles and elements of design to projects
7. Knowledge of safe and correct applications of design production equipment
8. Expressing intentions and accomplishments using oral and written skills in public (classroom) presentations

Methods of Assessment of Student Learning:

1. Class participation
2. Quizzes covering each main module.
3. Teacher evaluation.

4. Independent projects.
5. Final examination.
6. Cooperative work with other students.

Instructional Materials:

Refer to: Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District.

1. Software Instructional Materials (printed/multimedia interactive)
2. Supplementary Video
3. Trade Publications

Activities:

1. Individual Work (projects)
2. Service Learning Projects
3. Lectures
4. Class laboratory shop work
5. Teacher & Student Demonstrations
6. Student Presentations
7. Class Critiques
8. Guest Speakers

Course Title

Product Design 1B

Department: Industrial Technology

Career Path: Technology

Description of Target Group

This is the second term of a two term (one year) course for 9th through 12th grade students wanting to learn the fundamentals how products are esthetically designed. A lab fee may be required.

Prerequisite: Product Design A

Purpose

Product Design 1B is a continuation of Product Design 1A and exposes the student to more advanced levels of techniques, terminology and procedures used in product design and production. The emphasis is on creating products with have esthetic appeal and ergonomic elements. This is a 5-unit course.

This is a 5-unit course.

Standards of Expected Student Achievement

1. Expanded specialized design vocabulary as it relates to theory and production
2. Organization and execution of design projects from inception to completion
3. Application of principles and elements of design to projects
4. Knowledge of safe and correct applications of design production equipment
5. Expressing intentions and accomplishments using oral and written skills in public (classroom) presentations
6. Awareness of related occupations
7. Furthering development by involvement in related/more advanced courses:

Advanced Study Product Design	Wood
Technical Sketching	Mechanical Drawing
Drafting	Architecture

Product Design 1B (continued)

Methods of Assessment of Student Learning:

1. Class participation
2. Quizzes covering each main module.
3. Teacher evaluation.
4. Independent projects.
5. Final examination.
6. Cooperative work with other students.

Instructional Materials:

Refer to: Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District.

1. Software Instructional Materials (printed/multimedia interactive)
2. Supplementary Video
3. Trade Publications

Activities:

1. Individual Work (projects)
2. Service Learning Projects
3. Lectures
4. Class laboratory shop work
5. Teacher & Student Demonstrations
6. Student Presentations
7. Class Critiques
8. Guest Speakers

Course Title
Product Design 2A

Department: Industrial Technology

Career Path: Technology

Description of Target Group
This is the first term of a two term (one year) course for 10th through 12th grade students wanting to learn advanced levels of Product Design. A lab fee may be required.

Prerequisite: Product Design 1A/B

Purpose
Product Design 2A is an advanced level course which will allow students to apply technical and esthetic skills to the design and fabrication of products. Progressively more advanced levels of design and an expanded scope of applications will be experienced. Projects will involve students in more challenging, problem-solving situations, which will expose the student to more advanced levels of techniques, terminology and procedures used in product design and production. The emphasis is on creating products with esthetic appeal and ergonomic elements. This is a 5-unit course.

This is a 5-unit course.

Standards of Expected Student Achievement

1. Making critical aesthetic judgments
2. Self-reliance and independent thinking
3. Solving problems individually and/or in small teams
4. Use of theoretical and practical skills as applied to design projects
5. Organization and execution of design projects from inception to completion
6. Application of principles and elements of design to projects
7. Knowledge of safe and correct applications of design production equipment
8. Expressing intentions and accomplishments using oral and written skills in public (classroom) presentations

Methods of Assessment of Student Learning:

1. Class participation
2. Quizzes covering each main module.

3. Teacher evaluation.
4. Independent projects.

5. Final examination.
6. Cooperative work with other students.

Instructional Materials:

Refer to: Secondary Adopted Textbooks and Approved Supplementary Books used in the Santa Maria Joint Union High School District

1. Software Instructional Materials (printed/multimedia Interactive)
2. Supplementary Videos
3. Trade Publications

Activities:

1. Individual Work (projects)
2. Service Learning Projects
3. Lectures
4. Class laboratory shop work
5. Teacher & Student Demonstrations
6. Student Presentations
7. Class Critiques
8. Guest Speakers

Department: Industrial Technology

Career Path: Technology

Description of Target Group

This is the second term of a two term (one year) course for 10th through 12th grade students wanting to learn advanced levels of Product Design. A lab fee may be required.

Prerequisite: Product Design 2A

Purpose

This course is designed to allow students to continue and expand on applied knowledge from Product Design 2B. Progressively more advanced levels of design and an expanded scope of applications will be experienced. Projects will involve students in more challenging, problem-solving situations, which will expose the student to more advanced levels of techniques, terminology and procedures used in product design and production. The emphasis is on creating products with esthetic appeal and ergonomic elements. This is a 5-unit course.

Standards of Expected Student Achievement

1. Expanded specialized design vocabulary as it relates to theory and production
2. Organization and execution of design projects from inception to completion
3. Application of principles and elements of design to projects
4. Knowledge of safe and correct applications of design production equipment
5. Expressing intentions and accomplishments using oral and written skills in public (classroom) presentations
6. Awareness of related occupations
7. Furthering development by involvement in related/more advanced courses:

Advanced Study Product Design	Wood
Technical Sketching	Mechanical Drawing
Drafting	Architecture

Methods of Assessment of Student Learning:

1. Class participation
2. Quizzes covering each main module.

3. Teacher evaluation.
4. Independent projects.
5. Final examination.

6. Cooperative work with other students.

Instructional Materials:

Refer to: Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District.

1. Software Instructional Materials (printed/multimedia interactive)
2. Supplementary Video
3. Trade Publications

Activities:

1. Individual Work (projects)
2. Service Learning Projects
3. Lectures
4. Class laboratory shop work
5. Teacher & Student Demonstrations
6. Student Presentations
7. Class Critiques
8. Guest Speakers

Course Title

Reinforced Plastics A

Description of Target Group

This course is for 11th and 12th grade students who are interested in plastics as a possible vocation or avocation.

Purpose

The purpose of Reinforced Plastics A is to provide interested students with practical experience in working with reinforced plastics (fiberglass) materials and processes. This is the first semester of a one year course. Student is expected to pay for project materials.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Complete a safety test with a passing score.
2. Develop an interest in a possible career in the field of Reinforced Plastics.
3. Provide and use protective clothing and eye protection when and where required.
4. Complete assigned laboratory and written work.
5. Complete assigned clean-up responsibility.
6. Develop an understanding of safe working habits and conditions.
7. Understand and use basic reinforced plastics terminology
8. Operate safely and demonstrate the ability in the proper use of hand and power equipment available to them.
9. Perform required hand lay-ups.
10. Develop the ability to spray gel coats.
11. Learn basic mold construction.
12. Develop the ability to evaluate processing problems.
13. Learn spary-up techniques.
14. Learn mold preparation.
15. Develop the ability to do minor fiberglass repair.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Individual work, lectures, class participation, demonstrations, audio visual materials, field trips, small group activities, and outside resource people.

Reinforced Plastics B

Description of Target Group

This course is for 11th or 12th grade students who have passed Reinforced Plastics A and have shown a willingness to do advanced work.

Purpose

The purpose of Reinforced Plastics B is to allow qualified students to use the knowledge they learned in Reinforced Plastics A. This is the second semester of a one-year course. Student is expected to pay for project materials.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Complete a safety test within that school year with a passing score.
2. Explain their interest in a possible career in Reinforced Plastics.
3. Provide and use protective clothing and eye protection when and where required.
4. Complete assigned laboratory and written work.
5. Complete assigned clean-up responsibility.
6. Develop an understanding of safe working habits and conditions.
7. Understand and use reinforced plastics terminology.
8. Operate safely and demonstrate ability in the proper use of hand and power equipment available to them.
9. Contract with the instructor for the type of work or project agreeable to both student and instructor.
10. Reinforce the knowledge about reinforced materials and processes.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Individual work, lectures, project construction, demonstrations, audio visual materials, field trips, small group activities, and outside resource people.

DISTRICT

Course Description

(Must be accompanied by a Course Adoption form & Textbook Adoption Form)

Full Course Title: Robotics

School Associated with course: ☐ DHS ☑ ERHS ☑ PVHS ☐ SMHS

School Contact

Name: Scott Authier **Title/Position:**

E-mail: **Phone:** **Ext:**

Department:
Industrial Technology

Transcript Course Code(s) / Number(s):

Subject Area

- ☐ English Requirement
- ☐ World History
- ☐ US History
- ☑ Government
- ☑ Economics
- ☐ Mathematics
- ☐ Physical Science
- ☐ Life Science
- ☐ Physical Education
- ☐ Visual & Performing Arts
- ☐ Health
- ☑ Elective

Grade Level(s)

☑ 9 ☑ 10 ☑ 11 ☑ 12

Vocational Education (CTE) ☑ Yes ☐ No

Career Pathway: r

Industrial Sector: t

☑ **Introduction** ☐ **Concentration** ☐ **Capstone**

Unit Value

- ☐ Semester (5 units)
- ☑ Year A/B (5 units per semester)
- ☐ Year A/B (two period course, 10 units per semester)

Comments: |

Course Purpose: *What is the purpose of this course?*

Students will work in pairs and quads as an engineering team. They will design, build and test increasingly complex robots that will be used in problem solving activities and competitions. The course will involve the engineering design process, the importance of integrating sensors, effectors and controls. Students will discuss robot learning and multi-robot systems. Robots will be used to solve bi-weekly challenges. The course culminates in a final project where student teams design, build, and program a robot for a final competition.

B. COURSE CONTENT

Course Outline: A *detailed descriptive summary of all topics covered. All historical knowledge is expected to be empirically based, give examples. (i.e. California State Standards).*

Unit 1 — Electricity

In this unit students will be introduced to electrical concepts. Students will start with an introduction to electric direct currents, voltages, resistors, and batteries. Students will learn and use the symbols to create basic circuit diagrams. This will be followed by an introduction to Ohms Law and its applications as related to series resistance, parallel resistance, and circuit analysis.

Upon completion of this unit;

-Students will understand electronic symbols (resistors, capacitors, diodes, switches, transformers, and batteries), the properties of parallel and series circuits. Students will master Ohms Law and calculating voltage and current through a parallel or series circuit.

-Students will be able to solder wires to resistors, batteries, switches, etc. After the completion of constructing a circuit, students will measure voltage and current through the circuit.

-Students will demonstrate mastery of the circuitry by completing a detailed 3 page report or electronic presentation on the circuit, calculations, and measurements done during the lesson.

-Students will required to begin (and continue throughout the course) a detailed journal of all their designs and activities. This will create a "tool box" from which the students can refer as the course progresses. Each design or activity will be accompanied by an in-depth reflection on what was successful and what needs to be improved, as well as schematics of any circuits created. Students will master the skill of scientific writing and data recording.

Signature Assignment:

Students will be required to use tools and best practices that are standard in the fields of electrical engineering and electronics engineering. Students will use their knowledge of electrical circuits to create a small flashlight out of a candy box or a similar project. The tools that they will use include, but are not limited to, digital multi-meters, soldering equipment, wire crimping and stripping tools. Students will learn how to strip wire insulation and attach solderless (crimping) connectors, tin wires, properly use flux and solder, among other things. Additionally, because this is the first unit, laboratory safety practices and procedures will be taught and practiced.

Unit 2 — Engineering Design Fundamentals

The engineering projects for this course will utilize tools, software, and conventions found in engineering fields. Students will be familiarized with basic tools, themes, and strategies regularly used in the fields of engineering. As this course progresses over the year students will draw from this "tool box" of skills as they encounter each new learning experience. Students will, in turn, master these tools, themes, and strategies by applying them when necessary rather than practicing them in abstraction.

Upon completion of this unit;

-Students will understand drafting and fundamental scaling. Students will master ratios, athematic, unit conversions and drawing.

-Students will master the use of tools (hand and power). "Shop" safety will also be taught and practiced.

-Students will work in teams to fabricate a catapult that will achieve specific objectives related to distance and accuracy.

-Students will add related entries and reflection to their journal related to their accomplishments and acquired knowledge/skills.

-Students will complete a detailed 3-5 page report or electronic presentation to tie in everything in this unit from drafting to fabrication and testing their design.

Signature Assignment:

Students will be introduced to sketching fundamentals and drafting conventions and standards, by working collaboratively to create a catapult. Students will learn how to create schematics and learn how to draw parts and assemblies. Students will begin the assignment with basic drafting tools and then progress toward current product development drawing tools (CAD software). Students will experience the steps of the design process including topics such as prototyping, model building, testing and manufacturing. Students will supplement their in-class learning with assigned internet research and completed learning logs or journal entries.

Unit 3 — Construction of VEX Robots

Students will begin to apply engineering principles, as outlined in the Next Generation Science Standards, to the design and construction of robots. Students will study the fundamental design of a Vex robot. While students are learning how to fabricate their first Vex robot, they will also be required to draw upon physics concepts such as speed, velocity and angular momentum. Further a significant amount of math is necessary to fabricate the complex geometries of the parts that are required for robots. Students will create a robotic platform capable of two-dimensional motion at a variety of speeds. This platform must also be capable of supporting a variety of sensors (unit 6) and electrical systems for remote access (unit 4). Through this project students will be introduced to the various fastening and joining methods typically used in production development. These include, but are not limited to, screws, bolts, nuts, rivets, and welding. Students will be introduced to specification sheets for materials used in engineering and also start to learn about concepts related to materials stress, strain, toughness, elasticity, thermal conductivity, etc.

Upon completion of this unit;

-Students will understand how different components (batteries, multi-controllers, motors, gears and wheels) interact with each other in unison.

-Students will master the construction of a functioning robot with hand tools.

-Students will master installing motors, bearings and making adjustments for motion.

-Students will understand how different gear rations and different sized wheels affect the movement of the robot.

-Students will add related entries and reflection to their journal related to their accomplishments and acquired knowledge/skills.

-Students will complete a detailed 3-5 page report or electronic presentation to tie in everything in this unit from design to fabrication and the related physics and mathematics of robots.

Signature Assignment:

Students will construct their first Vex robot, the BaseBot. They will learn how to use basic assembly tools as well as how to identify available Vex robotic components from the classroom inventory system. Students will learn the subsystems (chassis, drivetrain, electrical, control) during the BaseBot construction activity. After the robot is constructed, students will test and troubleshoot their creation. Best engineering practices require testing, troubleshooting and adjustments/modifications of a design. This is followed by reflection and re-engineering to recognize that multiple solutions are possible for a problem/challenge. The designs, troubleshooting and re-engineering possibilities will be recorded in the student journals.

Unit 4 — Wireless Interfacing

Students will experience current technologies when they interface their robots with wireless game controllers. Students will need to use their prior knowledge of electronics and begin to master the basics of Easy-C programming language that is used in the Vex robotics system. Students will program the BaseBot constructed in unit 3 to remotely control it to move in straight lines, reverse motion as well as rotate to navigate through an obstacle course. Another activity will be for the students to write their initials using their robot and a whiteboard marker within the constraints of a walled robot competition field.

Upon completion of this unit;

-Students will link a wireless receiver (attached to the robot) with a hand-held controller.

-Students will understand how wireless-controllers work and their application in our current technological world.

-Students will add related entries and reflection to their journal related to their accomplishments and acquired knowledge/skills.

-Students will complete a detailed 3-5 page report or electronic presentation to tie in everything in this unit from design to fabrication and the related physics and mathematics of robots.

Signature Assignment:

Students will program the BaseBot constructed in unit 3 to remotely control it to move in straight lines, reverse motion as well as rotate to navigate through an obstacle course. Students will have multiple opportunities to test and refine their designs for improved performance and better results (higher points).

Unit 5 — Sensors

Students are introduced to open and closed loop robotic navigation using sensors and the Easy-C program. This unit builds on the dead reckoning programs constructed in unit 3. Digital bumper switches are added to the BaseBot so that it can interpret its environment autonomously. An ultrasonic range-finding sensor is introduced to allow the robot to sense its environment without touching it. A set of advanced drive functions is taught in order to simplify the autonomous control of the speed and direction of the robot. These drive functions are used in conjunction with a line-following sensor to have the BaseBot autonomously follow a line through a portion of the competition field.

Upon completion of this unit;

-Students will further broaden their understanding of how different components (sensors, batteries, multi-controllers, motors, gears and wheels) interact with each other in unison.

-Students will master the understanding of sensors. What sensors are and what role they play in our everyday life.

-Students will become familiar with two types of sensor constructions. The first will be bumper switches on all sides of the base that will allow the robot to sense objects with which it comes in contact.

-The second sensor construction students will understand is a ground-line sensor that allows the robot follow a line through part of the designed obstacle course for this unit.

-Students will increase their Easy-C programing skills related to the sensors in this unit.

-Students will add related entries and reflection to their journal related to their accomplishments and acquired knowledge/skills.

-Students will complete a detailed 3-5 page report or electronic presentation to tie in everything in this unit related to the effects of sensors linked with a robot.

Signature Assignment:

Students must program their robots to autonomously navigate and knock down some obstacles (binders or wood blocks) while not touching others in a specified order and in a specified time range. Students will have multiple opportunities to test and refine their designs for improved performance and better results (higher points).

Unit 6 — Arms and End effectors

Students will combine elements introduced in units 3-5. An arm will be added to the BaseBot and a basic physics analysis is done on how the arm effects the overall robot design and performance. The concept of center of gravity will be understood as the construction of the arm, the end effector and the weight of an object attached to the end effector is applied. Stall torque is examined related to the arm function as well as speed and gear ratio. The student is challenged with incorporating two limit switches into the design of the arm to control its movement. An end effector (claw) is added to the arm for gripping a game object used in the final unit.

Upon completion of this unit;

-Students will understand how different components (batteries, multi-controllers, motors, gears and wheels) interact with each other in unison.

-Students will master the construction of a functioning robot with hand tools.

-Students will master installing motors, bearings and making adjustments for motion.

-Students will understand how different gear rations and different sized wheels affect the movement of the robot.

-Students will add related entries and reflection to their journal related to their accomplishments and acquired knowledge/skills.

-Students will complete a detailed 3-5 page report or electronic presentation to tie in everything in this unit from design to fabrication and the related physics and mathematics of robots.

Signature Assignment:

The student must add an arm and end effector to the BaseBot. The Basebot, arm and end effector will be added to the Easy-C program for controlling the robot. The student will navigate the robot on the competition field to retrieve one or more competition game pieces and deliver it/them to a specified goal. The student will be timed for this activity. Students will have multiple opportunities to test and refine their designs for improved performance and better results (higher points).

Unit 7 — Final or Competition Robot Capstone Project

Students will combine all elements from this course to re-design and create a competition robot. The robot will compete in a classroom based competition with new game pieces introduced in this unit. The previous robot must be modified to effectively compete in the new game. Throughout this unit students will use analytical, expository writing to document and describe their work on the project in their engineering notebooks (journals). After the competition, students will create an invention and design report that focuses on the challenges and adjustments encountered in the process resulting in their final robot

Text(s): Title: None

Edition:_____ Publication Date:_____

Publisher: _____ Author (s):_____

URL Resource(s)_____

☐ Usage ☐ Primary Text ☐ Read in entirety or near entirety

Pre-Requisites
None
Co-Requisites
None

Supplemental Instructional Material: *Please Describe. If using online text or non-standard material, please provide the title of the material or webpage and the URL link.*

Vex EDR Curriculum http://curriculum.vexrobotics.com/curriculum 13 units, and more.

Instructional Methods and/or Strategies:

Lecture and Lab

Assessment Methods and/or Tools:

Paper test (Safety), Project design and plans, Project completion, Student Journals

Activities: *(if applicable)*

Designing and producing and testing one or more robots

Certificate: *(if applicable)*

N/A

DISTRICT
Course Description

(Must be accompanied by a Course Adoption form & Textbook Adoption Form)

Full Course Title: Robotics

School Associated with course: ☐ DHS ☐ ERHS ☑ PVHS ☐ SMHS

School Contact

Name: Scott Authier **Title/Position:** Instructor

E-mail: sauthier@smjuhsd.org **Phone:** (805) 922-1305 **Ext:** 5204

Department: Industrial Technology

Transcript Course Code(s) / Number(s):

Subject Area

- ☐ English Requirement
- ☐ World History
- ☐ US History
- ☐ Government
- ☐ Economics
- ☐ Mathematics
- ☐ Physical Science
- ☐ Life Science
- ☐ Physical Education
- ☐ Visual & Performing Arts
- ☐ Health
- ☑ Elective

Grade Level(s)

☑ 9 ☑ 10 ☑ 11 ☑ 12

Vocational Education (CTE) ☑ Yes ☐ No

Career Pathway: Engineering

Industrial Sector: Industrial & Technology

☑ **Introduction** ☐ **Concentration** ☐ **Capstone**

Unit Value

- ☐ Semester (5 units)
- ☑ Year A/B (5 units per semester)
- ☐ Year A/B (two period course, 10 units per semester)

Comments:

Course Purpose: *What is the purpose of this course?*

Students will work in pairs and quads as an engineering team. They will design, build and test increasingly complex robots that will be used in problem solving activities and competitions. The course will involve the engineering design process, the importance of integrating sensors, effectors and controls. Students will discuss robot learning and multi-robot systems. Robots will be used to solve bi-weekly challenges. The course culminates in a final project where student teams design, build, and program a robot for a final competition.

B. COURSE CONTENT

Course Outline: *A detailed descriptive summary of all topics covered. All historical knowledge is expected to be empirically based, give examples. (i.e. California State Standards).*

Unit 1 — Electricity

In this unit students will be introduced to electrical concepts. Students will start with an introduction to electric direct currents, voltages, resistors, and batteries. Students will learn and use the symbols to create basic circuit diagrams. This will be followed by an introduction to Ohms Law and its applications as related to series resistance, parallel resistance, and circuit analysis.

Upon completion of this unit;

-Students will understand electronic symbols (resistors, capacitors, diodes, switches, transformers, and batteries), the properties of parallel and series circuits. Students will master Ohms Law and calculating voltage and current through a parallel or series circuit.

-Students will be able to solder wires to resistors, batteries, switches, etc. After the completion of constructing a circuit, students will measure voltage and current through the circuit.

-Students will demonstrate mastery of the circuitry by completing a detailed 3 page report or electronic presentation on the circuit, calculations, and measurements done during the lesson.

-Students will required to begin (and continue throughout the course) a detailed journal of all their designs and activities. This will create a "tool box" from which the students can refer as the course progresses. Each design or activity will be accompanied by an in-depth reflection on what was successful and what needs to be improved, as well as schematics of any circuits created. Students will master the skill of scientific writing and data recording.

Signature Assignment:

Students will be required to use tools and best practices that are standard in the fields of electrical engineering and electronics engineering. Students will use their knowledge of electrical circuits to create a small flashlight out of a candy box or a similar project. The tools that they will use include, but are not limited to, digital multi-meters, soldering equipment, wire crimping and stripping tools. Students will learn how to strip wire insulation and attach solderless (crimping) connectors, tin wires, properly use flux and solder, among other things. Additionally, because this is the first unit, laboratory safety practices and procedures will be taught and practiced.

Unit 2 — Engineering Design Fundamentals

The engineering projects for this course will utilize tools, software, and conventions found in engineering fields. Students will be familiarized with basic tools, themes, and strategies regularly used in the fields of engineering. As this course progresses over the year students will draw from this "tool box" of skills as they encounter each new learning experience. Students will, in turn, master these tools, themes, and strategies by applying them when necessary rather than practicing them in abstraction.

Upon completion of this unit;

-Students will understand drafting and fundamental scaling. Students will master ratios, athematic, unit conversions and drawing.

-Students will master the use of tools (hand and power). "Shop" safety will also be taught and practiced.

-Students will work in teams to fabricate a catapult that will achieve specific objectives related to distance and accuracy.

-Students will add related entries and reflection to their journal related to their accomplishments and acquired knowledge/skills.

-Students will complete a detailed 3-5 page report or electronic presentation to tie in everything in this unit from drafting to fabrication and testing their design.

Signature Assignment:

Students will be introduced to sketching fundamentals and drafting conventions and standards, by working collaboratively to create a catapult. Students will learn how to create schematics and learn how to draw parts and assemblies. Students will begin the assignment with basic drafting tools and then progress toward current product development drawing tools (CAD software). Students will experience the steps of the design process including topics such as prototyping, model building, testing and manufacturing. Students will supplement their in-class learning with assigned internet research and completed learning logs or journal entries.

Unit 3 — Construction of VEX Robots

Students will begin to apply engineering principles, as outlined in the Next Generation Science Standards, to the design and construction of robots. Students will study the fundamental design of a Vex robot. While students are learning how to fabricate their first Vex robot, they will also be required to draw upon physics concepts such as speed, velocity and angular momentum. Further a significant amount of math is necessary to fabricate the complex geometries of the parts that are required for robots. Students will create a robotic platform capable of two-dimensional motion at a variety of speeds. This platform must also be capable of supporting a variety of sensors (unit 6) and electrical systems for remote access (unit 4). Through this project students will be introduced to the various fastening and joining methods typically used in production development. These include, but are not limited to, screws, bolts, nuts, rivets, and welding. Students will be introduced to specification sheets for materials used in engineering and also start to learn about concepts related to materials stress, strain, toughness, elasticity, thermal conductivity, etc.

Upon completion of this unit;

-Students will understand how different components (batteries, multi-controllers, motors, gears and wheels) interact with each other in unison.

-Students will master the construction of a functioning robot with hand tools.

-Students will master installing motors, bearings and making adjustments for motion.

-Students will understand how different gear rations and different sized wheels affect the movement of the robot.

-Students will add related entries and reflection to their journal related to their accomplishments and acquired knowledge/skills.

-Students will complete a detailed 3-5 page report or electronic presentation to tie in everything in this unit from design to fabrication and the related physics and mathematics of robots.

Signature Assignment:

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Unit 4 — Wireless Interfacing

Students will experience current technologies when they interface their robots with wireless game controllers. Students will need to use their prior knowledge of electronics and begin to master the basics of Easy-C programming language that is used in the Vex robotics system. Students will program the BaseBot constructed in unit 3 to remotely control it to move in straight lines, reverse motion as well as rotate to navigate through an obstacle course. Another activity will be for the students to write their initials using their robot and a whiteboard marker within the constraints of a walled robot competition field.

Upon completion of this unit;

-Students will link a wireless receiver (attached to the robot) with a hand-held controller.

-Students will understand how wireless-controllers work and their application in our current technological world.

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Students are introduced to open and closed loop robotic navigation using sensors and the Easy-C program. This unit builds on the dead reckoning programs constructed in unit 3. Digital bumper switches are added to the BaseBot so that it can interpret its environment autonomously. An ultrasonic range-finding sensor is introduced to allow the robot to sense its environment without touching it. A set of advanced drive functions is taught in order to simplify the autonomous control of the speed and direction of the robot. These drive functions are used in conjunction with a line-following sensor to have the BaseBot autonomously follow a line through a portion of the competition field.

Upon completion of this unit;

-Students will further broaden their understanding of how different components (sensors, batteries, multi-controllers, motors, gears and wheels) interact with each other in unison.

-Students will master the understanding of sensors. What sensors are and what role they play in our everyday life.

-Students will become familiar with two types of sensor constructions. The first will be bumper switches on all sides of the base that will allow the robot to sense objects with which it comes in contact.

-The second sensor construction students will understand is a ground-line sensor that allows the robot follow a line through part of the designed obstacle course for this unit.

-Students will increase their Easy-C programing skills related to the sensors in this unit.

-Students will add related entries and reflection to their journal related to their accomplishments and acquired knowledge/skills.

-Students will complete a detailed 3-5 page report or electronic presentation to tie in everything in this unit related to the effects of sensors linked with a robot.

Signature Assignment:

Students must program their robots to autonomously navigate and knock down some obstacles (binders or wood blocks) while not touching others in a specified order and in a specified time range. Students will have multiple opportunities to test and refine their designs for improved performance and better results (higher points).

Unit 6 — Arms and End effectors

Students will combine elements introduced in units 3-5. An arm will be added to the BaseBot and a basic physics analysis is done on how the arm effects the overall robot design and performance. The concept of center of gravity will be understood as the construction of the arm, the end effector and the weight of an object attached to the end effector is applied. Stall torque is examined related to the arm function as well as speed and gear ratio. The student is challenged with incorporating two limit switches into the design of the arm to control its movement. An end effector (claw) is added to the arm for gripping a game object used in the final unit.

Upon completion of this unit;

-Students will understand how different components (batteries, multi-controllers, motors, gears and wheels) interact with each other in unison.

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Signature Assignment:

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Unit 7 — Final or Competition Robot Capstone Project

Students will combine all elements from this course to re-design and create a competition robot. The robot will compete in a classroom based competition with new game pieces introduced in this unit. The previous robot must be modified to effectively compete in the new game. Throughout this unit students will use analytical, expository writing to document and describe their work on the project in their engineering notebooks (journals). After the competition, students will create an invention and design report that focuses on the challenges and adjustments encountered in the process resulting in their final robot

Text(s): Title: None

Edition: _____ Publication Date: _____

Publisher: _____ Author (s): _____

URL Resource(s) _____

☐ Usage ☐ Primary Text ☐ Read in entirety or near entirety

Pre-Requisites
None
Co-Requisites
None

Supplemental Instructional Material: *Please Describe. If using online text or non-standard material, please provide the title of the material or webpage and the URL link.*

Vex EDR Curriculum http://curriculum.vexrobotics.com/curriculum 13 units, and more.

Instructional Methods and/or Strategies:

Lecture and Lab

Assessment Methods and/or Tools:

Paper test (Safety), Project design and plans, Project completion, Student Journals

Activities: *(if applicable)*

Designing and producing and testing one or more robots

Certificate: *(if applicable)*

N/A

Small Gas Engines

Santa Maria Joint Union High School District



asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
ioneer Valley High School (053847)	Classroom Based	**Abbreviation**	**Course Code**
		Sm Gas EngA (P)	IT6685
		Sm Gas EngB (P)	IT6686

Title:	Small Gas Engines
Length of course:	Full Year
Subject area:	College-Preparatory Elective (G) / Interdisciplinary
UC honors designation?	No
Prerequisites:	None (Recommended)
Co-requisites:	None
Integrated (Academics / CTE)?	Yes
Grade levels:	9th, 10th, 11th, 12th

ourse Description

urse overview:

Small Gas Engines is a competency based class designed as an introductory small gas engine mechanic course that introduces students to service and repair systems. It provides students with project-based experiences in small gas engine technologies. Instruction includes an orientation, classroom and workplace policies and procedures, resource management, measurements, tools and equipment, and employ-ability skills. Emphasis is placed on 2-stroke and 4-stroke engine designs, engine cooling systems, engine lubrication systems, engine electricity, charging systems, and starting systems.

This course will also provide students with the opportunity to apply and extend concepts studied in their math and science classes (related to algebra, basic arithmetic, physics, and electrical, computer, and chemical sciences) to the small gas engine technology industry.

urse content:

1. History & Careers: The History, Careers, Certifications, and Basic Overview of Small Gas Engine Technologies

Students will research the history and origins of Small Gas Engine Technology and appreciate the rich history of Small Gas Engine Technology as a profession or career option. They will review key historical concepts of the Small Gas Engine Industry. Students will research the background of small gas engine uses the necessary requirements for a variety of small gas engine careers, the opportunities available for a professional small gas engine service technician, and certification criteria.

Unit Assignment(s):

In a report or presentation format students will describe the different occupations in the Small Gas Engine Industry sector and related automotive technician options. Students will choose a specific career option to emphasize in their report.

2. Outdoor Power Equipment Shop Practices

Students will review the shop/classroom safety procedures associated with small gas engine tools and mechanics and maintenance of the shop. They will also study procedures and safety practices for lifting, working independently and collaboratively. Students will learn basic first aid steps to use in the event of an accident or injury. They will be introduced to Material Safety Data Sheets (MSDS) and glean pertinent safety information from them. Students will then take a safety exam as a demonstration of knowledge.

Unit Assignment(s):

Activity or Assignment: Students will demonstrate through a written quiz their knowledge of shop rules and procedures, tools and equipment safety, and personal safety procedures. Students will also recognize any and all safety concerns within, around the shop and around the school campus. They will discuss how to correct and how to protect themselves when working within the shop. Students shall work in groups and make a PowerPoint presentation to the class exhibiting their findings.

3. Measurements, Tools, and Equipment

Students will recognize basic hand tools and will identify the correct tool for the job. They will also demonstrate proper use of the tools. Students will differentiate between various service manuals. They will explore the precision measuring tools including rulers, gauges, and micrometers and learn how to use them to obtain precise measurements. Students will identify a variety of fasteners and their uses.

Unit Assignment(s):

Students will demonstrate their knowledge of tools and equipment by using industry-accepted terminology when referring to specific tools and equipment. They will select and justify the appropriate tools for a teacher given project. Students will demonstrate in the lab/shop their knowledge of tool and equipment use, maintenance, and storage by successfully completing the NATEF (National Automotive Technicians Education Foundation) related tasks.

4. 2-Stroke and 4-Stroke Air Cooled Engines

Students will explore Engine design and theory for both the 2-stroke and 4-stroke engine. Students will learn about internal combustion engine theory and the related internal engine components. The fuel system, cooling system, Electrical system, and lubrication systems will be introduced.

Unit Assignment(s):

In pairs or teams students will create and present a PowerPoint presentation of an assigned engine system or engine type (2-stroke or 4-stroke operation).

5. 4-Stroke (L-head) Engine Disassembly

Student will receive Lab/Shop orientation instruction as well as work station and storage, tool checkout and storage, cleanup and safety, and shop etiquette. Engine orientation and procedures as well as operating systems, and engine handling safety practices will be covered. Engine model identification, engine repair manual for disassembly/assembly procedures as well as service and specifications will be covered.

Unit Assignment(s):

Students will disassemble a 3.5 HP “L-head” engine and identify the systems as well as the engine parts.

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6. Small Gas Engine Electrical System

Students will learn about electrical theory and practice related to the small gas engine. Electron movement, Ions, Ohms, Volts and Amps will be covered, Electrical circuit design, power supply without a battery (the magneto system) will be covered. Mathematical calculations using Ohm’s Law will be covered. (Calculating amperage (I = E/R); voltage (E = I x R); Calculating resistance (R = E/I)

Unit Assignment(s):

Students will construct a simple circuit and using multimeters measure and record voltage and resistance of both a parallel and series circuit.

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7. Small Gas Engine Cooling and Lubrication Systems

Students will learn about cooling and lubrication systems related to the small gas engine. The splash lubrication system will be compared to the pressurized pump lubrication system normally found in larger car engines. The lubrication system will also be examined for its cooling effects on the engine. The air cooled system found on most small gas engines will be compared to the liquid cooling systems also found on larger internal combustion engines.

Unit Assignment(s):

Working in pairs or teams students will construct a model and present it to the class of one of the following: A splash lubrication system, a pump (pressurized) lubrication system, an air cooled system, or a liquid radiator cooling system will be assigned or selected for the model making assignment.

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8. 4-Stroke (L-head) Engine Assembly

After learning about the different systems and parts students will assemble the 3.5 HP engine that they disassembled earlier. An engine repair manual will be consulted for specifications related to the assembly procedures.

Unit Assignment(s):

Students will assemble a 3.5 HP “L-head” engine.

9. Air Cooled Engine Service

Students will learn about a service guide sheet, familiarize themselves with industry practices. They will learn how to write a work order, create a parts order, review customer service procedures, and bill out costs for a typical small gas engine service. Students will learn how to clean cooling fins, change oil, change or service the air filter, check the spark plug, and test run equipment.

Unit Assignment(s):

Following a service guide sheet students will familiarize themselves with industry practices, write a work order, and create a parts order, review customer service procedures, and bill out costs for a typical small gas engine service. Students will clean cooling fins, change oil, change or service the air filter, check the spark plug, and test run equipment.

ourse Materials

Textbooks

itle	Author	Publisher	Edition	Website	Primary
mall Gas Engines	Alfred C. Roth, Blake J. Fisher, W. Scott Gauthier	Goodheart-Willcox	11 ed. 2017	[empty]	Yes

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California

Course Title

Small Gas Engines A

Description of Target Group

This is the first term of a two term (one year) course for 9th through 12th grade students wanting to learn the fundamentals of engine lab procedures and engine technology. A lab fee is required.

Purpose

Small Gas Engines A is a course to introduce the student to the safety, tools, methods and procedures used in the shop environment. Students will also be taught the components, function and theory of operation of the internal combustion engine, including hands-on experience in engine disassembly, assembly and operations. This is a 5-unit course.

Standards of Expected Student Achievement

Complete a comprehensive safety exam.
Use protective clothing and eye protection when required.
Complete assigned laboratory and written work.
Complete assigned clean-up responsibilities.
Work safely and with diligence.
Understand and use basic small gasoline engine terminology.
Demonstrate the ability to properly use hand tools.
Complete the assembly and disassembly of a small gasoline engine.
Use various instruments and measuring devices for engine evaluation.
Accurately follow written instructions for small gas engine service.
Explain the mechanical operation of small gasoline engines.

Methods of Assessment of Student Learning

Class participation
Quizzes covering each main module.
Teacher evaluation.
Independent projects.
Final examination.
Cooperative work with other students.

Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District.

Activities

Individual work, lectures, class laboratory shop work, demonstrations, small group activities, and outside resource people.

Course Title

Small Gas Engines B

Description of Target Group

This is the second term of a two term (one year) course for 9th through 12th grade students wanting to learn the fundamentals of engine lab procedures and engine technology. A lab fee is required.

Prerequisite: Small Gas Engines A

Purpose

Small Gas Engines B is a course to advance the study for students in safety, tools, methods and procedures, components, function and theory of operation of the internal combustion engine. This is a 5-unit course

Standards of Expected Student Achievement

Learn the fundamentals of engine design and theory.
Complete assigned laboratory and written work.
Use technical manual as a resource to specifications and procedures.
Understand and use basic small gasoline engine terminology.
Complete the assembly and disassembly of a small gasoline engine.
Use various instruments and measuring devices for engine evaluation.
Accurately follow written instructions for small gas engine service.
Prepare for additional studies of automotive and mechanical systems.
Minor repairs of small engines.

Methods of Assessment of Student Learning

Class participation
Quizzes covering each main module.
Teacher evaluation.
Independent projects.
Final examination.
Cooperative work with other students.

Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District.

Activities

Individual work, lectures, class laboratory shop work, demonstrations, small group activities, and outside resource people.

Course Title

Survey of Drafting

Description of Target Group

This course is for all students.

Purpose

The purpose of Survey of Drafting is to give students an opportunity to explore the area of drafting. This is a one semester course. NOTE: This is not currently offered at Righetti High School. There is a lab fee required.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Supply drafting pencils and erasers.
2. Complete assigned laboratory, written, reading assignments and clean-up responsibilities.
3. Understand and use drafting terminology.
4. Develop fundamentals in lettering, dimensioning, line work, sheet layout, and the use of the scale.
5. Develop proper identification, usage, and care of drafting equipment.
6. Develop fundamental geometric construction.
7. Develop fundamental freehand drawing skills.
8. Develop an interest in a possible career in the field of drafting.
9. Complete lab assignments relating to the areas of architecture, electronics, wood, automotive, plastics, and welding.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Individual work, lectures, class participation, demonstrations, audiovisual materials, field trips, small group activities, outside resource people, and drawing production.

Course Title

Survey of Electronics

Description of Target Group

This course is for all students. No prior knowledge of electronics/electricity is required. It is recommended that students have knowledge of basic math, especially very large and very small decimal numbers.

Purpose

The purpose of Survey of Electronics**,** a one-term course, is to introduce students to the skills needed for the electronics repair field, including the basic concepts of electrical measurement and electrical soldering. This course is the prerequisite course for the Electronics 1A course.

Standards of Expected Student Achievement

Upon successful completion of this course, students will be able to demonstrate the following knowledge/skills:

1. Safety related to the electronics industry.
2. Computing resistor color code values and tolerance.
3. Use of the digital multi-meter.
4. Understand the concepts of voltage, current, and resistance.
5. Soldering / electronic assembly skills.
6. Knowledge of skills necessary to work in the electronics industry.

Assessment of Student Learning

1. Students will present evidence of learning by cooperating with group or individual assignments and presentations based on projects and skills.
2. Students will present evidence of learning by presenting ideas, solutions and conclusions to proposed or presented problems.
3. Students will present evidence of learning through teacher observations.
4. Students will present evidence of leaning through quizzes, tests, and homework.
5. Teacher evaluations.

Instructional Materials

Text: Introduction to Electronics, Earl D. Gates
Supplementary Materials: Manufacturers documentation; videos

Activities

Lab experimentation, lectures, class participation, demonstrations, audiovisual materials, small group activities, outside resource people, and electronic assembly.

Course Title

Survey of Graphic Arts

Description of Target Group

Beginning students, grades 9, 10, 11 & 12 who may have an interest in art, design or graphics.

Purpose

A one-term course of theory and practice is designed to introduce students to the fundamentals of graphic art design theory and production. This is an exploratory course, which will expose students to the world of visual design. As in introductory course, students will follow a process of design from concept to production, using a variety of tools and equipment.

Standards of Expected Student Achievement

Upon successful completion of this course each student will be able to demonstrate competency in the following:

1. • Making critical aesthetic judgments.
2. • Self-reliance and independent thinking.
3. • Solving problems individually and/or in small teams.
4. • Using specialized graphic arts vocabulary as related to theory and production.
5. • Application of principles and elements of design to projects.
6. • Use of theoretical and practical skills as applied to design projects.
7. • Basic knowledge of computer use as applied to graphic arts.
8. • Knowledge of safe and correct applications of graphic arts production equipment.
9. • Expressing intentions and accomplishments using oral and written skills in public (classroom) presentations.
10. • Awareness of related occupations.
11. • Awareness of related and more advanced courses:

Graphic Arts A/B	Advanced Study Graphic Arts
Technical Sketching	Photography
Art 1	Mechanical Drawing

Assessment of Student Learning

1. Students will present evidence of learning by cooperating with group or individual assignments and presentations based on projects and skills.
2. Students will present evidence of learning by presenting ideas, solutions and conclusions to proposed or presented problems.
3. Students will present evidence of learning through teacher observations.

4. Students will present evidence of learning through quizzes, tests, and homework.
5. Teacher evaluations.

Instructional Materials

Refer to: Text and supplementary materials
Adopted text: TBD
Supplementary text:
Software instructional manuals
Trade magazines
Supplementary Video

Activities

Individual work, lectures, teacher and student demonstrations, student presentations, guest speakers, and field trips.

Course Title

Survey of Manufacturing

Description of Target Group

This course is an exploratory course in manufacturing for students in grades 9 through 12 with priority given to students in grades 9 and 10. There is a lab fee required.

Purpose

This one semester course is designed to give students an opportunity to explore the areas of manufacturing.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Pass a safety test and demonstrate the ability to properly and safely use hand and power equipment available to them.
2. Complete assigned laboratory and written work.
3. Learn the importance of planning before starting a procedure or operation.
4. Learn to illustrate ideas through sketching.
5. Learn the importance of teamwork.
6. Understand and use basic manufacturing technology and terminology.
7. Learn to identify and work with current materials.
8. Learn to estimate and figure costs of materials.
9. Learn basic robot operations and applications.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Lecture, lab work, field trips, audiovisual materials, and outside resource people.

Course Title

Survey of Plastics

Description of Target Group

This course is for 9th through 12th grade students with priority given to students in grades 9 and 10.

Purpose

The purpose of Survey of Plastics is to give students an opportunity to explore the area of plastics. This is a one-semester course.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Complete a safety test with a passing score.
2. Develop an interest in a possible career in the field of plastics.
3. Provide and use protective clothing and eye protection when and where required.
4. Complete assigned laboratory and written work.
5. Complete assigned clean-up responsibility.
6. Develop an understanding of safe working habits and conditions.
7. Understand and use basic plastic terminology.
8. Operate safely and demonstrate ability in the proper use of hand and power equipment available to them.
9. Identify samples of plastics using destructive techniques.
10. Develop an understanding of basic plastic materials and processes.
11. Construct one mold.
12. Develop an understanding of the advantages and disadvantages of plastic materials.

Instructional Materials

Text and Supplementary Materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Individual work, lectures, class participation, demonstrations, audiovisual materials, field trips, small group activities, outside resource people, and project construction.

Course Title

Survey of Wood A

Description of Target Group

This is the first term of a two term (one year) course for 9th through 12th grade students. This course is designed for students wishing to learn wood working skills through a hands-on experience. A lab fee will be required.

Purpose

The purpose of this course is to give students an opportunity to explore the area of wood. Students are expected to pay for materials. 5-units of elective credit.

Standards of Expected Student Achievement

1. Complete a safety test with a passing score.
2. Provide and use protective clothing and eye protection when and where required.
3. Complete assigned laboratory and written work.
4. Develop an understanding of safe work habits and conditions.
5. Understand and use basic woodworking terminology.
6. Operate safely and demonstrate ability in the proper use of hand and power equipment available to them.

Methods of Assessment of Student Learning

1. Written exams
2. Finished project graded
3. Construct assigned projects by following a step-by-step procedure sheet
4. Work cooperatively with others
5. Teacher evaluations

Instructional Materials

Text and Supplementary materials

Safety Videos

Refer to: Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District.

Activities

Individual work, lectures, project construction, demonstrations, audiovisual materials, small group activities, and outside resource people.

Course Title

Survey of Wood B

Description of Target Group

This is the second term of a two term (one year) course for 9th through 12th grade students. This course is designed for students wishing to learn wood working skills through a hands-on experience.

Prerequisite: Survey of Wood A

Purpose

The purpose of this course is to give students an opportunity to explore the area of wood. Students are expected to pay for materials. 5-units of elective credit.

Standards of Expected Student Achievement

1. Develop an interest in a possible career in the field of wood.
2. Complete assigned laboratory and written work.
3. Understand and use basic woodworking terminology.
4. Operate safely and demonstrate ability in the proper use of hand and power equipment available to them.
5. Demonstrate the ability to select and apply a finish to a project.

Methods of Assessment of Student Learning

1. Written exams
2. Finished project graded
3. Construct assigned projects by following a step-by-step procedure sheet
4. Work cooperatively with others
5. Teacher evaluations

Instructional Materials

Text and supplementary materials

Safety Videos

Refer to: Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District.

Activities

Individual work, lectures, project construction, demonstrations, audiovisual materials, small group activities, and outside resource people.

Course Title

Technical Sketching A

Description of Target Group

This course is for 10th, 11th, and 12th grade students. The student should have an ability in abstract reasoning.

Purpose

The purpose of Technical Sketching A is to give students an opportunity to explore mechanical drawing in the area of freehand drawing practice. This is the first semester of a one year course. NOTE: This is not currently offered at Righetti High School, but is available as part of R.O.P. Advanced Drafting. The student is expected to pay for project materials. A lab fee is required.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Provide own pencils and erasers.
2. Develop fundamentals of freehand line work, layout, use of scale, and lettering.
3. Complete assigned laboratory, clean up, reading, and written work.
4. Understand and use basic geometric terminology.
5. Develop an interest in freehand usage in a possible career.
6. Develop freehand straight line techniques.
7. Develop freehand curve line techniques.
8. Develop fundamental shading.
9. Develop fundamental freehand pictorial.
10. Develop fundamental freehand from models.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Individual work, lectures, class participation, demonstrations, audiovisual materials, field trips, small group activities, outside resource people, and project construction.

Course Title

Technical Sketching B

Description of Target Group

This course is for 10th, 11th, and 12th grade students. The student should have an ability in abstract reasoning. It is recommended that the student complete Technical Sketching A before entering this class.

Purpose

The purpose of Technical Sketching B is to give students an opportunity to explore mechanical drawing in the area of freehand drawing practice. This is the second semester of a one-year course. NOTE: This is not currently offered at Righetti High School, but is available as part of RO.P. Advanced Drafting. Student is expected to pay for project materials.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Provide own pencils and erasers.
2. Develop fundamentals of freehand line work, layout, use of scale, and lettering.
3. Complete assigned laboratory, clean up, reading, and written work.
4. Understand and use basic geometric terminology.
5. Develop an interest in freehand usage in a possible career.
6. Develop freehand straight-line techniques.
7. Develop freehand curve line techniques.
8. Develop fundamental shading.
9. Develop fundamental freehand pictorial.
10. Develop fundamental freehand from models.
11. Use various types of reproduction media and be acquainted with such techniques as pencil, air brushing, pastel, watercolor, etc.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Individual work, lectures, class participation, demonstrations, audiovisual materials, field trips, small group activities, outside resource people, and project construction.

Course Title

Vocational Automotive A

Description of Target Group

This advanced course is for 11th and 12th grade students who are at least 16 years old and have a grade of B in Fundamentals of Auto A/B and/or instructor's recommendation.

Purpose

The purpose of Vocational Automotive A is to give students an opportunity to continue in automotive and develop skills in repairing automobiles. This is the first semester of a one-year course. NOTE: This course has been supplanted by R.O.P. Advanced Automotive a multiple track vocationally oriented class. This is a class designed to prepare the student for entry into the job market or entry into an advanced training program in a specialty school or junior college with employment in the automotive field as the ultimate goal.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Complete a safety test with a passing score.
2. Develop an interest in a possible career in the field of auto mechanics.
3. Provide and use protective clothing and eye protection when and where required.
4. Complete assigned laboratory and written work.
5. Complete assigned clean-up responsibility.
6. Develop an understanding of safe working habits and conditions.
7. Understand and use automotive terminology.
8. Operate safely and demonstrate ability in the proper use of hand and power equipment available.
9. Develop basic skills in repair and service procedures in the following areas:
    a. Engines
    b. Carburization
    c. Tune-up

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Individual laboratory work, lectures, class participation, demonstrations, audiovisual materials, field trips, small group laboratory activities, and outside resource people.

Course Title

Vocational Automotive B

Description of Target Group

This advanced course is for 11th and 12th grade students who are at least 16 years old and have a grade of B in Fundamentals of Auto A/B and/or instructor's recommendation.

Purpose

The purpose of Vocational Automotive B is to give students an opportunity to continue in automotive and develop skills in repairing automobiles. This is the second semester of a one-year course. NOTE: This course has been supplanted by R.O.P. Advanced Automotive a multiple track vocationally oriented class. This is a class designed to prepare the student for entry into the job market or entry into an advanced training program in a specialty school or junior college with employment in the automotive field as the ultimate goal.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Complete a safety test with a passing score.
2. Develop an interest in a possible career in the field of auto mechanics.
3. Provide and use protective clothing and eye protection when and where required.
4. Complete assigned laboratory and written work.
5. Complete assigned clean-up responsibility.
6. Develop an understanding of safe working habits and conditions.
7. Understand and use automotive terminology.
8. Operate safely and demonstrate ability in the proper use of hand and power equipment available.
9. Develop basic skills in repair and service procedures in the following areas:
    a. Suspension
    b. Brakes

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Individual laboratory work, lectures, class participation, demonstrations, audio visual materials, field trips, and small group laboratory activities.

Wood A/B

Santa Maria Joint Union High School District



asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)
ioneer Valley High School (053847)	Classroom Based	Abbreviation / Course Code Wood A (P) / IT6687 Wood B (P) / IT6688

Title:	Wood A/B
Length of course:	Full Year
Subject area:	College-Preparatory Elective (G) / Interdisciplinary
UC honors designation?	No
Prerequisites:	None (Recommended)
Co-requisites:	None
Integrated (Academics / CTE)?	Yes
Grade levels:	9th, 10th, 11th, 12th

ourse Description

urse overview:

Using wood as a primary medium, students will be introduced to design of wood products, as well as practical and career applications. Students will experience real applications by designing and making projects using appropriate materials related to assigned and student selected projects. Wood A/B is part of a sequence of courses in design engineering, construction, cabinet making and technical theater pathways. The purpose of this course is to provide students with a foundation of knowledge, skills and experience in the elements of wood technology principles of design that would advance them toward further education toward a career in a skilled position related to a variety of career options.

urse content:

Introduction to Wood Technology (A/B) and Related Careers and Employment

Within this unit students are given an overview of working in woods technology and the related career fields connected with the skills that will be learned in the course. Students will choose a career field to research and produce a report. The report will consist of entry level requirements, advancement opportunities, possible pay ranges, technical skills required, academic skills required, soft job skills desired, habits of mind desired, tools used and their cost, technical schools or higher education possibilities, and job placement predictions.

Unit Assignment(s):

A completed report will be produced in two forms. The first form will be a completed research paper and the second form will be an electronic presentation such as a MicroSoft PowerPoint, Apple KeyNote or Prezi that will then be presented to the class.

Workplace and Shop or Lab Safety Practices

Students will receive instruction in safety practices in a shop or lab and related to a construction work area. Safety related to hand tool use and an introduction to power tool safety will also be addressed in this unit. Specific and detailed safety instruction related to power tools will be provided during the course as the tools are needed for specific projects. Students will be instructed about Cal-OSHA requirements and practices. Students will practice general shop safety skills required to work and create a safe working environment. Part of this practice applies to safe work etiquette, good housekeeping and cleanliness of the work areas, safe and appropriate use of hand tools. Shop safety procedures will emphasize working with and transporting sharp materials and tools such as saws, chisels, nails, files, etc...

Unit Assignment(s):

Students will be required to pass a general safety procedures test before being allowed to work in the shop or lab. Students will be required to pass specific written and practical use safety tests related to each power tool before being allowed to operate them. Students will also produce a safety poster or electronic presentation for a specific assigned safety practice or power tool.

Principles of Design, Measurement and Project Planning

Students will be instructed about different wood joints and fastener options for construction of a project. Project joint strength and structural integrity will be addressed. Students will be instructed in the standard and metric measurement systems. The measurement instruction will include a review of fractions and decimals, mixed numbers, common denominators, adding, subtracting, multiplying, dividing, scaling, reading a ruler and tape measure to the nearest 1/16th of an inch for the standard system and millimeter in the metric system. Students will be provided with a working drawing and project plan documentation (bill of materials and cut list) for a “skill frame” learning activity. Students will select from provided materials to complete the required activity.

Unit Assignment(s):

Students will create a “skill frame” to demonstrate safe work practices, wood joinery as well as appropriate measurement applications. Students will be provided with a working drawing that they must read and interpret to create the project. Students will demonstrate safe hand tool practices as well as their understanding of applied math concepts in measurement. While producing the project students will communicate with the instructor using appropriate trade terminology and demonstrating proper use of hand tools and practices, with safety as a paramount goal.

Creating a Working Drawing and Using CAD to Produce Project Plans

Using the skill frame example and instructions from unit 3 students will select a project for which they will create working drawings. The detailed project plans must include accurate measurement and joinery information. Students can work as individuals or in groups of 2 or 3. If working in groups, students must keep a log of who completed the specific parts of the project. As an introduction to CAD and computer 3-D drawing programs, Students will physically examine and measure a part of the classroom and its related objects to sketch on graph paper and transition into the computer. Using a step by step guide the student will recreate the assigned classroom section in the computer 3-D drawing program.

Unit Assignment(s):

Students will select a project from a provided list to create a scaled working drawing with labeled measurements on graph paper. The student will then take the graded paper drawing and create a 3-D electronic version using a computer program such as SketchUp, Vector Works, or Solid Works.

Creating a Model or Prototype and a Written Proposal for Client/Instructor

Using the working drawings, the project will be scaled up or down to create a model of appropriate size of the project from the previous 2 units. The model and supporting documentation will be presented to the client/instructor for final approval to build a full-size prototype or finished product of the actual project.

Unit Assignment(s):

Using cardboard, balsa wood or other materials students will create a scaled model of a project. Students will use a working drawing and blueprint to follow the projects' design and dimensions but at a scaled version.

Estimating Project Cost and Materials

Students will be introduced to a spread sheet program such as MicroSoft Excel, Google Sheets, or Apple Numbers to create supporting documentation to accompany the working plans created in Unit 4. Students will consider and discuss different material and fastener/joinery options for the appropriate application to best build their project. The supporting documentation will be completed after a set of materials and assembly elements have been chosen.

Unit Assignment(s):

Using the project from Unit 4 students will create a bill of materials and cut list. Using the internet, students will look up different material options and gather pricing from 3 different vender sources to calculate the best total price for the project. Using a chosen set of materials and assembly elements the students will calculate a final overall cost.

Building a Full-Size Product

Upon approval of the documentation and model presentation of the project from unit 4 students will build the full-size project. At this point the students will demonstrate mastery of work place safety procedures and precautions. Students will demonstrate mastery of wood fabrication processes as well as material choices, the applications of joinery methods, fastening choices, and finishing processes to complete and deliver the end product. The instructor and if applicable the client will determine the overall grade for the project. While the final evaluation for a grade is the instructor's responsibility, the instructor will seek feedback from the client and as a part of the course students will evaluate each other's projects using a provided rubric.

Unit Assignment(s):

Students will demonstrate mastery of wood fabrication processes as well as material choices, the applications of joinery methods, fastening choices, and finishing processes to complete and deliver the end product.

Final or Capstone Project

Students will use all of the elements from this course to design and create a student selected project. The selection can be a personal project that the student is responsible for purchasing the materials. Or, the project can be selected from an instructor provided list for which the organization or client would be responsible for purchasing the materials. A student may also have his or her own client for whom they complete this project. A complete set of design and working drawings with all supporting documentation will be a required part of the project. Also, a model will be provided and a signed agreement/approval for the final design and plans for project must be presented to the instructor before the full size project can be started. All parts from design to the finished piece will be evaluated for the final grade.

Unit Assignment(s):

Students working individually or in teams will design and build a specific project. While the final evaluation for a grade is the instructor's responsibility, as a part of the course students will evaluate each other's projects using a provided rubric.

ourse Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
asic Woodworking	Valley Oaks Carter School	Valley Oaks Carter School	1st ed. 2014	http://valleyoakscharterschool.org/highschool/wp-content/uploads/sites/7/2014/05/BasicWoodworkingText.pdf	Yes

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Wood Tech

Santa Maria Joint Union High School District



asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
ioneer Valley High School (053847)	Classroom Based	**Abbreviation**	**Course Code**
		Wood Tech A (P)	IT6689
		Wood Tech B (P)	IT6690

Title:	Wood Tech
Length of course:	Full Year
Subject area:	College-Preparatory Elective (G) / Interdisciplinary
UC honors designation?	No
Prerequisites:	Wood A/B (Required)
Co-requisites:	None
Integrated (Academics / CTE)?	Yes
Grade levels:	10th, 11th, 12th

ourse Description

urse overview:

Using wood as a primary medium, students will provided an in-depth experience in design perception, personal and theatrical context, aesthetic valuing, creative expression, as well as practical and career applications by designing and making projects using appropriate materials related to assigned and student selected projects. Wood Tech is part of a sequence of courses in design engineering, construction, cabinet making and technical theater pathways. The purpose of this course is to provide students with a foundation of knowledge, skills and experience in the elements of wood technology principles of design that would advance them toward further education toward a career in a skilled position related to a variety of career options.

urse content:

Introduction to Wood Tech and Related Careers and Employment with a focus on Stage Craft and Technical Theater

Within this unit students are given an overview of working in woods technology and the related career fields connected with the skills that will be advanced in the course from Wood A/B. In particular, students will explore career options related to the entertainment industry. Students will choose a career field to research and produce a report. The report will consist of entry level requirements, advancement opportunities, possible pay ranges, technical skills required, academic skills required, tools used and their cost, technical schools or higher education possibilities, and job placement predictions.

Unit Assignment(s):

A completed report will be produced in two forms. The first form will be a completed research paper and the second form will be an electronic presentation such as a MicroSoft PowerPoint, Apple KeyNote or Prezi that will then be presented to the class.

Workplace and Shop or Lab Safety Practices and Introduction to Stagecraft and the PAC Auditorium

Students will receive instruction in safety practices in a shop or lab, in the PAC facility and related to a construction work area Safety related to hand tool use and an introduction to power tool safety will also be addressed in this unit. Specific and detailed safety instruction related to power tools will be provided during the course as the tools are needed for specific projects. Students will be instructed about Cal-OSHA requirements and practices. Students will practice general shop safety skills required to work and create a safe working environment. Part of this practice applies to safe work etiquette, good housekeeping and cleanliness of the work areas, safe and appropriate use of hand tools. Shop safety procedures will emphasize working with and transporting sharp materials and tools such as saws, chisels, nails, files, etc...

Unit Assignment(s):

Students will be required to pass a general safety procedures test before being allowed to work in the shop or lab. Students will be required to pass specific written and practical use safety tests related to each power tool before being allowed to operate them. Students will also produce a safety poster or electronic presentation for a specific assigned safety practice.

Principles of Design, Measurement and Project Planning to include Theater Personnel and Operations

Students will be instructed about different wood joints and fastener options for construction of a project. Project joint strength and structural integrity will be addressed. Students will be instructed in the standard and metric measurement systems. The measurement instruction will include a review of fractions and decimals, mixed numbers, common denominators, adding, subtracting, multiplying, dividing, scaling, reading a ruler and tape measure to the nearest 1/16th of an inch for the standard system and millimeter in the metric system. Students (working in teams as a “set crew”) will be provided with a working drawing and project plan documentation (bill of materials and cut list) for a “skill frame” or other project learning activity. Student teams will select from provided materials to complete the required activity. Theater personnel hierarchy will be covered as well as stage crew operations. The PAC sound system and light rigging will also be introduced.

Unit Assignment(s):

Student teams will create a “skill frame” (or other assigned project) to demonstrate safe work practices, wood joinery as well as appropriate measurement applications. Students will be provided with a working drawing that they must read and interpret to create the project. Students will demonstrate safe hand tool practices as well as their understanding of applied math concepts in measurement. While producing the project students will communicate with the instructor using appropriate trade terminology and demonstrating proper use of hand tools and practices, with safety as a paramount goal.

Creating a Working Drawing and Using CAD to Produce Project Plans (Scenic Elements and Set Construction)

Using the skill frame example and instructions from unit 3 students will select a project related to the PAC (such as flats, platforms, wagons, stairs...) for which they will create working drawings. The detailed project plans must include accurate measurement and joinery information. Students can work as individuals or in groups of 2 or 3. If working in groups, students must keep a log of who completed the specific parts of the project. As an introduction to CAD and computer 3-D drawing programs, Students will physically examine and measure a part of the classroom, production set piece and its related objects to sketch on graph paper and transition into the computer. Using a step by step guide the student will recreate the assigned classroom selection or set piece in the computer 3-D drawing program.

Unit Assignment(s):

Students will select a project from a provided list to create a scaled working drawing with labeled measurements on graph paper. The student will then take the graded paper drawing and create a 3-D electronic version using a computer program such as SketchUp or Solid Works. Student teams will then create a model, prototype or full size piece for their assigned element.

Creating a Model or Prototype and a Written Proposal for Client/Instructor (Design & Practical Applications Lighting, Sets, & Sound)

Using the working drawings for a set or prop piece, the project will be scaled up or down to create a model of appropriate size of the project from the previous 2 units. The model and supporting documentation will be presented to the client/instructor for final approval to build a full-size prototype or finished product of the actual project. Working is teams this project could include Lighting a production, creating a set, creating props, and setting up a sound system.

Unit Assignment(s):

Using cardboard, balsa wood or other materials students will create a scaled model of a project. Students will use or create a working drawing and/or CAD drawing to follow the projects' design and dimensions but at a scaled version. OR- Create a lighting plot & successfully connect stage lighting fixtures for use in a production, pass a practical exercise using the lighting controls, pass a practical exercise using the sound system controls, successfully patch equipment for use from stage to sound porch.

Estimating Project Cost and Materials (Performance Application I)

Students will be introduced to a spread sheet program such as MicroSoft Excel, Google Sheets, or Apple Numbers to create supporting documentation to accompany the working plans created in Unit 4. Students will consider and discuss different material and fastener/joinery options for the appropriate application to best build their project. The supporting documentation will be completed after a set of materials and assembly elements have been chosen.

Unit Assignment(s):

Using the projects from Unit 4 students will create a bill of materials and cut list. Using the internet, students will look up different material options and gather pricing from 3 different vender sources to calculate the best total price for the project. Using a chosen set of materials and assembly elements the students will calculate a final overall cost.

Building a Full-Size Product (Performance Application II)

Upon approval of the documentation and model presentation of the projects from unit 4 students will build the full-size project. At this point the students will demonstrate mastery of work place safety procedures and precautions. Students will demonstrate mastery of wood fabrication processes as well as material choices, the applications of joinery methods, fastening choices, and finishing processes to complete and deliver the end product. The instructor and if applicable the client will determine the overall grade for the project. While the final evaluation for a grade is the instructor's responsibility, the instructor will seek feedback from the client and as a part of the course students will evaluate each other's projects using a provided rubric.

Unit Assignment(s):

Students will demonstrate mastery of wood fabrication processes as well as material choices, the applications of joinery methods, fastening choices, and finishing processes to complete and deliver the end product. The instructor and if applicable the client will determine the overall grade for the project.

Final or Capstone Project (Performance Application III)

Students will use all of the elements from this course to design and create student selected projects. The selection can be a personal project that the student is responsible for purchasing the materials. Or, the project can be selected from an instructor provided list for which the organization or client would be responsible for purchasing the materials. A student may also have his or her own client for whom they complete this project. A complete set of design and working drawings with all supporting documentation will be a required part of the project. Also, a model will be provided and a signed agreement/approval for the final design and plans for projects must be presented to the instructor before the full-size project can be started. All parts from design to the finished piece will be evaluated for the final grade.

Unit Assignment(s):

Students working individually or in teams will design and build a specific project. While the final evaluation for a grade is the instructor's responsibility, as a part of the course students will evaluate each other's projects using a provided rubric.

ourse Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
Basic Woodworking	Valley Oaks Carter School	Valley Oaks Carter School	1st ed. 2014	http://valleyoakscharterschool.org/highschool/wp-content/uploads/sites/7/2014/05/BasicWoodworkingText.pdf	No
Theatrical Design and Production	J. Michael Gillette	McGraw Hill	7th Edition 2013	[empty]	No

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DISTRICT
Course Description

(Must be accompanied by a Course Adoption form & Textbook Adoption Form)

Full Course Title: Wood Tech

School Associated with course: ☐ DHS ☐ ERHS ☑ PVHS ☐ SMHS

School Contact

Name: Scott Authier **Title/Position:** Instructor

E-mail: sauthier@smjuhsd.org **Phone:** (805) 922-1305 **Ext:** 5204

Department:
Industrial Technology

Transcript Course Code(s) / Number(s):

Subject Area

- ☐ English Requirement
- ☐ World History
- ☐ US History
- ☐ Government
- ☐ Economics
- ☐ Mathematics
- ☐ Physical Science
- ☐ Life Science
- ☐ Physical Education
- ☐ Visual & Performing Arts
- ☐ Health
- ☑ Elective

Grade Level(s)

☑ 9 ☑ 10 ☑ 11 ☑ 12

Vocational Education (CTE) ☑ Yes ☐ No

Career Pathway: Engineering/Arts & Media

Industrial Sector: Industrial & Technology

☑ **Introduction** ☐ **Concentration** ☐ **Capstone**

Unit Value

- ☐ Semester (5 units)
- ☑ Year A/B (5 units per semester)
- ☐ Year A/B (two period course, 10 units per semester)

Comments:

Course Purpose: *What is the purpose of this course?*

Using wood as a primary medium, students will provided an in-depth experience in design perception, personal and theatrical context, aesthetic valuing, creative expression, as well as practical and career applications by designing and making projects using appropriate materials related to assigned and student selected projects.

Wood Tech is part of a sequence of courses in design engineering and technical theater pathways. The purpose of this course is to provide students with a foundation of knowledge, skills and experience in the elements of wood technology principles of design that would advance them toward further education toward a career in a skilled position related to a variety of career options.

Students are provided with various design theories related to working with wood and wood structures as well as skills in communication, research, creativity, critical thinking, project management, and providing an end product for themselves, a client or the instructor related to differing needs. The product, the design and creation process must meet safety standards as well as the client's desired request. The client referred to above might be school administration, the drama teacher for elements of a theatrical set, a classroom teacher, the Wood Technology instructor, a parent, friend or relative as well as the student themselves. Students will demonstrate learned and acquired skills by designing on paper end electronically (3-D CAD), creating a bill of materials and cut list, creating a model and or a prototype and then producing a final product. Project construction mathematics will be extensively used during the project design and creation process. Knowledge and practice of safety standards are emphasized throughout the process and course. Students will learn to read working drawings and blueprints, as well as creating these documents. Students will build or produce projects meeting the specifications of the working drawings and blueprints provided or created.

B. COURSE CONTENT

Course Outline: *A detailed descriptive summary of all topics covered. All historical knowledge is expected to be empirically based, give examples. (i.e. California State Standards).*

Unit 1 — Introduction to Wood Technology and Related Careers and Employment Possibilities
Within this unit students are given an overview of working in woods technology and the related career fields connected with the skills that will be learned in the course. Students will choose a career field to research and produce a report. The report will consist of entry level requirements, advancement opportunities, possible pay ranges, technical skills required, academic skills required, tools used and their cost, technical schools or higher education possibilities, and job placement predictions.
Signature Assignment:
A completed report will be produced in two forms. The first form will be a completed research paper and the second form will be an electronic presentation such as a MicroSoft PowerPoint, Apple KeyNote or Prezi that will then be presented to the class.

Unit 2 — Workplace and Shop or Lab Safety Practices
Students will receive instruction in safety practices in a shop or lab and related to a construction work area Safety related to hand tool use and an introduction to power tool safety will also be addressed in this unit. Specific and detailed safety instruction related to power tools will be provided during the course as the tools are needed for specific projects. Students will be instructed about Cal-OSHA requirements and practices. Students will practice general shop safety skills required to work and create a safe working environment. Part of this practice applies to safe work etiquette, good housekeeping and cleanliness of the work areas, safe and appropriate use of hand tools. Shop safety procedures will emphasize working with and transporting sharp materials and tools such as saws, chisels, nails, files, etc…
Signature Assignment:
Students will be required to pass a general safety procedures test before being allowed to work in the shop or lab. Students will be required to pass specific written and practical use safety tests related to each power tool before being allowed to operate them. Students will also produce a safety poster or electronic presentation for a specific assigned safety practice.

Unit 3 — Principles of Element Design, Measurement Systems and Project Planning
Students will be instructed about different wood joints and fastener options for construction of a project. Project joint strength and structural integrity will be addressed. Students will be instructed in the standard and metric measurement systems. The measurement instruction will include a review of fractions and decimals, mixed numbers, common denominators, adding, subtracting, multiplying, dividing, scaling, reading a ruler and tape measure to the nearest 1/16th of an inch for the standard system and millimeter in the metric system. Students will be provided with a working drawing and project plan documentation (bill of materials and cut list) for a "skill frame" learning activity. Students will select from provided materials to complete the required activity.
Signature Assignment:
Students will create a "skill frame" to demonstrate safe work practices, wood joinery as well as appropriate measurement applications. Students will be provided with a working drawing that they must read and interpret to create the project. Students will demonstrate safe hand tool practices as well as their understanding of applied math concepts in measurement. While producing the project students will communicate with the instructor using appropriate trade terminology and demonstrating proper use of hand tools and practices, with safety as a paramount goal.

Unit 4 — Creating a Working Drawing and Using CAD to Produce Project Plans
Using the skill frame example and instructions from unit 3 students will select a project for which they will create working drawings. The detailed project plans must include accurate measurement and joinery information. Students can work as individuals or in groups of 2 or 3. If working in groups, students must keep a log of who completed the specific parts of the project.
As an introduction to CAD and computer 3-D drawing programs, Students will physically examine and measure a part of the classroom and its related objects to sketch on graph paper and transition into the computer. Using a step by step guide the student will recreate the assigned classroom section in the computer 3-D drawing program.
Signature Assignment:
Students will select a project from a provided list to create a scaled working drawing with labeled measurements on graph paper. The student will then take the graded paper drawing and create a 3-D electronic version using a computer program such as SketchUp or Solid Works.

Unit 5 — Creating a Model or Prototype and a Written Proposal for Client/Instructor
Using the working drawings, the project will be scaled up or down to create a model of appropriate size of the project from the previous 2 units. The model and supporting documentation will be presented to the client/instructor for final approval to build a full-size prototype or finished product of the actual project.
Signature Assignment:
Using cardboard, balsa wood or other materials students will create a scaled model of a project. Students will use a working drawing and blueprint to follow the projects' design and dimensions but at a scaled version.

Unit 6 — Estimating Project Cost and Materials
Students will be introduced to a spread sheet program such as MicroSoft Excel, Google Sheets, or Apple Numbers to create supporting documentation to accompany the working plans created in Unit 4. Students will consider and discuss different material and fastener/joinery options for the appropriate application to best build their project. The supporting documentation will be completed after a set of materials and assembly elements have been chosen.
Signature Assignment:
Using the project from Unit 4 students will create a bill of materials and cut list. Using the internet, students will look up different material options and gather pricing from 3 different vender sources to calculate the best total price for the project. Using a chosen set of materials and assembly elements the students will calculate a final overall cost.

Unit 7 — Building a Full-Size Product
Upon approval of the documentation and model presentation of the project from unit 4 students will build the full-size project. At this point the students will demonstrate mastery of work place safety procedures and precautions. Students will demonstrate mastery of wood fabrication processes as well as material choices, the applications of joinery methods, fastening choices, and finishing processes to complete and deliver the end product. The instructor and if applicable the client will determine the overall grade for the project. While the final evaluation for a grade is the instructor's responsibility, the instructor will seek feedback from the client and as a part of the course students will evaluate each other's projects using a provided rubric.

Unit 8 — Final or Capstone Project
Students will use all of the elements from this course to design and create a student selected project. The selection can be a personal project that the student is responsible for purchasing the materials. Or, the project can be selected from an instructor provided list for which the organization or client would be responsible for purchasing the materials. A student may also have his or her own client for whom they complete this project. A complete set of design and working drawings with all supporting documentation will be a required part of the project. Also, a model will be provided and a signed agreement/approval for the final design and plans for project must be presented to the instructor before the full size project can be started. All parts from design to the finished piece will be evaluated for the final grade.
Signature Assignment:
Students working individually or in teams will design and build a specific project. While the final evaluation for a grade is the instructor's responsibility, as a part of the course students will evaluate each other's projects using a provided rubric.

Various instructional materials will be accessed and used:

Woodworking Basics: Mastering the Essentials of Craftsmanship
Peter Korn
Print Length: 208 pages
Publisher: Taunton Press (September 8, 2014)
Publication Date: September 8, 2014

Woodworking: Woodworking Projects and Plans for Beginners: Step by Step to Start Your Own Woodworking Projects Today (WoodWorking, Woodworking Projects, Beginners, Step by Step)
Jeff Wood
Print Length: 77 pages
Simultaneous Device Usage: Unlimited
Publication Date: May 2, 2016

Hybrid Woodworking: Blending Power & Hand Tools for Quick, Quality Furniture (Popular Woodworking)
Marc Spagnuolo
Print Length: 192 pages
Publisher: Popular Woodworking Books (November 13, 2013)
Publication Date: November 13, 2013

Danny Proulx's 50 Shop-Made Jigs & Fixtures: Jigs & Fixtures For Every Tool in Your Shop (Popular Woodworking)
Danny Proulx
Print Length: 128 pages
Publisher: Popular Woodworking Books (May 12, 2006)
Publication Date: May 12, 2006

101 Workshop Tips
The Family Handyman Editors
Print Length: 131 pages
Publisher: The Family Handyman/Reader's Digest Association (March 29, 2012)
Publication Date: March 29, 2012

Woodworking FAQ: The Workshop Companion: Build Your Skills and Know-How for Making Great Projects
Spike Carlsen
Print Length: 305 pages
Publisher: Storey Publishing, LLC; Spi edition (April 23, 2012)
Publication Date: April 23, 2012

I Can Do That: Popular Woodworking Magazine
Popular Woodworking Magazine
Print length: 93 pages

The Big Book of Weekend Wood Working: 150 Easy Projects
John A. & Joyce C. Nelson
Print Length: 452 Pages
Publisher: Lark Books; Sterling Publishing Cop. Inc.
Publication Date: 2005

The Best Tips from 25 Years of Fine Woodworking: Workshop Methods of Work
Jim Richey: Edited and Illustrated
Print Length: 242 Pages
Publisher: The Taunton Press
Publication Date: 2000

Basic Woodworking
Valley Oaks Carter School
Print Length: 76 Pages
Publisher: Valley Oaks Carter School
Publication Date: 2014

Websites

Safety
www.careesafeonline.com

National Center for Construction Education and Research
http://www.nccer.org

Reading a Ruler
http://www.techedlearning.com/ruler-reading.html

Safety Videos
http://www.wwgoa.com/content/portable-power-tools-safety/

Cal-OSHA
http://www.dir.ca.gov/dosh/

SketchUp 3-D CAD (free)
http://www.sketchup.com/

OnShape "cloud" 3-D CAD (free)
https://www.onshape.com/

Text(s): Title: None

Edition: _____ Publication Date: _____

Publisher: _____ Author (s): _____

URL Resource(s) _____

☐ Usage ☐ Primary Text ☐ Read in entirety or near entirety

Pre-Requisites
None
Co-Requisites
None

Supplemental Instructional Material: *Please Describe. If using online text or non-standard material, please provide the title of the material or webpage and the URL link.*

See list in course content...

Instructional Methods and/or Strategies:

Lecture and Lab

Assessment Methods and/or Tools:

Paper test (Safety), Project design and plans, Project completion

Activities: *(if applicable)*

Designing and producing one or more projects

Certificate: *(if applicable)*

N/A

DISTRICT

Course Description

(Must be accompanied by a Course Adoption form & Textbook Adoption Form)

Full Course Title: Robotics

School Associated with course: ☐ DHS ☑ ERHS ☑ PVHS ☐ SMHS

School Contact

Name: Scott Authier **Title/Position:**

E-mail: **Phone:** **Ext:**

Department: Industrial Technology

Transcript Course Code(s) / Number(s):

Subject Area

- ☐ English Requirement
- ☐ World History
- ☐ US History
- ☑ Government
- ☑ Economics
- ☐ Mathematics
- ☐ Physical Science
- ☐ Life Science
- ☐ Physical Education
- ☐ Visual & Performing Arts
- ☐ Health
- ☑ Elective

Grade Level(s)

☑ 9 ☑ 10 ☑ 11 ☑ 12

Vocational Education (CTE) ☑ Yes ☐ No

Career Pathway: r

Industrial Sector: t

☑ **Introduction** ☐ **Concentration** ☐ **Capstone**

Unit Value

- ☐ Semester (5 units)
- ☑ Year A/B (5 units per semester)
- ☐ Year A/B (two period course, 10 units per semester)

Comments: |

Course Purpose: *What is the purpose of this course?*

Students will work in pairs and quads as an engineering team. They will design, build and test increasingly complex robots that will be used in problem solving activities and competitions. The course will involve the engineering design process, the importance of integrating sensors, effectors and controls. Students will discuss robot learning and multi-robot systems. Robots will be used to solve bi-weekly challenges. The course culminates in a final project where student teams design, build, and program a robot for a final competition.

B. COURSE CONTENT

Course Outline: A *detailed descriptive summary of all topics covered. All historical knowledge is expected to be empirically based, give examples. (i.e. California State Standards).*

Unit 1 — Electricity

In this unit students will be introduced to electrical concepts. Students will start with an introduction to electric direct currents, voltages, resistors, and batteries. Students will learn and use the symbols to create basic circuit diagrams. This will be followed by an introduction to Ohms Law and its applications as related to series resistance, parallel resistance, and circuit analysis.

Upon completion of this unit;

-Students will understand electronic symbols (resistors, capacitors, diodes, switches, transformers, and batteries), the properties of parallel and series circuits. Students will master Ohms Law and calculating voltage and current through a parallel or series circuit.

-Students will be able to solder wires to resistors, batteries, switches, etc. After the completion of constructing a circuit, students will measure voltage and current through the circuit.

-Students will demonstrate mastery of the circuitry by completing a detailed 3 page report or electronic presentation on the circuit, calculations, and measurements done during the lesson.

-Students will required to begin (and continue throughout the course) a detailed journal of all their designs and activities. This will create a "tool box" from which the students can refer as the course progresses. Each design or activity will be accompanied by an in-depth reflection on what was successful and what needs to be improved, as well as schematics of any circuits created. Students will master the skill of scientific writing and data recording.

Signature Assignment:

Students will be required to use tools and best practices that are standard in the fields of electrical engineering and electronics engineering. Students will use their knowledge of electrical circuits to create a small flashlight out of a candy box or a similar project. The tools that they will use include, but are not limited to, digital multi-meters, soldering equipment, wire crimping and stripping tools. Students will learn how to strip wire insulation and attach solderless (crimping) connectors, tin wires, properly use flux and solder, among other things. Additionally, because this is the first unit, laboratory safety practices and procedures will be taught and practiced.

Unit 2 — Engineering Design Fundamentals

The engineering projects for this course will utilize tools, software, and conventions found in engineering fields. Students will be familiarized with basic tools, themes, and strategies regularly used in the fields of engineering. As this course progresses over the year students will draw from this "tool box" of skills as they encounter each new learning experience. Students will, in turn, master these tools, themes, and strategies by applying them when necessary rather than practicing them in abstraction.

Upon completion of this unit;

-Students will understand drafting and fundamental scaling. Students will master ratios, athematic, unit conversions and drawing.

-Students will master the use of tools (hand and power). "Shop" safety will also be taught and practiced.

-Students will work in teams to fabricate a catapult that will achieve specific objectives related to distance and accuracy.

-Students will add related entries and reflection to their journal related to their accomplishments and acquired knowledge/skills.

-Students will complete a detailed 3-5 page report or electronic presentation to tie in everything in this unit from drafting to fabrication and testing their design.

Signature Assignment:

Students will be introduced to sketching fundamentals and drafting conventions and standards, by working collaboratively to create a catapult. Students will learn how to create schematics and learn how to draw parts and assemblies. Students will begin the assignment with basic drafting tools and then progress toward current product development drawing tools (CAD software). Students will experience the steps of the design process including topics such as prototyping, model building, testing and manufacturing. Students will supplement their in-class learning with assigned internet research and completed learning logs or journal entries.

Unit 3 — Construction of VEX Robots

Students will begin to apply engineering principles, as outlined in the Next Generation Science Standards, to the design and construction of robots. Students will study the fundamental design of a Vex robot. While students are learning how to fabricate their first Vex robot, they will also be required to draw upon physics concepts such as speed, velocity and angular momentum. Further a significant amount of math is necessary to fabricate the complex geometries of the parts that are required for robots. Students will create a robotic platform capable of two-dimensional motion at a variety of speeds. This platform must also be capable of supporting a variety of sensors (unit 6) and electrical systems for remote access (unit 4). Through this project students will be introduced to the various fastening and joining methods typically used in production development. These include, but are not limited to, screws, bolts, nuts, rivets, and welding. Students will be introduced to specification sheets for materials used in engineering and also start to learn about concepts related to materials stress, strain, toughness, elasticity, thermal conductivity, etc.

Upon completion of this unit;

-Students will understand how different components (batteries, multi-controllers, motors, gears and wheels) interact with each other in unison.

-Students will master the construction of a functioning robot with hand tools.

-Students will master installing motors, bearings and making adjustments for motion.

-Students will understand how different gear rations and different sized wheels affect the movement of the robot.

-Students will add related entries and reflection to their journal related to their accomplishments and acquired knowledge/skills.

-Students will complete a detailed 3-5 page report or electronic presentation to tie in everything in this unit from design to fabrication and the related physics and mathematics of robots.

Signature Assignment:

Students will construct their first Vex robot, the BaseBot. They will learn how to use basic assembly tools as well as how to identify available Vex robotic components from the classroom inventory system. Students will learn the subsystems (chassis, drivetrain, electrical, control) during the BaseBot construction activity. After the robot is constructed, students will test and troubleshoot their creation. Best engineering practices require testing, troubleshooting and adjustments/modifications of a design. This is followed by reflection and re-engineering to recognize that multiple solutions are possible for a problem/challenge. The designs, troubleshooting and re-engineering possibilities will be recorded in the student journals.

Unit 4 — Wireless Interfacing

Students will experience current technologies when they interface their robots with wireless game controllers. Students will need to use their prior knowledge of electronics and begin to master the basics of Easy-C programming language that is used in the Vex robotics system. Students will program the BaseBot constructed in unit 3 to remotely control it to move in straight lines, reverse motion as well as rotate to navigate through an obstacle course. Another activity will be for the students to write their initials using their robot and a whiteboard marker within the constraints of a walled robot competition field.

Upon completion of this unit;

-Students will link a wireless receiver (attached to the robot) with a hand-held controller.

-Students will understand how wireless-controllers work and their application in our current technological world.

-Students will add related entries and reflection to their journal related to their accomplishments and acquired knowledge/skills.

-Students will complete a detailed 3-5 page report or electronic presentation to tie in everything in this unit from design to fabrication and the related physics and mathematics of robots.

Signature Assignment:

Students will program the BaseBot constructed in unit 3 to remotely control it to move in straight lines, reverse motion as well as rotate to navigate through an obstacle course. Students will have multiple opportunities to test and refine their designs for improved performance and better results (higher points).

Unit 5 — Sensors

Students are introduced to open and closed loop robotic navigation using sensors and the Easy-C program. This unit builds on the dead reckoning programs constructed in unit 3. Digital bumper switches are added to the BaseBot so that it can interpret its environment autonomously. An ultrasonic range-finding sensor is introduced to allow the robot to sense its environment without touching it. A set of advanced drive functions is taught in order to simplify the autonomous control of the speed and direction of the robot. These drive functions are used in conjunction with a line-following sensor to have the BaseBot autonomously follow a line through a portion of the competition field.

Upon completion of this unit;

-Students will further broaden their understanding of how different components (sensors, batteries, multi-controllers, motors, gears and wheels) interact with each other in unison.

-Students will master the understanding of sensors. What sensors are and what role they play in our everyday life.

-Students will become familiar with two types of sensor constructions. The first will be bumper switches on all sides of the base that will allow the robot to sense objects with which it comes in contact.

-The second sensor construction students will understand is a ground-line sensor that allows the robot follow a line through part of the designed obstacle course for this unit.

-Students will increase their Easy-C programing skills related to the sensors in this unit.

-Students will add related entries and reflection to their journal related to their accomplishments and acquired knowledge/skills.

-Students will complete a detailed 3-5 page report or electronic presentation to tie in everything in this unit related to the effects of sensors linked with a robot.

Signature Assignment:

Students must program their robots to autonomously navigate and knock down some obstacles (binders or wood blocks) while not touching others in a specified order and in a specified time range. Students will have multiple opportunities to test and refine their designs for improved performance and better results (higher points).

Unit 6 — Arms and End effectors

Students will combine elements introduced in units 3-5. An arm will be added to the BaseBot and a basic physics analysis is done on how the arm effects the overall robot design and performance. The concept of center of gravity will be understood as the construction of the arm, the end effector and the weight of an object attached to the end effector is applied. Stall torque is examined related to the arm function as well as speed and gear ratio. The student is challenged with incorporating two limit switches into the design of the arm to control its movement. An end effector (claw) is added to the arm for gripping a game object used in the final unit.

Upon completion of this unit;

-Students will understand how different components (batteries, multi-controllers, motors, gears and wheels) interact with each other in unison.

-Students will master the construction of a functioning robot with hand tools.

-Students will master installing motors, bearings and making adjustments for motion.

-Students will understand how different gear rations and different sized wheels affect the movement of the robot.

-Students will add related entries and reflection to their journal related to their accomplishments and acquired knowledge/skills.

-Students will complete a detailed 3-5 page report or electronic presentation to tie in everything in this unit from design to fabrication and the related physics and mathematics of robots.

Signature Assignment:

The student must add an arm and end effector to the BaseBot. The Basebot, arm and end effector will be added to the Easy-C program for controlling the robot. The student will navigate the robot on the competition field to retrieve one or more competition game pieces and deliver it/them to a specified goal. The student will be timed for this activity. Students will have multiple opportunities to test and refine their designs for improved performance and better results (higher points).

Unit 7 — Final or Competition Robot Capstone Project

Students will combine all elements from this course to re-design and create a competition robot. The robot will compete in a classroom based competition with new game pieces introduced in this unit. The previous robot must be modified to effectively compete in the new game. Throughout this unit students will use analytical, expository writing to document and describe their work on the project in their engineering notebooks (journals). After the competition, students will create an invention and design report that focuses on the challenges and adjustments encountered in the process resulting in their final robot

Text(s): Title: None

Edition:_____ Publication Date:_____

Publisher: _____ Author (s):_____

URL Resource(s)_____

☐ Usage ☐ Primary Text ☐ Read in entirety or near entirety

Pre-Requisites
None
Co-Requisites
None

Supplemental Instructional Material: *Please Describe. If using online text or non-standard material, please provide the title of the material or webpage and the URL link.*

Vex EDR Curriculum http://curriculum.vexrobotics.com/curriculum 13 units, and more.

Instructional Methods and/or Strategies:

Lecture and Lab

Assessment Methods and/or Tools:

Paper test (Safety), Project design and plans, Project completion, Student Journals

Activities: *(if applicable)*

Designing and producing and testing one or more robots

Certificate: *(if applicable)*

N/A

Course Title

Wood A

Description of Target Group

This course is for all students who show an interest in working with wood.

Purpose

The purpose of Wood A is to acquaint the student with hand and machine woodworking, stressing safe and proper use of machinery typically found in industry. Students will construct a variety of projects. Class is 40% lecture and 60% activity. Quality workmanship is emphasized. This is the first semester of a one year course. A lab fee of $10 is required.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Complete a safety test with a passing score.
2. Demonstrate the ability to recognize and use correctly, common hand tools and power machinery.
3. Provide and use protective clothing and eye protection when needed.
4. Plan and draw a simple wood project.
5. Develop the ability to work and cooperate with other students.
6. Demonstrate the ability to figure material costs.
7. Explore several employment opportunities in the field of wood.
8. Successfully complete one or more wood projects.
9. Complete all assigned laboratory and written work.
10. Develop an understanding of safe working habits and conditions.

Instructional Materials

Text and Supplementary Materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Individual work, lectures, class participation, demonstrations, audiovisual materials, field trips, small group activities, outside resource people, and project construction.

Course Title

Wood B

Description of Target Group

This course is for all students who show an interest in working with wood. It is recommended that students complete Wood A before entering this class.

Purpose

The purpose of Wood B is to acquaint the student with hand and machine woodworking, stressing safe and proper use of machinery typically found in industry. Students will construct a variety of projects. Class is 40% lecture and 60% activity. Quality workmanship is emphasized. This is the second semester of a one year course. A lab fee of $10 is required.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Complete a safety test with a passing score.
2. Demonstrate the ability to recognize and use correctly, common hand tools and power machinery.
3. Provide and use protective clothing and eye protection when needed.
4. Plan and draw a selected wood project.
5. Develop the ability to work and cooperate with other students.
6. Demonstrate the ability to figure material costs.
7. Explore several employment opportunities in the field of wood.
8. Successfully complete one or more wood projects.
9. Complete all assigned laboratory and written work.
10. Develop an understanding of safe working habits and conditions.
11. The ability to construct various wood joints.
12. Develop awareness for the broad range of materials available.

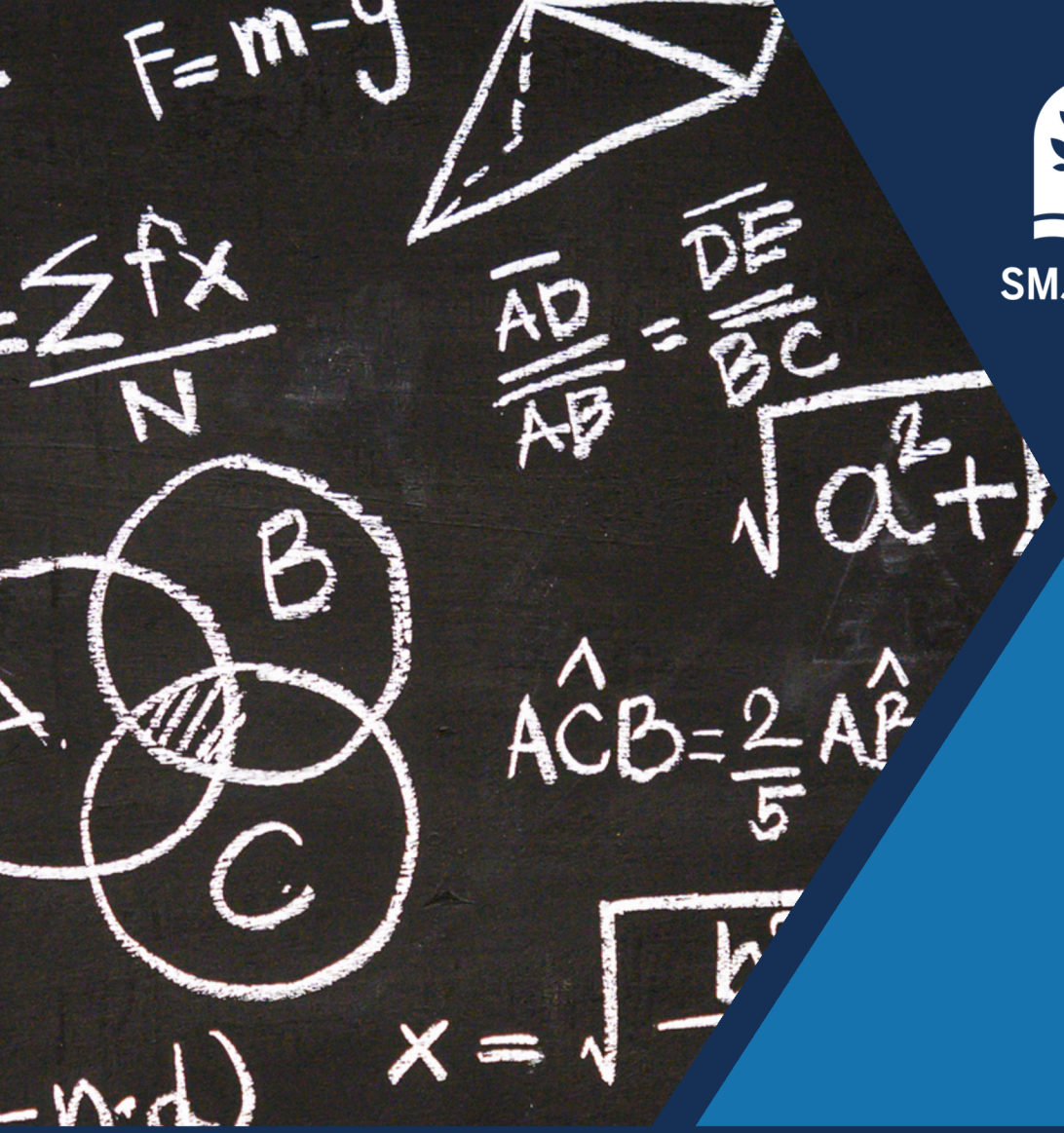
Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Individual work, lectures, class participation, demonstrations, audiovisual materials, field trips, small group activities, outside resource people, and project construction.



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MATHEMATICS



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Course Title

2-Year Algebra 1A

Description of Target Group

This course is for students who have shown some proficiency in basic mathematic skills. Students enrolled in this course generally are unable to grasp algebraic concepts at a rapid pace and require greater maturation prior to progressing to the course in geometry.

Purpose

The purpose of 2-year Algebra 1A is to allow students to complete algebra at a slower pace. It allows students to learn concepts on sets, variables, open sentences, and operations with the numbers of arithmetic, ratio, proportion, and percent, measurement, area, volume. Students also learn the relationship between "word" problems and open sentences, order symbols, and concepts. Some axioms are introduced. This is the first semester of a four semester course.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Use set symbolism and concepts.
2. Increase arithmetic skills and apply these skills to ratio, proportion and percent problems.
3. Use measurement, area, and volume concepts and formulas (time permitting).
4. Convert elementary types of "word" problems to open sentences.
5. Solve simple linear equations and able to graph elementary order relations.
6. Perform operations on numbers of arithmetic-being able to factor, use prime numbers, and find least common multiple.

Instructional Materials

Text and Supplementary Materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

1. Individual work
2. Lectures
3. Class participation
4. Demonstrations
5. Audio-visual materials

6. Field trips
7. Small group activities
8. Outside resource people

Description of Target Group

This course is a continuation beyond 2-year Algebra 1A. Students enrolled in this course are generally unable to grasp algebraic concepts at a rapid pace, and therefore, require greater maturation prior to progressing to the course in geometry.

Purpose

The purpose of 2-year Algebra 1B is to allow students to complete algebra at a slower pace. Students will learn real numbers, including negatives. Skills of the real numbers are developed. Axioms are introduced, solving linear equations, and order relations developed. Rudimentary probability and statistics are introduced. This is the second semester of a four semester course.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Show arithmetic competency with both positive and negative real numbers.
2. Solve and graph linear equations and order relations.
3. Graph functions and relations in a plane.
4. Develop the ability to solve simple probability and statistics problems (time permitting).

Instructional Materials

Text and Supplementary Materials
Refer to:Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

1. Individual work
2. Lectures
3. Class participation
4. Demonstrations
5. Audio-visual materials
6. Field trips
7. Small group activities
8. Outside resource people

2-Year Algebra 1B

Description of Target Group

This course is a continuation beyond 2-year Algebra 1A. Students enrolled in this course are generally unable to grasp algebraic concepts at a rapid pace, and therefore, require greater maturation prior to progressing to the course in geometry.

Purpose

The purpose of 2-year Algebra 1B is to allow students to compete algebra at a slower pace. Students will learn real numbers, including negatives. Skills of the real numbers are developed. Axioms are introduced, solving linear equations, and order relations developed. Rudimentary probability and statistics are introduced. This is the second semester of a four-semester course.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Show arithmetic competency with both positive and negative real numbers.
2. Solve and graph linear equations and order relations.
3. Graph functions and relations in a plane.
4. Develop the ability to solve simple probability and statistics problems (time permitting).

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities:

1. Individual work
2. Lectures
3. Class participation
4. Demonstrations
5. Audio-visual materials
6. Field trips
7. Small group activities
8. Outside resource people

Course Title

2-Year Algebra 1C

Description of Target Group

This course is a continuation beyond 2-Year Algebra 1B. Students enrolled in this course generally are unable to grasp algebraic concepts at a rapid pace, and therefore, require maturation prior to progressing to the course in geometry. Students who have had difficulty with regular Algebra 1A should enroll in 2-year Algebra 1A & 1B the first year and 2-year Algebra 1C & 1D the second year. Students that have completed 2-year Algebra 1C and 2-year Algebra 1D have met the rigorous requirements of Algebra 1A/B. Credit will constitute the A-F college entrance requirements.

Purpose

The purpose of 2-Year Algebra 1C is to allow students to complete algebra at a slower pace. Students will learn the concept of real numbers; use of algebra in science; graphing and working with inequalities; products and quotients of powers; powers of products and quotients; meaning of square root; operation of radicals; products of factoring polynomials; graphing and functions of ordered pairs; domain and range; graphing of linear functions by different methods; and use of functions or formulae. This is the third semester of a four semester course.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Solve and graph inequalities.
2. Work with powers and roots.
3. Obtain polynomial products, factor polynomials.
4. Develop in the use of linear functions and use them as formulae.

Instructional Materials

Text and Supplementary Materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

1.Individual work
2.Lectures
3.Class participation
4.Demonstrations
5.Audio-visual materials
6.Field trips
7.Small group activities
8.Outside resource people

2-Year Algebra 1D

Description of Target Group

This course is a continuation beyond 2-Year Algebra 1C. Students enrolled in this course generally are unable to grasp algebraic concepts at a rapid pace, and therefore, require maturation prior to progressing to the course in geometry. Students that have completed 2-year Algebra 1C and 2-year Algebra 1D have met the rigorous requirements of Algebra 1A/B. Credit will constitute the A-F college entrance requirements.

Purpose

The purpose of 2-Year Algebra 1D is to allow students to complete algebra at a slower pace. Students will learn methods for solving systems of linear equations and inequalities; application of four fundamental operations of rational depressions; quadratic equations, and truth sets for these functions; and elementary properties of angles, segments, and trigonometry relations. This is the fourth semester of a four semester course. Upon successful completion of the four semesters this course will provide one year toward the A-F mathematics requirements for college entry.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Solve systems of linear equations and inequalities.
2. Show competence working with rational expressions (add, subtract, multiply, and divide).
3. Graph quadratic functions, find the zeros of the quadratic polynomial and show competence in working with the quadratic formula.
4. Develop the ability to apply simple geometric and trigonometric relations to problems.

Instructional Materials

Text and Supplementary Materials
Refer to: Secondary Adopted Texts and Approved supplementary Books Used in the Santa Maria Joint Union High School District

Activities

1. Individual work
2. Lectures
3. Class participation
4. Demonstrations
5. Audio-visual materials
6. Small group activities
7. Outside resource people

Accelerated Algebra 2

Ernest Righetti High School (053303)

Submitted: May 7, 2021
Decision: May 28, 2021

ubmission Feedback

PPROVED

asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
rnest Righetti High School (053303)	Classroom Based	Abbreviation	Course Code
		Acc Algebra 2	

Title:	Accelerated Algebra 2
Length of course:	Full Year
Subject area:	Mathematics (C) / Algebra II / Trigonometry
UC honors designation?	No
Prerequisites:	None
Co-requisites:	None
Integrated (Academics / CTE)?	No
Grade levels:	10th, 11th

ourse Description

urse overview:

In this accelerated course, students will review and extend concepts taught in Algebra 1 and Geometry and will cover the Common Core Content Standards for both Algebra 2 and Pre-Calculus. Topics covered in this course are expressions, equations, inequalities, functions along with transformation of functions using a parent graph, linear systems, quadratic functions and equations, polynomials and their functions, including the binomial theorem, radical functions and exponents, exponential and logarithmic functions including growth and decay applications, rational functions, sequences and series, quadratic relations, probability and statistics, matrices, periodic functions and trigonometry, trigonometric identities and equations. By providing an extensive coverage of trigonometry, that is traditionally covered in a Pre-Calculus course, including a complete study of conic sections, polar coordinates, vectors, and parametric equations, this course is designed to prepare students to take AP Calculus the next year. It is an expectation that in this course, students demonstrate proficiency in solving higher order thinking problems and fluency in their responses. This course is modeled after a recommendation in the Appendix of the new California State Math Framework: "Create a hybrid Algebra II/Precalculus or Mathematics 3/Precalculus course that allows students to go straight to Calculus in the grade twelve." The course was designed to allow advanced students to progress at a high pace and to enable them to reach Calculus BC in grade twelve. Students who are successful in the course will be prepared for success in AP Calculus AB.

urse content:

Unit 0: Linear Functions and Equations--Prerequisite Material

In this unit, students will explore expressions, equations and inequalities. Using algebraic expressions, students will represent patterns, and solve equations and inequalities. Students will investigate the properties of real numbers and solve absolute value equations. Throughout this unit, students will choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. Students will interpret parts of an expression such as terms, factors and coefficients and create equations that describe numbers or relationships. Linear functions and Slope-Intercept form will be covered and students will graph linear equations to write equations of line which will then lead to writing equations of lines given its slope and point on the line.

Unit Assignment(s):

1. Students will complete a summer homework assignment reviewing many topics which are covered in Algebra 1.
2. **Upon returning to school, students will review topics in class to ensure mastery.**
3. **A unit test is given at the end of Week 1 to ensure that the student has mastered the prerequisite skills for the course.**

4. Unit exams are given in approximately three-week intervals. All unit exams are cumulative, including content from all previous units. Unit exams include a combination of vocabulary, procedural skills, problem solving skills, and may reference projects completed during the unit. Students will reflect on these exams in order to self assess current content mastery and to set goals for the following units.
5. At the end of each semester, a comprehensive final will be administered, including content from all units taught.

Unit 1: Linear Systems

Students will explore linear systems in this unit. Topics covered in this unit include solving systems using graphs and algebraically, systems of inequalities, linear programming, and systems with three variables. Students will solve systems of linear inequalities, solve problems using linear programming and solve systems in three variables using elimination and substitution. Students will model and analyze real life situations using systems of equations.

Unit Assignment(s):

1. Students will complete daily class work and notes for each new topic. These notes will be assessed using a common rubric.
2. Students will complete nightly homework assignments to practice skills and concepts taught in class. All skills and concepts are related to the topic list above.
3. Daily mini-assessments or exit tickets are meant to quick check student mastery of small pieces of content taught daily.
4. Quizzes are given during the unit and are meant to monitor progress as well as inform students of their mastery level. Quiz content is confined to current unit topics only.
5. Unit exams are given in approximately three-week intervals. All unit exams are cumulative, including content from all previous units. Unit exams include a combination of vocabulary, procedural skills, problem solving skills, and may reference projects completed during the unit. Students will reflect on these exams in order to self assess current content mastery and to set goals for the following units.
6. At the end of each semester, a comprehensive final will be administered, including content from all units taught.

Unit 2: Polynomials and Polynomial Functions

Students will investigate polynomials and polynomial functions in this unit. Students begin by identifying and classifying polynomials and demonstrate how polynomials can be combined and multiplied, then move on to dividing polynomials using both long division and synthetic division. Students will demonstrate a variety of factoring skills including by grouping and be able to recognize and apply common patterns to factor not only quadratic but cubic and quartic expressions. By analyzing the factored form of a polynomial, students will then write a polynomial function from its zeros. Using this understanding of polynomials, students will then solve polynomial equations by factoring. Students will explore polynomial models in the real world and learn to fit data to linear, quadratic, cubic or quartic models.

Unit Assignment(s):

1. Students will complete daily class work and notes for each new topic. These notes will be assessed using a common rubric.
2. Students will complete nightly homework assignments to practice skills and concepts taught in class. All skills and concepts are related to the topic list above.
3. Daily mini-assessments or exit tickets are meant to quick check student mastery of small pieces of content taught daily.
4. Quizzes are given during the unit and are meant to monitor progress as well as inform students of their mastery level. Quiz content is confined to current unit topics only.
5. Unit exams are given in approximately three-week intervals. All unit exams are cumulative, including content from all previous units. Unit exams include a combination of vocabulary, procedural skills, problem solving skills, and may reference projects completed during the unit.
6. At the end of each semester, a comprehensive final will be administered, including content from all units taught.

Unit 3: Rational Functions

Students will recognize and use inverse variation and then move on to graph reciprocal functions and translations of reciprocal functions. Through the exploration of rational functions and their graphs, students will identify properties of rational functions, including finding both vertical and horizontal asymptotes and graph them. Studnents will graph rational functions with more than one vertical asymptote and be able to predict the placement of the graph based on the equation and the asymptotes. Following their investigation of rational functions students will simplify rational expressions and use multiplication, division, addition and subtraction on rational expressions. Finally, students will solve rational expressions and use them to solve problems.

Unit Assignment(s):

1. Students will complete daily class work and notes for each new topic. These notes will be assessed using a common rubric.
2. Students will complete nightly homework assignments to practice skills and concepts taught in class. All skills and concepts are related to the topic list above.
3. Daily mini-assessments or exit tickets are meant to quick check student mastery of small pieces of content taught daily.
4. Quizzes are given during the unit and are meant to monitor progress as well as inform students of their mastery level. Quiz content is confined to current unit topics only.
5. Unit exams are given in approximately three-week intervals. All unit exams are cumulative, including content from all previous units. Unit exams include a combination of vocabulary, procedural skills, problem solving skills, and may reference projects completed during the unit. Students will reflect on these exams in order to self assess current content mastery and to set goals for the following units.
6. At the end of each semester, a comprehensive final will be administered, including content from all units taught.

Unit 4: Radical Functions and Rational Exponents

This unit focuses on radical functions and rational exponents. In this unit, students will learn how to work with radicals, whether they occur by themselves or as parts of functions or equations. Students will learn to find nth roots. The multiplication and division of radical expressions will then be explored by students. Students will then explore binomial radical expressions and add and subtract radical expressions. Simplifying expressions with rational exponents, and solving square roots and other radical equations will be the next subjects of study in this unit. They will analyze the solutions to detremine the viabilty of the answers. Students will explore the family of square roots graphs and other radical functions and graph their translations. Students will explore the concepts of Domain and Range and how they change based on the translation of the graph. Finally, students look at radical functions and, from the equation, describe the resulting translations using the appropriate terms (reflection, dialation, translation, etc.)

Unit Assignment(s):

1. Students will complete daily class work and notes for each new topic. These notes will be assessed using a common rubric.
2. Students will complete nightly homework assignments to practice skills and concepts taught in class. All skills and concepts are related to the topic list above.
3. Daily mini-assessments or exit tickets are meant to quick check student mastery of small pieces of content taught daily.
4. Quizzes are given during the unit and are meant to monitor progress as well as inform students of their mastery level. Quiz content is confined to current unit topics only.
5. Unit exams are given in approximately three-week intervals. All unit exams are cumulative, including content from all previous units. Unit exams include a combination of vocabulary, procedural skills, problem solving skills, and may reference projects completed during the unit. Students will reflect on these exams in order to self assess current content mastery and to set goals for the following units.
6. At the end of each semester, a comprehensive final will be administered, including content from all units taught.

Unit 5: Quadratic Functions and Equations

This unit covers quadratic functions and equations. Students will reexplore factoring and find common and binomial factors of quadratic expressions and factor special quadratic expressions. Then students will solve quadratic equations by factoring; this will include factoring quartic equations that fit the quadratic pattern. Completing the square will by the next subject covered in this unit where students will learn to factor trinomials as the square of a binomial and solve equations and rewrite functions by completing the square. Solving quadratic equations using the quadratic formula and determining the number of solutions by using the discriminant will be the next subject of investigation. Students will identify and graph quadratic equations while learning the key terms associated with it such as parabola, vertex, axis of symmetry and minimum/maximum values. To expand upon this, students will then use translations to graph quadratic functions that are written in standard form, and move on to model data with quadratic functions. They will solve quadratic equations written in general form by first completing the square to put them in standard form and applying the rules of translations to draw the graph, then stating the zeros. Finally, students end this unit by identifying, graphing and performing operations with complex numbers and finding complex number solutions of quadratic equations.

Unit Assignment(s):

1. Students will complete daily class work and notes for each new topic. These notes will be assessed using a common rubric.
2. Students will complete nightly homework assignments to practice skills and concepts taught in class. All skills and concepts are related to the topic list above.
3. Daily mini-assessments or exit tickets are meant to quick check student mastery of small pieces of content taught daily.
4. Quizzes are given during the unit and are meant to monitor progress as well as inform students of their mastery level. Quiz content is confined to current unit topics only.
5. Unit exams are given in approximately three-week intervals. All unit exams are cumulative, including content from all previous units. Unit exams include a combination of vocabulary, procedural skills, problem solving skills, and may reference projects completed during the unit. Students will reflect on these exams in order to self assess current content mastery and to set goals for the following units.
6. At the end of each semester, a comprehensive final will be administered, including content from all units taught.

Unit 6: Quadratic Relations and Conic Sections

This unit focuses on quadratic relations and conic sections. Students will learn how to work with curves that they can trace along the surface of a cone. In their exploration of conic sections, students will learn to graph and identify conic sections. The investigation will move on to parabolas where students will write the equation of a parabola and graph parabolas. Students will then explore circles and write and graph the equation of a circle and then find the center and radius of a circle use them to graph a circle. The next topic of study will be ellipses where students will write the equation, find the foci and graph an ellipse. Students will next graph and find the use of the foci of hyperbolas. Given information about a given conic section (endpoints of the axes, foci, etc), students will write the equation. Students will translate conic sections by writing equations of a translated conic section and identifying a translated conic section from an equation. Given an equation in general form, students will be able to identify the specific conic section and put the equation in standard form. Solving systems of quadratic equalities and inequalities both graphically and algebraically will the final subject of this unit.

Unit Assignment(s):

1. Students will complete daily class work and notes for each new topic. These notes will be assessed using a common rubric.
2. Students will complete nightly homework assignments to practice skills and concepts taught in class. All skills and concepts are related to the topic list above.
3. Daily mini-assessments or exit tickets are meant to quick check student mastery of small pieces of content taught daily.
4. Quizzes are given during the unit and are meant to monitor progress as well as inform students of their mastery level. Quiz content is confined to current unit topics only.
5. Unit exams are given in approximately three-week intervals. All unit exams are cumulative, including content from all previous units. Unit exams include a combination of vocabulary, procedural skills, problem solving skills, and may reference projects completed during the unit. Students will reflect on these exams in order to self assess current content mastery and to set goals for the following units.
6. At the end of each semester, a comprehensive final will be administered, including content from all units taught.

Unit 7: Functions

In this unit, students will expand upon their knowledge of graphing quadratic, rational, and radical functions and move through graphing absolute values and piecewise functions. They will apply that knowledge to real life situations, modelling them graphically. Students will use their understanding of the distinguishing behaviors of polynomial functions to then graph them and describe the end behavior. Student will then explore theorems about roots of polynomial equations and solve equations using the Rational Root Theorem and the Conjugate Root Theorem, as well as find the equations given some of the roots. The Fundamental Theorem of Algebra will be used to solve polynomial equations with complex solutions. Students will explore polynomial models in the real world and learn to fit data to linear, quadratic, cubic or quartic models.

Unit Assignment(s):

1. Students will complete daily class work and notes for each new topic. These notes will be assessed using a common rubric.
2. Students will complete nightly homework assignments to practice skills and concepts taught in class. All skills and concepts are related to the topic list above.
3. Daily mini-assessments or exit tickets are meant to quick check student mastery of small pieces of content taught daily.
4. Quizzes are given during the unit and are meant to monitor progress as well as inform students of their mastery level. Quiz content is confined to current unit topics only.
5. Unit exams are given in approximately three-week intervals. All unit exams are cumulative, including content from all previous units. Unit exams include a combination of vocabulary, procedural skills, problem solving skills, and may reference projects completed during the unit. Students will reflect on these exams in order to self assess current content mastery and to set goals for the following units.
6. At the end of each semester, a comprehensive final will be administered, including content from all units taught.

Unit 8 Exponential and LogarithmicFunctions

At the beginning of this unit, students will then add, subtract, multiply and divide functions and find the composite of two functions. The topic of study will then move on to finding the inverse of a relation or function. This leads into students investigating exponential and logarithmic functions. Students will learn that logarithms provide a way to work with the inverses of exponential functions. The properties of exponential functions will be investigated and students will graph exponential funtions with a base. Students will learn to write and evaluate logarithmic expressions and graph logarithmic functions by using the properties of logarithms. Students will use the properties of logarithms to solve logarithmic equations. Moving on in this unit, students will use the properties of logarithms and natural logarithms to solve exponential equations with different bases, simplifying them to calculator ready form before using a calculator to solve. Students will model exponential growth and decay and apply to real life situations such as compound interest, including continuously, and virus spread, etc. They will use natural logs to solve growth and decay problems.

Unit Assignment(s):

1. Students will complete daily class work and notes for each new topic. These notes will be assessed using a common rubric.
2. Students will complete nightly homework assignments to practice skills and concepts taught in class. All skills and concepts are related to the topic list above.
3. Daily mini-assessments or exit tickets are meant to quick check student mastery of small pieces of content taught daily.
4. Quizzes are given during the unit and are meant to monitor progress as well as inform students of their mastery level. Quiz content is confined to current unit topics only.
5. Unit exams are given in approximately three-week intervals. All unit exams are cumulative, including content from all previous units. Unit exams include a combination of vocabulary, procedural skills, problem solving skills, and may reference projects completed during the unit.
6. At the end of each semester, a comprehensive final will be administered, including content from all units taught.

Unit 9: Sequences and Series

Students will explore arithmetic and geometric sequences and series in this unit. By identifying mathematical patterns found in a sequence, students will use a formula to find the *n*th term of a sequence. Moving on, students will define, identify and apply arithmetic sequences and then define, identify and apply geometric sequences. By learning the definition for arithmetic series, students will be able to fund their sums. Likewise, students will also define geometric series and find their sums, including infinite geometric series; this will lead to an introduction to the concept of limits. Students will model situations using series and sequences. The unit concludes with students being introduced to the concept of the factorial leading exploring the binomial theorem and expanding binomials using Pascal's Triangle and the Binomial Theorem. Students will also be able to find the nth term of an expanded binomial.

Unit Assignment(s):

1. Students will complete daily class work and notes for each new topic. These notes will be assessed using a common rubric.
2. Students will complete nightly homework assignments to practice skills and concepts taught in class. All skills and concepts are related to the topic list above.
3. Daily mini-assessments or exit tickets are meant to quick check student mastery of small pieces of content taught daily.
4. Quizzes are given during the unit and are meant to monitor progress as well as inform students of their mastery level. Quiz content is confined to current unit topics only.
5. Unit exams are given in approximately three-week intervals. All unit exams are cumulative, including content from all previous units. Unit exams include a combination of vocabulary, procedural skills, problem solving skills, and may reference projects completed during the unit. Students will reflect on these exams in order to self assess current content mastery and to set goals for the following units.
6. At the end of each semester, a comprehensive final will be administered, including content from all units taught.

Unit 10: Trigonometry and Introduction to Periodic Functions

Students will explore periodic functions and trigonometry in this unit. Students will investigate right triangles by finding lengths of sides in a right triangle and finding measures of angles in a right triangle and solve real world problems involving right triangles using trigonometric ratios. Then, students will find the area of any triangle and practice using the Law of Sines. Moving on, students will use the Law of Cosines in finding the measures of sides and angles of a triangle and apply both Laws of Sines and Cosines to real life situations. By learning about how geometric measurements relate to trigonometry, students will utilize radian and radian measure, write and graph functions and describe periodic data in this unit. Through their exploration of periodic data, students will identify cycles and periods of periodic functions and find the amplitude of periodic functions. Students will then learn how the unit circle enables the extension of trigonometric functions to all real numbers, interpret as radian measures of angles traversed counterclockwise around the unit circle. As a result students will work with angles in standard position and find coordinates of points on the unit circle. Students will use radian measure for angles. Finally, the unit will cover the evaluation of inverse trigonometric functions.

Unit Assignment(s):

1. Students will complete daily class work and notes for each new topic. These notes will be assessed using a common rubric.
2. Students will complete nightly homework assignments to practice skills and concepts taught in class. All skills and concepts are related to the topic list above.
3. Daily mini-assessments or exit tickets are meant to quick check student mastery of small pieces of content taught daily.
4. Quizzes are given during the unit and are meant to monitor progress as well as inform students of their mastery level. Quiz content is confined to current unit topics only.
5. Unit exams are given in approximately three-week intervals. All unit exams are cumulative, including content from all previous units. Unit exams include a combination of vocabulary, procedural skills, problem solving skills, and may reference projects completed during the unit. Students will reflect on these exams in order to self assess current content mastery and to set goals for the following units.
6. At the end of each semester, a comprehensive final will be administered, including content from all units taught.

Unit 11: Trigonometric Identities and Equations

In this unit, students will learn to graph the six trigonometric functions and to apply the trigonometric identities to prove other identities and to solve trigonometric equations. To begin, students will explore the sine function and identify properties of the sine function and graph sine curves. Subsequently, students will also explore the cosine function and graph and write cosine functions and solve trigonometric equations. Students will also graph the tangent function. In their exploration of translating sine and cosine functions, students will graph translations of trigonometric functions and write equations of translations. Given real life data, students will use trigonometric equations to to create a mathematical model. Lastly, students will evaluate reciprocal trigonometric functions and graph reciprocal trigonometric functions. Moving on in this unit, students will focus on trigonometric identities and equations. Students will discover and verify trigonometric identities, and solve trigonometric equations; students will verify and use sum and difference identities, double angle identities and half angle identities. The final section in this unit synthesizes these skills through the solving of trigonometric equations.

Unit Assignment(s):

1. Students will complete daily class work and notes for each new topic. These notes will be assessed using a common rubric.
2. Students will complete nightly homework assignments to practice skills and concepts taught in class. All skills and concepts are related to the topic list above.
3. Daily mini-assessments or exit tickets are meant to quick check student mastery of small pieces of content taught daily.
4. Quizzes are given during the unit and are meant to monitor progress as well as inform students of their mastery level. Quiz content is confined to current unit topics only.
5. Unit exams are given in approximately three-week intervals. All unit exams are cumulative, including content from all previous units. Unit exams include a combination of vocabulary, procedural skills, problem solving skills, and may reference projects completed during the unit. Students will reflect on these exams in order to self assess current content mastery and to set goals for the following units.
6. At the end of each semester, a comprehensive final will be administered, including content from all units taught.

Unit 12: Polar Coordinates and Vectors

This unit covers polar coordinates, vectors and parametric equations. Students will learn to convert from polar to rectangular coordinates and vice versa. They will apply that skill to vector operations in both rectangular and polar form, and will apply vectors to basic physics problems. They will perform vector operations both algebraically and geometrically. Students will learn dot products and identify parallel and perpendicular vectors. Moving through the unit, students will be able to parametrize circle equations as well as express real life situations through the use of parametric equations.

Unit Assignment(s):

1. 1. Students will complete daily class work and notes for each new topic. These notes will be assessed using a common rubric.
   2. Students will complete nightly homework assignments to practice skills and concepts taught in class. All skills and concepts are related to the topic list above.
   3. Daily mini-assessments or exit tickets are meant to quick check student mastery of small pieces of content taught daily.
   4. Quizzes are given during the unit and are meant to monitor progress as well as inform students of their mastery level. Quiz content is confined to current unit topics only.
   5. Unit exams are given in approximately three-week intervals. All unit exams are cumulative, including content from all previous units. Unit exams include a combination of vocabulary, procedural skills, problem solving skills, and may reference projects completed during the unit. Students will reflect on these exams in order to self assess current content mastery and to set goals for the following units.
   6. At the end of each semester, a comprehensive final will be administered, including content from all units taught.

Unit 13: Matrices

This unit focuses on matrices. Students will use a matrix to represent and solve systems of equations and use matrices to make transformations of geometric objects. Initially in this unit, students will learn to practice adding and subtracting matrices and solve matrix equations. They will be introduced to the zero and identity matrices and understand the role they play in addition and multiplication. Students will multiply matrices using scalar and matrix multiplication. Next students will explore determinants and inverses and find the inverse of a matrix while investigating the square matrix, multiplicative identity matrix, multiplicative inverse matrix, determinant and singular matrix. Students will study inverse matrices and systems and solve systems of equations using matrix inverses and multiplication. Moving on in the unit, students will transform geometric figures using matrix operation and understanding image, preimage, dilation, rotation and center of rotation.

Unit Assignment(s):

1. 1. Students will complete daily class work and notes for each new topic. These notes will be assessed using a common rubric.
   2. Students will complete nightly homework assignments to practice skills and concepts taught in class. All skills and concepts are related to the topic list above.
   3. Daily mini-assessments or exit tickets are meant to quick check student mastery of small pieces of content taught daily.
   4. Quizzes are given during the unit and are meant to monitor progress as well as inform students of their mastery level. Quiz content is confined to current unit topics only.
   5. Unit exams are given in approximately three-week intervals. All unit exams are cumulative, including content from all previous units. Unit exams include a combination of vocabulary, procedural skills, problem solving skills, and may reference projects completed during the unit. Students will reflect on these exams in order to self assess current content mastery and to set goals for the following units.
   6. At the end of each semester, a comprehensive final will be administered, including content from all units taught.

Unit 14: Probability and Statistics

Students will explore the subject of probability and statistics in this unit. Students will use permutations and combinations to compute probabilities of compound events and solve problems. In their study of probability, students will find the probability of an event using theoretical, experimental and simulation methods. They will then explore the probability of multiple events by applying rules to interpret answers for probabilities of events A and B and the probability of event A or B. Their study will move on to conditional probability where students will use tables and tree diagrams to determine conditional probabilities. Students will use probabilities to make fair decisions and analyze decisions. In their exploration of standard deviation, students will find the standard deviation and variance of set values and apply standard deviation and variance to analyze normal distribution and estimate population percentages. The unit will cover samples and surveys in which students will identify sampling methods and recognize bias in samples and surveys. Finally students will use normal distributions and recognize that there are data sets for which such a procedure is not appropriate.

Unit Assignment(s):

1. Students will complete daily class work and notes for each new topic. These notes will be assessed using a common rubric.
2. Students will complete nightly homework assignments to practice skills and concepts taught in class. All skills and concepts are related to the topic list above.
3. Daily mini-assessments or exit tickets are meant to quick check student mastery of small pieces of content taught daily.
4. Quizzes are given during the unit and are meant to monitor progress as well as inform students of their mastery level. Quiz content is confined to current unit topics only.
5. Unit exams are given in approximately three-week intervals. All unit exams are cumulative, including content from all previous units. Unit exams include a combination of vocabulary, procedural skills, problem solving skills, and may reference projects completed during the unit. Students will reflect on these exams in order to self assess current content mastery and to set goals for the following units.
6. At the end of each semester, a comprehensive final will be administered, including content from all units taught.

ourse Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primar
lgebra 2 Common Core	Charles, Randall	Pearson	1st Edition, 2012	[empty]	Yes
dvanced Mathematics Precalculus with Discrete Mathematics and Data Analysis	Richard G. Brown	McDougal Little Houghton Miflin	2003	[empty]	No

Websites

Title	Author(s)/Editor(s)/Compiler(s)	Affiliated Institution or Organization	URL
esmos Graphing alculator	Eric Berger etal	Desmos	https://www.desmos.com

dditional Information

ourse Author:

argaret Rucker
acher
ucker@smjuhsd.org
59372051 ext. 2616

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Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
Algebra Academy

2. Transcript Title(s) / Abbreviation(s)
CAHSEE Math Acad

3. Transcript Course Code(s) / Number(s)
MA0017

4. School
Santa Maria High School

5. District
Santa Maria Joint Union High School District

6. City
Santa Maria

7. School / District Web Site
www.smjuhsd.k12.ca.us

8. School Course List Contact

Name: Esther Prieto-Chavez

Title/Position: SMHS Principal

Phone: 925-2567 **Ext.: 3701**

E-mail: echavez@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☒ Mathematics
- ☐ Laboratory Science
- ☐ Language other than English
- ☐ Visual & Performing Arts
  - ☐ Intro ☐ Advanced
- ☐ College Prep Elective

10. Grade Level(s) for which this course is designed

☒ 9 ☐ 10 ☐ 11 ☐ 12

11. Seeking "Honors" Distinction?

☐ Yes ☒ No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☐ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☒ Other: 5.0 units

13. Is this an Internet-based course? ☐ Yes ☒ No

If "Yes", who is the provider? ☐ UCCP ☐ PASS/Cyber High ☐ Other _____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- ☐ A course reinstated after removal within 3 years. Year removed from list? _____
  Same course title? ☐ Yes ☐ No
  If no, previous course title? _____
- ☐ An identical course approved at another school in same district. Which school? _____
  Same course title? ☐ Yes ☐ No
  If no, course title at other school? _____
- ☐ Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- ☐ Approved UC College Prep (UCCP) Online course
- ☐ Year-long VPA course replacing two approved successive semester courses in the same discipline
- ☐ Approved P.A.S.S./Cyber High course
- ☐ Approved ROP/C course. Name of ROP/C? _____
- ☐ Approved CDE Agricultural Education course

☒ Other. Explain: Summer math class, enrichment course to prepare incoming 9th grade students for Algebra 1 and pass the CAHSEE in Math.

15. Is this course modeled after an UC-approved course from another school outside your district? ☐ Yes ☒ No

If so, which school(s)? _____

Course title at other school _____

16. Pre-Requisites

Pre-Algebra

17. Co-Requisites (application, teacher recommendation)

18. Is this course a resubmission? ☐ Yes ☒ No

If yes, date(s) of previous submission? _____

Title of previous submission? _____

19. Brief Course Description

Focus Group—Incoming 9th graders who have completed Pre-Algebra but were not be recommended for Algebra 1 as a freshman (B/C students). The objective is to prepare these students for entrance in Algebra in 9th grade and at the same time prepare them to pass the CAHSEE. Students also participate in college readiness seminars where they are introduced to SMHS graduation requirements, a-g requirements, career exploration, and visit university campuses.

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

Focus Group—Incoming 9th graders who have completed Pre-Algebra but were not be recommended for Algebra 1 as a freshman (B/C students). The objective is to prepare these students for entrance in Algebra in 9th grade and at the same time prepare them to pass the CAHSEE. Students also participate in college readiness seminars where they are introduced to SMHS graduation requirements, a-g requirements, career exploration, and visit university campuses.

21. Course Objectives

Prepare incoming 9th grade students for Algebra 1, pass the CAHSEE in Math, and learn about university requirements and graduation requirements.

22. Course Outline

Pre-Algebra topics

- Fractions/Decimals/Percents
- Statistics including Central Tendencies and graphing
- Measurement (English and metric)
- Ratio/Proportion
- Basic Geometry

Algebra Topics

- Solving equations
- Exponents
- Graphing on a coordinate plane (points, lines, parabolas, and more?)
- The language of Algebra (translating phrases into mathematical expressions and equations)

In the academic advising component, students learn the entrance requirements for the University of California, the California State University system, private universities, and the community college option. Students participate in academic seminars and workshops that discuss university admissions requirements, financial aid, the differences between the four college systems, and learning environments.

Students will visit two university campuses during the program. This will give students the opportunity to view the campuses and get a "feel" of college life. Parents will be encouraged to participate in these trips as well as be mandated to attend at least one parent workshop during the institute.

23. Texts & Supplemental Instructional Materials

Text: Secondary adopted texts and approved supplementary books used in the Santa Maria joint Union High School District.

24. Key Assignments

All topics addressed in this course will include assignments that progress from direct instruction and guided practice to application in a real-world scenario. All assignments will include a critical thinking component.

- Assignments using the graphing calculator and TI Ranger to explore the shapes of graphs and how they are formed.
- Assignments using the graphing calculator to collect data and use the data to create a graphical representation
- Assignments using the computer to research and collect data for future graphical representation
- Assignments that will explore the following topics:
    - Fractions
    - Measurement
    - Ratio/proportion/percent

Basic geometry

25. Instructional Methods and/or Strategies

- Direct instruction through multiple example sources (traditional, visual, and real-world)
- Guided practice through the use of textbooks, manipulatives, and technology
- Group work where students can learn from their peers

26. Assessment Methods and/or Tools

- Traditional (paper tests and quizzes)
- Group assessment (tests that are graded based on the group's performance)
- Verbal (oral) assessment through individual and group presentations
- Checking for immediate understanding through the use of flash cards and individual dry erase boards

C. HONORS COURSES ONLY

Please refer to instructions

27. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

28. Context for Course (optional)

29. History of Course Development (optional)

Course Title

Algebra 1 CPM (P)

Description of Target Group

Algebra 1 College Preparatory Mathematics (CPM) is a year long course for students who have successfully completed eighth grade mathematics or Math A.

Purpose

This Algebra 1 course has been designed to move towards the goals of the new Mathematics Framework of the state and still retain the major Algebra 1 topics as indicated in the Framework.

Standards of Expected Student Achievement

On completion of this course, students should be able to:

1. Express, interpret, and graph functions, specifically linear and quadratic, but they will have experience with others.

2. Solve linear and quadratic equations and systems of linear equations, and understand their relationship to graphs of functions.

3. Use ratio, proportion, and direct variation from numeric, geometric, and algebraic perspectives (percent, similarity, right triangles, slope and probability).

4. Use variables to represent relations from tables, graphs, verbally stated problems, and geometric diagrams, and understand that algebraic relations can be tested by substitutions of numbers.

5. Develop number sense and estimation skills particularly in relation to large and small (between 0 and 1) numbers and in relation to geometric relationships (in particular, the Pythagorean Theorem and square root).

6. Use the distributive property and order of operations to reorganize algebraic expressions into more useful forms. Early examples in conjunction with perimeter and area relationships.

In addition, students will:

1. Move away from a rule applying approach to a rule generating approach.

2. Learn to use a scientific calculator effectively and efficiently.

3. Continue to develop confidence as problem solvers, extending their use of strategies to the solution of algebra problems as well as developing new strategies such as writing equations and relating them to their graphs—but be able to change direction when as approach isn't working. they will persevere in working on open ended questions and investigations.

4. Become more aware of their own thinking about problems and describe their efforts both orally and in writing.

5. Develop the positive attitude: "Math is important, useful, desirable and very much connected. And I can learn it."

6. Develop organizational skills in study habits as well as in doing mathematics.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

This course will be presented as determined by the methods and techniques of the instructor and will utilize lecture, demonstration, group work, investigations, oral and written communication, study, drills, quizzes, and examinations.

Course Title

Algebra 1A (P)

Description of Target Group

This course is for all students who demonstrate successful mathematics interest, achievements, and ability.

Purpose

The purpose of Algebra 1A is to emphasize concepts and notation of sets. Students learn the real number set by using numbers of arithmetic; number inverses (negative numbers, except for the irrational); rules (theorems) for adding, subtracting, multiplying, and dividing positive and negative numbers; field axioms, theorems; absolute values and inequalities; and stress is placed on realistic word problems. This is the first semester of a one year course. Credit will constitute the A-F college entrance requirements.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Use algebraic symbols, sets and subsets.
2. Analyze algebraic statements with variables.
3. Solve first degree algebraic equations and inequalities.
4. Analyze and solve word problems.
5. Perform operation with polynomial expressions.
6. Factor polynomial expressions.

Instructional Materials

Text and Supplementary Materials

Refer to:Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Individual work, lectures, class participation, demonstrations, audio visual materials, small group activities, and outside resource people.

Course Title

Algebra 1B (P)

Description of Target Group

This course is for all students who have demonstrated interest and proficiency by successfully completing Algebra 1A or by demonstrating comparable proficiency.

Purpose

The purpose of Algebra 1B is to provide extensive study of the graphing of first degree equalities with some work in second degree qualities; irrational numbers, functions and quadratic equations. This is the second semester of a one year course.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Interpret and use graphs.
2. Analyze and solve word problems.
3. Demonstrate the ability to factor.
4. Solve quadratic equations and inequalities.
5. Solve systems of equations in two variables.
6. Use functions and variations.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Individual work, lectures, class participation, demonstrations, audio visual materials, field trips, small group activities, and outside resource people.

Course Title

Algebra 2 CPM (P)

Description of Target Group

Algebra 2 College Preparatory Mathematics (CPM) is a year long course for students who have successfully completed Geometry with a grade C or better or have been recommended by their eighth grade teacher.

Purpose

This Algebra 2 course has been designed to move towards the goals of the new Mathematics Framework of the state and still retain the major Algebra II topics as indicated in the Framework.

Standards of Expected Student Achievement

On completion of this course, students should be able to meet all the standards for Algebra I and Geometry emphasizing the following:

1. Use problem solving skills in conjunction with knowledge of the inter connections among algebra, geometry, and functions to analyze problems and formulate appropriate solutions and to extend current knowledge by making new connections.
2. Be able to visualize, express, interpret, and graph functions (and their inverses when they exist) in various positions in two dimensions. In many cases, given the graph, be able to represent it with an equation.
3. Use variables to represent relations from tables, graphs, verbally stated problems, and geometric diagrams, and understand that algebraic relations can be tested by substitutions of numbers.
4. Set up and solve most equations in one and two variables and linear systems of equations in three or more variables.
5. Use ratio, proportion, and direct variation form numerical, geometric, and algebraic perspectives (percent, similarity, right triangles, slopes, and probability).
6. Develop facility with manipulating algebraic expressions in order to put them into more useful forms.
7. Extend the use of trigonometry to the laws of sines and cosines and connect right triangle definitions with trigonometric functions.
8. Further develop the ability to construct convincing arguments and to support or prove assertions and be able to communicate their mathematical ideas clearly using appropriate vocabulary.
9. Be able to apply mathematics to problems in economics, biology, chemistry, and physics.
10. Use elementary probability and statistics to solve problems.

Algebra 2 CPM A/B (P) (continued)

In addition, students will:

1. Move away from a rule applying approach to a rule generating approach.
2. Learn to use a graphing calculator effectively and efficiently.
3. Continue to develop confidence as problem solvers.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District

Activities

This course will be presented as determined by the methods and techniques of the instructor and will utilize lecture, demonstration, group work, investigations, oral and written communication, study, drills, quizzes, and examinations.

Course Title

Algebra 2A (P)

Description of Target Group

This course is for all students who have completed Algebra 1A/1B and Geometry 1A/1B or have demonstrated comparable proficiency.

Purpose

The purpose of Algebra 2A is to develop an understanding of number systems, to perform deductive reasoning procedures, to increase the skills of problem solving, and to analyze problems. This is the first semester of a one year course.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Recognize and use number systems, properties, and operations.
2. Use coordinate geometry successfully (including graphing lines and in equalities in two variables).
3. Solving systems of linear equations.
4. Use linear functions.
5. Factor polynomials.
6. Simplifying rational expressions.
7. Solve problems using quadratic functions and equations.
8. Use complex number systems in an expanded capability.
9. Use first and second degree equations in two variables.
10. Apply second year algebra topics to the solution of word problems.

Instructional Materials

Text and Supplementary Materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Individual work, lectures, class participation, demonstrations, audio visual materials, field trips, small group activities, and outside resource people.

Course Title

Algebra 2B (P)

Description of Target Group

This course is for all students who have completed Algebra 1A/B, Geometry IA/B, and Algebra 2A or have demonstrated comparable proficiency.

Purpose

The purpose of Algebra 2B is to develop an understanding of number systems, to perform deductive reasoning procedures, to increase the skills of problem solving, and to analyze problems. This is the second semester of a one year course.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Solve equations over the set of complex numbers.
2. Solve systems of equations and in inequalities in two variables.
3. Solve systems of equations in three variables.
4. Graph second degree equations in two variables (including conic sections).
5. Use exponential functions and logarithms.
6. Work with sequences and series.
7. Solve problems using the basics of trigonometry.
8. Prove trigonometric identities and formulas.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Individual work, drills, lectures, class participation, demonstrations, audio visual materials, field trips, small group activities, and outside resource people.

Course Title

Algebra A (Honors)

Description of Target Group

This course is for students with high aptitude and interest in mathematics or math-science areas.

Purpose

The purpose of ALGEBRA A (HONORS) is to provide a greater in-depth study of ALGEBRA A with emphasis placed on proof. This is the first semester of a one year course.

Standards of Expected Students Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Use algebraic symbols, sets and subsets.
2. Analyze algebraic statements with variables.
3. Solve first degree algebraic equations and inequalities.
4. Analyze and solve word problems.
5. Perform operations with polynomial expressions.
6. Factor polynomial expressions.

Instructional Materials

Text and supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

1. Individual work
2. Lectures
3. Class participation
4. Demonstrations
5. Audio-visual materials
6. Field trips
7. Small group activities
8. Outside resource people

Course Title

Algebra B (Honors)

Description of Target Group

This course is for students who have satisfactorily completed ALGEBRA A (HONORS) or demonstrated comparable proficiency.

Purpose

The purpose of ALGEBRA B (HONORS) is to provide a greater in-depth study of ALGEBRA B with emphasis placed on proof. This is the second semester of a one year course.

Standards of Expected Students Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Interpret and use graphs.
2. Analyze and solve word problems
3. Demonstrate the ability to factor.
4. Solve quadratic equations and inequalities in two variables.
5. Use functions and variations (optional).

Instructional Materials

Text and supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

1. Individual work
2. Lectures
3. Class participation
4. Demonstrations
5. Audio-visual materials
6. Field trips
7. Small group activities
8. Outside resource people

Course Description

A. COVER PAGE

1. Course Title
Calculus A (AP)

2. Transcript Title / Abbreviation
Calculus A (AP)

3. Transcript Course Code / Number

4. School
Santa Maria High School

5. District
Santa Maria Jt. Union High School

6. City
Santa Maria

7. School / District Web Site
www.smjuhsd.k12.ca.us

8. School Contact

Name: Chris Odell

Title/Position: Math Department Chair and Instructor

Phone: (805) 925-2567 **Ext.:** 3352

Fax: (805) 922-0215

E-mail: codell@smjuhsd.org

9. Subject Area

- [ ] History/Social Science
- [ ] English
- [x] Mathematics
- [ ] Laboratory Science
- [ ] Language other than English
- [ ] Visual & Performing Arts (for 2003)
- [x] College Prep Elective

10. Grade Level(s)
Some 11th but primarily 12th

11. Seeking "Honors" Distinction?

- [ ] Yes
- [x] No

12. Unit Value

- [x] 0.5 (half year or semester equivalent)
- [ ] 1.0 (one year equivalent)
- [ ] 2.0 (two year equivalent)
- [ ] Other: _____

13. Date of School Board Approval

14. Was this course previously approved by UC? [ ] Yes [ ] No If so, year removed from list? _____
Under what course title? _____

15. Is this course modeled after an UC-approved course from another school? [x] Yes [ ] No
If so, which school(s)? Ernest Righetti High School

16. Pre-Requisites
Mathematical Analysis or IMP IV

17. Co-Requisites
Algebra II or IMP III

18. Brief Course Description
The course with Calculus B covers all the topics required for the Calculus AB Exam. See attached outline.

B. COURSE CONTENT

Please refer to instructions

19. Course Goals and/or Major Student Outcomes

20. Course Objectives

21. Course Outline

22. Texts & Supplemental Instructional Materials

23. Key Assignments

24. Instructional Methods and/or Strategies

25. Assessment Methods and/or Tools

C. HONORS COURSES ONLY

Please refer to instructions

26. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

27. Context for Course (optional)

28. History of Course Development (optional)

Course Title: CALCULUS A (AP)

Department: SMHS Mathematics

Description of Target Group:

This is the first term (semester) of a two term (semester) course for college bound students who have successfully completed MATH ANALYSIS or IMP IV or their equivalent, and are planning to enter into any mathematical or science related field. All students are encouraged to take the College Board Advanced Placement Exam for Calculus AB in May.

Course Length: One Term (Semester), 5 units

Course Adoption: UC/CSU "a-g" inclusion

Standards of Expected Student Achievement: Upon completion of this course, students will be able to successfully demonstrate understanding of the following standards:

I. Functions, graphs, and limits

A. Analysis of graphs including local and global behavior of a function.

B. Limits of Functions (Including one-sided limits)
1. The limiting process
2. Calculating limits using algebra
3. Estimating limits from graphs or tables of data

C. Asymptotic and unbounded behavior
1. Asymptotes in terms of graphical behavior
2. Asymptotic behavior in terms of limits involving infinity
3. Relative magnitudes of functions and their rates of change

D. Continuity as a property of functions
1. Intuitive understanding of continuity
2. Understanding continuity in terms of limits
3. Geometric understanding of graphs of continuous functions
a. Intermediate Value Theorem
b. Extreme Value Theorem

II. Derivatives

A. Concept of a derivative
1. Derivative presented graphically, numerically, and analytically
2. Derivative interpreted as an instantaneous rate of change
3. Derivative defined as the limit of the difference quotient
4. Relationship between differentiability and continuity

B. Derivative at a point
   1. Slope of a curve at a point
   2. Tangent line to a curve at a point and local linear approximation
   3. Instantaneous rate of change as the limit of average rate of change
   4. Approximate rate of change from graphs and tables of values

C. Derivative as a function
   1. Corresponding characteristics of graphs of f and f'
   2. Relationship between the increasing and decreasing behavior of f and the sign of f'
   3. The Mean Value Theorem and its geometric consequences
   4. Equations involving derivatives

D. Second derivatives
   1. Corresponding characteristics of the graphs of f, f', and f''
   2. Relationship between the concavity of f and the sign of f''
   3. Points of inflection as places where concavity change

E. Applications of derivatives
   1. Analysis of curves, including the notions of monotonicity and concavity
   2. Optimization, both absolute (global) and relative (local) extrema
   3. Modeling rates of change, including related rates problems
   4. Use of implicit differentiation to find the derivative of an inverse function
   5. Interpretation of the derivative as a rate of change
   6. Geometric interpretation of differential equations via slope fields and the relationship between slope fields and solution curves for differential equations.

F. Computation of derivatives
   1. Knowledge of derivatives of basic functions
   2. Basic rules for the derivative of sums, products, and quotients of functions
   3. Chain rule and implicit differentiation

Methods of assessment of student learning: Assigned homework, written examinations (multiple choice and free response)

Text and Supplementary Materials:

Refer to:Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

This course is not a graduation requirement for the Santa Maria Joint Union High School District

Course Description

A. COVER PAGE

1. Course Title
Calculus B (AP)

2. Transcript Title / Abbreviation
Calculus B (AP)

3. Transcript Course Code / Number

4. School
Santa Maria High School

5. District
Santa Maria Jt. Union High School

6. City
Santa Maria

7. School / District Web Site
www.smjuhsd.k12.ca.us

8. School Contact

Name: Chris Odell

Title/Position: Math Department Chair and Instructor

Phone: (805) 925-2567 **Ext.:** 3352

Fax: (805) 922-0215

E-mail: codell@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☒ Mathematics
- ☐ Laboratory Science
- ☐ Language other than English
- ☐ Visual & Performing Arts (for 2003)
- ☒ College Prep Elective

10. Grade Level(s)
Some 11th but primarily 12th

11. Seeking "Honors" Distinction?

☐ Yes ☒ No

12. Unit Value

- ☒ 0.5 (half year or semester equivalent)
- ☐ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Date of School Board Approval
February 13, 2002

14. Was this course previously approved by UC? ☐ Yes ☐ No If so, year removed from list? _____
Under what course title? _____

15. Is this course modeled after an UC-approved course from another school? ☒ Yes ☐ No
If so, which school(s)? Ernest Righetti High School

16. Pre-Requisites
Calculus A (AP)

17. Co-Requisites
Mathematical Analysis or IMP IV, Algebra II or IMP III

18. Brief Course Description
The course with Calculus A covers all the topics required for the Calculus AB Exam. See attached outline.

B. COURSE CONTENT

Please refer to instructions

19. Course Goals and/or Major Student Outcomes

20. Course Objectives

21. Course Outline

22. Texts & Supplemental Instructional Materials

23. Key Assignments

24. Instructional Methods and/or Strategies

25. Assessment Methods and/or Tools

C. HONORS COURSES ONLY

Please refer to instructions

26. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

27. Context for Course (optional)

28. History of Course Development (optional)

Course Title: Calculus B (AP)

Department: SMHS Mathematics

Description of Target Group: This is the second term (semester) of a two term (semester) course for college bound students who have completed Calculus A. All students are encouraged to take the College Board Advanced Placement Exam for Calculus AB in May.

Course Length: One term (semester), 5 units

Course Adoption: UC/CSU "a-g" inclusion

Standards of Expected Student Achievement: Upon completion of this course, students will be able to successfully demonstrate understanding of the following standards:

I. Interpretations and properties of definite integrals

A. Rieman Sums
B. Definite integral as a limit of Riemann sums
C. Definite integral of the rate of change of a quantity
D. Basic properties of definite integrals

II. Applications of Integration

A. Area of a region
B. Volume of a solid with known cross sections
C. Average value of a function
D. Distance traveled by a particle along a line.

III. Fundamental Theorem of Calculus

A. Use to evaluate definite integrals
B. Use to represent a particular antiderivative

IV. Techniques of antidifferentiation.

A. Antiderivatives following directly from derivatives of basic functions
B. Antiderivatives by substitution of variables

Calculus B (AP) continued

V. Applications of antidifferentiation

A. Finding specific antiderivatives using initial conditions
B. Solving separable differential equation and using them in modeling

VI. Numerical approximations to definite integrals

Methods of Assessment of Student Learning: Assigned homework, written examinations (multiple choice and free response)

Text and Supplementary Materials:

Refer to:Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

AP-Calculus (BC)

Main Text: "Calculus, Graphical, Numerical, Algebraic" by Finney, Demana, Waits, Kennedy (2003).

Supplemental Text: "Calculus-Brief Edition, A New Horizon" by Howard Anton (6th Ed., 1999).

The following is organized according to the chapter layout of the primary textbook. When the supplemental text is used, it will be so indicated. Timelines are approximate, and include holidays and abbreviated schedules (minimum days, rally schedules, etc.), as well as tests and quizzes.

Technology - If the students don't already own their own graphing calculator, the mathematics department has TI-83+ calculators to issue to them for use throughout the school year. Internet access is available to all students via the computer lab on campus.

Throughout the course, assignments covering topics that can be solved both with calculators and without calculators require that each student show all steps involved with both methods. This is, they must show and explain their solutions to problems BOTH WAYS. The same approach is used on most tests as well, in the same manner as the AP Exams, where part of the exam must be done "by hand", and part of the exam requires utilizing a graphing calculator to obtain solutions to problems.

Real-world data analysis and interpretation are constructed by collaborative student-centered activities that create authentic learning opportunities and provide learning and assessments in both written and verbal manners. This includes manual, calculator and computer modeling on a regular basis.

Course Outline

Chapter 1: (1 week) Prerequisites for Calculus

1.1) Functions and Graphs
1.2) Exponential Functions
1.3) Parametric Functions
1.4) Functions and Logarithms
1.5) Trigonometric Functions

Chapter 2: (2 weeks) Limits and Continuity

2.1) Rates of Change and Limits
2.2) Limits Involving Infinity
2.3) Continuity
2.4) Rates of Change and Tangent Lines

Test on Chapter 2.

Chapter 3: (4 weeks) Derivatives

3.1) Derivative of a Function
3.2) Differentiability
3.3) Rules for Differentiation
3.4) Velocity and Other Rates of Change
3.5) Derivatives of Trigonometric Functions
3.6) Chain Rule
3.7) Implicit Differentiation
3.8) Derivatives of Inverse Trigonometric Functions
3.9) Derivatives of Exponential and Logarithmic Functions

Test on Chapter 3.

Chapter 4: (3 weeks) Applications of Derivatives

4.1) Extreme Values of Functions
4.2) Mean Value Theorem
4.3) Connecting f' and f" with the Graph of f
4.4) Modeling and Optimization
4.5) Linearization and Newton's Method
4.6) Related Rates

Test on Chapter 4.

Chapter 5: (2 weeks) The Definite Integral

5.1) Estimating with Finite Sums (Riemann Sums)
5.2) Definite Integrals
5.3) Definite Integrals and Antiderivatives
5.4) Fundamental Theorem of Calculus (Part I & II)
5.5) Trapezoidal Rule

Test on Chapter 5.

Chapter 6: (2 weeks) Differential Equations and Mathematical Modeling

6.1) Antiderivatives and Slope Fields
6.2) Integration by Substitution

6.3) Integration by Parts
6.4) Exponential Growth and Decay
6.5) Population Growth
6.6) Numerical Methods

Test on Chapter 6.

Chapter 7: (2 weeks) Applications of Definite Integrals

7.1) Integral as Net Change
7.2) Areas in the Plane
7.3) Volumes
7.4) Lengths of Curves
7.5) Applications from Science and Statistics

Test on Chapter 7.

First Semester Final Exam: (25 questions taken from previously released AP Exams, using a Guessing Penalty)

Chapter 8: (3 weeks) L'Hopital's Rule, Improper Integrals, and Partial Fractions

8.1) L'Hopital's Rule
8.2) Relative Rates of Growth
8.3) Improper Integrals
8.4) Partial Fractions and Integral Tables

Test on Chapter 8.

Chapter 9: (4 weeks) Infinite Series

9.1) Power Series
9.2) Taylor Series
9.3) Taylor's Theorem
9.4) Radius of Convergence
9.5) Testing Convergence at Endpoints

Test on Chapter 9.

Chapter 10: (4 weeks) Parametric, Vector, and Polar Functions

10.1) Parametric Functions
10.2) Vectors in the Plane
10.3) Vector-valued Functions
10.4) Modeling Projectile Motion
10.5) Polar Coordinates and Polar Graphs
10.6) Calculus of Polar Curves

Test on Chapter 10.

Review for the AP-Calculus (BC) Exam (4 weeks)

Using the most recently released AP Exams, each student in the class works independently for a couple of weeks on all problems (both multiple choice and free-response questions) while regular progress continues in the class covering select topics for the AP-Calculus (BC) Exam. The last week or two prior to the AP Exam is dedicated to students sharing solutions on the board, while answering questions from classmates and myself. When time permits, a practice exam is taken (using a different previously released exam) on a Saturday morning.

Second Semester Final Exam: (35-40 questions taken from previously released AP Exams, without using a guessing penalty)

Teaching Strategies:

Throughout the course, students work together on a regular basis. Sometimes I set up groups to work on a particular topic. One of my favorite group activities is used on the topic of Related Rates (Ch. 4, Section 6 of Anton's Brief Edition), where I divide the class into teams of 4-6 students. Each team is equally balanced by having an A student, a B student, a C student, etc. Problems are selected by me, and each group is assigned two or three of these problems. They are given a couple of days to work out the solutions to their assigned problems, but they must learn and know those solutions so well, that ANY member of that group knows the solution equally well. I then have each group take turns presenting their solutions on the board to the other groups, usually by starting off with the lowest=performing student of that group. Then at any given step in the solution, upon my direction, another student "steps in" and takes over the explanation of the problem. Once the presentation of each group's problems has been completed, each and every student has had a turn in explaining a portion of the solutions. This activity can be duplicated with a variety of topics, especially Infinite Series and Polar Functions for the BC students.

Early in the course, I teach the students how to use the Regression Analysis features of the graphing calculators. Raw data must be first entered into the "list" columns, and then graphed using "stat-plot". Then the modeled equations that best fit the data must be found and graphed as well. From there, the students must apply learned techniques of the course to analyze the newly acquired equations. For example, Riemann Sums and Trapezoidal Approximations would be computed on the "raw" data. Then, applying techniques of integration to the equation found from Regression Analysis, area under the curve is calculated, and results from the various methods are compared. Student projects are required each semester where "real world" data is collected and analyzed in this manner. They must present their project to the class, as well as submit a written report showing all details of the project.

Another component of this course involves using ALL of the Calculus students as tutors for our after-school tutoring program. Each student is required to tutor at least two hours twice per semester. Many students work many more hours, receiving credit for community service hours. Most students find that tutoring any and all subjects prior to Calculus helps them improve their own understanding of the review material. BC students are expected to help tutor the AB students as well. The last week of school, I take some of my Calculus students to

the Math Analysis classes for “question and answer” opportunities regarding what topics they feel that incoming students should be sure to know best in order to better succeed in the Calculus course. Many times, hearing this information from their peers rather than from their teachers has a greater impact in the seriousness of being prepared for the rigors of advanced mathematics.

Course Title

Basic Math A/B

Description of Target Group

This is an individualized course is for students who need to improve their basic mathematics skills in diagnosed areas of deficiency.

Purpose

The purpose of BASIC MATH A/B is to provide students with individualized opportunities to improve their basic mathematics skills in computations and practical applications. Included in these basic mathematics skills are those needed for everyday living and further study in mathematics. This is a one year course.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Add, subtract, multiply, and divide whole numbers.
   - SPO: Recognize different methods of notation for each whole number operation (2)6; 62; 6 - 2).
   - SPO: Add the number of calories in each item of food for a meal and determine the number allowable for the remainder of the day if you are to stay within a given total.
   - SPO: Divide a five-digit whole number by a two-digit whole number with a remainder.

2. Add, subtract, multiply, and divide decimals.
   - SPO: Add the cost of several items of sales slip, figure sales tax and find the total amount of the sale.
   - SPO: Multiply and divide decimals by multiples of ten by simply relocating the decimal point.
   - SPO: Divide a decimal number with three decimal places by a number with two decimal places.

3. Add, subtract, and divide fractions.
   - SPO: Half, double, or triple a recipe.
   - SPO: Manipulate fractions to find sizes of œrresponding parts of proportional objects.
   - SPO: Divide a mixed number by a mixed number.

4. Solve problems involving percentage and interest.
   - SPO: Express a common fraction or its equivalent decimal as a percent.
   - SPO: Express a given percent as a ration of two whole numbers in simplest form.
   - SPO: Given the score on a test, compute the percent that are correct.

5. Solve problems involving the measurement of length, area, volume, width, time, and temperature.
   SPO: Given the time in hours and minutes, find the time 3 hours and 15 minutes later.
   SPO: Compute the volume of a solid given the appropriate formula and the values for the variables.
   SPO: Given a picture of a ruler, correctly read the length indicated.

6. Perform activities providing exposure to the following areas: basic number properties, negative numbers, identify elements, inverse relations, rounded number (estimate), number sequence, number theory, mathematic sentences, non-metric geometry, place value, numeration systems, sets, statistics, charts, and graphs.
   SPO: Given a circular graph of stae expenditures, identify the percent designated for education.
   SPO: Change a word problem to a mathematical sentence.
   SPO: Specify the value of any digit in a seven-place numeral.

7. Utilize the basic skills of mathematics to solve day-to-day job and consumer prelated problems.
   SPO: See SPOs for objectives 1 through 6.

8. Utilize the computer for mathematic procedures.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

The students will spend approximately half of their time in Basic math working on the computer. The computer keeps track of each student's progress individually and allows each student to work at a level, which is appropriate to him or her. Students will participate in an individualized learning program based upon their diagnosed needs.

1. Individual work
2. Computer lab work
3. Lectures
4. Class participation
5. Demonstrations
6. Audio-visual materials
7. Small group activities
8. Outside resource people

Course Title

Calculus A (Honors)

Description of Target Group

This course is for all students who have successfully completed MATH ANALYSIS or demonstrated comparable proficiency.

Purpose

The purpose of CALCULUS A is to help students understand mathematical concepts of limits, derivatives, and the definite integral as well as concepts in analytical geometry. This is the first semester of a one year course.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Solve problems involving absolute values and inequalities.
2. Write the equation of a line tangent to a given curve at a given point.
3. Compute the derivative of a given function by formula.
4. Compute the derivative of a given function from the definition of a derivative.
5. Apply the second derivative test.
6. Compute the limit (if possible) of a given function as the independent variable approaches a given a value.
7. Find the points of discontinuity (if any) of a given function.
8. Apply the concepts of maximum and minimum functions to problem solving.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

1. Individual work
2. Lectures
3. Class participation
4. Demonstrations
5. Audio-visual materials
6. Field trips
7. Small group activities
8. Outside resource people

Course Title

Calculus B (Honors)

Description of Target Group

This course is for all students who have successfully completed MATH ANALYSIS or demonstrated comparable proficiency.

Purpose

The purpose of CALCULUS B is to help students understand mathematical concepts of limits, derivatives, and the definite integral as well as concepts in analytical geometry. This is the second semester of a one year course.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Graph functions of one variable by using information obtained from the derivatives as well
2. Approximate the value of a function using the differential approximation.
3. Use the mean theorem to compute the average of a function or to bound the function
4. Set up and solve problems involving related rates and maximum/minimum values of a
5. Find areas and lengths of curves by definite integrals.
6. Prove at least one important theorem used in the course.
7. Compute the integral of a given function.
8. Use applications of integration to find volumes of solids.
9. Learn techniques of integration.

Instructional Materials

Text and Supplementary Materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

1. Individual work
2. Lectures
3. Class participation
4. Demonstrations
5. Audio-visual materials
6. Field trips
7. Small group activities
8. Outside resource people

Course Title

Consumer Mathematics A

Description of Target Group

This course is for 11th and 12th grade students who have shown some success with basic mathematics skills.

Purpose

The purpose of CONSUMER MATHEMATICS A is to stress the application of basic mathematics to consumer problems of personal money records, buying problems, and wage income problems. Included in these area will be checking account records, budgeting, sales tax, figuring unit price, buying fractions of a unit, wage deductions, family budget problems, mortgages, amortization, figuring MPG for automobiles, investments, credit, and income tax. This is the first semester of a one year course.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Reinforced arithmetic skills
2. Ability to develop methods to handle personal finances
    a. Keeping cash receipts and payment records
    b. Recording and balancing checking account records
    c. Budgeting
3. Show how to handle money in wholesale and retail phases of business
    a. Completing sales slip
    b. Computing unit prices
    c. Computing taxes
4. Explain and discuss career placement and computing income
    a. Computing salaries, wages, and overtime
    b. Working with different payment methods
    c. Computing deductions
5. Relate life experience to financial needs
    a. Buying investments
    b. Expenses related to automobiles
    c. Income taxes and related forms
    d. Mortgages, real estate purchases

Consumer Mathematics A (continued)

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

1. Individual work
2. Lectures
3. Class participation
4. Demonstrations
5. Audio-visual materials
6. Field trips
7. Small group activities

Course Title

Consumer Mathematics B

Description of Target Group

This course is for 11th and 12th grade students who have shown some success with basic mathematic skills.

Purpose

The purpose of CONSUMER MATEMATICS B is to stress the application of basic mathematics to consumer problems of personal money records, buying problems, and wage income problems. Included in this area will be checking account records, budgeting, sales tax, figuring unit price, buying fractions of a unit, wage deductions, family budget problems, mortgages, amortization, figuring MPG for automobiles, investments, credit, and income tax. This is the second semester of a one year course.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Reinforced arithmetic skills
2. Ability to develop methods to handle personal finances
    a. Keeping cash receipts and payment records
    b. Recording and balancing checking account records
    c. Budgeting
3. Show how to handle money in wholesale and retail phases of business
    a. Completing sales slip
    b. Computing unit prices
    c. Computing taxes
4. Explain and discuss career placement and computing income
    a. Computing salaries, wages, and overtime
    b. Working with different payment methods
    c. Computing deductions
5. Relate life experience to financial needs
    a. Buying investments
    b. Expenses related to automobiles
    c. Income taxes and related forms
    d. Mortgages, real estate purchases

Consumer Mathematics B (continued)

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

1. Individual work
2. Lectures
3. Class participation
4. Demonstrations
5. Audio-visual materials
6. Small group activities
7. Field Trips

DISTRICT
Course Description

(Must be accompanied by a Course Adoption form & Textbook Adoption Form)

Full Course Title: Foundations in Financial Literacy

School Associated with course: ☑ DHS ☐ ERHS ☐ PVHS ☐ SMHS

School Contact

Name: Jenna Dee **Title/Position:** Math Teacher

E-mail: jdee@smjuhsd.org **Phone:** 805-937-6356 **Ext:** 1302

Department:
Mathematics

Transcript Course Code(s) / Number(s):

Subject Area

- ☐ English Requirement
- ☐ World History
- ☐ US History
- ☐ Government
- ☐ Economics
- ☑ Mathematics
- ☐ Physical Science
- ☐ Life Science
- ☐ Physical Education
- ☐ Visual & Performing Arts
- ☐ Health
- ☐ Elective

Grade Level(s)

☑ 9 ☑ 10 ☑ 11 ☑ 12

Vocational Education (CTE) ☐ Yes ☒ No

Career Pathway:

Industrial Sector:

☑ **Introduction** ☐ **Concentration** ☐ **Capstone**

Unit Value

- ☑ Semester (5 units)
- ☐ Year A/B (5 units per semester)
- ☐ Year A/B (two period course, 10 units per semester)

Comments:

Course Purpose: *What is the purpose of this course?*

The course will allow a College and Career ready mathematics option for students at Delta High School. The purpose of Foundations in Personal Finance is to empower students with knowledge and application of basic financial principles so they can make sound financial decisions for life. The course will stimulate interest in financial management and will inspire students from all backgrounds to achieve financial well being and foster an understanding and appreciation of ethical money management. It will cover mathematics that encompass basic math concepts leading to more advanced concepts in budgeting, financing, compound interest, financial gains/losses, risk return, understanding the cost of debt, and analyzing research and data. The course will also reinforce academic skills such as communication, mathematics, reading, research, and writing.

B. COURSE CONTENT

Course Outline: A *detailed descriptive summary of all topics covered. All historical knowledge is expected to be empirically based, give examples. (i.e. California State Standards).*

State Standards:
Financial Responsibility and Decision Making: Apply reliable information and systematic decision making to personal financial decisions
Find and evaluate financial information from a variety of sources
Summarize major consumer protection laws
Make financial decisions by systematically considering alternatives and consequences
Planning and Money Management: Organize and plan personal finances and use a budget to manage a cash flow
Develop a plan for spending and saving
Develop a system for keeping and using financial records
Describe how to use different payment methods
Develop a personal financial plan
Credit and Debt: Maintain creditworthiness, borrow at favorable terms, and manage debt
Identify the costs and benefits of various types of credit
Explain the purpose of a credit record and identify borrowers' rights
Describe ways to avoid or correct debt problems
Summarize major consumer credit laws
Risk Management and Insurance: Use appropriate and cost-effective risk management strategies
Identify common types of risks and basic risk management methods
Explain the purpose and importance of property and liability insurance protection
Explain the importance of insurance protection
Saving and Investing:
Implement a diversified investment strategy that is compatible with personal goals
Discuss how saving contributes to financial well-being
Evaluate investment alternatives
Explain how taxes affect the rate of return on investments
Investigate how agencies that regulate financial markets protect investors
CCSS.MATH.CONTENT.7.EE.B.3
Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.
CCSS.MATH.CONTENT.8.F.B.5
Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.
Syllabus Construct:
CCSS.MATH.CONTENT.7.RP.A.3
Use proportional relationships to solve multi-step ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.
CCSS.MATH.CONTENT.7.NS.A.3
Solve real-world and mathematical problems involving the four operations with rational numbers.
Use random sampling to draw inferences about a population.
CCSS.MATH.CONTENT.7.SP.A.1
Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

Syllabus Breakdown
Introduction:
What is Personal Finance?
Money, the American Way
You and Money
The History of Credit in America

Savings:
Savings is an Exercise
Why Save Money
The Power of Compound Interest
Rate of Return
Sinking Fund Savings

Budgeting:
Budgeting 101
The Basics of Banking
Calculating Your Net Worth
The Importance of Having a Zero-Based Budget
How to Manage Checking/Savings/Personal Accounts
Reality Check
Minimum Wage
Realities of Cash Advances
Rent or Own

Debt:
Product, not Privilege
Debunking Credit Myths
The Hidden Cost of Credit
The Credit Score
Credit Bureas and Identity Theft
The True Cost of Ownership
The Debt Snowball

Life After High School:
Beware and Be Wise
Start with the End in Mind
Cash Flow Your College Education
Education Options for the 21st Century
Student Loans
College Expenses
Cost of Living

Text(s): Title: Foundations in Personal Finance

Edition: First Edition Publication Date: 2014

Publisher: Lampo Licensing, LLC Author (s): Ramsey Education Solutions

URL Resource(s) foundationsu.com/high-school

☐ Usage ☑ Primary Text ☐ Read in entirety or near entirety

Pre-Requisites
none
Co-Requisites
none

Supplemental Instructional Material: *Please Describe. If using online text or non-standard material, please provide the title of the material or webpage and the URL link.*

instructional videos that accompany the text - no cost

Instructional Methods and/or Strategies:

lecture, discussion, small group, project based, research, data analysis

Assessment Methods and/or Tools:

student workbooks, budgeting sheets, activity logs, chapter tests, Financial Literacy Portfolio

Activities: *(if applicable)*

Certificate: *(if applicable)*

Course Title

General Mathematics A

Description of Target Group

This course is for 9th and 10th grade students who lack competency in decimals, percents, fractions, and measurements.

Purpose

The purpose of General Mathematics A is to teach computational skills with decimals, fractions, percents, and measurements and to prepare students for further math instruction. This is the first semester of a one year course. It is a required course.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Demonstrate basic math skills with whole numbers.
2. Add, subtract, multiply, and divide fractions.
3. Add, subtract, multiply, and divide decimals.
4. Perform percent conversions to fractions and decimals, find a percent of a number, find what percent one number is of another, and find a number when a percent of it is known.
5. Apply math reading skills with particular emphasis on comprehension skills for solving word problems.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Union High School District.

Activities

1. Individual work
2. Lectures
3. Class participation
4. Demonstrations
5. Audio-visual materials
6. Small groups activities

Course Title

General Mathematics B

Description of Target Group

This course is for 9th and 10th grade students who lack competency in decimals, percents, fractions, and measurements.

Purpose

The purpose of General Mathematics B is to teach computational skills with decimals, fractions, percents, and measurements and to prepare students for further math instruction. This is the second semester of a one year course. It is a required course.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Demonstrate basic math skills with whole numbers, fractions, and decimals.
2. Perform percent conversions to fractions and decimals, find a percent of a number, find what percent one number is of another, and find a number when a percent of it is known.
3. Apply math reading skills with particular emphasis on comprehension skills for solving word problems.
4. Solve problems in metric and customary measurement, measurement of perimeter, area and volume.
5. Read, interpret, and construct simple charts and graphs.
6. Demonstrate a knowledge of beginning algebra concepts.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

1. Individual work
2. Lectures
3. Class participation
4. Demonstrations
5. Audio-visual materials
6. Field trips
7. Small group activities
8. Outside resource people

Course Title

Geometry A

Description of Target Group

This course is for all students who have successfully completed Algebra A/B or have demonstrated comparable proficiency.

Purpose

The purpose of Geometry A is to provide an understanding of the basic structure of geometry, including inductive reasoning, informal proofs, deductive reasoning and geometric figures. Development and use of axioms, postulates, and theorems in the solution of problems will be stressed. A study of congruent triangles is included in this course. This is the first semester of a one year course.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Visualize situations geometrically.
2. Analyze figures and situations.
3. Use informal deduction as the first stage of formal proofs.
4. Use deduction and development of a formal proof in problem solving.
5. Possess a sophisticated understanding of mathematical methods and the ability to generalize concepts without reference to concrete interpretations.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

1. Individual work
2. Lectures
3. Class participation
4. Demonstrations
5. Drills
6. Build a portfolio
7. Small group activities
8. Audio-visual materials
9. Outside resource people

Course Title

Geometry B

Description of Target Group

This course is for all students who have successfully completed GEOMETRY A or demonstrated comparable proficiency.

Purpose

The purpose of Geometry B is the study of polygons, circles, the volumes of solids, the Pythagorean theorem, sines, cosines, and tangents. Basic constructions are given in a pattern of development. Theorems in coordinate geometry allow alternative methods of proof. This is the second semester of a one year course.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Solve problems and prove theorems involving circles, angles, areas, and right triangle trigonometry.
2. Solve problems involving constructions and loci.
3. Use coordinate geometry in solving problems and proving theorems.
4. Compute areas of polygons and circles.
5. Compute areas and volumes of solids.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

1. Individual work
2. Lectures
3. Class participation
4. Demonstrations
5. Drills
6. Audio-visual materials
7. Build a portfolio
8. Small group activities
9. Outside resource people

Course Title: IMP-1A (P) (H)

Replacing an existing course? Updating IMP-Course 1A (Honors)

To be submitted for A-G? Yes

Department Mathematics

Career Path – (if any)

Description of Target Group

IMP-1A (Honors) is for students who have completed the seventh-grade mathematics standards or Math A and who wish to extend their learning beyond the core topics taught in IMP-1.

Purpose

a) Length of course: one term/one semester
b) Units: 5

IMP is a fully integrated, four-year college preparatory sequence of courses in mathematics designed to replace the traditional Algebra I, Geometry, Algebra II sequence. The sequence of topics is herein being rearranged between IMP-1 and IMP-2 in order to allow students to meet state math requirements for graduation in a single course and to facilitate a more natural transition from 8th-grade algebra to IMP-2. All Algebra-1 standards are being moved down into IMP-1.

IMP Course 1 (Honors) students will enroll in the heterogeneous IMP Course 1 and will independently complete honors assignments in addition to the regularly assigned course work. The additional honors assignments will be a variety of projects, reports and assignments that will extend application of the concepts beyond that studied in the basic course. The honors work will require approximately three hours of independent study per week, over and above all regularly assigned work for IMP Course 1.

Criteria

In order to receive honors credit, students enrolled in IMP Course 1 will have to meet the following criteria:

- Earn an "A" or "B" in IMP Course 1. Honors assignments will not contribute to the course grade, but merely to eligibility for honors credit.
- Complete all additionally assigned (honors) assignments with "A" or "B" quality workmanship. Students will be given an opportunity to revise assignment responses that do not initially exhibit the expected quality.

Students who only partially meet the above requirements will receive regular (non-honors) credit for completing IMP Course 1.

The topics listed below are covered in IMP-1A in a unified fashion, in the context of meaningful larger mathematical problems.

- Understanding the meaning of angles and their measurement
- Developing relationships among interior and exterior angles of polygons, including angle sum formulas
- Using variables and algebraic expressions
  - to represent concrete situations
  - to generalize results
  - to describe functions

- Using ratio and proportion in problem situations
- Developing equivalent equations for proportions
- Interpreting graphs and using graphs to represent situations
- Relating graphs to their equations (with emphasis on linear and quadratic relationships)
- Solving systems of equations by graphing
- Fitting equations to data, both with and without graphing calculators
- Understanding, modeling and computing with signed numbers
- Developing and using principles for equivalent expressions and equivalent equations
- Expressing problem situations in terms of equations
- Solving linear equations in one variable
- Solving non-routine equations using graphing calculators
- Understanding and using the distributive property

Prerequisites – Successful completion of Math A or another course that includes the State standards for seventh grade mathematics with a grade of C or better.

Standards of Expected Student Achievement

- Problem-solving
  - Working on long-term problems
  - Drawing on diverse knowledge and methods to solve problems
  - Applying appropriate technology to problem solving
  - Posing questions related to a problem
  - Generalizing problems
- Group work
  - Working cooperatively with others
  - Sharing ideas
  - Asking for assistance
  - Subdividing a task so that group members can work independently on different parts of it
- Writing and communication
  - Reading and understanding complex problems
  - Summarizing the essential ideas of a problem
  - Describing methods used to approach a problem
  - Explaining reasoning used in solving a problem
  - Evaluating and improving the quality of written work
  - Making oral presentations

Methods of Assessment of Student Learning

Students will be assessed using a combination of individual and cooperative group tests and quizzes, class work and homework assignments, Problems of the Week, oral presentations and portfolios.

Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

This course will be presented as determined by the methods and techniques of the instructor and will utilize lecture, demonstration, group work, cooperative learning, investigations, manipulatives, graphing calculators, oral and written communication, study, drills, quizzes, and examinations.

Course Title:
IMP-1A (P)

Replacing an existing course? Updating IMP- Course 1A

To be submitted for A-G? Yes

Department Mathematics

Career Path – (if any)

Description of Target Group

IMP-1A is for students who have successfully completed the seventh-grade mathematics standards or Math A.

Purpose

a) Length of course: one term/one semester
b) Units: 5

IMP is a fully integrated, four-year college preparatory sequence of courses in mathematics designed to replace the traditional Algebra I, Geometry, Algebra II sequence. The sequence of topics is herein being rearranged between IMP-1 and IMP-2 in order to allow students to meet state math requirements for graduation in a single course and to facilitate a more natural transition from 8th-grade algebra to IMP-2. All Algebra-1 standards are being moved down into IMP-1.The topics listed below are covered in IMP-1A in a unified fashion, in the context of meaningful larger mathematical problems.

- Understanding the meaning of angles and their measurement
- Developing relationships among interior and exterior angles of polygons, including angle sum formulas
- Using variables and algebraic expressions
  - to represent concrete situations
  - to generalize results
  - to describe functions
- Using ratio and proportion in problem situations
- Developing equivalent equations for proportions
- Interpreting graphs and using graphs to represent situations
- Relating graphs to their equations (with emphasis on linear and quadratic relationships)
- Solving systems of equations by graphing
- Fitting equations to data, both with and without graphing calculators
- Understanding, modeling and computing with signed numbers
- Developing and using principles for equivalent expressions and equivalent equations
- Expressing problem situations in terms of equations
- Solving linear equations in one variable

- Solving non-routine equations using graphing calculators
- Understanding and using the distributive property

Prerequisites – A Grade of C or better in Math A or another course that includes the State standards for seventh grade mathematics.

Standards of Expected Student Achievement

- Problem-solving
  - Working on long-term problems
  - Drawing on diverse knowledge and methods to solve problems
  - Applying appropriate technology to problem solving
  - Posing questions related to a problem
  - Generalizing problems
- Group work
  - Working cooperatively with others
  - Sharing ideas
  - Asking for assistance
  - Subdividing a task so that group members can work independently on different parts of it
- Writing and communication
  - Reading and understanding complex problems
  - Summarizing the essential ideas of a problem
  - Describing methods used to approach a problem
  - Explaining reasoning used in solving a problem
  - Evaluating and improving the quality of written work
  - Making oral presentations

Methods of Assessment of Student Learning

Students will be assessed using a combination of individual and cooperative group tests and quizzes, class work and homework assignments, Problems of the Week, oral presentations and portfolios.

Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

This course will be presented as determined by the methods and techniques of the instructor and will utilize lecture, demonstration, group work, cooperative learning, investigations, manipulatives, graphing calculators, oral and written communication, study, drills, quizzes, and examinations.

Course Title: IMP-1B (P) (H)

Replacing an existing course? Updating IMP-Course 1B (Honors)

To be submitted for A-G? Yes

Department Mathematics

Career Path – (if any)

Description of Target Group
IMP-1B (Honors) is for students who have completed IMP-1A with a grade of C or better and who wish to extend their learning beyond the core topics taught in IMP-1.

Purpose

a) Length of course: one term/one semester
b) Units: 5

IMP is a fully integrated, four-year college preparatory sequence of courses in mathematics designed to replace the traditional Algebra I, Geometry, Algebra II sequence. The sequence of topics is herein being rearranged between IMP-1 and IMP-2 in order to allow students to meet state math requirements for graduation in a single course and to facilitate a more natural transition from 8th-grade algebra to IMP-2. All Algebra-1 standards are being moved down into IMP-1.

IMP Course 1 (Honors) students will enroll in the heterogeneous IMP Course 1 and will independently complete honors assignments in addition to the regularly assigned course work. The additional honors assignments will be a variety of projects, reports and assignments that will extend application of the concepts beyond that studied in the basic course. The honors work will require approximately three hours of independent study per week, over and above all regularly assigned work for IMP Course 1.

Criteria
In order to receive honors credit, students enrolled in IMP Course 1 will have to meet the following criteria:

- Earn an “A” or “B” in IMP Course 1. Honors assignments will not contribute to the course grade, but merely to eligibility for honors credit.
- Complete all additionally assigned (honors) assignments with “A” or “B” quality workmanship. Students will be given an opportunity to revise assignment responses that do not initially exhibit the expected quality.

Students who only partially meet the above requirements will receive regular (non-honors) credit for completing IMP Course 1.

The topics listed below are covered in IMP-1B in a unified fashion, in the context of meaningful larger mathematical problems.

- Relating graphs to their equations (with emphasis on linear and quadratic relationships)
- Solving systems of equations by graphing
- Fitting equations to data, both with and without graphing calculators
- Expressing problem situations in terms of equations and inequalities
- Solving linear equations in one variable
- Solving non-routine equations using graphing calculators
- Understanding and using exponential expressions, including zero, negative and fractional exponents

- Developing and using laws of exponents
- Developing graphical properties of functions of the form $y = a^x$
- Understanding scientific notation and its relationship to the metric system
- Using scientific notation in scientific situations and as an aid in estimation and computation
- Understanding and using significant digits in estimation
- Writing and graphing linear inequalities in two variables
- Discovering the relationship between parallel lines in the coordinate plane and their equations
- Developing and using principles of linear programming
- Developing and using several methods for solving systems of linear equations in two variables
- Developing and using several methods for solving quadratic equations

Prerequisites – Completion of IMP-1A with a grade of C or better.

Standards of Expected Student Achievement

- Problem-solving
  - Working on long-term problems
  - Drawing on diverse knowledge and methods to solve problems
  - Applying appropriate technology to problem solving
  - Posing questions related to a problem
  - Generalizing problems
- Group work
  - Working cooperatively with others
  - Sharing ideas
  - Asking for assistance
  - Subdividing a task so that group members can work independently on different parts of it
- Writing and communication
  - Reading and understanding complex problems
  - Summarizing the essential ideas of a problem
  - Describing methods used to approach a problem
  - Explaining reasoning used in solving a problem
  - Evaluating and improving the quality of written work
  - Making oral presentations

Methods of Assessment of Student Learning
Students will be assessed using a combination of individual and cooperative group tests and quizzes, class work and homework assignments, Problems of the Week, oral presentations and portfolios.

Instructional Materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities
This course will be presented as determined by the methods and techniques of the instructor and will utilize lecture, demonstration, group work, cooperative learning, investigations, manipulatives, graphing calculators, oral and written communication, study, drills, quizzes, and examinations.

Course Title: IMP-1B (P)

Replacing an existing course? Updating IMP- Course 1B

To be submitted for A-G? Yes

Department Mathematics

Career Path – (if any)

Description of Target Group - IMP-1B is for students who have successfully completed IMP-1A.

Purpose

a) Length of course: one term/one semester
b) Units: 5

IMP is a fully integrated, four-year college preparatory sequence of courses in mathematics designed to replace the traditional Algebra I, Geometry, Algebra II sequence. The sequence of topics is herein being rearranged between IMP-1 and IMP-2 in order to allow students to meet state math requirements for graduation in a single course and to facilitate a more natural transition from 8th-grade algebra to IMP-2. All Algebra-1 standards are being moved down into IMP-1.The topics listed below are covered in IMP-1B in a unified fashion, in the context of meaningful larger mathematical problems.

- Relating graphs to their equations (with emphasis on linear and quadratic relationships)
- Solving systems of equations by graphing
- Fitting equations to data, both with and without graphing calculators
- Expressing problem situations in terms of equations and inequalities
- Solving linear equations in one variable
- Solving non-routine equations using graphing calculators
- Understanding and using exponential expressions, including zero, negative and fractional exponents
- Developing and using laws of exponents
- Developing graphical properties of functions of the form $y = a^x$
- Understanding scientific notation and its relationship to the metric system
- Using scientific notation in scientific situations and as an aid in estimation and computation
- Understanding and using significant digits in estimation
- Writing and graphing linear inequalities in two variables
- Discovering the relationship between parallel lines in the coordinate plane and their equations
- Developing and using principles of linear programming
- Developing and using several methods for solving systems of linear equations in two variables
- Developing and using several methods for solving quadratic equations

Prerequisites – A grade of C or better in IMP-1A.

Standards of Expected Student Achievement

- Problem-solving
  - Working on long-term problems
  - Drawing on diverse knowledge and methods to solve problems
  - Applying appropriate technology to problem solving
  - Posing questions related to a problem
  - Generalizing problems
- Group work
  - Working cooperatively with others
  - Sharing ideas
  - Asking for assistance
  - Subdividing a task so that group members can work independently on different parts of it
- Writing and communication
  - Reading and understanding complex problems
  - Summarizing the essential ideas of a problem
  - Describing methods used to approach a problem
  - Explaining reasoning used in solving a problem
  - Evaluating and improving the quality of written work
  - Making oral presentations

Methods of Assessment of Student Learning

Students will be assessed using a combination of individual and cooperative group tests and quizzes, class work and homework assignments, Problems of the Week, oral presentations and portfolios.

Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

This course will be presented as determined by the methods and techniques of the instructor and will utilize lecture, demonstration, group work, cooperative learning, investigations, manipulatives, graphing calculators, oral and written communication, study, drills, quizzes, and examinations.

Course Title: IMP-2A (P) (H)

Replacing an existing course? Updating IMP-Course 2A (Honors)

To be submitted for A-G? Yes

Department Mathematics

Career Path – (if any)

Description of Target Group

IMP-2A (P) (H) is for students who have successfully completed IMP-1 or Algebra-1 and who wish to extend their learning beyond the core topics covered in IMP-2.

Purpose

a) Length of course: one term/one semester
b) Units: 5

IMP is a fully integrated, four-year college preparatory sequence of courses in mathematics designed to replace the traditional Algebra I, Geometry, Algebra II sequence. The sequence of topics is herein being rearranged between IMP-1 and IMP-2 in order to allow students to meet state math requirements for graduation in a single course and to facilitate a more natural transition from 8th-grade algebra to IMP-2. All Algebra-1 standards are being moved down into IMP-1, and the geometry, statistics, probability and trigonometry topics are being moved from IMP-1 to IMP-2.

IMP Course 2 (Honors) students will enroll in the heterogeneous IMP Course 2 and will independently complete honors assignments in addition to the regularly assigned course work. The additional honors assignments will be a variety of projects, reports and assignments that will extend application of the concepts beyond that which is studied in the basic course. The honors work will require approximately three hours of independent study per week, over and above all regularly assigned work for IMP Course 2.

Criteria

In order to receive honors credit, students enrolled in IMP Course 2 will have to meet the following criteria:

- Earn an “A” or “B” in IMP Course 2. Honors assignments will not contribute to the course grade, but merely to eligibility for honors credit.
- Complete all additionally assigned (honors) assignments with “A” or “B” quality workmanship. Students will be given an opportunity to revise assignment responses that do not initially exhibit the expected quality.

IMP-2A (P) (H) – continued

Students who only partially meet the above requirements will receive regular (non-honors) credit for completing IMP Course 2.

The topics listed below are covered in IMP-2A in a unified fashion, in the context of meaningful larger mathematical problems.

From Geometry:
- Working with similar polygons
- Developing criteria for similarity
- Using properties of similar polygons to solve concrete problems
  - Using ratio and proportion in problem situations
  - Developing equivalent equations for proportions
- Defining and using trigonometric functions for right triangles

From Trigonometry:
- Developing and applying right triangle trigonometric functions and their inverses.

From Probability and Statistics:
- Constructing area models to represent probabilistic situations
- Developing basic methods for calculating probabilities
- Understanding, calculating, and interpreting expected value
- Distinguishing between theoretical and experimental probabilities
- Planning and carrying out experiments
- Collecting and analyzing data
- Constructing frequency bar graphs
- Learning about normal distributions and properties of the normal curve
- Calculating mean and standard deviation, and applying these concepts to concrete situations
- Using simulations to estimate probabilities
- Drawing inferences from statistical data
- Designing, conducting and interpreting statistical experiments
- Making and testing statistical hypotheses
- Solving problems that involve conditional probability

From Logic:
- Making and testing conjectures
- Constructing sound logical arguments
- Formulating counterexamples
- Developing and describing algorithms and strategies
- Understanding the idea of proof
- Working with indirect proof and proof by contradiction
  Using “if..., then” statements

IMP-2A (P) (H) – continued

Prerequisites – Completion of IMP-1 or Algebra-1 with a grade of C or better.

Standards of Expected Student Achievement

- Problem-solving
  - Working on long-term problems
  - Drawing on diverse knowledge and methods to solve problems
  - Applying appropriate technology to problem solving
  - Posing questions related to a problem
  - Generalizing problems
- Group work
  - Working cooperatively with others
  - Sharing ideas
  - Asking for assistance
  - Subdividing a task so that group members can work independently on different parts of it
- Writing and communication
  - Reading and understanding complex problems
  - Summarizing the essential ideas of a problem
  - Describing methods used to approach a problem
  - Explaining reasoning used in solving a problem
  - Evaluating and improving the quality of written work
  - Making oral presentations

Methods of Assessment of Student Learning

Students will be assessed using a combination of individual and cooperative group tests and quizzes, class work and homework assignments, Problems of the Week, oral presentations and portfolios.

Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

This course will be presented as determined by the methods and techniques of the instructor and will utilize lecture, demonstration, group work, cooperative learning, investigations, manipulatives, graphing calculators, oral and written communication, study, drills, quizzes, and examinations.

Course Title: IMP-2A (P)

Replacing an existing course? Updating IMP-Course 2A

To be submitted for A-G? Yes

Department Mathematics

Career Path – (if any)

Description of Target Group

IMP-2A is for students who have successfully completed IMP-1 or Algebra-1.

Purpose

a) Length of course: one term/one semester
b) Units: 5

IMP is a fully integrated, four-year college preparatory sequence of courses in mathematics designed to replace the traditional Algebra I, Geometry, Algebra II sequence. The sequence of topics is herein being rearranged between IMP-1 and IMP-2 in order to allow students to meet state math requirements for graduation in a single course and to facilitate a more natural transition from 8th-grade algebra to IMP-2. All Algebra-1 standards are being moved down into IMP-1, and the geometry, statistics, probability and trigonometry topics are being moved from IMP-1 to IMP-2.The topics listed below are covered in IMP-2A in a unified fashion, in the context of meaningful larger mathematical problems.

From Geometry:

- Working with similar polygons
  - Developing criteria for similarity
  - Using properties of similar polygons to solve concrete problems
  - Using ratio and proportion in problem situations
  - Developing equivalent equations for proportions
- Defining and using trigonometric functions for right triangles

From Trigonometry:

- Developing and applying right triangle trigonometric functions and their inverses.

From Probability and Statistics:

- Constructing area models to represent probabilistic situations
- Developing basic methods for calculating probabilities
- Understanding, calculating, and interpreting expected value
- Distinguishing between theoretical and experimental probabilities
- Planning and carrying out experiments
- Collecting and analyzing data
- Constructing frequency bar graphs
- Learning about normal distributions and properties of the normal curve
- Calculating mean and standard deviation, and applying these concepts to concrete situations
- Using simulations to estimate probabilities
- Drawing inferences from statistical data
- Designing, conducting and interpreting statistical experiments
- Making and testing statistical hypotheses
- Solving problems that involve conditional probability

From Logic:
- Making and testing conjectures
- Constructing sound logical arguments
- Formulating counterexamples
- Developing and describing algorithms and strategies
- Understanding the idea of proof
- Working with indirect proof and proof by contradiction
- Using "if..., then" statements

Prerequisites – Completion of IMP-1 or Algebra-1 with a grade of C or better.

Standards of Expected Student Achievement

- Problem-solving
  - Working on long-term problems
  - Drawing on diverse knowledge and methods to solve problems
  - Applying appropriate technology to problem solving
  - Posing questions related to a problem
  - Generalizing problems
- Group work
  - Working cooperatively with others
  - Sharing ideas
  - Asking for assistance
  - Subdividing a task so that group members can work independently on different parts of it
- Writing and communication
  - Reading and understanding complex problems
  - Summarizing the essential ideas of a problem
  - Describing methods used to approach a problem
  - Explaining reasoning used in solving a problem
  - Evaluating and improving the quality of written work
  - Making oral presentations

Methods of Assessment of Student Learning

Students will be assessed using a combination of individual and cooperative group tests and quizzes, class work and homework assignments, Problems of the Week, oral presentations and portfolios.

Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

This course will be presented as determined by the methods and techniques of the instructor and will utilize lecture, demonstration, group work, cooperative learning, investigations, manipulatives, graphing calculators, oral and written communication, study, drills, quizzes, and examinations.

Course Title: IMP-2B (P) (H)

Replacing an existing course? Updating IMP-Course 2B (Honors)

To be submitted for A-G? Yes

Department Mathematics

Career Path – (if any)

Description of Target Group

IMP-2B (Honors) is for students who have successfully completed IMP-2A and who wish to extend their learning beyond the core topics covered in IMP-2.

Purpose

a) Length of course: one term/one semester
b) Units: 5

IMP is a fully integrated, four-year college preparatory sequence of courses in mathematics designed to replace the traditional Algebra I, Geometry, Algebra II sequence. The sequence of topics is herein being rearranged between IMP-1 and IMP-2 in order to allow students to meet state math requirements for graduation in a single course and to facilitate a more natural transition from 8th-grade algebra to IMP-2. All Algebra-1 standards are being moved down into IMP-1, and the geometry, statistics, probability and trigonometry topics are being moved from IMP-1 to IMP-2.

IMP Course 2 (Honors) students will enroll in the heterogeneous IMP Course 2 and will independently complete honors assignments in addition to the regularly assigned course work. The additional honors assignments will be a variety of projects, reports and assignments that will extend application of the concepts beyond that which is studied in the basic course. The honors work will require approximately three hours of independent study per week, over and above all regularly assigned work for IMP Course 2.

Criteria

In order to receive honors credit, students enrolled in IMP Course 2 will have to meet the following criteria:

- Earn an “A” or “B” in IMP Course 2. Honors assignments will not contribute to the course grade, but merely to eligibility for honors credit.
- Complete all additionally assigned (honors) assignments with “A” or “B” quality workmanship. Students will be given an opportunity to revise assignment responses that do not initially exhibit the expected quality.

IMP-2B (P) (H) – continued

Students who only partially meet the above requirements will receive regular (non-honors) credit for completing IMP Course 2.

The topics listed below are covered in IMP-2B in a unified fashion, in the context of meaningful larger mathematical problems.

From Geometry:

- Using trigonometric functions for right triangles
- Developing the meaning of area, including use of non-standard units
- Developing and using several methods for finding areas of polygons, including formulas for area of triangles, rectangles, parallelograms, trapezoids and regular polygons
- Understanding and finding surface area and volume for three-dimensional solids, including prisms and cylinders
- Discovering and using the Pythagorean Theorem, and understanding a proof of it
- Finding figures of maximum area for a given perimeter
- Understanding the relationship between area of similar figures
- Using and developing methods for creating tessellations

From Trigonometry:

- Developing and applying right triangle trigonometric functions and their inverses.

From Probability and Statistics:

- Collecting and analyzing data
- Drawing inferences from statistical data
- Designing, conducting and interpreting statistical experiments
- Making and testing statistical hypotheses
- Formulating null hypotheses and understanding their role in statistical reasoning
- Understanding and using the c^2 (chi square) statistic

From Logic:

- Making and testing conjectures
- Constructing sound logical arguments
- Formulating counterexamples
- Developing and describing algorithms and strategies
- Understanding the idea of proof
- Working with indirect proof and proof by contradiction

Using "if..., then" statements

Prerequisites – Completion of IMP-2A with a grade of C or better..

IMP-2B (P) (H) – continued

Standards of Expected Student Achievement

- Problem-solving
  - Working on long-term problems
  - Drawing on diverse knowledge and methods to solve problems
  - Applying appropriate technology to problem solving
  - Posing questions related to a problem
  - Generalizing problems
- Group work
  - Working cooperatively with others
  - Sharing ideas
  - Asking for assistance
  - Subdividing a task so that group members can work independently on different parts of it
- Writing and communication
  - Reading and understanding complex problems
  - Summarizing the essential ideas of a problem
  - Describing methods used to approach a problem
  - Explaining reasoning used in solving a problem
  - Evaluating and improving the quality of written work
  - Making oral presentations

Methods of Assessment of Student Learning

Students will be assessed using a combination of individual and cooperative group tests and quizzes, class work and homework assignments, Problems of the Week, oral presentations and portfolios.

Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

This course will be presented as determined by the methods and techniques of the instructor and will utilize lecture, demonstration, group work, cooperative learning, investigations, manipulatives, graphing calculators, oral and written communication, study, drills, quizzes, and examinations.

Course Title: IMP-2B (P)

Replacing an existing course? Updating IMP-Course 2B

To be submitted for A-G? Yes

Department Mathematics

Career Path – (if any)

Description of Target Group

IMP-2B is for students who have successfully completed IMP-2A.

Purpose

a) Length of course: one term/one semester
b) Units: 5

IMP is a fully integrated, four-year college preparatory sequence of courses in mathematics designed to replace the traditional Algebra I, Geometry, Algebra II sequence. The sequence of topics is herein being rearranged between IMP-1 and IMP-2 in order to allow students to meet state math requirements for graduation in a single course and to facilitate a more natural transition from 8th-grade algebra to IMP-2. All Algebra-1 standards are being moved down into IMP-1, and the geometry, statistics, probability and trigonometry topics are being moved from IMP-1 to IMP-2.The topics listed below are covered in IMP-2B in a unified fashion, in the context of meaningful larger mathematical problems.

From Geometry:

- Using trigonometric functions for right triangles
- Developing the meaning of area, including use of non-standard units
- Developing and using several methods for finding areas of polygons, including formulas for area of triangles, rectangles, parallelograms, trapezoids and regular polygons
- Understanding and finding surface area and volume for three-dimensional solids, including prisms and cylinders
- Discovering and using the Pythagorean Theorem, and understanding a proof of it
- Finding figures of maximum area for a given perimeter
- Understanding the relationship between area of similar figures
- Using and developing methods for creating tessellations

From Trigonometry:

- Developing and applying right triangle trigonometric functions and their inverses.

From Probability and Statistics:

- Collecting and analyzing data
- Drawing inferences from statistical data
- Designing, conducting and interpreting statistical experiments
- Making and testing statistical hypotheses
- Formulating null hypotheses and understanding their role in statistical reasoning
- Understanding and using the c^2 (chi square) statistic

IMP 2B (P) – continued

From Logic:

- Making and testing conjectures
- Constructing sound logical arguments
- Formulating counterexamples
- Developing and describing algorithms and strategies
- Understanding the idea of proof
- Working with indirect proof and proof by contradiction
- Using "if..., then" statements

Prerequisites – Completion of IMP-2A with a grade of C or better.

Standards of Expected Student Achievement

- Problem-solving
  - Working on long-term problems
  - Drawing on diverse knowledge and methods to solve problems
  - Applying appropriate technology to problem solving
  - Posing questions related to a problem
  - Generalizing problems
- Group work
  - Working cooperatively with others
  - Sharing ideas
  - Asking for assistance
  - Subdividing a task so that group members can work independently on different parts of it
- Writing and communication
  - Reading and understanding complex problems
  - Summarizing the essential ideas of a problem
  - Describing methods used to approach a problem
  - Explaining reasoning used in solving a problem
  - Evaluating and improving the quality of written work
  - Making oral presentations

Methods of Assessment of Student Learning

Students will be assessed using a combination of individual and cooperative group tests and quizzes, class work and homework assignments, Problems of the Week, oral presentations and portfolios.

Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

This course will be presented as determined by the methods and techniques of the instructor and will utilize lecture, demonstration, group work, cooperative learning, investigations, manipulatives, graphing calculators, oral and written communication, study, drills, quizzes, and examinations.

Course Title

Interactive Mathematics Program (I. M. P.) Course 3 (Honors)

Description of Target Group

IMP Course 3 (Honors) is for students who have successfully completed IMP Course 2 with a grade of C or better.

Purpose

IMP Course 3 is the third year of an integrated four-year college preparatory course in mathematics designed to replace the traditional Algebra 1, Geometry, Algebra 2, Pre-Calculus sequence as well as probability and statistics. It was developed to fulfill the goals of the new Math Framework of the state, and the curriculum standards of the National Council of Teachers of Mathematics. The topics listed below are covered in a unified fashion, in the context of meaningful larger mathematical problems.

IMP Course 3 (Honors) students will enroll in the heterogeneous IMP Course 3 and will independently complete honors assignments in addition to the regularly assigned course work. The additional honors assignments will be a variety of projects, reports and assignments that will extend application of the concepts beyond that which is studied in the basic course. The honors work will require approximately three hours of independent study per week, over and above all regularly assigned work for IMP Course 3.

Criteria

In order to receive honors credit, students enrolled in IMP Course 3 will have to meet the following criteria:

- Earn an "A" or "B" in IMP Course 3. Honors assignments will not contribute to the course grade, but merely to eligibility for honors credit.
- Complete all additionally assigned (honors) assignments with "A" or "B" quality workmanship. Students will be given an opportunity to revise assignment responses, which do not initially exhibit the expected quality.

Students who only partially meet the above requirements will receive regular (non-honors) credit for completing IMP Course 3.

Content for Course 3

From Algebra:

- Working with exponential and logarithmic functions:
  - describing their graphs
  - finding that the derivative of an exponential function is proportional to the value of the function

- developing general laws of exponents
- understanding the meaning and significance of e
- approximating data by an exponential function

- Understanding and using function notation
- Understanding and using inverse functions
- Solving systems of linear equations and inequalities in several unknowns
- Working with matrices
  - developing the operations of matrix addition and multiplication in the context of applied problems
  - understanding their use in representing systems of linear equations
  - developing the concepts of identity element and inverse in the context of matrices
  - relating existence of matrix inverses to uniqueness of solution of corresponding systems of linear equations
  - using calculators to multiply and invert matrices
- Extending concepts of linear programming to problems with several variables

From Analytic and Coordinate Geometry:

- Defining slope and understanding its relationship to rate of change and to equations for straight lines
- Developing equations for straight lines from two points and from point-slope information
- Understanding the meaning of the derivative of a function at a point and its relationship to instantaneous rate of change
- Approximating the value of a derivative at a given point
- Developing and applying various formulas from coordinate geometry, including:
  - distance formula
  - midpoint formula
  - equation of a circle with arbitrary center and radius
- Finding the distance from a point to a line
- Developing and working with equations of planes in 3-dimensional coordinate geometry

From Geometry:

- Developing the relationship of the area and circumference of a circle to its radius
- Understanding the definition and significance of p
- Using regular polygons to approximate the area and circumference of a circle
- Defining congruence of triangles and understanding the relationship between congruence and similarity
- Developing and justifying criteria for establishing congruence
- Developing and justifying straightedge and compass constructions
- Finding locus descriptions of various geometric entities, such as:
  - perpendicular bisector
  - angle bisector
- Developing properties of parallel lines
- Developing the relationship between the volumes of similar figures
- Studying the possible intersections of planes in 3-space

IMP Course 3 (Honors) (continued)

From Trigonometry:

- Applying right triangle trigonometry to geometric problem situations

From Probability and Statistics:

- Developing and applying principles for finding the probability for sequence of events
- Estimating probabilities
- Using area diagrams and tree diagrams to analyze probability problems
- Developing methods for systemic listing of possibilities for complex problems
- Developing the meaning of combinatorial and permutation coefficients in the context of meaningful problems, and understanding the distinction between them
- Developing principles for computing combinatorial and permutation coefficients
- Understanding and using Pascal's triangle
- Developing and applying the binomial distribution

From Logic:

- Using "if and only if' in describing sets of points fitting given criteria
- Writing proofs to justify geometric constructions

Performance Skills for all four courses

- Problem-solving
  - ? Working on long-term problems
  - ? Drawing on diverse knowledge and methods to solve problems
  - ? Applying appropriate technology to problem solving
  - ? Posing questions related to a problem
  - ? Generalizing problems
- Group work
  - ? Working cooperatively with others
  - ? Sharing ideas
  - ? Asking for assistance
  - ? Subdividing a task so that group members can work independently on different parts of it
- Writing and communication
  - ? Reading and understanding complex problems
  - ? Summarizing the essential ideas of a problem
  - ? Describing methods used to approach a problem
  - ? Explaining reasoning used in solving a problem
  - ? Evaluating and improving the quality of written work
  - ? Making oral presentations

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

IMP Course 3 (Honors) (continued)

Activities

This course will be presented as determined by the methods and techniques of the instructor and will utilize lecture, demonstration, group work, cooperative learning, investigations, manipulatives, graphing calculators, oral and written communication, study, drills, quizzes, and examinations.

Course Title

Interactive Mathematics Program (I.M.P.) Course 3 A, B (P)

Department

Mathematics

Description of Target Group

(I.M.P.) Course 3 is for students who have successfully completed (I.M.P.) Course 2

Purpose

(I.M.P.) Course 3 is the third year of a fully integrated, three-year college preparatory course in mathematics designed to replace the traditional Algebra 1, Geometry, Algebra 2 sequence. It was developed to fulfill the goals of the new Math Framework of the state, and the curriculum standards of the National Council of Teachers of Mathematics. The topics listed below are covered in a unified fashion, in the context of meaningful larger mathematical problems.

Content for Course 1

From Algebra

- ? Working with exponential and logarithmic functions:
  - ¤ describing their graphs
  - ¤ finding that the derivative of an exponential function is proportional to the value of the function
  - ¤ developing general laws of exponents
  - ¤ understanding the meaning and significance of e
  - ¤ approximating data by an exponential function
- ? Understanding and using function notation
- ? Understanding and using inverse functions
- ? Solving systems of linear equations and inequalities in several unknowns
- ? Working with matrices
  - ¤ developing the operations of matrix addition and multiplication in the context of applied problems
  - ¤ understanding their use in representing systems of linear equations
  - ¤ developing the concepts of identity element and inverse in the context of matrices
  - ¤ reacting existence of matrix inverses to uniqueness of solution of corresponding systems of linear equations
  - ¤ using calculators to multiply and invert matrices
- ? Extending concepts of linear programming to problems with several variables

From Analytic and Coordinate Geometry

- ? Defining slope and understanding its relationship to rate of change and to equations for straight lines
- ? Developing equations for straight lines from two points and from point-slope information
- ? Understanding the meaning of the derivative of a function at a point and its relationship to instantaneous rate of change

? Approximating the value of a derivative at a given point
? Developing and applying various formulas from coordinate geometry, including:
¤ distance formula
¤ midpoint formula
¤ equation of a circle with arbitrary center and radius
? Finding the distance from a point to a line
? Developing and working with equations of planes in 3-dimensional coordinate geometry

From Geometry:
? Developing the relationship of the area and circumference of a circle to its radius
? Understanding the definition and significance of *p*
? Using regular polygons to approximate the area and circumference of A circle
? Defining congruence of triangles and understanding the relationship between congruence and similarity
? Developing and justifying criteria for establishing congruence
? Developing and justifying straightedge and compass constructions
? Finding locus descriptions of various geometric entities, such as
¤ perpendicular bisector
¤ angle bisector
? Developing properties of parallel lines
? Developing the relationship between the volumes of similar figures
? Studying the possible intersections of planes in 3-space

From Trigonometry:
? Applying right triangle trigonometry to geometric problem situations

From Probability and Statistics
? Developing and applying principles for finding the probability for sequence of events
? Estimating probabilities
? Using area diagrams and tree diagrams to analyze probability problems
? Developing methods for systematic listing of possibilities for complex problems
? Developing the meaning of combinatorial and permutation coefficients in the context of meaningful problems, and understanding the distinction between them
? Developing principles for computing combinatorial and permutation coefficients
? Understanding and using Pascal's triangle
? Developing and applying the binomial distribution

From Logic:
? Using “if” and only “if” in describing sets of points fitting given criteria
? Writing proofs to justify geometric constructions

<u>Performance Skills for all three courses</u>
? Problem-solving
¤ Working on long-term problems
¤ Drawing on diverse knowledge and methods to solve problems
¤ Applying appropriate technology to problem solving
¤ Posing questions related to a problem
¤ Generalizing problems

? Group work
    - ¤ Working cooperatively with others
    - ¤ Sharing ideas
    - ¤ Asking for assistance
    - ¤ Subdividing a task so that group members can work independently on different parts of it
? Writing and communication
    - ¤ Reading and understanding complex problems
    - ¤ Summarizing the essential ideas of a problem
    - ¤ Describing methods used to approach a problem
    - ¤ Explaining reasoning used in solving a problem
    - ¤ Evaluating and improving the quality of written work
    - ¤ Making oral presentations

Instructional Materials

Text and Supplementary Materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District

Activities
This course will be presented as determined by the methods and techniques of the instructor and will utilize lecture, demonstration, group work, cooperative learning, investigations, manipulatives, graphing calculators, oral and written communication, study, drills, quizzes, and examinations.

Course Title

Interactive Mathematics Program (I.M.P.) Course 4 (Honors)

Department

Mathematics

Description of Target Group

IMP Course 4 (Honors) is for students who have successfully completed IMP Course 3 with a grade of C or better.

Purpose

IMP Course 4 is the fourth year of an integrated four-year college preparatory course in mathematics designed to replace the traditional Algebra 1, Geometry, Algebra 2, Pre-Calculus sequence as well as probability and statistics. It was developed to fulfill the goals of the new Math Framework of the state, and the curriculum standards of the National Council of Teachers of Mathematics.

IMP Course 4 (Honors) students will enroll in the heterogeneous IMP Course 4 and will independently complete honors assignments in addition to the regularly assigned course work. The additional honors assignments will be a variety of projects, reports and assignments that will extend application of the concepts beyond that which is studied in the basic course. The honors work will require approximately three hours of study per week, over and above all regularly assigned work for IMP Course 4. It is expected that the honors student will find it necessary to seek and obtain instruction and guidance individually from the teacher outside of regular class hours.

Prerequisites

IMP Course 4 is available to all students who have successfully completed either IMP-3 or Algebra 2 with a grade of "C" or better. Any student enrolled in IMP Course 4 will be allowed to pursue honors credit by completing the honors assignments. At the end of the course, honors credit will be awarded to those students who have both completed the regular class work with a grade of "B" or better and have also completed every honors assignment with "A" or "B" quality workmanship. Students will be given an opportunity to revise assignment responses that do not initially exhibit the expected quality.

Students who only partially meet the above requirements will receive regular (non-honors) credit for completing IMP Course 4.

Standards of Expected Student Achievement

Upon completion of this course, students should be able to:

From Algebra:

- Utilize and prove the quadratic formula
- Determine the number of roots of a quadratic equation and relate this to the graph of the associated quadratic function
- Express the physical laws of falling bodies in terms of quadratic functions

From Pre-Calculus:

- Recognize and make use of families of functions from several perspectives:
  - through their algebraic representations
  - in relationship to their graphs
  - as tables of values
  - in terms of problem situations they represent
- Determine the effect of changing parameters on families of functions
- Work with asymptotes of rational functions
- Work with the algebra of functions, including composition and inverse functions
- Define the least-squares approximation and use a calculator's regression facility to do curve-fitting

From Analytic and Coordinate Geometry:

- Define and make use of polar coordinates
- Construct and analyze graphs of polar equations
- Express geometric transformations (translations, rotations, and reflections) in analytic terms
- Use matrices to represent geometric transformations
- Develop an analytic expression for projection onto a plane from a point perspective
- Represent a line in 3-space algebraically

From Trigonometry:

- Extend the right-triangle trigonometric functions to circular functions
- Use trigonometric functions to work with polar coordinates
- Define and make use of radian measure
- Graph the sine and cosine functions and variations of them
- Work with inverse trigonometric functions
- Develop and use various trigonometric formulas, including:
  - the Pythagorean identity
  - formulas for the sine and cosine of a sum of angles
  - the Law of Sines and the Law of Cosines

From Probability and Statistics:

- Use the binomial distribution to model a polling situation
- Distinguish between sampling with replacement and sampling without replacement
- Apply basic ideas about the normal distribution and standard deviation
- Understand the Central Limit Theorem as a statement about approximating a binomial distribution by a normal distribution
- Use area estimates to understand and use the normal distribution table
- Extend the concepts of mean and standard deviation from sets of data to probability distributions
- Apply formulas for mean and standard deviation of binomial sampling situations
- Use the normal approximation for binomial sampling to assess the significance of poll results
- Understand and apply the concepts of confidence interval, confidence level, and margin of error
- Understand the relationship between poll size and margin of error

From Programming:

- Use loops
- Write and interpret programs
- Use graphics facilities on a calculator to create programs involving animation

Assessment of Student Learning

Students will be assessed using a variety of methods, including: unit tests and cumulative term final exams, quizzes, projects and reports, student oral presentations, longer –term problems (such as Problems-of-the-Week), and daily class work and homework.

Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

This course will be presented as determined by the methods and techniques of the instructor and will utilize lecture, demonstrations, group work, cooperative learning, investigations, manipulatives, graphing calculators, oral and written communication, study, drills, quizzes, and examinations.

Course Title

Interactive Mathematics Program (I. M. P.) Course 4 (P)

Description of Target Group

IMP Course 4 is for students who have successfully completed IMP Course 3 with a grade of C or better.

Purpose

IMP Course 4 is the fourth year of an integrated four-year college preparatory course in mathematics designed to replace the traditional Algebra 1, Geometry, Algebra 2, Pre-Calculus sequence as well as probability and statistics. It was developed to fulfill the goals of the new Math Framework of the state, and the curriculum standards of the National Council of Teachers of Mathematics. The topics listed below are covered in a unified fashion, in the

Content for Course 4

From Algebra:

- Proving and using the quadratic formula
- Studying the number of roots of a quadratic equation and relating this to the graph of the associated quadratic function
- Expressing the physical laws of falling bodies in terms of quadratic functions

From Pre-calculus:

- Studying and using families of functions from several perspectives:
    - through their algebraic representations
    - in relationship to their graphs
    - as tables of value
    - in terms of problem situations they represent
- Studying the effect of changing parameters on families of functions
- Working with asymptotes of rational functions
- Working with the algebra of functions, including composition and inverse functions
- Define the least-squares approximation and using a calculator's regression facility to do curve-fitting

From Analytic and Coordinate Geometry:

- Defining polar coordinates
- Studying graphs of polar equations
- Expressing geometric transformations (translations, rotations and reflections) in analytic terms
- Using matrices to represent geometric transformations
- Developing and analytic expression for projection onto a plane from a point perspective
- Representing a line in 3-space algebraically

From Trigonometry:

- Extending the right-triangle trigonometric functions to circular functions
- Using trigonometric functions to work with polar coordinates
- Defining radian measure

- Graphing the sine and cosine functions and variations of them
- Working with inverse trigonometric functions
- Developing and using various trigonometric formulas, including:
    - the Pythagorean identity
    - formulas for the sine and cosine of a sum of angles
    - the Law of Sines and the Law of Cosines

From Probability and Statistics:

- Using the binomial distribution to model a polling situation
- Distinguishing between sampling with replacement and sampling without replacement
- Reviewing basic ideas about the normal distribution and standard deviation
- Understanding the Central Limit Theorem as a statement about approximating a binomial distribution by a normal distribution
- Using area estimates to understand and use the normal distribution table
- Extending the concepts of mean and standard deviation from sets of data to probability distributions
- Developing formulas for mean and standard deviation of binomial sampling situations
- Using the normal approximation for binomial sampling to assess the significance of poll results
- Working with the concepts of confidence interval, confidence level, and margin of error
- Understanding the relationship between poll size and margin of error

From Programming:

- Using loops
- Writing and interpreting programs
- Using graphics facilities on a calculator to create programs involving animation

<u>Performance Skills for all four courses</u>

- Problem-solving
    - ? Working on long-term problems
    - ? Drawing on diverse knowledge and methods to solve problems
    - ? Applying appropriate technology to problem solving
    - ? Posing questions related to a problem
    - ? Generalizing problems
- Group work
    - ?Working cooperatively with others
    - ?Sharing ideas
    - ?Asking for assistance
    - ?Subdividing a task so that group members can work independently on different parts of it
- Writing and communication
    - ?Reading and understanding complex problems
    - ?Summarizing the essential ideas of a problem
    - ?Describing methods used to approach a problem
    - ?Explaining reasoning used in solving a problem
    - ?Evaluating and improving the quality of written work
    - ?Making oral presentations

IMP Course 4 (continued)

Instructional Materials

Text and Supplementary Materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

This course will be presented as determined by the methods and techniques of the instructor and will utilize lecture, demonstration, group work, cooperative learning, investigations, manipulatives, graphing calculators, oral and written communication, study, drills, quizzes, and examinations.

Intermediate Geometry

Ernest Righetti High School (053303)

Submitted: May 7, 2021
Decision: May 28, 2021

ubmission Feedback

PPROVED

asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
rnest Righetti High School (053303)	Classroom Based	Abbreviation	Course Code
		NA	

Title:	Intermediate Geometry
Length of course:	Full Year
Subject area:	Mathematics (C) / Geometry
UC honors designation?	No
Prerequisites:	Alg 1 (Recommended) 2 yr Alg C/D (Recommended)
Co-requisites:	None
Integrated (Academics / CTE)?	No
Grade levels:	10th, 11th, 12th

ourse Description

urse overview:

This course is for students who have shown some proficiency in basic mathematic skills, but whose mathematical history shows a need for practice in algebra with the introduction of geometric concepts. The purpose is to provide an understanding of the basic structure of geometry, including inductive reasoning, informal proofs, deductive reasoning and geometric figures. Text and supplemental materials incorporate visual analysis and geometric information in solving problems.

This course should follow successful completion of 2 Year Algebra C/D or by teacher recommendation following completion of Algebra 1. This course develops the mathematics skills necessary for successful entry into Intermediate Algebra 2 or Algebra 2. The course content satisfies the requirement of the California State Standards.

1. Students will utilize algebraic equations with geometric properties for a variety of polygons and circles to hypothesis and come to solutions and conclusions.
2. Students will assess and connect visual diagrams and symbols of geometric figures to the properties of these figures.
3. Students will determine what formulas and techniques and calculations are necessary to form conclusions about geometric figures. This will be based off investigation and developing facts with their understanding of various properties related to a geometric figure.
4. Students will use the relationship of congruence and similarity to investigate various polygons. This will be studied with an emphasis on the use of algebra.
5. Students will be able to use formulas of distance, slope and midpoint in coordinated geometry to reach conclusions.
6. Proofs will be in the form of data and understanding the related properties of geometric figures being studied.

urse content:

Unit 1: Basics of Geometry / Reasoning

1. Points/lines/planes
2. Seeing structure in patterns
3. Solving / using perimeter/area
4. Introduction to inductive reasoning and logical argument.

Unit Assignment(s):

- Each chapter will begin with a Maintaining mathematical proficiency assignment that links previously learned material to the chapter.
- Assignments include the mathematical practices to solve problems in everyday life, society and the workplace.
- Students will use multiple forms of instruction to model classwork assignments including and exploration for section. Technology and hands on materials with guidance will be in place to support these explorations.
- Students will be assigned a variety of DOK leveled problems to attempt.
- Similarly, the assignments will ask for students to apply learned topics to problems they have not encountered.
- Correcting and reworking the problems each day will clarify any misconceptions the students have encountered.

- Each Chapter students will have at minimum one Quiz

Instructional methods used in this unit will include:

1. Direction instruction, lecture with the use of organizers and study guides.
2. Group work followed by individual practice and self assessment
3. Incorporation of critical thinking questioning to ensure that students understand the material
4. Use of computer based programs to emphasis concepts and allow for student lead investigation.
5. Daily practice of concepts

Unit 2: Geometric Relationships

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1. Identifying and understanding problems involving segments
2. Concept and usage of congruent segments
3. Graphing linear equations

Unit Assignment(s):

- Each chapter will begin with a Maintaining mathematical proficiency assignment that links previously learned material to the chapter.
- Assignments include the mathematical practices to solve problems in everyday life, society and the workplace.
- Students will use multiple forms of instruction to model classwork assignments including and exploration for section. Technology and hands on materials with guidance will be in place to support these explorations.
- Students will be assigned a variety of DOK leveled problems to attempt.
- Similarly, the assignments will ask for students to apply learned topics to problems they have not encountered.
- Correcting and reworking the problems each day will clarify any misconceptions the students have encountered.
- Each Chapter students will have at minimum one Quiz

Instructional methods used in this unit will include:

1. Direction instruction, lecture with the use of organizers and study guides.
2. Group work followed by individual practice and self assessment
3. Incorporation of critical thinking questioning to ensure that students understand the material
4. Use of computer based programs to emphasis concepts and allow for student lead investigation.
5. Daily practice of concepts

Unit 3: Angle relationships

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1. Naming angles
2. Using angle measurement
3. Understanding angle addition
4. Relationships of angles : adjacent angles / linear pairs

5. Supplemental and congruent angles
6. Perpendicular lines, constructions (straightedge / compass)

Unit Assignment(s):

- Each chapter will begin with a Maintaining mathematical proficiency assignment that links previously learned material to the chapter.
- Assignments include the mathematical practices to solve problems in everyday life, society and the workplace.
- Students will use multiple forms of instruction to model classwork assignments including and exploration for section. Technology and hands on materials with guidance will be in place to support these explorations.
- Students will be assigned a variety of DOK leveled problems to attempt.
- Similarly, the assignments will ask for students to apply learned topics to problems they have not encountered.
- Correcting and reworking the problems each day will clarify any misconceptions the students have encountered.
- Each Chapter students will have at minimum one Quiz

Instructional methods used in this unit will include:

1. Direction instruction, lecture with the use of organizers and study guides.
2. Group work followed by individual practice and self assessment
3. Incorporation of critical thinking questioning to ensure that students understand the material
4. Use of computer based programs to emphasis concepts and allow for student lead investigation.
5. Daily practice of concepts

Unit 4: Parallel and Perpendicular Lines

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1. Parallel lines
2. Transverals and angle relationships
3. proving lines parallel, slope / equations of lines

Unit Assignment(s):

- Each chapter will begin with a Maintaining mathematical proficiency assignment that links previously learned material to the chapter.
- Assignments include the mathematical practices to solve problems in everyday life, society and the workplace.
- Students will use multiple forms of instruction to model classwork assignments including and exploration for section. Technology and hands on materials with guidance will be in place to support these explorations.
- Students will be assigned a variety of DOK leveled problems to attempt.
- Similarly, the assignments will ask for students to apply learned topics to problems they have not encountered.
- Correcting and reworking the problems each day will clarify any misconceptions the students have encountered.
- Each Chapter students will have at minimum one Quiz

Instructional methods used in this unit will include:

1. Direction instruction, lecture with the use of organizers and study guides.
2. Group work followed by individual practice and self assessment

3. Incorporation of critical thinking questioning to ensure that students understand the material
4. Use of computer based programs to emphasis concepts and allow for student lead investigation.
5. Daily practice of concepts

Unit 5: Congruent Triangles

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1. Classifying Triangles
2. Problem solving with angles of triangles
3. Congruent triangles proofs (recognizing sss, sas, asa, aas)
4. Using corresponding parts of congruent triangles

Unit Assignment(s):

- Each chapter will begin with a Maintaining mathematical proficiency assignment that links previously learned material to the chapter.
- Assignments include the mathematical practices to solve problems in everyday life, society and the workplace.
- Students will use multiple forms of instruction to model classwork assignments including and exploration for section. Technology and hands on materials with guidance will be in place to support these explorations.
- Students will be assigned a variety of DOK leveled problems to attempt.
- Similarly, the assignments will ask for students to apply learned topics to problems they have not encountered.
- Correcting and reworking the problems each day will clarify any misconceptions the students have encountered.
- Each Chapter students will have at minimum one Quiz

Instructional methods used in this unit will include:

1. Direction instruction, lecture with the use of organizers and study guides.
2. Group work followed by individual practice and self assessment
3. Incorporation of critical thinking questioning to ensure that students understand the material
4. Use of computer based programs to emphasis concepts and allow for student lead investigation.
5. Daily practice of concepts

Unit 6: Relationships with Triangles

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1. Medians, altitudes
2. Bisectors in triangles
3. Angular inequalities
4. Isosceles/right triangles
5. Pythagorean theorem
6. Distance formula

Unit Assignment(s):

- Each chapter will begin with a Maintaining mathematical proficiency assignment that links previously learned material to the chapter.
- Assignments include the mathematical practices to solve problems in everyday life, society and the workplace.
- Students will use multiple forms of instruction to model classwork assignments including and exploration for section. Technology and hands on materials with guidance will be in place to support these explorations.
- Students will be assigned a variety of DOK leveled problems to attempt.
- Similarly, the assignments will ask for students to apply learned topics to problems they have not encountered.
- Correcting and reworking the problems each day will clarify any misconceptions the students have encountered.
- Each Chapter students will have at minimum one Quiz

Instructional methods used in this unit will include:

1. Direction instruction, lecture with the use of organizers and study guides.
2. Group work followed by individual practice and self assessment
3. Incorporation of critical thinking questioning to ensure that students understand the material
4. Use of computer based programs to emphasis concepts and allow for student lead investigation.
5. Daily practice of concepts

Unit 7: Theorems involving Triangle relationships

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1. Exterior angle theorem
2. Inequalities within a triangle
3. Triangle inequality theorem

Unit Assignment(s):

- Each chapter will begin with a Maintaining mathematical proficiency assignment that links previously learned material to the chapter.
- Assignments include the mathematical practices to solve problems in everyday life, society and the workplace.
- Students will use multiple forms of instruction to model classwork assignments including and exploration for section. Technology and hands on materials with guidance will be in place to support these explorations.
- Students will be assigned a variety of DOK leveled problems to attempt.
- Similarly, the assignments will ask for students to apply learned topics to problems they have not encountered.
- Correcting and reworking the problems each day will clarify any misconceptions the students have encountered.
- Each Chapter students will have at minimum one Quiz

Instructional methods used in this unit will include:

1. Direction instruction, lecture with the use of organizers and study guides.
2. Group work followed by individual practice and self assessment
3. Incorporation of critical thinking questioning to ensure that students understand the material
4. Use of computer based programs to emphasis concepts and allow for student lead investigation.
5. Daily practice of concepts

Unit 8: Quadrilaterals

1. Quadrilateral Properties
2. Parallelograms
3. Rectangles
4. Rhombi
5. Squares
6. Trapezoids

Unit Assignment(s):

- Each chapter will begin with a Maintaining mathematical proficiency assignment that links previously learned material to the chapter.
- Assignments include the mathematical practices to solve problems in everyday life, society and the workplace.
- Students will use multiple forms of instruction to model classwork assignments including and exploration for section. Technology and hands on materials with guidance will be in place to support these explorations.
- Students will be assigned a variety of DOK leveled problems to attempt.
- Similarly, the assignments will ask for students to apply learned topics to problems they have not encountered.
- Correcting and reworking the problems each day will clarify any misconceptions the students have encountered.
- Each Chapter students will have at minimum one Quiz

Instructional methods used in this unit will include:

1. Direction instruction, lecture with the use of organizers and study guides.
2. Group work followed by individual practice and self assessment
3. Incorporation of critical thinking questioning to ensure that students understand the material
4. Use of computer based programs to emphasis concepts and allow for student lead investigation.
5. Daily practice of concepts

Unit 9: Similarity in Polygons

1. Ratios and proportions
2. Similar polygons
3. Similar triangles
4. Proportional parts and triangles
5. Triangle and parallel lines
6. Perimeters and similarity

Unit Assignment(s):

- Each chapter will begin with a Maintaining mathematical proficiency assignment that links previously learned material to the chapter.
- Assignments include the mathematical practices to solve problems in everyday life, society and the workplace.
- Students will use multiple forms of instruction to model classwork assignments including and exploration for section. Technology and hands on materials with guidance will be in place to support these explorations.
- Students will be assigned a variety of DOK leveled problems to attempt.
- Similarly, the assignments will ask for students to apply learned topics to problems they have not encountered.
- Correcting and reworking the problems each day will clarify any misconceptions the students have encountered.
- Each Chapter students will have at minimum one Quiz

Instructional methods used in this unit will include:

1. Direction instruction, lecture with the use of organizers and study guides.
2. Group work followed by individual practice and self assessment
3. Incorporation of critical thinking questioning to ensure that students understand the material
4. Use of computer based programs to emphasis concepts and allow for student lead investigation.
5. Daily practice of concepts

Unit 10: Two Dimensional Geometry

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1. Naming Polygons
2. Diagonals and angle measure
3. Area: polygons, trapezoids, and triangles
4. Symmetry transformations

Unit Assignment(s):

- Each chapter will begin with a Maintaining mathematical proficiency assignment that links previously learned material to the chapter.
- Assignments include the mathematical practices to solve problems in everyday life, society and the workplace.
- Students will use multiple forms of instruction to model classwork assignments including and exploration for section. Technology and hands on materials with guidance will be in place to support these explorations.
- Students will be assigned a variety of DOK leveled problems to attempt.
- Similarly, the assignments will ask for students to apply learned topics to problems they have not encountered.
- Correcting and reworking the problems each day will clarify any misconceptions the students have encountered.
- Each Chapter students will have at minimum one Quiz

Instructional methods used in this unit will include:

1. Direction instruction, lecture with the use of organizers and study guides.
2. Group work followed by individual practice and self assessment
3. Incorporation of critical thinking questioning to ensure that students understand the material
4. Use of computer based programs to emphasis concepts and allow for student lead investigation.
5. Daily practice of concepts

Unit 11: Circles

1. Parts of a circle
2. Arcs and central angles
3. Inscribed angles
4. Equation of a circle
5. Circumference, area

Unit Assignment(s):

- Each chapter will begin with a Maintaining mathematical proficiency assignment that links previously learned material to the chapter.
- Assignments include the mathematical practices to solve problems in everyday life, society and the workplace.
- Students will use multiple forms of instruction to model classwork assignments including and exploration for section. Technology and hands on materials with guidance will be in place to support these explorations.
- Students will be assigned a variety of DOK leveled problems to attempt.
- Similarly, the assignments will ask for students to apply learned topics to problems they have not encountered.
- Correcting and reworking the problems each day will clarify any misconceptions the students have encountered.
- Each Chapter students will have at minimum one Quiz

Instructional methods used in this unit will include:

1. Direction instruction, lecture with the use of organizers and study guides.
2. Group work followed by individual practice and self assessment
3. Incorporation of critical thinking questioning to ensure that students understand the material
4. Use of computer based programs to emphasis concepts and allow for student lead investigation.
5. Daily practice of concepts

Unit 12: Three Dimensional Geometry

1. Solid Figures
2. Prisms and cylinders
3. Surface areas
4. Volume

Unit Assignment(s):

- Each chapter will begin with a Maintaining mathematical proficiency assignment that links previously learned material to the chapter.
- Assignments include the mathematical practices to solve problems in everyday life, society and the workplace.

- Students will use multiple forms of instruction to model classwork assignments including and exploration for section. Technology and hands on materials with guidance will be in place to support these explorations.
- Students will be assigned a variety of DOK leveled problems to attempt.
- Similarly, the assignments will ask for students to apply learned topics to problems they have not encountered.
- Correcting and reworking the problems each day will clarify any misconceptions the students have encountered.
- Each Chapter students will have at minimum one Quiz

Instructional methods used in this unit will include:

1. Direction instruction, lecture with the use of organizers and study guides.
2. Group work followed by individual practice and self assessment
3. Incorporation of critical thinking questioning to ensure that students understand the material
4. Use of computer based programs to emphasis concepts and allow for student lead investigation.
5. Daily practice of concepts

Unit 13: Introduction to Right Triangle Trigonometry

---

1. Special Right Triangles:45-45-90, 30-60-90
2. Right triangle trigonometric ratios: sine, cose, tangent,
3. Solving systems of equations

Unit Assignment(s):

- Each chapter will begin with a Maintaining mathematical proficiency assignment that links previously learned material to the chapter.
- Assignments include the mathematical practices to solve problems in everyday life, society and the workplace.
- Students will use multiple forms of instruction to model classwork assignments including and exploration for section. Technology and hands on materials with guidance will be in place to support these explorations.
- Students will be assigned a variety of DOK leveled problems to attempt.
- Similarly, the assignments will ask for students to apply learned topics to problems they have not encountered.
- Correcting and reworking the problems each day will clarify any misconceptions the students have encountered.
- Each Chapter students will have at minimum one Quiz

Instructional methods used in this unit will include:

1. Direction instruction, lecture with the use of organizers and study guides.
2. Group work followed by individual practice and self assessment
3. Incorporation of critical thinking questioning to ensure that students understand the material
4. Use of computer based programs to emphasis concepts and allow for student lead investigation.
5. Daily practice of concepts

---

ourse Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primar
ig Ideas eometry	Larson & Boswell	Big Ideas Learning	1st Edition 2015	https://bim.easyaccessmaterials.com/index.php?location_user=cchs	No
eometry	Jurgenson, Brown, & Jurgenson	McDougal Littell	2004	[empty]	Yes

dditional Information

urse Author:

than Watts
acher
watts@smjuhsd.org
59372051 ext. 2856

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DISTRICT
Course Description

(Must be accompanied by a Course Adoption form & Textbook Adoption Form)

Full Course Title: Mathematical & Engineering Concepts Through Game Design

School Associated with course: ☑ DHS ☐ ERHS ☐ PVHS ☐ SMHS

School Contact

Name: Justin Fraser **Title/Position:** Math Teacher/Tech TOSA

E-mail: jfraser@smjuhsd.org **Phone:** (805) 937-6356 **Ext:** 1206

Department: Math

Transcript Course Code(s) / Number(s):

Subject Area

- ☐ English Requirement
- ☐ World History
- ☐ US History
- ☐ Government
- ☐ Economics
- ☑ Mathematics
- ☐ Physical Science
- ☐ Life Science
- ☐ Physical Education
- ☐ Visual & Performing Arts
- ☐ Health
- ☐ Elective

Grade Level(s)

☐ 9 ☑ 10 ☑ 11 ☑ 12

Vocational Education (CTE) ☐ Yes ☑ No

Career Pathway:

Industrial Sector:

☐ **Introduction** ☐ **Concentration** ☐ **Capstone**

Unit Value

- ☐ Semester (5 units)
- ☑ Year A/B (5 units per semester)
- ☐ Year A/B (two period course, 10 units per semester)

Comments:

Course Purpose: *What is the purpose of this course?*

This is an introductory course using game design and development to emphasize mathematical and physical concepts. This course covers many of the concepts involved in game design, such as ratios & scaling, trigonometry, geometry, linear equations, conditional statements, and many more that are touched upon in advanced mathematics courses (such as Methods of Proof). This course will prepare students for advanced courses in Game Design.

Upon completion of this course, the student should be able to:

*discuss and define the terms and principles of game design and development.
*define the structure and duties of the game development team.
*practice animation production and creation tools.
*apply the mathematics used in game design.
*apply the physics needed to design computer games.
*apply artificial intelligence to developing computer games.

B. COURSE CONTENT

Course Outline: A *detailed descriptive summary of all topics covered. All historical knowledge is expected to be empirically based, give examples. (i.e. California State Standards).*

Course Content (units overlap, and are revisited quite often in a circular/reinforced curriculum)

*Intro To Programming/Software
*Character/Enemy/Projectile Design (Art Component)
*Intro To Variables
*Making Your Character Move: Using Variables in Linear Equations
*Scaling Actors: Using Transformations to Scale Actors Appropriately
*Changing the Speed of Your Character: Movement as a Vector of Speed/Direction
*Camera Follow: Incrementing Camera Actor Based on Character Coordinates
*Bound to Screen: Conditional Actions for Actor Based on Character Coordinates
*Calculating Placement for Auto-Fit: Algebriac Equations For Placing Actors Automatically
*Title/Winning/Ending/End Screen Behaviors: Advanced Conditionals
*Creating/Tracking/Destroying Actors: Calculating Angles Using Trig, Coordinate/Vector Comparisons & Conditionals
*Debugging: Looking through code to find logical, mathematical, and functional errors

Course Resources

*Stencyl (primary game development engine www.stencyl.com)
*paint.net (free paint program with many of the abilities of photoshop www.getpaint.com)
*code.org (free website with many activities to learn to code)
*opengameart.org (free website with art resources)
*kenney.nl (another free website with art resources)

Content Standards

CCSS.MATH.CONTENT.HSN.VM.A.1: Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., v, |v|, ||v||, v).
CCSS.MATH.CONTENT.HSN.VM.A.2: Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.
CCSS.MATH.CONTENT.HSN.VM.B.5: Multiply a vector by a scalar.
CCSS.MATH.CONTENT.HSA.SSE.A.1: Interpret expressions that represent a quantity in terms of its context.
CCSS.MATH.CONTENT.HSA.CED.A.1: Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
CCSS.MATH.CONTENT.HSA.REI.B.3: Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
CCSS.MATH.CONTENT.HSA.REI.D.10: Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
Interpret expressions for functions in terms of the situation they model.
CCSS.MATH.CONTENT.HSF.LE.B.5: Interpret the parameters in a linear or exponential function in terms of a context.
CCSS.MATH.CONTENT.HSG.CO.A.1: Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
CCSS.MATH.CONTENT.HSG.CO.A.2: Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
CCSS.MATH.CONTENT.HSG.CO.A.3: Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
CCSS.MATH.CONTENT.HSG.CO.A.5: Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

*It is also important to note that many of the mathematical standards reinforced by programming are for math courses generally taught outside of highschool, such as the logic and reasoning reinforced by Methods of Proof.

Text(s): Title: None

Edition: _____ Publication Date: _____

Publisher: _____ Author (s): _____

URL Resource(s) _____

☐ Usage ☐ Primary Text ☐ Read in entirety or near entirety

Pre-Requisites
NA
Co-Requisites
NA

Supplemental Instructional Material: *Please Describe. If using online text or non-standard material, please provide the title of the material or webpage and the URL link.*

https://www.stencyl.com/teach https://studio.code.org/courses

Instructional Methods and/or Strategies:

discussion, research, direct instruction, modeling, audio-video analysis, problem solving

Assessment Methods and/or Tools:

individual and group projects, pre & post assessments, presentations

Activities: *(if applicable)*

Coding, Mini-Game Design Lessons, Cumulative Game Portfolio

Certificate: *(if applicable)*

Hour of Code Certificate

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
Math Analysis AB (Honors)

2. Transcript Title(s) / Abbreviation(s)
Math Anal A/B (H)

3. Transcript Course Code(s) / Number(s)

4. School
Ernest Righetti High School

5. District
Santa Maria Joint Union High School District

6. City
Santa Maria, CA 93455

7. School / District Web Site
http://www.smjuhsd.k12.ca.us

8. School Course List Contact

Name: Jim Armstrong

Title/Position: Asst. Supt. Curric/Instruction

Phone: 922-4573 **Ext.:** 4211

E-mail: jarmstrong@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☒ Mathematics
- ☐ Laboratory Science
- ☐ Language other than English
- ☐ Visual & Performing Arts
  - ☐ Intro ☐ Advanced
- ☐ College Prep Elective

10. Grade Level(s) for which this course is designed
11th & 12th

11. Seeking "Honors" Distinction?
No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Is this an Internet-based course? **No**

If "Yes", who is the provider? ☐ UCCP ☐ PASS/Cyber High ☐ Other _____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- ☐ A course reinstated after removal within 3 years. Year removed from list? _____
  - Same course title? ☐ Yes ☐ No
  - If no, previous course title? _____
- ☐ An identical course approved at another school in same district. Which school? _____
  - Same course title? ☐ Yes ☐ No
  - If no, course title at other school? _____
- ☐ Year-long VPA course replacing two approved successive semester courses in the same discipline
- ☐ Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- ☐ Approved UC College Prep (UCCP) Online course
- ☐ Approved CDE Agricultural Education course
- ☐ Approved P.A.S.S./Cyber High course
- ☐ Approved ROP/C course. Name of ROP/C? _____
- ☐ Approved A.V.I.D. course
- ☐ Approved C.A.R.T. course
- ☐ Approved Project Lead the Way course
- ☐ Other. Explain: Requesting Honors weight for this course.

15. Is this course modeled after an UC-approved course from another school outside your district? ☐ Yes ☒ No

If so, which school(s)? _____

Course title at other school _____

16. Pre-Requisites

Completion of Algebra 2 A/B with grade of B- or better

17. Co-Requisites

18. Is this course a resubmission? ☐ Yes ☒ No

If yes, date(s) of previous submission? _____

Title of previous submission? _____

19. Brief Course Description

This course combines the concepts of trigonometry, geometry, and algebra as preparation for the study of calculus. Topics include polar coordinates and vectors, math induction, conics, complex roots, parametric functions, sequences and series and convergence, matrices, systems of equations and inequalities, exponents and logarithms.

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

21. Course Objectives

22. Course Outline

23. Texts & Supplemental Instructional Materials

24. Key Assignments

25. Instructional Methods and/or Strategies

26. Assessment Methods and/or Tools

C. HONORS COURSES ONLY

Please refer to instructions

27. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

28. Context for Course (optional)

29. History of Course Development (optional)

Math Analysis A/B (Honors)

Course Goals:

- Students know the identity $\sin^2 x \cos^2 x = 1$ and prove other trigonometric identities
- Students compute, by hand, the values of the trigonometric functions and the inverse trigonometric functions at various standard points
- Students demonstrate understanding of the addition formulas for sines and cosines, their proofs, and use them to prove other identities
- Students know the law of sines and the law of cosines, and apply them to problems
- Students are familiar with and can apply polar coordinates and vectors in the plane
- Students can give proofs of various formulas using the technique of mathematical induction
- Students demonstrate an understanding of functions and equations defined parametrically
- Students are familiar with and can apply polar coordinates and vectors in the plane
- Students are familiar with the notion of the limit of a sequence and the limit of a function They can determine if sequences converge or diverge
- Students solve simultaneous linear equations in any number of variables using Gauss-Jordan elimination

Course Outline:

- Graphs and Equations
    - Linear equations x
    - Circles
    - Inequalities
    - Linear curve fitting
- Functions and their Graphs
    - Graphing techniques
    - Operations on functions
    - Composite functions
    - Mathematical models
    - Constructing functions
- Polynomial and Rational Functions
    - Quadratic functions; curve fitting
    - Polynomial and power functions; curve fitting
    - Rational functions
    - Real and complex functions
    - Polynomial and rational inequalities
- Exponential and Logarithmic Functions
    - Inverse functions
    - Properties of logarithms
    - Logarithmic and exponential equations
    - Compound interest
    - Growth and decay
    - Logistic curve fitting
    - Logarithmic scales

Course Outline (continued)

- Trigonometric Functions
  - The unit circle
  - Properties and graphs of the trigonometric functions
  - The inverse trigonometric functions
- Analytic Trigonometry
  - Identities
  - Sum and difference formulas
  - Double-angle and half-angle formulas
  - Product-to-sum and sum-to-product formulas
  - Trigonometric equations
- Applications of Trigonometric Functions
  - The law of sines
  - The law of cosines
  - The area of a triangle
  - Sinusoidal graphs and curve fitting
  - Simple harmonic motion; damped motion
- Polar Coordinates; Vectors
  - Polar equations and graphs
  - The complex plane and demoivres theorem
  - Vectors
  - The dot product
  - Vectors in space
- Analytic Geometry
  - Conics
  - The parabola, ellipse, and hyperbola
  - Rotation of axes
  - Polar equations of conics
  - Plane curves and parametric equations
- Systems of Equations and Inequalities
  - Subtraction and elimination methods
  - Matrices
  - Systems of equations; determinants
  - Matrix algebra
  - Partial fraction decomposition
  - Systems of nonlinear equations
  - Systems of inequalities
  - Linear programming
- Sequences; Induction; Probability
  - Arithmetic and geometric sequences
  - Geometric induction
  - The binomial theorem
  - Permutations and combinations
  - Probability

Course Outline (continued)

- A Preview of Calculus: The Limit and the Derivative of a Funtion:
    - Finding limits using tables and graphs
    - Algebra techniques for finding limits
    - One-sided limits; continuous functions
    - The tangent problem; the derivative

Texts & Supplemental Instructional Materials

Texts currently in use: Pre-calculus, Graphing and Data Analysis, Sullivan, Sullivan III; Prentice Hall (1998)
The text for this course is currently under review
Supplemental materials: Graphing calculators and internet resources, overhead graphing demonstrations with the TI-83 Plus

Instructional Methods and/or Strategies:

- Lecture
- Small group activities
- Overhead demonstrations
- Graphing calculator activities

Assessments Methods and/or Tools

- Quizzes
- Chapter tests
- Daily homework and class work
- Course exit exam
- STAR assessment
- Notebooks

Indicate how this honors course is different from the standard course:

With more rigid pre-requisites to enter this course, the students will be expected to cover more material and do so in much greater depth than that of the standard course. (See course outline)

Submitted to UC 2/28/06
Requesting course be weighted

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
Math Analysis A/B

2. Transcript Title(s) / Abbreviation(s)
Math Anal A/B

3. Transcript Course Code(s) / Number(s)
MA6554 MA6555

4. School
Ernest Righetti High School & PVHS

5. District
Santa Maria Joint Union High School District

6. City
Santa Maria, CA 93455

7. School / District Web Site
http://www.smjuhsd.k12.ca.us

8. School Course List Contact

Name: Jim Armstrong

Title/Position: Asst. Supt. Curric/Instruction

Phone: 922-4573 **Ext.:** 4211

E-mail: jarmstrong@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☒ Mathematics
- ☐ Laboratory Science
- ☐ Language other than English
- ☐ Visual & Performing Arts
  - ☐ Intro ☐ Advanced
- ☐ College Prep Elective

10. Grade Level(s) for which this course is designed
11th & 12th

11. Seeking "Honors" Distinction?
No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Is this an Internet-based course? **No**

If "Yes", who is the provider? ☐ UCCP ☐ PASS/Cyber High ☐ Other _____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- ☐ A course reinstated after removal within 3 years. Year removed from list? _____
  - Same course title? ☐ Yes ☐ No
  - If no, previous course title? _____
- ☐ An identical course approved at another school in same district. Which school? _____
  - Same course title? ☐ Yes ☐ No
  - If no, course title at other school? _____
- ☐ Year-long VPA course replacing two approved successive semester courses in the same discipline
- ☐ Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- ☐ Approved UC College Prep (UCCP) Online course
- ☐ Approved CDE Agricultural Education course
- ☐ Approved P.A.S.S./Cyber High course
- ☐ Approved ROP/C course. Name of ROP/C? _____
- ☐ Approved A.V.I.D. course
- ☐ Approved C.A.R.T. course
- ☐ Approved Project Lead the Way course
- ☐ Other. Explain: _____

15. Is this course modeled after an UC-approved course from another school outside your district? ☐ Yes ☒ No

If so, which school(s)? _____

Course title at other school _____

16. Pre-Requisites

Completion of Algebra 2 A/B with grade of C- or better

17. Co-Requisites

18. Is this course a resubmission? ☐ Yes ☒ No

If yes, date(s) of previous submission? _____

Title of previous submission? _____

19. Brief Course Description

This course combines the concepts of trigonometry, geometry, and algebra as preparation for the study of calculus. Topics include polar coordinates and vectors, math induction, conics, complex roots, parametric functions, sequences and series and convergence, matrices, systems of equations and inequalities, exponents and logarithms.

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

21. Course Objectives

22. Course Outline

23. Texts & Supplemental Instructional Materials

24. Key Assignments

25. Instructional Methods and/or Strategies

26. Assessment Methods and/or Tools

C. HONORS COURSES ONLY

Please refer to instructions

27. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

28. Context for Course (optional)

29. History of Course Development (optional)

Math Analysis A/B

Course Goals:

- Students know the identity $\sin^2 x \cos^2 x 1 = 1$
- Students compute, by hand the values of the trigonometric functions at various standard points
- Students demonstrate understanding of the addition formulas for sines and cosines
- Students demonstrate understanding of half-angle and double-angle formulas for sines and cosines.
- Students know the law of sines and the law of cosines.
- Students can prove various formulas using the technique of mathematical induction.
- Students demonstrate an understanding of functions and equations defined parametrically.
- Students are familiar with and can apply polar coordinates and vectors in the plane.

Course Outline:

- Graphs and Equations
    - Linear equations
    - Circles
    - Inequalities
- Functions and their Graphs
    - Graphing techniques
    - Operations on functions
    - Composite functions
- Polynomial and Rational Functions
    - Quadratic functions
    - Polynomial and power functions
    - Rational functions
    - Real and complex functions
- Exponential and Logarithmic Functions
    - Inverse functions
    - Properties of logarithms
    - Logarithmic and exponential equations
- Trigonometric Functions
    - The unit circle
    - Properties and graphs of the trigonometric functions
- Analytic Trigonometry
    - Identities
    - Sum and difference formulas
    - Double-angle and half-angle formulas
- Applications of Trigonometric Functions
    - The law of sines
    - The law of cosines
    - The area of a triangle

Course Outline (continued)

- Polar Coordinates; Vectors
    - Polar equations and graphs
    - The complex plane
    - Vectors
- Analytic Geometry
    - Conics
    - The parabola, ellipse, and hyperbola
- Systems of Equations and Inequalities
    - Subtractions and elimination methods
    - Matrices
- Sequences; Induction; Probability
    - Arithmetic and geometric sequences
    - Geometric series
    - Mathematical induction

Texts & Supplemental Instructional Materials

Texts currently in use: Pre-calculus, Graphing and Data Analysis, Sullivan, Sullivan III; Prentice Hall (1998)
The text for this course is currently under review)
Supplemental materials: Graphing calculators and internet resources, overhead graphing demonstrations with the TI-83 Plus

Instructional Methods and/or Strategies:

- Lecture
- Small group activities
- Overhead demonstrations
- Graphing calculator activities

Assessments Methods and/or Tools

- Quizzes
- Chapter tests
- Daily homework and classwork
- Course exit exam
- STAR assessment
- Notebooks

Submitted to UC 2/28/06
Pending Approval: C/Math

SMJUHSD Course Description

(Must be accompanied by a Course Adoption Form)

Full Course Title: Math Support

School Associated with course: ☐ DHS ☐ ERHS ☑ PVHS ☐ SMHS

School Contact

Name: Christine Watkins **Title/Position:** Teacher/TOSA

E-mail: cwatkins@smjuhsd.org **Phone:** 805-922-1305 **Ext:** 5465

Department:
Mathematics

Transcript Course Code(s) / Number(s):

Subject Area:

- ☐ English Requirement
- ☐ World History
- ☐ US History
- ☐ Government
- ☐ Economics
- ☐ Mathematics
- ☐ Physical Science
- ☐ Life Science
- ☐ Physical Education
- ☐ Visual & Performing Arts
- ☐ Foreign Language
- ☐ CTE
- ☐ Health
- ☒ Elective

Grade Level(s)

☒ 9 ☒ 10 ☒ 11 ☒ 12

Vocational Education (CTE) ☐ Yes ☒ No

Career Pathway:

Industrial Sector:

☐ **Concentrator** ☐ **Completer**

Unit Value

- ☒ Semester (5 units)
- ☐ Year A/B (5 units per semester)
- ☐ Year A/B (two-period course, 10 units per semester)

Pre-Requisites:
Concurrent enrollment in Algebra 1, Geometry, or Algebra 2

Co-Requisites:

Course Purpose: *What is the purpose of this course?*

The purpose of this course is to support students taking a-g course requriements including algebra 1, geometry, and algebra 2. The course is designed to build and promote self-efficacy in math. Teachers will support students through sprial review, addressing pre-requisite skill gaps, additional guided practice, and re-teaching of regular course content. This additional instruction and support will be in addition to and integrated with the regular coursework for algerba 1, geometry, and algebra 2. Students will have access to the required curriculum/standards with the support they need to be successful. No student will be palced in Math Support if he/she is not aslo enrolled in the corresponding a-g math course.

B. COURSE CONTENT

Course Outline: A *detailed descriptive summary of all topics covered. All historical knowledge is expected to be empirically based, give examples. (i.e. California State Standards).*

Spiral review of Algebra 1 including addressing pre-requisite skills gaps covered in CCSS in mathematics, use of technology to enhance the learning process, additional guided practice mirroring the standards taught in the concurrent math course, and re-teaching of regular course content to students who require more explanation and guided practice.

Spiral reveiw of Geometry including addressing pre-requisite skills gaps covered in CCSS in mathematics, use of technology to enhance the learning process, additional guided practice mirroring the standards taught in the concurrent math course, and re-teaching of regular course content to students who require more explanation and guided practice. Students will also have access to and practice with SBAC practice questions.

Spiral reveiw of Algebra 2 including addressing pre-requisite skills gaps covered in CCSS in mathematics, use of technology to enhance the learning process, additional guided practice mirroring the stanrads taught in the concurrent math course, and re-teaching of regular course content to students who require more explanation and guided practice. Students will also have access to and practice with SBAC practice questions.

Book Title: | **Course:**

Type of book adoption request:
- ☐ Basic/Multiple Textbook
- ☐ Supplementary Textbook
- ☐ Reference Book
- ☐ Curriculum Software ☐ NEW ☐ REPLACE

Aligned with Standards? ☐ YES ☐ NO

Replacement for *(Book title & copyright)*:

Author: _____ Edition: _____

Publisher: _____ Copyright: _____

Student's Edition: List Price: $_____ ISBN #: _____

Teacher's Edition: List Price: $_____ ISBN #: _____

Book Title: | **Course:**

Type of book adoption request:
- ☐ Basic/Multiple Textbook
- ☐ Supplementary Textbook
- ☐ Reference Book
- ☐ Curriculum Software ☐ NEW ☐ REPLACE

Aligned with Standards? ☐ YES ☐ NO

Replacement for *(Book title & copyright)*:

Author: _____ Edition: _____

Publisher: _____ Copyright: _____

Student's Edition: List Price: $_____ ISBN #: _____

Teacher's Edition: List Price: $_____ ISBN #: _____

Book Title: | **Course:**

Type of book adoption request:
- ☐ Basic/Multiple Textbook
- ☐ Supplementary Textbook
- ☐ Reference Book
- ☐ Curriculum Software ☐ NEW ☐ REPLACE

Aligned with Standards? ☐ YES ☐ NO

Replacement for *(Book title & copyright)*:

Author: _____ Edition: _____

Publisher: _____ Copyright: _____

Student's Edition: List Price: $_____ ISBN #: _____

Teacher's Edition: List Price: $_____ ISBN #: _____

The following teacher has reviewed the above text(s) and finds it appropriate for the course.

_____

Recommending Teacher Signature School Date

Supplemental Instructional Material: *Please Describe. If using online text or non-standard material, please provide the title of the material or webpage and the URL link.*

Instructional Methods and/or Strategies:

Students will use teacher created warmups and supplemental worksheets.

Assessment Methods and/or Tools:

Assessments are based on concurrent math class assessements.

Activities: *(If applicable)*

Certificate: *(If applicable)*

Course Title

Math A 1

Description of Target Group

This course is designed for students who have some proficiency in basic mathematic skills. Students enrolled in this course are generally unable to grasp algebraic concepts at a rapid pace and require greater maturation prior to progressing to the course in algebra.

Purpose

The purpose of MATH A 1 is to improve computational skills with fractions, decimals and percents. It allows students to learn concepts of probability and statistics, logic, and measurement:

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Probability and Statistics
   a. construct and use frequency tables.
   b. determine the sample space for the outcomes of an experiment.
   c. estimate the probability of an event.
2. Logic
   a. recognize and complete patterns.
   b. use and discover function rules.
3. Measurement
   a. choose appropriate units of measurement.
   b. measure length, area, volume, and weight.

Instructional Materials

Text and Supplementary Materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

1. Individual work
2. Lectures
3. Class participation
4. Demonstrations
5. Audio-visual materials
6. Field trips
7. Small group activities
8. Outside resource people

Course Title

Math A 2

Description of Target Group

This course is designed for students who have some proficiency in basic mathematic skills. Students enrolled in this course generally are unable to grasp algebraic concepts at a rapid pace and require greater maturation prior to progressing to the course in algebra.

Purpose

The purpose of Math A 2 is to improve computation skills and introduce negative numbers. It allows students to learn concepts of algebra and geometry. This is the second semester of a one year course.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Algebra
   a. apply the rules for the order of operations on positive and negative rational numbers.
   b. evaluate algebraic expressions.
   c. solve linear equations.
   d. add and subtract polynomials.
2. Geometry
   a. determine perimeter and area of simple polygons.
   b. apply terminology of angles, lines' polygons, and circles.
   c. perform simple constructions with a compass and straightedge.

Instructional Materials

Text and Supplementary Materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

1. Individual work
2. Lectures
3. Class participation
4. Demonstrations
5. Audio-visual materials
6. Field trips
7. Small group activities
8. Outside resource people.

Course Title

Math Analysis A (Honors)

Description of Target Group

This course is for all students who have successfully completed Algebra 2B or demonstrated comparable proficiency. It is recommend that students enrolled in this class be concurrently enrolled in Physics A.

Purpose

The purpose of Math Analysis A is to introduce students to analytical mathematics by stressing: topics from advanced algebra; quadratic equations; coordinate geometry; polynomial algebra and theory of equations; inequalities and functions; exponents and logarithms; trigonometric functions; triangle trigonometry; use of scientific calculators; and applications of math to physics, astronomy, economics, biology and other fields. This is the first semester of a one year course.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Represent and solve problems using linear programming and difference equations.
2. Solving and graphing inequalities of one (1) or two (2) variables.
3. Using exponent laws.
4. Using calculators for logarithm problems.
5. Proving trigonometric identities.
6. Show the connections between right triangle rations, trigonometric functions, and circular functions.
7. Apply general graphing techniques to trigonometric identities.

Instructional Materials

Text and Supplementary Materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

1. Individual work
2. Lectures
3. Class participation
4. Demonstrations
5. Drills
6. Audio-visual materials
7. Build a portfolio
8. Small group activities
9. Outside resource people

Course Title

Math Analysis B (Honors)

Description of Target Group

This course is for all students who have successfully completed Math Analysis A or demonstrated comparable proficiency. It is recommended that students enrolled in this class be concurrently enrolled in Physics B.

Purpose

The purpose of Math Analysis B is to introduce the student to an advanced knowledge of analytical mathematics by stressing: trigonometric addition formulas and identities; graphing techniques such as stresses, reflections, and translations; applications of trigonometric polar coordinates and complex numbers; De Moivre's Theorem; conic sections; vectors and determinants; sequences and series; using scientific calculators; and including: an introduction to calculus, statistics, and probability. This is the second semester of a one year course.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Determining maximum and minimum points of a graph and interpret the results in problem situations.
2. Investigating limiting process by examining infinite sequences and series.
3. Understand the connections between trigonometric functions and polar coordinates.
4. Development of the complex number system and demonstrate facility with its operations.

Instructional Materials

Text and Supplementary Materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

1. Individual work
2. Lectures
3. Class participation
4. Demonstrations
5. Drills
6. Audio-visual materials
7. Build a portfolio
8. Small group activities
9. Outside resource people

Course Title

Math Prep 1

Description of Target Group

This pilot summer course is for students planning to take Algebra (CMP) or Interactive Math Program (IMP) Course 1.

Purpose

The purpose of Math Prep 1 is to provide the foundations for students to expand their problem-solving skills and is aligned with the new state Math framework. Students will work individually and cooperatively to understand mathematical concepts to improve computational skill and practice communicating their understanding both orally and in writing. Course will assist students to insure success in IMP, Algebra or higher Math courses. This is a six week summer course.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Problem-solving
    a. Working on long-term problems
    b. Drawing on diverse knowledge and methods to solve problems
    c. Applying appropriate technology to problem solving
    d. Posing questions related to a problem
    e. Generalizing problems
2. Group work
    a. Working cooperatively with others
    b. Sharing ideas
    c. Asking for assistance
    d. Subdividing a task so that group members can work independently on different parts of it
3. Writing and communication
    a. Reading and understanding complex problems
    b. Summarizing the essential ideas of a problem
    c. Describing methods used to approach a problem
    d. Explaining reasoning used in solving a problem
    e. Evaluating and improving the quality of written work
    f. Making oral presentations

Instructional Materials

Text and Supplementary Materials

Refer to Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

This course will be presented as determined by the methods and techniques of the instructor and will utilize the following:

1. Individual work
2. Lectures
3. Class participation
4. Demonstrations
5. Audio-visual materials
6. Manipulatives
7. Investigations
8. Drills
9. Small group activities
10. Use of calculators
11. Outside resource people

Course Contents

From Algebra:

- ? Using variables and algebraic expressions
  - ? to represent concrete situations
  - ? to generalize results
  - ? to describe functions
- ? Using ratio and proportion in problem situations
- ? Developing equivalent equations for proportions
- ? Interpreting graphs and using graphs to represent situations
- ? Relating graphs to their equations (with emphasis on linear and quadratic relationships)
  - ? Solving systems of equations by graphing
  - ? Fitting equations to data, both with and without graphing calculators

From Geometry:

- ? Understanding the meaning of angles and their measurement
- ? Developing relationships among interior and exterior angles of polygons' including angle sum formulas
- ? Working with similar polygons
  - ? Developing criteria for similarity
  - ? Using properties of similar polygons to solve concrete problems

? Defining and using trigonometric functions for right triangles

From Probability and Statistics

? Constructing area models to represent probabilistic situations
? Developing basic methods for calculating probabilities
? Understanding, calculating, and interpreting expected value
? Distinguishing between theoretical and experimental probabilities
? Planning and carrying out experiments
? Collecting and analyzing data
? Constructing frequency bar graphs
? Learning about normal distributions and properties of the normal curve
? Calculating mean and standard deviation' and applying these concepts to concrete situations
? Using simulations to estimate probabilities

From Logic

? Making and testing conjectures
? Constructing sound logical arguments
? Formulating counterexamples
? Developing and describing algorithms and strategies

Course Title

Mathematical Analysis CPM (P)
«Formerly College Preparatory Mathematics ‹CPM› Math 4 (P)»

Description of Target Group

Mathematical Analysis CPM (P) is a year long course for students who have successfully completed Algebra 2 CPM 3.

Purpose

This course has been designed to move towards the goals of the new Mathematics Framework of the state and still retain the major pre calculus topics as indicated in the framework.

Standards of Expected Student Achievement

On completion of this course, students should be able to:

- Use problem-solving skills in conjunction with knowledge of the inter-connections among algebra, geometry, and functions to analyze problems and formulate appropriate solutions and to extend current knowledge by making new connections
- Visualize, express, interpret, and graph functions (and their inverses, when they exist) in various positions in two dimensions. In many cases, given the graph, be able to represent it with an equation
- Interpret the integral as a sum of areas of rectangles. Solve problems involving trigonometric functions and sinusoidal functions
- Graph polar coordinate equations
- Use basic statistical methods involving mean, median, standard deviation, z-scores and percentiles
- Given a set of data, find a line of best fit
- Perform basic operations on vectors as geometrically-defined and coordinate-defined quantities
- Use parametric equations
- Find limits of sequences and functions
- Calculate average rates of change and derivatives
- Solve problems involving conic sections and use conics for modeling data
- Communicate their mathematical ideas clearly using appropriate vocabulary
- Apply mathematics to problems in economics, biology, chemistry, and physics

Additional features will include more challenging problems for the more motivated student, SAT review questions, and multiple-choice questions to correct common algebraic misconceptions and promote precision.

In addition, students will:

1. Move away from a rule applying approach to a rule generating approach.

2. Learn to use a graphing calculator effectively and efficiently.

3. Continue to develop confidence as problem solvers, extending their use of strategies to the solution of algebra problems as well as developing new strategies such as writing equations and relating them to their graphs.

4. Become more aware of their own thinking about problems and describe their efforts both orally and in writing.

5. Develop organizational skills in study habits as well as in doing mathematics.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

This course will be presented as determined by the methods and techniques of the instructor and will utilize lecture, demonstration, group work, investigations, oral and written communication, study, drills, quizzes, and examinations.

Course Description

A. COVER PAGE

1. Course Title
Pre-Algebra A

2. Transcript Title / Abbreviation
pre-algebra-a

3. Transcript Course Code / Number

4. School
Ernest Righetti High School

5. District
Santa Maria Joint Union High School

6. City
Santa Maria

7. School / District Web Site
http://www.smjuhsd.org

8. School Contact

Name: Kevin McNamara

Title/Position: Mathematics Department Chair

Phone: (805) 937-2051 **Ext.:** 2505

Fax: (805) 934-0819

E-mail: kmcnamara@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☒ Mathematics
- ☐ Laboratory Science
- ☐ Language other than English
- ☐ Visual & Performing Arts (for 2003)
- ☐ Elective

10. Grade Level(s)
$9^{th} – 12^{th}$

11. Seeking "Honors" Distinction?

☐ Yes ☒ No

12. Unit Value

- ☒ 0.5 (half year or semester equivalent)
- ☐ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Date of School Board Approval

14. Was this course previously approved by UC? ☐ Yes ☒ No If so, year removed from list? _____

Under what course title? _____

15. Is this course modeled after an UC-approved course from another school? ☐ Yes ☒ No

If so, which school(s)? _____

16. Pre-Requisites

Completion of Basic Math and/or General Math with a Grade of "C" or better, or by (previous) Teacher Recommendation.

17. Co-Requisites

None

18. Brief Course Description

This is a two semester course for students who are not yet ready for Algebra I, and are still in need of mastering 6th and 7th grade standards.

B. COURSE CONTENT

Please refer to instructions

19. Course Goals and/or Major Student Outcomes

This course is not a graduation requirement for the Santa Maria Joint Union High School District.
Standards of expected student achievement: Upon completion of this course, students will be able to successfully demonstrate understanding of the following standards:

1. Algebraic Expressions and Integers
   a. Order of Operations
   b. Integers and absolute value
   c. Adding, subtracting, multiplying and dividing integers
2. Solving one-step equations and inequities
   a. Simplifying variable expressions
   b. Solving equations and inequalities
3. Decimals and equations
   a. Mean, median and mode
   b. Metric System
4. Factors, fractions, and exponents
   a. Scientific notation
5. Operations and Fractions
6. Ratios, proportions, and percents
   a. Unit rates
   b. Mark up and discount
   c. Probability

20. Course Objectives

21. Course Outline

22. Texts & Supplemental Instructional Materials

Pre-Algebra (2001-Prentice Hall) by Davison, Landau, McCracken, and Thompson.

23. Key Assignments

24. Instructional Methods and/or Strategies

25. Assessment Methods and/or Tools

Assigned homework, written examinations (multiple choice and free response) aligned to standards.

C. HONORS COURSES ONLY

Please refer to instructions

26. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

27. Context for Course (optional)

28. History of Course Development (optional)

Course Description

A. COVER PAGE

1. Course Title
Pre-Algebra B

2. Transcript Title / Abbreviation
pre-algebra-b

3. Transcript Course Code / Number

4. School
Ernest Righetti High School

5. District
Santa Maria Joint Union High School

6. City
Santa Maria

7. School / District Web Site
http://www.smjuhsd.org

8. School Contact

Name: Kevin McNamara

Title/Position: Mathematics Department Chair

Phone: (805) 937-2051 **Ext.:** 2505

Fax: (805) 934-0819

E-mail: kmcnamara@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☒ Mathematics
- ☐ Laboratory Science
- ☐ Language other than English
- ☐ Visual & Performing Arts (for 2003)
- ☐ Elective

10. Grade Level(s)
9th – 12th

11. Seeking "Honors" Distinction?

☐ Yes ☒ No

12. Unit Value

- ☒ 0.5 (half year or semester equivalent)
- ☐ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Date of School Board Approval

14. Was this course previously approved by UC? ☐ Yes ☒ No If so, year removed from list? _____

Under what course title? _____

15. Is this course modeled after an UC-approved course from another school? ☐ Yes ☒ No

If so, which school(s)? _____

16. Pre-Requisites

Completion of Basic Math and/or General Math with a grade of "C" or better or by (previous) Teacher Recommendation.

17. Co-Requisites

None

18. Brief Course Description

This is a two semester course for students who are not yet ready for Algebra I, and are still in need of mastering 6th and 7th grade standards.

B. COURSE CONTENT

Please refer to instructions

19. Course Goals and/or Major Student Outcomes

This course is not a graduation requirement for the Santa Maria Joint Union High School District.
Standards of expected student achievement: Upon completion of this course, students will be able to successfully demonstrate understanding of the following standards:

1. Solving Equations and Inequalities
   a. Solving multi-step equations
   b. Simple and Compound Interest
2. Linear Functions and Graphing
   a. Relations and Functions
   b. Slope and Y-Intercept
   c. Scatter Plots
3. Spatial Thinking
   a. Points, Lines, and Planes
   b. Polygons and Congruence
4. Area and Volume
   a. Space Figures and Cross Sections
   b. Surface Area and Volume
5. Right Triangles in Algebra
   a. Square Roots and Irrational Numbers
   b. The Pythagorean Theorem
6. Data Analysis and Probability
   a. Histograms, Box-and-Whisker Plots, Stem-and-Leaf Plots
7. Nonlinear Functions and Polynomials
   a. Patterns and Sequences
   b. Multiplying Binomials

20. Course Objectives

21. Course Outline

22. Texts & Supplemental Instructional Materials

Pre-Algebra (2001-Prentice Hall) by Davison, Landau, McCracken, and Thompson.

23. Key Assignments

24. Instructional Methods and/or Strategies

25. Assessment Methods and/or Tools

Assigned homework, written examinations (multiple choice and free response) aligned to standards.

C. HONORS COURSES ONLY

Please refer to instructions

26. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

27. Context for Course (optional)

28. History of Course Development (optional)

Course Title

Probability and Statistics

Description of Target Group

This course is for 11th and 12th grade students as an alternative to Math Analysis.

Purpose

The purpose of Probability and Statistics is to consolidate, deepen, and build upon student understanding of methods of exploratory data analysis and experiences with simulations and experimental probability previously encountered. This is a one semester course.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Construct and draw inferences from charts, tables, and graphs that summarize data from real-world situations.
2. Use curve fitting to predict from data.
3. Understand and apply measures of central tendency, variability, and correlation.
4. Understand sampling and recognize its role in statistical claims.
5. Design a statistical experiment to study a problem, conduct the experiment, and interpret and communicate the outcomes.
6. Analyze the effects of data transformations on measures of central tendency and variability.
7. Transform data to aid in data interpretation and prediction.
8. Test hypotheses using appropriate statistics.
9. Use experimental or theoretical probability, as appropriate, to represent and solve problems involving uncertainty.
10. Use simulations to estimate probabilities.
11. Understand and explain the concept of a random variable
12. Create and interpret discrete probability distributions.
13. Describe, in general terms, the normal curve and use its properties to answer questions about sets of data that are assumed to be normally distributed.
14. Apply the concept of a random variable to generate and interpret probability distributions including binomial, uniform, normal, and Chi Square.

Instructional Materials

Text and Supplementary Materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Presentation determined by the methods and techniques of the instructor utilizing the following activities.

1. Individual work
2. Lectures
3. Class participation
4. Demonstrations
5. Audio-visual materials
6. Drills
7. Field trips
8. Small group activities
9. Outside resource people

AERIES FORM

(Must be completed for all new courses)

Course Title Long: Early Assessment Program (EAP) Senior Year Math (ESM) **State Code:** 2417

Course Title Short (maximum of 15 characters): EAP Senior Math

Grade Range: - 12 **Default Credit Value:**

Length: Year (two period course, 10 units per semester) ☑ Year (A/B) (5 units per semester) ☐ Semester

UC/CSU Approved for honors credit (AP) ☐ Yes (Pending) ☑ No

UC/CSU Approved as College Preparatory ☑ Yes (Pending) ☐ No

Subjec Area – Mark at least 2 for credit assignments			
Pri	**Sec**	**Ter**	
			English Requirement
			World History
			US History
			Government
			Economics
			Mathematics
			Science-Physical
			Science-Life
			Physical Education
			Vis & Per Arts/Foreign Lang
			Health
X	X		Elective Credit

Vocational Education	**YES** X	**NO**
01	Introductory	
02	Concentrator	
03	Capstone	

Industry Sector:

Pathway:

Course Type (Leave blank if NOT Voc. Ed)

11	High School Skills/Independent Study	
30	ROC/P	
31	Vocational Ed: Sex Equity non-trad.	
32	Technical Prep (Higher Ed Inst)	
33	Technical Prep and ROC/P	

	A	Agriculture
	C	Business
	E	English
	J	Family & Consumer Science
	G	International Language
	H	Health
	K	Industrial Arts/Technology
X	**M**	Mathematics
	N	Music
	Y	Non-Academic/Non-Departmental
	P	Physical Education
	W	ROP
	Q	Science
	S	Social Science
	B	Visual/Performing Arts
	Z	TA/Non-Schedule

Course Level

	30.	Advanced Placement
	31.	Basic (PreK – 12)
X	32.	General (PreK – 12)
	33.	Gifted & Talented
	34.	Other Honors (non-UC)
	35.	Remedial (PreK – 12)
	36.	Special Education
	39.	UC Certified Level
	40.	College Level

Prerequisite Course # (if applicable):

CSF List		
	A	List 1/A
	B	List II/B
	C	List III/C

NCLB CORE (Yes) No (If "yes" select core area)

	AR	Art
	EC	Economics
	EN	English
	FL	Foreign Language
	GE	Geography
	GV	Civics & Government
X	**MT**	Mathematics
	RL	Reading/Lang Arts
	SC	Science
	SS	Social Studies

UC/CSU Graduation A-G Requirements

	A	History/Social Science
	B	English
	C	Mathematics
	D	Laboratory Science
	E	Foreign Language
	F	Visual/Performing Arts
X	G	Elective Credits

Course Naming Convention

	0001-0999	Remediation
	1000-1999	Freshman Level - *required*
	2000-2999	Sophomore Level - *required*
	3000-3999	Junior Level - *required*
X	**4000-4999**	Senior Level - *required*
	5000-5999	High School-at-College
	6000-6999	Non-level/Elective
	7000-7499	ROP
	7500-7999	Special Education
	8000-8999	Reserved for Future
	9000-9999	Independent Study

Approved by: _____ Date _____

Entered by: _____ Date _____

Course Number(s) _____ _____

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
COURSE ADOPTION FORM
(Submit to the Assistant Superintendent / Instruction)
Please include a Course Description and a Textbook Adoption Form

School associated with this course:

☐ Delta ☐ Pioneer ☑ Righetti ☐ Santa Maria ☐ District

Name of person initiating process:

Matt Provost Phone: 805-937-2051 Ext:. 2506 **Dept:** MATH

☑ **NEW COURSE** ***(Will need approval from Curriculum Council and the Board of Education, and a complete course description***

Full Title of Proposed Course: Early Assessment Program (EAP) Senior Year Math (ESM)

Abbreviated Title for AERIES: E A P S E N I O R M A T H
(15 characters maximum including spaces & punctuation)

Will this course be submitted for UC approval?

☑ Yes ***(UC Course Description Templates must be completed)***

☐ No (***District Course Description Templates must be completed)***

What is the major purpose for the course being added to the curriculum?

The goal of this course is to provide math options that support transition to college.

☐ **REVISING AN EXISTING COURSE**
(Will require DC's and Principal's signatures from all sites offering this course and a new revised course description)

Current Course Title: _____ ***Course Number(s):*** _____ _____

☐ **COURSE TITLE CHANGE**
(IWill require DC's and Principal's signatures from all sites offering this course)
A course title change will modify the course name on the transcript of students who already took the course. The new course name will appear instead of the course name it had at the time the course was taken.

Current Course Title: _____ ***Course Number(s):*** _____ _____

New Proposed Course Title: _____

Abbreviated Title for AERIES: ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐
(15 characters maximum including spaces & punctuation)

What is the purpose for the revision and/or course title change?

Department Head - DHS	Date	Principal - DHS	Date
[signature]	6/5/17	[signature]	6/6/17
Department Head - ERHS	Date	Principal - ERHS	Date
Department Head - PVHS	Date	Principal - PVHS	Date
Department Head - SMHS	Date	Principal - SMHS	Date
Asst. Supt. of Instruction	Approval Date	Board Approval Date	

Revised 2/16/16

DISTRICT
Course Description

(Must be accompanied by a Course Adoption form & Textbook Adoption Form)

Full Course Title: Early Assessment Program (EAP) Senior Year Math (ESM) Course

School Associated with course: ☐ DHS ☑ ERHS ☐ PVHS ☐ SMHS

School Contact

Name: Matt Provost **Title/Position:** Teacher

E-mail: mprovost@smjuhsd.org **Phone:** 805-937-2051 **Ext:** 2506

Department: Math

Transcript Course Code(s) / Number(s):

Subject Area

- ☐ English Requirement
- ☐ World History
- ☐ US History
- ☐ Government
- ☐ Economics
- ☑ Mathematics
- ☐ Physical Science
- ☐ Life Science
- ☐ Physical Education
- ☐ Visual & Performing Arts
- ☐ Health
- ☐ Elective

Grade Level(s)

☐ 9 ☐ 10 ☐ 11 ☑ 12

Vocational Education (CTE) ☐ Yes ☑ No

Career Pathway:

Industrial Sector:

☐ **Introduction** ☐ **Concentration** ☐ **Capstone**

Unit Value

- ☐ Semester (5 units)
- ☑ Year A/B (5 units per semester)
- ☐ Year A/B (two period course, 10 units per semester)

Comments:

Course Purpose: *What is the purpose of this course?*

The Early Assessment Program (EAP) Senior Year Math (ESM) course is the result of a regional partnership involving a team of math faculty from CSU Sacramento, local community colleges, county offices of education, and area high schools. The goal of the ESM course is to provide math options that support transition to college, focusing on seniors who typically choose to take no math their senior year, making transition to college-level math more challenging. This course is designed to strengthen students' mathematical foundation and deepen their conceptual understanding of mathematical theory, skills, and strategies. The course is grounded in an engaging and innovative learning environment focused on conceptual understanding, where students who may have previously considered themselves unsuccessful in math can learn and thrive.

B. COURSE CONTENT

Course Outline: *A detailed descriptive summary of all topics covered. All historical knowledge is expected to be empirically based, give examples. (i.e. California State Standards).*

COMPETENCIES AND SPECIFIC COURSE OUTCOMES

1. Linear Functions
2. Quadratic Functions
3. Exponential Functions and Expressions
4. Systems of Equations
5. Rational Expressions
6. Problem solving Strategies
7. Absolute Value
8. Financial Math
9. Geometry

INSTRUCTIONAL STRATEGIES

A variety of strategies are employed including lecture, individual and group work, simulations and the use of discovery through observation. Students are frequently presented with a real life situation that is first modeled through a simulation. They then discuss their findings with their group and make a conjecture about the situation.

OBJECTIVES/GOALS

- Become better problem solvers
- Increase critical thinking skills
- Enhance numeracy
- Gain appreciation of mathematics and its applications
- Increase perseverance to solve math problems that seem unfamiliar
- Work in groups to share mathematical ideas from students point of view
- Improve mathematical communication abilities
- Overcome fear of mathematics

Text(s): Title:_____

Edition:_____ Publication Date:_____

Publisher: _____ Author (s):_____

URL Resource(s)_____

☐ Usage ☐ Primary Text ☐ Read in entirety or near entirety

Pre-Requisites
Algebra 2 or Integrated Math 3 completion with a D or betterEAP Mathematics status of level 3, "Conditionally Ready," or level 2, "Not Ready"
Co-Requisites

Supplemental Instructional Material: *Please Describe. If using online text or non-standard material, please provide the title of the material or webpage and the URL link.*

Instructional Methods and/or Strategies:

Assessment Methods and/or Tools:

Activities: *(if applicable)*

Certificate: *(if applicable)*

Course Title

Senior Math

Description of Target Group

This course is for 12th grade students who need to fulfill the school district requirement for math in their senior year (if they do not already have 25-units of math).

Purpose

The purpose of Senior Math is to stress the application of basic mathematics to consumer problems of personal money records, buying problems, and wage income problems. Included in these areas will be checking account records, budgeting, sales tax, making change, figuring unit price, buying a fraction of a unit, wage deductions, and family budget problems. This is a one semester course.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Work to reinforce arithmetic skills.
2. Develop a method to handle personal finances.
   a. Keeping cash receipts and payment records.
   b. Recording and balancing checking account records.
   c. Budgeting records.
3. Show how to handle money in the wholesale and retail phases of business.
   a. Completing a sales slip.
   b. Computing unit prices.
   c. Computing taxes.
   d. Consumer credit.
4. Explain and discuss career placement and computing income.
   a. Computing salaries, wages, and overtime.
   b. Working with different payment methods.
   c. Computing deductions.
   d. Filling out time cards.
5. Relate life experience to financial needs. (optional)
   a. Buying government bonds.
   b. Buying mutual funds.
   c. Buying and selling real estate (buying a house)
   d. Cost of doctors, lawyers, accountants, and community resources.
   e. Computer literacy, hands-on experience.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

1. Individual work
2. Lectures
3. Class participation
4. Demonstrations
5. Audio-visual materials
6. Field trips
7. Small group activities
8. Outside resource people

Course Title

Statistics A/B (AP)

Department

Math/RHS

Description of Target Groups

This course will be offered to college preparatory students who are interested in earning college credit.

Purpose

The purpose of Advanced Placement Statistics is to provide the student with a clear understanding of statistical techniques and to be able to apply those techniques to real life situations. This class is intended for students planning to pursue college degrees in Math, Science, or engineering areas of study. Course length is one year; total units is 10.

Prerequisites

Eligible students must have completed Algebra 2 with a "B" or better or a recommendation from instructor. All students are strongly recommended to have a TI 83 or equivalent graphing calculator.

Standards of Expected Student Achievement

Upon completion of this course students will be able to:

1. Analyze data using graphical and numerical techniques to study patterns and departures from patterns.
   - Interpreting graphical displays of distributions of univariate data.
   - Summarizing distributions of univariate data.
   - Comparing distributions of univariate data.
   - Exploring bivariate data.
   - Exploring categorical data.

2. Collect data in a well-developed plan.
   - Overview of methods of data collection.
   - Planning and conducting surveys.
   - Planning and conducting experiments.
   - Generalizability of results from observational studies, experimental studies, and surveys.

3. Use probability, as a tool for anticipating what the distribution of data should look like under a given model.
   - Probability as relative frequency.
   - Combining independent random variables.
   - The normal distribution.
   - Sampling distributions.

4. Select the appropriate models to make statistical inferences.
   - Confidence intervals.
   - Test of significance.
   - Special case of normally distributed data.

Methods of Assessment of Student Learning

Tests/ Quizzes
Homework
Projects
Activities

Instructional Materials

Text and Supplementary materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union School District

TI 83 Graphing calculators are recommended for all students
TI 83 Graphing overhead calculator
Classroom set of TI 83 Graphing calculators will be used

Dedicated statistical software will be used in computer lab

Activities

Presentation determined by the methods and techniques of the instructor utilizing the following activities.

1. Individual work
2. Lectures
3. Class participation
4. Demonstrations
5. Audio-visual materials
6. Drills
7. Field trips
8. Small group activities
9. Outside resource people
10. AP Exam

Course Title

Vocational Mathematics

Description of Target Group

This course is for students who are currently enrolled in one or more of the vocational courses offered and who have demonstrated some success with mathematic skills.

Purpose

The purpose of Vocational Mathematics is to develop an understanding of basic mathematics. It will provide the firm background needed for the vocational area of the student's choice. Skills will be developed which will be of use in mathematics as well a in solving problems found in jobs, business, industry, and in every day life as they relate to agriculture, trade and technical, and home economics. This is a one semester course.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Improve speed and skill in computation.
2. Use computational skills to solve template problems.
3. Measure with several measuring instruments.
4. Use computational skills to complete invoices.
5. Read a scale of micrometer or yardstick, as it relates to their own vocational class.
6. Use indirect measurement.
7. Make different types of measurement such as length, area, volume, weight, time and temperature, as it relates to their own vocational class.
8. Draw figures with a straight edge and/or protractor and/or compass as it relates to their own vocational class.
9. Estimate results in practical applications related to vocational class.
10. Use formulas in industrial application.
11. Solve problems in the metric system of measure.
12 Successfully demonstrate knowledge of the systems of measurement. Ability to
13 solve problems that require a basic knowledge of the United States customary system of measurement (i.e., linear, square, and cubic measure).
14. When asked to use the metric system of measurement, the student will be able to demonstrate skill through application to actual measurement situations found in the vocational class.

15. Given a problem in their own vocational field, the student will be equipped to apply new mathematical skills such as geometric construction, ratio and proportion, percentage, trigonometry, and statistical tables and graphs to the solution of such a problem.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Some class periods will utilize traditional methods of learning basic mathematics. Other periods will be used to allow the students to collect data and some will be a combination of the two, wherein the students will gain an appreciation for the application and meaning of Vocational Mathematics.

1. Individual work
2. Lectures
3. Data collection
4. Use of measuring instruments (i.e. rulers, micrometers, calipers)
5. Class participation
6. Demonstrations
7. Audio-visual materials
8. Field trips
9. Small group activities
10. Outside resource people



SMJUHSD

INTERNATIONAL LANGUAGE



Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
French 4 -Advanced Placement A/B

2. Transcript Title(s) / Abbreviation(s)
French 4A (AP) French 4B (AP)

3. Transcript Course Code(s) / Number(s)
IL6198 IL6199

4. School
Pioneer Valley High School

5. District
Santa Maria Joint Union High School District

6. City
Santa Maria, CA 93455

7. School / District Web Site
http://www.smjuhsd.k12.ca.us

8. School Course List Contact

Name: Jim Armstrong

Title/Position: Asst. Supt. Curric/Instruction

Phone: 922-4573 **Ext.:** 4211

E-mail: jarmstrong@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☒ Language other than English
- ☐ Visual & Performing Arts
  - ☐ Intro ☐ Advanced
- ☐ College Prep Elective

10. Grade Level(s) for which this course is designed
11 & 12

11. Seeking "Honors" Distinction?
☐ Yes ☐ No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Is this an Internet-based course? ☐ Yes ☐ No

If "Yes", who is the provider? ☐ UCCP ☐ PASS/Cyber High ☐ Other _____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- ☐ A course reinstated after removal within 3 years. Year removed from list? _____
  - Same course title? ☐ Yes ☐ No
  - If no, previous course title? _____
- ☐ An identical course approved at another school in same district. Which school? _____
  - Same course title? ☐ Yes ☐ No
  - If no, course title at other school? _____
- ☐ Year-long VPA course replacing two approved successive semester courses in the same discipline
- ☐ Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- ☐ Approved UC College Prep (UCCP) Online course
- ☐ Approved CDE Agricultural Education course
- ☐ Approved P.A.S.S./Cyber High course
- ☐ Approved ROP/C course. Name of ROP/C? _____
- ☐ Approved A.V.I.D. course
- ☐ Approved C.A.R.T. course
- ☐ Approved Project Lead the Way course
- ☐ Other. Explain: _____

15. Is this course modeled after an UC-approved course from another school outside your district? ☐ Yes ☒ No

If so, which school(s)? _____

Course title at other school _____

16. Pre-Requisites

French 3 B or better or teacher permission

17. Co-Requisites

18. Is this course a resubmission? ☐ Yes ☒ No

If yes, date(s) of previous submission? _____

Title of previous submission? _____

19. Brief Course Description

AP Placement French Language is designed to prepare students to take the Advanced Placement test in Language. It encompasses aural/oral skills, reading comprehension, grammar, and compositions. The course seeks to develop language skills that are useful in themselves and that can be applied to various activities and disciplines rather than to the mastery of any specific subject matter. Extensive training in the organization and writing of compositions must be an integral part of an AP French Language course. Student who enroll must already have a good command of French grammar and vocabulary and have competency in listening, comprehension, speaking, reading and writing.

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

The purpose of the course is to increase students' competency in written and spoken French, and to prepare students for the AP examination. The course will contribute to the A-G college entrance requirements. The length of the course will be 2 terms, with 10 units of credit.

21. Course Objectives

1. The ability to understand spoken French in various contexts.
2. The ability to converse on a wide range of topics.
3. A sufficient vocabulary in French to understand non-technical writings such as newspapers and magazine articles and pieces of literature.
4. The ability to read, respond to, and discuss non-technical writings such as those listed above.
5. The ability to express themselves in both written and in spoken French with reasonable fluency and accuracy.

22. Outline of content and time allotment

Throughout the year teaches will vary the course by interweaving activities and exercises to help the students master listening, speaking ,reading, grammar and writing skills. Teachers will provide extensive training in all areas so that students are prepared to take the AP exam when offered.

23. Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria High School District.

24. Key assignments

Course content will include current events, the arts, literature, and sports. It will also include audio and visual recordings, newspapers and magazines. The course seeks to develop language skills (reading, writing, listening and speaking) that can be used in various activities and disciplines.

Extensive training in the development and writing of compositions will be emphasized. Less formal writing tasks will include responses to reading or to audio-visual materials, journal entries, and summaries of instruction. Grammar will be one component of the writing skills that will be worked on.

Reading will include introductory literature, current events, history, and articles from popular culture, such as magazines.

Listening will be practiced with various audio and audiovisual materials, including news, films and tapes.

Speaking will be integrated into all classroom activities.

25. Instructional methods

The course seeks to develop language skills that can be used in various activities and disciplines rather than to cover any body of subject matter. In addition to the basic text, a variety of materials will be sued to meet the needs of the students including:

- Dictation
- Student taping of selected readings
- Oral discussions
- Formal and informal discussions
- Grammar review
- Vocabulary review and enrichment
- Storyline pictures
- Listening drills
- Practice AP exams
- A special emphasis on the organization and writing of compositions

26. Assessment methods and/or tools

College Board rubrics for the AP exam will be applied to formal oral presentation and written work.
Discrete item quizzes will evaluate progress in areas of structure, syntax and orthography.
Student journals, projects and presentations.
Oral assessments, both formal (e.g., the COCI) and informal.

C. HONORS COURSES ONLY

Please refer to instructions

27. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

28. Context for Course (optional)

29. History of Course Development (optional)

Submitted to UC 2/28/06
Pending Approval: E/Language Other Than English

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

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Title/Position: Asst. Supt. Curric/Instruction

Phone: 922-4573 **Ext.:** 4211

E-mail: jarmstrong@smjuhsd.org

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- ☐ Mathematics
- ☐ Laboratory Science
- ☒ Language other than English
- ☐ Visual & Performing Arts
  - ☐ Intro ☐ Advanced
- ☐ College Prep Elective

10. Grade Level(s) for which this course is designed
11 & 12

11. Seeking "Honors" Distinction?
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- ☐ 0.5 (half year or semester equivalent)
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Please refer to instructions

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24. Key assignments

Course content will include current events, the arts, literature, and sports. It will also include audio and visual recordings, newspapers and magazines. The course seeks to develop language skills (reading, writing, listening and speaking) that can be used in various activities and disciplines.

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- Grammar review
- Vocabulary review and enrichment
- Storyline pictures
- Listening drills
- Practice AP exams
- A special emphasis on the organization and writing of compositions

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Discrete item quizzes will evaluate progress in areas of structure, syntax and orthography.
Student journals, projects and presentations.
Oral assessments, both formal (e.g., the COCI) and informal.

C. HONORS COURSES ONLY

Please refer to instructions

27. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

28. Context for Course (optional)

29. History of Course Development (optional)

Submitted to UC 2/28/06
Pending Approval: E/Language Other Than English

Course Title

SPANISH LANGUAGE A/B (AP)

Prerequisites

By Teacher recommendation

Description of Target Group

This one year, unit course is designed for advanced language students who wish to meet college requirements for credit through the AP program and examination. The class is open to "standard" students (those who have studied Spanish only in school) and "nonstandard" students (those who have studied Spanish abroad or who have learned at home).

Purpose

The purpose of the course is to prepare students for the AP examination. Since the exam evaluates listening, reading, speaking, and writing skills the course provides instruction and practice in these areas. The course will contribute to the A-G college entrance requirements.

Content Standards

Students will be able to converse on a wide range of subjects including personal, cultural, professional, socio-political, and religio-philosophical areas.
Students will be able to read and paraphrase or summarize introductory literature.
Students will be able to respond to a wide range of pattern response drills.
Students will be able to narrate and describe, guided by oral or visual prompts.
Students will be able to understand spoken Spanish in a variety of contexts, including being read to, watching television, and listening to music.

Activities - some examples

Listening:

Transcription of songs
Summary of reading
True/False or multiple choice response to listening selections
Close activities

Reading:

In class and at home selections
Comprehension questions
Summaries and illustrations
Rewriting conclusions
Generating vocabulary lists

Speaking:
Directed response (oral and visual prompts)
Situational conversation cards
Singing - memorization of songs, poetry
Review of weekend activities
Role playing
Production of music video
Writing:
Journal - 3 entries per week
Essays - creative, directed, various formats
Workbook - short answer, practice of structure and syntax
Summaries or retellings of reading
Transcription of personal tape recordings

Assessment

College Board rubrics for the AP Exam will be applied to all formal oral presentations and written work.

The California Oral Competency Interview will be administered to all students at least twice a year.

Discrete item quizzes will evaluate progress in areas of structure, syntax, and orthography.

Informal daily evaluation of oral participation will be used throughout the program.

Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Curriculum Framework

In today's global community, competence in more than one language is an essential part of communication and cultural understanding. Study of another language not only provides individuals with the ability to express thoughts and ideas for their own purposes but also provides them with access to perspectives and knowledge that are only available through the language and culture. Advanced language learning offers social, cultural, academic, and workplace benefits that will serve students throughout their lives. The proficiencies acquired through the study of languages and literatures endow language learners with cognitive, analytical, and communication skills that carry over into many other areas of their academic studies.

The three modes of communication (Interpersonal, Interpretive, and Presentational) defined in the *Standards for Foreign Language Learning in the 21st Century* are foundational to the AP Spanish Language and Culture course. The AP course provides students with opportunities to demonstrate their proficiency in each of the three modes in the Intermediate to Pre-Advanced range as described in the *ACTFL Performance Guidelines for K–12 Learners*. As such, the AP Spanish Language and Culture course has been designed to provide advanced high school students with a rich and rigorous opportunity to study the language and culture of the Spanish-speaking world that is approximately equivalent to an upper-intermediate college or university Spanish course. It is expected that this course will be offered as the first step in the study of college-level Spanish after approximately three to five years of language study for classroom learners. For native and heritage speakers, there may be a different course of study that leads to the AP Spanish Language and Culture course. Students who are successful in this course and exam may continue their study of college-level Spanish by taking the AP Spanish Literature and Culture course and exam, as well.

The AP Spanish Language and Culture course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. Students should learn language structures in context and use them to convey meaning. In standards-based world language classrooms, the instructional focus is on function and not the examination of irregularity and complex grammatical paradigms about the target language. Language structures should be addressed inasmuch as they serve the communicative task and not as an end goal unto themselves. The AP Spanish Language and Culture course strives to promote both fluency and accuracy in language use and not to

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overemphasize grammatical accuracy at the expense of communication. In order to best facilitate the study of language and culture, the course is taught in the target language.

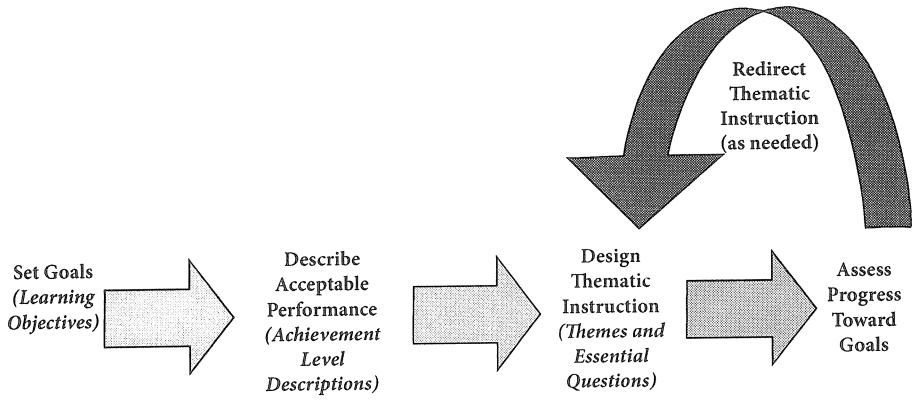
The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of products, both tangible (e.g., tools, books) and intangible (e.g., laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions that underlie both practices and products).

Structure of the Curriculum Framework

This curriculum framework begins by outlining the *learning objectives* and the *achievement level descriptions* that define student performance across five levels.

Tools for instructional design come next: *themes* to integrate language, content, and culture into an interrelated series of lessons and activities; *recommended contexts* for exploring each theme; and *overarching essential questions* to engage learners and to guide classroom investigations, learning activities, and performance assessments.

The following graphic illustrates how the components of the curriculum framework relate to how a teacher designs and delivers instruction.



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Learning Objectives and Achievement Level Descriptions

At the core of the AP Spanish Language and Culture course are six groups of *learning objectives* identifying what students should know and be able to do across the three modes of communication. These objectives outline expectations of student abilities in the following areas:

Spoken Interpersonal Communication
Written Interpersonal Communication
Audio, Visual, and Audiovisual Interpretive Communication
Written and Print Interpretive Communication
Spoken Presentational Communication
Written Presentational Communication

The degree to which student performance meets the *learning objectives* in each area is articulated in the *achievement level descriptions*, which clearly define how well students at each level perform. Because of the interrelated nature of the modes of communication, all the *achievement level descriptions* work in concert with one another and should be considered holistically. While references to levels 1–5 cannot precisely predict a student's ultimate AP Exam score, AP teachers can use this information to develop better insight into individual student performance and adjust the curriculum and instruction throughout the course.

Overarching Premise

When communicating, students in the AP Spanish Language and Culture course demonstrate an understanding of the culture(s), incorporate interdisciplinary topics (Connections), make comparisons between the native language and the target language and between cultures (Comparisons), and use the target language in real-life settings (Communities).

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Interpersonal Communication

The Interpersonal Mode is characterized by active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly.

Learning Objectives for Spoken Interpersonal Communication

Primary Objective: The student engages in spoken interpersonal communications.

- The student engages in the oral exchange of information, opinions, and ideas in a variety of time frames in formal situations.
- The student engages in the oral exchange of information, opinions, and ideas in a variety of time frames in informal situations.
- The student elicits information and clarifies meaning by using a variety of strategies.
- The student states and supports opinions in oral interactions.
- The student initiates and sustains interaction through the use of various verbal and nonverbal strategies.
- The student understands a variety of vocabulary, including idiomatic and culturally appropriate expressions.
- The student uses a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics.
- The student self-monitors and adjusts language production.
- The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).
- The student demonstrates knowledge and understanding of content across disciplines.

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Achievement Level Descriptions for Spoken Interpersonal Communication

Achievement Level 5

(a) **Interaction.** Students at Achievement Level 5 initiate, maintain, and close conversations on familiar topics in a culturally appropriate manner most of the time. They understand and usually use culturally appropriate expressions and gestures.
(b) **Strategies.** Students at this level use a variety of communication strategies as necessary to maintain communication (e.g., circumlocution, paraphrasing, requesting clarification or information). They often use questions to maintain the conversation and use context to deduce meaning of unfamiliar words. They often recognize errors and self-correct.
(c) **Opinions.** They state opinions and demonstrate some ability to support opinions on topics of personal interest.
(d) **Language structures.** These students use a variety of simple and compound sentences and some complex sentences on familiar topics, and they narrate and describe in all time frames, with a few errors that do not impede comprehensibility.
(e) **Vocabulary.** They understand and use vocabulary on a variety of familiar topics, including some beyond those of personal interest.
(f) **Register.** Their choice of register is usually appropriate for the audience, and its use is consistent despite occasional errors.
(g) **Pronunciation.** Their pronunciation and intonation patterns, pacing, and delivery are comprehensible to an audience unaccustomed to interacting with language learners; their pronunciation is consistent, with few errors that do not impede comprehensibility.
(h) **Cultures, connections, and comparisons.** These students identify the relationships among products, practices, and perspectives in the target culture(s) and compare them with their own culture. They compare and contrast a variety of geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 4

(a) **Interaction.** Students at Achievement Level 4 initiate, maintain, and close conversations on familiar topics. They usually interact in a culturally appropriate manner and may understand and use culturally appropriate expressions and gestures.
(b) **Strategies.** These students use some communication strategies to maintain communication (e.g., circumlocution, paraphrasing, restatement, asking for clarification or information). They use context to deduce meaning of unfamiliar words. They recognize some errors and self-correct.

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(c) **Opinions.** They provide opinions on familiar topics with limited ability to provide support.
(d) **Language structures.** They use simple and compound sentences and a few complex sentences with some accuracy. They narrate and describe in all time frames, demonstrating the most accuracy in present time and some accuracy in the past and future.
(e) **Vocabulary.** These students understand and use vocabulary on a variety of familiar topics, including some culturally appropriate and idiomatic expressions related to topics of personal interest.
(f) **Register.** Their choice of register is usually appropriate for the situation, yet some shifts between formal and informal registers occur.
(g) **Pronunciation.** Their pronunciation and intonation are comprehensible to an audience accustomed to interacting with language learners; errors do not impede comprehensibility.
(h) **Cultures, connections, and comparisons.** These students describe in some detail products or practices of the target culture(s) and may identify perspectives of the target culture(s) with some inaccuracies. They compare and contrast some geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 3

(a) **Interaction.** Students at Achievement Level 3 initiate, maintain, and close conversations on familiar topics and sometimes interact in a culturally appropriate manner.
(b) **Strategies.** These students occasionally use communication strategies, such as circumlocution and paraphrasing. Students at this level of achievement often seek clarification of meaning by asking for repetition. They use context to deduce meaning of unfamiliar words. Students may recognize errors; attempts at correction are only occasionally successful.
(c) **Opinions.** These students state opinions on topics of personal interest, and they understand and respond to questions and statements on familiar topics.
(d) **Language structures.** Their narrations and descriptions are characterized by strings of simple sentences and a few compound sentences, with the most accuracy in the present time and some accuracy in other time frames.
(e) **Vocabulary.** They understand and use vocabulary from familiar thematic word groups, including occasionally some culturally appropriate and idiomatic expressions.
(f) **Register.** Choice of register may be inappropriate for the intended audience, and shifts between formal and informal registers occur.

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(g) **Pronunciation.** Their pronunciation and intonation are comprehensible to an audience accustomed to interacting with language learners, yet errors occasionally impede comprehensibility.
(h) **Cultures, connections, and comparisons.** They identify some cultural products or practices of the target culture(s) and may identify a few common perspectives. They identify some geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 2

(a) **Interaction.** Students at Achievement Level 2 initiate and close conversations on topics of personal interest and maintain them by making basic statements. Comprehension of messages on familiar topics is limited, and they have little ability to interact in a culturally appropriate manner. Their communication often requires intervention from others to attain comprehensibility.
(b) **Strategies.** They may seek clarification by asking for basic information or repetition. They seldom recognize errors, and attempts at self-correction usually fail.
(c) **Opinions.** When stating opinions, they are limited to expressing likes and dislikes.
(d) **Language structures.** These students produce simple sentences with some accuracy in the present time.
(e) **Vocabulary.** They understand and use a limited range of vocabulary from familiar thematic word groups, including memorized phrases and a few idiomatic expressions.
(f) **Register.** These students communicate mainly using the familiar register.
(g) **Pronunciation.** Their pronunciation and intonation are mostly comprehensible to an audience accustomed to interacting with language learners; errors impede comprehensibility.
(h) **Cultures, connections, and comparisons.** These students identify a few common cultural products or practices and a few geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 1

Students at Achievement Level 1 demonstrate performances that are less proficient than those outlined for Level 2.

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Learning Objectives for Written Interpersonal Communication

Primary Objective: The student engages in written interpersonal communications.

- The student engages in the written exchange of information, opinions, and ideas in a variety of time frames in formal situations.
- The student engages in the written exchange of information, opinions, and ideas in a variety of time frames in informal situations.
- The student writes formal correspondence in a variety of media using appropriate formats and conventions.
- The student writes informal correspondence in a variety of media using appropriate formats and conventions.
- The student elicits information and clarifies meaning by using a variety of strategies.
- The student states and supports opinions in written interactions.
- The student initiates and sustains interaction during written interpersonal communication in a variety of media.
- The student understands a variety of vocabulary, including idiomatic and culturally appropriate expressions.
- The student uses a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics.
- The student self-monitors and adjusts language production.
- The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).
- The student demonstrates knowledge and understanding of content across disciplines.

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Achievement Level Descriptions for Written Interpersonal Communication

Achievement Level 5

(a) **Interaction.** Students at Achievement Level 5 initiate, maintain, and close written exchanges in formal and informal communications with good control of culturally appropriate conventions. They understand and respond to questions on familiar topics with some elaboration and detail.
(b) **Strategies.** These students use a variety of communication strategies as necessary in order to maintain communication (e.g., circumlocution, paraphrasing, requesting clarification or information). They use context to deduce meaning of unfamiliar words and often recognize errors and self-correct.
(c) **Opinions.** They state opinions and demonstrate some ability to support opinions on topics of personal interest.
(d) **Language structures.** These students use a variety of simple and compound sentences and some complex sentences on familiar topics, and they narrate and describe in all time frames, with a few errors that do not impede comprehensibility. They use transitional phrases and cohesive devices.
(e) **Writing conventions.** Their writing is marked by consistent use of standard conventions of the written language (e.g., capitalization, orthography, accents) as appropriate for the medium of communication (e.g., online chat, email, letters, blogs, bulletin boards).
(f) **Vocabulary.** They understand and use vocabulary on a variety of familiar topics, including some beyond those of personal interest. They understand and use some culturally appropriate vocabulary and idiomatic expressions.
(g) **Register.** Their choice of register is usually appropriate for the audience, and its use is consistent despite occasional errors.
(h) **Cultures, connections, and comparisons.** These students identify the relationships among products, practices, and perspectives in the target culture(s) and compare them with their own culture. They compare and contrast a variety of geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 4

(a) **Interaction.** Students at Achievement Level 4 initiate, maintain, and close written exchanges in formal and informal communications, although control of culturally appropriate conventions is inconsistent. They understand and respond to questions and statements on familiar topics with some elaboration and detail.

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(b) **Strategies.** These students use communication strategies (e.g., circumlocution, paraphrasing, asking for clarification or information) to maintain communication. They use context to deduce meaning of unfamiliar words. They recognize some errors and self-correct.
(c) **Opinions.** They provide opinions on familiar topics with limited ability to provide support.
(d) **Language structures.** They are usually accurate when writing about familiar topics using a variety of simple, compound, and a few complex sentences in all time frames, demonstrating the most accuracy in present time and some accuracy in the past and future. They use some transitional phrases and cohesive devices.
(e) **Writing conventions.** Their writing is generally consistent in the use of standard conventions of the written language (e.g., capitalization, orthography, accents) as appropriate for the medium of communication (e.g., online chat, email, letters, blogs, bulletin boards).
(f) **Vocabulary.** These students understand and use vocabulary on a variety of familiar topics, including some culturally appropriate and idiomatic expressions related to topics of personal interest.
(g) **Register.** Their choice of register is usually appropriate for the situation, yet some shifts between formal and informal registers occur.
(h) **Cultures, connections, and comparisons.** These students describe in some detail products or practices of the target culture(s) and may identify perspectives of the target culture(s) with some inaccuracies. They compare and contrast some geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 3

(a) **Interaction.** Students at Achievement Level 3 initiate, maintain, and close written exchanges on familiar topics. They understand and respond to questions and statements on familiar topics.
(b) **Strategies.** These students occasionally use communication strategies (e.g., circumlocution, restatement, requesting clarification or information) when interacting on familiar topics, and they occasionally use context to deduce meaning of unfamiliar words. They often seek clarification of meaning by asking for repetition. They may recognize errors; attempts at self-editing are occasionally successful.
(c) **Opinions.** They state opinions on topics of personal interest.
(d) **Language structures.** They produce strings of simple sentences and a few compound sentences, with the most accuracy in the present time and some accuracy in other time frames.

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(e) **Writing conventions.** Their writing shows inconsistent use of standard conventions of the written language (e.g., capitalization, orthography, accents) as appropriate for the medium of communication (e.g., online chat, email, letters, blogs, bulletin boards) that sometimes interferes with meaning.
(f) **Vocabulary.** These students understand and use vocabulary from familiar thematic word groups and occasionally incorporate some culturally appropriate and idiomatic expressions.
(g) **Register.** Their choice of register may be inappropriate for the intended audience, and shifts between formal and informal registers occur.
(h) **Cultures, connections, and comparisons.** These students identify some cultural products or practices of the target culture(s) and may identify a few common perspectives. They identify some geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 2

(a) **Interaction.** Students at Achievement Level 2 respond to questions and statements on topics of personal interest in written exchanges.
(b) **Strategies.** These students may seek clarification by asking for basic information. They seldom recognize errors, and attempts at self-editing usually fail.
(c) **Opinions.** When stating opinions, they are limited to expressing likes and dislikes.
(d) **Language structures.** They produce simple sentences with some accuracy in the present time. There is inconsistent control of basic structures.
(e) **Writing conventions.** Their writing shows little use of standard conventions of the written language (e.g., capitalization, orthography, accents) as appropriate for the medium of communication (e.g., online chat, email, letters, blogs, bulletin boards).
(f) **Vocabulary.** They understand and use a limited range of vocabulary from familiar thematic word groups, including memorized phrases and a few idiomatic expressions.
(g) **Register.** These students communicate mainly using the familiar register.
(h) **Cultures, connections, and comparisons.** These students identify a few common cultural products or practices and a few geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 1

Students at Achievement Level 1 demonstrate performances that are less proficient than those outlined for Level 2.

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Interpretive Communication

The Interpretive Mode is characterized by the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or speaker.

Learning Objectives for Audio, Visual, and Audiovisual Interpretive Communication

Primary Objective: The student synthesizes information from a variety of authentic audio, visual, and audiovisual resources.

- The student demonstrates comprehension of content from authentic audio resources.
- The student demonstrates comprehension of content from authentic visual resources.
- The student demonstrates comprehension of content from authentic audiovisual resources.
- The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions.
- The student understands the purpose of a message and the point of view of its author.
- The student identifies the distinguishing features (e.g., type of resource, intended audience, purpose) of authentic audio, visual, and audiovisual resources.
- The student demonstrates critical viewing or listening of audio, visual, and audiovisual resources in the target cultural context.
- The student monitors comprehension and uses other sources to enhance understanding.
- The student examines, compares, and reflects on products, practices, and perspectives of the target culture(s).
- The student evaluates similarities and differences in the perspectives of the target culture(s) and his or her own culture(s) as found in audio, visual, and audiovisual resources.
- The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).
- The student demonstrates knowledge and understanding of content across disciplines.

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Achievement Level Descriptions for Audio, Visual, and Audiovisual Interpretive Communication

Achievement Level 5

(a) **Comprehension of content.** When listening to or viewing a variety of authentic audio, visual, and audiovisual resources, students at Achievement Level 5 identify main ideas, some significant details, and the intended audience on a range of topics. These students use context to deduce the meaning of unfamiliar words and usually infer implied meanings.
(b) **Critical viewing and listening.** These students identify significant distinguishing features (e.g., type of resource, intended audience, purpose) of authentic audio, visual, and audiovisual resources.
(c) **Vocabulary.** They comprehend a variety of vocabulary, including culturally appropriate vocabulary and some idiomatic expressions related to topics of personal interest and limited unfamiliar topics.
(d) **Cultures, connections, and comparisons.** These students identify the relationship among products, practices, and perspectives in the target culture(s) and demonstrate understanding of most of the content of familiar interdisciplinary topics presented in the resource material. They compare and contrast geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 4

(a) **Comprehension of content.** When listening to or viewing a variety of authentic audio, visual, and audiovisual resources, students at Achievement Level 4 identify most main ideas and some significant details on familiar topics. These students use context to deduce the meaning of unfamiliar words and make some inferences.
(b) **Critical viewing and listening.** They identify some distinguishing features (e.g., type of resource, intended audience, purpose) of authentic audio, visual, and audiovisual resources.
(c) **Vocabulary.** These students comprehend most vocabulary, including some culturally appropriate and idiomatic expressions related to topics of personal interest.
(d) **Cultures, connections, and comparisons.** These students identify the products, practices, and some perspectives of the target culture(s) and demonstrate understanding of some content of familiar interdisciplinary topics presented in the resource material. They compare and contrast some geographic, historical, artistic, social, or political features of target culture communities.

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Achievement Level 3

(a) **Comprehension of content.** When listening to or viewing a variety of authentic audio, visual, and audiovisual resources, students at Achievement Level 3 identify some main ideas and details on familiar topics. They respond accurately to basic information questions (e.g., Who? What? When? Where?) and can sometimes use context to deduce meaning of unfamiliar words and make limited inferences.
(b) **Critical viewing and listening.** They identify a few distinguishing features (e.g., type of resource, intended audience, purpose) of authentic audio, visual, and audiovisual resources.
(c) **Vocabulary.** They comprehend a variety of vocabulary on topics of personal interest.
(d) **Cultures, connections, and comparisons.** These students are able to identify the cultural products and practices and demonstrate understanding of basic content of familiar interdisciplinary topics presented in the resource material. They are also able to identify a few geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 2

(a) **Comprehension of content.** When listening to or viewing a variety of authentic audio, visual, and audiovisual resources, students at Achievement Level 2 identify a few main ideas or details and are sometimes unable to respond to basic information questions.
(b) **Critical viewing and listening.** These students identify few distinguishing features (e.g., type of resource, intended audience, purpose) of authentic audio, visual, and audiovisual resources.
(c) **Vocabulary.** They understand a limited range of vocabulary from familiar thematic word groups, including memorized phrases and a few idiomatic expressions.
(d) **Cultures, connections, and comparisons.** These students identify a few common cultural products or practices of the target culture(s) and demonstrate limited understanding of the basic content of familiar interdisciplinary topics presented in the resource material. They are able to identify a few geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 1

Students at Achievement Level 1 demonstrate performances that are less proficient than those outlined for Level 2.

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Learning Objectives for Written and Print Interpretive Communication

Primary Objective: The student synthesizes information from a variety of authentic written and print resources.

- The student demonstrates comprehension of content from authentic written and print resources.
- The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions.
- The student understands the purpose of a message and the point of view of its author.
- The student identifies the distinguishing features (e.g., type of resource, intended audience, purpose) of authentic written and print resources.
- The student demonstrates critical reading of written and print resources in the target cultural context.
- The student monitors comprehension and uses other sources to enhance understanding.
- The student examines, compares, and reflects on products, practices, and perspectives of the target culture(s).
- The student evaluates similarities and differences in the perspectives of the target culture(s) and his or her own culture(s) as found in written and print resources.
- The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).
- The student demonstrates knowledge and understanding of content across disciplines.

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Achievement Level Descriptions for Written and Print Interpretive Communication

Achievement Level 5

(a) **Comprehension of content.** When reading a variety of authentic written and print resources, students at Achievement Level 5 identify main ideas and supporting details on a range of topics. They use context to deduce the meaning of unfamiliar words and usually infer implied meanings.
(b) **Critical reading.** They demonstrate critical reading skills and usually differentiate facts from opinions. These students identify the intended audience, source, and purpose and describe the basic context of the resource material.
(c) **Vocabulary.** These students comprehend a variety of vocabulary, including culturally appropriate vocabulary and some idiomatic expressions related to topics of personal interest and limited unfamiliar topics.
(d) **Cultures, connections, and comparisons.** These students identify the relationship among products, practices, and perspectives in the target culture(s) and demonstrate understanding of most of the content of the interdisciplinary topics presented in the resource material. They also compare and contrast geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 4

(a) **Comprehension of content.** When reading a variety of authentic written and print resources, students at Achievement Level 4 identify most main ideas and some supporting details on familiar topics. They use various reading strategies to aid in the literal comprehension of the text. These students make some inferences and use context to deduce the meaning of unfamiliar words.
(b) **Critical reading.** These students identify the intended audience, source, and purpose of the resource.
(c) **Vocabulary.** They comprehend most vocabulary, including some culturally appropriate and idiomatic expressions related to topics of personal interest.
(d) **Cultures, connections, and comparisons.** These students identify the products, practices, and some perspectives of the target culture(s) and demonstrate understanding of some content of the interdisciplinary topics presented in the resources. They compare and contrast some geographic, historical, artistic, social, or political features of target culture communities.

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Achievement Level 3

(a) **Comprehension of content.** When reading a variety of authentic written and print resources, students at Achievement Level 3 identify some main ideas and supporting details on familiar topics. They respond accurately to basic information questions (e.g., Who? What? When? Where?), make limited inferences, and use contextual clues to assist in the literal comprehension. They can sometimes use context to deduce meaning of unfamiliar words.
(b) **Critical reading.** These students identify the source and purpose of the resource.
(c) **Vocabulary.** They comprehend a variety of vocabulary on topics of personal interest.
(d) **Cultures, connections, and comparisons.** They are able to identify the products and practices of the target culture(s) and demonstrate understanding of basic content of familiar interdisciplinary topics presented in the resource material. They are also able to identify a few geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 2

(a) **Comprehension of content.** When reading a variety of authentic written and print resources, students at Achievement Level 2 identify some main ideas and details, but they are sometimes unable to respond to basic information questions. They occasionally use contextual clues for basic comprehension.
(b) **Critical reading.** They identify the source of the resource.
(c) **Vocabulary.** They understand a limited range of vocabulary from familiar thematic word groups, including memorized phrases and a few idiomatic expressions.
(d) **Cultures, connections, and comparisons.** These students identify a few common cultural products or practices of the target culture(s) and demonstrate limited understanding of basic content of familiar interdisciplinary topics presented in the resource material. They are able to identify a few geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 1

Students at Achievement Level 1 demonstrate performances that are less proficient than those outlined for Level 2.

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Presentational Communication

The Presentational Mode is characterized by the creation of messages in a manner that facilitates interpretation by members of the target culture where no direct opportunity for the active negotiation of meaning exists.

Learning Objectives for Spoken Presentational Communication

Primary Objective: The student plans, produces, and presents spoken presentational communications.

- The student produces a variety of creative oral presentations (e.g., original story, personal narrative, speech, performance).
- The student retells or summarizes information in narrative form, demonstrating a consideration of audience.
- The student creates and gives persuasive speeches.
- The student expounds on familiar topics and those requiring research.
- The student uses reference tools, acknowledges sources, and cites them appropriately.
- The student self-monitors and adjusts language production.
- The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).
- The student demonstrates knowledge and understanding of content across disciplines.

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Achievement Level Descriptions for Spoken Presentational Communication

Achievement Level 5

(a) **Discourse and development.** When planning, producing, and presenting spoken presentational communications, students at Achievement Level 5 use paragraph-length discourse with mostly appropriate use of cohesive devices to report, explain, and narrate on a range of familiar topics. They develop ideas by showing evidence of synthesis and interpretation of background information.
(b) **Strategies.** These students employ a variety of strategies to clarify and elaborate content of presentation; self-correction is mostly successful.
(c) **Language structures.** These students use a variety of simple and compound sentences and some complex sentences in major time frames. Errors do not impede comprehensibility.
(d) **Vocabulary.** These students use vocabulary on a variety of familiar topics, including some beyond those of personal interest. They use some culturally appropriate vocabulary and idiomatic expressions.
(e) **Pronunciation.** Their pronunciation and intonation patterns, pacing, and delivery are comprehensible to an audience unaccustomed to interacting with language learners.
(f) **Register.** Their choice of register is usually appropriate for the audience, and its use is consistent despite occasional errors.
(g) **Cultures, connections, and comparisons.** These students identify the relationship among products, practices, and perspectives in the target culture(s) and demonstrate understanding of most of the content of the interdisciplinary topics presented in the resource material. They also compare and contrast geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 4

(a) **Discourse and development.** When planning, producing, and presenting spoken presentational communications, students at Achievement Level 4 use mostly paragraph-length discourse with appropriate use of some cohesive devices to explain, express opinions, describe, and narrate on familiar topics. Their work shows some evidence of ideas that are developed and supported with examples.
(b) **Strategies.** These students may employ some communication strategies appropriately, such as paraphrasing and clarification; self-correction is often successful.
(c) **Language structures.** They use simple and compound sentences and a few complex sentences with some accuracy; errors do not impede comprehensibility.

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(d) **Vocabulary.** They use vocabulary on a variety of familiar topics, including some culturally appropriate and idiomatic expressions related to topics of personal interest.
(e) **Pronunciation.** Their pronunciation, intonation, pacing, and delivery are mostly comprehensible to an audience accustomed to interacting with language learners; errors do not impede comprehensibility.
(f) **Register.** Their choice of register is usually appropriate for the audience, yet some shifts between formal and informal registers occur.
(g) **Cultures, connections, and comparisons.** These students describe, in some detail, products or practices of the target culture(s), yet they may identify perspectives of the target culture(s) with some inaccuracies. They may compare and contrast some geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 3

(a) **Discourse and development.** When planning, producing, and presenting spoken presentational communications, students at Achievement Level 3 use strings of sentences and a few basic cohesive devices to express personal opinions, describe, and narrate on familiar topics. They show evidence of some development of ideas and basic structural organization (introduction, argument, and conclusion).
(b) **Strategies.** These students employ limited communication strategies, such as repetition and emphasis; self-correction is occasionally successful.
(c) **Language structures.** They produce simple and compound sentences with the most accuracy in the present time and some accuracy in other time frames. Errors may impede comprehensibility.
(d) **Vocabulary.** These students use vocabulary from familiar thematic word groups and occasionally incorporate some culturally appropriate and idiomatic expressions.
(e) **Pronunciation.** Their pronunciation and intonation are comprehensible to an audience accustomed to interacting with language learners, yet errors occasionally impede comprehensibility.
(f) **Register.** Their choice of register may be inappropriate for the intended audience, and shifts between formal and informal registers occur.
(g) **Cultures, connections, and comparisons.** They identify some cultural products and practices of the target culture(s) and may identify a few common perspectives. They are also able to identify a few geographic, historical, artistic, social, or political features of target culture communities.

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Achievement Level 2

(a) **Discourse and development.** When planning, producing, and presenting spoken presentational communications, students at Achievement Level 2 use strings of sentences to express personal opinions, describe, and narrate on topics of personal interest. There is little evidence of development of ideas, and structural organization may be lacking.
(b) **Strategies.** They seldom recognize errors, and attempts at self-correction usually fail.
(c) **Language structures.** They produce simple sentences with some accuracy in the present time. Their control of basic structures is inconsistent; errors impede comprehensibility.
(d) **Vocabulary.** Students at this level use vocabulary from familiar thematic word groups, including memorized phrases and a few idiomatic expressions.
(e) **Pronunciation.** Their pronunciation and intonation are mostly comprehensible to an audience accustomed to interacting with language learners; errors impede comprehensibility.
(f) **Register.** These students communicate mainly using the familiar register.
(g) **Cultures, connections, and comparisons.** These students identify a few common cultural products or practices and a few geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 1

Students at Achievement Level 1 demonstrate performances that are less proficient than those outlined for Level 2.

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Learning Objectives for Written Presentational Communication

Primary Objective: The student plans and produces written presentational communications.

- The student produces a variety of creative writings (e.g., original story, personal narrative, script).
- The student retells or summarizes information in narrative form, demonstrating a consideration of audience.
- The student produces persuasive essays.
- The student produces expository writing, including researched reports.
- The student uses reference tools, acknowledges sources, and cites them appropriately.
- The student self-edits written work for content, organization, and grammar.
- The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).
- The student demonstrates knowledge and understanding of content across disciplines.

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Achievement Level Descriptions for Written Presentational Communication

Achievement Level 5

(a) **Discourse and development.** When planning, producing, and presenting written presentational communications, students at Achievement Level 5 use paragraph-length discourse with mostly appropriate use of cohesive devices to report, explain, and narrate on a range of familiar topics. They integrate content from multiple sources to support their presentation.
(b) **Strategies.** These students employ a variety of strategies to clarify and elaborate the content of the presentation; self-correction is mostly successful.
(c) **Language structures.** These students use a variety of simple and compound sentences and some complex sentences in major time frames. Errors do not impede comprehensibility.
(d) **Vocabulary.** These students use vocabulary on a variety of familiar topics, including some beyond those of personal interest. They use some culturally appropriate vocabulary and idiomatic expressions.
(e) **Writing conventions.** They demonstrate consistent use of standard conventions of the written language (e.g., capitalization, orthography, accents). Errors do not impede comprehensibility.
(f) **Register.** Their choice of register is appropriate for the audience, and its use is consistent despite occasional errors.
(g) **Cultures, connections, and comparisons.** These students identify the relationship among products, practices, and perspectives in the target culture(s) and demonstrate understanding of most of the content of the interdisciplinary topics presented in the resource material. They also compare and contrast geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 4

(a) **Discourse and development.** When planning, producing, and presenting written presentational communications, students at Achievement Level 4 use mostly paragraph-length discourse with appropriate use of some cohesive devices to explain, express opinions, describe, and narrate on familiar topics. They summarize multiple sources with limited integration of content to support their presentation.
(b) **Strategies.** These students employ some communication strategies appropriately, such as paraphrasing and clarification; self-editing is often successful.
(c) **Language structures.** They use simple and compound sentences and a few complex sentences with some accuracy; errors do not impede comprehensibility.

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(d) **Vocabulary.** They use vocabulary on a variety of familiar topics, including some culturally appropriate and idiomatic expressions related to topics of personal interest.
(e) **Writing conventions.** They demonstrate generally consistent use of standard conventions of the written language (e.g., capitalization, orthography, accents); errors do not impede comprehensibility.
(f) **Register.** Errors in choice of register are infrequent, yet shifts between formal and informal registers may occur.
(g) **Cultures, connections, and comparisons.** They describe in some detail products or practices of the target culture(s), yet they may identify perspectives of the target culture(s) with some inaccuracies. They may compare and contrast some geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 3

(a) **Discourse and development.** When planning, producing, and presenting written presentational communications, students at Achievement Level 3 use strings of sentences and a few basic cohesive devices to express personal opinions, describe, and narrate on familiar topics. They summarize content from sources to support their presentation.
(b) **Strategies.** These students may employ some communication strategies appropriately, such as paraphrasing and clarification; self-editing is occasionally successful.
(c) **Language structures.** They produce simple and compound sentences with the most accuracy in the present time and some accuracy in other time frames. Errors may impede comprehensibility.
(d) **Vocabulary.** These students use vocabulary from familiar thematic word groups and occasionally incorporate some culturally appropriate and idiomatic expressions.
(e) **Writing conventions.** Their use of standard conventions of the written language (e.g., capitalization, orthography, accents) is inconsistent, which may cause confusion for the reader.
(f) **Register.** Their choice of register may be inappropriate for the intended audience, and shifts between formal and informal registers occur.
(g) **Cultures, connections, and comparisons.** They identify some cultural products and practices of the target culture(s) and may identify a few common perspectives. They are also able to identify a few geographic, historical, artistic, social, or political features of target culture communities.

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Achievement Level 2

(a) **Discourse and development.** When planning, producing, and presenting written presentational communications, students at Achievement Level 2 use strings of sentences to express personal opinions, describe, and narrate on topics of personal interest. They summarize sources without supporting the presentation.
(b) **Strategies.** These students employ limited presentational strategies to clarify meaning; efforts at self-editing usually fail.
(c) **Language structures.** They produce simple sentences with some accuracy in the present time. Their control of basic structures is inconsistent; errors impede comprehensibility.
(d) **Vocabulary.** Students at this level use vocabulary from familiar thematic word groups, including memorized phrases and a few idiomatic expressions.
(e) **Writing conventions.** Their writing shows little use of standard conventions of the written language (e.g., capitalization, orthography, accents).
(f) **Register.** These students communicate mainly using the familiar register.
(g) **Cultures, connections, and comparisons.** These students identify a few common cultural products or practices and a few geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 1

Students at Achievement Level 1 demonstrate performances that are less proficient than those outlined for Level 2.

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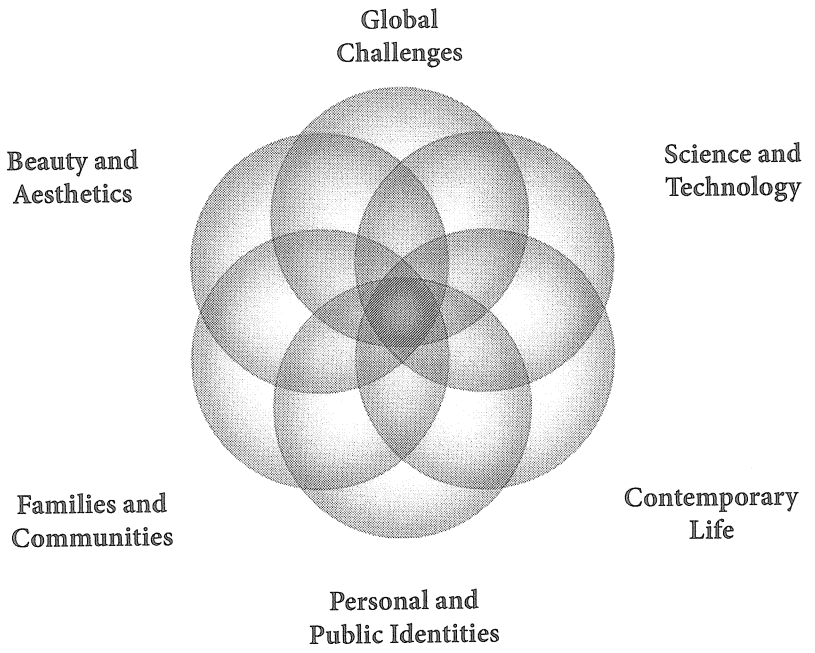
Course Themes

Designing the AP Spanish Language and Culture course around themes creates an interesting, meaningful context in which to explore a variety of language concepts. Themes help teachers integrate language, content, and culture into an interrelated series of lessons and activities that promote the use of the language in a variety of contexts. A theme may be used to plan a brief unit of study, a comprehensive unit spanning a greater period of time, or to connect with courses in other disciplines.

The AP Spanish Language and Culture course is structured around six themes:



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Recommended Contexts and Essential Questions

Each theme includes a number of *recommended contexts* for exploration. Teachers are encouraged to engage students in the various themes by considering historical, contemporary, and future perspectives as appropriate. Teachers should assume complete flexibility in resource selection and instructional exploration of the six themes. The recommended contexts are not intended as prescriptive or required, but rather they serve as suggestions for addressing the themes.

One way to design instruction with the themes is to identify *overarching essential questions* to motivate learners and to guide classroom investigations, learning activities, and performance assessments. Essential questions are designed to spark curiosity and engage students in real-life, problem-solving tasks. They allow students to investigate and express different views on real world issues, make connections to other disciplines, and compare aspects of the target culture(s) to their own. Essential questions also lend themselves well to interdisciplinary inquiry, asking students to apply skills and perspectives across content areas while working with content from language, literature, and cultures of the Spanish-speaking world.

Integrating Themes, Recommended Contexts, and Essential Questions

AP Spanish Language and Culture teachers are encouraged to consider the interconnectedness of the themes. A unit on environmental issues (Global Challenges) might, for example, touch upon recommended contexts from more than one theme. Students might study inventions as catalysts of change (Science and Technology), influences from religious beliefs or social values (Personal and Public Identities), or the aesthetics of eco-friendly architecture (Beauty and Aesthetics).

The recommended contexts for exploring a theme can be varied depending on available authentic materials, teacher-developed resources, and commercially produced materials, as well as teacher creativity and student interest. The design of the course should include essential questions that will capture students' interest, engaging authentic materials, and learning activities that help students consider themes across time and across cultures.

It should be noted that literature is not merely a recommended context for one of the course themes (Beauty and Aesthetics) but should serve as a powerful vehicle for delivering content to address all of the themes. Literary works may be incorporated throughout the AP Spanish Language and

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Culture course in relation to a variety of themes, such as the environment (Global Challenges), rites of passage (Contemporary Life), or issues of cultural assimilation (Personal and Public Identities).

Themes, Recommended Contexts, and Overarching Essential Questions

Theme: Global Challenges / *Los desafíos mundiales*

Recommended Contexts:

- Economic Issues / *Los temas económicos*
- Environmental Issues / *Los temas del medio ambiente*
- Philosophical Thought and Religion / *El pensamiento filosófico y la religión*
- Population and Demographics / *La población y la demografía*
- Social Welfare / *El bienestar social*
- Social Conscience / *La conciencia social*

Overarching Essential Questions:

- What environmental, political, and social issues pose challenges to societies throughout the world? / *¿Cuáles son los desafíos sociales, políticos y del medio ambiente que enfrentan las sociedades del mundo?*
- What are the origins of those issues? / *¿Cuáles son los orígenes de esos desafíos?*
- What are possible solutions to those challenges? / *¿Cuáles son algunas posibles soluciones a esos desafíos?*

Theme: Science and Technology / *La ciencia y la tecnología*

Recommended Contexts:

- Access to Technology / *El acceso a la tecnología*
- Effects of Technology on Self and Society / *Los efectos de la tecnología en el individuo y en la sociedad*
- Health Care and Medicine / *El cuidado de la salud y la medicina*
- Innovations / *Las innovaciones tecnológicas*
- Natural Phenomena / *Los fenómenos naturales*
- Science and Ethics / *La ciencia y la ética*

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Overarching Essential Questions:

- How do developments in science and technology affect our lives? / *¿Qué impacto tiene el desarrollo científico y tecnológico en nuestras vidas?*
- What factors have driven innovation and discovery in the fields of science and technology? / *¿Qué factores han impulsado el desarrollo y la innovación en la ciencia y la tecnología?*
- What role does ethics play in scientific advancement? / *¿Qué papel cumple la ética en los avances científicos?*

Theme: Contemporary Life / *La vida contemporánea*

Recommended Contexts:

- Education and Careers / *La educación y las carreras profesionales*
- Entertainment / *El entretenimiento y la diversión*
- Travel and Leisure / *Los viajes y el ocio*
- Lifestyles / *Los estilos de vida*
- Relationships / *Las relaciones personales*
- Social Customs and Values / *Las tradiciones y los valores sociales*
- Volunteerism / *El trabajo voluntario*

Overarching Essential Questions:

- How do societies and individuals define quality of life? / *¿Cómo definen los individuos y las sociedades su propia calidad de vida?*
- How is contemporary life influenced by cultural products, practices, and perspectives? / *¿Cómo influyen los productos culturales, las prácticas y las perspectivas de la gente en la vida contemporánea?*
- What are the challenges of contemporary life? / *¿Cuáles son los desafíos de la vida contemporánea?*

Theme: Personal and Public Identities / *Las identidades personales y públicas*

Recommended Contexts:

- Alienation and Assimilation / *La enajenación y la asimilación*
- Heroes and Historical Figures / *Los héroes y los personajes históricos*
- National and Ethnic Identities / *La identidad nacional y la identidad étnica*
- Personal Beliefs / *Las creencias personales*

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- Personal Interests / *Los intereses personales*
- Self-Image / *La autoestima*

Overarching Essential Questions:

- How are aspects of identity expressed in various situations? / *¿Cómo se expresan los distintos aspectos de la identidad en diversas situaciones?*
- How do language and culture influence identity? / *¿Cómo influyen la lengua y la cultura en la identidad de una persona?*
- How does one's identity develop over time? / *¿Cómo se desarrolla la identidad de una persona a lo largo del tiempo?*

Theme: Families and Communities / *Las familias y las comunidades*

Recommended Contexts:

- Customs and Values / *Las tradiciones y los valores*
- Education Communities / *Las comunidades educativas*
- Family Structure / *La estructura de la familia*
- Global Citizenship / *La ciudadanía global*
- Human Geography / *La geografía humana*
- Social Networking / *Las redes sociales*

Overarching Essential Questions:

- What constitutes a family in different societies? / *¿Cómo se define la familia en distintas sociedades?*
- How do individuals contribute to the well-being of communities? / *¿Cómo contribuyen los individuos al bienestar de las comunidades?*
- How do the roles that families and communities assume differ in societies around the world? / *¿Cuáles son las diferencias en los papeles que asumen las comunidades y las familias en las diferentes sociedades del mundo?*

Theme: Beauty and Aesthetics / *La belleza y la estética*

Recommended Contexts:

- Architecture / *La arquitectura*
- Defining Beauty / *Definiciones de la belleza*
- Defining Creativity / *Definiciones de la creatividad*
- Fashion and Design / *La moda y el diseño*

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- Language and Literature / *El lenguaje y la literatura*
- Visual and Performing Arts / *Las artes visuales y escénicas*

Overarching Essential Questions:

- How are perceptions of beauty and creativity established? / *¿Cómo se establecen las percepciones de la belleza y la creatividad?*
- How do ideals of beauty and aesthetics influence daily life? / *¿Cómo influyen los ideales de la belleza y la estética en la vida cotidiana?*
- How do the arts both challenge and reflect cultural perspectives? / *¿Cómo las artes desafían y reflejan las perspectivas culturales?*

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Glossary of Key Terms

Achievement level descriptions: Descriptions of student performance at levels 1–5. AP teachers can use this information to develop better insight into individual student performance and adjust curriculum and instruction.

Communication strategies: Techniques used to clarify meaning or confirm comprehension, such as restatement, asking questions for clarification, circumlocution, and gestures.

Critical viewing/listening/reading: To analyze, react to, and explore audio, visual, audiovisual, print, or written resources in order to better understand meaning and purpose.

Features of target culture communities: Various products, practices, and perspectives of target culture(s), such as television and film, education, customs and traditions, and beliefs and values, including geographic, historical, artistic, social, or political influences.

Learning objectives: Clear, detailed, and finite articulation of what students will know and be able to do.

Perspectives: Values, attitudes, and assumptions that underlie both practices and products but that are less readily evident to the observer.

Practices: Patterns of social interactions within a culture.

Products: Both tangible (e.g., tools, books) and intangible (e.g., laws, conventions, institutions) items.

Reference tools: Items such as a dictionary, a guide to language structure, or a thesaurus.

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Course Title

SPANISH LANGUAGE A/B (AP)

Prerequisites

By Teacher recommendation

Description of Target Group

This one year, unit course is designed for advanced language students who wish to meet college requirements for credit through the AP program and examination. The class is open to "standard" students (those who have studied Spanish only in school) and "nonstandard" students (those who have studied Spanish abroad or who have learned at home).

Purpose

The purpose of the course is to prepare students for the AP examination. Since the exam evaluates listening, reading, speaking, and writing skills the course provides instruction and practice in these areas. The course will contribute to the A-G college entrance requirements.

Content Standards

Students will be able to converse on a wide range of subjects including personal, cultural, professional, socio-political, and religio-philosophical areas.
Students will be able to read and paraphrase or summarize introductory literature.
Students will be able to respond to a wide range of pattern response drills.
Students will be able to narrate and describe, guided by oral or visual prompts.
Students will be able to understand spoken Spanish in a variety of contexts, including being read to, watching television, and listening to music.

Activities - some examples

Listening:

Transcription of songs
Summary of reading
True/False or multiple choice response to listening selections
Close activities

Reading:

In class and at home selections
Comprehension questions
Summaries and illustrations
Rewriting conclusions
Generating vocabulary lists

Speaking:
Directed response (oral and visual prompts)
Situational conversation cards
Singing - memorization of songs, poetry
Review of weekend activities
Role playing
Production of music video
Writing:
Journal - 3 entries per week
Essays - creative, directed, various formats
Workbook - short answer, practice of structure and syntax
Summaries or retellings of reading
Transcription of personal tape recordings

Assessment

College Board rubrics for the AP Exam will be applied to all formal oral presentations and written work.

The California Oral Competency Interview will be administered to all students at least twice a year.

Discrete item quizzes will evaluate progress in areas of structure, syntax, and orthography.

Informal daily evaluation of oral participation will be used throughout the program.

Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Curriculum Framework

In today's global community, competence in more than one language is an essential part of communication and cultural understanding. Study of another language not only provides individuals with the ability to express thoughts and ideas for their own purposes but also provides them with access to perspectives and knowledge that are only available through the language and culture. Advanced language learning offers social, cultural, academic, and workplace benefits that will serve students throughout their lives. The proficiencies acquired through the study of languages and literatures endow language learners with cognitive, analytical, and communication skills that carry over into many other areas of their academic studies.

The three modes of communication (Interpersonal, Interpretive, and Presentational) defined in the *Standards for Foreign Language Learning in the 21st Century* are foundational to the AP Spanish Language and Culture course. The AP course provides students with opportunities to demonstrate their proficiency in each of the three modes in the Intermediate to Pre-Advanced range as described in the *ACTFL Performance Guidelines for K–12 Learners*. As such, the AP Spanish Language and Culture course has been designed to provide advanced high school students with a rich and rigorous opportunity to study the language and culture of the Spanish-speaking world that is approximately equivalent to an upper-intermediate college or university Spanish course. It is expected that this course will be offered as the first step in the study of college-level Spanish after approximately three to five years of language study for classroom learners. For native and heritage speakers, there may be a different course of study that leads to the AP Spanish Language and Culture course. Students who are successful in this course and exam may continue their study of college-level Spanish by taking the AP Spanish Literature and Culture course and exam, as well.

The AP Spanish Language and Culture course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. Students should learn language structures in context and use them to convey meaning. In standards-based world language classrooms, the instructional focus is on function and not the examination of irregularity and complex grammatical paradigms about the target language. Language structures should be addressed inasmuch as they serve the communicative task and not as an end goal unto themselves. The AP Spanish Language and Culture course strives to promote both fluency and accuracy in language use and not to

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overemphasize grammatical accuracy at the expense of communication. In order to best facilitate the study of language and culture, the course is taught in the target language.

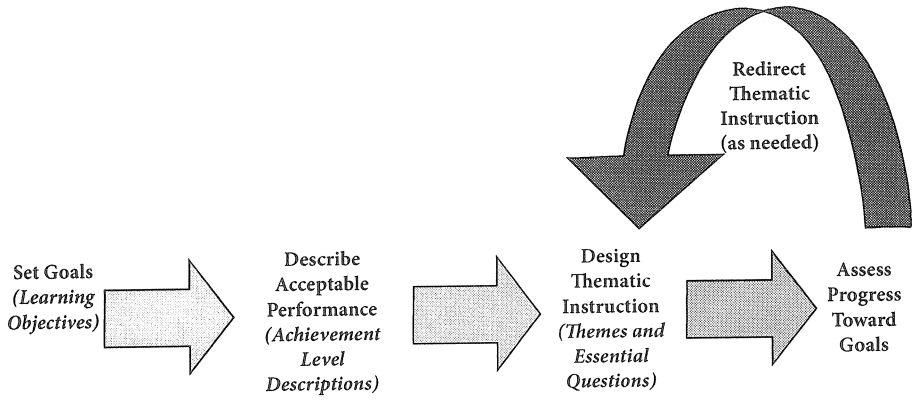
The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of products, both tangible (e.g., tools, books) and intangible (e.g., laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions that underlie both practices and products).

Structure of the Curriculum Framework

This curriculum framework begins by outlining the *learning objectives* and the *achievement level descriptions* that define student performance across five levels.

Tools for instructional design come next: *themes* to integrate language, content, and culture into an interrelated series of lessons and activities; *recommended contexts* for exploring each theme; and *overarching essential questions* to engage learners and to guide classroom investigations, learning activities, and performance assessments.

The following graphic illustrates how the components of the curriculum framework relate to how a teacher designs and delivers instruction.



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Learning Objectives and Achievement Level Descriptions

At the core of the AP Spanish Language and Culture course are six groups of *learning objectives* identifying what students should know and be able to do across the three modes of communication. These objectives outline expectations of student abilities in the following areas:

Spoken Interpersonal Communication
Written Interpersonal Communication
Audio, Visual, and Audiovisual Interpretive Communication
Written and Print Interpretive Communication
Spoken Presentational Communication
Written Presentational Communication

The degree to which student performance meets the *learning objectives* in each area is articulated in the *achievement level descriptions*, which clearly define how well students at each level perform. Because of the interrelated nature of the modes of communication, all the *achievement level descriptions* work in concert with one another and should be considered holistically. While references to levels 1–5 cannot precisely predict a student's ultimate AP Exam score, AP teachers can use this information to develop better insight into individual student performance and adjust the curriculum and instruction throughout the course.

Overarching Premise

When communicating, students in the AP Spanish Language and Culture course demonstrate an understanding of the culture(s), incorporate interdisciplinary topics (Connections), make comparisons between the native language and the target language and between cultures (Comparisons), and use the target language in real-life settings (Communities).

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Interpersonal Communication

The Interpersonal Mode is characterized by active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly.

Learning Objectives for Spoken Interpersonal Communication

Primary Objective: The student engages in spoken interpersonal communications.

- The student engages in the oral exchange of information, opinions, and ideas in a variety of time frames in formal situations.
- The student engages in the oral exchange of information, opinions, and ideas in a variety of time frames in informal situations.
- The student elicits information and clarifies meaning by using a variety of strategies.
- The student states and supports opinions in oral interactions.
- The student initiates and sustains interaction through the use of various verbal and nonverbal strategies.
- The student understands a variety of vocabulary, including idiomatic and culturally appropriate expressions.
- The student uses a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics.
- The student self-monitors and adjusts language production.
- The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).
- The student demonstrates knowledge and understanding of content across disciplines.

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Achievement Level Descriptions for Spoken Interpersonal Communication

Achievement Level 5

(a) **Interaction.** Students at Achievement Level 5 initiate, maintain, and close conversations on familiar topics in a culturally appropriate manner most of the time. They understand and usually use culturally appropriate expressions and gestures.
(b) **Strategies.** Students at this level use a variety of communication strategies as necessary to maintain communication (e.g., circumlocution, paraphrasing, requesting clarification or information). They often use questions to maintain the conversation and use context to deduce meaning of unfamiliar words. They often recognize errors and self-correct.
(c) **Opinions.** They state opinions and demonstrate some ability to support opinions on topics of personal interest.
(d) **Language structures.** These students use a variety of simple and compound sentences and some complex sentences on familiar topics, and they narrate and describe in all time frames, with a few errors that do not impede comprehensibility.
(e) **Vocabulary.** They understand and use vocabulary on a variety of familiar topics, including some beyond those of personal interest.
(f) **Register.** Their choice of register is usually appropriate for the audience, and its use is consistent despite occasional errors.
(g) **Pronunciation.** Their pronunciation and intonation patterns, pacing, and delivery are comprehensible to an audience unaccustomed to interacting with language learners; their pronunciation is consistent, with few errors that do not impede comprehensibility.
(h) **Cultures, connections, and comparisons.** These students identify the relationships among products, practices, and perspectives in the target culture(s) and compare them with their own culture. They compare and contrast a variety of geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 4

(a) **Interaction.** Students at Achievement Level 4 initiate, maintain, and close conversations on familiar topics. They usually interact in a culturally appropriate manner and may understand and use culturally appropriate expressions and gestures.
(b) **Strategies.** These students use some communication strategies to maintain communication (e.g., circumlocution, paraphrasing, restatement, asking for clarification or information). They use context to deduce meaning of unfamiliar words. They recognize some errors and self-correct.

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(c) **Opinions.** They provide opinions on familiar topics with limited ability to provide support.
(d) **Language structures.** They use simple and compound sentences and a few complex sentences with some accuracy. They narrate and describe in all time frames, demonstrating the most accuracy in present time and some accuracy in the past and future.
(e) **Vocabulary.** These students understand and use vocabulary on a variety of familiar topics, including some culturally appropriate and idiomatic expressions related to topics of personal interest.
(f) **Register.** Their choice of register is usually appropriate for the situation, yet some shifts between formal and informal registers occur.
(g) **Pronunciation.** Their pronunciation and intonation are comprehensible to an audience accustomed to interacting with language learners; errors do not impede comprehensibility.
(h) **Cultures, connections, and comparisons.** These students describe in some detail products or practices of the target culture(s) and may identify perspectives of the target culture(s) with some inaccuracies. They compare and contrast some geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 3

(a) **Interaction.** Students at Achievement Level 3 initiate, maintain, and close conversations on familiar topics and sometimes interact in a culturally appropriate manner.
(b) **Strategies.** These students occasionally use communication strategies, such as circumlocution and paraphrasing. Students at this level of achievement often seek clarification of meaning by asking for repetition. They use context to deduce meaning of unfamiliar words. Students may recognize errors; attempts at correction are only occasionally successful.
(c) **Opinions.** These students state opinions on topics of personal interest, and they understand and respond to questions and statements on familiar topics.
(d) **Language structures.** Their narrations and descriptions are characterized by strings of simple sentences and a few compound sentences, with the most accuracy in the present time and some accuracy in other time frames.
(e) **Vocabulary.** They understand and use vocabulary from familiar thematic word groups, including occasionally some culturally appropriate and idiomatic expressions.
(f) **Register.** Choice of register may be inappropriate for the intended audience, and shifts between formal and informal registers occur.

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(g) **Pronunciation.** Their pronunciation and intonation are comprehensible to an audience accustomed to interacting with language learners, yet errors occasionally impede comprehensibility.
(h) **Cultures, connections, and comparisons.** They identify some cultural products or practices of the target culture(s) and may identify a few common perspectives. They identify some geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 2

(a) **Interaction.** Students at Achievement Level 2 initiate and close conversations on topics of personal interest and maintain them by making basic statements. Comprehension of messages on familiar topics is limited, and they have little ability to interact in a culturally appropriate manner. Their communication often requires intervention from others to attain comprehensibility.
(b) **Strategies.** They may seek clarification by asking for basic information or repetition. They seldom recognize errors, and attempts at self-correction usually fail.
(c) **Opinions.** When stating opinions, they are limited to expressing likes and dislikes.
(d) **Language structures.** These students produce simple sentences with some accuracy in the present time.
(e) **Vocabulary.** They understand and use a limited range of vocabulary from familiar thematic word groups, including memorized phrases and a few idiomatic expressions.
(f) **Register.** These students communicate mainly using the familiar register.
(g) **Pronunciation.** Their pronunciation and intonation are mostly comprehensible to an audience accustomed to interacting with language learners; errors impede comprehensibility.
(h) **Cultures, connections, and comparisons.** These students identify a few common cultural products or practices and a few geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 1

Students at Achievement Level 1 demonstrate performances that are less proficient than those outlined for Level 2.

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Learning Objectives for Written Interpersonal Communication

Primary Objective: The student engages in written interpersonal communications.

- The student engages in the written exchange of information, opinions, and ideas in a variety of time frames in formal situations.
- The student engages in the written exchange of information, opinions, and ideas in a variety of time frames in informal situations.
- The student writes formal correspondence in a variety of media using appropriate formats and conventions.
- The student writes informal correspondence in a variety of media using appropriate formats and conventions.
- The student elicits information and clarifies meaning by using a variety of strategies.
- The student states and supports opinions in written interactions.
- The student initiates and sustains interaction during written interpersonal communication in a variety of media.
- The student understands a variety of vocabulary, including idiomatic and culturally appropriate expressions.
- The student uses a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics.
- The student self-monitors and adjusts language production.
- The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).
- The student demonstrates knowledge and understanding of content across disciplines.

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Achievement Level Descriptions for Written Interpersonal Communication

Achievement Level 5

(a) **Interaction.** Students at Achievement Level 5 initiate, maintain, and close written exchanges in formal and informal communications with good control of culturally appropriate conventions. They understand and respond to questions on familiar topics with some elaboration and detail.
(b) **Strategies.** These students use a variety of communication strategies as necessary in order to maintain communication (e.g., circumlocution, paraphrasing, requesting clarification or information). They use context to deduce meaning of unfamiliar words and often recognize errors and self-correct.
(c) **Opinions.** They state opinions and demonstrate some ability to support opinions on topics of personal interest.
(d) **Language structures.** These students use a variety of simple and compound sentences and some complex sentences on familiar topics, and they narrate and describe in all time frames, with a few errors that do not impede comprehensibility. They use transitional phrases and cohesive devices.
(e) **Writing conventions.** Their writing is marked by consistent use of standard conventions of the written language (e.g., capitalization, orthography, accents) as appropriate for the medium of communication (e.g., online chat, email, letters, blogs, bulletin boards).
(f) **Vocabulary.** They understand and use vocabulary on a variety of familiar topics, including some beyond those of personal interest. They understand and use some culturally appropriate vocabulary and idiomatic expressions.
(g) **Register.** Their choice of register is usually appropriate for the audience, and its use is consistent despite occasional errors.
(h) **Cultures, connections, and comparisons.** These students identify the relationships among products, practices, and perspectives in the target culture(s) and compare them with their own culture. They compare and contrast a variety of geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 4

(a) **Interaction.** Students at Achievement Level 4 initiate, maintain, and close written exchanges in formal and informal communications, although control of culturally appropriate conventions is inconsistent. They understand and respond to questions and statements on familiar topics with some elaboration and detail.

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(b) **Strategies.** These students use communication strategies (e.g., circumlocution, paraphrasing, asking for clarification or information) to maintain communication. They use context to deduce meaning of unfamiliar words. They recognize some errors and self-correct.
(c) **Opinions.** They provide opinions on familiar topics with limited ability to provide support.
(d) **Language structures.** They are usually accurate when writing about familiar topics using a variety of simple, compound, and a few complex sentences in all time frames, demonstrating the most accuracy in present time and some accuracy in the past and future. They use some transitional phrases and cohesive devices.
(e) **Writing conventions.** Their writing is generally consistent in the use of standard conventions of the written language (e.g., capitalization, orthography, accents) as appropriate for the medium of communication (e.g., online chat, email, letters, blogs, bulletin boards).
(f) **Vocabulary.** These students understand and use vocabulary on a variety of familiar topics, including some culturally appropriate and idiomatic expressions related to topics of personal interest.
(g) **Register.** Their choice of register is usually appropriate for the situation, yet some shifts between formal and informal registers occur.
(h) **Cultures, connections, and comparisons.** These students describe in some detail products or practices of the target culture(s) and may identify perspectives of the target culture(s) with some inaccuracies. They compare and contrast some geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 3

(a) **Interaction.** Students at Achievement Level 3 initiate, maintain, and close written exchanges on familiar topics. They understand and respond to questions and statements on familiar topics.
(b) **Strategies.** These students occasionally use communication strategies (e.g., circumlocution, restatement, requesting clarification or information) when interacting on familiar topics, and they occasionally use context to deduce meaning of unfamiliar words. They often seek clarification of meaning by asking for repetition. They may recognize errors; attempts at self-editing are occasionally successful.
(c) **Opinions.** They state opinions on topics of personal interest.
(d) **Language structures.** They produce strings of simple sentences and a few compound sentences, with the most accuracy in the present time and some accuracy in other time frames.

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(e) **Writing conventions.** Their writing shows inconsistent use of standard conventions of the written language (e.g., capitalization, orthography, accents) as appropriate for the medium of communication (e.g., online chat, email, letters, blogs, bulletin boards) that sometimes interferes with meaning.
(f) **Vocabulary.** These students understand and use vocabulary from familiar thematic word groups and occasionally incorporate some culturally appropriate and idiomatic expressions.
(g) **Register.** Their choice of register may be inappropriate for the intended audience, and shifts between formal and informal registers occur.
(h) **Cultures, connections, and comparisons.** These students identify some cultural products or practices of the target culture(s) and may identify a few common perspectives. They identify some geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 2

(a) **Interaction.** Students at Achievement Level 2 respond to questions and statements on topics of personal interest in written exchanges.
(b) **Strategies.** These students may seek clarification by asking for basic information. They seldom recognize errors, and attempts at self-editing usually fail.
(c) **Opinions.** When stating opinions, they are limited to expressing likes and dislikes.
(d) **Language structures.** They produce simple sentences with some accuracy in the present time. There is inconsistent control of basic structures.
(e) **Writing conventions.** Their writing shows little use of standard conventions of the written language (e.g., capitalization, orthography, accents) as appropriate for the medium of communication (e.g., online chat, email, letters, blogs, bulletin boards).
(f) **Vocabulary.** They understand and use a limited range of vocabulary from familiar thematic word groups, including memorized phrases and a few idiomatic expressions.
(g) **Register.** These students communicate mainly using the familiar register.
(h) **Cultures, connections, and comparisons.** These students identify a few common cultural products or practices and a few geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 1

Students at Achievement Level 1 demonstrate performances that are less proficient than those outlined for Level 2.

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Interpretive Communication

The Interpretive Mode is characterized by the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or speaker.

Learning Objectives for Audio, Visual, and Audiovisual Interpretive Communication

Primary Objective: The student synthesizes information from a variety of authentic audio, visual, and audiovisual resources.

- The student demonstrates comprehension of content from authentic audio resources.
- The student demonstrates comprehension of content from authentic visual resources.
- The student demonstrates comprehension of content from authentic audiovisual resources.
- The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions.
- The student understands the purpose of a message and the point of view of its author.
- The student identifies the distinguishing features (e.g., type of resource, intended audience, purpose) of authentic audio, visual, and audiovisual resources.
- The student demonstrates critical viewing or listening of audio, visual, and audiovisual resources in the target cultural context.
- The student monitors comprehension and uses other sources to enhance understanding.
- The student examines, compares, and reflects on products, practices, and perspectives of the target culture(s).
- The student evaluates similarities and differences in the perspectives of the target culture(s) and his or her own culture(s) as found in audio, visual, and audiovisual resources.
- The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).
- The student demonstrates knowledge and understanding of content across disciplines.

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Achievement Level Descriptions for Audio, Visual, and Audiovisual Interpretive Communication

Achievement Level 5

(a) **Comprehension of content.** When listening to or viewing a variety of authentic audio, visual, and audiovisual resources, students at Achievement Level 5 identify main ideas, some significant details, and the intended audience on a range of topics. These students use context to deduce the meaning of unfamiliar words and usually infer implied meanings.
(b) **Critical viewing and listening.** These students identify significant distinguishing features (e.g., type of resource, intended audience, purpose) of authentic audio, visual, and audiovisual resources.
(c) **Vocabulary.** They comprehend a variety of vocabulary, including culturally appropriate vocabulary and some idiomatic expressions related to topics of personal interest and limited unfamiliar topics.
(d) **Cultures, connections, and comparisons.** These students identify the relationship among products, practices, and perspectives in the target culture(s) and demonstrate understanding of most of the content of familiar interdisciplinary topics presented in the resource material. They compare and contrast geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 4

(a) **Comprehension of content.** When listening to or viewing a variety of authentic audio, visual, and audiovisual resources, students at Achievement Level 4 identify most main ideas and some significant details on familiar topics. These students use context to deduce the meaning of unfamiliar words and make some inferences.
(b) **Critical viewing and listening.** They identify some distinguishing features (e.g., type of resource, intended audience, purpose) of authentic audio, visual, and audiovisual resources.
(c) **Vocabulary.** These students comprehend most vocabulary, including some culturally appropriate and idiomatic expressions related to topics of personal interest.
(d) **Cultures, connections, and comparisons.** These students identify the products, practices, and some perspectives of the target culture(s) and demonstrate understanding of some content of familiar interdisciplinary topics presented in the resource material. They compare and contrast some geographic, historical, artistic, social, or political features of target culture communities.

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Achievement Level 3

(a) **Comprehension of content.** When listening to or viewing a variety of authentic audio, visual, and audiovisual resources, students at Achievement Level 3 identify some main ideas and details on familiar topics. They respond accurately to basic information questions (e.g., Who? What? When? Where?) and can sometimes use context to deduce meaning of unfamiliar words and make limited inferences.
(b) **Critical viewing and listening.** They identify a few distinguishing features (e.g., type of resource, intended audience, purpose) of authentic audio, visual, and audiovisual resources.
(c) **Vocabulary.** They comprehend a variety of vocabulary on topics of personal interest.
(d) **Cultures, connections, and comparisons.** These students are able to identify the cultural products and practices and demonstrate understanding of basic content of familiar interdisciplinary topics presented in the resource material. They are also able to identify a few geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 2

(a) **Comprehension of content.** When listening to or viewing a variety of authentic audio, visual, and audiovisual resources, students at Achievement Level 2 identify a few main ideas or details and are sometimes unable to respond to basic information questions.
(b) **Critical viewing and listening.** These students identify few distinguishing features (e.g., type of resource, intended audience, purpose) of authentic audio, visual, and audiovisual resources.
(c) **Vocabulary.** They understand a limited range of vocabulary from familiar thematic word groups, including memorized phrases and a few idiomatic expressions.
(d) **Cultures, connections, and comparisons.** These students identify a few common cultural products or practices of the target culture(s) and demonstrate limited understanding of the basic content of familiar interdisciplinary topics presented in the resource material. They are able to identify a few geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 1

Students at Achievement Level 1 demonstrate performances that are less proficient than those outlined for Level 2.

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Learning Objectives for Written and Print Interpretive Communication

Primary Objective: The student synthesizes information from a variety of authentic written and print resources.

- The student demonstrates comprehension of content from authentic written and print resources.
- The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions.
- The student understands the purpose of a message and the point of view of its author.
- The student identifies the distinguishing features (e.g., type of resource, intended audience, purpose) of authentic written and print resources.
- The student demonstrates critical reading of written and print resources in the target cultural context.
- The student monitors comprehension and uses other sources to enhance understanding.
- The student examines, compares, and reflects on products, practices, and perspectives of the target culture(s).
- The student evaluates similarities and differences in the perspectives of the target culture(s) and his or her own culture(s) as found in written and print resources.
- The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).
- The student demonstrates knowledge and understanding of content across disciplines.

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Achievement Level Descriptions for Written and Print Interpretive Communication

Achievement Level 5

(a) **Comprehension of content.** When reading a variety of authentic written and print resources, students at Achievement Level 5 identify main ideas and supporting details on a range of topics. They use context to deduce the meaning of unfamiliar words and usually infer implied meanings.
(b) **Critical reading.** They demonstrate critical reading skills and usually differentiate facts from opinions. These students identify the intended audience, source, and purpose and describe the basic context of the resource material.
(c) **Vocabulary.** These students comprehend a variety of vocabulary, including culturally appropriate vocabulary and some idiomatic expressions related to topics of personal interest and limited unfamiliar topics.
(d) **Cultures, connections, and comparisons.** These students identify the relationship among products, practices, and perspectives in the target culture(s) and demonstrate understanding of most of the content of the interdisciplinary topics presented in the resource material. They also compare and contrast geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 4

(a) **Comprehension of content.** When reading a variety of authentic written and print resources, students at Achievement Level 4 identify most main ideas and some supporting details on familiar topics. They use various reading strategies to aid in the literal comprehension of the text. These students make some inferences and use context to deduce the meaning of unfamiliar words.
(b) **Critical reading.** These students identify the intended audience, source, and purpose of the resource.
(c) **Vocabulary.** They comprehend most vocabulary, including some culturally appropriate and idiomatic expressions related to topics of personal interest.
(d) **Cultures, connections, and comparisons.** These students identify the products, practices, and some perspectives of the target culture(s) and demonstrate understanding of some content of the interdisciplinary topics presented in the resources. They compare and contrast some geographic, historical, artistic, social, or political features of target culture communities.

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Achievement Level 3

(a) **Comprehension of content.** When reading a variety of authentic written and print resources, students at Achievement Level 3 identify some main ideas and supporting details on familiar topics. They respond accurately to basic information questions (e.g., Who? What? When? Where?), make limited inferences, and use contextual clues to assist in the literal comprehension. They can sometimes use context to deduce meaning of unfamiliar words.
(b) **Critical reading.** These students identify the source and purpose of the resource.
(c) **Vocabulary.** They comprehend a variety of vocabulary on topics of personal interest.
(d) **Cultures, connections, and comparisons.** They are able to identify the products and practices of the target culture(s) and demonstrate understanding of basic content of familiar interdisciplinary topics presented in the resource material. They are also able to identify a few geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 2

(a) **Comprehension of content.** When reading a variety of authentic written and print resources, students at Achievement Level 2 identify some main ideas and details, but they are sometimes unable to respond to basic information questions. They occasionally use contextual clues for basic comprehension.
(b) **Critical reading.** They identify the source of the resource.
(c) **Vocabulary.** They understand a limited range of vocabulary from familiar thematic word groups, including memorized phrases and a few idiomatic expressions.
(d) **Cultures, connections, and comparisons.** These students identify a few common cultural products or practices of the target culture(s) and demonstrate limited understanding of basic content of familiar interdisciplinary topics presented in the resource material. They are able to identify a few geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 1

Students at Achievement Level 1 demonstrate performances that are less proficient than those outlined for Level 2.

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Presentational Communication

The Presentational Mode is characterized by the creation of messages in a manner that facilitates interpretation by members of the target culture where no direct opportunity for the active negotiation of meaning exists.

Learning Objectives for Spoken Presentational Communication

Primary Objective: The student plans, produces, and presents spoken presentational communications.

- The student produces a variety of creative oral presentations (e.g., original story, personal narrative, speech, performance).
- The student retells or summarizes information in narrative form, demonstrating a consideration of audience.
- The student creates and gives persuasive speeches.
- The student expounds on familiar topics and those requiring research.
- The student uses reference tools, acknowledges sources, and cites them appropriately.
- The student self-monitors and adjusts language production.
- The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).
- The student demonstrates knowledge and understanding of content across disciplines.

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Achievement Level Descriptions for Spoken Presentational Communication

Achievement Level 5

(a) **Discourse and development.** When planning, producing, and presenting spoken presentational communications, students at Achievement Level 5 use paragraph-length discourse with mostly appropriate use of cohesive devices to report, explain, and narrate on a range of familiar topics. They develop ideas by showing evidence of synthesis and interpretation of background information.
(b) **Strategies.** These students employ a variety of strategies to clarify and elaborate content of presentation; self-correction is mostly successful.
(c) **Language structures.** These students use a variety of simple and compound sentences and some complex sentences in major time frames. Errors do not impede comprehensibility.
(d) **Vocabulary.** These students use vocabulary on a variety of familiar topics, including some beyond those of personal interest. They use some culturally appropriate vocabulary and idiomatic expressions.
(e) **Pronunciation.** Their pronunciation and intonation patterns, pacing, and delivery are comprehensible to an audience unaccustomed to interacting with language learners.
(f) **Register.** Their choice of register is usually appropriate for the audience, and its use is consistent despite occasional errors.
(g) **Cultures, connections, and comparisons.** These students identify the relationship among products, practices, and perspectives in the target culture(s) and demonstrate understanding of most of the content of the interdisciplinary topics presented in the resource material. They also compare and contrast geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 4

(a) **Discourse and development.** When planning, producing, and presenting spoken presentational communications, students at Achievement Level 4 use mostly paragraph-length discourse with appropriate use of some cohesive devices to explain, express opinions, describe, and narrate on familiar topics. Their work shows some evidence of ideas that are developed and supported with examples.
(b) **Strategies.** These students may employ some communication strategies appropriately, such as paraphrasing and clarification; self-correction is often successful.
(c) **Language structures.** They use simple and compound sentences and a few complex sentences with some accuracy; errors do not impede comprehensibility.

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(d) **Vocabulary.** They use vocabulary on a variety of familiar topics, including some culturally appropriate and idiomatic expressions related to topics of personal interest.
(e) **Pronunciation.** Their pronunciation, intonation, pacing, and delivery are mostly comprehensible to an audience accustomed to interacting with language learners; errors do not impede comprehensibility.
(f) **Register.** Their choice of register is usually appropriate for the audience, yet some shifts between formal and informal registers occur.
(g) **Cultures, connections, and comparisons.** These students describe, in some detail, products or practices of the target culture(s), yet they may identify perspectives of the target culture(s) with some inaccuracies. They may compare and contrast some geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 3

(a) **Discourse and development.** When planning, producing, and presenting spoken presentational communications, students at Achievement Level 3 use strings of sentences and a few basic cohesive devices to express personal opinions, describe, and narrate on familiar topics. They show evidence of some development of ideas and basic structural organization (introduction, argument, and conclusion).
(b) **Strategies.** These students employ limited communication strategies, such as repetition and emphasis; self-correction is occasionally successful.
(c) **Language structures.** They produce simple and compound sentences with the most accuracy in the present time and some accuracy in other time frames. Errors may impede comprehensibility.
(d) **Vocabulary.** These students use vocabulary from familiar thematic word groups and occasionally incorporate some culturally appropriate and idiomatic expressions.
(e) **Pronunciation.** Their pronunciation and intonation are comprehensible to an audience accustomed to interacting with language learners, yet errors occasionally impede comprehensibility.
(f) **Register.** Their choice of register may be inappropriate for the intended audience, and shifts between formal and informal registers occur.
(g) **Cultures, connections, and comparisons.** They identify some cultural products and practices of the target culture(s) and may identify a few common perspectives. They are also able to identify a few geographic, historical, artistic, social, or political features of target culture communities.

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Achievement Level 2

(a) **Discourse and development.** When planning, producing, and presenting spoken presentational communications, students at Achievement Level 2 use strings of sentences to express personal opinions, describe, and narrate on topics of personal interest. There is little evidence of development of ideas, and structural organization may be lacking.
(b) **Strategies.** They seldom recognize errors, and attempts at self-correction usually fail.
(c) **Language structures.** They produce simple sentences with some accuracy in the present time. Their control of basic structures is inconsistent; errors impede comprehensibility.
(d) **Vocabulary.** Students at this level use vocabulary from familiar thematic word groups, including memorized phrases and a few idiomatic expressions.
(e) **Pronunciation.** Their pronunciation and intonation are mostly comprehensible to an audience accustomed to interacting with language learners; errors impede comprehensibility.
(f) **Register.** These students communicate mainly using the familiar register.
(g) **Cultures, connections, and comparisons.** These students identify a few common cultural products or practices and a few geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 1

Students at Achievement Level 1 demonstrate performances that are less proficient than those outlined for Level 2.

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Learning Objectives for Written Presentational Communication

Primary Objective: The student plans and produces written presentational communications.

- The student produces a variety of creative writings (e.g., original story, personal narrative, script).
- The student retells or summarizes information in narrative form, demonstrating a consideration of audience.
- The student produces persuasive essays.
- The student produces expository writing, including researched reports.
- The student uses reference tools, acknowledges sources, and cites them appropriately.
- The student self-edits written work for content, organization, and grammar.
- The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).
- The student demonstrates knowledge and understanding of content across disciplines.

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Achievement Level Descriptions for Written Presentational Communication

Achievement Level 5

(a) **Discourse and development.** When planning, producing, and presenting written presentational communications, students at Achievement Level 5 use paragraph-length discourse with mostly appropriate use of cohesive devices to report, explain, and narrate on a range of familiar topics. They integrate content from multiple sources to support their presentation.
(b) **Strategies.** These students employ a variety of strategies to clarify and elaborate the content of the presentation; self-correction is mostly successful.
(c) **Language structures.** These students use a variety of simple and compound sentences and some complex sentences in major time frames. Errors do not impede comprehensibility.
(d) **Vocabulary.** These students use vocabulary on a variety of familiar topics, including some beyond those of personal interest. They use some culturally appropriate vocabulary and idiomatic expressions.
(e) **Writing conventions.** They demonstrate consistent use of standard conventions of the written language (e.g., capitalization, orthography, accents). Errors do not impede comprehensibility.
(f) **Register.** Their choice of register is appropriate for the audience, and its use is consistent despite occasional errors.
(g) **Cultures, connections, and comparisons.** These students identify the relationship among products, practices, and perspectives in the target culture(s) and demonstrate understanding of most of the content of the interdisciplinary topics presented in the resource material. They also compare and contrast geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 4

(a) **Discourse and development.** When planning, producing, and presenting written presentational communications, students at Achievement Level 4 use mostly paragraph-length discourse with appropriate use of some cohesive devices to explain, express opinions, describe, and narrate on familiar topics. They summarize multiple sources with limited integration of content to support their presentation.
(b) **Strategies.** These students employ some communication strategies appropriately, such as paraphrasing and clarification; self-editing is often successful.
(c) **Language structures.** They use simple and compound sentences and a few complex sentences with some accuracy; errors do not impede comprehensibility.

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(d) **Vocabulary.** They use vocabulary on a variety of familiar topics, including some culturally appropriate and idiomatic expressions related to topics of personal interest.
(e) **Writing conventions.** They demonstrate generally consistent use of standard conventions of the written language (e.g., capitalization, orthography, accents); errors do not impede comprehensibility.
(f) **Register.** Errors in choice of register are infrequent, yet shifts between formal and informal registers may occur.
(g) **Cultures, connections, and comparisons.** They describe in some detail products or practices of the target culture(s), yet they may identify perspectives of the target culture(s) with some inaccuracies. They may compare and contrast some geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 3

(a) **Discourse and development.** When planning, producing, and presenting written presentational communications, students at Achievement Level 3 use strings of sentences and a few basic cohesive devices to express personal opinions, describe, and narrate on familiar topics. They summarize content from sources to support their presentation.
(b) **Strategies.** These students may employ some communication strategies appropriately, such as paraphrasing and clarification; self-editing is occasionally successful.
(c) **Language structures.** They produce simple and compound sentences with the most accuracy in the present time and some accuracy in other time frames. Errors may impede comprehensibility.
(d) **Vocabulary.** These students use vocabulary from familiar thematic word groups and occasionally incorporate some culturally appropriate and idiomatic expressions.
(e) **Writing conventions.** Their use of standard conventions of the written language (e.g., capitalization, orthography, accents) is inconsistent, which may cause confusion for the reader.
(f) **Register.** Their choice of register may be inappropriate for the intended audience, and shifts between formal and informal registers occur.
(g) **Cultures, connections, and comparisons.** They identify some cultural products and practices of the target culture(s) and may identify a few common perspectives. They are also able to identify a few geographic, historical, artistic, social, or political features of target culture communities.

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Achievement Level 2

(a) **Discourse and development.** When planning, producing, and presenting written presentational communications, students at Achievement Level 2 use strings of sentences to express personal opinions, describe, and narrate on topics of personal interest. They summarize sources without supporting the presentation.
(b) **Strategies.** These students employ limited presentational strategies to clarify meaning; efforts at self-editing usually fail.
(c) **Language structures.** They produce simple sentences with some accuracy in the present time. Their control of basic structures is inconsistent; errors impede comprehensibility.
(d) **Vocabulary.** Students at this level use vocabulary from familiar thematic word groups, including memorized phrases and a few idiomatic expressions.
(e) **Writing conventions.** Their writing shows little use of standard conventions of the written language (e.g., capitalization, orthography, accents).
(f) **Register.** These students communicate mainly using the familiar register.
(g) **Cultures, connections, and comparisons.** These students identify a few common cultural products or practices and a few geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 1

Students at Achievement Level 1 demonstrate performances that are less proficient than those outlined for Level 2.

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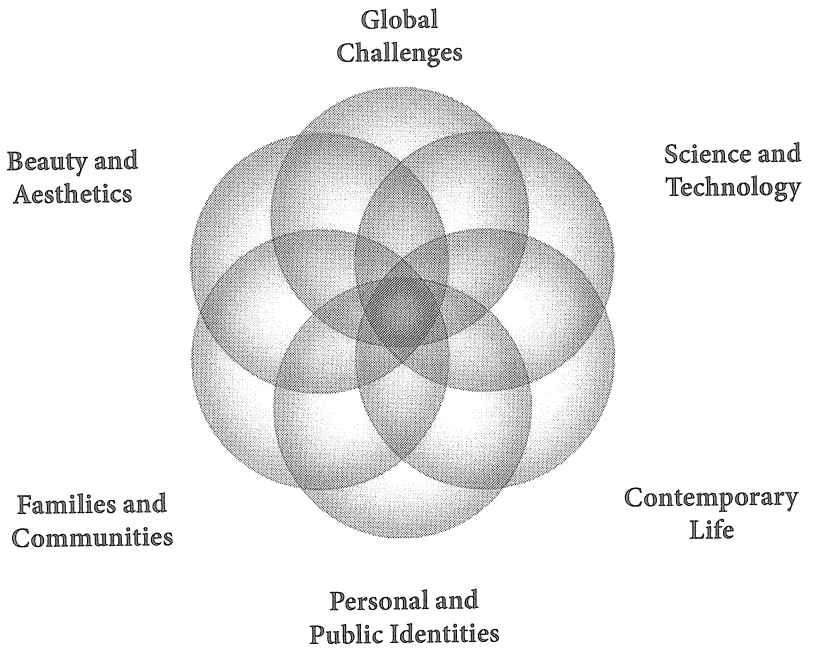
Course Themes

Designing the AP Spanish Language and Culture course around themes creates an interesting, meaningful context in which to explore a variety of language concepts. Themes help teachers integrate language, content, and culture into an interrelated series of lessons and activities that promote the use of the language in a variety of contexts. A theme may be used to plan a brief unit of study, a comprehensive unit spanning a greater period of time, or to connect with courses in other disciplines.

The AP Spanish Language and Culture course is structured around six themes:



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Recommended Contexts and Essential Questions

Each theme includes a number of *recommended contexts* for exploration. Teachers are encouraged to engage students in the various themes by considering historical, contemporary, and future perspectives as appropriate. Teachers should assume complete flexibility in resource selection and instructional exploration of the six themes. The recommended contexts are not intended as prescriptive or required, but rather they serve as suggestions for addressing the themes.

One way to design instruction with the themes is to identify *overarching essential questions* to motivate learners and to guide classroom investigations, learning activities, and performance assessments. Essential questions are designed to spark curiosity and engage students in real-life, problem-solving tasks. They allow students to investigate and express different views on real world issues, make connections to other disciplines, and compare aspects of the target culture(s) to their own. Essential questions also lend themselves well to interdisciplinary inquiry, asking students to apply skills and perspectives across content areas while working with content from language, literature, and cultures of the Spanish-speaking world.

Integrating Themes, Recommended Contexts, and Essential Questions

AP Spanish Language and Culture teachers are encouraged to consider the interconnectedness of the themes. A unit on environmental issues (Global Challenges) might, for example, touch upon recommended contexts from more than one theme. Students might study inventions as catalysts of change (Science and Technology), influences from religious beliefs or social values (Personal and Public Identities), or the aesthetics of eco-friendly architecture (Beauty and Aesthetics).

The recommended contexts for exploring a theme can be varied depending on available authentic materials, teacher-developed resources, and commercially produced materials, as well as teacher creativity and student interest. The design of the course should include essential questions that will capture students' interest, engaging authentic materials, and learning activities that help students consider themes across time and across cultures.

It should be noted that literature is not merely a recommended context for one of the course themes (Beauty and Aesthetics) but should serve as a powerful vehicle for delivering content to address all of the themes. Literary works may be incorporated throughout the AP Spanish Language and

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Culture course in relation to a variety of themes, such as the environment (Global Challenges), rites of passage (Contemporary Life), or issues of cultural assimilation (Personal and Public Identities).

Themes, Recommended Contexts, and Overarching Essential Questions

Theme: Global Challenges / *Los desafíos mundiales*

Recommended Contexts:

- Economic Issues / *Los temas económicos*
- Environmental Issues / *Los temas del medio ambiente*
- Philosophical Thought and Religion / *El pensamiento filosófico y la religión*
- Population and Demographics / *La población y la demografía*
- Social Welfare / *El bienestar social*
- Social Conscience / *La conciencia social*

Overarching Essential Questions:

- What environmental, political, and social issues pose challenges to societies throughout the world? / *¿Cuáles son los desafíos sociales, políticos y del medio ambiente que enfrentan las sociedades del mundo?*
- What are the origins of those issues? / *¿Cuáles son los orígenes de esos desafíos?*
- What are possible solutions to those challenges? / *¿Cuáles son algunas posibles soluciones a esos desafíos?*

Theme: Science and Technology / *La ciencia y la tecnología*

Recommended Contexts:

- Access to Technology / *El acceso a la tecnología*
- Effects of Technology on Self and Society / *Los efectos de la tecnología en el individuo y en la sociedad*
- Health Care and Medicine / *El cuidado de la salud y la medicina*
- Innovations / *Las innovaciones tecnológicas*
- Natural Phenomena / *Los fenómenos naturales*
- Science and Ethics / *La ciencia y la ética*

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Overarching Essential Questions:

- How do developments in science and technology affect our lives? / *¿Qué impacto tiene el desarrollo científico y tecnológico en nuestras vidas?*
- What factors have driven innovation and discovery in the fields of science and technology? / *¿Qué factores han impulsado el desarrollo y la innovación en la ciencia y la tecnología?*
- What role does ethics play in scientific advancement? / *¿Qué papel cumple la ética en los avances científicos?*

Theme: Contemporary Life / *La vida contemporánea*

Recommended Contexts:

- Education and Careers / *La educación y las carreras profesionales*
- Entertainment / *El entretenimiento y la diversión*
- Travel and Leisure / *Los viajes y el ocio*
- Lifestyles / *Los estilos de vida*
- Relationships / *Las relaciones personales*
- Social Customs and Values / *Las tradiciones y los valores sociales*
- Volunteerism / *El trabajo voluntario*

Overarching Essential Questions:

- How do societies and individuals define quality of life? / *¿Cómo definen los individuos y las sociedades su propia calidad de vida?*
- How is contemporary life influenced by cultural products, practices, and perspectives? / *¿Cómo influyen los productos culturales, las prácticas y las perspectivas de la gente en la vida contemporánea?*
- What are the challenges of contemporary life? / *¿Cuáles son los desafíos de la vida contemporánea?*

Theme: Personal and Public Identities / *Las identidades personales y públicas*

Recommended Contexts:

- Alienation and Assimilation / *La enajenación y la asimilación*
- Heroes and Historical Figures / *Los héroes y los personajes históricos*
- National and Ethnic Identities / *La identidad nacional y la identidad étnica*
- Personal Beliefs / *Las creencias personales*

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- Personal Interests / *Los intereses personales*
- Self-Image / *La autoestima*

Overarching Essential Questions:

- How are aspects of identity expressed in various situations? / *¿Cómo se expresan los distintos aspectos de la identidad en diversas situaciones?*
- How do language and culture influence identity? / *¿Cómo influyen la lengua y la cultura en la identidad de una persona?*
- How does one's identity develop over time? / *¿Cómo se desarrolla la identidad de una persona a lo largo del tiempo?*

Theme: Families and Communities / *Las familias y las comunidades*

Recommended Contexts:

- Customs and Values / *Las tradiciones y los valores*
- Education Communities / *Las comunidades educativas*
- Family Structure / *La estructura de la familia*
- Global Citizenship / *La ciudadanía global*
- Human Geography / *La geografía humana*
- Social Networking / *Las redes sociales*

Overarching Essential Questions:

- What constitutes a family in different societies? / *¿Cómo se define la familia en distintas sociedades?*
- How do individuals contribute to the well-being of communities? / *¿Cómo contribuyen los individuos al bienestar de las comunidades?*
- How do the roles that families and communities assume differ in societies around the world? / *¿Cuáles son las diferencias en los papeles que asumen las comunidades y las familias en las diferentes sociedades del mundo?*

Theme: Beauty and Aesthetics / *La belleza y la estética*

Recommended Contexts:

- Architecture / *La arquitectura*
- Defining Beauty / *Definiciones de la belleza*
- Defining Creativity / *Definiciones de la creatividad*
- Fashion and Design / *La moda y el diseño*

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- Language and Literature / *El lenguaje y la literatura*
- Visual and Performing Arts / *Las artes visuales y escénicas*

Overarching Essential Questions:

- How are perceptions of beauty and creativity established? / *¿Cómo se establecen las percepciones de la belleza y la creatividad?*
- How do ideals of beauty and aesthetics influence daily life? / *¿Cómo influyen los ideales de la belleza y la estética en la vida cotidiana?*
- How do the arts both challenge and reflect cultural perspectives? / *¿Cómo las artes desafían y reflejan las perspectivas culturales?*

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Glossary of Key Terms

Achievement level descriptions: Descriptions of student performance at levels 1–5. AP teachers can use this information to develop better insight into individual student performance and adjust curriculum and instruction.

Communication strategies: Techniques used to clarify meaning or confirm comprehension, such as restatement, asking questions for clarification, circumlocution, and gestures.

Critical viewing/listening/reading: To analyze, react to, and explore audio, visual, audiovisual, print, or written resources in order to better understand meaning and purpose.

Features of target culture communities: Various products, practices, and perspectives of target culture(s), such as television and film, education, customs and traditions, and beliefs and values, including geographic, historical, artistic, social, or political influences.

Learning objectives: Clear, detailed, and finite articulation of what students will know and be able to do.

Perspectives: Values, attitudes, and assumptions that underlie both practices and products but that are less readily evident to the observer.

Practices: Patterns of social interactions within a culture.

Products: Both tangible (e.g., tools, books) and intangible (e.g., laws, conventions, institutions) items.

Reference tools: Items such as a dictionary, a guide to language structure, or a thesaurus.

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Course Title

Spanish Literature A/B (AP)

Description of Target Group

This course is designed as an elective class for juniors and seniors (others with permission from instructor) that meets the foreign language admission requirements for the CSU and UC university system.

Purpose

The purpose of Spanish Literature A/B, AP is to prepare students to take the Spanish Literature Advanced Placement examination. Successful completion of this examination will qualify students to receive college credit for comparable college level courses without matriculation in such courses. Students will be introduced to select works from the literature of Spain and Spanish America with particular emphasis on works by the required authors, Jorge Luis Borges, Federico García Lorca, Gabriel García Márquez, Ana María Matute, and Miguel de Unamuno.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. The ability to comprehend formal and informal spoken Spanish.
2. The ability to compose expository passages.
3. The ability to express ideas orally with accuracy and fluency.
4. To understand a lecture in Spanish and to participate actively in discussions on literary topics in Spanish.
5. To do a close reading of Hispanic literary texts in all genres.
6. To analyze critically the form and content of literary works orally and in writing using appropriate terminology.

Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

1. Lectures
2. Class participation
3. Demonstration
4. Audio-visual materials
5. Field Trips
6. Small group activities
7. Outside resource people

Spanish Literature A/B (AP) (continued)

Assessments

Teacher observations of student action, speaking demonstrations, and other oral presentations.
Student depictions of concepts via drawings, markings, posters, collages, and video projects.
Student or teacher generated (planned or impromptu) role-play or real life situations.
Written student work including but not limited to exercises, worksheets, compositions, portfolios, notebooks, or projects.
Summative written tests and quizzes based on teacher generated criteria.
Student work in computer files.
Student generated book presentations utilizing oral reports, storyboards, elements of drama, and reader's theater.
Student oral and written interpretation of video generated thematic units.
Group presentations of thematic units including dramatic reenactment.
Student created new endings to stories.
Student participation in quackery reading.
Student participation in contrasting and dialoguing poetry.
Student participation in the accused bench or the hot chair activity.
Student composed letters to the characters in a story.
Student use of symbolization and picture graphs.
Student composed Venn diagram.
Student reflections and personal responses in journals or writing logs.
Student use of creative imitation.

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Curriculum Framework

The AP® Spanish Literature and Culture course is designed to provide students with a learning experience equivalent to that of an introductory college course in literature written in Spanish. The course introduces students to the formal study of a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature. The course provides opportunities for students to demonstrate their proficiency in Spanish across the three modes of communication (interpersonal, interpretive, and presentational) and the five goal areas (communication, cultures, connections, comparisons, and communities) outlined in the *Standards for Foreign Language Learning in the 21st Century*. The overarching aims of the course are to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills — with special attention to critical reading and analytical writing — and to encourage them to reflect on the many voices and cultures included in a rich and diverse body of literature written in Spanish.

The inclusion of "and Culture" in the title of the course reflects a purposeful alignment of the course to a standards-based Spanish curriculum. In particular, the course reflects a meaningful integration of the cultures, connections, and comparisons goal areas of the *Standards*. Emphasis is placed on approaching the study of literature through global, historical and contemporary cultural contexts. Teachers and students are encouraged to make interdisciplinary connections and explore linguistic and cultural comparisons. A key objective of the course is to encourage students not only to understand and retell the content of the texts they read but also to relate that content to literary, historical, sociocultural, and geopolitical contexts in Spanish.

In order to promote depth of student understanding and contextual knowledge, and especially to relieve pressure to cover a considerable breadth of material in one academic year, the required reading list for the course is reduced. With a reading list that is shorter — but certainly no less linguistically and thematically challenging — the course affords greater flexibility in instructional design and allows for more time to be dedicated to incorporating art and other media into the study of literature, and developing students' critical reading, analytical writing, and research skills in Spanish.

The course aims to help students progress beyond reading comprehension to read with critical, historical and literary sensitivity. This is an ambitious goal, but it is hoped that when exposed to the methods of literary analysis, with its rigorous attention to linguistic detail coupled with critical interpretation and analysis, students will be able to apply the skills they acquire in this course to many other areas of learning and life.

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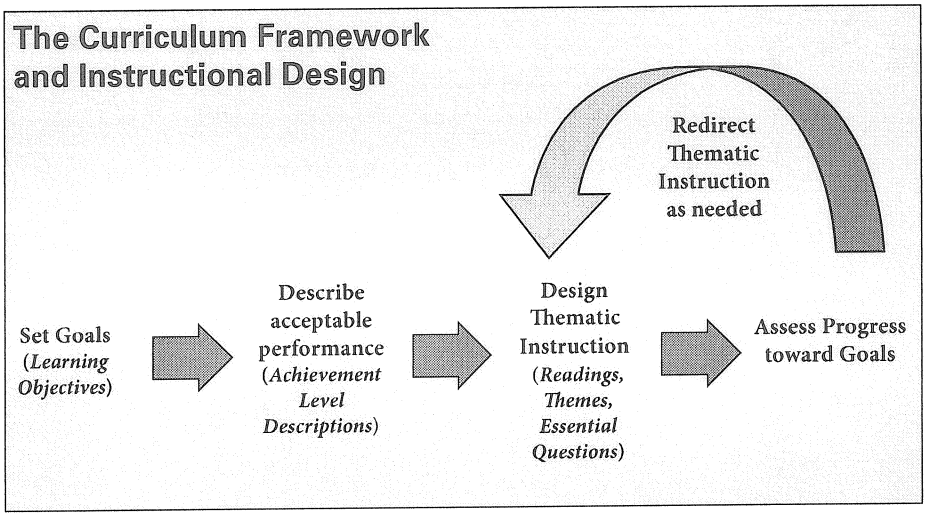
Structure of the Curriculum Framework

This curriculum framework begins by outlining the *learning objectives* and the *achievement level descriptions* that define student performance across five levels.

Tools for instructional design come next: the *readings* that compose the required list of literary works to be studied in the course; *literary terminology* that students learn and apply to their study of the required readings; *themes* for making contextual connections among works from different periods and genres; *organizing concepts* for exploring each theme; and *essential questions* with which to engage learners and guide classroom investigations, learning activities, and assessments.

The following graphic illustrates how the components of the curriculum framework relate to how a teacher designs and delivers instruction:



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Learning Objectives and Achievement Level Descriptions

At the core of the AP Spanish Literature and Culture course are the *learning objectives* that identify what students should know and be able to do as a result of taking the AP course. These objectives outline expectations of student abilities according to the five goal areas (the "five C's") of the *Standards*, and to language usage in support of literary analysis.

The "Five C's" and the Learning Objectives

Communication	Learning Objectives for Interpersonal Communication Learning Objectives for Interpretive Communication Learning Objectives for Presentational Communication
Cultures, Connections, Comparisons, Communities	Learning Objectives for Cultures, Connections, Comparisons, and Communities
Language Usage in Support of Literary Analysis	Learning Objectives for Language Usage in Support of Literary Analysis

The degree to which student performance meets the learning objectives in each area is articulated in the *achievement level descriptions*, which define how well students at each level perform. Due to the interrelated nature of the "five C's," all the *achievement level descriptions* work in concert with one another and should be considered holistically. While references to levels 1–5 cannot precisely predict a student's ultimate AP Exam score, AP teachers can use this information to develop better insight into individual student performance and adjust curriculum and instruction throughout the course.

Two categories of learning objectives apply only to the AP course and will not be assessed on the AP Exam: Interpersonal Communication and Communities. Achievement level descriptions are not provided for Communities; however, they are provided for Interpersonal Communication so that teachers may use them as a guide to assess student participation in class discussions.

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Interpersonal Communication

Interpersonal Communication is characterized by active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly. Students in the AP Spanish Literature and Culture course discuss texts and contexts in a variety of interactive oral and written formats in Spanish. Whether in an online discussion group or an in-class debate, students formulate and respond to questions, connect personal observations to those of their classmates and teacher, and state and support their opinions. They also apply a variety of literary and analytical terms in Spanish to the oral and written discussion of texts and contexts.

Learning Objectives for Interpersonal Communication

- The student discusses texts and contexts in a variety of interactive oral formats in the target language.
- The student discusses texts and contexts in a variety of interactive written formats in the target language.
- The student uses a variety of literary and critical terminology in oral and written discussions of texts in the target language.

Achievement Level Descriptions for Interpersonal Communication

Achievement Level 5

Students at Achievement Level 5 engage fully in oral and written discussions of texts and contexts, connecting personal observations to those of their classmates and providing insightful comments and questions. They formulate and respond appropriately to critical and analytical questions about texts and contexts. In oral and written discussions they are able to interpret and analyze texts and contexts, supporting their opinions with textual evidence.

Achievement Level 4

Students at Achievement Level 4 participate in oral and written discussions on texts and contexts by asking probing or follow-up questions and providing answers that elaborate on main points. They formulate interpretive questions about textual details and respond appropriately, though perhaps not fully, to critical and analytical questions about texts and contexts. Their participation in oral and

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written discussions goes beyond providing information about texts; they are able to interpret texts and contexts, and state and support their opinions with some textual details.

Achievement Level 3

Students at Achievement Level 3 participate in oral and written discussions by asking and answering questions about texts and some contexts. They formulate factual questions and respond to interpretive questions about textual details. Their participation in oral and written discussions consists mainly of providing information about texts. While they are able to state their opinions related to texts, they may struggle to support them with textual details.

Achievement Level 2

Students at Achievement Level 2 participate in oral and written discussions by answering direct, factual questions about texts. They are generally not able to sustain discussions by elaborating on main points or providing information about contexts. They may commit errors in using basic literary terms to discuss texts.

Achievement Level 1

Students at Achievement Level 1 participate at a level not consistent with the criteria outlined for Level 2, or produce no measurable performance at all (i.e., off-task).

Interpretive Communication

Interpretive communication is characterized by the appropriate cultural interpretation of meanings that occur in written or spoken form where there is no recourse to the active negotiation of meaning with the writer or speaker. Students in the AP Spanish Literature and Culture course use their interpretive communication skills to demonstrate understanding of both texts and contexts.

Students demonstrate their understanding of texts by analyzing main ideas and supporting details, the relationship between the structure of a text and its content, and the significance of rhetorical figures, points of view, and stylistic features. They also analyze themes and features of artistic representations, audiovisual materials, and audio sources in Spanish that are related to texts.

Students demonstrate their understanding of contexts by explaining how the content of texts relates to issues of politics, economics, religion, gender, social class and ethnicity in both historical and contemporary time frames. They associate language usage found in texts to age, gender, and social class, and associate features of individual texts with broader literary genres, periods, and movements.

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Learning Objectives for Interpretive Communication

- The student reads and comprehends literary and related written texts in the target language.
- The student listens to and comprehends spoken target language related to literary content.
- The student analyzes literary and related texts in the target language.
- The student differentiates between personal and critical reactions in the target language.
- The student identifies rhetorical figures used in target language texts.
- The student analyzes the significance of rhetorical figures in target language texts.
- The student identifies points of view in target language texts.
- The student analyzes the significance of points of view in target language texts.
- The student identifies stylistic features of target language texts.
- The student analyzes the significance of stylistic features of target language texts.
- The student identifies literary genres, periods, and movements and their characteristics in target language texts.
- The student relates target language texts to genres, periods and movements.
- The student identifies sociocultural contexts in target language texts.
- The student relates target language texts to sociocultural contexts.
- The student situates textual language and registers within historical, social, and geopolitical contexts.
- The student relates artistic representations and audiovisual materials, including films and music, to literary course content.
- The student relates secondary texts to primary texts in support of textual analysis in the target language.
- The student uses authorized reference tools for interpreting texts in the target language.

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Achievement Level Descriptions for Interpretive Communication

Achievement Level 5

Students at Achievement Level 5 demonstrate an understanding of oral and written texts by analyzing main ideas and supporting details, the relationship between the structure of a text and its content, and the effect of word choice, symbolism and imagery in texts. They analyze stylistic features and make distinctions between narrative voices and the author's perspective in order to establish differences in meaning. They explain how the content and stylistic features of texts relate to genres and major cultural movements. They analyze themes and features of artistic representations, audiovisual materials, and spoken target language sources in relation to literary texts. They accurately use a wide variety of relevant literary terms to analyze texts, with very few errors that do not detract from the quality of their written and oral work (see Literary Terminology section).

Achievement Level 4

Students at Achievement Level 4 demonstrate an understanding of oral and written texts by interpreting main ideas and supporting details, and by explaining the relationship between the structure of a text and its content. They explain how a text's content relates to sociocultural contexts, and how features of texts are characteristic of particular literary periods or movements. They make distinctions between stylistic features and between narrative voices in texts in order to establish differences in meaning. They identify the movement(s) to which a text belongs. They connect themes and features of artistic representations, audiovisual materials, and spoken target language sources to literary texts. They accurately use a variety of relevant literary terms to analyze texts, with occasional errors that generally do not detract from the quality of their written and oral work (see Literary Terminology section).

Achievement Level 3

Students at Achievement Level 3 demonstrate an understanding of oral and written texts by summarizing main ideas and supporting details, and distinguishing arguments (based on textual examples) from opinions (based on personal beliefs). They connect ideas and themes to characters and describe some stylistic features related to literary content. They identify features of literary periods, movements, and sociocultural contexts related to course content, as well as the use of language registers to reflect social relationships in texts. They identify themes and features of artistic representations, audiovisual materials, and spoken target language sources related to literary texts. Though the identifications and connections they

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make are at times too superficial to support textual analysis, students at this level are able to use that information to answer interpretive questions about texts. They accurately use some relevant literary terms to analyze texts, though with more frequent errors that occasionally detract from the quality of their written and oral work (see Literary Terminology section).

Achievement Level 2

Students at Achievement Level 2 demonstrate an understanding of oral and written texts by summarizing and paraphrasing main ideas. They describe basic elements of literary texts such as setting, main characters, and plot. They identify features associated with broad literary genres and examples of formal and informal language used in texts. Students at this level generally do not interpret or analyze texts, but rather describe and summarize them. They use only a limited range of relevant literary terms with accuracy; errors in using terminology are more pervasive and often detract from the quality of their written and oral work.

Achievement Level 1

Students at Achievement Level 1 demonstrate an understanding of oral and written texts that is not consistent with the criteria outlined for Level 2, or produce no measurable performance at all (i.e., off-task).

Presentational Communication

Presentational Communication is characterized by the creation of messages in a manner that facilitates interpretation by the audience where no direct opportunity exists for the active negotiation of meaning. Students in the AP Spanish Literature and Culture course create and deliver oral presentations related to course content in a variety of formats in Spanish. They also write analytical compositions in Spanish that are organized around a topic and an explicit statement of purpose (thesis), and have a coherent structure and a cohesive, logical progression of ideas. Students incorporate information from secondary sources related to texts into their oral and written work, and use authorized reference materials and cite them appropriately.

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Learning Objectives for Presentational Communication

- The student organizes information, concepts, and ideas in oral and written presentations in the target language.
- The student presents information in a descriptive form in the target language.
- The student writes analytical compositions related to literary texts in the target language.
- The student creates and delivers oral presentations related to course content in a variety of formats in the target language.
- The student incorporates information from secondary sources related to texts in oral and written presentations in the target language.
- The student uses authorized reference materials in oral and written presentations.
- The student acknowledges sources and cites them appropriately.

Achievement Level Descriptions for Presentational Communication

Achievement Level 5

Students at Achievement Level 5 produce and deliver oral and written presentations that are analytical in nature. Oral and written presentations have an explicit statement of purpose (thesis), a coherent structure, a cohesive and logical progression, and insight into the topic. Students support literary analysis by making interdisciplinary connections or cultural comparisons that demonstrate understanding of contexts. They integrate specific, well-chosen textual examples into their presentations, including references to secondary texts and brief discussions of historical and cultural contexts.

Achievement Level 4

Students at Achievement Level 4 produce and deliver oral and written presentations that are fundamentally analytical in nature; description and narration are present but do not outweigh analysis. Oral and written presentations have an explicit statement of purpose (thesis), a coherent structure, and a logical progression of ideas. Students support literary analysis by citing and discussing appropriate textual examples. They facilitate comprehension of their oral and written work by using rhetorical markers, transitions, and/or visual materials. At this level, students are

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able to refer to selected secondary texts and place texts in their historical and cultural contexts in oral and written presentations.

Achievement Level 3

Students at Achievement Level 3 produce and deliver oral and written presentations that feature conscious efforts to analyze texts; however, these attempts may not be successful. In general, description and narration outweigh analysis. Oral and written presentations have a statement of purpose, evidence of organization (i.e., a stated topic, an introduction and a conclusion), and a logical progression of ideas. Students can elaborate on their main points and support their observations by citing examples, but these examples may not always be clear and relevant.

Achievement Level 2

Students at Achievement Level 2 produce and deliver oral and written presentations that are descriptive or narrative in nature by summarizing or paraphrasing texts. They do not clearly state a purpose or organize presentations around a topic. Oral and written work is supported by describing basic elements of texts. Students at this level present main points and some details about a topic, but mostly produce plot summary and do not support an argument with textual examples.

Achievement Level 1

Students at Achievement Level 1 produce and deliver oral and written presentations that are not consistent with the criteria outlined for Level 2, or produce no measurable performance at all (i.e., off-task).

Cultures, Connections, Comparisons, and Communities

The Cultures goal area of the *Standards* focuses on students gaining knowledge and understanding of the relationships between products, practices, and perspectives of the cultures studied. Students in the AP Spanish Literature and Culture course relate texts to products, practices and perspectives found in a variety of media from the target cultures. Cultural *products* may be tangible artifacts created by humans (e.g., a monument, a garment) or they may be intangible results of human work or thought (e.g., an oral tale, a law). Cultural *practices* are patterns of behavior accepted by a society (e.g., rites of passage, child rearing, use of linguistic register, and forms of address in a conversation). Cultural *perspectives* are the underlying beliefs and values of a society. These ideas and attitudes serve as a base from which cultural practices are derived; they also justify the presence of cultural products.

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Students analyze the roles of personal assumptions and cultural beliefs in the interpretation of texts. They situate texts within literary and artistic heritages of the target cultures and relate literary movements to cultural contexts. They also analyze how texts reinforce or challenge perceptions of a majority culture.

The Connections goal area of the *Standards* focuses on students reinforcing and furthering their knowledge of other disciplines and their awareness of distinctive viewpoints by acquiring information available in the target language. Students in the AP Spanish Literature and Culture course make interdisciplinary connections to support textual analysis. They relate texts to literary, historical, and cultural contexts, and to contemporary global issues. They use information available in Spanish to support the interpretation of texts and to compare distinctive cultural viewpoints.

The Comparisons goal area of the *Standards* focuses on students developing insight into the nature of language and culture. Students in the AP Spanish Literature and Culture course compare textual language and literary features of target language texts produced in different historical, social, and geopolitical contexts. They compare representations of key events produced through a variety of cultural perspectives. They also compare cultural products, practices, and perspectives found in texts to their own cultures.

The Communities goal area of the *Standards* focuses on students participating in multilingual communities at home and around the world. Students in the AP Spanish Literature and Culture course deepen and reinforce their understanding of literary texts through activities in the target language within and beyond the classroom setting. They also share their knowledge of literature and culture with communities beyond the classroom setting.

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Learning Objectives for Cultures, Connections, Comparisons, and Communities

- The student analyzes the relationship between products (both tangible and intangible) and perspectives of target cultures as manifested in target language texts.
- The student relates texts to products and perspectives found in a variety of media from the target cultures.
- The student analyzes the relationships between practices and perspectives of target cultures as manifested in target language texts.
- The student relates texts to practices and perspectives found in a variety of media from the target cultures.
- The student analyzes the role of personal assumptions and cultural beliefs in the interpretation of target language texts.
- The student situates texts within literary and artistic heritages of the target cultures.
- The student relates literary movements to cultural contexts.
- The student analyzes how texts reinforce or challenge perceptions of a majority culture.
- The student relates texts to their contexts (literary, historical, sociocultural, geopolitical) in the target language.
- The student makes interdisciplinary connections to support analysis of literary and related texts.
- The student relates texts to contemporary global issues using the target language.
- The student uses information available in the target language and culture to support the interpretation of texts and compare distinctive viewpoints.
- The student compares literary features of target language texts to those of other texts.
- The student compares textual language and registers in target language texts produced in different historical, social, and geopolitical contexts.
- The student compares cultural products, practices, or perspectives portrayed in texts to his or her own.
- The student compares representations of key events produced through a variety of cultural perspectives.
- The student deepens and reinforces understanding of literary texts through activities in the target language within and beyond the classroom setting.
- The student shares knowledge of literature and culture with communities beyond the classroom setting.

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Achievement Level Descriptions for Cultures, Connections, and Comparisons

Achievement Level 5

Students at Achievement Level 5 analyze how cultural beliefs and attitudes affect textual interpretation. They explain the role of cultural stereotypes in texts, and how behavior and attitudes present in texts reflect sociocultural contexts. They explain how literary movements reflect cultural change. They make connections between primary and secondary texts and apply information from other disciplines to support textual analysis. They analyze the functions of structural features and the effects of rhetorical features in texts related by period, genre or theme. They analyze representations of key events in different texts and how representations of cultural products, practices, and perspectives in literary texts compare to their own culture.

Achievement Level 4

Students at Achievement Level 4 explain how personal beliefs and attitudes affect textual interpretation. They connect literary movements to cultural perspectives and can describe cultural products and practices that relate to cultural perspectives present in texts. They explain the relationship between themes found in texts and contemporary or global issues in order to enhance understanding of the texts. They apply information from other disciplines to the analysis of texts. They connect textual information to sociocultural contexts, and linguistic changes to historical and geopolitical contexts. They compare representations of key events in different texts and compare distinct points of view from target texts and cultures to points of view from their own culture.

Achievement Level 3

Students at Achievement Level 3 identify cultural practices and perspectives found in oral and written texts, songs, visuals, or other artifacts. They apply information from other disciplines to aid their comprehension of texts. They identify themes found in target texts that are relevant to contemporary society. They identify structural and rhetorical features in texts of the same period or genre, as well as linguistic features representative of the time and place in which texts were written.

Achievement Level 2

Students at Achievement Level 2 identify cultural products in oral and written texts, and songs, visuals, or other artifacts. They identify some cultural practices found in written texts or visuals. They identify information from other disciplines that relates to course content, as well as main themes or events found in different texts, but they generally do

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not apply that information to the interpretation of texts or to making interdisciplinary connections and cultural comparisons

Achievement Level 1

Students at Achievement Level 1 demonstrate an understanding of cultural and interdisciplinary information in texts at a level not consistent with the criteria outlined for Level 2, or produce no measurable performance at all (i.e., off-task).

Language Usage in Support of Literary Analysis

The AP Spanish Literature and Culture course does not represent an endpoint of students' study of the Spanish language. On the contrary, course work in literary analysis reinforces the continued emphasis on developing proficiency across the full range of language skills, with special attention to critical reading and analytical writing. Students learn and use a variety of vocabulary appropriate to literary analysis, and they continue to develop a sophisticated array of grammatical and syntactic structures. They produce comprehensible oral and written presentations that show attention to pronunciation and pace, as well as standard writing conventions of the Spanish language.

Learning Objectives for Language Usage in Support of Literary Analysis

- The student uses a variety of vocabulary appropriate to literary analysis.
- The student uses a variety of grammatical and syntactic structures.
- The student produces comprehensible written work by observing writing conventions of the target language.
- The student uses pronunciation that is comprehensible to the audience in oral communications.
- The student self-monitors and adjusts language production in oral and written communications.

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Achievement Level Descriptions for Language Usage in Support of Literary Analysis

Achievement Level 5

Students at Achievement Level 5 use language that is varied and appropriate to the text(s) being analyzed. They use language that presents main ideas and supporting details, and communicates some nuances of meaning. Students at this level demonstrate very good control of grammatical and syntactic structures. Their use of verb tenses and moods is generally accurate, word order and formation are accurate, and their use of cohesive devices or transitional elements is appropriate to guide the reader's understanding. Students at this level are accurate in their spelling, placement of accents, punctuation and paragraphing, with only sporadic errors. They show grouping and progression of ideas through paragraphing.

Achievement Level 4

Students at Achievement Level 4 use language that is appropriate to the text(s) being analyzed. They use language that presents main ideas and supporting details. Students at this level demonstrate good control of grammatical and syntactic structures; occasional errors in the use of verb tenses and moods do not detract from understanding, and word order and formation are mostly accurate. Students at this level are generally accurate in their spelling, placement of accents, punctuation and paragraphing. They may commit patterned errors, but these are infrequent and do not detract from the reader's understanding. They show grouping and progression of ideas through paragraphing.

Achievement Level 3

Students at Achievement Level 3 use language that is appropriate to the text(s) being analyzed, but their vocabulary may be limited to presenting main ideas. Students at this level demonstrate adequate control of grammatical and syntactic structures; errors in the use of verb tenses and moods may be frequent but do not detract from overall understanding, and word order and formation are generally accurate. Students at this level are sometimes accurate in their spelling, accents, punctuation, and paragraphing. They commit patterned errors that may become frequent but do not detract from the reader's overall understanding. They show grouping of ideas through paragraphing.

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Achievement Level 2

Students at Achievement Level 2 use language that at times is inapplicable to the text(s) being analyzed, and that forces the reader to supply inferences. Students at this level demonstrate inadequate control of grammatical and syntactic structures; errors in verb forms, word order and formation are frequent and serious enough to impede comprehension at times. Students at this level are generally inaccurate in their spelling, placement of accents, punctuation, and paragraphing. They commit numerous errors that impede comprehension at times, and they do not show grouping of ideas through paragraphing.

Achievement Level 1

Students at Achievement Level 1 use language in a manner not consistent with the criteria outlined for Level 2, or produce no measurable performance at all (i.e., off-task).

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Required Reading List

The required reading list for the course has been reduced to 38 titles in order to promote depth of student understanding and contextual knowledge. In revising the reading list, it was considered highly desirable to retain as many works as possible from the existing AP Spanish Literature required reading list while keeping the overall length manageable so that teachers would not feel that their efforts to prepare the current course had been wasted, or feel overtaxed in having so many new texts to prepare. Thus, in total this required reading list has been reduced by more than 30 percent, with just 15 percent of the titles being new additions.

Study of the AP Spanish Literature and Culture curriculum requires that only unabridged, full text, Spanish language versions of the required readings be used.

The new works and chapter additions are in **boldface**.

Isabel Allende, "Dos palabras"

Anónimo, "Romance de la pérdida de Alhama"

Anónimo, *Lazarillo de Tormes* (**Prólogo**; Tratados 1, 2, 3, 7)

Gustavo Adolfo Bécquer, Rima LIII ("Volverán las oscuras golondrinas")

Jorge Luis Borges, "Borges y yo"

Jorge Luis Borges, "El Sur"

Julia de Burgos, "A Julia de Burgos"

Miguel de Cervantes, *Don Quijote* (Primera parte, capítulos 1–5, 8 y 9; **Segunda parte, capítulo 74**)

Julio Cortázar, "La noche boca arriba"

Hernán Cortés, "Segunda carta de relación" (selecciones)

Sor Juana Inés de la Cruz, "Hombres necios que acusáis"

Rubén Darío, "A Roosevelt"

Don Juan Manuel, *Conde Lucanor*, Exemplo XXXV ("De lo que aconteció a un mozo que casó con una mujer muy fuerte y muy brava")

Osvaldo Dragún, *El hombre que se convirtió en perro*

Carlos Fuentes, "Chac Mool"

Federico García Lorca, *La casa de Bernarda Alba*

Federico García Lorca, "Prendimiento de Antoñito el Camborio en el camino de Sevilla"

Gabriel García Márquez, "El ahogado más hermoso del mundo"

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Gabriel García Márquez, "La siesta del martes"

Garcilaso de la Vega, Soneto XXIII ("En tanto que de rosa y azucena")

Luis de Góngora, Soneto CLXVI ("Mientras por competir con tu cabello")

Nicolás Guillén, "Balada de los dos abuelos"

José María Heredia, "En una tempestad"

Miguel León-Portilla, *Visión de los vencidos* (dos secciones: "Los presagios, según los informantes de Sahagún" y "Se ha perdido el pueblo mexica")

Antonio Machado, "He andado muchos caminos"

José Martí, "Nuestra América"

Rosa Montero, "Como la vida misma"

Nancy Morejón, "Mujer negra"

Pablo Neruda, "Walking around"

Emilia Pardo Bazán, "Las medias rojas"

Francisco de Quevedo, Salmo XVII ("Miré los muros de la patria mía")

Horacio Quiroga, "El hijo"

Tomás Rivera, *... y no se lo tragó la tierra* (dos capítulos: "...y no se lo tragó la tierra" y "La noche buena")

Juan Rulfo, "No oyes ladrar los perros"

Alfonsina Storni, "Peso ancestral"

Tirso de Molina, *El burlador de Sevilla y convidado de piedra*

Sabine Ulibarrí, "Mi caballo mago"

Miguel de Unamuno, *San Manuel Bueno, mártir*

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Literary Terminology

This section of the curriculum framework is designed to show the range of literary terms used in the course. The lists provided contain a representative selection of terms that are used both in AP classes at the secondary level, and in college and university courses in Introduction to Literary Analysis and surveys of Peninsular and Latin American literatures. The list is neither prescriptive nor exhaustive; teachers are welcome to supplement the list as they wish for their own classroom instruction. Rather, the list is intended to set a baseline expectation with regard to the terms that students should learn and apply to their study of the texts on the required reading list.

Three groups of literary terms represent a general progression in ability to interpret and analyze literary texts. Within each group of terms, six categories are outlined: (1) general terms, (2) terms that relate to narrative genres, (3) terms that relate to poetic genres, (4) terms that relate to dramatic genres, (5) rhetorical figures, and (6) literary historical terms.

Throughout the AP course, students at Achievement Level 5 would accurately use a wide variety of these literary terms, as relevant to the texts being analyzed, though with occasional errors. However, those errors would not detract from the quality of their work, and it is not expected that students would memorize and use without error every term on the list in order to demonstrate performance at Achievement Level 5. Similarly, students at Achievement Level 4 would accurately use a variety of these terms, perhaps with a few more errors, but again those errors generally would not detract from the quality of their oral or written work in the AP course. Students at Achievement Level 3 would accurately use some of these terms in their work; errors would be more frequent and occasionally would detract from the quality of the work. Students at Achievement Levels 2 and 1 would use only a limited range of terms with accuracy; errors would be more pervasive and more often than not would detract from the quality of their work.

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Progression of Literary Terms (from basic to advanced)

General: género: narrativa, poesía, drama, ensayo; ambiente, argumento, ficción, figura retórica, héroe, imagen, lector, personaje, protagonista, público, suspenso, tema

Narrativa: autor, narrador; cuento, novela; prosa

Poesía: poema, poeta, voz poética; verso, estrofa; ritmo, métrica: rima consonante, rima asonante

Drama: acto, escena, escenario; comedia, tragedia; diálogo, monólogo; teatro

Figuras retóricas: metáfora, símil; aliteración, hipérbole, onomatopeya, personificación

General: ambigüedad, analogía, antagonista, antihéroe, arquetipo, atmósfera, *carpe diem*, desenlace, fábula, *in medias res*, ironía, *memento mori*, símbolo, tono, trama

Narrativa: crónica, *flashback*, fluir de conciencia, narrador omnisciente, narrador limitado o narrativa en primera persona, prefiguración, punto de vista o perspectiva

Poesía: heptasílabo, octosílabo, endecasílabo, alejandrino; arte menor, arte mayor; encabalgamiento, estribillo, lírica, poema épico, redondilla, romance, sinalefa, soneto, verso agudo, verso esdrújulo, verso llano

Drama: acción dramática: exposición, nudo o clímax, desenlace; acotaciones, aparte, comedia del Siglo de Oro, dramaturgo, teatro del absurdo

Figuras retóricas: anáfora, antítesis, apóstrofe, circunlocución o perífrasis, elipsis, enumeración, eufemismo, gradación, hipérbaton

Historia literaria: Barroco, Boom, colonial, Edad Media (medieval), Generación del 98, libro de caballerías, modernismo, naturalismo, novela picaresca, pícaro, realismo, realismo mágico, Renacimiento, romanticismo, Siglo de Oro

General: alegoría, apología, caricatura, cromatismo o simbolismo cromático, desdoblamiento, leitmotivo, meta- (e.g., metaficción, metateatro), parodia, sátira

Narrativa: narrativa epistolar, narrador fidedigno, narrador no fidedigno, narrador testigo, narratario, parábola

Poesía: diéresis, hiato, sinéresis; verso blanco o suelto, verso libre; cesura, hemistiquio; polifonía, polimetría; silva

Drama: anagnórisis, catarsis, falla trágica, ironía dramática, pathos, tres unidades

Figuras retóricas: asíndeton, cacofonía, epíteto, metonimia, paradoja, polisíndeton, sinécdoque, sinestesia, retruécano

Historia literaria: conceptismo, culteranismo, costumbrismo, existencialismo, neoclasicismo, postmodernismo, surrealismo, vanguardia

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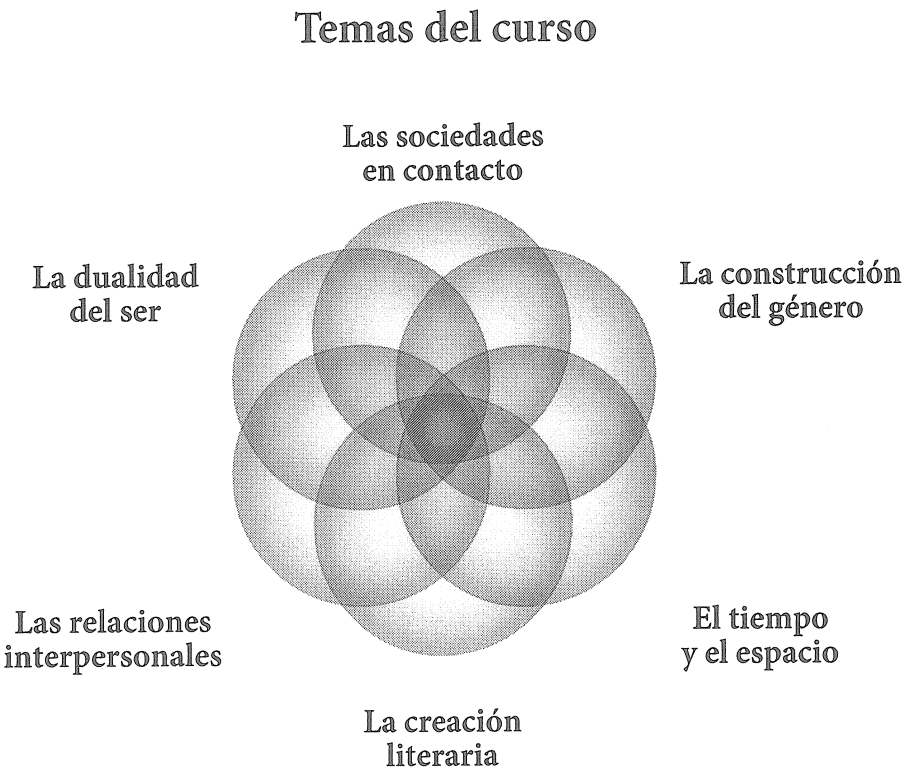
Course Themes

Incorporating themes into the design of the AP Spanish Literature and Culture course makes the literature of both distant and nearby places, and of the past and present, relevant to the interests and experiences of students taking their first literature course. Themes provide a meaningful basis for making contextual connections among works of different genres, periods and movements, and allow for interdisciplinary teaching methods through the introduction of theories from different subject areas. In addition, themes facilitate the incorporation of other art forms such as painting, photography, cinema, and music into the teaching of literature. And, perhaps most important, the use of themes in instructional design stimulates students to appreciate the potential of literature to comment on and enlighten their own life experiences, thus increasing their interest not only in reading but also in writing and speaking about literature in the target language.

The AP Spanish Literature and Culture course features six themes. Teachers who organize their current AP course syllabi by genres or by chronology are encouraged to see the themes as opportunities to make connections between works, rather than a mandate to teach the works on the required reading list strictly in thematic units.



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Organizing Concepts and Essential Questions

Each theme is supplemented by a number of *organizing concepts* for making contextual connections among works on the required reading list. The organizing concepts are not intended to be prescriptive or required; they merely serve as suggestions for working with the themes and the required readings.

One way to design instruction with themes is to identify *essential questions* to motivate learners and guide classroom investigations, learning activities and assessments. Essential questions are designed to spark curiosity and encourage students to consider how the content of the course relates to larger questions and issues in the study of literature and the humanities in general. Essential questions allow students to investigate and express different views on issues, make connections to other disciplines, and compare products, practices, and perspectives of target cultures to their own.

Here are the essential questions that apply to the AP Spanish Literature and Culture course as a whole:

- ¿Cómo revelan las obras literarias las perspectivas y costumbres de una cultura en un período determinado?
- ¿De qué manera afecta el contexto literario, histórico, sociocultural y geopolítico la creación de las obras literarias de determinada época?
- ¿Qué preguntas y dilemas presentes en obras literarias de diferentes autores y en diferentes épocas y culturas, son relevantes aún en la actualidad?
- ¿Qué contribuye el estudio de la literatura escrita en español al estudio del idioma?
- ¿Qué preguntas plantea la literatura acerca de la literatura misma y las demás artes?

Integrating Themes, Organizing Concepts, Essential Questions, and Required Readings

In order to promote an integrated approach to exploring the themes, lists of organizing concepts, essential questions, and sample groupings of works from the required reading list are provided below for each of the six course themes.

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Teachers are especially encouraged to consider the interrelatedness of the themes, which, with the reduction of the required reading list, will present opportunities to study texts more than once in the AP course, bringing out different thematic connections and contexts for analysis each time. For example, one can work with Julia de Burgos' poem "A Julia de Burgos" to address the theme of **La construcción del género** and then take it up again to consider theme of **La dualidad del ser** — perhaps in relation to Borges' "Borges y yo." García Márquez's "La siesta del martes" can be read with attention to **Las sociedades en contacto** or **Las relaciones interpersonales.** Cortázar's "La noche boca arriba" can be studied in a unit on **El tiempo y el espacio**, and then again in relation to **La dualidad del ser.** And so it is with many of the required readings: the themes, organizing concepts, and essential questions afford teachers considerable flexibility to combine readings and design instructional units in ways that suit their interests and the needs of their students.

Theme: Las sociedades en contacto

Organizing Concepts:

- La asimilación y la marginación
- La diversidad
- Las divisiones socioeconómicas
- El imperialismo
- El nacionalismo y el regionalismo

Essential Questions:

- ¿De qué manera las perspectivas de una cultura afectan la representación de eventos históricos?
- ¿Cómo los miembros de una minoría cultural se resisten (o se asimilan) a las costumbres y las perspectivas de la mayoría dominante?
- ¿Cómo se representan en obras literarias de distintos períodos y diversas culturas las relaciones entre grupos socioculturales (clases sociales, grupos étnicos, etc.)?

Sample Groupings of Required Readings:

- Anónimo, *Lazarillo de Tormes*; Dragún, *El hombre que se convirtió en perro* (Las divisiones socioeconómicas)

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- Cortés, "Segunda carta de relación"; León-Portilla, *Visión de los vencidos*; Martí, "Nuestra América"; Darío, "A Roosevelt" (El imperialismo)

Theme: La construcción del género

Organizing Concepts:

- El machismo
- Las relaciones sociales El sistema patriarcal
- La sexualidad
- La tradición y la ruptura

Essential Questions:

- ¿Cómo revela la literatura los cambios en la percepción de los géneros masculino y femenino?
- ¿De qué manera han servido los factores socioculturales como instrumentos de cambios (o no) en la representación de los géneros?
- ¿Cómo ha cambiado la representación de lo femenino (voces femeninas, personajes femeninos) a lo largo de la historia de la literatura?

Sample Groupings of Required Readings:

- Pardo Bazán, "Las medias rojas"; Burgos, "A Julia de Burgos"; Morejón, "Mujer negra"; Allende, "Dos palabras" (La tradición y la ruptura)
- Sor Juana, "Hombres necios que acusáis"; Storni, "Peso ancestral" (El sistema patriarcal)

Theme: El tiempo y el espacio

Organizing Concepts:

- El *carpe diem* y el *memento mori*
- El individuo en su entorno
- La naturaleza y el ambiente
- La relación entre el tiempo y el espacio
- El tiempo lineal y el tiempo circular

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- La trayectoria y la transformación

Essential Questions:

- ¿Cómo presentan las literaturas de distintas culturas los conceptos del tiempo y el espacio?
- ¿De qué manera los autores se valen del tiempo y el espacio para construir una variedad de estados de ánimos o sentimientos (p. ej. la desorientación, la nostalgia, el remordimiento)?
- ¿Cómo se relacionan la representación del espacio y el manejo del tiempo en una obra literaria?

Sample Groupings of Required Readings:

- Quevedo, "Miré los muros de la patria mía"; Machado, "He andado muchos caminos"; Neruda, "Walking around" (El individuo en su entorno)
- Garcilaso, Soneto XXIII ("En tanto que de rosa y azucena"); Góngora, Soneto CLXVI ("Mientras por competir con tu cabello"); Bécquer, Rima LIII ("Volverán las oscuras golondrinas") (El *carpe diem* y el *memento mori*; La trayectoria y la transformación)

Theme: Las relaciones interpersonales

Organizing Concepts:

- La amistad y la hostilidad
- El amor y el desprecio
- La comunicación o falta de comunicación
- El individuo y la comunidad
- Las relaciones de poder
- Las relaciones familiares

Essential Questions:

- ¿De qué manera se transforma el/la protagonista de una obra a consecuencia de sus relaciones con otros personajes?
- ¿De qué manera los individuos contribuyen o perjudican al bienestar de la familia o la comunidad?
- ¿Cómo influye el contexto sociocultural en el desarrollo de las relaciones interpersonales?

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Sample Groupings of Required Readings:

- Quiroga, "El hijo"; Rulfo, "No oyes ladrar los perros" (Las relaciones familiares)
- García Lorca, *La casa de Bernarda Alba*; Rivera, *... y no se lo tragó la tierra* (Las relaciones de poder; La comunicación o la falta de comunicación)

Theme: La dualidad del ser

Organizing Concepts:

- La construcción de la realidad
- La espiritualidad y la religión
- La imagen pública y la imagen privada
- La introspección
- El ser y la creación literaria

Essential Questions:

- ¿Qué preguntas plantea la literatura acerca de la realidad y la fantasía?
- ¿Cómo influye el contexto sociocultural o histórico en la expresión de la identidad?
- ¿Cuál es el significado de la vida (para un personaje, para un autor) y cómo se relaciona esto con las creencias o ideas en cuanto a la muerte?

Sample Groupings of Required Readings:

- Borges, "Borges y yo"; Unamuno, *San Manuel Bueno, mártir* (La imagen pública y la imagen privada)
- Cervantes, *Don Quijote*; Cortázar, "La noche boca arriba"; García Márquez, "El ahogado más hermoso del mundo" (La construcción de la realidad)

Theme: La creación literaria

Organizing Concepts:

- La intertextualidad
- La literatura autoconsciente

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- El proceso creativo
- El texto y sus contextos

Essential Questions:

- ¿Qué factores motivan a los escritores a crear sus obras literarias?
- ¿De qué manera la intertextualidad contribuye al significado de una obra literaria?
- ¿Cómo influye en la experiencia de los lectores la presencia de la literatura misma como tema de una obra literaria?

Sample Groupings of Required Readings:

- Don Juan Manuel, *Conde Lucanor*, Exemplo XXXV ("De lo que aconteció a un mozo que casó con una mujer muy fuerte y muy brava"); Anónimo, *Lazarillo de Tormes* (La literatura autoconsciente)
- Borges, "Borges y yo"; Cervantes, *Don Quijote* (El proceso creativo)

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Glossary of Key Terms

The following definitions are offered in order to facilitate understanding of key concepts in the curriculum framework.

Achievement level descriptions: The *achievement level descriptions* provide detailed explanations of student performance at AP score points 5, 4, 3, 2 and 1. AP teachers can use this information to develop better insight into individual student performance and make appropriate adjustments to curriculum and instruction.

Analytical compositions: Students in the AP course write *analytical compositions* related to course content (e.g., textual analyses, brief research reports) that have an explicit statement of purpose (thesis), a coherent structure, and a cohesive and logical progression. In these written presentations, students elaborate on their main points and support their arguments by citing and discussing specific, well-chosen textual examples. In order to write analytical compositions, students must go beyond summarizing what a text says; rather, they are to explain the significance of specific features of the text and the significance of the historical and cultural contexts in which the text was written.

Communities: The communities goal area of the *Standards for Foreign Language Learning in the 21st Century* focuses on students participating in multilingual communities at home and around the world. Students deepen and reinforce their understanding of literary texts through activities in the target language within and beyond the classroom setting. They share their knowledge of literature and culture with communities beyond the classroom setting.

Comparisons: The *comparisons* goal area of the *Standards* focuses on students developing insight into the nature of language and culture. Students compare linguistic and literary features of texts produced in different historical, social, and geopolitical contexts. They compare representations of key events produced through a variety of cultural perspectives. They also compare cultural products, practices, and perspectives found in texts to their own cultures.

Connections: The *connections* goal area of the *Standards* focuses on students reinforcing and furthering their knowledge of other disciplines and awareness of distinctive viewpoints by acquiring information available in the target language. Students make interdisciplinary connections between literature and history, literature and the arts, or literature and politics in order to support textual analysis. They use information available in Spanish to support the interpretation of texts and to compare distinctive cultural viewpoints.

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Context: A *context* of a literary work or historical event is a set of circumstances or facts surrounding it that influences its meaning or effect. Students demonstrate their understanding of contexts by explaining how texts relate to issues of politics, economics, religion, gender, social class, and ethnicity (to name a few possibilities) in both historical and contemporary time frames.

Critical reading: Students in the AP course read a literary text not just to comprehend what it says but also to understand how the text portrays its subject matter, and to consider how that portrayal can lead to a particular interpretation of the text. Goals of *critical reading* in the AP course (e.g., understanding the purpose of a text, recognizing bias, understanding the effects of rhetorical figures, and stylistic elements in conveying a message) are accomplished by sustained efforts to develop students' abilities to make inferences based on textual evidence.

Cultures: The *cultures* goal area of the *Standards* focuses on students gaining knowledge and understanding of the relationships between products, practices, and perspectives of the cultures studied. Students relate texts to products, practices and perspectives found in a variety of media from the target cultures. They situate texts within literary and artistic heritages of the target cultures and relate literary movements to cultural contexts. They also analyze how texts reinforce or challenge perceptions of a majority culture.

> **Products:** Cultural *products* may be tangible artifacts created by humans (e.g., a monument, a garment) or they may be intangible results of human work or thought (e.g., an oral tale, a law). Products reflect the beliefs and values (*perspectives*) of a culture.
>
> **Practices:** Cultural *practices* are patterns of behavior accepted by a society (e.g., rites of passage, child rearing, use of linguistic register and forms of address in a conversation). They represent the knowledge of "what to do, when, and where" in a society.
>
> **Perspectives:** Cultural *perspectives* are the underlying beliefs and values of a society. These ideas and attitudes serve as a base from which cultural practices are derived; they also justify the presence of cultural products.
>
> Example: The beliefs and values of a culture concerning interpretations of death (*perspectives*) influence how members of that culture mourn the loss of a loved one (*practices*) and the artifacts (e.g., an obituary) that are created to mark the passing or commemorate the life of that person (*products*).

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Essential questions: One way to approach instructional design with course themes is to identify *essential questions* that guide classroom investigations, learning activities and performance assessments. Essential questions allow students to investigate and express different views on issues, make connections to other disciplines, and compare products, practices, and perspectives of target cultures to their own. In this document, essential questions are provided for the course as a whole (e.g., "¿Qué preguntas y dilemas presentes en obras literarias de diferentes autores y en diferentes épocas y culturas, son relevantes aún en la actualidad?") and for each of the course themes (e.g., "¿Cómo revela la literatura los cambios en la percepción de los géneros masculino y femenino?" for the theme **La construcción del género**). AP teachers are welcome to use the essential questions presented in this document, and they may design their own as well.

Interpersonal communication: Communication in the *interpersonal* mode is characterized by active negotiation of meaning among individuals. Students develop their Interpersonal Communication skills by discussing texts and contexts in a variety of interactive oral formats (e.g. in-class discussions, debates) and interactive written formats (online discussion boards and blogs, emails to classmates and the instructor) in Spanish.

Interpretive communication: Communication in the *interpretive* mode is characterized by the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or speaker. Students use their Interpretive Communication skills to demonstrate understanding of texts (by analyzing themes, main ideas and supporting details, structural and stylistic features) and contexts (by relating the content of texts to issues of politics, economics, religion, gender, social class, and ethnicity, and by associating features of texts with broader genres, periods, or movements).

Learning objective: A *learning objective* is a specific statement about what students should know and be able to do as a result of taking the AP course. "The student" is the subject of each objective, e.g., "The student analyzes the significance of rhetorical figures in target language texts," "The student relates target language texts to sociocultural contexts."

Organizing concepts: Each of the course themes is supplemented by approximately a half-dozen recommended *organizing concepts* for addressing the theme and grouping literary works into thematic units. The organizing concepts can be thought of as "sub-themes" that provide different approaches to a course theme. For example, in order to address the course theme **Las sociedades en contacto**, an AP teacher may choose one or more of the organizing concepts to build a thematic unit: "La asimilación y la marginación," "La diversidad," "Las divisiones socioeconómicas," "El imperialismo," "El nacionalismo y el regionalismo."

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The organizing concepts are not intended as prescriptive or required; they merely serve as suggestions for working with the course themes and the required readings.

Personal and critical reactions. As students develop their critical thinking skills in the course, they become more able to distinguish between *personal reactions* based on their own attitudes and beliefs, and *critical reactions* expressed in arguments and justified with textual evidence. A key objective of the course is to develop the students' own abilities to create and present evidence-based arguments about texts and contexts.

Presentational communication. Communication in the *presentational* mode is characterized by the creation of messages in a manner that facilitates interpretation by the audience where no direct opportunity for the active negotiation of meaning exists. Students create and deliver oral presentations that are related to course content in a variety of formats in Spanish. They also write analytical compositions in Spanish that are organized around a topic and an explicit statement of purpose (thesis), and have a coherent structure, and a cohesive, logical progression of ideas.

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American Sign Language I

Grades: 9,10,11,12

Length: Full Year

Environment: Classroom-based

Honors: None

Subject: Language Other than English (E)

Discipline: LOTE Level 1

Institution: Santa Maria Joint Union High School District

Course Overview

This course will teach basic signs, grammar, fingerspelling, and the cultural aspects of Deafness. Students will learn basic communication. Total participation is mandatory in order to properly learn the language. Activities will include: students working in pairs or groups, role playing, skits, songs, and impromptu presentations. In addition to written homework, students are expected to study/practice outside the classroom on a daily basis. Students will also be required to complete a poster on a famous Deaf person and attend one out-of-class function. This course may not be repeated for credit.

1. Develop receptive skills 2. Develop delivery skills 3. Develop skills in reading the specialized written form of American Sign Language 4. Develop skills in writing the specialized written form of American Sign Language 5. Develop an understanding of the necessary structure basic to the American Sign Language sentence. 6. Acquire a basic functional vocabulary in American Sign Language 7. Become familiar with the Deaf Culture 8. Develop a fluent style of delivery, including a knowledge of all handshapes. 9. Demonstrate the use of critical-thinking skills throughout the course curriculum.

Unit One: Greetings and Farewells

1. To learn proper greetings and farewells in ASL

2. To introduce yourself and Others

3. To learn Basic ASL sentence structure

4. To ask and answer questions

5. To learn how to interact appropriately with Deaf people

6. To learn the role of facial Expressions and non-manual signals

Assignments

1. Take the Unit One Exam
2. Create a signed presentation with a partner for their expressive evaluation

Unit Two: Basic Conversation

1. To ask for help and Clarification
2. To engage in basic conversation on a variety of topics
3. To understand the cultural view of Deafness
4. To improve familiarity with ASL grammar and structure
5. To learn and apply WH-signs and facial expressions
6. To understand iconic and non-iconic signs

Assignments

1. Take the Unit Two Exam
2. Create a signed presentation with a partner for their expressive evaluation

Unit Three: ASL Skills

1. To expand ASL skills and topics of conversation
2. To understand topic-comment structure
3. To incorporate numbers into conversation
4. To understand how ASL name signs are made
5. To use possessive signs and deixis appropriately
6. To talk about favorites

Assignments

1. Take the Unit Three Exam

2. Create a signed presentation with a partner for their expressive evaluation

3. Share a dialogue to incorporate numbers in a conversation.

Unit Four: Gender Distinction

1. To recognize and use gender distinction in ASL

2. To understand and use contrastive structure

3. To gain exposure to Deaf art

4. To sign about family, friends and relationships

5. To use pronoun signs appropriately

Assignments

1. Take the Unit Four Exam

2. Create a signed presentation with a partner for their expressive evaluation

3. Describe a Deaf art piece.

Unitv Five: Conversational Skills

1. To improve conversational skills

2. To sign about school and school life

3. To identify and use the Agent Marker appropriately

4. To understand contemporary Deaf education options

5. To understand and use these classifiers ^, 1, 3

6. To tell time and sign about time-related issues

Assignments

1. Take the Unit Five Exam

2. Create a signed presentation with a partner for their expressive evaluation

Unit Six: Sign about Sports

1. To sign about sports
2. To understand the Five Parameters of ASL
3. To understand the different types of ASL literature
4. To expand classifier skills
5. To use the past, present, and future tenses
6. To understand and use the Rule of 9

Assignments

1. Take the Unit Six Exam
2. Create a signed presentation with a partner for their expressive evaluation

Unit Seven: Daily Routines and Activities

1. To sign about daily routines and activities
2. To identify and understand noun-verb pairs in ASL
3. To describe clothing
4. To learn and use spatial organization
5. To apply turn-taking strategies in conversations
6. To understand the sign language continuum

Assignments

1. Take the Unit Seven Exam
2. Create a signed presentation with a partner for their expressive evaluation

Unit Eight: People's Physical Appearance

1. To describe people’s physical appearances
2. To describe personality traits and characteristics
3. To improve ASL narrative skills
4. To learn about Deaf-Blind communication

5. To discuss health issues

6. To describe the natural world and environment

Assignments

1. Take the Unit Eight Exam

2. Create a signed presentation with a partner for their expressive evaluation

Unit Nine: Home and Community

1. To describe your home and community

2. To sign money using the Money Spot and Dollar Twise

3. To describe objects using spatialization techniques

4. To understand and give street directions

5. To understand how social changes affect the Deaf World

6. To learn and apply non-manual signals

Assignments

1. Take the Unit Nine Exam

2. Create a signed presentation with a partner for their expressive evaluation

Unit Ten: Occupations and Fields of Study

1. To converse about occupations and fields of study

2. To use become and to be in conversation

3. To discuss food

4. To describe animals and a trip to the zoo

5. To expand visualization and description skills using classifiers

Assignments

1. Take the Unit Ten exam

2. Create a signed presentation with a partner for their expressive evaluation

Assessments

1. Students will complete a 100 point exam (receptive) after each unit.

2. Students will create a dialogue (expressive exam) based on guidelines that is given out in class after completing each unit. This exam is worth 100 points.

3. Students will complete a binder which will includes all the notes, quizzes, exams, handouts, and the class syllabus.

Assignments

1. Students will create a poster on a Famous Deaf person and include several facts such as: name of Famous Deaf person, year of birth/year of death, history of his/her family, occupation, and why he/she was famous.

2. Students will present their poster in ASL.

Reception

Students will:

1. Demonstrate good comprehension of a short passage, dialogue or conversation

2. Describe the characters, situation and action after viewing a lecture

3. Indicate accurate responses after viewing a videotape and question its contents

4. Discriminate among the different handshapes of ASL Delivery Students will:

5. sign dialogues as naturally as possible, including handshapes, facial expressions, and rhythm.

6. Answer questions that demonstrate comprehension of what is presented in the dialogue.

7. Prepare and give a speech on a given topic.

8. Give an impromptu talk on a given topic.

9. Sign the finger alphabet fluently.

10. Participate effectively in class discussion and conversation, demonstrating the ability to initiate conversation and pose questions.

11. Prepare and conduct an interview with another student.

12. Talk about themselves using the grammatical structures and vocabulary of the basic passages

in each chapter. Reading Students will:

13. Understand the written form of ASL, including all coded markers.

14. Given a written text, translate that into signing using all coded markers.

15. Identify correctly and incorrectly used coded markers given a set of circumstances.

16. Discriminate among similar coded markers of implied meaning.

Writing Students will:

17. Write basic dialogues.

18. Write accurate dictations in coded ASL and conversational English translations.

Grammar Skills Students will:

19. Identify correct topic-comment sentence structure.

20. Correctly use pronominalizations.

21. Demonstrate the difference among types of questions.

22. Explain the subtle difference between delivery of a noun sign and its verb counterpart.

23. Deliver both directional and nondirectional verbs. 24. Recognize conditional components of a sentence.

Assignments

Critical Thinking Skills Students will:

1. Expand their cognitive abilities in writing, reading, receiving, and delivering in the following cognitive domains: a. comparison and contrast b. analysis c. synthesis d. evaluation Testing Skills Students will:

2. Demonstrate their testing taking skills by: a. viewing and following directions b. finger spelling correctly c. learning to work within a time limit d. applying use of context clues e. Recognizing the value of test items and pacing self accordingly.

Textbooks

Title	Authors	Publisher	Edition	Website	Is Primary
Master ASL Level One	Zinza	Sign Media	1st Edition	--	Yes

UNIVERSITY OF CALIFORNIA A-G CMP Course Management Portal

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Cine y Teatro

Santa Maria Joint Union High School District

Basic Course Information

School(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
		Abbreviation	Course Code
Pioneer Valley High School (053847)	Classroom Based	Cine y Teatro A	IL6900
		Cine y Teatro B	IL6901

Title:	Cine y Teatro
Length of course:	Full Year
Subject area:	Language Other than English ("e") / LOTE Level 4+ Spanish
UC honors designation?	No
Prerequisites:	Spanish for Spanish Speakers One, Spanish for Spanish Speakers 2 , Spanish 1, Spanish 2, Spanish 3 (Required)
Co-requisites:	None
Integrated (Academics / CTE)?	No
Grade levels:	10th, 11th, 12th

Course Description

Course overview:

Students will explore issues of race, ethnicity, gender, sexuality and class through critical analysis of film and theater in order to promote a greater sense of self identity, as well as respect for self and others, and cultivate the idea of responsibility toward the common good. Students will examine how film and theater often reflect the times and conditions in which they are made and conversely how they sometimes help shape social attitudes and values. Students will recognize the purpose of the work, the subtext, the technical and artistic factors that contribute to the work. They will develop 21st Century Learning skills such as collaboration, communication, creativity, and critical thinking. They will develop critical reading, writing, listening and speaking skills in Spanish. This course will provide a forum in which grammar and vocabulary will be taught in the context of film, media, Latin American and Mexican American culture and history. Discussion and written assignments in the course will be entirely in Spanish.

Course content:

Unit 1: Introduction to Film Analysis and Cultural Themes

Students will explore how films can convey meaning. They will learn the vocabulary of film analysis including literary and rhetorical devices. Students will explore the differences between a critical analysis of a film (essay) versus a film review. They will consider the possibility of how a film explores a current cultural theme which may reflect values, beliefs or events and provide the opportunity to develop understanding of a particular perspective. Students will view various films or clips from films which may include Fresa y Chocolate (2009), Aun la lluvia (2012), Bendiceme Ultima (2013), Tortilla Soup (2002), A Million to Juan (1994), Como Agua para Chocolate (2011) The Milagro Beanfield War (2005), Quinceanera (2006). All have cultural themes. Students will reflect informally in small talking circles on the themes reflected in the films, they will build key vocabulary words in an on going list of new words which will be utilized throughout the course. They will continually journal their reflections on the films and work to compile a list of recurring themes in the movies. They will conduct on line research to find and read critical analysis of some of the movies they have seen in preparation for the key assignment.

Key Assignment: Write a film analysis focused on cultural themes in the movie Mi Familia (1995)

Students will first become familiar with a list of key terms around film analysis through class discussion and several basic techniques for learning new vocabulary such as the use of on line vocabulary builders Quizlet.com and Kahoot.it. After viewing the film My Family/Mi Familia (1995) in class, students will research 3 pieces of critical writing about it and compose a

short one paragraph summary of each. After that, through participation in a round table discussion, students will elaborate their ideas on how the film reflects current cultural themes and poses a political or theoretical viewpoint. Finally students will write a 350 word critical review which will analyze one aspect of the film, citing at least 2 sources to strengthen their argument.

Grammar Focus: Review the division of syllables and rules of accentuation

💻 Unit Assignment(s):

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Grammar Focus: Review the division of syllables and rules of accentuation

Unit 2: The Formation of Personal Identity

Students will read and discuss the poem "Yo soy Joaquin" By Rodolfo Corky Gonzalez. They will understand the historical significance of the poem within the Chicano movement of the 1970s from a traditional masculine perspective. They will then view the film version of the poem, Yo Soy Joaquin, I am Joaquin (1972) to compare the written and film version. Subsequently they will view Chicana, (1979) by Sylvia Morales to understand her reaction to the poem from a female perspective. Students will compare and contrast the differing male and female viewpoints.

Key Assignment: Students will compose a creative piece either visual or written to discover their identity

Students may choose to write an "I am" testimonial poem or create a piece of artwork that explains their identity and how they are influenced by dominant societal structures. They will consider the possibility of their own personal narrative in this work and make formal speaking presentations in small groups.

Grammar Focus: review nouns, adjectives, gender and number, the present indicative, the verbs ser/estar/haber, and making comparisons

Unit Assignment(s):

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Unit 3: Intersections of Race, Gender, Class and Identity

In this unit students explore how the theme of personal identity may be expressed by analyzing the play Real Women Have Curves by Josefina Lopez and its film adaptation. They will discover how the film version of a piece of literature may alter or enhance a playwright's ideas. This unit will help students to learn how literature and film may be used to spotlight how race, class, and gender can form an individual's point of view and identity. They will learn to express their thoughts in greater detail through oral interview for an intellectual audience using key vocabulary terms previously introduced.

Key Assignment: Interview between the experts on Race, Gender, Class and Identity

Through close reading, students will explore the play Real Women Have Curves by Josefina Lopez (2002), while reading, students will highlight key points and annotate their observations. They will participate in small group discussions in Socratic seminar and make written reflections in a journal which will be continued through this course to discover how language is used to express a character's identity and perspective. Students will then view the film version of the play, read and summarize 3 critical analysis papers on the movie, and culminate the unit by conducting an oral interview with a partner for a television talk show audience for National Public Television, where they represent two PhD candidates in the field of Ethnic and Gender Studies at Stanford and Harvard University. Through a video taped discussion with each other they will explore themes of race, gender, class and identity as shown through plot, imagery, setting, rhetorical devices and figurative language comparing both the movie version and the play.

Grammar Focus: review possessive adjectives, possessive pronouns, preterite and imperfect tenses

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Unit 4: Immigration Stories, What it Means to Be an American

Straddling cultures and beginning with ancient oral traditions, telling stories is an innately human experience that connects us with others and creates a sense of belonging. Hearing another person's perspective is also a key component of empathy. Finally, writing family immigration stories -- no matter how distant or recent -- helps students read, reflect upon, and empathize with the common threads and variations of American narratives.

Students will view from among these films with themes on immigration:La Bestia (2011), El Norte , The Other Side of Immigration (2010), Sin Nombre (2008), Entre Nos (2009), Which Way Home (2011), The Harvest (2011), Bajo la Misma Luna (2008)

Key Assignment: Oral History Interview and Digital Story

Using digital storytelling to capture immigration stories creates opportunities for empathetic moments among students. Digital storytelling builds writing skills, targets multiple learning styles, and authentically engages learners as they connect to diverse peoples' histories.

Students will discover methods of preparing questions that illicit detailed answers in an effort to conduct an oral history interview with an immigrant to Santa Maria about their home country, their migration experiences, and their life in Santa Maria. Ideally this is a family member, but may be a community member. They will record the interview and later use creative license to transcribe roughly the main contents of the interview, create a poem or narrative focused around the questions "What it means to be an American." This poem or story will incapsulate the essence of the interview.

Students will learn the methods of Digital Story Telling. They will work in groups to develop a multimedia presentation including animation, voice over, text, music, photos and related video clips that incorporate the oral histories of their families and place them in the broader context of immigration movements.

Grammar Focus: contrast the use of the preterite and the imperfect tenses through a narration of the past

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Grammar Focus: contrast the use of the preterite and the imperfect tenses through a narration of the past

Unit 5: Gender

Through reading The Beauty Myth, by Naomi Wolfe and The Gendered Society by Michael Kimmel and screening the films Still Killing Us Softly (1999) and Tough Guise (1999), as well as the short clip The Genderbread Person by National Geographic (2017) students will explore the question of what gender is and how we are gendered by society. They will explore differing ideas regarding what is masculine and what is feminine, and what the connection is between sexuality and gender.

Key Assignment: Students will write a 350 word personal reflection on how they are gendered.

They will respond to the question, how did your family, community and culture give you the idea of gender? They will connect their thoughts to the readings and films. They will quote the text and analyze how/why issues of gender are complicated. Students will share in small talking circles.

Grammar Focus: review the future and conditional tenses, direct and indirect object pronouns

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Unit 6: Controlling Images and Stereotypes

Building on sociologist Patricia Hill Collin's notion of controlling images, this unit explores the role of stereotypes in exacerbating racism and sexism. Students will learn to deconstruct these images and to understand how power relations shape them. The unit examines the ways that groups have sought to counter such images.

Key Assignment: Using photographs to show gender bias.

Show one photograph of a woman in a stereotypical fashion, and another photo that counters that stereotype. An example of two photos would be a female secretary at work, dressed in tight clothing and heavy make up, versus an image of Rosie the Riveter from the 1940s wearing coveralls and showing her muscle. Explain that photographs can either reinforce stereotypes or dispel them, and recognizing how stereotypes are perpetuated is a useful skill since stereotypical images continue to appear in the popular media. Elaborate further by telling students the following: "Finding images that counter those stereotypes is also important, so that you (and others) can be clear that stereotypes are not accurate reflections of individuals or groups of people."

Have students practice these skills by working with the same partner to find or make their own pairs of photos of people similar to this pair. (They can use magazines or the Internet to find images.) Remind all that that one photograph should show a person in a stereotypical fashion, and the other photo should counter that stereotype. Ask students to display their photos side by side and write a caption for each photo. In the caption, ask them to analyze the photo in the same way they analyzed the two photos in this activity. For the stereotypical image, have them explain what the stereotype is and how the photograph works to maintain that stereotype. For the second photo, ask them to explain how it counters the stereotype, including the techniques that the photo uses. Students will create a multimedia presentation (Prezi, Powerpoint, i movie, pod cast) that demonstrates the origins and impact of controlling images that exacerbate racism or sexism.

Grammar Focus: formal and informal commands, verbs like gustar

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Grammar Focus: formal and informal commands, verbs like gustar

Unit 7: Considering issues of LGBTQ Identities

Students will deepen their understanding of how popular media may portray LGBTQ people in ways which simplify and stereotype their identity. Students will gain a more complex understanding of a broad range of issues with affect the lives of LGBTQ people. They will be exposed to ideas which challenge them to think beyond tolerance and move toward understanding and acceptance of the diversity which exists in our world. Students will screen the film XXY (2007) by Lucia Puenzo and Ma Vie en Rose (1997) by Alain Berliner. They will read excerpts from Stone Butch Blues by Leslie Feinberg and the article, Brandon Teena's Mom: We've come a Long Way by Nicholas Bergin, they watch clips from Boys Don't Cry (1999) by Kimberly Pierce and *TransGeneration mini series(2005) by* Katherine A. Baker, Lucas Cheadle, Andrea Gabrielle Gibson, Staci Ignacio, Bryce Abelson, Marci Bowers, Dillon Caulkins

Key assignment: Prior to viewing the films and doing the readings, students will view as a class images that have appeared recently in the popular media which depict trans people. They will use the think, pair, share method to communicate with a partner regarding the images they have found. They will do a quick write of 150 words in their journals on how they may perceive trans people based on these images alone. They will then explore together how gender and trans identity are portrayed through a round table discussion centered around the question of what it means to be trans. This will be a share out of five to fifteen minutes as a pre reading activity.

They will next read the Feinberg and Bergin excerpts. For each work they will annotate their text, and write a journal entry of 200 words addressing how the readings may have changed the way they perceive LGBTQ people. Then they will form small groups to discuss their reflections on the readings, followed by whole group share out.

At this point they will watch the clips from Transgeneration and Boys Don't Cry. They will discuss the questions: What did we learn by watching these clips? How are hormones and surgeries portrayed as "essential" for trans people? Are they? Why or why not? These discussions will lead to a deeper understanding of the complexity of issues faced by transgender people.

Grammar Focus: review the present perfect tense, review the subjunctive mood

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Unit 8: Ideas of Identity and the formation of Community, Power and Privilege, Narratives and Counter Narratives in the Community

This unit explores the factors that shape identities and communities and builds on ideas that have been addressed in previous units. It examines the way that dominant groups shape the history and telling of the past in ways that often erase the histories, cultures , and contributions of marginalized and oppressed peoples. It explores the history of community memory and counter narratives that exists in communities of color that challenge the dominant narrative and forge community. Students will view several films to critically analyze the ways in which

figurative language and rhetoric are used to develop the theme of resistance to tyranny. Students will evaluate and interpret how minority groups began to resist oppression and stereotypes. They will consider the question of what defines a heroic act, how those acts are valued by certain communities and how they reflect the values of the larger community. Students will respond to the films by creating flow charts, making posters, fish bowl discussion, think pair share activities, brainstorming, interactive group discussion, informal writing and essay writing.

To examen these issues students will view from among these films: Romero (1989), Los Graduados (2013), When the Mountains Tremble (1983), A Day Without a Mexican (2004), Walk Out (2006), Cesar Chavez (2014).

Key Assignment:

Students will prepare a presentation after doing research on 4 social justice organizations to discover what they do to create positive change in our community, what notable work they have already accomplished and provide ideas for how students in our class can get involved. Students will then pick which social justice organization they are most interested in and organize a fundraiser for their cause.

Grammar Focus: contrast the indicative tense with the subjunctive mood

💻 Unit Assignment(s):

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Grammar Focus: contrast the indicative tense with the subjunctive mood

Unit 9: Youth Action Research Project

Action Research to Service (6 weeks)

Students will engage in youth-led participatory action research, building their tools of academic research, while gathering data that is immediately actionable for individual, interpersonal, and institutional change.

Key Assignment: Students will be expected to collectively determine a school or community issue, research the issue, with assistance from the teacher, and plan, implement and assess prototype programs which could help alleviate the problems. Steps of the YPAR project will be documented through written reflections, as well as multiple media. Assignment: Youth Participatory Action Research (need-finding and data collection, analysis paper, presentation of proposed solution prototypes).

Resources used may include:

- Youth Research Hub (online)
- The Long Haul (Myles Horton)
- Design Thinking Bootcamp (d. school)
- Student inquiry-led and independent readings on institutional racism, sexism, school to prison pipeline, significant disproportionality, restorative practices, etc.
- Reading Our Histories, Understanding Our Cultures (Kathleen McCormick)

Grammar Focus: using the subjunctive to express emotional reactions and opinions

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Grammar Focus: using the subjunctive to express emotional reactions and opinions

Unit 10: Building Community Through Theater

In this unit, students will read several short plays for critical analysis. They will discover how each play reflects on the topics covered during the class and choose one play which addresses some of the issues in our community to put on stage. Students will learn to express themselves more effectively while they engage creatively with one another to bring to life issues of race, gender, ethnicity and culture. They will provide our community with the opportunity to look at itself in the mirror and examine some of the complex issues we face. Plays may include Heroes and Saints and Other Plays by Cherrie Moraga, The Fat Free Chicana and the Snow Cap Queen by Elaine Romero, How Else Am I Supposed to Know I'm Still Alive by Evelina Fernandez, La Gringa by Carmen Rivera, Ana en el tropico by Nilo Cruz, Confessions of Women From East L.A. by Josefina Lopez, Simply Maria, Or the American Dream by Josefina Lopez, Detained in the Desert and Other Plays by Josefina Lopez, The Panza Monologues by Virginia Grise and Irma Mayorga.

Key assignment:

As a final project, students will form small groups and choose a short play to put on for the community. They will choose the role they wish to take on. Some possibilities include director, to audition actors; actors to play out the scenes; set designer, to decide on sets; costume designer to create the costumes; sound technician to add nuance and transition to the scenes; props manager to handle stage props; publicity officer to promote the show; house manager in charge of ticket sales and seating; snack bar sales manager; clean up crew or other additional roles as needed to support the production. Students may work in collaboration with members of the school drama club if possible. Subsequently, students will guide a discussion with the audience to receive feedback on the performance and understand some of the impact they may have had.

Grammar Focus: expanded uses of the subjunctive

Unit Assignment(s):

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Grammar Focus: expanded uses of the subjunctive

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
Cinema for Spanish Conversation	Mary McVey Gill, Deana Smalley, Maria Paz Haro	Focus Publishing/R.Pullins Company	Spanish Third Edition	hackettpublishing.com	Yes
El Cine Documental Spanish Language and Culture Through Documentary Film	Tammy Jandrey Hertel and Stasie Harrington	Hackett Publishing	2016	hackettpublishing.com	No

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Course Title

French 4 A

Description of Target Group

French 4 A is the first semester of the fourth year in French designed as an elective for students at all grade levels who have completed French 3B or demonstrated proficiency at that level.

Purpose

French 4A is designed to give the student continued and advanced training in foreign language. It is designed to permit students to appreciate and respect other people and cultures; gain communication skills in French; and become familiar with the culture of the French-speaking people. Credit earned will meet the foreign language requirement for college entrance.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Further develop listening comprehension of native speakers.
2. Enhance ability to imitate French sounds with appropriate pronunciation, intonation, and fluency.
3. Communicate orally and in written form about information dealing with students, others in the class, and student's family.
4. Read text with acceptable pronunciation, intonation, and rhythm.
5. Participate in activities involving the culture of French-speaking people.
6. Review and expand grammatical concepts and vocabulary, within the limits of the texts used.
7. Read, comprehend, and respond orally and in written form to more complex reading selections.
8. Write compositions based upon the topics studied.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Activities may include but are not limited to: listening to native speakers, oral and written grammar exercises; compositions; brief lectures, exposure to French songs, films, art, and music as part of the culture of French-speaking people; participation in self-generated role-plays, conversations, and real-life communication situations; more advanced readings in the areas of culture, society, and literature of French speaking peoples.

Assessments

Teacher observation of student actions, speaking demonstrations, and other oral presentations.
Student depictions of concepts via drawings, markings, posters, collages, and video projects.
Students sorting and/or showing realia.
Student or teacher generated (planned or impromptu) role-play or real life situations.
Written student work including, but not limited to, exercises, worksheets, compositions, portfolios, notebooks or projects.
Summative written tests and quizzes based on teacher generated criteria.
Student work in computer files.
Student generated logs and journals.

Course Title

French 4 B

Description of Target Group

French 4B is the second semester of the fourth year in French designed as an elective for students at all grade levels who have completed French 4A or demonstrated proficiency at that level.

Purpose

French 4B is designed to give the student continued and advanced training in foreign language. It is designed to permit students to appreciate and respect other people and cultures; gain communication skills in French; write in French; and become familiar with the culture of the French-speaking people. Credit earned will meet the foreign language requirement for college entrance.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Further develop listening comprehension of native speakers.
2. Enhance ability to imitate French sounds with appropriate pronunciation, intonation, and fluency.
3. Communicate orally and in written form about information dealing with students, others in the class, and student's family.
4. Read text with acceptable pronunciation, intonation, and rhythm.
5. Participate in activities involving the culture of French-speaking people.
6. Increase vocabulary and expand grammatical concepts, within the limits of the texts used.
7. Recognize in context the passé simple.
8. Recognize and respond to the subjunctive.
9. Read, comprehend, and respond orally and in written form to more complex reading selections.
10. Write compositions based upon the topics studied.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Activities may include but are not limited to: listening to native speakers, oral and written grammar exercises; compositions; brief lectures, exposure to French songs, films, art, and music as part of the culture of French-speaking people; participation in self-generated role-plays, conversations, and real-life communication situations; more advanced readings in the areas of culture, society, and literature of French speaking peoples.

Assessments

Teacher observation of student actions, speaking demonstrations, and other oral presentations.
Student depictions of concepts via drawings, markings, posters, collages, and video projects.
Students sorting and/or showing realia.
Student or teacher generated (planned or impromptu) role-play or real life situations.
Written student work including, but not limited to, exercises, worksheets, compositions, portfolios, notebooks, or projects.
Summative written tests and quizzes based on teacher generated criteria.
Student work in computer files.
Student generated logs and journals.

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
French 4 -Advanced Placement A/B

2. Transcript Title(s) / Abbreviation(s)
French 4A (AP) French 4B (AP)

3. Transcript Course Code(s) / Number(s)
IL6198 IL6199

4. School
Pioneer Valley High School

5. District
Santa Maria Joint Union High School District

6. City
Santa Maria, CA 93455

7. School / District Web Site
http://www.smjuhsd.k12.ca.us

8. School Course List Contact

Name: Jim Armstrong

Title/Position: Asst. Supt. Curric/Instruction

Phone: 922-4573 **Ext.:** 4211

E-mail: jarmstrong@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☒ Language other than English
- ☐ Visual & Performing Arts
  - ☐ Intro ☐ Advanced
- ☐ College Prep Elective

10. Grade Level(s) for which this course is designed
11 & 12

11. Seeking "Honors" Distinction?
☐ Yes ☐ No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Is this an Internet-based course? ☐ Yes ☐ No

If "Yes", who is the provider? ☐ UCCP ☐ PASS/Cyber High ☐ Other _____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- ☐ A course reinstated after removal within 3 years. Year removed from list? _____
  - Same course title? ☐ Yes ☐ No
  - If no, previous course title? _____
- ☐ An identical course approved at another school in same district. Which school? _____
  - Same course title? ☐ Yes ☐ No
  - If no, course title at other school? _____
- ☐ Year-long VPA course replacing two approved successive semester courses in the same discipline
- ☐ Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- ☐ Approved UC College Prep (UCCP) Online course
- ☐ Approved CDE Agricultural Education course
- ☐ Approved P.A.S.S./Cyber High course
- ☐ Approved ROP/C course. Name of ROP/C? _____
- ☐ Approved A.V.I.D. course
- ☐ Approved C.A.R.T. course
- ☐ Approved Project Lead the Way course
- ☐ Other. Explain: _____

15. Is this course modeled after an UC-approved course from another school outside your district? ☐ Yes ☒ No

If so, which school(s)? _____

Course title at other school _____

16. Pre-Requisites

French 3 B or better or teacher permission

17. Co-Requisites

18. Is this course a resubmission? ☐ Yes ☒ No

If yes, date(s) of previous submission? _____

Title of previous submission? _____

19. Brief Course Description

AP Placement French Language is designed to prepare students to take the Advanced Placement test in Language. It encompasses aural/oral skills, reading comprehension, grammar, and compositions. The course seeks to develop language skills that are useful in themselves and that can be applied to various activities and disciplines rather than to the mastery of any specific subject matter. Extensive training in the organization and writing of compositions must be an integral part of an AP French Language course. Student who enroll must already have a good command of French grammar and vocabulary and have competency in listening, comprehension, speaking, reading and writing.

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

The purpose of the course is to increase students' competency in written and spoken French, and to prepare students for the AP examination. The course will contribute to the A-G college entrance requirements. The length of the course will be 2 terms, with 10 units of credit.

21. Course Objectives

1. The ability to understand spoken French in various contexts.
2. The ability to converse on a wide range of topics.
3. A sufficient vocabulary in French to understand non-technical writings such as newspapers and magazine articles and pieces of literature.
4. The ability to read, respond to, and discuss non-technical writings such as those listed above.
5. The ability to express themselves in both written and in spoken French with reasonable fluency and accuracy.

22. Outline of content and time allotment

Throughout the year teaches will vary the course by interweaving activities and exercises to help the students master listening, speaking ,reading, grammar and writing skills. Teachers will provide extensive training in all areas so that students are prepared to take the AP exam when offered.

23. Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria High School District.

24. Key assignments

Course content will include current events, the arts, literature, and sports. It will also include audio and visual recordings, newspapers and magazines. The course seeks to develop language skills (reading, writing, listening and speaking) that can be used in various activities and disciplines.

Extensive training in the development and writing of compositions will be emphasized. Less formal writing tasks will include responses to reading or to audio-visual materials, journal entries, and summaries of instruction. Grammar will be one component of the writing skills that will be worked on.

Reading will include introductory literature, current events, history, and articles from popular culture, such as magazines.

Listening will be practiced with various audio and audiovisual materials, including news, films and tapes.

Speaking will be integrated into all classroom activities.

25. Instructional methods

The course seeks to develop language skills that can be used in various activities and disciplines rather than to cover any body of subject matter. In addition to the basic text, a variety of materials will be sued to meet the needs of the students including:

- Dictation
- Student taping of selected readings
- Oral discussions
- Formal and informal discussions
- Grammar review
- Vocabulary review and enrichment
- Storyline pictures
- Listening drills
- Practice AP exams
- A special emphasis on the organization and writing of compositions

26. Assessment methods and/or tools

College Board rubrics for the AP exam will be applied to formal oral presentation and written work.
Discrete item quizzes will evaluate progress in areas of structure, syntax and orthography.
Student journals, projects and presentations.
Oral assessments, both formal (e.g., the COCI) and informal.

C. HONORS COURSES ONLY

Please refer to instructions

27. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

28. Context for Course (optional)

29. History of Course Development (optional)

Submitted to UC 2/28/06
Pending Approval: E/Language Other Than English

Course Title

French 1A

Description of Target Group

French 1A is the first semester of a two-semester course designed as an elective for students of all grade levels.

Purpose

French 1A is designed to enable students to communicate in French, to appreciate and respect other people; gain self respect; gain communication and writing skills in French; and become familiar with the cultures of French speaking peoples. Credit earned will contribute to the college entrance foreign language requirement as required by the A-F university requirements.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Develop listening comprehension in French.
2. Imitate French sentences with appropriate pronunciation, intonation, and fluency.
3. Communicate orally and in written form about simple personal information dealing with the student, others in the class, and the student's family.
4. Answer questions based on oral and written selections.
5. Write French correctly.
6. Learn the meanings of and be able to use in questions and answers the following topics:
    a. Objects in the classroom
    b. Numbers, currency
    c. Days of week, months of year, dates, time
    d. Food
    e. Nationalities
    f. Weather
7. Demonstrate the ability to use orally and in written form the following grammatical concepts:
    a. Definite and indefinite articles
    b. Gender and number
    c. Present indicative of the irregular verbs "avoir", "aller" and "être" in the affirmative, negative and interrogative forms
    d. Pronouns – subject, disjunctive (stress)
    e. Grammatical concepts within the limits of the textbook
8. Maintain a French notebook.

Instruction Materials

Text and Supplementary Materials

Refer to: Secondary Adopted texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Activities may include but are not limited to: listening to native speakers on tapes; oral and written grammar exercises; exposure to French songs, films, art and music as part of the culture of French-speaking people; participation in self-generated conversations, dialogues, role-plays, and life-like situations involving the use of simple, everyday communication skills.

Assessments

Teacher observation of student actions, speaking demonstrations, and other oral presentations.
Student depictions of concepts via drawings, markings, posters, collages, and video projects.
Student sorting and/or showing realia.
Student or teacher generated (planned or impromptu) role-play or real life situations.
Written student work including, but not limited to, exercises, worksheets, compositions, portfolios, notebooks or projects.
Summative written tests and quizzes based on teacher generated criteria.
Student work in computer files.
Student generated logs and journals.

Course Title

French 1B

Description of Target Group

French 1B is the second semester of a two-semester course designed as an elective for students of all grade levels who have completed French 1A or demonstrated proficiency at that level.

Purpose

French 1B is designed to enable students to appreciate and respect other people; gain self respect; gain communication skills in French; write in French; and become familiar with the cultures of French-speaking peoples. Credit earned will contribute to the college entrance foreign language requirement as required by the A-F university requirements.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Develop listening comprehension in French
2. Imitate French sentences with appropriate pronunciation, intonation, and fluency.
3. Communicate orally and in written form about simple personal information dealing with the student, others in the class, and the student's family.
4. Write French correctly.
5. Answer questions based on oral and written selections.
6. Learn the meanings of and be able to use in questions and answers the following topics:
    a. Colors
    b. Modes of transportation
    c. Idiomatic expressions with avoir
    d. Sports, hobbies
    e. School subjects
7. Demonstrate the ability to use orally and in written form the following grammatical concepts:
    a. Present indicative of regular –er verbs, recognize finir and répondre, and specific irregular verbs in the affirmative, negative, and interrogative forms (être, avoir, aller, faire)
    b. Questions using "est-ce que" and inversion
    c. Idiomatic expression "il y a" in the affirmative and negative
    d. "Futur proche" using the verbe "aller" plus the infinitive
    e. Passé composé of regular verbs with "avoir"
    f. Grammatical concepts within the limits of the textbook, including possessives, prepositions, and adjectives.
    g. Maintain a French notebook

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Activities may include but are not limited to: listening to native speakers on tapes; oral and written grammar exercises; exposure to French songs, films, art and music as part of the culture of French-speaking people; participation in self-generated conversations, dialogues, role-plays, and life-like situations involving the use of simple, everyday communication skills.

Assessments

Teacher observation of student actions, speaking demonstrations, and other oral presentations.
Student depictions of concepts via drawings, markings, posters, collages, and video projects.
Students sorting and/or showing realia.
Student or teacher generated (planned or impromptu) role-play or real life situations.
Written student work including, but not limited to, exercises, worksheets, compositions, portfolios, notebooks, or projects.
Summative written tests and quizzes based on teacher generated criteria.
Student work in computer files.
Student generated logs and journals.

Course Title

French 2 A

Description of Target Group

French 2A is the first semester of the second year in French designed as an elective for students of all grade levels who have completed French 1B or demonstrated proficiency to that level.

Purpose

French 2A is designed to give the student continued and advanced training in foreign language. It is designed to permit students to appreciate and respect other people and cultures; gain self respect; gain communication skills in French; write in French; and become familiar with the cultures of French-speaking peoples. Credit earned will meet the foreign language requirement for college entrance.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Further develop listening comprehension
2. Enhance ability to imitate French sounds with appropriate pronunciation, intonation, and fluency.
3. Communicate orally and in written form about simple personal information dealing with students, others in the class and student's family.
4. Read and write French with increasing ease brought about by acquisition of more vocabulary and idioms.
5. Participate in activities involving the culture of French-speaking people.
6. Review and expand basic grammatical concepts and vocabulary, including articles of clothing, sports, and hobbies.
7. Demonstrate ability to use orally and in writing the following grammatical concepts:
    a. Present indicative of common regular and irregular verbs
    b. "Passé composé" of regular verbs with avoir
    c. "Futur proche" using the verb "aller" plus the infinitive
    d. Questions using inversion and question words
8. Maintain a French notebook.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Activities may include but are not limited to: listening to native speakers on tapes; oral and written grammar exercises; exposure to French songs, films, art and music as part of the culture of French-speaking people; participation in self-generated conversations, dialogues, role-plays, and life-like situations involving the use of simple, everyday communication skills.

Assessments

Teacher observation of student actions, speaking demonstrations, and other oral presentations.
Student depictions of concepts via drawing, markings, posters, collages, and video projects.
Students sorting and/or showing realia.
Student or teacher generated (planned or impromptu) role-play or real life situations.
Written student work including, but not limited to, exercises, worksheets, compositions, portfolios, notebooks, or projects.
Summative written tests and quizzes based on teacher generated criteria.
Student work in computer files.
Student generated logs and journals.

Course Title

French 2B

Description of Target Group

French 2B is the second semester of the second year in French designed as an elective for students of all grade levels who have completed French 2A or demonstrated proficiency to that level.

Purpose

French 2B is designed to give the student continued and advanced training in foreign language. It is designed to permit students to appreciate and respect other people and cultures; gain self respect; gain communication skills in French; write in French; and become familiar with the cultures of French-speaking peoples. Credit earned will meet the foreign language requirement for college entrance.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Further develop listening comprehension
2. Enhance ability to imitate French sounds with appropriate pronunciation, intonation, and fluency.
3. Communicate orally and in written form about simple personal information dealing with students, others in the class and student's family.
4. Read and write from the text with acceptable pronunciation, intonation, and rhythm.
5. Participate in activities involving the culture of French-speaking people.
6. Increase basic vocabulary.
7. Demonstrate ability to use orally and in writing the following grammatical concepts:
   a. "Passé composé" with "être"
   b. Demonstrative adjectives
   c. Negative expressions
   d. Imperfect
   e. Grammatical concepts within the limits of textbook use.
9. Maintain French notebook.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Activities may include but are not limited to: listening to native speakers on tapes; oral and written grammar exercises; exposure to French songs, films, art and music as part of the culture of French-speaking people; participation in self-generated conversations, dialogues, role-plays, and life-like situations involving the use of simple, everyday communication skills.

Assessments

Teacher observation of student actions, speaking demonstrations, and other oral presentations.
Student depictions of concepts via drawing, markings, posters, collages, and video projects.
Students sorting and/or showing realia.
Student or teacher generated (planned or impromptu) role-play or real life situations.
Written student work including, but not limited to, exercises, worksheets, compositions, portfolios, notebooks, or projects.
Summative written tests and quizzes based on teacher generated criteria.
Student work in computer files.
Student generated logs and journals.

Course Title

FRENCH 3A

Description of Target Group

French 3A is the first semester of the third year in French designed as an elective for students at all grade levels who have completed French 2B or demonstrated proficiency at that level.

Purpose

French 3A is designed to give the student continued and advanced training in foreign language. It is designed to permit students to appreciate and respect other people and cultures; gain self respect; gain communication skills in French; write in French; and become familiar with the culture of French-speaking people. Credit earned will meet the foreign language requirement for college entrance.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Further develop listening comprehension of native speakers.

2. Enhance ability to imitate French sounds with appropriate pronunciation, intonation, and fluency.

3. Communicate orally and in written form about personal information dealing with students, others in the class, and student's family.

4. Read text with acceptable pronunciation, intonation, and rhythm.

5. Participate in activities involving the culture of French-speaking people.

6. Review and expand basic grammatical concepts and vocabulary.

7. Increase basic vocabulary. Read, comprehend, and respond orally and in written form to more complex reading selections.

8. Demonstrate ability to use orally and in writing the following grammatical concepts:

    a. Pronouns
    b. Prepositions
    c. Negatives
    d. Grammatical concepts within the limits of the textbook used.

FRENCH 3A (continued)

9. Write French correctly.

10. Write short compositions based upon the topics being studied.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Activities may include but are not limited to: listening to native speakers, oral and written grammar exercises; compositions; brief lectures, exposure to French songs, films, art, and music as part of the culture of French-speaking people; participation in self-generated role-plays, conversations, and real-life communication situations; more advanced readings in the areas of culture, society, and literature of French speaking peoples.

Assessments

Teacher observation of student actions, speaking demonstrations, and other oral presentations.
Student depictions of concepts via drawings, markings, posters, collages, and video projects.
Students sorting and/or showing realia.
Student or teacher generated (planned or impromptu) role-play or real life situations.
Written student work including, but not limited to, exercises, worksheets, compositions, portfolios, notebooks, or projects.
Summative written tests and quizzes based on teacher generated criteria.
Student work in computer files.
Student generated logs and journals.

Course Title

FRENCH 3B

Description of Target Group

French 3B is the second semester of the third year in French designed as an elective for students at all grade levels who have completed French 3A or demonstrated proficiency at that level.

Purpose

French 3B is designed to give the student continued and advanced training in foreign language. It is designed to permit students to appreciate and respect other people and cultures; gain self respect; gain communication skills in French; and become familiar with the culture of French-speaking people. Credit earned will meet the foreign language requirement for college entrance.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Further develop listening comprehension of native speakers.

2. Enhance ability to imitate French sounds with appropriate pronunciation, intonation, and fluency.

3. Communicate orally and in written form about personal information dealing with students, others in the class, and student's family.

4. Read text with acceptable pronunciation, intonation, and rhythm.

5. Participate in activities involving the culture of French-speaking people.

6. Increase vocabulary. Read, comprehend, and respond orally and in written form to more complex reading selections.

7. Demonstrate increased ability to use orally and in writing the grammatical concepts introduced in French IIIA, including:

    a. The differences between the passé composé and imparfaít.
    b. Future tense
    c. Possessive pronouns
    d. Grammatical concepts within the limits of the textbook used.

FRENCH 3B (continued)

8. Write short compositions based upon the topics being studied.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Activities may include but are not limited to: listening to native speakers, oral and written grammar exercises; compositions; brief lectures, exposure to French songs, films, art, and music as part of the culture of French-speaking people; participation in self-generated role-plays, conversations, and real-life communication situations; more advanced readings in the areas of culture, society, and literature of French speaking peoples.

Assessments

Teacher observation of student actions, speaking demonstrations, and other oral presentations.
Student depictions of concepts via drawings, markings, posters, collages, and video projects.
Students sorting and/or showing realia.
Student or teacher generated (planned or impromptu) role-play or real life situations.
Written student work including, but not limited to, exercises, worksheets, compositions, portfolios, notebooks, or projects.
Summative written tests and quizzes based on teacher generated criteria.
Student work in computer files.
Student generated logs and journals.

Course Title

French 4 A

Description of Target Group

French 4 A is the first semester of the fourth year in French designed as an elective for students at all grade levels who have completed French 3B or demonstrated proficiency at that level.

Purpose

French 4A is designed to give the student continued and advanced training in foreign language. It is designed to permit students to appreciate and respect other people and cultures; gain communication skills in French; and become familiar with the culture of the French-speaking people. Credit earned will meet the foreign language requirement for college entrance.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Further develop listening comprehension of native speakers.
2. Enhance ability to imitate French sounds with appropriate pronunciation, intonation, and fluency.
3. Communicate orally and in written form about information dealing with students, others in the class, and student's family.
4. Read text with acceptable pronunciation, intonation, and rhythm.
5. Participate in activities involving the culture of French-speaking people.
6. Review and expand grammatical concepts and vocabulary, within the limits of the texts used.
7. Read, comprehend, and respond orally and in written form to more complex reading selections.
8. Write compositions based upon the topics studied.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Activities may include but are not limited to: listening to native speakers, oral and written grammar exercises; compositions; brief lectures, exposure to French songs, films, art, and music as part of the culture of French-speaking people; participation in self-generated role-plays, conversations, and real-life communication situations; more advanced readings in the areas of culture, society, and literature of French speaking peoples.

Assessments

Teacher observation of student actions, speaking demonstrations, and other oral presentations.
Student depictions of concepts via drawings, markings, posters, collages, and video projects.
Students sorting and/or showing realia.
Student or teacher generated (planned or impromptu) role-play or real life situations.
Written student work including, but not limited to, exercises, worksheets, compositions, portfolios, notebooks or projects.
Summative written tests and quizzes based on teacher generated criteria.
Student work in computer files.
Student generated logs and journals.

Course Title

French 4 B

Description of Target Group

French 4B is the second semester of the fourth year in French designed as an elective for students at all grade levels who have completed French 4A or demonstrated proficiency at that level.

Purpose

French 4B is designed to give the student continued and advanced training in foreign language. It is designed to permit students to appreciate and respect other people and cultures; gain communication skills in French; write in French; and become familiar with the culture of the French-speaking people. Credit earned will meet the foreign language requirement for college entrance.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Further develop listening comprehension of native speakers.
2. Enhance ability to imitate French sounds with appropriate pronunciation, intonation, and fluency.
3. Communicate orally and in written form about information dealing with students, others in the class, and student's family.
4. Read text with acceptable pronunciation, intonation, and rhythm.
5. Participate in activities involving the culture of French-speaking people.
6. Increase vocabulary and expand grammatical concepts, within the limits of the texts used.
7. Recognize in context the passé simple.
8. Recognize and respond to the subjunctive.
9. Read, comprehend, and respond orally and in written form to more complex reading selections.
10. Write compositions based upon the topics studied.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Activities may include but are not limited to: listening to native speakers, oral and written grammar exercises; compositions; brief lectures, exposure to French songs, films, art, and music as part of the culture of French-speaking people; participation in self-generated role-plays, conversations, and real-life communication situations; more advanced readings in the areas of culture, society, and literature of French speaking peoples.

Assessments

Teacher observation of student actions, speaking demonstrations, and other oral presentations.
Student depictions of concepts via drawings, markings, posters, collages, and video projects.
Students sorting and/or showing realia.
Student or teacher generated (planned or impromptu) role-play or real life situations.
Written student work including, but not limited to, exercises, worksheets, compositions, portfolios, notebooks, or projects.
Summative written tests and quizzes based on teacher generated criteria.
Student work in computer files.
Student generated logs and journals.

Course Description

A. COVER PAGE

1. Course Title
French IV AB (H)

2. Transcript Title / Abbreviation
French IVA Honors / French IV B Honors

3. Transcript Course Code / Number
IL 6732 / IL 6733

4. School
Ernest Righetti High School

5. District
Santa Maria Joint Union High School District

6. City
Santa Maria

7. School / District Web Site
www.sbceo.k12.ca.us/districts/smjuhsd

8. School Contact: Carole Bernabe

Name: Ernest Righetti High School

Title/Position: International Language Instructor

Phone: (805) 937-2051 **Ext.: 2618**

Fax: (805) 934-0819

E-mail: cbernabe@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☒ Language other than English
- ☐ Visual & Performing Arts (for 2003)
- ☐ College Prep Elective

10. Grade Level(s)
11th and 12th grades

11. Seeking "Honors" Distinction?

☒ Yes ☐ No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Date of School Board Approval
March 17, 2002

14. Was this course previously approved by UC? ☐ Yes ☒ No If so, year removed from list? _____

Under what course title? _____

15. Is this course modeled after an UC-approved course from another school? ☐ Yes ☒ No

If so, which school(s)? _____

16. Pre-Requisites
This course requires the successful completion of the French III B level with a B or better grade.

17. Co-Requisites
N/A

18. Brief Course Description

French IV A/B (Honors) is a two semester course designed to give students advanced training in the language. Reading would include selections in French literature and other authentic sources, including those on the web. Writing would include using the narrative and descriptive formats in guided activities. Also, students would be expected to paraphrase and summarize introductory literature. Students would be required to memorize poems, analyze songs, and view films in French. There would be improvement of comprehension by listening to advanced level recordings, both conversational and literary. There would be review and expansion of advanced grammar. Work would also include demonstrations of speaking ability and the ability to respond verbally to current events or general topics. Students would also be expected to demonstrate their understanding of French culture and other cultures of the French-speaking world. Students would participate in activities that assist them in understanding the history and traditions of other cultures. A research project will be necessary in each semester. Students would connect their learning to other curricular areas in the high school and increase their awareness to the advantages or bilingualism or multilingualism. A proficiency exam will be given to the end of each term to determine the progress in mastering the above skills.

Item # 26 honors courses

This course is much more rigorous than the requirements necessary in the current French IV level. Although students work to improve all four skills in French IV, there is no requirement to use authentic materials. The French IV A/B Honors requires more advanced thinking ability because students are required to analyze works and complete independent research. The level of performance required of the student is much more demanding. Two other factors are also very important. First, this course would only be open to higher achieving students and secondly, this could not be a III/IV level combined class.

Please find and review the attached course description.

Course Title

French IV A (Honors)

Description of Target Group

French IV A (Honors) is the first semester of a year long course designed as an elective for junior or senior students (or students with permission from the instructor), who have completed a level three course with a B or better average. Honors credit is only awarded when a section of French IV A is held in isolation of French IIIA.

Purpose

French IV A (Honors) is designed to give students advanced training in the language. Students will receive instruction (including, but not limited to) through the following strategies: communication-based instruction, literature-based instruction, student individual and group projects, and multi-media approaches that incorporate the national standards of comparisons, connections, and communities. Students will gain understanding and increased skills in speaking, reading, comprehension, and writing French. Students will also increase their appreciation and understanding of French culture and history, as well as the other cultures and nations within the French-speaking world. Credit earned will contribute to the A-F college entrance requirements.

Content Standards

Upon completion of the course the students will be able to successfully demonstrate the following skills:

1. Improvement in reading and understanding authentic works from French literature.
2. Readings from short stories, magazines, newspapers and other selected texts.
3. Improvement of comprehension by listening to advanced level recordings and other selections from a wide range of subjects.
4. Enhancement of their ability to analyze and discuss literary texts and to paraphrase or summarize introductory literature.
5. Utilization of the Internet to access and utilize information in French.
6. Drawing comparisons within a cultural context of different French speaking peoples and their own culture.
7. Connecting their learning to other curricular areas in high school and beyond.

8. Reviewing and expanding advanced grammar.
9. Development of career awareness in terms of bilingualism.
10. Increase ability to write using the narrative, descriptive format in guided activities.
11. Ability to respond verbally or in writing to current events or general topics.
12. Increased comprehension from listening to poems, songs and viewing films.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Activities include, but are not limited to: aural and oral practice, oral journaling, small group activities, individual projects, role plays, songs, films, poetry, other literature selections, research specific and general topics, planning and making presentations on a variety of topics and formats, peer-editing, focused discussions, compositions, and research on the Internet. Use of a workbook will be included along with true/false or multiple choice to listening selections. Also, activities will include summaries of readings, comprehension questions, short essays, and directed response using oral or visual prompts.

Assessments

Teacher observation of student actions, oral presentations, and speaking demonstrations.
Multi-media group or individual performance/demonstrations evaluated with rubics
Written student work-projects, notebooks, worksheets, essays, etc.
Formative self-analysis by students.
Summative exams with teacher generated criteria.
Homework completion and correction.
Performance in role plays, and other “real-life” activities.

Course Title

French IV B (Honors)

Description of Target Group

French IV B (Honors) is the second semester of a year long course designed as an elective for junior or senior students (or students with permission from the instructor), who have completed French IVA (Honors) course with a B or better average. Honors credit is only awarded when a section of French IV B is held in isolation of French IIIB.

Purpose

French IV B (Honors) is designed to give students advanced training in the language. Students will receive instruction (including, but not limited to) through the following strategies: communication-based instruction, literature-based instruction, student individual and group projects, and multi-media approaches that incorporate the national standards of comparisons, connections, and communities. Students will gain understanding and increased skills in speaking, reading, comprehension, and writing French. Students will also increase their appreciation and understanding of French culture and history, as well as the other cultures and nations within the French-speaking world. Credit earned will contribute to the A-F college entrance requirements.

Content Standards

Upon completion of the course the students will be able to successfully demonstrate the following skills:

1. Improvement in reading and understanding authentic works from French literature.
2. Readings from short stories, magazines, newspapers and other selected texts.
3. Improvement of comprehension by listening to advanced level recordings and other selections from a wide range of subjects.
4. Enhancement of their ability to analyze and discuss literary texts and to paraphrase or summarize introductory literature.
5. Utilization of the Internet to access and utilize information in French.
6. Drawing comparisons within a cultural context of different French speaking peoples and their own culture.
7. Connecting their learning to other curricular areas in high school and beyond.

8. Reviewing and expanding advanced grammar.
9. Development of career awareness in terms of bilingualism.
10. Increase ability to write using the narrative, descriptive format in guided activities.
11. Ability to respond verbally or in writing to current events or general topics.
12. Increased comprehension from listening to poems, songs and viewing films.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Activities include, but are not limited to: aural and oral practice, oral journaling, small group activities, individual projects, role plays, songs, films, poetry, other literature selections, research specific and general topics, planning and making presentations on a variety of topics and formats, peer-editing, focused discussions, compositions, and research on the Internet. Use of a workbook will be included along with true/false or multiple choice to listening selections. Also, activities will include summaries of readings, comprehension questions, short essays, and directed response using oral or visual prompts.

Assessments

Teacher observation of student actions, oral presentations, and speaking demonstrations.
Multi-media group or individual performance/demonstrations evaluated with rubics
Written student work-projects, notebooks, worksheets, essays, etc.
Formative self-analysis by students.
Summative exams with teacher generated criteria.
Homework completion and correction.
Performance in role plays, and other “real-life” activities.

Course Description

A. COVER PAGE

1. Course Title
French IV AB (H)

2. Transcript Title / Abbreviation
French IVA Honors / French IV B Honors

3. Transcript Course Code / Number
IL 6732 / IL 6733

4. School
Ernest Righetti High School

5. District
Santa Maria Joint Union High School District

6. City
Santa Maria

7. School / District Web Site
www.sbceo.k12.ca.us/districts/smjuhsd

8. School Contact: Carole Bernabe

Name: Ernest Righetti High School

Title/Position: International Language Instructor

Phone: (805) 937-2051 **Ext.: 2618**

Fax: (805) 934-0819

E-mail: cbernabe@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☒ Language other than English
- ☐ Visual & Performing Arts (for 2003)
- ☐ College Prep Elective

10. Grade Level(s)
11th and 12th grades

11. Seeking "Honors" Distinction?

☒ Yes ☐ No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Date of School Board Approval
March 17, 2002

14. Was this course previously approved by UC? ☐ Yes ☒ No If so, year removed from list? _____

Under what course title? _____

15. Is this course modeled after an UC-approved course from another school? ☐ Yes ☒ No

If so, which school(s)? _____

16. Pre-Requisites
This course requires the successful completion of the French III B level with a B or better grade.

17. Co-Requisites
N/A

18. Brief Course Description

French IV A/B (Honors) is a two semester course designed to give students advanced training in the language. Reading would include selections in French literature and other authentic sources, including those on the web. Writing would include using the narrative and descriptive formats in guided activities. Also, students would be expected to paraphrase and summarize introductory literature. Students would be required to memorize poems, analyze songs, and view films in French. There would be improvement of comprehension by listening to advanced level recordings, both conversational and literary. There would be review and expansion of advanced grammar. Work would also include demonstrations of speaking ability and the ability to respond verbally to current events or general topics. Students would also be expected to demonstrate their understanding of French culture and other cultures of the French-speaking world. Students would participate in activities that assist them in understanding the history and traditions of other cultures. A research project will be necessary in each semester. Students would connect their learning to other curricular areas in the high school and increase their awareness to the advantages or bilingualism or multilingualism. A proficiency exam will be given to the end of each term to determine the progress in mastering the above skills.

Item # 26 honors courses

This course is much more rigorous than the requirements necessary in the current French IV level. Although students work to improve all four skills in French IV, there is no requirement to use authentic materials. The French IV A/B Honors requires more advanced thinking ability because students are required to analyze works and complete independent research. The level of performance required of the student is much more demanding. Two other factors are also very important. First, this course would only be open to higher achieving students and secondly, this could not be a III/IV level combined class.

Please find and review the attached course description.

Course Title

French IV A (Honors)

Description of Target Group

French IV A (Honors) is the first semester of a year long course designed as an elective for junior or senior students (or students with permission from the instructor), who have completed a level three course with a B or better average. Honors credit is only awarded when a section of French IV A is held in isolation of French IIIA.

Purpose

French IV A (Honors) is designed to give students advanced training in the language. Students will receive instruction (including, but not limited to) through the following strategies: communication-based instruction, literature-based instruction, student individual and group projects, and multi-media approaches that incorporate the national standards of comparisons, connections, and communities. Students will gain understanding and increased skills in speaking, reading, comprehension, and writing French. Students will also increase their appreciation and understanding of French culture and history, as well as the other cultures and nations within the French-speaking world. Credit earned will contribute to the A-F college entrance requirements.

Content Standards

Upon completion of the course the students will be able to successfully demonstrate the following skills:

1. Improvement in reading and understanding authentic works from French literature.
2. Readings from short stories, magazines, newspapers and other selected texts.
3. Improvement of comprehension by listening to advanced level recordings and other selections from a wide range of subjects.
4. Enhancement of their ability to analyze and discuss literary texts and to paraphrase or summarize introductory literature.
5. Utilization of the Internet to access and utilize information in French.
6. Drawing comparisons within a cultural context of different French speaking peoples and their own culture.
7. Connecting their learning to other curricular areas in high school and beyond.

8. Reviewing and expanding advanced grammar.
9. Development of career awareness in terms of bilingualism.
10. Increase ability to write using the narrative, descriptive format in guided activities.
11. Ability to respond verbally or in writing to current events or general topics.
12. Increased comprehension from listening to poems, songs and viewing films.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Activities include, but are not limited to: aural and oral practice, oral journaling, small group activities, individual projects, role plays, songs, films, poetry, other literature selections, research specific and general topics, planning and making presentations on a variety of topics and formats, peer-editing, focused discussions, compositions, and research on the Internet. Use of a workbook will be included along with true/false or multiple choice to listening selections. Also, activities will include summaries of readings, comprehension questions, short essays, and directed response using oral or visual prompts.

Assessments

Teacher observation of student actions, oral presentations, and speaking demonstrations.
Multi-media group or individual performance/demonstrations evaluated with rubics
Written student work-projects, notebooks, worksheets, essays, etc.
Formative self-analysis by students.
Summative exams with teacher generated criteria.
Homework completion and correction.
Performance in role plays, and other “real-life” activities.

Course Title

French IV B (Honors)

Description of Target Group

French IV B (Honors) is the second semester of a year long course designed as an elective for junior or senior students (or students with permission from the instructor), who have completed French IVA (Honors) course with a B or better average. Honors credit is only awarded when a section of French IV B is held in isolation of French IIIB.

Purpose

French IV B (Honors) is designed to give students advanced training in the language. Students will receive instruction (including, but not limited to) through the following strategies: communication-based instruction, literature-based instruction, student individual and group projects, and multi-media approaches that incorporate the national standards of comparisons, connections, and communities. Students will gain understanding and increased skills in speaking, reading, comprehension, and writing French. Students will also increase their appreciation and understanding of French culture and history, as well as the other cultures and nations within the French-speaking world. Credit earned will contribute to the A-F college entrance requirements.

Content Standards

Upon completion of the course the students will be able to successfully demonstrate the following skills:

1. Improvement in reading and understanding authentic works from French literature.
2. Readings from short stories, magazines, newspapers and other selected texts.
3. Improvement of comprehension by listening to advanced level recordings and other selections from a wide range of subjects.
4. Enhancement of their ability to analyze and discuss literary texts and to paraphrase or summarize introductory literature.
5. Utilization of the Internet to access and utilize information in French.
6. Drawing comparisons within a cultural context of different French speaking peoples and their own culture.
7. Connecting their learning to other curricular areas in high school and beyond.

8. Reviewing and expanding advanced grammar.
9. Development of career awareness in terms of bilingualism.
10. Increase ability to write using the narrative, descriptive format in guided activities.
11. Ability to respond verbally or in writing to current events or general topics.
12. Increased comprehension from listening to poems, songs and viewing films.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Activities include, but are not limited to: aural and oral practice, oral journaling, small group activities, individual projects, role plays, songs, films, poetry, other literature selections, research specific and general topics, planning and making presentations on a variety of topics and formats, peer-editing, focused discussions, compositions, and research on the Internet. Use of a workbook will be included along with true/false or multiple choice to listening selections. Also, activities will include summaries of readings, comprehension questions, short essays, and directed response using oral or visual prompts.

Assessments

Teacher observation of student actions, oral presentations, and speaking demonstrations.
Multi-media group or individual performance/demonstrations evaluated with rubics
Written student work-projects, notebooks, worksheets, essays, etc.
Formative self-analysis by students.
Summative exams with teacher generated criteria.
Homework completion and correction.
Performance in role plays, and other “real-life” activities.

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Identity and Culture for Spanish Speakers 3

Santa Maria Joint Union High School District

Basic Course Information

School(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)
Ernest Righetti High School (053303)	Classroom Based	Abbreviation / Course Code Id Clt Sp Spk3A / IL6721 Id Clt Sp Spk3B / IL6722

Title:	Identity and Culture for Spanish Speakers 3
Length of course:	Full Year
Subject area:	Language Other than English ("e") / LOTE Level 3 Spanish
UC honors designation?	No
Prerequisites:	Introduction to Spanish for Spanish Speakers (Recommended) Spanish for Spanish Speakers 1 (Recommended)
Co-requisites:	None
Integrated (Academics / CTE)?	No
Grade levels:	9th, 10th, 11th, 12th

Course Description

Course overview:

In this course students will further develop their language skills in reading, writing, listening, and speaking Spanish. This course will provide a forum in which grammar and vocabulary will be taught in the context of interpretation and analysis of current events, Spanish literature, film, media, culture, immigration, and Latin American history. By studying the histories of Latinos in the United States, students will cultivate respect and empathy for individuals and solidarity with groups of people locally, nationally, and globally so as to foster active social engagement and community building. In addition, students will be able to discuss their identities, including race, ethnicity, culture, and gender.

Course content:

Identidad

Description: This unit explores the factors that shape identities and communities. It first examines the ways that dominant groups shape the history and telling of the past in ways that often erase the histories, cultures, and contributions of subjected and oppressed peoples. It then explores the long history of community memory and counter-narratives that exist in communities of color that challenge the dominant narrative and forges community.

Grammar Focus: Students will review syllabic division and be introduced to accentuation rules.

Assignment: Students will develop an "I am" testimonial poem or artwork that explains their identities and how they are influenced by societal structures.

Unit Assignment(s):

Assignment: Students will develop an "I am" testimonial poem or artwork that explains their identities and how they are influenced by societal structures.

La comunidad Chicana

Description: In this unit, students will explore local issues that they encounter on a daily basis. They will reflect on the history of the Mexican immigrant in the United States, and discuss the present and future economic and cultural situation of this group. Students will familiarize themselves with organizations that defend the rights of immigrants. They will reflect about their own feelings towards immigration, and discuss the effects of immigrants in the American economy.

Grammar Focus: Students will review the preterite and imperfect tense with emphasis on irregular verbs.

Key Assignment: Students will complete the following:

- Students will investigate both sides of the topic of immigration, those in favor, and those against immigration. Students will then hold a debate, arguing the pros and cons of the issue. Students will learn that there are two sides to every issue, and that becoming informed is key to making a decision.
- Students will conduct an oral history interview with an immigrant in our community about their home country, their migration experience and their life in the United States. After transcribing the interview, students will write an essay about the person's experience.

💻 Unit Assignment(s):

Key Assignment: Students will complete the following:

- Students will investigate both sides of the topic of immigration, those in favor, and those against immigration. Students will then hold a debate, arguing the pros and cons of the issue. Students will learn that there are two sides to every issue, and that becoming informed is key to making a decision.
- Students will conduct an oral history interview with an immigrant in our community about their home country, their migration experience and their life in the United States. After transcribing the interview, students will write an essay about the person's experience.

La comunidad puertorriqueña

Description: Students will study the history of Puerto Rico, and the immigration of Puerto Ricans to the United States. They will reflect on the importance of cultural identity, and learn about the current situation that this U.S. territory faces in regards to its independency. Students will familiarize themselves with the Puerto Rican culture through literature, articles, and other authentic sources. Students will learn about which states have the most Puerto Rican influence, and their contributions to the community.

Grammar Focus: Students will be introduced to the present perfect tense, its form and functions.

Key Assignment: Students will work in groups to do an online investigation on one of the following

options:

- Read and analyze a poem by a Puerto Rican author.
- Read and analyze a short story by a Puerto Rican author.
- Listen to and analyze a Puerto Rican song.
- Find and prepare a recipe of a traditional Puerto Rican dish.
- Read a biography of a Puerto Rican-American.

Students will present their findings to the class in a visual form, and share what they have learned. This assignment will broaden the students' knowledge of the Puerto Rican culture.

💻 Unit Assignment(s):

Key Assignment: Students will work in groups to do an online investigation on one of the following options:

- Read and analyze a poem by a Puerto Rican author.
- Read and analyze a short story by a Puerto Rican author.
- Listen to and analyze a Puerto Rican song.
- Find and prepare a recipe of a traditional Puerto Rican dish.
- Read a biography of a Puerto Rican-American.

Students will present their findings to the class in a visual form, and share what they have learned. This assignment will broaden the students' knowledge of the Puerto Rican culture.

La comunidad cubana

Description: Students will familiarize themselves with the history of Cuban-Americans, and their successes in this country. They will learn about the current economic and political situation in Cuba. Students will learn about the food-rationing in Cuba, and explore the current changes that the country is undergoing. They will learn how the termination of the "Wet feet, dry feet" policy affected their opportunities to migrate to the United States and gain legal status.

Grammar Focus: Students will broaden their understanding of the future tense.

Key Assignment: Students will investigate how much money a Cuban family earns, and how their money is earned, and compare it to the average middle-class American family. Students will use resources from their textbook, the Internet, and newspapers to obtain accurate information. They will write an essay describing their findings, and create a visual aid to show the difference.

💻 Unit Assignment(s):

Key Assignment: Students will investigate how much money a Cuban family earns, and how their money is earned, and compare it to the average middle-class American family. Students will use resources from their textbook, the Internet, and newspapers to obtain accurate information. They will write an essay describing their findings, and create a visual aid to show the difference.

La comunidad centroamericana

Description: Students will learn about the civil wars that affected Central America in the eighties and how those conflicts forced many central Americans to migrate to the United States. They will identify the factors that contributed to such conflicts and their consequences on Central America, as well as the United States. Students will reflect on the violence in our society and how it affects us. They will explore organizations (Red Hand Campaign) that aim to decrease violence, and propose ideas for interventions to prevent violence among youth. Students will learn about the presence of violence in our local communities and its impact. Students will discuss the importance of education as an empowerment tool to fight violence and bring about healing to our communities.

Grammar Focus: Students will broaden their understanding of the conditional tense.

Key Assignment: Students will form committees, and pretend that they have been granted money to create a program to prevent youth violence. Students will identify and describe the main factors that contribute to youth violence. They will then write a proposal outlining the steps they will follow to deal with a negative situation in a non-violent way, as well as create prevention activities they can present to junior high students in our community.

💻 **Unit Assignment(s):**

Key Assignment: Students will form committees, and pretend that they have been granted money to create a program to prevent youth violence. Students will identify and describe the main factors that contribute to youth violence. They will then write a proposal outlining the steps they will follow to deal with a negative situation in a non-violent way, as well as create prevention activities they can present to junior high students in our community

Las clases sociales

Description: Students will discuss the differences of social classes and talk about the injustices that can be suffered from belonging to a specific ethnicity, gender or social class. This unit explores the role of stereotypes in exacerbating racism, sexism, and other forms of discrimination. Students will learn to deconstruct these images and to understand how power relations shape them. In addition, the unit examines the ways that groups have sought to counter such images.

Grammar Focus: Students will broaden their understanding of the present subjunctive.

Key Assignment: In groups of 3, students will create a multi-media presentation that demonstrates the origins and impact of one controlling images that exacerbates racism, sexism and other forms of discrimination. They will present their finding to the class.

Unit Assignment(s):

Key Assignment: In groups of 3, students will create a multi-media presentation that demonstrates the origins and impact of one controlling images that exacerbates racism, sexism and other forms of discrimination. They will present their finding to the class.

La libertad de expresión

Description: Students will learn about "el franquismo" in Spain that began in the 1930s. They will learn about different types of censorship, and its consequences. They will learn about the censorship and repression that exists or have existed in Latin America.

Grammar Focus: Students will further practice the use of the imperfect and preterite tense.

Key Assignment: Students will do a research project about a historical event in Latin America where the rights of citizens were violated with acts of repression, torture or death.

Unit Assignment(s):

Key Assignment: Students will do a research project about a historical event in Latin America where the rights of citizens were violated with acts of repression, torture or death.

Los movimientos sociales

Description: This unit centers around the ways in which the Civil Rights Movement and others, sought to dismantle racism, sexism, class, and homophobia. Specific attention will be paid to the various strategies that movements have used, their impact, and the extent to which they have transformed U.S. society. Students will also learn the circumstances behind confrontations between students and the Mexican government in 1968. This unit will also explore the impact of these movements in contemporary struggles.

Grammar Focus: Students will review and expand their knowledge of the uses and forms of the present subjunctive tense.

Key Assignment: Students will write a letter to a social movement leader, a student, a parent, or a government official expressing his or her opinion regarding the role played by such person in a specific protest or march. Our focus will be on the 1968 student movement that culminated in a massacre of students by the government.

Unit Assignment(s):

Key Assignment: Students will write a letter to a social movement leader, a student, a parent, or a government official expressing his or her opinion regarding the role played by such person in a specific protest or march. Our focus will be on the 1968 student movement that culminated in a massacre of students by the government.

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
El mundo 21 hispano	Fabián A. Samaniego, et al.	Houghton Mifflin Company	2005	[empty]	Yes

Literary Texts

Title	Author	Publisher	Edition	Website	Read in entirety

Title	Author	Publisher	Edition	Website	Read in entirety
La casa en Mango Street	Sandra Cisneros	Random House, Inc.	1984	[empty]	No
...y no se lo tragó la tierra	Tomás Rivera	Arte Público Press	1996	[empty]	No
Papeles de Pandora	Rosario Ferré	Random House, Inc.	1976	[empty]	No
Cuentos Hispanos de los Estados Unidos	Julián Olivares	Arte Público Press	1998	[empty]	No
Esperanza renace	Pam Muñoz Ryan	Scholastic Inc.	2002	[empty]	Yes

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Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
Introduction to Spanish Speakers

2. Transcript Title(s) / Abbreviation(s)

3. Transcript Course Code(s) / Number(s)

4. School
Ernest Righetti High School

5. District
Santa Maria Joint Union High School District

6. City
Santa Maria, CA 93455

7. School / District Web Site
http://www.smjuhsd.k12.ca.us

8. School Course List Contact

Name: Jim Armstrong

Title/Position: Asst. Supt. Curric/Instruction

Phone: 922-4573 **Ext.:** 4211

E-mail: jarmstrong@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☒ Language other than English
- ☐ Visual & Performing Arts
  - ☐ Intro ☐ Advanced
- ☐ College Prep Elective

10. Grade Level(s) for which this course is designed
9 , 10

11. Seeking "Honors" Distinction?
No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Is this an Internet-based course? No

If "Yes", who is the provider? ☐ UCCP ☐ PASS/Cyber High ☐ Other _____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- ☐ A course reinstated after removal within 3 years. Year removed from list? _____
  - Same course title? ☐ Yes ☐ No
  - If no, previous course title? _____
- ☐ An identical course approved at another school in same district. Which school? _____
  - Same course title? ☐ Yes ☐ No
  - If no, course title at other school? _____
- ☐ Year-long VPA course replacing two approved successive semester courses in the same discipline
- ☐ Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- ☐ Approved UC College Prep (UCCP) Online course
- ☐ Approved CDE Agricultural Education course
- ☐ Approved P.A.S.S./Cyber High course
- ☐ Approved ROP/C course. Name of ROP/C? _____
- ☐ Approved A.V.I.D. course
- ☐ Approved C.A.R.T. course
- ☐ Approved Project Lead the Way course
- ☐ Other. Explain: _____

15. Is this course modeled after an UC-approved course from another school outside your district? No

If so, which school(s)? _____

Course title at other school _____

16. Pre-Requisites

Understand, speak and be able to read basic sentence structure in Spanish or permission from instructor.

17. Co-Requisites

This class is not intended for students who understand, speak, read, and write Spanish fluently.

18. Is this course a resubmission? No

If yes, date(s) of previous submission? _____

Title of previous submission? _____

19. Brief Course Description

An intensive introduction to Spanish, emphasizing auditory and oral skills with secondary practice in reading and writing Spanish. Pronunciation, intensive oral practice, dialogue and drills. Along with a study of the Spanish speaking culture. The course is designated to provide a more challenging program aimed specifically at the numerous language problems encountered by persons of this area with a Spanish speaking background. This will provide more opportunity to participate in a bilingual-bicultural environment and work place. This course will also enhance the student's own understanding of his or her intra-cultural richness, diversity, and historical origins of the Mexican, Chicano, and other Latin American cultures.

INTRODUCTION TO SPANISH SPEAKERS
COURSE CONTENT

20. Course goals and/or major student outcomes

a) Acquire and use new vocabulary presented through reading materials.
b) Demonstrates awareness of the history and culture of specific Spanish speaking communities.
c) Ask and answer questions orally and in writing based on materials read and on radio and television presentations.
d) After listening and/or reading a short story, the student will answer questions orally about the main characters and give a summary of the plot, and demonstrate complete comprehension.
e) Use language for personal communication needs, ask and answer questions and request clarification as needed
f) . Write complete sentences that are free of major errors, such as verb tense, gender, and number agreement.
g) Write compositions without major error.

21. Course Objectives

a) Students will be able to present dialogues in Spanish using vocabulary learned.
b) Students will write daily journals to practice various sentence structures.
c) Students will prepare a written research report showing their understanding about the culture, traditions, and idiomatic expressions used in a Spanish speaking country.
d) Students will read short descriptive paragraphs to demonstrate correct pronunciation of the Spanish language.

22. Course Outline

Readings:

Viajes by Julio Cortázar
El nacimiento by Carmen Kurtz

Los juegos de Lilus by Elena Poniatowska
Tiempo libre by Guillermo Samperio
Enero: Tortas de navidad by Laura Esquivel
El hijo by Horacio Quiroga
A Julia de Burgos by Julia de Burgos
Don Quijote de la Mancha by Miguel de Cervantes

Grammar:

Synonyms/Antonyms
Present tense
Adjectives
Present progressive
Present perfect
Comparatives
Preterite tense
Imperfect tense
Indirect and direct object pronouns
Future tense
Conditional tense
Reflexive verbs
Cognates
Commands
Simple/compound sentences
The subjunctive
Prepositions
Adverbs

Writing:

Informal writing
Writing a letter
Formal writing
Short biography
Short autobiography
Write an advertisement
Expository essays
Writing fiction
An informative article
Persuasive essay
Writing a script
Writing poetry
Writing a short story

Culture:

A Colombian legend
The media in Spanish speaking countries
Rhythm and folklore of the Hispanic world
The three wise men
The family
Geographical diversity of the Hispanic world
Soccer
Architecture of the Hispanic world
Culinary flavor of the Hispanic world
The Spanish language
The day of the book
Art of the Hispanic world: Muralism

23. Texts and supplemental Instructional Materials

Nuevas Vistas: Curso de introduccion (Advanced Spanish)
Author: Maria Elena Alvarado et. al.
Publisher: Holt Rinehart Winston
Copyright date: 2006

24. Key assignments

Assignment	Activity	Objective
Formal dialogue	Write and present a formal dialogue using basic vocabulary and sentence structures	To practice oral skills
Interviews	Interview in partners about personal information and interests	To practice communication skills
Autobiography	Write an autobiography	To increase writing abilities from paragraph to essay
Research report	Write a research report about a Spanish speaking country	To learn how to research information and expand their understanding of different cultures
Spanish literature	Read and interpret beginning level Spanish literature	To learn the literary elements (e.g. plot, argument, point of view, theme, etc.)

25. Instructional Methods and/or Strategies

- lectures
- class participation
- demonstrations
- audio-visual materials
- small group activities
- outside resource people
- readings
- projects
- library/internet research
- interviews
- oral presentations

26. Assessment Methods and/or Tools

a) Teacher observations of student action, speaking demonstrations, and other oral presentations.
b) Student depictions of concepts via drawings, markings, posters, colleges, and video projects.
c) Student or teacher generated (planned or impromptu) role play or real life situations.
d) Written student work including but not limited to exercises, worksheets, compositions, portfolios, notebooks, or projects.
e) Summative written tests and quizzes based on teacher generated criteria.
f) Student generated book presentations utilizing oral reports, story boards, elements of drama, and reader's theater.
g) Student oral and written interpretation of video generated thematic units.
h) Group presentations of thematic units including dramatic reenactment.
i) Student created new endings to stories.
j) Student participation in the accused bench or the hot chair activity.
k) Student composed letters to the characters in a story.
l) Student use of symbolization and picture graphs.
m) Student composed Venn diagram.
n) Student reflections and personal responses in journals or writing logs.
o) Student use of creative imitation.
p) Spelling quizzes.
q) Oral exams.
r) Grammar and vocabulary tests.

Course Title

INTRODUCTORY SPANISH 1A

Description of Target Group

Introductory Spanish 1A is the second semester of a two-semester course designed as an elective for non-college prep students of all grade levels.

Purpose

Introductory Spanish 1A is designed to enable students to appreciate and respect other people, gain self-respect, gain skills in understanding and speaking, gain limited skills in reading and writing, and learn the history of Spanish-speaking people. Credit earned will not contribute to college entrance requirements.

Standards of Expected Student Achievement

Upon Completion of this course, students will be able to successfully demonstrate the following skills.

1. Recognize the sounds of Spanish phonemes.
2. Recite the Spanish alphabet and be able to spell orally in the target language.
3. Imitate Spanish phonemes, intonation, and rhythm patterns.
4. Develop listening comprehension.
5. Read basic dialogues from the text with acceptable pronunciation, intonation, and rhythm.
6. Produce orally and in written form vocabulary and sentences (within the limits of the textbook used) from recall when cued by a preceding line, visual aide, or the English equivalent.
7. Ask questions in Spanish related to basic dialogues and personalized thereof.
8. Answer questions orally, based on conversations.
9. Participate in several activities involving the culture of Spanish-speaking people.
10. Maintain a Spanish notebook.
11. Demonstrate the ability to orally use and select the correctly written forms of the following grammatical concepts:

    a. Present tense of regular verbs.
    b. Command in the "tu" form utilized in classroom management.
    c. Gender and number.
    d. Pronouns -- subject.
    e. Adjectives: positions and agreement; possessive.
    f. Contractions.
    g. Articles -- definite and indefinite.

12. Develop vocabulary relating to:

a. Idiomatic expressions.
b. Cognates.
c. Friends and greetings
d. Days of the week, months, and seasons.
e. Time expressions.
f. Numbers.
g. Career awareness.
h. Nationalities.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Imitation of teacher's pronunciation via aural/oral practice and imitation of native speakers via tapes and films, brief lectures, written and oral/aural tests, dramatization of student-composed dialogues, small group activities, field trips, presentations by resource persons.

Assessments

Teacher observation of student actions, speaking demonstrations, and other oral presentations.
Student depictions of concepts via drawings, markings, posters, colleges, and video projects,
Student sorting and/or showing realia.
Student or teacher generated (planning or impromptu) role play or real life situations.
Written student work including but not limited to, exercises, worksheets, compositions, notebooks, or projects.
Summative written tests and quizzes based on teacher generated criteria.
Student work in computer files. Student generated logs and journals.

Description of Target Group

Introductory Spanish 1B is the second semester of a two-semester course designed as an elective for non-college prep students of all grade levels who have completed Introductory Spanish 1A.

Purpose

Introductory Spanish 1B is designed to enable students to appreciate and respect other people, gain self-respect, gain skills in understanding and speaking, gain limited skills in reading and writing, and learn the history of Spanish-speaking people. Credit earned will not contribute to college entrance requirements.

Standards of Expected Student Achievement

Upon Completion of this course, students will be able to successfully demonstrate the following skills.

1. Recognize the sounds of Spanish phonemes.
2. Recite the Spanish alphabet and be able to spell orally in the target language.
3. Imitate Spanish phonemes, intonation, and rhythm patterns.
4. Develop listening comprehension.
5. Read basic dialogues from the text with acceptable pronunciation, intonation, and rhythm.
6. Produce orally and in written form vocabulary and sentences (within the limits of the textbook used) from recall when cued by a preceding line, visual aide, or the English equivalent.
7. Write from dictation with accurate spelling and punctuation any line of the basic dialogues covered in the text.
8. Ask questions in Spanish related to basic dialogues and personalization thereof.
9. Answer questions, in narrative and dialogue form, orally and in writing, based on conversation.
10. Participate in several activities involving the culture of Spanish-speaking people.
11. Maintain a Spanish notebook.
12. Demonstrate the ability to orally use and select the correctly written forms of the following grammatical concepts:

    a. Irregular verbs in present tense.
    b. Stem changing verbs in present tense.
    c. Grammatical concepts within in the limits of the textbook.

INTRODUCTORY SPANISH 1B (continued)

13. Develop vocabulary relating to:

a. Meals
b. Sports
c. Shopping
d. Illness/health
e. Parts of the body
f. Colors
g. Weather
h. Clothing
i. Family

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Imitation of teacher's pronunciation via aural/oral practice and imitation of native speakers via tapes and films, brief lectures, written and oral/aural tests, dramatization of student-composed dialogues, small group activities, field trips, presentations by resource persons.

Assessments

Teacher observation of student actions, speaking demonstrations, and other oral presentations.
Student depictions of concepts via drawings, markings, posters, colleges, and video projects.
Student sorting and/or showing realia.
Student or teacher generated (planning or impromptu) role play or real life situations.
Written student work including but not limited to, exercises, worksheets, compositions, notebooks, or projects.
Summative written tests and quizzes based on teacher generated criteria.
Student work in computer files.
Student generated logs and journals.

Course Title

LATIN 1A

Description of Target Group

Latin 1A is the first semester of a two-semester course designed as an elective for students of all grade levels.

Purpose

Latin 1A is designed to enable students to appreciate and respect other people; gain self respect; gain skills in understanding, speaking, reading and writing Latin; and learn the history of Latin-speaking people. Credit earned will contribute to the college entrance foreign language requirement as required by the A-F university requirements.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Pronounce Latin words correctly.
2. Read and understand Latin within limits of textbook used.
3. Gain a 500 word Latin vocabulary.
4. Become familiar with conjugation of verbs, declension of nouns, adjectives and pronouns.
5. Become familiar with first-year grammar. -
6. Translate into Latin within limits of textbook used.
7. Translate Latin into English within limits of textbook used.
8. Develop an appreciation of Latin civilization and culture.
9. Improve English vocabulary by noting similarities between English and Latin words.
10. Improve English spelling with a view to future work.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Imitation of teacher's pronunciation, vocabulary exercises, oral and written translations, Latin composition, oral practice of five declensions, practice in sentence structure (finding subjects, verbs, direct objects, etc.), mimeographed exercises on grammar, Roman culture, individual projects like Roman notebooks, god and goddess reports, drawing maps, films, filmstrips, bulletin boards, songs, tests.

Course Title

LATIN 1B

Description of Target Group

Latin 1B is the second semester of a two-semester course designed as an elective for students of all grade levels who have completed Latin 1A or demonstrated proficiency at that level.

Purpose

Latin 1B is designed to enable students to appreciate and respect other people; gain self respect; gain skills in understanding, speaking, reading, and writing Latin; and learn the history of Latin-speaking people. Credit earned will contribute to the college entrance foreign language requirement as required by the A-F university requirements.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Pronounce Latin words correctly.
2. Read and understand Latin within limits of textbook used.
3. Gain a 500 word Latin vocabulary.
4. Become familiar with conjugation of verbs, declension of nouns, adjectives and pronouns.
5. Become familiar with first-year grammar.
6. Translate into Latin within limits of textbook used.
7. Translate Latin into English within limits of textbook used.
8. Develop an appreciation of Latin civilization and culture.
9. Improve English vocabulary by noting similarities between English and Latin words.
10. Improve English spelling with a view to future work.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Imitation of teacher's pronunciation, vocabulary exercises, oral and written translations, Latin composition, oral practice of five declensions, practice in sentence structure (finding subjects, verbs, direct objects, etc.), mimeographed exercises on grammar, Roman culture, individual projects like Roman notebooks, god and goddess reports, drawing maps, films, filmstrips, bulletin boards, songs, tests.

Course Title

LATIN 2A

Description of Target Group

Latin 2A is the first semester of the second year in Latin designed as elective for students of all grade levels who have completed Latin 1B or demonstrated proficiency to that level.

Purpose

Latin 2A is designed to give the student continued and advanced training in foreign language. It is designed to permit students to appreciate and respect other people and cultures; gain self respect; gain skills in understanding, speaking, reading, and writing Latin; and gain appreciation of the history and culture of the Latin-speaking people. Credit earned will meet the foreign language requirement for college entrance.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Gain more practice in pronunciation of Latin words.
2. Increase Latin vocabulary.
3. Increase Latin reading and writing ability.
4. Become acquainted with more complex grammatical structures including the four subjunctive tenses.
5. Translate Latin into English.
6. Translate English into Latin.
7. Develop a greater awareness and appreciation of Latin civilization and culture.
8. Increase English vocabulary with a view to future occupations.
9. Develop an ability to work accurately and carefully with a view to future occupations.
10. Develop mental alertness.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Practice pronunciation, vocabulary in translations, Latin composition, mimeographed exercises in nouns, verbs, pronouns, grammar exercises (mimeographed), exercises in Roman history and culture, individual projects such as Life of Hannibal, Julius Caesar, Roman Army, maps of Gaul, films, filmstrips, songs in Latin, tests.

Course Title

LATIN 2B

Description of Target Group

Latin 2B is the second semester of the second year in Latin designed as an elective for students of all grade levels who have completed Latin 2B or demonstrated proficiency to that level.

Purpose

Latin 2B is designed to give the student continued and advanced training in foreign language. It is designed to permit students to appreciate and respect other people and cultures; gain self respect; gain skills in understanding, speaking, reading, and writing Latin; and gain appreciation of the history and culture of the Latin-speaking people. Credit earned will meet the foreign language requirement for college entrance.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Gain more practice in pronunciation of Latin words.
2. Increase Latin vocabulary.
3. Increase Latin reading and writing ability.
4. Become acquainted with more complex grammatical structures including the four subjunctive tenses.
5. Translate Latin into English.
6. Translate English into Latin.
7. Develop a greater awareness and appreciation of Latin civilization and culture.
8. Increase English vocabulary with a view to future occupations.
9. Develop an ability to work accurately and carefully with a view to future occupations.
10. Develop mental alertness.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Practice pronunciation, vocabulary in translations, Latin composition, mimeographed exercises in nouns, verbs, pronouns, grammar exercises (mimeographed), exercises in Roman history and culture, individual projects such as Life of Hannibal, Julius Caesar, Roman Army, maps of Gaul, films, filmstrips, songs in Latin, tests.

Course Title

Portuguese 1 A

Description of Target Group

Portuguese 1A is the first semester of a two semester course designed as an elective for students of all grade levels.

Purpose

Portuguese 1A is designed to enable students to appreciate and respect other people; gain self-respect; gain skills in understanding, speaking, reading, and writing Portuguese; and learn the history of Portuguese speaking people. Credit earned will contribute to the college entrance foreign language requirement as required by the A-F university requirements.

Standards of Expected Student Achievement and Proficiency

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Recognize the sounds of Portuguese phonemes.
2. Recite the Portuguese phonemes, intonation and rhythm patterns.
3. Imitate the Portuguese phonemes, intonation, and rhythm patterns, so as to be understood on an elementary level by a native speaker of Portuguese.
4. Develop listening comprehension.
5. Read basic dialogues from the text with acceptable pronunciation, intonation, and rhythm.
6. Produce orally and in written form vocabulary and sentences (within the context of the textbook used) from recall when cued by a preceding line, visual aid, or English equivalent.
7. Write from dictation any line of the basic dialogues or narrative of the text with accurate spelling and punctuation.
8. Ask questions in Portuguese that relate directly to the basic dialogues or the text.
9. Answer questions orally and in writing that pertain to topics presented in the text.
10. Communicate information in unrehearsed true-to-life situations based on topics covered in the text.
11. Maintain a Portuguese notebook.
12. Participate in cultural activities presented in class.
13. Demonstrate the ability to use orally and in written form the following elements of Portuguese:
    a. Present tense verbs, regular, and irregular, in the affirmative and negative forms, as well an as interrogative form.
    b. Familiarity of the subjunctive mood through informal command forms.

c. Gender and number.
d. Adjectives, position and agreement.
e. Possessive and subject pronouns.
f. Contractions.
g. Articles: definite and indefinite.

14. Develop vocabulary relating to:
    a. Idiomatic expression
    b. Cognates
    c. Friends and greetings
    d. Family
    e. Directions
    f. Days of the week, months, and seasons
    g. Time expressions
    h. Numbers
    i. Career awareness.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Imitation of the teacher's pronunciation through tapes, lectures and presentations, brief lectures, written and oral/aural test, dramatization of student composed dialogues, small group activities, manipulatives, and resource persons.

Assessments

Teacher observation of student actions, speaking demonstrations, and other oral presentations.
Student depictions of concepts via drawings, markings, posters, collages, and video projects.
Students sorting and/or showing realia.
Student or teacher generated (planned or impromptu) role play or real life situations.
Written student work including but not limited to, exercises, worksheets, compositions, notebooks, or projects.
Summative written tests and quizzes based on teacher generated criteria.
Student work in computer files.
Student generated logs and journals.

Course Title

Portuguese 1 B

Description of Target Group

Portuguese 1B is the second semester of a two-semester course designed as an elective for students of all grade levels who have completed Portuguese 1A or demonstrated proficiency at that level.

Purpose

Portuguese 1B is designed to enable students to appreciate and respect other people; gain self-respect; gain skills in understanding, speaking, writing, and reading Portuguese; and learn the history of Portuguese speaking people. Credit earned will contribute to the college entrance requirement of foreign language as required by the A-F university requirements.

Standards for Expected Student Achievement and Proficiency

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Recognize the sounds of Portuguese phonemes.
2. Recite the alphabet and be able to spell orally in the language.
3. Imitate Portuguese rhythm patterns, intonation and phonemes.
4. Develop listening comprehension.
5. Read basic dialogues from the text with acceptable pronunciation, intonation, and rhythm pattern.
6. Produce orally and in written form the vocabulary and sentences (within the context of the textbook used) from recall when cued by a preceding line, visual aid or English equivalent.
7. Write from dictation any line from the basic dialogues or narrative from the textbook with accurate spelling and pronunciation.
8. Ask questions in Portuguese that relate to the topics presented.
9. Answer orally and in written form questions that pertain to the topic presented.
10. Communicate information in unrehearsed true-to-life situations based on topics presented in the textbook.
11. Maintain a Portuguese notebook.
12. Participate in cultural activities presented in class.
13. Demonstrate the ability to use orally and in written form the following elements of Portuguese.
    a. The past definite tense of regular and irregular verbs.
    b. The imperfect tense of regular and irregular verbs
    c. The future of regular and irregular verbs
    d. Stressed and unstressed pronouns
    e. Grammatical concepts within the textbook used

14. Develop vocabulary related to:
    a. Meals
    b. Sports
    c. Holidays
    d. Shopping
    e. Illness/accident
    f. Parts of the body.
    g. Weather
    h. Clothing
    i. Other topics presented by the textbook

15. Communicate in Portuguese so that a native speaker can understand what the student is saying without strain.

Instructional Materials

Texts and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Imitation of teacher's pronunciation through tapes, lectures, and presentations, brief lectures, videos, written and oral/aural tests, dramatization of student composed dialogues and speeches, small group activities, manipulatives, and resource persons.

Assessments

Teacher observation of student actions, speaking demonstrations, and other oral presentations. Student depictions of concepts via drawings, markings, posters, collages, and video projects. Students sorting and/or showing realia. Student or teacher generated (planned or impromptu) role play or real life situations. Written student work including but not limited to, exercises, worksheets, compositions, portfolios, notebooks, or projects. Summative written tests and quizzes based on teacher generated criteria. Student work in computer files. Student generated logs and journals.

Course Title

Portuguese 2 A

Description of Target Group

Portuguese 2A is the first semester course of a two semester course designed as an elective for students of all grade levels who have successfully completed Portuguese 1B or demonstrated proficiency at that level.

Purpose

Portuguese 2A is designed to enable students to appreciate and respect other people; gain self-respect; gain skills in understanding, speaking, leading, and writing Portuguese; and learn the history of Portuguese speaking people. Credit earned will contribute to the college entrance foreign language requirement as required by the A-F university requirements.

Standards of Expected Student Achievement and Proficiency

Upon completion of the course, students will be able to successfully demonstrate the following skills:

1. Recognize the sounds of Portuguese phonemes.
2. Recite the Portuguese phonemes, intonation, and rhythm patterns.
3. Imitate the Portuguese phonemes, intonation, and rhythm patterns, so as to be understood on an elementary-intermediate level by a native speaker of Portuguese.
4. Further develop listening comprehension.
5. Further develop communicative competency through oral practice.
6. Orally get into and out of basic role play situations in Portuguese.
7. Read orally from a Portuguese text with acceptable and understandable pronunciation, intonation, and rhythm.
8. Ask questions in Portuguese that relate to everyday life situations.
9. Answer questions orally and in writing that pertain to topics presented in the class.
10. Maintain a Portuguese notebook.
11. Participate in cultural activities presented in class.
12. Write from dictation any sentence taken from familiar subject matter.
13. Demonstrate the ability to use orally and in written form the following elements of Portuguese:
    a. Verb tenses as required by the text and real to life situations.
    b. Subjunctive and indicative mood.
    c. Proper gender and number agreement.
    d. Adjectives and adverbs; number, position, and agreement.
    e. Subject, possessive, and demonstrative pronouns.
    f. Contractions as presented by the text.
    g. Articles, all.
    h. Commands, direct and indirect.
    i. Prepositions as presented by the text.
    j. Comparison with adjectives and adverbs.

14. Develop vocabulary pertaining to:
    a. Idiomatic expressions.
    b. Cognates.
    c. Travel.
    d. Banking and money.
    e. Leisure time activities.
    f. Expanding previously learned vocabulary topics.
    g. Topics presented in the text.

15. Communicate in Portuguese so that a native speaker can understand what the student is saying without strain.

Instructional Materials

Text and supplementary materials.

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Imitation of teacher's pronunciation through tapes, lectures, and presentations, brief lectures, videos, written and oral/aural tests, dramatization of student composed dialogues and speeches, small group activities, manipulatives, and resource persons.

Assessments

Teacher observation of student actions, speaking demonstrations, and other oral presentations.
Student depictions of concepts via drawings, markings, posters, collages, and video projects.
Students sorting and/or showing realia.
Student or teacher generated (planned or impromptu) role play or real life situations.
Written student work including but limited to, exercises, worksheets, compositions, portfolios, notebooks or projects.
Summative written tests and quizzes based on teacher generated criteria.
Student work in computer files.
Student generated logs and journals.

Portuguese 2 B

Description of Target Group

Portuguese 2B is the first semester course of a two semester course designed as an elective for students of all grade levels who have successfully completed Portuguese 2A or demonstrated proficiency at that level.

Purpose

Portuguese 2B is designed to enable students to appreciate and respect other people; gain self-respect; gain skills in understanding, speaking, reading, and writing Portuguese; and learn the history of Portuguese speaking people. Credit earned will contribute to the college entrance foreign language requirement as required by the A-F university requirements.

Standards of Expected Student Achievement

Upon completion of the course, students will be able to successfully demonstrate the following skills:

1. Recognize the sounds of Portuguese phonemes.
2. Recite the Portuguese phonemes, intonation, and rhythm patterns.
3. Imitate the Portuguese phonemes, intonation, and rhythm patterns, so as to be understood on an intermediate level by a native speaker of Portuguese.
4. Further develop listening comprehension.
5. Further develop communicative competency through oral practice.
6. Orally get into and out of basic role play situations in Portuguese.
7. Read orally from a Portuguese text with acceptable and understandable pronunciation, intonation and rhythm.
8. Ask questions in Portuguese that relate to everyday life situations.
9. Answer questions orally and in writing that pertain to topics presented in the class.
10. Maintain a Portuguese notebook.
11. Participate in cultural activities presented in class.
12. Write from dictation any sentence taken from familiar subject matter.
13. Demonstrate the ability to use orally and in written form the following elements of Portuguese:
    a. Verb tenses as required by the text and real to life situations.
    b. Subjunctive and indicative mood.
    c. Proper gender and number agreement.
    d. Adjectives and adverbs; number, position, and agreement.
    e. Subject, possessive, relative, and demonstrative pronouns.
    f. Contractions as presented by the text.
    g. Articles, all.
    h. Commands, direct and indirect.
    i. Prepositions as presented by the text.
    j. Comparison with adjectives and adverbs.
    k. Personal infinitive.

l. Verbs with special uses and idiomatic expressions.
m. Passive voice.
n. Past definite tense versus imperfect tense usage.
o. Object pronouns.

14. Develop vocabulary pertaining to:
    a. Idiomatic expressions.
    b. Cognates.
    c. Shopping for more than necessities.
    d. More Complex social situations.
    e. Leisure time activities.
    f. Extended family.
    g. Expanding previously learned vocabulary topics.
    h. Topics presented in the text.

15. Communicate in Portuguese so that a native speaker can understand what the student is saying without strain.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Imitation of teacher's pronunciation through tapes, lectures, and presentations, brief lectures, videos, written and oral/aural tests, dramatization of student composed dialogues and speeches, small group activities, manipulative, and resource persons.

Assessments

Teacher observation of student actions, speaking demonstrations, and other oral presentations.
Student depictions of concepts via drawing, markings, posters, colleges, and video project.
Students sorting and/or showing realia.
Student or teacher generated (planned or impromptu) role play or real life situations.
Written student work including but not limited to, exercises, worksheets, compositions, portfolios, notebooks, or projects.
Summative written tests and quizzes based on teacher generated criteria.
Student work in computer files.
Student generated logs and journals.

Course Title

Russian 1 A

Description of Target Group

Russian 1A is the first semester course of a two-semester course designed as an elective for students of all grade levels.

Purpose

Russian 1A is designed to enable students to appreciate and respect other people; gain self-respect; gain skills in understanding; speaking, reading, and writing Russian; and learn the history of Russian speaking people. Credit earned will contribute to the college entrance foreign language requirement as required by the A-F university requirements.

Standards of Expected Student Achievement and Proficiency

Upon completion of the course, students will be able to successfully demonstrate the following skills:

1. Recognize the sounds of Russian phonemes.
2. Recite the Russian phonemes, intonation, and rhythm patterns.
3. Imitate the Russian phonemes, intonation, and rhythm patterns, so as to be understood on an elementary level by a native speaker of Russia.
4. Develop listening comprehension.
5. Read basic dialogues from the text with acceptable pronunciation, intonation, and rhythm.
6. Reduce orally and in written form vocabulary and sentences (within the context of the textbook used) from recall when cued by a preceding line, visual aid, or English equivalent.
7. Write from dictation any line of the basic dialogues or narrative of the text with accurate spelling and punctuation.
8. Ask questions in Russian that relate directly to the basic dialogues or text.
9. Answer questions orally and in writing that pertain to topics presented in the class.
10. Communicate information in unrehearsed true-to-life situations based on the topics covered in the text.
11. Maintain a Russian notebook.
12. Participate in cultural activities presented in class.
13. Recognize and write both the printed and script from of the Cyrillic Alphabet.
14. Demonstrate the ability to use orally and in written form the following elements of Russian:
    a. Present tense verbs, regular and irregular, in affirmative and negative forms.
    b. Proper gender and number agreement.
    c. Nominal and adjectival declensions
    d. Personal pronouns

e. Six cases of nouns
    i. Nominative
    ii. Genitive
    iii. accusative
    iv. prepositional
    v. dative
    vi. instrumental
f. Adjectives in nominative and accusative
g. Actual and habitual actions
h. Interrogatives
i. Possessive adjectives
j. Reflexives

15. Develop vocabulary pertaining to:
    a. Cognates
    b. Friends and greeting
    c. Family
    d. Days of the week, months, and seasons
    e. Time expressions
    f. Numbers
    g. Colors
    h. Time
    i. Directions
    j. Topics presented in the text.

16. Communicate in Russian so that a native speaker can understand what the student is saying without strain.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Imitation of teacher's pronunciation through tapes, lectures, and presentations, brief lectures, videos, written and oral/aural tests, dramatization of student composed dialogues and speeches, small group activities, manipulatives, and resource persons.

Assessments

Teacher observation of student actions, speaking demonstrations, and other oral presentation. Student depictions of concepts via drawings, markings, posters, collages, and video projects. Students sorting and/or showing realia. Student or teacher generated (planned or impromptu) role-play or real life situations. Written student work including but not limited to, exercises, worksheets, compositions, portfolios, notebooks, or projects. Summative written tests and quizzes based on teacher generated criteria. Student work in computer files. Student generated logs and journals.

Russian 1 B

Description of Target Group

Russian 1B is the second semester course of a two-semester course designed as an elective for students of all grade levels.

Purpose

Russian 1B is designed to enable students to appreciate and respect other people; gain self-respect; gain skills in understanding; speaking, reading, and writing Russian; and learn the history of Russian speaking people. Credit earned will contribute to the college entrance foreign language requirement as required by the A-F university requirements.

Standards of Expected Student Achievement and Proficiency

Upon completion of the course, students will be able to successfully demonstrate the following skills:

1 Recognize the sounds of Russian phonemes.
2. Recite the Russian phonemes, intonation, and rhythm patterns.
3. Imitate the Russian phonemes, intonation, and rhythm patterns, so as to be understood on an elementary level by a native speaker of Russia.
4. Develop listening comprehension.
5. Read basic dialogues from the text with acceptable pronunciation, intonation, and rhythm.
6. Reduce orally and in written form vocabulary and sentences (within the context of the textbook used) from recall when cued by a preceding line, visual aid, or English equivalent.
7. Write from dictation any line of the basic dialogues or narrative of the text with accurate spelling and punctuation.
8. Ask questions in Russian that relate directly to the basic dialogues or text.
9. Answer questions orally and in writing that pertain to topics presented in the class.
10. Communicate information in unrehearsed true-to-life situations based on the topics covered in the text.
11. Maintain a Russian notebook.
12. Participate in cultural activities presented in class.
13. Recognize and write both the printed and script from of the Cyrillic Alphabet.
14. Demonstrate the ability to use orally and in written form the following elements of Russian:
    a. Present tense verbs, regular and irregular, in affirmative and negative forms.
    b. Proper gender and number agreement.
    c. Nominal and adjectival declensions
    d. Personal pronouns
    e. Six cases of nouns
        I. nominative
        ii. genitive

iii. accusative
iv. prepositional
v. dative
vi. instrumental

f. Adjectives in nominative and accusative
g. Actual and habitual actions
h. Interrogatives
I. Possessive adjectives
i. Reflexives

15. Develop vocabulary pertaining to:
    a. Cognates
    b. Friends and greeting
    c. Family
    d. Days of the week, months, and seasons
    e. Time expressions
    f. Numbers
    g. Colors
    h. Time
    i. Directions
    j. Topics presented in the text
16. Communicate in Russian so that a native speaker can understand what the student is saying without strain.

Instructional Materials

Text and Supplementary Materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Imitation of teacher's pronunciation through tapes, lectures, and presentations, brief lectures, videos, written and oral/aural tests, dramatization of student composed dialogues and speeches, small group activities, manipulatives, and resource persons.

Assessments

Teacher observation of student actions, speaking demonstrations, and other oral presentation.
Student depictions of concepts via drawings, markings, posters, collages, and video projects.
Students sorting and/or showing realia.
Student or teacher generated (planned or impromptu) role-play or real life situations.
Written student work including but not limited to, exercises, worksheets, compositions, portfolios, notebooks, or projects.
Summative written tests and quizzes based on teacher generated criteria.
Student work in computer files.
Student generated logs and journals.

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
COURSE ADOPTION FORM
(Submit to the Assistant Superintendent / Instruction)

School associated with this course:

☐ Delta ☐ Pioneer ☐ Righetti ☐ Santa Maria ☐ District Office

School Contact/Teacher initiating request:

Name: Maria Larios-Horton Title/Position: EL/BIL COORD

Department: Industrial Technology Phone: Trina Ellis Ext: 12

☐ New ☑ Revising/Replacing/Title change _____ Course #(s) Scott Au _____
Current course title

New Proposed Course Title: Std. Academic Achievement Seminar-SAAR 9-12

What is the major purpose for the course being added to the curriculum?

Type of course adoption requested:

☐ Meets State Standards ☐ Required for graduation ☐ Elective course

Grade Level(s): ☐ **9** ☐ **10** ☐ **11** ☐ **12** **Unit Value:** ☐ .5 (semester/term) ☐ **1.0 (one year equivalent)**

Submit for A-G? ☐ Yes ☐ **No**

Subject Area:
☐ **A.** History/Social Science ☐ **B.** English ☐ **C.** Mathematics ☐ **D.** Laboratory Science

☐ **E**. Foreign Language ☐ **F**. Visual & Performing Arts _____Intro _____Advanced ☐ **G**. Elective Course

If course was previously approved please indicate which category:

☐ Reinstated after 3 years ☐ UC ☐ PASS ☐ ROP ☐ AP or IB

☐ **CTE (CDE)** _____ Intro _____ Concentrator _____Completer Department_____

☐ Approved at another school in the same district. Which School(s)? 5325

☐ Another school outside SMJUHSD? Which School(s)? _____

☐ Other Explain _____

NAMES OF RECOMMENDING MEMBERS: *(signatures are required only if submitting a new course)*

Department Chair/ERHS	Date	Principal/ERHS	Date
Department Chair/PVHS	Date	Principal/PVHS	Date
Department Chair/SMHS	Date	Principal/SMHS	Date
Department Representative/DHS	Date	Principal/DHS	Date
Assistant. Superintendent of C & I	Date	Board Approval Date	

Revised: 10/15/14

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
COURSE ADOPTION FORM
(Submit to the Assistant Superintendent / Instruction)

School associated with this course:

☐ Delta ☐ Pioneer ☐ Righetti ☐ Santa Maria ☐ District Office

School Contact/Teacher initiating request:

Name: Maria Larios-Horton Title/Position: EL/BIL COORD

Department: Industrial Technology Phone: Trina Ellis Ext: 12

☐ New ☑ Revising/Replacing/Title change _____ Course #(s) Scott Au _____
Current course title

New Proposed Course Title: Std. Academic Achievement Seminar-SAAR 9-12

What is the major purpose for the course being added to the curriculum?

_____

_____

Type of course adoption requested:

☐ Meets State Standards ☐ Required for graduation ☐ Elective course

Grade Level(s): ☐ **9** ☐ **10** ☐ **11** ☐ **12** **Unit Value:** ☐ .5 (semester/term) ☐ **1.0 (one year equivalent)**

Submit for A-G? ☐ Yes ☐ **No**

Subject Area:
☐ **A.** History/Social Science ☐ **B.** English ☐ **C.** Mathematics ☐ **D.** Laboratory Science

☐ **E**. Foreign Language ☐ **F**. Visual & Performing Arts _____Intro _____Advanced ☐ **G**. Elective Course

If course was previously approved please indicate which category:

☐ Reinstated after 3 years ☐ UC ☐ PASS ☐ ROP ☐ AP or IB

☐ **CTE (CDE)** _____ Intro _____ Concentrator _____Completer Department_____

☐ Approved at another school in the same district. Which School(s)? 5325

☐ Another school outside SMJUHSD? Which School(s)? _____

☐ Other Explain _____

NAMES OF RECOMMENDING MEMBERS: *(signatures are required only if submitting a new course)*

Department Chair/ERHS	Date	Principal/ERHS	Date
Department Chair/PVHS	Date	Principal/PVHS	Date
Department Chair/SMHS	Date	Principal/SMHS	Date
Department Representative/DHS	Date	Principal/DHS	Date
Assistant. Superintendent of C & I	Date	Board Approval Date	

Revised: 10/15/14

COURSE DESCRIPTION (DISTRICT)

A. COVER PAGE

Date of Submission:

School Course List Contact

Name: 11 Title/Position: Director of Multilingual and Migrant

Phone: 12 Ext.: 10 units

E-mail:

1. District

Santa Maria Joint Union High School District

2. School:

Ernest Righetti, Santa Maria, and Pioneer Valley High Schools

3. Course Title

Student Academic Achievement Seminar (SAAS) 9-10

4. Transcript Title(s) / Abbreviation(s)

SAAS 9-10

5. Transcript Course Code(s) / Number(s)

6. Department

- ☐ Agriculture
- ☑ Business
- ☑ English
- ☐ International Languages
- ☐ Family & Consumer Science
- ☐ Industrial Arts
- ☐ Mathematics
- ☐ Physical Education
- ☑ Science
- ☑ Social Studies
- ☑ Special Education
- ☑ Visual & Performing Arts

☑ **Elective** ☐ **CTE (CDE)** y Intro r Concentrator A Completer

☑ **ROP**

7. Grade Level(s) for which this course is designed

☑ **9** ☐ **10** ☑ **11** ☐ **12**

8. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☐ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

9. Pre-Requisites

None

10. Co-Requisites

Grade level English Course

11. Is this course a resubmission? ☐ Yes ☐ No

If yes, date(s) of previous submission? Paper test (Safety), Project design and plans, Pr

Title of previous submissions? Designing and producing and testing one or more robots

12. Brief Course Description

Student Academic Achievement Seminar (SAAS) 9-10 is designed as a behavioral and academic support system for Long Term English Learners (LTELs)--students who have been enrolled in U.S Schools for 6 or more years-- and is centered on personalized academic guidance that involves teachers, administrators, counselors and student advocates who regularly monitor student academic progress related to graduation requirements and preparation for career and postsecondary education. SAAS is intended to provide a safe, culturally and linguistically responsive environment that nurtures strong teacher/student/parent relationships. Through explicit instruction in the advantages of a •growth mindsetŽand its relationship to success, students learn to persist and persevere in challenging situations while developing self efficacy strategies and academic mindsets necessary for long-term success. A focus on literacy, language

B. COURSE CONTENT

13. Course Goals and/or Major Student Outcomes

14. Course Objectives

Scott Authier

15. Course Outline

16. Texts & Supplemental Instructional Materials

A. Basic Text:

B. Supplemental Materials:

17. Key Assignments

18. Instructional Methods and/or Strategies

19. Assessment Methods and/or Tools (Evaluating and Grading of Student Work)

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
Spanish for Spanish Speakers 2 A/B

2. Transcript Title / Abbreviation
SP SP SPK 2A (P), SP SP SPK 2B (P)

3. Transcript Course Code / Number
IL6176 IL6177

4. School
Pioneer Valley High

5. District
Santa Maria Joint Union

6. City
Santa Maria

7. School / District Web Site
http://www.smjuhsd.org

8. School Course List Contact

Name: Dee Ringstead

Title/Position: Principal

Phone: (805) 922-1305 **Ext.:**

E-mail: dringstead@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☒ Language other than English
- ☐ Visual & Performing Arts
- ☐ College Prep Elective

10. Grade Level(s) for which this course is designed

9 10 11 12

11. Seeking "Honors" Distinction?

☐ Yes ☒ No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- ☐ A course reinstated after removal within 3 years. Year removed from list? _____
  Same course title? ☐ Yes ☐ No
  If no, previous course title? _____
- ☒ An identical course approved at another school in same district. Which school? Santa Maria High
  Same course title? ☒ Yes ☐ No
  If no, course title at other school? _____
- ☐ Alternative course title for course with identical content at this school
  Title of previously-approved identical course: _____
- ☐ Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- ☒ Approved UC College Prep (UCCP) Initiative course
- ☐ Approved P.A.S.S. course
- ☐ Approved ROP/C course. Name of ROP/C? _____
- ☐ Combining two UC-approved semester VPA courses into a single, year-long VPA course
  Titles of previously-approved semester courses: _____
- ☐ Other. Explain: _____

14. Is this course modeled after an UC-approved course from another school outside your district? ☐ Yes ☒ No

If so, which school(s)? _____

Course title at other school _____

15. Pre-Requisites

Completion of Spanish Speaking 1AB or received permission from the instructor.

16. Co-Requisites

None

17. Brief Course Description

This course is designed as an elective for students of any grade level who have fluency in the Spanish language and have completed Spanish for the Spanish Speaking 1 or received permission from the instructor. The purpose of Spanish for Spanish Speakers 2AB is to improve the Spanish Speaking, reading and writing skills of Spanish speaking students, and to provide a forum in which grammar can be taught in the context of interpretation and analysis of Spanish language literature. Exposure to Spanish language literature from the Spanish speaking world will stimulate interest and pride in the students' heritage and foster an appreciation in the students of the many cultures from which they come and among which they live. Also, the course will provide opportunities to develop literary analytical skills. The course will contribute to the A-F college entrance requirements.

B. COURSE CONTENT

Please refer to instructions

18. Course Goals and/or Major Student Outcomes

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Read selected materials from the newspaper, magazines, short stories, novels, etc.
2. Write from dictation materials with which the student is unfamiliar.
3. Understand the readings in literature in both prose and poetry.
4. Acquire and use new vocabulary presented through reading materials.
5. Express thoughts and ideas in correct idiomatic language.
6. Discuss ideas found in literature and defend one's own ideas.
7. Analyze and criticize a short story.
8. Listen well and respect ideas of others.
9. Demonstrate awareness of the contemporary Spanish speaker.
10. Demonstrate awareness of the history and culture of specific Spanish speaking communities.
11. After reading an editorial comment or listening to an idea expressed in the media, the student will answer questions and discuss the content, the arguments supportive of the position taken then give his/her opinion on the matter.

12. After hearing a report on a historical event, the student will analyze its causes and its effects on present-day events.
13. After doing research on trades and professions, the student will give a report on career options and prerequisites.
14. Given a contemporary problem of political or economic significance to Spanish speaking countries, the class will arrive at a feasible solution through discussion, analysis, and consensus.
15. After researching a subject of current interest, the student will participate in a debate, supporting his/her position with facts.
16. The student will help plan and carry out a group activity, such as making a relief map of Latin America or presenting a short play.
17. As part of the study of a particular poet or of a literary epoch, the student will recite a poem and then indicate the imagery, symbols or metaphors used by the poet.
18. Using a prepared outline on plot, locate, characterization, and point-of-view, the student will report on a book read outside of class.
19. After reading a literary work, the student will discuss the motivation of a character, the style and the author's message as revealed directly or through the use of symbols.
20. Given several short stories to read, the student will analyze and discuss the types of conflict present in them, that is: man against nature, man against society, or man against himself.
21. As part of the study of a poet or literary period, the student will compare and comment on poems with different themes and styles.
22. After doing research on the subject, the student will give a report on the relationship between a poet's life and his/her poems, including considerations of historical events that affected the author's life and works.
23. After reading a book or periodical, the student will write a three-to-six page report on the effect that military coup has had on the economy of a particular Hispanic country, the attitude that the United States government has taken towards a particular Hispanic leader currently in the news, or the growing importance of Latin American oil supplies.
24. The student will write a biographical resume or anecdote about a famous Hispanic figure.
25. After reading several poems of a particular literary period, such as Romanticism, the student will write two, then four line of original poetry in the same style as that of poetry being studied.
26. The student will write examples of different types of paragraphs, such as descriptive, narrative, expository, persuasive.
27. The student will write an essay comparing the personality, behavior or outlook on life of two characters taken from a story, novel or play.

19. Course Objectives

The purpose of Spanish for Spanish Speakers 2AB is to improve the Spanish Speaking, reading and writing skills of Spanish speaking students, and to provide a forum in which grammar can be taught in the context of interpretation and analysis of Spanish language literature. Exposure to Spanish language literature from the Spanish speaking world will stimulate interest and pride in the students' heritage and foster an appreciation in the students of the many cultures from which they come and among which they live. Also, the course will provide opportunities to develop literary analytical skills. The course will contribute to the A-F college entrance requirements.

20. Course Outline

21. Texts & Supplemental Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Union High School District.

22. Key Assignments

23. Instructional Methods and/or Strategies

1. Individual Work
2. Lectures
3. Class participation
4. Demonstrations
5. Audio-visual materials
6. Small group activities
7. Outside resource people

24. Assessment Methods and/or Tools

Teacher observations of student action, speaking demonstrations, and other oral presentations.
Student depictions of concepts via drawings, markings, posters, colleges, and video projects.
Student or teacher generated (planned or impromptu) role play or real life situations.
Written student work including but not limited to exercises, worksheets, compositions, portfolios, notebooks, or projects.
Summative written tests and quizzes based on teacher generated criteria.
Student work in computer files.
Student generated book presentation of video generated thematic units.
Group presentations of thematic units including dramatic reenactment.
Student created new endings to stories.
Student participation in quackery reading.
Student participation in contrasting and dialoguing poetry.
Student participation in the accused bench or the hot chair activity.
Student composed letters to the characters in a story.
Student use of symbolization and picture graphs.
Student composed Venn diagram.
Student reflections and personal responses in journals or writing logs.
Student use of creative imitation.

C. HONORS COURSES ONLY

Please refer to instructions

25. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

26. Context for Course (optional)

27. History of Course Development (optional)

Course Title

Spanish 1 A

Description of Target Group

Spanish 1A is the first semester of a two-semester course designed as an elective for students of all grade levels.

Purpose

Spanish 1A is designed emphasizing a communicative approach to enable students to appreciate and respect other people; gain self respect; gain skills in understanding, speaking, reading, and writing Spanish; and learn the history and culture of Spanish-speaking people. Credit earned will contribute to the college entrance foreign language requirement as required by the A-F university requirements.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills.

1. Learn the sounds of Spanish phonemes.
2. Recite and imitate the Spanish phonemes, intonation and rhythm patterns.
3. Develop listening comprehension.
4. Read from the text with acceptable pronunciation, intonation, and rhythm.
5. Produce in oral and in written form vocabulary and sentences that relate to topics of the text.
6. Write from dictation with accurate spelling and punctuation any related vocabulary or sentences covered in the text.
7. Ask questions in Spanish related to topics presented in class.
8. Answer questions orally and in writing, based on topical vocabulary.
9. Participate in activities involving the culture of Spanish speaking people.
10. Maintain a Spanish notebook.
11. Demonstrate the ability to use orally and in written form the following grammatical concepts.
    a. Present indicative of regular verbs, stem changing verbs, and specific irregular verbs in the affirmative, negative, and interrogative forms.
    b. Familiarity with commands
    c. Gender and number
    d. Adjectives: position and agreement, possessives
    e. Pronouns: subject possessive
    f. Orthographic syllabication, accentuation
    g. Contractions
    h. Articles: definite, indefinite

12. Develop vocabulary relating to:
    a. Idiomatic expressions
    b. Cognates
    c. Friends and greetings
    d. Family
    e. Days of the week, months, seasons
    f. Time expressions
    g. Numbers
    h. Career awareness
    i. Pastimes
    j. Shopping
    k. Weather

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Activities include but are not limited to: imitation of teacher's pronunciation via aural/oral practice and imitation of native speakers via tapes and films, brief lectures, written and oral/aural tests, dramatization of student-composed dialogues, small group activities, role playing situations, interviews, songs, role play "real life" situations, learning games, field trips and presentations by resource persons.

Assessments

Teacher observation of student actions, speaking demonstrations, and other oral presentations.
Student depictions of concepts via drawings, markings, posters, collages, and video projects.
Students sorting and/or showing realia.
Student or teacher generated (Planned or impromptu) role play or real life situations.
Written student work including but not limited to, exercises, worksheets, compositions, portfolios, notebooks, or projects.
Summative written tests and quizzes based on teacher generated criteria.
Student work in computer files.
Student generated logs and journals.

Spanish 1 B

Description of Target Group

Spanish 1B is the second semester of a two-semester course designed as an elective for students of all grade levels who have completed Spanish 1B or demonstrated proficiency at that level.

Purpose

Spanish 1B is designed emphasizing a communicative approach to enable students to appreciate and respect other people; gain self respect; gain skills in understanding, speaking, reading, and writing Spanish; and learn the history and culture of Spanish-speaking people. Credit earned will contribute to the college entrance foreign language requirement as required by the A-F university requirements.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Learn the sounds of Spanish phonemes.
2. Recite the Spanish alphabet and be able to spell orally in the target language.
3. Imitate Spanish phonemes, intonation and rhythm patterns.
4. Develop listening comprehension
5. Read from the text with acceptable pronunciation, intonation, and rhythm.
6. Produce in oral and in written form vocabulary and sentences that relate to topics in the text.
7. Write from dictation with accurate spelling and punctuation any related vocabulary covered in the text.
8. Ask questions in Spanish related to topics presented in class.
9. Answer questions, orally and in writing, based on topical vocabulary.
10. Participate in several activities involving the culture of Spanish speaking people.
11. Maintain a Spanish notebook.
12. Demonstrate the ability to use orally and in written form the following grammatical concepts.
    a. Preterit of regular verbs and specific irregular verbs.
    b. Personal "a"
    c. Pronouns: reflexive, object pronouns, demonstrative
    d. Grammatical concepts from the text and at teacher discretion.

13. Develop vocabulary relating to:
    a. Meals
    b. Sports
    c. Holidays
    d. Illness/accident
    e. Parts of the body
    f. Clothing
    g. Travel
    h. Leisure time activities

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa. Maria Joint Union High School District

Activities

Activities include but are not limited to: imitation of teacher's pronunciation via aural/oral practice and imitation of native speakers via tapes and films, brief lectures, written and oral/aural tests, dramatization of student-composed dialogues, small group activities, role playing situations, interviews, songs, role play "real life" situations, learning games, field trips and presentations by resource persons.

Assessments

Teacher observation of student actions, speaking demonstrations, and other oral presentations.
Student depictions of concepts via drawings, markings, posters, collages, and video projects.
Students sorting and/or showing realia.
Student or teacher generated (planned or impromptu) role play or real life situations.
Written student work including but not limited to, exercises, worksheets, compositions, portfolios, notebooks, or projects.
Summative written tests and quizzes based on teacher generated criteria.
Student work in computer logs.
Student generated logs and journals.

Course Title

Spanish 2 A

Description of Target Group

Spanish 2A is the first semester of the second year in Spanish designed as an elective for students of all grade levels who have completed Spanish 1B or demonstrated proficiency to that level.

Purpose

Spanish 2A is designed to give the student continued and advanced training in foreign language. It is designed to permit students to appreciate and respect other people and cultures; gain self respect; gain skills in understanding, speaking, reading and writing Spanish emphasizing a communicative approach; and gain appreciation of the history and culture of the Spanish-speaking people. Credit earned will meet the foreign language requirement for college entrance.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Enhance ability to imitate Spanish phonemes, intonation, and rhythm patterns.
2. Develop more listening comprehension.
3. Read from the text or other sources with acceptable pronunciation, intonation, and rhythm.
4. Produce in oral and in written form the vocabulary sentences that relate to the topics of the text.
5. Write from dictation with accurate spelling and punctuation any sentences or related vocabulary covered in the text.
6. Ask and answer questions orally and in writing, based on topical vocabulary and themes covered in the text.
7. Participate in activities involving the culture of Spanish speaking people.
8. Develop ability to use a Spanish dictionary as well as a Spanish-English dictionary.
9. Increase vocabulary levels relating to: idiomatic expressions, cognates, shopping, family, daily life, excursions, trips, careers, furniture, and home and topics presented in class.
10. Review and expand basic grammatical concepts and vocabulary introduced in Spanish
11. Demonstrate the ability to use orally and in writing the following grammatical concepts:

Spanish 2 A (continued)

a. Pronouns - direct and indirect - reflexive, prepositional
b. Present progressive tense
c. Past progressive tense
d. Imperfect forms
e. Demonstrative adjectives and pronouns
f. Possessive adjectives and pronouns
g. Capitalization
h. Preterit versus imperfect
i. Comparatives
j. Superlatives

12. Produce orally or in written form compositions based on the special chapter themes.
13. Maintain a Spanish notebook.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Activities include but are not limited to: imitation of teacher's pronunciation via aural/oral practice and imitation of native speakers via tapes and films, brief lectures, written and oral/aural tests, dramatization of student-composed dialogues, small group activities, role playing situations, interviews, songs, role play "real life" situations, learning games, field trips and presentations by resource persons.

Assessments

Teacher observation of student actions, speaking demonstrations, and other oral presentations.
Student depictions of concepts via drawings, markings, posters, collages, and video projects.
Students sorting and/or showing realia.
Student or teacher generated (planned or impromptu) role play or real life situations.
Written student work including but not limited to, exercises, worksheets, compositions, portfolios, notebooks or projects.
Summative written tests and quizzes based on teacher generated criteria.
Student work in computer files.
Student generated logs and journals.

Course Title

Spanish 2 B

Description of Target Group

Spanish 2B is the second semester of the second year in Spanish designed as an elective for students of all grade levels who have completed Spanish 2B or demonstrated proficiency to that level.

Purpose

Spanish 2B is designed to give the student continued and advanced training in foreign language. It is designed to permit students to appreciate and respect other people and cultures; gain self respect; gain skills in understanding, speaking, reading and writing Spanish emphasizing a communicative approach; and gain appreciation of the history and culture of the Spanish-speaking people. Credit earned will meet the foreign language requirement for college entrance.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Enhance ability to imitate Spanish phonemes, intonation, and rhythm patterns.
2. Develop more listening comprehension.
3. Read from the text or other sources with acceptable pronunciation, intonation, and rhythm.
4. Produce in oral and in written form the vocabulary sentences that relate to the topics of the text.
5. Write from dictation with accurate spelling and punctuation any sentences or related vocabulary covered in the text.
6. Ask and answer questions orally and in writing, based on topical vocabulary, conversation, and themes covered in the text.
7. Participate in activities involving the culture of Spanish-speaking people.
8. Develop ability to use a Spanish dictionary as well as a Spanish-English dictionary.
9. Continue to expand vocabulary on topics presented in the text.
10. Demonstrate the ability to use orally and in writing the following grammatical concepts:
    a. Present perfect tense
    b. Past perfect tense
    c. Comparisons of equality
    d. Future tense

Spanish 2 B (continued)

e. Conditional tense
f. Forma/familiar commands
g. Present subjunctive tense
h. Imperfect subjunctive tense

11. Produce orally or in written form, compositions based on the special chapter themes.
12. Maintain a Spanish notebook.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Activities include but are not limited to: imitation of teacher's pronunciation via aural/oral practice and imitation of native speakers via tapes and films, brief lectures, written and oral/aural tests, dramatization of student-composed dialogues, small group activities, role playing situations, interviews, songs, role play "real life" situations, learning games, field trips and presentations by resource persons.

Assessments

Teacher observation of student actions, speaking demonstrations, and other oral presentations.
Student depictions of concepts via drawings, markings, posters, collages, and video projects.
Students sorting and/or showing realia.
Student or teacher generated (planned or impromptu) role play or real life situations.
Written student work including but not limited to, exercises, worksheets, compositions, portfolios, notebooks, or projects.
Summative written tests and quizzes bases on teacher generated criteria
Student work in computer files.
Student generated logs and journals.

Course Title

Spanish 3 A

Description of Target Group

Spanish 3A is the first semester of the third year in Spanish designed as an elective for students at all grade levels who have completed Spanish 2B or demonstrated proficiency at that level.

Purpose

Spanish 3A is designed to give the student continued and advanced training in foreign language. It is designed to permit students to appreciate and respect other people and cultures; gain self respect; gain skills in understanding, speaking, reading, and writing Spanish from a communication approach and through expanded reading opportunities; and gain appreciation of the history and culture of the Spanish-speaking people. Credit earned will met the foreign language requirement for college entrance.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills.

1. Enhance the ability to imitate Spanish phonemes, intonation, and rhythm patterns.
2. Improve comprehension skills.
3. Read conversations and narratives from the texts with acceptable pronunciations, intonation, and rhythm, and enhance ability to change from dialogue to narrative form.
4. Write from dictation with accurate spelling and punctuation.
5. Ask and answer questions orally and in writing.
6. Acquire a deeper understanding and appreciation of the history, geography, and cultures of Spanish-speaking people.
7. Continue to review and expand vocabulary.
8. Accentuation and word stress.
9. Demonstrate the ability to use orally and in writing the following grammatical concepts:
    a. All tenses in the indicative mood as necessary
    b. Affirmative/negative forms of pronouns, adjectives, adverbs, conjunctions
    c. Comparatives and superlatives
    d. Prepositions
    e. True, implied, and reflexive passive voice
    f. All concepts of Spanish 1A/B and Spanish 2A/B
10. Read selections from the Spanish III literature materials.
11. Communicate in real life language situations.
12. Write in narrative and dialogue form on directed topics.
13. To begin to analyze literature including characterizations, theme, and motivations.

Spanish 3 A (continued)

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Activities include, but are not limited to: imitation of teacher's pronunciation via aura/oral practice and imitation of native speakers via tapes and films, brief lectures, written and oral/aural tests, dramatization of student-composed dialogues, small group activities, role plays, songs and other musical selections, poetry, literature selections, field trips, presentations by resource persons.

Assessments

Teacher observation of student actions, speaking demonstrations and other presentations.
Student depictions of concepts via drawings, markings, posters, collages, and video projects.
Students sorting and/or showing realia.
Student or teacher generated (planned or impromptu) role play or real life situations.
Written student work including but not limited to, exercises, worksheets, compositions, portfolios, notebooks, or projects.
Summative written tests and quizzes based on teacher generated criteria.
Student work in computer files.
Student generated logs and journals.

Course Title

Spanish 3 B

Description of Target Group

Spanish 3B is the second semester of the third year in Spanish designed as an elective for students at all grade levels who have completed Spanish 3A or demonstrated proficiency at that level.

Purpose

Spanish 3B is designed to give the student continued and advanced training in foreign language. It is designed to permit students to appreciate and respect other people and cultures; gain self respect; gain skills in understanding, speaking, reading, and writing Spanish from a communication approach and through expanded reading opportunities; and gain appreciation of the history and culture of the Spanish-speaking people. Credit earned will met the foreign language requirement for college entrance.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Enhance the ability to imitate Spanish phonemes, intonation, and rhythm patterns.
2. Improve comprehension skills.
3. Read conversations and narratives from the text with acceptable pronunciation, intonation, and rhythm and enhance ability to change from dialogue to narrative form.
4. Write from dictation with accurate spelling and punctuation.
5. As and answer questions orally.
6. Acquire a deeper understanding and appreciation of the history, geography, and cultures of Spanish-speaking people.
7. Continue to expand vocabulary.
8. Continue to expand grammatical concepts.
9. Demonstrate ability to use orally and in writing the following grammatical concepts:
    a. Subjunctive mood as it relates to:
        (1) Imposition of will
        (2) Emotion
        (3) Doubt
        (4) Uncertainty
        (5) Unreality
    b. Six subjunctive tenses
    c. All indicative tenses as necessary
    d. All grammatical concepts of Spanish IA/B, Spanish IIAIB, and Spanish IIIA

10. Read selection from the Spanish 3 literature materials.
11. Communicate in real life language situations.
12. Write in narrative and dialogue form on general topics.
13. To continue to develop skills in literary analysis.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Activities include, but are not limited to: imitation of teacher's pronunciation via aura/oral practice and imitation of native speakers via tapes and films, brief lectures, written and oral/aural tests, dramatization of student-composed dialogues, small group activities, role plays, songs and other musical selections, poetry, literature selections, field trips, presentations by resource persons.

Assessments

Teacher observation of student actions, speaking demonstrations, and other oral presentations.
Student depictions of concepts via drawings, markings, posters, collages, and video projects.
Students sorting and/or showing realia.
Student or teacher generated (planned or impromptu) role play or real life situations.
Written student work including but not limited to, exercises, worksheets, compositions, portfolios, notebooks, or projects.
Summative written tests and quizzes based on teacher generated criteria.
Student work in computer files.
Student generated logs and journals.

Course Title

Spanish 4 A/B (Honors)

Description of Target Group

Spanish 4A (H) and Spanish 4B (H) are each a semester (two term) course designed as an elective for junior and senior students (or students with permission from the instructor), who have completed level three course with a B or better average. Honors credit is only awarded when a section of Spanish 4A, 4B is held in isolation of Spanish 3A, 3B.

Purpose

Spanish 4A and Spanish 4B are designed to give the students advanced training in the language. Students will receive instruction (including, but not limited to) through the following strategies, communication based instruction, literature based instruction, student individual and group projects, and multi-media approaches that incorporate the national standards of comparisons, connections, and communities. Students will also gain skills in understanding, speaking, reading, and writing Spanish; gain respect for other people and cultures; and gain an appreciation of the history of Spanish speaking peoples. Special emphasis will be placed on the history, culture, and literature in Spanish.

Standards of Expected Achievement

Upon completion of the course the students will be able to successfully demonstrate the following skills:

1. Improvement of reading, writing, listening, and speaking skills.
2. Reading and understanding selected literary texts.
3. Enhancement of their ability to analyze literary texts.
4. Drawing comparisons within a cultural context of different Spanish speaking peoples and their own culture.
5. Utilization of the Internet to access and utilize information in Spanish that is unable to access otherwise.
6. Interaction with the Spanish speaking community of Santa Maria, in order to draw on the rich resources at hand.
7. Connecting their learning to other curricular areas in high school and beyond.
8. Reviewing and expanding advanced grammar.
9. Development of career awareness in terms of bilinguals.
10. Communicating in complex real-life situations.
11. Write effectively in narrative on general and specific topics

Spanish 4 A/B (continued)

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Activities include, but are not limited to: aural and oral practice, oral journalizing, small group activities, individual projects, role plays, songs or other musical presentations, films, poetry, other literature selections, research specific and general topics, planning and making presentations on a variety of topics and formats, peer editing, field trips, individual interactions with Spanish speakers, focused discussions, compositions, and presentations by resource persons.

Assessments

Teacher observation of student actions, oral presentations, and speaking demonstrations. Student depictions of concepts via visual and/or performing arts. Multi-media group or individual performances/demonstrations evaluated with rubrics, student and/or teacher designed. Students work in computer files. Written student work-projects, notebooks, worksheets, essays, etc. Formative self-analysis by student. Summative exams with teacher generated criteria. Homework completion and correction. Performance in role plays, and other real life situations.

Course Title

Spanish Enrichment A/B

Description of Target Group

This course is designed as an elective for students who understand spoken Spanish.

Purpose

The purpose of Spanish Literacy Enrichment is to develop speaking, reading, and writing skills in students who already understand spoken Spanish. The course is designed to provide a more challenging program aimed specifically at the numerous language problems encountered by persons of this area with a Spanish-speaking background. Acquiring a better command of the spoken language and reading and writing skills will heighten historical and cultural awareness. This will provide more opportunity to participate in a bilingual-bicultural environment and work place. This course will also enhance the student's own understanding of his or her intra-cultural richness, diversity, and historical origins of the Mexican, Chicano, and other Latin American cultures. Credit earned will contribute to the college entrance requirements as defined by the A-F requirements.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Use standard Spanish in oral and written work.
2. Read small amounts of material with complete comprehension.
3. Recognize proper spelling and identify common errors.
4. Read aloud, communicating meanings and interest.
5. Write complete sentences that are free of major errors, such as verb tense, gender, and number agreement.
6. Recognize the correlation between the classroom and the world of work.
7. Write compositions without major error.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Lectures, class participation, demonstrations, audio-visual materials, field trips, small group activities, outside resource people.

Assessments

Teacher observation of student actions, speaking demonstrations, and other oral presentations.
Student depictions of concepts via drawings, markings, posters, collages, and video projects.
Students sorting and/or showing realia.
Student or teacher generated (planned or impromptu) role play or real life situations.
Written student work including but not limited to, exercises, worksheets, compositions, portfolios, notebooks, or projects.
Summative written tests and quizzes based on teacher generated criteria.
Student work in computer files.
Student generated logs and journals.

Course Title

Spanish for Spanish Speakers - 1A/B

Description of Target Group

This course is designed as an elective for students of any grade level who understand, speak, and read the Spanish language or received permission from the instructor.

Purpose

The purpose of Spanish for Spanish Speakers 1 is to improve the Spanish speaking, reading and writing skills of Spanish speaking students and to provide a forum in which grammar can be taught in the context of interpretation and analysis of Spanish language literature. Exposure to Spanish language literature from the Spanish speaking world will stimulate interest and pride in the students' heritage and foster an appreciation in the students of the many cultures from which they come and among which they live. Credit will constitute the A-F college entrance requirements.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Read selected materials from newspapers, magazines simplified short stories, etc.
2. Ask and answer questions orally and in writing based on materials read and on radio and television presentations.
3. Write from dictation materials with which the student in unfamiliar.
4. Develop ability to use Spanish language dictionaries and encyclopedias.
5. Understand readings in literature in both prose and poetry.
6. Acquire and use new vocabulary presented through reading materials.
7. Express thoughts and ideas in correct idiomatic language.
8. The student will listen to and recite a short poem by a well-known Spanish speaking poet in appropriate declamatory style.
9. After listening to a short play, the student will answer questions orally about the main characters or the credibility of the presentation and give a summary of the plot.
10. After reading and listening to various short plays, students will write and present a short play based on a situation similar to those of the plays studied in class.
11. After watching videotapes of cultural events, plays, or current events, the student will answer questions orally about the causes and significance of the event or the plot of the play.
12. After doing research on trades and professions, the student will give a report on career options and prerequisites.
13. After doing research on trades and professions, the student will give a report on career options and prerequisites.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Lectures, class participation, demonstrations, audio-visual materials, field trips, small group activities, outside resource people.

Assessments

Teacher observations of student action, speaking demonstrations, and other oral presentations.
Student depictions of concepts via drawings, markings, posters, colleges, and video projects.
Student or teacher generated (planned or impromptu) role play or real life situations.
Written student work including but not limited to exercises, worksheets, compositions, portfolios, notebooks, or projects.
Summative written tests and quizzes based on teacher generated criteria.
Student work in computer files.
Student generated book presentations utilizing oral reports, story boards, elements of drama, and reader's theater.
Student oral and written interpretation of video generated thematic units.
Group presentations of thematic units including dramatic reenactment.
Student created new endings to stories.
Student participation in quackery reading.
Student participation in contrasting and dialoguing poetry.
Student participation in the accused bench or the hot chair activity.
Student composed letters to the characters in a story.
Student use of symbolization and picture graphs.
Student composed Venn diagram.
Student reflections and personal responses in journals or writing logs.
Student use of creative imitation.

Course Title

Spanish for Spanish Speakers 2A/B (Honors)

Description of Target Group

This course is designed as an elective for students of any grade level who have fluency in the Spanish language and have completed Spanish for the Spanish Speaking 1 and received permission from the instructor.

Prerequisites: Completion of Spanish for Spanish Speakers level 1 with a grade of "A" or "B" or permission from the instructor

Purpose

The purpose of Spanish for Spanish Speakers 1 is to improve the Spanish speaking, reading, and writing skills of Spanish speaking students, and to provide a forum in which grammar can be taught in the context of interpretation and analysis of Spanish language literature. Exposure to Spanish language literature from the Spanish speaking world will stimulate interest and pride in the students' heritage and foster an appreciation in the students of the many cultures from which they come and among which they live. Also, the course will provide opportunities to develop literary analytical skills. The course will contribute to the A-F college entrance requirements.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Read selected materials from newspaper, magazines, short stories, novels, etc.
2. Write from dictation materials with which the student is unfamiliar.
3. Understand readings in literature in both prose and poetry.
4. Acquire and use new vocabulary presented through reading materials.
5. Express thoughts and ideas in correct idiomatic language.
6. Discuss ideas found in literature and defend one's own ideas.
7. Analyze and criticize a short story.
8. Listen well and respect ideas of others.
9. Demonstrate awareness of the contemporary Spanish speaking.
10. Demonstrate awareness of the history and culture of specific Spanish speaking communities.
11. After reading an editorial comment or listening to an idea expressed in the media, the student will answer questions and discuss the content, the arguments supportive of the position taken then give his/her opinion on the matter.
12. After hearing a report on a historical event, the student will analyze its causes and its effects on present-day events.

13. After doing research on trades and professions, the student will give a report on career options and prerequisites.
14. Given a contemporary problem of political or economic significance to Spanish speaking countries, the class will arrive at a feasible solution through discussion, analysis, and consensus.
15. After researching a subject of current interest, the student will participate in a debate, supporting his/her position with facts.
16. The student will help to plan and carry out a group activity, such as making a relief map of Latin America or presenting a short play.
17. As part of the study of a particular poet or of a literary epoch, the student will recite a poem and then indicate the imagery, symbols or metaphors used by the poet.
18. Using a prepared outline on plot, locale, characterization, and point-of-view, the student will report on a book read outside of class.
19. After reading a literary work, the student will discuss the motivation of a character, the style and the author's message as revealed directly or through the use of symbols.
20. Given several short stories to read, the student will analyze and discuss the types of conflict present in them, that is: man against nature, man against society, or man against himself.
21. As part of the study of a poet or literary period, the student will compare and comment on poems with different themes and styles.
22. After doing research on the subject, the student will give a report on the relationship between a poet's life and his/her poems, including considerations of historical events that affected the author's life and works.
23. After reading a book or periodical, the student will write a three-to-six page report on the effect that a military coup has had on the economy of a particular Hispanic country, the attitude that the United States government has taken towards a particular Hispanic leader currently in the news, or the growing importance of Latin American oil supplies.
24. The student will write examples of different types of paragraphs, such as descriptive, narrative, expository, persuasive.
25. The student will write a biographical resume or anecdote about a famous Hispanic figure.
26. After reading several poems of a particular literary period, such as Romanticism, the student will write two, then four lines of original poetry in the same style as that of the poetry being studied.
27. The student will write an essay comparing the personality, behavior or outlook on life of two characters taken from a story, novel or play.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Lectures, class participation, demonstrations, audio-visual materials, field trips, small group activities, outside resource people.

Assessments

Teacher observations of student action, speaking demonstrations, and other oral presentations.
Student depictions of concepts via drawings, markings, posters, colleges, and video projects.
Student or teacher generated (planned or impromptu) role-play or real life situations.
Written student work including but not limited to exercises, worksheets, compositions, portfolios, notebooks, or projects.
Summative written tests and quizzes based on teacher generated criteria. Student work in computer files.
Student generated book presentations utilizing oral reports, storyboards, elements of drama, and reader's theater.
Student oral and written interpretation of video generated thematic units. Group presentations of thematic units including dramatic reenactment.
Student created new endings to stories.
Student participation in quackery reading.
Student participation in contrasting and dialoguing poetry.
Student participation in the accused bench or the hot chair activity.
Student composed letters to the characters in a story. Student use of symbolization and picture graphs.
Student composed Venn diagram.
Student reflections and personal responses in journals or writing logs.
Student use of creative imitation.

Additional Requirements for Spanish for Spanish Speakers IIA/B Honors

In addition to the aforementioned activities, the Honors class will:

1. Focus on literary analysis and criticism of complete works written by contemporary Spanish speaking authors.
2. Make oral, written, and visual presentations of complete works by contemporary Spanish speaking authors to the class.
3. Begin the reading program for the AP Spanish Literature national exam sponsored by the College Board.
4. Prepare to take the AP Spanish Language exam.

Grading in the course will be consistent with requirements for UC and CSU recognized Honors classes.

Course Title

Spanish for Spanish Speakers 2 A/B and 3 A/B

Description of Target Group

This course is designed as an elective for students of any grade level who have fluency in the Spanish language and have completed Spanish for the Spanish Speaking 1 or received permission from the instructor.

Purpose

The purpose of Spanish for Spanish Speakers 2 and 3 is to improve the Spanish speaking, reading, and writing skills of Spanish speaking students, and to provide a forum in which grammar can be taught in the context of interpretation and analysis of Spanish language literature. Exposure to Spanish language literature from the Spanish speaking world will stimulate interest and pride in the students' heritage and foster an appreciation in the students of the many cultures from which they come and among which they live. Also, the course will provide opportunities to develop literary analytical skills. The course will contribute to the A-F college entrance requirements.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Read selected materials from newspaper, magazines, short stories, novels, etc.
2. Write from dictation materials with which the student is unfamiliar.
3. Understand readings in literature in both prose and poetry.
4. Acquire and use new vocabulary presented through reading materials.
5. Express thoughts and ideas in correct idiomatic language.
6. Discuss ideas found in literature and defend one's own ideas.
7. Analyze and criticize a short story.
8. Listen well and respect ideas of others.
9. Demonstrate awareness of the contemporary Spanish speaking.
10. Demonstrate awareness of the history and culture of specific Spanish speaking communities.
11. After reading an editorial comment or listening to an idea expressed in the media, the student will answer questions and discuss the content, the arguments supportive of the position taken then give his/her opinion on the matter.
12. After hearing a report on a historical event, the student will analyze its causes and its effects on present-day events.
13. After doing research on trades and professions, the student will give a report on career options and prerequisites.
14. Given a contemporary problem of political or economic significance to Spanish speaking countries, the class will arrive at a feasible solution through discussion, analysis, and consensus.

15. After researching a subject of current interest, the student will participate in a debate, supporting his/her position with facts.
16. The student will help to plan and carry out a group activity, such as making a relief map of Latin America or presenting a short play.
17. As part of the study of a particular poet or of a literary epoch, the student will recite a poem and then indicate the imagery, symbols or metaphors used by the poet.
18. Using a prepared outline on plot, locale, characterization, and point-of-view, the student will report on a book read outside of class.
19. After reading a literary work, the student will discuss the motivation of a character, the style and the author's message as revealed directly or through the use of symbols.
20. Given several short stories to read, the student will analyze and discuss the types of conflict present in them, that is: man against nature, man against society, or man against himself.
21. As part of the study of a poet or literary period, the student will compare and comment on poems with different themes and styles.
22. After doing research on the subject, the student will give a report on the relationship between a poet's life and his/her poems, including considerations of historical events that affected the author's life and works.
23. After reading a book or periodical, the student will write a three-to-six page report on the effect that a military coup has had on the economy of a particular Hispanic country, the attitude that the United States government has taken towards a particular Hispanic leader currently in the news, or the growing importance of Latin American oil supplies.
24. The student will write examples of different types of paragraphs, such as descriptive, narrative, expository, persuasive.
25. The student will write a biographical resume or anecdote about a famous Hispanic figure.
26. After reading several poems of a particular literary period, such as Romanticism, the student will write two, then four lines of original poetry in the same style as that of the poetry being studied.
27. The student will write an essay comparing the personality, behavior or outlook on life of two characters taken from a story, novel or play.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Lectures, class participation, demonstrations, audio-visual materials, field trips, small group activities, outside resource people.

Assessments

Teacher observations of student action, speaking demonstrations, and other oral presentations. Student depictions of concepts via drawings, markings, posters, colleges, and video projects.
Student or teacher generated (planned or impromptu) role play or real life situations.
Written student work including but not limited to exercises, worksheets, compositions, portfolios, notebooks, or projects.
Summative written tests and quizzes based on teacher generated criteria. Student work in computer files.
Student generated book presentations utilizing oral reports, story boards, elements of drama, and reader's theater.
Student oral and written interpretation of video generated thematic units. Group presentations of thematic units including dramatic reenactment. Student created new endings to stories. Student participation in quackery reading. Student participation in contrasting and dialoguing poetry. Student participation in the accused bench or the hot chair activity. Student composed letters to the characters in a story. Student use of symbolization and picture graphs. Student composed Venn diagram. Student reflections and personal responses in journals or writing logs. Student use of creative imitation.

Course Title

Spanish Reading Improvement A/B

Description of Target Group

This course is designed for Spanish Speaking LEP students with reading skills at or below the 5th grade reading level who need improvement in reading and writing in order to successfully compete in their Spanish content classes.

Purpose

The purpose of this class is to help students build basic reading skills in Spanish to an appropriate grade level through identification of specific weaknesses a measured by diagnostic inventories (SABE and other assessments). Remediation in specific skills will be provided. These skills will enable the students to perform the required tasks in their Spanish taught social studies, math and science classes which require higher levels of reading and writing abilities This is an elective, two semester class and as students reach competency, they will be exited at the semester. This instruction in Spanish will also result in increased acquisition of English as a Second Language. (There is a direct correlation between the learner's level of education and the acquisition of a second language.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following:

1. Read and comprehend at or above the 6th grade level.
2. Write coherent paragraphs including a topic sentence (ten sentences minimum).
3. Know and use the necessary basic skills of language mechanics including syntax, punctuation, paragraphing etc.
4. Demonstrate study skills necessary for comprehension and content by asking/answering critical thinking questions.
5. Demonstrate study skills related to content organization (schedule, notebook organization, note taking skills, etc.).
6. Demonstrate the ability to cope with pre-tests, interim-tests, post-tests, and information related to learning modalities and behavior patterns, e.e., visual, auditory, kinesthetic.
7. Demonstrate the ability to use dictionary/thesaurus skills.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Whole language using low level, high interest literature, cooperative groupings, whole class instruction, individualized instruction, use of the Mac Lab's Spanish software, i.e., Bilingual Writing Center, Spanish dictionary, Spanish thesaurus, Clip Art File, L.E.A. (Language Experience Approach), dictation, and choral as opposed to round robin reading

Assessments

Teacher observations of student action, speaking demonstrations, and other oral presentations.
Student depictions of concepts via drawings, markings, posters, colleges, and video projects.
Student or teacher generated (planned or impromptu) role-play or real life situations.
Written student work including but not limited to exercises, worksheets, compositions, portfolios, and notebooks, of projects.
Summative written tests and quizzes based on teacher generated criteria.
Student work in computer files.
Student generated book presentations utilizing oral reports, storyboards, elements of drama, and reader's theater.
Student oral and written interpretation of video generated thematic units.
Group presentations of thematic units including dramatic reenactment.



SMJUHSD

PHYSICAL EDUCATION





Course Title

3 on 3 Basketball

Description of Target Group

Basketball is open to all10th, 11th, and 12th grade students with instructor approval and a grade of C or better in previous Physical Education classes.

Purpose

Basketball is oriented toward a recreative or competitive exercise that will help develop and maintain a healthy body and develop skills and knowledge of the game of basketball.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Demonstrate an ability to be on time, dressed appropriately and participate in the activities.
2. Demonstrate competency in the use and care of equipment.
3. Develop acceptable social attitudes and adjustments, etc. (school board student behavior policies).
4. Demonstrate skill improvement in passing the ball.
5. Demonstrate skill improvement on dribbling the ball.
6. Demonstrate skill improvement in lay-up shot.
7. Demonstrate skill improvement in the free throw.
8. Demonstrate knowledge of the rules and scoring.
9. Demonstrate skill in teamwork.
10. To be able to use the acquired knowledge and skills in a game situation.
11. Demonstrate basketball skill improvement in an advanced learning atmosphere.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union School District

Activities

Drills in passing, dribbling, free throws, and shooting; active game competition (full and half court), tournament participation, written test covering rules and skills, and ability to officiate games.

Course Title

Aerobic Dance

Description of Target Group

Open to all 10th, 11th, and 12th grade students.

Purpose

Designed to increase cardio-vascular endurance and for weight control.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Demonstrate an ability to be on time, dressed appropriately for the activity.
2. Demonstrate proper care and use of equipment.
3. Participate in vigorous exercise in order to increase cardio-vascular endurance.
4. Enjoy exercising.
5. Show knowledge that exercise will help maintain health and good appearance.
6. Demonstrate knowledge of how to lose weight and inches.
7. Learn how to take and record body measurements.
8. Work independently to achieve their personal loss goal.
9. Understand the physiological principle that allows the body to increase cardio-vascular endurance and gain strength (overload).
10. Participate in a rhythmic activity.
11. Learn new movement patterns, dance steps, etc. and increase awareness of musical phrases, tempo, etc.
12. Learn a carry-over activity.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Daily rhythmic dancing to a variety of musical backgrounds.

Course Title
Athletic Training

Description of Target Group
Open to all 10th, 11th, and 12th grade students who have a combined grade point average of 2.5 or above, have passed General Science and have the instructor's permission.

Purpose
This one-term (5-unit) course will present students with opportunities to become familiar with sports medicine terminology and actual hands-on experiences in the field of athletic training. At the present time, there is no class being offered by the Santa Maria Joint Union High School District which provides students with opportunity to learn and perform actual tasks related to sports medicine and athletic training. This course will meet part of the 20 units required for physical education, and a student can only receive credit one time for the completion of this course.
The course is designed to introduce students to basic information, procedures, and techniques related to the prevention and treatment of athletic injuries. It includes conditioning principles, emergency first aid, injury evaluation, and rehabilitation techniques.

Standards of Expected Student Achievement
Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Students will develop a working knowledge of basic anatomical terms in order to understand procedures.

    a. Introduction/review of basic human anatomy and physiology, and how they related to athletic injuries
    b. Discuss anatomical and physiological terms to better understand the course and actual injuries.
    c. Students will understand the concepts of training and conditioning techniques.

2. Students will be able to understand basic concepts, first aid requirements, methods, and taping/bandaging techniques in treating athletic injuries.

    a. Students will be able to recognize various injuries from the foot to the head, and all extremities. Students will also be able to treat minor injuries and help the certified athletic trainer and coaches
    b. Students will be able to use appropriate first aid equipment and supplies under the direct supervision of the athletic trainer.
    c. Students will be able to recognize the need for and assist with the immobilization and transportation of more serious athletic injuries.

Athletic Training, continued

3. Students will demonstrate an understanding of rehabilitation and therapy techniques.

    a. Students will be able to discuss and demonstrate appropriate rehabilitative programs involving weights, aquatic therapy, isokinetic, isometric, open and closed chain exercises, and cardio respiratory fitness.
    b. Students will understand the relationship between physician, physical therapist, and athletic trainer with the athlete.

4. Students will be exposed to various fields related to sports medicine and athletic training.

    a. Students will meet and have discussions with physicians, nurses, physical therapists, chiropractors, certified athletic trainers, emergency medical personnel such as paramedics and EMT's, and law enforcement officers.
    b. Students will understand the legal limitations of athletic trainers.

Methods of Assessment of Student Learning:
Attendance will be stressed and used as one of the primary criterion for grading along with written quizzes and formal mid-term exams. Students will also be assessed based on hands-on skills, and their knowledge and ability to use athletic training skills. Athletic training skills will include taping, bandaging, and interaction with other students and instructors.

Instructional Materials
Athletic training materials such as tape, bandages, as well as first aid materials.

Course Title

Athletic Training

Description of Target Group

Open to all 10th, 11th, and 12th grade students who have a combined grade point average of 2.5 or above, have passed General Science and have the instructor's permission.

Purpose

This one-term (5-unit) course will present students with opportunities to become familiar with sports medicine terminology and actual hands-on experiences in the field of athletic training. At the present time, there is no class being offered by the Santa Maria Joint Union High School District which provides students with opportunity to learn and perform actual tasks related to sports medicine and athletic training. This course will meet part of the 20 units required for physical education, and a student can only receive credit one time for the completion of this course.

The course is designed to introduce students to basic information, procedures, and techniques related to the prevention and treatment of athletic injuries. It includes conditioning principles, emergency first aid, injury evaluation, and rehabilitation techniques.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Students will develop a working knowledge of basic anatomical terms in order to understand procedures.
   A. Introduction/review of basic human anatomy and physiology, and how they related to athletic injuries
   B. Discuss anatomical and physiological terms to better understand the course and actual injuries.
   C. Students will understand the concepts of training and conditioning techniques.

2. Students will be able to understand basic concepts, first aid requirements, methods, and taping/bandaging techniques in treating athletic injuries.

   A. Students will be able to recognize various injuries from the foot to the head, and all extremities. Students will also be able to treat minor injuries and help the certified athletic trainer and coaches.

   B. Students will be able to use appropriate first aid equipment and supplies under the direct supervision of the athletic trainer.

Athletic Training, continued

C. Students will be able to recognize the need for and assist with the immobilization and transportation of more serious athletic injuries.

3. Students will demonstrate an understanding of rehabilitation and therapy techniques.

   A. Students will be able to discuss and demonstrate appropriate rehabilitative programs involving weights, aquatic therapy, isokinetic, isometric, open and closed chain exercises, and cardiorespiratory fitness.

   B. Students will understand the relationship between physician, physical therapist, and athletic trainer with the athlete.

4. Students will be exposed to various fields related to sports medicine and athletic training.

   A. Students will meet and have discussions with physicians, nurses, physical therapists, chiropractors, certified athletic trainers, emergency medical personnel such as paramedics and EMT's, and law enforcement officers.

   B. Students will understand the legal limitations of athletic trainers.

Methods of Assessment of Student Learning:

Attendance will be stressed and used as one of the primary criterion for grading along with written quizzes and formal mid-term exams. Students will also be assessed based on hands-on skills, and their knowledge and ability to use athletic training skills. Athletic training skills will include taping, bandaging, and interaction with other students and instructors.

Instructional Materials

Athletic training materials such as tape, bandages, as well as first aid materials.

Course Title

Badminton

Description of Target Group

10th, 11th, and 12th grade students.

Purpose

To familiarize the student with the sport of badminton and enable him to develop enough skill that will make badminton enjoyable as a carry-over activity in his future life.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Demonstrate an ability to be on time, dressed appropriately for the activity.
2. Must participate in course activities.
3. Must adhere to all school board student behavior policies.
4. Demonstrate competency on use and care of equipment.
5. Demonstrate knowledge of single and double rules, and scoring.
6. Learn and understand game strategies in single and double games.
7. Demonstrate proper deep and short serve.
8. Demonstrate drop shots, deep shots and over-head smash shots.
9. Must participate in tournaments.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Drills on serving, drops, deep base line, over-head smash, and wall hitting; single and doubles practice play, single and doubles tournaments, care of equipment, and verbal and written skills.

Course Title

Baseball, Advanced

Description of Target Group

Any 10th, 11th, or 12th grade student who can perform on an advanced level.

Purpose

To gain advanced skills, strategies and knowledge of baseball.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Must attend regularly and on time.
2. Must wear appropriate uniform.
3. Must participate in course activities.
4. Must adhere to all school board student behavior policies.
5. Develop advanced fundamentals of baseball.
6. Demonstrate the ability to perform the advanced skills.
7. Demonstrate knowledge of rules and skills.
8. Demonstrate the ability to perform in an offensive and defensive situation.
9. Be able to use the knowledge and skills in a game situation.

Activities

Drills, skill tests, games, tournaments and written tests.

Course Title

Basketball, Advanced

Description of Target Group

Any 10th, 11th, or 12th grade student who can perform on an advanced level.

Purpose

To gain advanced skills, strategies and knowledge of basketball.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Must attend regularly and on time.
2. Must wear appropriate uniform.
3. Must participate in course activities.
4. Must adhere to all school board student behavior policies.
5. Develop advanced fundamentals of basketball.
6. Demonstrate the ability to perform the advanced skills.
7. Demonstrate knowledge of rules and skills.
8. Demonstrate the ability to perform in an offensive and defensive situation.
9. Be able to use the knowledge and skills in a game situation.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Drills, skill tests, games and tournament and written test.

Course Title

Basketball

Description of Target Group

Basketball is open to all 10th, 11th, and 12th grade students.

Purpose

Basketball is oriented toward a recreative or competitive exercise that will help develop and maintain a healthy body and develop skills and knowledge of the game of basketball.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Demonstrate an ability to be on time, dressed appropriately and participate in the activities.
2. Demonstrate competency in the use and care of equipment.
3. Develop acceptable social attitudes and adjustments, etc. (school board student behavior policies).
4. Demonstrate skill improvement in passing the ball.
5. Demonstrate skill improvement on dribbling the ball.
6. Demonstrate skill improvement in lay-up shot.
7. Demonstrate skill improvement in the free throw.
8. Demonstrate knowledge of the rules and scoring.
9. Demonstrate skill in teamwork.
10. To be able to use the acquired knowledge and skills in a game situation.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Drills in passing, dribbling, free throws, and shooting; active game competition (full and half court), tournament participation, written test covering rules and skills, and ability to officiate games.

Course Title

Bicycling

Description of Target Group

Bicycling is designed for any student in the 1Oth, 11th, and 12th grade who has a three or ten speed bicycle.

Purpose

To expose the students to riding and maintaining a bicycle.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Attend regularly and on time the number of school days in the grading period, dressed appropriately for the activity.
2. Must participate in course activities.
3. Maneuver bike within defined boundaries.
4. Complete a bike route with an established degree of difficulty.
5. Demonstrate a basic knowledge of gears and shifting.
6. Exhibit a basic knowledge in the care and maintenance of the bicycle.
7. Understand how to ride on various surfaces.
8. Demonstrate knowledge of traffic laws and safety rules.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Lectures, riding and maneuvering, maintenance of bikes, and written and skills test.

Course Title

Body Mechanics and Toning

Description of Target Group

Open to all 10th, 11th, and 12th grade students

Purpose

The primary purpose of this course is to instruct students in the proper techniques involved in resistance training and to gain skills for general conditioning to be used as a lifetime fitness activity.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Develop knowledge of the relationship of resistance training with total physical fitness.
2. Demonstrate knowledge and the effects of different exercises on various muscle groups of the body.
3. Demonstrate proper body mechanics involved in performance of resistance training movements.
4. Must develop knowledge of individual level of cardiovascular development with continual jogging and aerobic development.
5. Must develop improved physical condition shown on pre/post test.

Instructional Materials

Handouts
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Daily aerobic exercises and strength training to a variety of music.

Course Title

Cross Country, Advanced

Description of Target Group

Any 10th, 11th, or 12th grade student who wishes to compete in cross country.

Purpose

To develop flexibility and strength to permit greater levels of performance and prevent muscular injuries.

Standards of Expected Student Achievement

1. An increase in strength and/or endurance of the large muscle groups of the body.
2. An increase in flexibility of the muscles, tendons and ligaments of the body.
3. A decrease in the injury rate of the athletes.
4. A closer balance between the strengths of the agonists and antagonists of the body.
5. Be on time to the class.
6. Suit up each class.
7. Do the assigned stretching, running and free weight isotonic exercises.

Activities

Weight lifting (2-3 days per week high weights and low repetitions)

1. Curls
2. Bench Presses
3. Bent Arm Pullovers
4. Lateral Raises
5. Back Raises
6. Situps
7. Leg Curls
8. Leg Extensions
9. Squats
10. Toe Curls

Cross Country, Advanced (continued)

Static Stretching (daily)

1. Grass Pickers
2. Over-Unders
3. Hurdler's Stretches (3 position, partners)
4. Back Stretches (partners)
5. Groin Stretches (partners)
6. V Stretches (partners)
7. Gastrocnemius Stretches

Running (2-3 days per week)

1. Barefoot strides on the grass
2. Kneelifts barefoot on the grass
3. Fast strides barefoot on the grass
4. Kickups barefoot on the grass
5. Easy distance barefoot on the grass

Course Title

Cheerleading / Songleading / Drill Team / Marching Band / Majorettes / Mascot / PEP

Description of Target Group

All students in the 10th, 11th, or 12th grade passing screening and/or elected the previous year.

Purpose

This course is designed to provide physical education credit for student participants during the fall semester only. Students are provided this time to prepare and practice special activities planned for fall sporting events. Stress will be placed on the creative development of activities which lead to the individual student's gain of confidence, poise, and self satisfaction through the development of school spirit.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Must attend regularly and on time.
2. Must wear appropriate uniform.
3. Must participate in course activities.
4. Must adhere to all school board student behavior policies.
5. Demonstrate knowledge of specific routines.
6. Demonstrate knowledge of individual team constitutions.
7. Participate in performances.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Learning of new routines, participation at all required games, and participation in all parades and competitions.

Course Title

Driver Education, First Aid, and Personal Safety

Description of Target Group

This course is designed for all students 15 years or older.

Purpose

This is a one-semester course, which includes Driver Education, First Aid, and Personal Safety. Driver Education concentrates on the student's responsibilities toward driving and an understanding of the legal and natural forces related to driving. First Aid and Personal Safety emphasize the basic techniques of the first aid and accident prevention.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

First Aid and Personal Safety

1. Performing basic first aid procedures related to hemorrhage control, treatment of poisoning and other accident situations.
2. Performing resuscitation techniques including cardiopulmonary resuscitation, when equipment is available.
3. Recognizing sound fire prevention methods and methods for protection and conservation of resources including the protection of our environment.
4. Recognize need for personal safety at home, work and in all other areas.

Driver Education

1. Pass a standardized test with a grade of 70 percent showing an understanding of the natural forces affecting driving.
2. Pass a test with a grade of 70 percent showing an understanding of the theory of starting and maneuvering a car.
3. Pass a test with a score of 70 percent of better showing an understanding of the principles of defensive driving.
4. Pass a test with a score of 70 percent showing an understanding of the principle of how a car operates, buying, insuring, and maintaining an automobile.
5. Pass a test with a score of 70 percent showing an understanding of the principles of motorcycle riding.
6. Achieve a grade of 80 percent of better on the California Student Driver Examination of the California Vehicle Code.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

First Aid and Personal Safety activities will include film and filmstrips (county and district); lectures, discussions, demonstrations, student reports and committee work; guest speakers; and practical work (first aid treatment). Driver Education activities will include films and filmstrips, lectures, and discussions, student reports, and committee work guest speakers, quizzes and tests.

Course Title

Elementary Physical Education

Description of Target Group

This course is open to 10th, 11th and 12th grade students.

Purpose

The purpose of this one-term (5-unit) course is to introduce teaching occupations as a possible career path. Students will be taught how to organize Physical Education/Recreational activities so they can eventually practice teaching elementary students at our feeder schools.

Standards of Expected Student Achievements

Upon completion of this course, students will be able to successfully:

1. Organize Elementary Physical Education/Recreation Activities
   - A. Learn rules & regulations
   - B. Arrange for prizes and do record keeping
   - C. Tournament design and organization
   - D. Write lesson plans and block plans
   - E. Be able to demonstrate basic skills of throwing, catching, etc.
   - F. Lead students in exercises and warm-ups
   - G. Be responsible for set-up and put away equipment

2. Research Occupations
   - A. Written project on Career Path
   - B. "Shadow" a person in their desired career
   - C. Student teach at the elementary level
   - D. Organize speakers to address the class

Instructional Materials

None

Activities

Teaching to their peers
Teaching at Feeder Schools
Demonstration/Explanation
Lab Examination
Written exam on rules and regulations
Guest lecturers

Course Title

Field Hockey

Description of Target Group

Open to all 10th, 11th, and 12th grade students.

Purpose

Develop ability to play in a popular recreative sport.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Demonstrate ability to be on time and dressed appropriately for the activity and participate actively.
2. Demonstrate competency in the use and care of equipment.
3. Demonstrate ability to understand and play various positions.
4. Develop knowledge of the rules and regulations of field hockey.
5. Demonstrate proper fundamentals for dribbling, passing, and tackling in field hockey.
6. Develop a knowledge and application of the fundamentals of team play and strategy.
7. Develop an awareness of the importance of safety in field hockey.

Instructional Materials

Text and Supplementary Materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Lectures on rules and regulations, drills, in passing, dribbling, tackling, etc.; and actual game playing.

Course Title

Football, Advanced

Description of Target Group

This course is designed for any 10th, 11th, and 12th grade student who can perform on the advanced level.

Purpose

This course will help students to develop the advanced skills and knowledge to safely and competitively participate in high school football.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills and knowledge:

1. The ability to perform the following advanced skills:
   a. shoulder block
   b. shoulder tackle
   c. throwing and catching a football
   d. kicking a football
   e. 3 and 4 point stance
   f. proper “get off" - explosive start
   g. proper running form
2. Knowledge of the rules, procedures and strategies involved with the game of football.
3. Knowledge of the physical dangers involved with contact sports and an appreciation for proper techniques.
4. An understanding for the individual responsibilities of each position and their relationship to the total team effort.
5. A knowledge of the value of proper training:
   a. diet and rest
   b. cardiovascular conditioning
   c. weight training
6. The knowledge of the value of team sports and the commitment required of an individual to the team.
7. The characteristics of good sportsmanship and fairplay.
8. Be able to recognize, identify, and verbally call out various types of offensive and defensive alignments.
9. Be able to identify and call out the different types of offensive plays as they develop at the snap of the ball.

Football, Advanced (continued)

Activities

1. Practice the individual skills associated with the various positions in football.
2. Develop and maintain the strength and flexibility within the muscle groups necessary to participate in the sport of football.
3. Study game and training films to correct improper techniques and reinforce proper applications.
4. Written and verbal testing to evaluate the knowledge of the rules, procedures, strategies, and responsibilities involved with the game of high school football.

Course Title

Football (flag, touch, etc.)

Description of Target Group

A11 10th, 11th, and 12th grade students.

Purpose

The primary aim for students enrolled in this class is to instruct them in the basics of football in order that their physical needs are improved and at the same time help them to become more knowledgeable spectators of football.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Must be in regular attendance.
2. Must wear appropriate uniform, and be on time.
3. Must participate in course activities, with a knowledge of care and use of equipment.
4. Demonstrate a basic knowledge of the rules and regulations of football.
5. Develop skills involving passing, kicking, catching and running with the football.
6. Must adhere to all school board student behavior policies.
7. Demonstrate a knowledge of the various positions for both offensive and defensive players.
8. Develop good sportsmanship through participation in a team sport.
9. Develop physical fitness through participation in football.
10. Demonstrate a knowledge of both offensive and defensive football strategies.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Discussion of rules and regulations of football, discuss the basic strategy involved in offensive and defensive football, participate in one football contest each day, and discuss the characteristics of each of the offensive and defensive positions of football.

Course Title

Golf, Advanced

Description of Target Group

Any 10th, 11th, or 12th grade student who can perform on an advanced level. Instructor's approval.

Purpose

To gain advanced skills, strategies and knowledge of golf.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Must attend regularly and on time.
2. Must wear appropriate attire.
3. Must participate in course activities.
4. Must adhere to all school board student behavior policies.
5. Develop advanced fundamentals in golf.
6. Demonstrate the ability to perform skills taught at their skill level.
7. Demonstrate knowledge of rules and skills.
8. Demonstrate knowledge of what equipment is necessary and how to use it safely.
9. Be able to use the knowledge and skills in a game situation.

Activities

Studies on rules, regulation, procedures and etiquette. Practice at the golf course.

Course Title

Golf

Description of Target Group

Open to all 10th, 11th, and 12th grade students.

Purpose

To acquaint students with a popular leisure time activity by teaching them the basic rules and techniques.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Demonstrate ability to be on time, dressed appropriately for activity and participate.
2. Demonstrate competency in the use and care of equipment.
3. Develop acceptable social attitudes and adjustments, etc.
4. Develop knowledge of what equipment is necessary and how to use it safely.
5. Demonstrate how to hold the clubs, take aim and swing with control.
6. Become acquainted with the language of the game, the rules that apply to situations you will most frequently encounter on the course, and the etiquette by which you can conduct yourself to earn respect as a courteous golfer.
7. Develop knowledge of the purpose of different clubs.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Lectures on rules, regulations, and procedures, drills, in swinging, chipping, and driving; and field trips to gulf course and driving range.

Course Title

Gymnastics

Description of Target Group

This course is open to students in the 10th, 11th, and 12th grade.

Purpose

To develop coordination and balance through specific gymnastic skills in order for the student to gain a better appreciation for gymnastics.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Demonstrate ability to be on time, dressed appropriately for the activity.
2. Demonstrate competency in the care and use of equipment.
3. Must participate in course activities.
4. Develop a knowledge of gymnastic terminology.
5. Demonstrate awareness of the safety rules and spotting as applied to self and others.
6. Demonstrate balance, poise, and body awareness.
7. Evidence an increase in physical efficiency, agility, and flexibility.
8. Demonstrate a knowledge of the skills of the activity.
9. Develop an understanding of judging techniques.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Lectures on rules, regulations, and safety; drills on various movements on the uneven bars, balance beam, horse, and floor exercise; and actual competition within the class.

Course Title

Handball

Description of Target Group

Open to all 10th, 11th, and 12th grade students.

Purpose

The basic purpose of this activity is to allow the student to develop his knowledge of handball and to increase his physical and emotional wellbeing through utilizing and developing his physical abilities.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Demonstrate ability to be on time and dressed appropriately.
2. Demonstrate proper care and use of equipment.
3. Develop knowledge of handball rules, scoring, and game strategy.
4. Show improvement in hand-eye coordination.
5. Demonstrate knowledge of proper warm-up activities.
6. Develop skills involving serving and returning.
7. Develop ambidextrous skills through utilizing both right and left hand returns.
8. Demonstrate sportsmanship while playing with others.
9. Develop physical fitness through participation in handball.
10. Develop quickness, body balance, and coordination through participation in handball.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Lectures on rules, regulations, game experience through competition in various kinds of handball games: a. singles, b. doubles, c. cut throat.

Course Title

Health Education

Description of Target Group

All ninth grade students.

Purpose

This one-semester course is designed to stress skills to enable students to help themselves, their families, and the community in relationship to drugs, communicable diseases, and develop a positive attitude toward good health. The course will include basic techniques of first aid and accident prevention.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

Health Education

1. Use basic rules of general hygiene, good nutrition, proper exercise, and mental health.
2. Recognize and practice positive family health habits.
3. Recognize and avoid the harmful effects of alcohol, narcotics, tobacco, and restricted dangerous drugs.
4. Recognize the physical, psychological, and behavioral effects of the most abused drugs in our society.
5. Describe the major communicable diseases including venereal disease and the necessary factors for the successful prevention and control of those diseases.
6. Understand the basic principles of consumer health.
7. Practice accident prevention basic rules and measures.
8. Practice methods for protection and conservation of resources including the protection of our environment.
9. Perform basic first aid procedures related to hemorrhage control, treatment of poisoning, and other accident situations.
10. Perform resuscitation techniques including cardiopulmonary resuscitation, when equipment is available.

Instructional Materials

Text and Supplementary materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Health Education activities will include; use of county and district films; lectures, discussions, demonstrations, student reports and committee work; guest speakers; role playing; field trips; quizzes and tests.

Course Title

Jogging and Body Mechanics

Description of Target Group

Open to all 10th, 11th, and 12th grade students.

Purpose

To gain skills appropriate for general conditioning as well as potential use as a lifetime sport.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Must attend at least 51% of the number of school days.
2. Must wear appropriate uniform.
3. Must participate in course activities.
4. Must adhere to all school board student behavior policies.
5. Must demonstrate proper heel-toe striking position of feet.
6. Must develop knowledge of individual level of cardio-vascular development for pacing.
7. Must demonstrate proper arm-carriage technique for jogging.
8. Must demonstrate proper breathing techniques for maximum comfort.
9. Must develop improved physical condition shown on pre-post test.
10. Must demonstrate proper head/shoulder carriage in form running.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa. Maria Joint Union High School District

Activities

Students will participate in cross-country course development, cardio-vascular testing for grouping, timed course run, both pre and post testing; and in helping time either cross country or track meet.

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
PE Course 1

2. Transcript Title(s) / Abbreviation(s)
PE Course 1 A/B

3. Transcript Course Code(s) / Number(s)
PE 1032 PE 1033

4. School
All comprehensive school sites

5. District
Santa Maria Joint Union High School

6. City
Santa Maria

7. School / District Web Site
www.smjuhsd.org

8. School Course List Contact

Name: Lorene Yoshihara

Title/Position: Dept. Head/Teacher

Phone: 805-925-2567 **Ext.: 3536**

E-mail: lyoshihara@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Language other than English
- ☐ Visual & Performing Arts
  - ☐ Intro ☐ Advanced
- ☐ College Prep Elective

10. Grade Level(s) for which this course is designed

☒ 9 ☐ 10 ☐ 11 ☐ 12

11. Seeking "Honors" Distinction?

☐ Yes ☒ No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Is this an Internet-based course? ☐ Yes ☒ No

If "Yes", who is the provider? ☐ UCCP ☐ PASS/Cyber High ☐ Other _____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- ☐ A course reinstated after removal within 3 years. Year removed from list? _____
  - Same course title? ☐ Yes ☐ No
  - If no, previous course title? _____
- ☐ An identical course approved at another school in same district. Which school? _____
  - Same course title? ☐ Yes ☐ No
  - If no, course title at other school? _____
- ☐ Year-long VPA course replacing two approved successive semester courses in the same discipline
- ☐ Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- ☐ Approved UC College Prep (UCCP) Online course
- ☐ Approved CDE Agricultural Education course
- ☐ Approved P.A.S.S./Cyber High course
- ☐ Approved ROP/C course. Name of ROP/C? _____
- ☐ Approved A.V.I.D. course
- ☐ Approved C.A.R.T. course
- ☐ Approved Project Lead the Way course
- ☐ Other. Explain: _____

15. Is this course modeled after an UC-approved course from another school outside your district? ☐ Yes ☒ No

If so, which school(s)? _____

Course title at other school _____

16. Pre-Requisites

17. Co-Requisites

18. Is this course a resubmission? ☐ Yes ☒ No

If yes, date(s) of previous submission? _____

Title of previous submission? _____

19. Brief Course Description

This course will provide a foundation in water safety, individual & dual activities, dance and fitness.

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

A. Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
B. Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
C. Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

21. Course Objectives

A. Students will combine and apply movement patterns, simple to complex, in aquatic, rhythms/dance, and individual and dual activities.
B. Students will demonstrate proficient movement skills in aquatic, rhythms/dance, and individual and dual activities.
C. Students will create or modify practice/training plans based on evaluative feedback of skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities.
D. Students will analyze situations and determine appropriate strategies for improved performance in aquatic, rhythms/dance, and individual and dual activities.
E. Students will participate in moderate to vigorous physical activity at least four days each week.
F. Students will participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness.
G. Students will meet health-related physical fitness standards established by a scientifically based health-related fitness assessment.
H. Students will accept personal responsibility to create and maintain a physically and emotionally safe and nonthreatening environment for physical activity.
I. Students will act independently of negative peer pressure during physical activity.
J. Students will develop personal goals to improve one's performance in physical activities.
K. Students will analyze the role that physical activity plays in social interaction and cooperative opportunities in the family and the workplace.
L. Students will and evaluate the role of cooperation and positive interactions with others when participating in physical activity.
M. Students will identify and utilize the potential strengths of each individual in physical activities.

22. Course Outline

PE Course 1 will provide a foundation for high school instruction. Students develop proficient movement skills in each area of physical education; they expand their capabilities for independent learning; and they examine practices that allow for sound decision making to enhance successful participation in movement activities. This course will concentrate on individual and dual activities such as: orienteering/outdoor adventure, cycling, tennis, badminton/speedminton, track & field, golf/frisbee golf, handball/racquetball and a fitness lab. The areas of fitness, aquatics and rhythm/dance will be included as well.

23. Texts & Supplemental Instructional Materials

Red Cross – Water Safety Guide

24. Key Assignments

25. Instructional Methods and/or Strategies

Instructional methods and/or strategies may include the following:

A. Lecture
B. Demonstration
C. Participation
D. Group work
E. Lab work
F. Project-based learning
G. Videos/audiotape
H. Research
I. Field Trip
J. Textbook

26. Assessment Methods and/or Tools

Assessment methods and/or tools may include the following:

A. Participation
B. Attendance
C. Quizzes
D. Exams
E. Projects
F. Homework assignments

C. HONORS COURSES ONLY

Please refer to instructions

27. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

28. Context for Course (optional)

29. History of Course Development (optional)

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
PE Course 2

2. Transcript Title(s) / Abbreviation(s)
PE Course 2 A/B

3. Transcript Course Code(s) / Number(s)
PE 2001 PE 2002

4. School
All comprehensive school sites

5. District
Santa Maria Joint Union High School

6. City
Santa Maria

7. School / District Web Site
www.smjuhsd.org

8. School Course List Contact

Name: Lorene Yoshihara

Title/Position: Dept. Head/Teacher

Phone: 805-925-2567 **Ext.: 3536**

E-mail: lyoshihara@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Language other than English
- ☐ Visual & Performing Arts
  - ☐ Intro ☐ Advanced
- ☐ College Prep Elective

10. Grade Level(s) for which this course is designed

☐ 9 ☒ 10 ☒ 11 ☒ 12

11. Seeking "Honors" Distinction?

☐ Yes ☒ No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Is this an Internet-based course? ☐ Yes ☒ No

If "Yes", who is the provider? ☐ UCCP ☐ PASS/Cyber High ☐ Other _____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- ☐ A course reinstated after removal within 3 years. Year removed from list? _____
  - Same course title? ☐ Yes ☐ No
  - If no, previous course title? _____
- ☐ An identical course approved at another school in same district. Which school? _____
  - Same course title? ☐ Yes ☐ No
  - If no, course title at other school? _____
- ☐ Year-long VPA course replacing two approved successive semester courses in the same discipline
- ☐ Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- ☐ Approved UC College Prep (UCCP) Online course
- ☐ Approved CDE Agricultural Education course
- ☐ Approved P.A.S.S./Cyber High course
- ☐ Approved ROP/C course. Name of ROP/C? _____
- ☐ Approved A.V.I.D. course
- ☐ Approved C.A.R.T. course
- ☐ Approved Project Lead the Way course
- ☐ Other. Explain: _____

15. Is this course modeled after an UC-approved course from another school <u>outside</u> your district? ☐ Yes ☒ No

If so, which school(s)? _____

Course title at other school _____

16. Pre-Requisites

17. Co-Requisites

18. Is this course a resubmission? ☐ Yes ☒ No

If yes, date(s) of previous submission? _____

Title of previous submission? _____

19. Brief Course Description

This course will provide a foundation in combatives, gymnastic & tumbling, team activities and fitness

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

A. Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
B. Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
C. Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

21. Course Objectives

A. Students will combine and apply movement patterns, simple to complex, in combative, gymnastic/tumbling, and team activities.
B. Students will demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities.
C. Students will create or modify practice/training plans based on evaluative feedback of skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
D. Students will analyze situations and determine appropriate strategies for improved performance in combative, gymnastic/tumbling, and team activities.
E. Students will participate in moderate to vigorous physical activity at least four days each week.
F. Students will participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests.
G. Students will assess levels of physical fitness and adjust physical activities to accommodate changes in age, growth, and development.
H. Students will participate in physical activities for personal enjoyment.
I. Students will evaluate and refine personal goals to improve performance in physical activities.
J. Students will encourage others to be supportive and inclusive of individuals of all ability levels.

22. Course Outline

PE Course 2 will provide a foundation for high school instruction. Students develop proficient movement skills in each area of physical education; they expand their capabilities for independent learning; and they examine practices that allow for sound decision making to enhance successful participation in movement activities. This course will concentrate on team sports such as: football, soccer, basketball, volleyball, softball, cricket, street/field hockey, team handball and lacrosse. The areas of fitness, combatives and basic gymnastic/tumbling will be included as well.

23. Texts & Supplemental Instructional Materials

24. Key Assignments

25. Instructional Methods and/or Strategies

Instructional methods and/or strategies may include the following:

A. Lecture
B. Demonstration
C. Participation
D. Group work
E. Lab work
F. Project-based learning
G. Videos/audiotape
H. Research
I. Field Trip
J. Textbook

26. Assessment Methods and/or Tools

Assessment methods and/or tools may include the following:

A. Participation
B. Attendance
C. Quizzes
D. Exams
E. Projects
F. Homework assignments

C. HONORS COURSES ONLY

Please refer to instructions

27. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

28. Context for Course (optional)

29. History of Course Development (optional)

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
PE Course 3 Aerobic Activities

2. Transcript Title(s) / Abbreviation(s)
PE3 Aerobic A/B

3. Transcript Course Code(s) / Number(s)

4. School
All comprehensive school sites

5. District
Santa Maria Joint Union High School

6. City
Santa Maria

7. School / District Web Site
www.smjuhsd.org

8. School Course List Contact

Name: Lorene Yoshihara

Title/Position: Dept. Head/Teacher

Phone: 805-925-2567 **Ext.: 3536**

E-mail: lyoshihara@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Language other than English
- ☐ Visual & Performing Arts
  - ☐ Intro ☐ Advanced
- ☐ College Prep Elective

10. Grade Level(s) for which this course is designed

☐ 9 ☐ 10 ☒ 11 ☒ 12

11. Seeking "Honors" Distinction?

☐ Yes ☒ No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Is this an Internet-based course? ☐ Yes ☒ No

If "Yes", who is the provider? ☐ UCCP ☐ PASS/Cyber High ☐ Other _____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- ☐ A course reinstated after removal within 3 years. Year removed from list? _____
  - Same course title? ☐ Yes ☐ No
  - If no, previous course title? _____
- ☐ An identical course approved at another school in same district. Which school? _____
  - Same course title? ☐ Yes ☐ No
  - If no, course title at other school? _____
- ☐ Year-long VPA course replacing two approved successive semester courses in the same discipline
- ☐ Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- ☐ Approved UC College Prep (UCCP) Online course
- ☐ Approved CDE Agricultural Education course
- ☐ Approved P.A.S.S./Cyber High course
- ☐ Approved ROP/C course. Name of ROP/C? _____
- ☐ Approved A.V.I.D. course
- ☐ Approved C.A.R.T. course
- ☐ Approved Project Lead the Way course
- ☐ Other. Explain: _____

15. Is this course modeled after an UC-approved course from another school outside your district? ☐ Yes ☒ No

If so, which school(s)? _____

Course title at other school _____

16. Pre-Requisites

Completion of PE Course 1

Completion/Concurrent of PE Course 2

17. Co-Requisites

18. Is this course a resubmission? ☐ Yes ☒ No

If yes, date(s) of previous submission? _____

Title of previous submission? _____

19. Brief Course Description

This course will concentrate in the areas of aerobic activities (i.e. aerobic dance, running, walking, etc.).

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

A. Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
B. Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
C. Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

21. Course Objectives

A. Students will demonstrate advanced knowledge and skills in two or more aerobic activities.
B. Students will apply previously learned movement concepts and principles to the learning and development of the motor skills required for successful participation in aerobic activities.
C. Students will list the safety equipment required for participation in aerobic activities; describe and demonstrate the use of such equipment.
D. Students will engage independently in physical activity that increases aerobic capacity.
E. Students will evaluate goal-setting and other strategies as effective tools for maintaining and increasing adherence to a personal physical activity program.
F. Students will identify and explain the positive effects of participation in aerobic activity on personal health.
G. Students will develop personal goals to improve performance in aerobic activities
H. Students will evaluate the risks and safety factors that may affect participation in aerobic activities throughout a lifetime.
I. Students will explain how to select and modify aerobic activities to allow for participation by younger children, the elderly, and individuals with special needs.

22. Course Outline

PE Course 3 – Aerobic Activities is an elective class designed to be taken after successful completion of PE Course 1 & 2. This course will provide students with the opportunity to further explore a physical activity in search of one they can enjoy and participate in for a lifetime. Students will expand their capabilities for independent learning; and they examine practices that allow for sound decision making to enhance successful participation in movement activities. This course will concentrate in the area of aerobic activities (i.e. aerobic dance, cycling, running, walking, etc.).

23. Texts & Supplemental Instructional Materials

24. Key Assignments

25. Instructional Methods and/or Strategies

Instructional methods and/or strategies may include the following:

A. Lecture
B. Demonstration
C. Participation
D. Group work
E. Lab work
F. Project-based learning
G. Videos/audiotape
H. Research
I. Field Trip
J. Textbook

26. Assessment Methods and/or Tools

Assessment methods and/or tools may include the following:

A. Participation
B. Attendance
C. Quizzes
D. Exams
E. Projects
F. Homework assignments

C. HONORS COURSES ONLY

Please refer to instructions

27. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

28. Context for Course (optional)

29. History of Course Development (optional)

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
PE Course 3 Aquatic Activities

2. Transcript Title(s) / Abbreviation(s)
PE3 Aquatic A/B

3. Transcript Course Code(s) / Number(s)

4. School
All comprehensive school sites

5. District
Santa Maria Joint Union High School

6. City
Santa Maria

7. School / District Web Site
www.smjuhsd.org

8. School Course List Contact

Name: Lorene Yoshihara

Title/Position: Dept. Head/Teacher

Phone: 805-925-2567 **Ext.: 3536**

E-mail: lyoshihara@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Language other than English
- ☐ Visual & Performing Arts
  - ☐ Intro ☐ Advanced
- ☐ College Prep Elective

10. Grade Level(s) for which this course is designed

☐ 9 ☐ 10 ☒ 11 ☒ 12

11. Seeking "Honors" Distinction?

☐ Yes ☒ No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Is this an Internet-based course? ☐ Yes ☒ No

If "Yes", who is the provider? ☐ UCCP ☐ PASS/Cyber High ☐ Other _____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- ☐ A course reinstated after removal within 3 years. Year removed from list? _____
  - Same course title? ☐ Yes ☐ No
  - If no, previous course title? _____
- ☐ An identical course approved at another school in same district. Which school? _____
  - Same course title? ☐ Yes ☐ No
  - If no, course title at other school? _____
- ☐ Year-long VPA course replacing two approved successive semester courses in the same discipline
- ☐ Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- ☐ Approved UC College Prep (UCCP) Online course
- ☐ Approved CDE Agricultural Education course
- ☐ Approved P.A.S.S./Cyber High course
- ☐ Approved ROP/C course. Name of ROP/C? _____
- ☐ Approved A.V.I.D. course
- ☐ Approved C.A.R.T. course
- ☐ Approved Project Lead the Way course
- ☐ Other. Explain: _____

15. Is this course modeled after an UC-approved course from another school outside your district? ☐ Yes ☒ No

If so, which school(s)? _____

Course title at other school _____

16. Pre-Requisites

Completion of PE Course 1

Completion/Concurrent of PE Course 2

17. Co-Requisites

18. Is this course a resubmission? ☐ Yes ☒ No

If yes, date(s) of previous submission? _____

Title of previous submission? _____

19. Brief Course Description

This course will concentrate in the areas of aquatic activities (i.e. swimming, water polo, snorkeling, etc.).

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

A. Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
B. Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
C. Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

21. Course Objectives

A. Students will demonstrate advanced knowledge and skills in two or more aquatic activities.
B. Students will apply previously learned movement concepts and principles to the learning and development of the motor skills required for successful participation in aquatic activities.
C. Students will list the safety equipment required for participation in aquatic activities; describe and demonstrate the use of such equipment.
D. Students will demonstrate and explain basic cardiopulmonary resuscitation, water rescue with and without equipment.
E. Students will participate in aquatic activities that improve health-related physical fitness.
F. Students will analyze the effects of aquatic activities on a personal physical fitness program and personal levels of health-related physical fitness.
G. Students will explain the relationship between participation in aquatic activities and indicators of good health.
H. Students will develop personal goals to improve performance in aquatic activities
I. Students will evaluate the risks and safety factors that may affect participation in aquatic activities throughout a lifetime.
J. Students will explain how to select and modify aquatic activities to allow for participation by younger children, the elderly, and individuals with special needs.

22. Course Outline

PE Course 3 – Aquatic Activities is an elective class designed to be taken after successful completion of PE Course 1 & 2. This course will provide students with the opportunity to further explore a physical activity in search of one they can enjoy and participate in for a lifetime. Students will expand their capabilities for independent learning; and they examine practices that allow for sound decision making to enhance successful participation in movement activities. This course will concentrate in the area of aquatic activities (i.e. swimming, snorkeling, water polo, synchronized swimming, etc.).

23. Texts & Supplemental Instructional Materials

24. Key Assignments

25. Instructional Methods and/or Strategies

Instructional methods and/or strategies may include the following:

A. Lecture
B. Demonstration
C. Participation
D. Group work
E. Lab work
F. Project-based learning
G. Videos/audiotape
H. Research
I. Field Trip
J. Textbook

26. Assessment Methods and/or Tools

Assessment methods and/or tools may include the following:

A. Participation
B. Attendance
C. Quizzes
D. Exams
E. Projects
F. Homework assignments

C. HONORS COURSES ONLY

Please refer to instructions

27. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

28. Context for Course (optional)

29. History of Course Development (optional)

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
PE Course 3 Dance Activities

2. Transcript Title(s) / Abbreviation(s)
PE3 Dance A/B

3. Transcript Course Code(s) / Number(s)

4. School
All comprehensive school sites

5. District
Santa Maria Joint Union High School

6. City
Santa Maria

7. School / District Web Site
www.smjuhsd.org

8. School Course List Contact

Name: Lorene Yoshihara

Title/Position: Dept. Head/Teacher

Phone: 805-925-2567 **Ext.: 3536**

E-mail: lyoshihara@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Language other than English
- ☐ Visual & Performing Arts
  - ☐ Intro ☐ Advanced
- ☐ College Prep Elective

10. Grade Level(s) for which this course is designed

☐ 9 ☐ 10 ☒ 11 ☒ 12

11. Seeking "Honors" Distinction?

☐ Yes ☒ No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Is this an Internet-based course? ☐ Yes ☒ No

If "Yes", who is the provider? ☐ UCCP ☐ PASS/Cyber High ☐ Other _____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- ☐ A course reinstated after removal within 3 years. Year removed from list? _____
  - Same course title? ☐ Yes ☐ No
  - If no, previous course title? _____
- ☐ An identical course approved at another school in same district. Which school? _____
  - Same course title? ☐ Yes ☐ No
  - If no, course title at other school? _____
- ☐ Year-long VPA course replacing two approved successive semester courses in the same discipline
- ☐ Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- ☐ Approved UC College Prep (UCCP) Online course
- ☐ Approved CDE Agricultural Education course
- ☐ Approved P.A.S.S./Cyber High course
- ☐ Approved ROP/C course. Name of ROP/C? _____
- ☐ Approved A.V.I.D. course
- ☐ Approved C.A.R.T. course
- ☐ Approved Project Lead the Way course
- ☐ Other. Explain: _____

15. Is this course modeled after an UC-approved course from another school outside your district? ☐ Yes ☒ No

If so, which school(s)? _____

Course title at other school _____

16. Pre-Requisites

Completion of PE Course 1

Completion/Concurrent of PE Course 2

17. Co-Requisites

18. Is this course a resubmission? ☐ Yes ☒ No

If yes, date(s) of previous submission? _____

Title of previous submission? _____

19. Brief Course Description

This course will concentrate in the areas of dance activities (i.e. ballet, social, square, etc.).

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

A. Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
B. Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
C. Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

21. Course Objectives

A. Students will demonstrate advanced knowledge and skills in two or more dance activities.
B. Students will apply previously learned movement concepts and principles to the learning and development of the motor skills required for successful participation in dance activities.
C. Students will list the safety equipment required for participation in dance activities; describe and demonstrate the use of such equipment.
D. Students will participate in dance activities that improve health-related physical fitness.
E. Students will analyze the effects of dance activities on a personal physical fitness program and personal levels of health-related physical fitness.
F. Students will explain the relationship between participation in dance activities and indicators of good health.
G. Students will develop personal goals to improve performance in dance activities
H. Students will evaluate the risks and safety factors that may affect participation in dance activities throughout a lifetime.
I. Students will explain how to select and modify dance activities to allow for participation by younger children, the elderly, and individuals with special needs.

22. Course Outline

PE Course 3 – Dance Activities is an elective class designed to be taken after successful completion of PE Course 1 & 2. This course will provide students with the opportunity to further explore a physical activity in search of one they can enjoy and participate in for a lifetime. Students will expand their capabilities for independent learning; and they examine practices that allow for sound decision making to enhance successful participation in movement activities. This course will concentrate in the area of dance activities (i.e. ballet, social, square, folk, etc.).

23. Texts & Supplemental Instructional Materials

24. Key Assignments

25. Instructional Methods and/or Strategies

Instructional methods and/or strategies may include the following:

A. Lecture
B. Demonstration
C. Participation
D. Group work
E. Lab work
F. Project-based learning
G. Videos/audiotape
H. Research
I. Field Trip
J. Textbook

26. Assessment Methods and/or Tools

Assessment methods and/or tools may include the following:

A. Participation
B. Attendance
C. Quizzes
D. Exams
E. Projects
F. Homework assignments

C. HONORS COURSES ONLY

Please refer to instructions

27. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

28. Context for Course (optional)

29. History of Course Development (optional)

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
PE Course 3 Adventure/Outdoor Activities

2. Transcript Title(s) / Abbreviation(s)
PE3 Outdoor A/B

3. Transcript Course Code(s) / Number(s)

4. School
All comprehensive school sites

5. District
Santa Maria Joint Union High School

6. City
Santa Maria

7. School / District Web Site
www.smjuhsd.org

8. School Course List Contact

Name: Lorene Yoshihara

Title/Position: Dept. Head/Teacher

Phone: 805-925-2567 **Ext.: 3536**

E-mail: lyoshihara@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Language other than English
- ☐ Visual & Performing Arts
  - ☐ Intro ☐ Advanced
- ☐ College Prep Elective

10. Grade Level(s) for which this course is designed

☐ 9 ☐ 10 ☒ 11 ☒ 12

11. Seeking "Honors" Distinction?

☐ Yes ☒ No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Is this an Internet-based course? ☐ Yes ☒ No

If "Yes", who is the provider? ☐ UCCP ☐ PASS/Cyber High ☐ Other _____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- ☐ A course reinstated after removal within 3 years. Year removed from list? _____
  - Same course title? ☐ Yes ☐ No
  - If no, previous course title? _____
- ☐ An identical course approved at another school in same district. Which school? _____
  - Same course title? ☐ Yes ☐ No
  - If no, course title at other school? _____
- ☐ Year-long VPA course replacing two approved successive semester courses in the same discipline
- ☐ Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- ☐ Approved UC College Prep (UCCP) Online course
- ☐ Approved CDE Agricultural Education course
- ☐ Approved P.A.S.S./Cyber High course
- ☐ Approved ROP/C course. Name of ROP/C? _____
- ☐ Approved A.V.I.D. course
- ☐ Approved C.A.R.T. course
- ☐ Approved Project Lead the Way course
- ☐ Other. Explain: _____

15. Is this course modeled after an UC-approved course from another school outside your district? ☐ Yes ☒ No

If so, which school(s)? _____

Course title at other school _____

16. Pre-Requisites

Completion of PE Course 1

Completion/Concurrent of PE Course 2

17. Co-Requisites

18. Is this course a resubmission? ☐ Yes ☒ No

If yes, date(s) of previous submission? _____

Title of previous submission? _____

19. Brief Course Description

This course will concentrate in the area of adventure and outdoor activities (i.e. orienteering, camping, cycling, etc.).

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

A. Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
B. Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
C. Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

21. Course Objectives

A. Students will demonstrate advanced knowledge and skills in two or more adventure/outdoor activities.
B. Students will apply previously learned movement concepts and principles to the learning and development of the motor skills required for successful participation in adventure/outdoor pursuits and activities.
C. Students will list the safety equipment required for participation in outdoor pursuits and adventures; describe and demonstrate the use of such equipment.
D. Students will participate in adventure/outdoor activities that improve health-related physical fitness.
E. Students will analyze the effects of adventure/outdoor activities on a personal physical fitness program and personal levels of health-related physical fitness.
F. Students will explain the relationship between participation in adventure/outdoor activities and health.
G. Students will develop personal goals to improve performance in adventure/outdoor activities.
H. Students will evaluate the risks and safety factors that may affect participation in adventure/outdoor activities throughout a lifetime.

22. Course Outline

PE Course 3 – Adventure/Outdoor Activities is an elective class designed to be taken after successful completion of PE Course 1 & 2. This course will provide students with the opportunity to further explore a physical activity in search of one they can enjoy and participate in for a lifetime. Students will expand their capabilities for independent learning; and they examine practices that allow for sound decision making to enhance successful participation in movement activities. This course will concentrate in the area of adventure and outdoor activities (i.e. orienteering, camping, cycling, etc.).

23. Texts & Supplemental Instructional Materials

24. Key Assignments

25. Instructional Methods and/or Strategies

Instructional methods and/or strategies may include the following:

A. Lecture
B. Demonstration
C. Participation
D. Group work
E. Lab work
F. Project-based learning
G. Videos/audiotape
H. Research
I. Field Trip
J. Textbook

26. Assessment Methods and/or Tools

Assessment methods and/or tools may include the following:

A. Participation
B. Attendance
C. Quizzes
D. Exams
E. Projects
F. Homework assignments

C. HONORS COURSES ONLY

Please refer to instructions

27. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

28. Context for Course (optional)

29. History of Course Development (optional)

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
PE Course 3 Team, Individual & Dual Activities

2. Transcript Title(s) / Abbreviation(s)
PE3 Team/In A/B

3. Transcript Course Code(s) / Number(s)

4. School
All comprehensive school sites

5. District
Santa Maria Joint Union High School

6. City
Santa Maria

7. School / District Web Site
www.smjuhsd.org

8. School Course List Contact

Name: Lorene Yoshihara

Title/Position: Dept. Head/Teacher

Phone: 805-925-2567 **Ext.: 3536**

E-mail: lyoshihara@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Language other than English
- ☐ Visual & Performing Arts
  - ☐ Intro ☐ Advanced
- ☐ College Prep Elective

10. Grade Level(s) for which this course is designed

☐ 9 ☐ 10 ☒ 11 ☒ 12

11. Seeking "Honors" Distinction?

☐ Yes ☒ No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Is this an Internet-based course? ☐ Yes ☒ No

If "Yes", who is the provider? ☐ UCCP ☐ PASS/Cyber High ☐ Other _____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- ☐ A course reinstated after removal within 3 years. Year removed from list? _____
  - Same course title? ☐ Yes ☐ No
  - If no, previous course title? _____
- ☐ An identical course approved at another school in same district. Which school? _____
  - Same course title? ☐ Yes ☐ No
  - If no, course title at other school? _____
- ☐ Year-long VPA course replacing two approved successive semester courses in the same discipline
- ☐ Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- ☐ Approved UC College Prep (UCCP) Online course
- ☐ Approved CDE Agricultural Education course
- ☐ Approved P.A.S.S./Cyber High course
- ☐ Approved ROP/C course. Name of ROP/C? _____
- ☐ Approved A.V.I.D. course
- ☐ Approved C.A.R.T. course
- ☐ Approved Project Lead the Way course
- ☐ Other. Explain: _____

15. Is this course modeled after an UC-approved course from another school outside your district? ☐ Yes ☒ No

If so, which school(s)? _____

Course title at other school _____

16. Pre-Requisites

Completion of PE Course 1

Completion/Concurrent of PE Course 2

17. Co-Requisites

18. Is this course a resubmission? ☐ Yes ☒ No

If yes, date(s) of previous submission? _____

Title of previous submission? _____

19. Brief Course Description

This course will concentrate in the areas of team, individual and dual activities (i.e. basketball, golf, tennis, etc.).

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

A. Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
B. Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
C. Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

21. Course Objectives

A. Students will demonstrate advanced knowledge and skills in two or more team, individual or dual activities.
B. Students will apply previously learned movement concepts and principles to the learning and development of the motor skills required for successful participation in team, individual and dual activities.
C. Students will list the safety equipment required for participation in team, individual and dual activities; describe and demonstrate the use of such equipment.
D. Students will participate in team, individual and dual activities that improve health-related physical fitness.
E. Students will analyze the effects of team, individual and dual activities on a personal physical fitness program and personal levels of health-related physical fitness.
F. Students will explain the relationship between participation in team, individual and dual activities and indicators of good health.
G. Students will develop personal goals to improve performance in team, individual and dual activities
H. Students will evaluate the risks and safety factors that may affect participation in team, individual and dual activities throughout a lifetime.
I. Students will explain how to select and modify team, individual and dual activities to allow for participation by younger children, the elderly, and individuals with special needs.

22. Course Outline

PE Course 3 – Team, Individual and Dual Activities is an elective class designed to be taken after successful completion of PE Course 1 & 2. This course will provide students with the opportunity to further explore a physical activity in search of one they can enjoy and participate in for a lifetime. Students will expand their capabilities for independent learning; and they examine practices that allow for sound decision making to enhance successful participation in movement activities. This course will concentrate in the area of team, individual and dual activities (i.e. basketball, golf, tennis, etc.).

23. Texts & Supplemental Instructional Materials

24. Key Assignments

25. Instructional Methods and/or Strategies

Instructional methods and/or strategies may include the following:

A. Lecture
B. Demonstration
C. Participation
D. Group work
E. Lab work
F. Project-based learning
G. Videos/audiotape
H. Research
I. Field Trip
J. Textbook

26. Assessment Methods and/or Tools

Assessment methods and/or tools may include the following:

A. Participation
B. Attendance
C. Quizzes
D. Exams
E. Projects
F. Homework assignments

C. HONORS COURSES ONLY

Please refer to instructions

27. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

28. Context for Course (optional)

29. History of Course Development (optional)

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
PE Course 3 Weight Training & Fitness

2. Transcript Title(s) / Abbreviation(s)
PE3 Wt-Fit A/B

3. Transcript Course Code(s) / Number(s)

4. School
All comprehensive school sites

5. District
Santa Maria Joint Union High School

6. City
Santa Maria

7. School / District Web Site
www.smjuhsd.org

8. School Course List Contact

Name: Lorene Yoshihara

Title/Position: Dept. Head/Teacher

Phone: 805-925-2567 **Ext.: 3536**

E-mail: lyoshihara@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Language other than English
- ☐ Visual & Performing Arts
  - ☐ Intro ☐ Advanced
- ☐ College Prep Elective

10. Grade Level(s) for which this course is designed

☐ 9 ☐ 10 ☒ 11 ☒ 12

11. Seeking "Honors" Distinction?

☐ Yes ☒ No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Is this an Internet-based course? ☐ Yes ☒ No

If "Yes", who is the provider? ☐ UCCP ☐ PASS/Cyber High ☐ Other _____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- ☐ A course reinstated after removal within 3 years. Year removed from list? _____
  - Same course title? ☐ Yes ☐ No
  - If no, previous course title? _____
- ☐ An identical course approved at another school in same district. Which school? _____
  - Same course title? ☐ Yes ☐ No
  - If no, course title at other school? _____
- ☐ Year-long VPA course replacing two approved successive semester courses in the same discipline
- ☐ Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- ☐ Approved UC College Prep (UCCP) Online course
- ☐ Approved CDE Agricultural Education course
- ☐ Approved P.A.S.S./Cyber High course
- ☐ Approved ROP/C course. Name of ROP/C? _____
- ☐ Approved A.V.I.D. course
- ☐ Approved C.A.R.T. course
- ☐ Approved Project Lead the Way course
- ☐ Other. Explain: _____

15. Is this course modeled after an UC-approved course from another school outside your district? ☐ Yes ☒ No

If so, which school(s)? _____

Course title at other school _____

16. Pre-Requisites

Completion of PE Course 1

Completion/Concurrent of PE Course 2

17. Co-Requisites

18. Is this course a resubmission? ☐ Yes ☒ No

If yes, date(s) of previous submission? _____

Title of previous submission? _____

19. Brief Course Description

This course will concentrate in the areas of weight training & fitness (i.e. weights, stretching, cardio exercises, etc.).

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

A. Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
B. Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
C. Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

21. Course Objectives

A. Students will demonstrate proper spotting techniques for all lifts and exercises that require spotting.
B. Students will list the safety equipment required for participation in weight training and fitness activities; describe and demonstrate the use of such equipment.
C. Students will observe and analyze the lifting techniques and/or the plyometric exercise of another person (or oneself through video) and write an analysis of the performance.
D. Students will establish a set of personal physical fitness goals, using the principles of training, and create a strength-training and conditioning program.
E. Students will demonstrate and explain the techniques and concepts of three types of weight training programs.
F. Students will demonstrate and explain the concepts of two different conditioning programs.
G. Students will display safe and responsible behavior while training.
H. Students will evaluate the risks and safety factors that may affect participation in weight training and fitness activities throughout a lifetime.
I. Students will explain how to select and modify weight training and fitness activities to allow for participation by younger children, the elderly, and individuals with special needs.

22. Course Outline

PE Course 3 – Weight Training and Fitness Activities is an elective class designed to be taken after successful completion of PE Course 1 & 2. This course will provide students with the opportunity to further explore a physical activity in search of one they can enjoy and participate in for a lifetime. Students will expand their capabilities for independent learning; and they examine practices that allow for sound decision making to enhance successful participation in movement activities. This course will concentrate in the area of team, individual and dual activities (i.e. weights, cardio equipment, stretching, plyometic, etc.).

23. Texts & Supplemental Instructional Materials

24. Key Assignments

25. Instructional Methods and/or Strategies

Instructional methods and/or strategies may include the following:

A. Lecture
B. Demonstration
C. Participation
D. Group work
E. Lab work
F. Project-based learning
G. Videos/audiotape
H. Research
I. Field Trip
J. Textbook

26. Assessment Methods and/or Tools

Assessment methods and/or tools may include the following:

A. Participation
B. Attendance
C. Quizzes
D. Exams
E. Projects
F. Homework assignments

C. HONORS COURSES ONLY

Please refer to instructions

27. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

28. Context for Course (optional)

29. History of Course Development (optional)

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
PE Course 4 Advanced Aerobics

2. Transcript Title(s) / Abbreviation(s)
PE3 AdvAero A/B

3. Transcript Course Code(s) / Number(s)

4. School
All comprehensive school sites

5. District
Santa Maria Joint Union High School

6. City
Santa Maria

7. School / District Web Site
www.smjuhsd.org

8. School Course List Contact

Name: Lorene Yoshihara

Title/Position: Dept. Head/Teacher

Phone: 805-925-2567 **Ext.: 3536**

E-mail: lyoshihara@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Language other than English
- ☐ Visual & Performing Arts
  - ☐ Intro ☐ Advanced
- ☐ College Prep Elective

10. Grade Level(s) for which this course is designed

☐ 9 ☐ 10 ☒ 11 ☒ 12

11. Seeking "Honors" Distinction?

☐ Yes ☒ No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Is this an Internet-based course? ☐ Yes ☒ No

If "Yes", who is the provider? ☐ UCCP ☐ PASS/Cyber High ☐ Other _____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- ☐ A course reinstated after removal within 3 years. Year removed from list? _____
  - Same course title? ☐ Yes ☐ No
  - If no, previous course title? _____
- ☐ An identical course approved at another school in same district. Which school? _____
  - Same course title? ☐ Yes ☐ No
  - If no, course title at other school? _____
- ☐ Year-long VPA course replacing two approved successive semester courses in the same discipline
- ☐ Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- ☐ Approved UC College Prep (UCCP) Online course
- ☐ Approved CDE Agricultural Education course
- ☐ Approved P.A.S.S./Cyber High course
- ☐ Approved ROP/C course. Name of ROP/C? _____
- ☐ Approved A.V.I.D. course
- ☐ Approved C.A.R.T. course
- ☐ Approved Project Lead the Way course
- ☐ Other. Explain: _____

15. Is this course modeled after an UC-approved course from another school outside your district? ☐ Yes ☒ No

If so, which school(s)? _____

Course title at other school _____

16. Pre-Requisites

PE Course 3 Aerobic Activities or Teacher Approval

17. Co-Requisites

18. Is this course a resubmission? ☐ Yes ☒ No

If yes, date(s) of previous submission? _____

Title of previous submission? _____

19. Brief Course Description

This course is a continuation of Course 3 Aerobic Activities and is intended to give a student intensive experience.

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

A. Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
B. Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
C. Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

21. Course Objectives

A. Students will demonstrate expertise in two or more aerobic activities.
B. Students will create or modify practice/training plans based on evaluative feedback from skill acquisition and performance of aerobic activities.
C. Students will practice aerobic activities in real-world settings.
D. Students will adjust personal fitness goals on the basis of fitness assessment measures to improve performance in aerobic activities.
E. Students will set personal goals for improved performance and enjoyment of aerobic activities.

22. Course Outline

PE Course 4 – Advanced Aerobics is designed as an elective class and a continuation of Course 3. It is intended for students who have completed Course 3 and who want an intensive experience in an activity that they may wish to participate in for years to come. Students will expand their capabilities for independent learning and examine practices that allow for sound decision making to enhance successful participation in movement activities.

23. Texts & Supplemental Instructional Materials

24. Key Assignments

25. Instructional Methods and/or Strategies

Instructional methods and/or strategies may include the following:

A. Lecture
B. Demonstration
C. Participation
D. Group work
E. Lab work
F. Project-based learning
G. Videos/audiotape
H. Research
I. Field Trip
J. Textbook

26. Assessment Methods and/or Tools

Assessment methods and/or tools may include the following:

A. Participation
B. Attendance
C. Quizzes
D. Exams
E. Projects
F. Homework assignments

C. HONORS COURSES ONLY

Please refer to instructions

27. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

28. Context for Course (optional)

29. History of Course Development (optional)

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
PE Course 4 Advanced Aquatics

2. Transcript Title(s) / Abbreviation(s)
PE3 AdvAqua A/B

3. Transcript Course Code(s) / Number(s)

4. School
All comprehensive school sites

5. District
Santa Maria Joint Union High School

6. City
Santa Maria

7. School / District Web Site
www.smjuhsd.org

8. School Course List Contact

Name: Lorene Yoshihara

Title/Position: Dept. Head/Teacher

Phone: 805-925-2567 **Ext.: 3536**

E-mail: lyoshihara@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Language other than English
- ☐ Visual & Performing Arts
  - ☐ Intro ☐ Advanced
- ☐ College Prep Elective

10. Grade Level(s) for which this course is designed

☐ 9 ☐ 10 ☒ 11 ☒ 12

11. Seeking "Honors" Distinction?

☐ Yes ☒ No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Is this an Internet-based course? ☐ Yes ☒ No

If "Yes", who is the provider? ☐ UCCP ☐ PASS/Cyber High ☐ Other _____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- ☐ A course reinstated after removal within 3 years. Year removed from list? _____
  - Same course title? ☐ Yes ☐ No
  - If no, previous course title? _____
- ☐ An identical course approved at another school in same district. Which school? _____
  - Same course title? ☐ Yes ☐ No
  - If no, course title at other school? _____
- ☐ Year-long VPA course replacing two approved successive semester courses in the same discipline
- ☐ Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- ☐ Approved UC College Prep (UCCP) Online course
- ☐ Approved CDE Agricultural Education course
- ☐ Approved P.A.S.S./Cyber High course
- ☐ Approved ROP/C course. Name of ROP/C? _____
- ☐ Approved A.V.I.D. course
- ☐ Approved C.A.R.T. course
- ☐ Approved Project Lead the Way course
- ☐ Other. Explain: _____

15. Is this course modeled after an UC-approved course from another school outside your district? ☐ Yes ☒ No

If so, which school(s)? _____

Course title at other school _____

16. Pre-Requisites

PE Course 3 Aquatic Activities or Teacher Approval

17. Co-Requisites

18. Is this course a resubmission? ☐ Yes ☒ No

If yes, date(s) of previous submission? _____

Title of previous submission? _____

19. Brief Course Description

This course is a continuation of Course 3 Aquatic Activities and is intended to give a student intensive experience.

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

A. Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
B. Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
C. Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

21. Course Objectives

A. Students will demonstrate expertise in two or more aquatic activities.
B. Students will create or modify practice/training plans based on evaluative feedback from skill acquisition and performance of aquatic activities.
C. Students will practice aquatic activities in real-world settings.
D. Students will adjust personal fitness goals on the basis of fitness assessment measures to improve performance in aquatic activities.
E. Students will set personal goals for improved performance and enjoyment of aquatic activities.

22. Course Outline

PE Course 4 – Advanced Aquatics is designed as an elective class and a continuation of Course 3. It is intended for students who have completed Course 3 and who want an intensive experience in an activity that they may wish to participate in for years to come. Students will expand their capabilities for independent learning and examine practices that allow for sound decision making to enhance successful participation in movement activities.

23. Texts & Supplemental Instructional Materials

24. Key Assignments

25. Instructional Methods and/or Strategies

Instructional methods and/or strategies may include the following:

A. Lecture
B. Demonstration
C. Participation
D. Group work
E. Lab work
F. Project-based learning
G. Videos/audiotape
H. Research
I. Field Trip
J. Textbook

26. Assessment Methods and/or Tools

Assessment methods and/or tools may include the following:

A. Participation
B. Attendance
C. Quizzes
D. Exams
E. Projects
F. Homework assignments

C. HONORS COURSES ONLY

Please refer to instructions

27. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

28. Context for Course (optional)

29. History of Course Development (optional)

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
PE Course 4 Advanced Dance

2. Transcript Title(s) / Abbreviation(s)
PE3 AdvDan A/B

3. Transcript Course Code(s) / Number(s)

4. School
All comprehensive school sites

5. District
Santa Maria Joint Union High School

6. City
Santa Maria

7. School / District Web Site
www.smjuhsd.org

8. School Course List Contact

Name: Lorene Yoshihara

Title/Position: Dept. Head/Teacher

Phone: 805-925-2567 **Ext.: 3536**

E-mail: lyoshihara@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Language other than English
- ☐ Visual & Performing Arts
  - ☐ Intro ☐ Advanced
- ☐ College Prep Elective

10. Grade Level(s) for which this course is designed

☐ 9 ☐ 10 ☒ 11 ☒ 12

11. Seeking "Honors" Distinction?

☐ Yes ☒ No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Is this an Internet-based course? ☐ Yes ☒ No

If "Yes", who is the provider? ☐ UCCP ☐ PASS/Cyber High ☐ Other _____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- ☐ A course reinstated after removal within 3 years. Year removed from list? _____
  - Same course title? ☐ Yes ☐ No
  - If no, previous course title? _____
- ☐ An identical course approved at another school in same district. Which school? _____
  - Same course title? ☐ Yes ☐ No
  - If no, course title at other school? _____
- ☐ Year-long VPA course replacing two approved successive semester courses in the same discipline
- ☐ Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- ☐ Approved UC College Prep (UCCP) Online course
- ☐ Approved CDE Agricultural Education course
- ☐ Approved P.A.S.S./Cyber High course
- ☐ Approved ROP/C course. Name of ROP/C? _____
- ☐ Approved A.V.I.D. course
- ☐ Approved C.A.R.T. course
- ☐ Approved Project Lead the Way course
- ☐ Other. Explain: _____

15. Is this course modeled after an UC-approved course from another school outside your district? ☐ Yes ☒ No

If so, which school(s)? _____

Course title at other school _____

16. Pre-Requisites

PE Course 3 Dance Activities or Teacher Approval

17. Co-Requisites

18. Is this course a resubmission? ☐ Yes ☒ No

If yes, date(s) of previous submission? _____

Title of previous submission? _____

19. Brief Course Description

This course is a continuation of Course 3 Dance Activities and is intended to give a student intensive experience.

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

A. Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
B. Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
C. Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

21. Course Objectives

A. Students will demonstrate expertise in two or more dance activities.
B. Students will create or modify practice/training plans based on evaluative feedback from skill acquisition and performance of dance activities.
C. Students will practice dance activities in real-world settings.
D. Students will demonstrate skills in choreography.
E. Students will design personal physical fitness program to be completed in a home or gym and that will be consistent with the demands of a dance activity.
F. Students will adjust personal fitness goals on the basis of fitness assessment measures to improve performance in dance activities.
G. Students will set personal goals for improved performance and enjoyment of dance activities.

22. Course Outline

PE Course 4 – Advanced Dance is designed as an elective class and a continuation of Course 3. It is intended for students who have completed Course 3 and who want an intensive experience in an activity that they may wish to participate in for years to come. Students will expand their capabilities for independent learning and examine practices that allow for sound decision making to enhance successful participation in movement activities.

23. Texts & Supplemental Instructional Materials

24. Key Assignments

25. Instructional Methods and/or Strategies

Instructional methods and/or strategies may include the following:

A. Lecture
B. Demonstration
C. Participation
D. Group work
E. Lab work
F. Project-based learning
G. Videos/audiotape
H. Research
I. Field Trip
J. Textbook

26. Assessment Methods and/or Tools

Assessment methods and/or tools may include the following:

A. Participation
B. Attendance
C. Quizzes
D. Exams
E. Projects
F. Homework assignments

C. HONORS COURSES ONLY

Please refer to instructions

27. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

28. Context for Course (optional)

29. History of Course Development (optional)

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
PE Course 4 Advanced Adventure/Outdoor Activities

2. Transcript Title(s) / Abbreviation(s)
PE3 AdvOut A/B

3. Transcript Course Code(s) / Number(s)

4. School
All comprehensive school sites

5. District
Santa Maria Joint Union High School

6. City
Santa Maria

7. School / District Web Site
www.smjuhsd.org

8. School Course List Contact

Name: Lorene Yoshihara

Title/Position: Dept. Head/Teacher

Phone: 805-925-2567 **Ext.: 3536**

E-mail: lyoshihara@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Language other than English
- ☐ Visual & Performing Arts
  - ☐ Intro ☐ Advanced
- ☐ College Prep Elective

10. Grade Level(s) for which this course is designed

☐ 9 ☐ 10 ☒ 11 ☒ 12

11. Seeking "Honors" Distinction?

☐ Yes ☒ No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Is this an Internet-based course? ☐ Yes ☒ No

If "Yes", who is the provider? ☐ UCCP ☐ PASS/Cyber High ☐ Other _____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- ☐ A course reinstated after removal within 3 years. Year removed from list? _____
  - Same course title? ☐ Yes ☐ No
  - If no, previous course title? _____
- ☐ An identical course approved at another school in same district. Which school? _____
  - Same course title? ☐ Yes ☐ No
  - If no, course title at other school? _____
- ☐ Year-long VPA course replacing two approved successive semester courses in the same discipline
- ☐ Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- ☐ Approved UC College Prep (UCCP) Online course
- ☐ Approved CDE Agricultural Education course
- ☐ Approved P.A.S.S./Cyber High course
- ☐ Approved ROP/C course. Name of ROP/C? _____
- ☐ Approved A.V.I.D. course
- ☐ Approved C.A.R.T. course
- ☐ Approved Project Lead the Way course
- ☐ Other. Explain: _____

15. Is this course modeled after an UC-approved course from another school outside your district? ☐ Yes ☒ No

If so, which school(s)? _____

Course title at other school _____

16. Pre-Requisites

PE Course 3 Adventure & Outdoor Activities or Teacher Approval

17. Co-Requisites

18. Is this course a resubmission? ☐ Yes ☒ No

If yes, date(s) of previous submission? _____

Title of previous submission? _____

19. Brief Course Description

This course is a continuation of Course 3 Adventure and Outdoor Activities and is intended to give a student intensive experience.

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

A. Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
B. Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
C. Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

21. Course Objectives

A. Students will demonstrate expertise in one adventure/outdoor activity.
B. Students will create or modify practice/training plans based on evaluative feedback from skill acquisition and performance of adventure/outdoor activities.
C. Students will practice adventure/outdoor activities in real-world settings.
D. Students will design a personal physical fitness program to be completed in a home or gym and that will be consistent with the demands of an adventure/outdoor activity.
E. Students will set personal goals for improved performance and enjoyment of adventure/outdoor activities.

22. Course Outline

PE Course 4 – Advanced Adventure/Outdoor Activities is designed as an elective class and a continuation of Course 3. It is intended for students who have completed Course 3 and who want an intensive experience in an activity that they may wish to participate in for years to come. Students will expand their capabilities for independent learning and examine practices that allow for sound decision making to enhance successful participation in movement activities.

23. Texts & Supplemental Instructional Materials

24. Key Assignments

25. Instructional Methods and/or Strategies

Instructional methods and/or strategies may include the following:

A. Lecture
B. Demonstration
C. Participation
D. Group work
E. Lab work
F. Project-based learning
G. Videos/audiotape
H. Research
I. Field Trip
J. Textbook

26. Assessment Methods and/or Tools

Assessment methods and/or tools may include the following:

A. Participation
B. Attendance
C. Quizzes
D. Exams
E. Projects
F. Homework assignments

C. HONORS COURSES ONLY

Please refer to instructions

27. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

28. Context for Course (optional)

29. History of Course Development (optional)

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
PE Course 4 Advanced Team, Individual and Dual Activities

2. Transcript Title(s) / Abbreviation(s)
PE3 AdvTID A/B

3. Transcript Course Code(s) / Number(s)

4. School
All comprehensive school sites

5. District
Santa Maria Joint Union High School

6. City
Santa Maria

7. School / District Web Site
www.smjuhsd.org

8. School Course List Contact

Name: Lorene Yoshihara

Title/Position: Dept. Head/Teacher

Phone: 805-925-2567 **Ext.: 3536**

E-mail: lyoshihara@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Language other than English
- ☐ Visual & Performing Arts
  - ☐ Intro ☐ Advanced
- ☐ College Prep Elective

10. Grade Level(s) for which this course is designed

☐ 9 ☐ 10 ☒ 11 ☒ 12

11. Seeking "Honors" Distinction?

☐ Yes ☒ No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Is this an Internet-based course? ☐ Yes ☒ No

If "Yes", who is the provider? ☐ UCCP ☐ PASS/Cyber High ☐ Other _____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

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  - Same course title? ☐ Yes ☐ No
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- ☐ An identical course approved at another school in same district. Which school? _____
  - Same course title? ☐ Yes ☐ No
  - If no, course title at other school? _____
- ☐ Year-long VPA course replacing two approved successive semester courses in the same discipline
- ☐ Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- ☐ Approved UC College Prep (UCCP) Online course
- ☐ Approved CDE Agricultural Education course
- ☐ Approved P.A.S.S./Cyber High course
- ☐ Approved ROP/C course. Name of ROP/C? _____
- ☐ Approved A.V.I.D. course
- ☐ Approved C.A.R.T. course
- ☐ Approved Project Lead the Way course
- ☐ Other. Explain: _____

15. Is this course modeled after an UC-approved course from another school outside your district? ☐ Yes ☒ No

If so, which school(s)? _____

Course title at other school _____

16. Pre-Requisites

PE Course 3 Team, Individual and Dual Activities or Teacher Approval

17. Co-Requisites

18. Is this course a resubmission? ☐ Yes ☒ No

If yes, date(s) of previous submission? _____

Title of previous submission? _____

19. Brief Course Description

This course is a continuation of Course 3 Team, Individual and Dual Activities and is intended to give a student intensive experience.

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

A. Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
B. Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
C. Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

21. Course Objectives

A. Students will demonstrate expertise in two or more team, individual or dual activities.
B. Students will create or modify practice/training plans based on evaluative feedback from skill acquisition and performance of team, individual or dual activities.
C. Students will practice team, individual or dual activities in real-world settings.
D. Students will adjust personal fitness goals on the basis of fitness assessment measures to improve performance in team, individual or dual activities.
E. Students will set personal goals for improved performance and enjoyment of team, individual or dual activities.

22. Course Outline

PE Course 4 – Advanced Team, Individual or Dual Activities is designed as an elective class and a continuation of Course 3. It is intended for students who have completed Course 3 and who want an intensive experience in an activity that they may wish to participate in for years to come. Students will expand their capabilities for independent learning and examine practices that allow for sound decision making to enhance successful participation in movement activities.

23. Texts & Supplemental Instructional Materials

24. Key Assignments

25. Instructional Methods and/or Strategies

Instructional methods and/or strategies may include the following:

A. Lecture
B. Demonstration
C. Participation
D. Group work
E. Lab work
F. Project-based learning
G. Videos/audiotape
H. Research
I. Field Trip
J. Textbook

26. Assessment Methods and/or Tools

Assessment methods and/or tools may include the following:

A. Participation
B. Attendance
C. Quizzes
D. Exams
E. Projects
F. Homework assignments

C. HONORS COURSES ONLY

Please refer to instructions

27. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

28. Context for Course (optional)

29. History of Course Development (optional)

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
PE Course 4 Weight Training and Fitness

2. Transcript Title(s) / Abbreviation(s)
PE3 AdvWts A/B

3. Transcript Course Code(s) / Number(s)

4. School
All comprehensive school sites

5. District
Santa Maria Joint Union High School

6. City
Santa Maria

7. School / District Web Site
www.smjuhsd.org

8. School Course List Contact

Name: Lorene Yoshihara

Title/Position: Dept. Head/Teacher

Phone: 805-925-2567 **Ext.: 3536**

E-mail: lyoshihara@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Language other than English
- ☐ Visual & Performing Arts
  - ☐ Intro ☐ Advanced
- ☐ College Prep Elective

10. Grade Level(s) for which this course is designed

☐ 9 ☐ 10 ☒ 11 ☒ 12

11. Seeking "Honors" Distinction?

☐ Yes ☒ No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Is this an Internet-based course? ☐ Yes ☒ No

If "Yes", who is the provider? ☐ UCCP ☐ PASS/Cyber High ☐ Other _____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

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  - Same course title? ☐ Yes ☐ No
  - If no, previous course title? _____
- ☐ An identical course approved at another school in same district. Which school? _____
  - Same course title? ☐ Yes ☐ No
  - If no, course title at other school? _____
- ☐ Year-long VPA course replacing two approved successive semester courses in the same discipline
- ☐ Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- ☐ Approved UC College Prep (UCCP) Online course
- ☐ Approved CDE Agricultural Education course
- ☐ Approved P.A.S.S./Cyber High course
- ☐ Approved ROP/C course. Name of ROP/C? _____
- ☐ Approved A.V.I.D. course
- ☐ Approved C.A.R.T. course
- ☐ Approved Project Lead the Way course
- ☐ Other. Explain: _____

15. Is this course modeled after an UC-approved course from another school outside your district? ☐ Yes ☒ No

If so, which school(s)? _____

Course title at other school _____

16. Pre-Requisites

PE Course 3 Weight Training & Fitness Activities or Teacher Approval

17. Co-Requisites

18. Is this course a resubmission? ☐ Yes ☒ No

If yes, date(s) of previous submission? _____

Title of previous submission? _____

19. Brief Course Description

This course is a continuation of Course 3 Weight Training & Fitness Activities and is intended to give a student intensive experience.

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

A. Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
B. Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
C. Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

21. Course Objectives

A. Students will demonstrate expertise in one or more weight training/fitness activity.
B. Students will create or modify practice/training plans based on evaluative feedback from skill acquisition and performance of weight training/fitness activities.
C. Students will practice weight training/fitness activities in real-world settings.
D. Students will adjust personal fitness goals on the basis of fitness assessment measures to improve performance in weight training/fitness activities.
E. Students will set personal goals for improved performance and enjoyment of weight training/fitness activities

22. Course Outline

PE Course 4 – Advanced Weight Training and Fitness is designed as an elective class and a continuation of Course 3. It is intended for students who have completed Course 3 and who want an intensive experience in an activity that they may wish to participate in for years to come. Students will expand their capabilities for independent learning and examine practices that allow for sound decision making to enhance successful participation in movement activities.

23. Texts & Supplemental Instructional Materials

24. Key Assignments

25. Instructional Methods and/or Strategies

Instructional methods and/or strategies may include the following:

A. Lecture
B. Demonstration
C. Participation
D. Group work
E. Lab work
F. Project-based learning
G. Videos/audiotape
H. Research
I. Field Trip
J. Textbook

26. Assessment Methods and/or Tools

Assessment methods and/or tools may include the following:

A. Participation
B. Attendance
C. Quizzes
D. Exams
E. Projects
F. Homework assignments

C. HONORS COURSES ONLY

Please refer to instructions

27. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

28. Context for Course (optional)

29. History of Course Development (optional)

Course Title

PEP Squad

Description of Target Group

All students in the 10th, 11th, or 12th grade passing screening and/or elected the previous year.

Purpose

This course is designed to provide physical education credit for student participants during the fall semester only. Students are provided this time to prepare and practice special activities planned for fall sporting events. Stress will be placed on the creative development of activities which lead to the individual student's gain of confidence, poise, and self satisfaction through the development of school spirit.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Must attend regularly and on time.
2. Must wear appropriate uniform.
3. Must participate in course activities.
4. Must adhere to all school board student behavior policies.
5. Demonstrate a knowledge of specific routines.
6. Demonstrate a knowledge of individual team constitutions.
7. Participate in performances.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Learning of new routines, participation at all required games, and participation in all parades and competitions.

DISTRICT

Course Description

(Must be accompanied by a Course Adoption form & Textbook Adoption Form)

Full Course Title: Physical Education Lab Tech

School Associated with course: ☐ DHS ☐ ERHS ☑ PVHS ☐ SMHS

School Contact

Name: Jim Doyle **Title/Position:** Physical Ed. Dept. Chair/ Teacher

E-mail: jdoyle@smjuhsd.org **Phone:** 922-1305 **Ext:** 5514

Department:
Health & Physical Education

Transcript Course Code(s) / Number(s):

Subject Area

- ☐ English Requirement
- ☐ World History
- ☐ US History
- ☐ Government
- ☐ Economics
- ☐ Mathematics
- ☐ Physical Science
- ☐ Life Science
- ☑ ~~Physical Education~~
- ☐ Visual & Performing Arts
- ☐ Health
- ☒ Elective AP

Grade Level(s)

☐ 9 ☐ 10 ☑ 11 ☑ 12

Vocational Education (CTE) ☐ Yes ☑ No

Career Pathway:

Industrial Sector:

☐ **Introduction** ☐ **Concentration** ☐ **Capstone**

Unit Value

- ☒ Semester (5 units)
- ☑ Year A/B (5 units per semester) AP
- ☐ Year A/B (two period course, 10 units per semester)

Comments:

Course Purpose: *What is the purpose of this course?*

This course is for the advanced Physical Education student that has completed course I and II. Students will be involved in setting up and collecting equipment in the activity area, as well as assisting the instructor and students with skills and activities during class. This includes but is not limited to handing out and collecting P.E. clothing, equipment maintenance, laundering clothing and recording scores and grades.

B. COURSE CONTENT

Course Outline: A *detailed descriptive summary of all topics covered. All historical knowledge is expected to be empirically based, give examples. (i.e. California State Standards).*

Course Goals and/or Major Student Outcomes

Physical Education Lab Techs will:
- Be able to set up equipment needed for the class activity
- Be able to record time, scores and grades
- Assist other students during the activity
- Assist instructor with duties needed

Course Objectives

Physical Education Lab Tech will:

- Assist the instructor in setting up facilities with the necessary equipment needed for the class activity
- Inventory, maintain, and organize equipment
- Demonstrate knowledge of skills and rules to assist instructor in class activities in Course I, II and III classes
- Assist the instructor during demonstrations
- Assist the instructor during demonstrations and in helping the other students

Course Outline

Students will know the following duties as a Physical Education Lab Tech:

- Demonstrate knowledge of all activities and skill to assist instructor in course I, II and III classes
- Be responsible for helping maintain, clean and organize equipment used in Physical Education
- Assist in giving out, collecting and laundering Physical Education clothing
- Know and understand how to set up, demonstrate and use equipment in the Physical Education classes

Text(s): Title:_____

Edition:_____ Publication Date:_____

Publisher: _____ Author (s):_____

URL Resource(s)_____

☐ Usage ☐ Primary Text ☐ Read in entirety or near entirety

Pre-Requisites
Teacher recommendation and Course I and II completion
Co-Requisites
None

Supplemental Instructional Material: *Please Describe. If using online text or non-standard material, please provide the title of the material or webpage and the URL link.*

None

Instructional Methods and/or Strategies:

None

Assessment Methods and/or Tools:

None

Activities: *(if applicable)*

None

Certificate: *(if applicable)*

None

Course Title

P.E., 9th Grade

Description of Target Group

All ninth grade students.

Purpose

9th Grade P.E. is designed to familiarize ninth grade students with various P.E. exercises and game activities including rules, regulations, and fundamentals appropriate to each activity. Stress is placed on personal disciplines necessary to gain success in physical activities. Activities will be grouped in clusters of two or three per semester and will be selected from the approved courses of study list developed for the area of physical education.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Must attend regularly and on time.
2. Must wear appropriate uniform.
3. Must participate in course activities.
3. Must adhere to all school board student behavior policies.
4. Demonstrate skills in the various activities offered.
5. Demonstrate a knowledge of the activities offered.
6. Demonstrate a knowledge of the rules of various activities.
8 Demonstrate good sportsmanship.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Participation in activities and written tests.

Course Title

P.E., 10th, 11th, 12th Grade

Description of Target Group

All 10th, 11th, and 12th grade students.

Purpose

10th, 11th, and 12th grade P.E. is designed to introduce all students to the concept of coeducational physical education. Appropriate activities will be selected and will include P.E. exercises, review of rules and regulations, and fundamentals necessary for each activity. Stress will be placed on techniques which will develop skills, attitudes of good sportsmanship, and appreciation of carry-over activities which promote coeducational participation. Activities will be grouped in clusters of two or three per semester and will be selected from the approved courses of study list developed for the area of physical education. 10th, 11th, and 12th grade students will not participate in ninth grade offerings.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Must attend regularly and on time.
2. Must wear appropriate uniform.
3. Must participate in course activities.
4. Must adhere to all school board student behavior policies.
5. Demonstrate skills in the various activities offered.
6. Demonstrate a knowledge of the activities offered.
7. Demonstrate a knowledge of the rules of various activities.
8. Demonstrate good sportsmanship.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Participation in activities and written tests.

Course Title

Racquetball

Description of Target Group

This course is open to all 10th, 11th, and 12th grade students.

Purpose

To familiarize the students with the sport of racquetball and enable them to develop enough skill that will make racquetball enjoyable as a carry-over activity in their future life.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Attend at least 51% of the number of school days in the grading period.
2. Wear appropriate uniform.
3. Participate in course activities.
4. Abide by all school board student policies.
5. Knowledge of proper scoring.
6. Attain physical skills necessary to successfully participate in a game situation.
7.

Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementay Books Used in the Santa Maria Joint Union High School District

Activities

1. Discussions on courtesy and care of equipment.
2. Discussions on proper scoring for singles and doubles games.
3. Participation on at least one tournament.
4. One written test at the end of the semester.

Course Title

Recreational Occupations/Intramurals Program

Description of Target Group

This course is open to 10th, 11th, and 12th grade students.

Purpose

The purpose of this one-year (10 unit) course is to introduce recreational occupations as a possible career path. Students will be taught how to organize recreational activities so they can eventually be in charge of the noon-tune program at Santa Maria High School. Expansion will occur as we branch out to organize programs for our feeder schools.

Standards of Expected Student Achievements

Upon completion of this course, students will be able to successfully:

1. Organize Recreational Activities.
   - A. Learn rules & regulations
   - B. Officiating protocol
   - C. Sponsor tournaments as projects
   - D. Arrange for prizes and do record keeping
   - E. Different tournament bracketing
   - F. Arrange facility use and supervision
   - G. Tournament design and organization
2. Research Occupations
   - A. Written project on Career Path
   - B. "Shadow" a person in their desired career
   - C. Student teach at the elementary level
   - D. Organize speakers to address the class

Instructional Materials

None

Activities

Demonstration/Explanation
Lab Examination
Written exam on rules and regulations
Guest lecturers

Course Title

Roller Skating

Description of Target Group

This course is open to all 10th, 11th, and 12th grade students.

Purpose

To develop skill in an activity that will be a lifetime sport.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Must attend at least 51% of the number of school days.
2. Must wear appropriate uniform.
3. Must participate in course activities.
4. Must adhere to all school board student behavior policies.
5. Demonstrate knowledge of the skills involved.
6. Demonstrate the ability to perform skills taught at their skill level.
7. Demonstrate the ability to perform one dance.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Skills taught according to ability level, games, dances, skill tests and written tests.

Course Title

Self Defense

Description of Target Group

This course is open to all 9th, 10th, 11th, and 12th.

Purpose

The purpose of this course is to teach them how to recognize and avoid danger, to properly defend themselves against some common forms of attack, to know the laws for certain crimes and to protect personal property.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully:

1. Demonstrate basic self defense skills.
    a. Mental Preparedness
    b. Physical Conditioning
    c. Screams
    d. Thumb Gouge
    e. Groin Pull
    f. Finger Jab
    g. Knee Lift
    h. Double-Hand Blow
    i. Kicks
    j. Knee Break
    k. Single-Wrist Maneuver
    l. Double-Wrist Maneuver
    m. Rear Choke Maneuver
    n. Front Choke Maneuver
    o. Hair Release
    p. Ground Maneuver
    q. Double-Knee Drop
2. Demonstrate a knowledge of self defense concepts.
    a. Rules of Personal Safety
    b. Tactics for Defense
    c. Ingredients for a Successful Attack
    d. Defense in Dangerous Situations
    e. Rape

Self Defense (continued)

Instructional Materials

Text and Supplementary Materials

Refer to: Every Woman Can by Mary Conroy, Ed.D. and Edward Ritvo, M.D.

Activities

Conditioning Exercises
Demonstration/Explanation
Individual Skill Practice
Skill Tests
Written Test
Skill Combination Attacks
Practical Exam/ Attack Stimulation

Course Title

Soccer, Advanced

Description of Target Group

Any 9th, 10th, 11th, and 12th grade student who can perform the basic skills on an advanced level.

Purpose

This course is designed to develop advanced levels of strength, flexibility, and any skills which will increase all levels of performance and conditioning.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Develop and increase strength and flexibility of the muscles, tendons, and ligaments of the body joints and muscle groups.
2. Demonstrate the knowledge and skill necessary to perform at an advanced level in he sport of soccer.
3. Demonstrate the knowledge of advanced rules and regulations in the sport of soccer.
4. Develop and demonstrate acceptable social attitudes and standards outlined in the school board student behavior policies.
5. Develop an individual understanding of the value of proper training and conditioning to include: (A) rest and diet; (B) endurance
6. Develop and demonstrate the value of individual commitment to a team sport.

Activities

1. Develop, demonstrate and practice individual soccer skills.
2. Demonstrate and perform all necessary soccer skills, skill tests and games.
3. Pass a written test on the rules of the game.
4. Demonstrate an understanding of all responsibilities and strategies of the game of soccer.

Instructional Materials

Rules of the game and supplementary materials.

Course Title

Softball, Advanced

Description of Target Group

This course is designed for 9th, 10th, 11th, and 12th grade students with advanced skills in softball.

Purpose

This course will help students to develop more advanced skills and knowledge so that they can competitively participate in high school softball.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. An advanced level of fundamental skills to be used in competitive game situations.
2. The ability to perform defensive strategies and skills needed in game situations and in practices.
3. An awareness of softball on a competitive level as compared to a recreational game.
4. An understanding of the rules of the game and be able to use this knowledge in game situations and practices.
5. An awareness of the physical, psychological, emotional and mental aspects involved in preparing for a game.
6. An understanding of score keeping.
7. The advanced skills of batting, base running and fielding.

Activities

Games, tournaments, drills, weight training, exercise program.

Course Title

Step Aerobics

Description of Target Group

Open to all 10-12-grade students

Purpose

Designed to increase cardio-vascular endurance with use of special equipment i.e. step.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Regular attendance and appropriately dressed for the activity.
2. Demonstrate proper care and use of equipment.
3. Participate in vigorous exercise in order to increase cardio-vascular endurance.
4. Work independently to achieve their personal goal!
5. Learn movement patterns using step and increase awareness of musical tempo.
6. Enjoy exercising.
7. Learn how to take heart rate and understand importance of working within their target heart rate zone.

Instructional Materials

Handouts
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Daily stepping and strength training to a variety of music.

Course Title

Swimming and Diving, Advanced

Description of Target Group

This course is designed for 10th, 11th, and 12th grade students with advanced skills in swimming.

Purpose

This course will help students develop more advanced swimming skills so that they can competitively participate in high school swimming and diving.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. A knowledge of the rules relating to each event in a swimming meet.

2. Show proficiency in the following skills:

    a. Freestyle
    b. Butterfly
    c. Breaststroke
    d. Backstroke
    e. Starts for each stroke
    f. Turns for each stroke

Activities

Swimming
- daily workout sessions
- lectures on technique of each stroke
- lectures on turns and starts

Diving
- supervision by diving coach
- lectures on technique, approach, take-off and entry for each dive
- lectures on mechanics of each dive

Course Title

SWIMMING

Description of Target Group

This course is designed for 10th, 11th, and 12th grade students.

Purpose

The purpose of this course is for the students to develop their swimming ability.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Must attend regularly and on time.
2. Must wear appropriate uniform.
3. Must participate in course activities.
4. Must abide by all school board student behavior policies.
5. Develop survival skills in the water.
6. Develop skills in five strokes.
7. Develop skills in diving.
8. Understand the basic rules of the swimming pool.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Swimming, diving, treading water.

Course Title

Tennis, Advanced

Description of Target Group

Any 10th, 11th, or 12th grade student who can perform on an advanced level.

Purpose

To gain advanced skills, strategies and knowledge of tennis.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Must attend regularly and on time.
2. Must wear appropriate uniform.
3. Must participate in course activities.
4. Must adhere to all school board student behavior policies.
5. Develop advanced fundamentals in tennis.
6. Demonstrate the ability to perform skills taught at their skill level.
7. Demonstrate a knowledge of rules and skills.
8. Demonstrate the ability to perform in an offensive and defensive situation.
9. Be able to use the knowledge and skills in a game situation.

Activities

Drills, skill tests, games, tournaments and written tests.

Course Title

Tennis

Description of Target Group

Open to all 10th, 11th, and 12th grade students.

Purpose

This course is designed to assist students in developing tennis knowledge and agility in order to use tennis as a leisurely activity and/or exercise.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Demonstrate competency in the use and care of equipment.
2. Demonstrate ability to be on time, dressed appropriately for activity and participate in course activities.
3. Demonstrate tennis etiquette.
4. Demonstrate skill improvement in forehand drive.
5. Demonstrate skill improvement in backhand drive.
6. Demonstrate skill improvement in serve.
7. Demonstrate knowledge of rules and scoring.
8. Demonstrate knowledge of the singles and doubles game.
9. Demonstrate knowledge of volley, lob, and smash.
10. Demonstrate skill in understanding court strategy.
11. Must adhere to all school board student behavior policies.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Lectures on rules and regulations, drills in backhand, forehand, lob, smash, and volley; game competition in singles and doubles, skill testing, and conditioning.

Course Title

Track & Field

Description of Target Group

Open to all 10th, 11th, and 12th grade students

Purpose

This class is designed to teach all students the various events in track and field and to make them more knowledgeable in the areas of track and field.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Demonstrate ability to be on time, dressed appropriately for activity and participate in course activities.
2. Demonstrate competency in the use and care of equipment.
3. Develop acceptable social attitudes and adjustments, etc.
4. Develop strength and endurance.
5. Develop coordination and agility.
6. Improve cardio-vascular and pulmonary functions.
7. Learn how to properly warm-up to prevent injuries.
8. Demonstrate a knowledge of the rules in track and field events; and become familiar with track and field from a spectator's standpoint for carry over enjoyment.
9. Learn techniques in racing, sprinting, hurdles, long jump, high jump, discus, and shot put.
10. Must adhere to all school board student behavior policies.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Lectures on rules and regulations, and procedures for various field events; demonstrations and drills, actual participation in all events, and written and skill test.

Course Title

Track and Field, Advanced

Description of Target Group

Any 10th, 11th, or 12th grade student who wishes to compete in cross country.

Purpose

To develop flexibility and strength to permit greater levels of performance and prevent muscular injuries.

Standards of Expected Student Achievement

1. An increase in strength and/or endurance of the large muscle groups of the body.
2. An increase in flexibility of the muscles, tendons and ligaments of the body.
3. A decrease in the injury rate of the athletes.
4. A closer balance between the strengths of the agonists and antagonists of the body.
5. Be on time to the class.
6. Suit up each class.
7. Do the assigned stretching, running and free weight isotonic exercises.

Activities

Weight Lifting (2-3 days per week, high weights and low repetitions)

1. Curls
2. Bench Presses
3. Bent Arm Pullovers
4. Lateral Raises
5. Back Raises
6. Sit-ups
7. Leg Curls
8. Leg Extensions
9. Squats
10. Toe Curls

Static Stretching (daily)

1. Grass Pickers
2. Over-Unders
3. Hurdler's Stretches (3 position, partners)
4. Back Stretches (partners)
5. Groin Stretches (partners)
6. V Stretches (partners)
7. Gastrocnemius Stretches

Running (2-3 days per week)

1. Barefoot strides on the grass
2. Kneelifts barefoot on the grass
3. Fast strides barefoot on the grass
4. Kickups barefoot on the grass
5. Easy distance barefoot on the grass

Course Title

Upper Division Weight Training

Description of Target Group

Open to 10th-12th graders who have passed Physical Education with a grade of C or better. They must also have the instructor's approval.

Purpose

It is designed to increase one's knowledge of the human body in conjunction with the principles of strength, endurance, cardiovascular fitness, and diet.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Demonstrate the acute awareness of the human body and anatomical structure.
2. Demonstrate the ability to isolate specific exercises for specific body parts and functions.
3. Demonstrate the ability to identify muscle groups that are being used in specific exercises.
4. Demonstrate the ability to differentiate between correct techniques in power lifting, bench, squat, and power clean lifts.
5. Demonstrate exercise in power lifting and Olympic lifting.
6. Demonstrate knowledge and understanding of the foundation of proper diet nutrition, rest, and how these components apply to increase muscular strength and endurance.

Instructional Materials

Handouts
Written tests

Refer to: Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District

Activities

Daily lifting, demonstrations, lectures, aerobic activities and individualized programs will be developed to build the physique desired

Course Title

Volleyball, Advanced

Description of Target Group

This course is designed for 10th, 11th, and 12th grade students with advanced skills in volleyball.

Purpose

This course will help students develop more advanced skills and knowledge so that they can competitively participate in high school volleyball.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. An advanced level of fundamental skills to be used in competitive game situations.
2. The advanced skills of serving, bumping, setting, spiking, blocking, digging, drinking, soft hits and net play involved in competitive volleyball game situations.
3. The ability to execute offensive strategies of: 4-2; 5-1; or 6-0 in competitive game situations and in practices.
4. The ability to perform defensive strategies and skills needed in game situations and in practices.
5. An awareness of volleyball on a competitive level as compared to a recreational game.
6. An understanding of the rules of the game and be able to use this knowledge in game situations and practices.
7. An awareness of the physical, psychological, emotional and mental aspects involved in preparing for a game.
8. An understanding of the nutritional needs of the human body associated with competitive sports.
9. A stable attitude of conduct associated with representing a school when traveling to another school for competitive games.
10. Advanced volleyball skills in both 2-man and 6-man competitive game situations.

Activities

Games, tournaments, drills, skills tests, written tests, jump and reach test, weight training, exercise program, video tapes, films, filmstrips and nutrition log.

Course Title

Volleyball

Description of Target Group

This course is open to 10th, 11th, and 12th grade students.

Purpose

To teach students the basic rules, strategies, and skills involved in volleyball; develop interest in a carry-over activity.

Standards of Expected Student Achievement

1. Demonstrate ability to be on time, dressed appropriately for activity and participate in course activities.

2. Demonstrate competency in the use and care of equipment.

3. Develop acceptable social attitudes and adjustments, etc.

4. Develop a working knowledge of the rules of volleyball.

5. Develop a knowledge and the application of the fundamentals of the serve, bump, and spike.

6. Develop a knowledge and application of the fundamentals of team play and strategy. Demonstrating at least one type of offensive formation.

7. Demonstrate an interest in playing the game of volleyball as a leisure time activity as observed.

Instructional Materials

Text and Supplementary Materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Lectures on rules and regulations, demonstrations on various techniques and movements, game experience, written test, tournament play, and drills: serving, bumping, spiking, and setting.

Course Title

Water Polo, Advanced

Description of Target Group

This course is designed for 10th, 11th, and 12th grade students with advanced swimming skills.

Purpose

This course will help students gain advanced skill, strategies and knowledge in the sport of water polo.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. A knowledge of the rules of the game.

2. Proficiency in the following skills and techniques:
   a. ball handling
   b. passing and shooting
   c. dribbling the ball
   d. extra man situations
   e. counter-attack
   f. zone defenses
   g. pressing defenses
   h. picks

Activities

1. Swimming drills.
2. Passing drills.
3. Counter attack drills.
4. Shooting drills.
5. Lectures and demonstrations on defensive and offensive skills.

Course Title

Weight Training

Description of Target Group

Open to all 10th, 11th, and 12th grade students.

Purpose

The primary purpose of this course is to instruct students in the proper techniques involved in weight training and to assist them in developing their muscle structure and overall physical fitness.

Standards of Expected Student Achievement

1. Demonstrate ability to be on time, dressed appropriately for activity and participate.
2. Demonstrate competency in the use and care of equipment.
3. Develop acceptable social attitudes and adjustments, etc.
4. Develop knowledge of the relationship of weight training with total physical fitness.
5. Demonstrate knowledge and of the effects of different lifts on various muscle groups of the body.
6. Demonstrate proper techniques involves in performance of weight training movements.
7. Develop an awareness of the importance of safety in the use of weights.
8. Evidence knowledge of the various types of weights, of weight lifting programs, and their specific purposes (heavy weights training for building size and strength, speed lifting for building strength, definition and stamina).

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Lectures on rules and regulations, demonstrations for safety purposes and for exercise purposes, and movement from station-to-station for exercising.

Course Title

Wrestling, Advanced

Description of Target Group

Open to all 10th, 11th, and 12th grade students.

Purpose

Body conditioning and development necessary for competition in wrestling.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Must attend regularly and on time.
2. Must wear appropriate uniform.
3. Must participate in course activities.
4. Must adhere to all school board student behavior policies.
5. Must demonstrate a knowledge of rules of wrestling.
6. Must demonstrate a high degree of skill in performing all phases of wrestling maneuvers.
7. Must demonstrate a knowledge of exercises and conditioning relating to body development.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Weight training, running, demonstration and participation in skills of wrestling.

Course Title

Wrestling

Description of Target Group

Open to all 10th, 11th, and 12th grade students.

Purpose

To develop strength and agility through exercise.

Standards of Expected Student Achievement

1. Demonstrate ability to be on time, dressed appropriately for the activity.
2. Demonstrate competency in the care and use of equipment.
3. Improve body strength and endurance.
4. Must participate in course activities.
5. List the basic rules in wrestling.
6. Perform fundamental skills in wrestling.
7. Demonstrate a knowledge of match and team scoring.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Lectures on rules, regulations, safety and techniques; demonstrations, and actual competition.



SMJUHSD

SCIENCE





View New District Course

Course Title: Advanced Geology A/B (P)

Teacher Contact

* **First Name:**	Laura
* **Last Name:**	Branch
* **Position / Title:**	Instructor
Phone Number:	(805) 937-2051 Ext. 2112
* **E-mail:**	lbranch@smjuhsd.org

* **Was this course Previously Approved by UC?** ☐ Yes ☑ No

* **Course Title:** Advanced Geology A/B (P)

* **Seeking "Honors" Distinction:**

- ☑ No
- ☐ Yes, AP
- ☐ Yes, IB (higher level)

☐ Yes, IB (standard level)

☐ Yes, Other Honors

*** Subject Area:**

☐ a - History / Social Science

☐ b - English

☐ c - Mathematics

☐ d - Laboratory Science

☐ e - Language Other than English

☐ f - Visual & Performing Arts

◉ g - Elective

*** Category:** Science-Physical

*** Grade Level for which this course has been designed:** ☐ 9 ☐ 10 ☑ 11 ☑ 12

*** Unit Value:**

☐ 0.5 (half year or semester equiv.)

◉ 1.0 (one year equiv.)

* Schools selected for this course:

Select All: ☐

☐	053302	Delta High School (Santa Maria, CA)
☐	053847	Pioneer Valley High School (Santa Maria, CA)
☑	053303	Righetti (Ernest) High School (Santa Maria, CA)
☐	053305	Santa Maria High School (Santa Maria, CA)

* **Transcript Title / Abbreviation:** **Course Code**

Ad Geology A (P)	SC6631	

* Schools selected for this abbreviation:

☑ 053303 Righetti (Ernest) High School (Santa Maria, CA)

Ad Geology B (P)	SC6632	

* Schools selected for this abbreviation:

☑ 053303 Righetti (Ernest) High School (Santa Maria, CA)

* **Is this course classified as a Career Technical Education:** ☐ Yes ☉ No

If CTE:

Name of Industry Sector:

Name of Career Pathway:

* Brief Course Description
(If school has a catalog enter the description that is in the catalog.)

This is a two semester college preparatory laboratory science course designed to teach students about Earth space science. Students will learn about the tectonic processes that shape the Earth, how the tectonic processes are the driving forces of the Earthâ□™s resources including the formation of fossil fuels and gold deposition, and how those resources are affected by different geologic hazards. Students will use their knowledge of chemistry and build upon this when looking at the physical and chemical properties of rocks, minerals and the Explosivity of volcanoes. Students will learn how to read interpret both geologic maps and cross-sections in order to successfully complete the given projects. There will also be a unit that will cover space science including the big bang theory, stellar evolution including how elements on the periodic table were formed and planetary geology. Hands-on activities labs occupy approximately 40% of the given class time are designed to reinforce student understanding of scientific investigation experimentation within the realm of geologic science.

Pre-Requisites

Successful completion of two years college prepara ◉ Required ○ Recommended

Co-Requisites

None ○ Required ○ Recommended

Context for Course
(optional)

History of Course Development
(optional)

Textbooks

Include list of Primary and Secondary Texts. Make sure to note the books that will be read entirely and those that will be as excerpts.

Textbook information is not necessary if your course is a Visual and Performing Arts,

Advanced Placement or an International Baccalaureate course. Note: Textbooks will not initially display for courses in the VPA / AP / IB areas.

If you wish to add a Textbook for a course click "Add Textbooks".

TEXTBOOK 1

* **Title:**	Earth Science
* **Edition:**	12th
* **Publication Date:**	2009
* **Publisher:**	Pearson-Prentice Hall
* **Author(s):**	Tarbuck, Lutgens, Tasa
* **Usage:**	P
	true

Supplemental Instructional Materials (please describe)

Title: Simon Schusterâ☐™s Guide to Rocks Minerals- Students use this for their rock mineral ID Authors: A. Mottana, R. Crespi, G. Liborio Publishers: Simon Schuster Title: Geology of National Parkâ☐”Students use this for their various research projects Authors: A.Harris, E. Tuttle, S. Tuttle Publishers: Kendall/Hunt Publishing Co. Various videos on earthquakes, volcanoes, the rock cycle, etc. Movie: Contact Movie: Danteâ☐™s Peak Video: Collapse! Video: Discoveryâ☐”Loma Prieta Quake Video: Discoveryâ☐”Mexico City Quake Video: Discoveryâ☐”Kobe, Japan Quake

* Course Purpose

What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.

At the completion of the course, Advanced Geology students will be able to do the following: 1) Students will be able to think critically in order to solve real-world problems by completing standards-based group and individual projects, laboratory experiments and assignments. 2) Students will be able to determine areas which may be threatened by natural disasters, by using learned geologic concepts, when looking for places to live in later life. 3) Students will be able to explain the physical and historical geology of an area around the world whether for school projects or individual vacations.

* Course Outline

Detailed description of topics covered. Show examples of how the text or readings are incorporated into the topics covered.

General Science: Observation vs. Inference **Students to watch and take notes on the video, Collapse. **Students will then write an inference as to why collapses occurred. **Students are to observe coprolites, fossilized poop, and infer how the poop became fossilized and what they can figure out about the animal that left it behind. Metric Conversions **Students will be taking notes on how to do both metric-metric conversions metric-English conversions. **Students will do a lab--How big is our room. During this lab students will create a 1:40 scale model of the classroom and figure out if a 1:40 scale model of a dinosaur could fit in it. **Students will create a 1:20 scale model of their room as a homework assignment. **Students will use their knowledge of metric-English conversions to complete a Dinosaur Dimensional Analysis assignment. **Students will take a quiz on both type of conversions. Density **Students will take notes on density work density math problems. **Students will do a density lab, finding the density of different items. **As a class, we will do a demo on density salinity. Based on this information, students will complete a reproducible lab about density salinity. Astronomy: Stellar Evolution **Although students will be covering stellar evolution during the large standards-based astronomy research project, students will also be doing a stellar evolution comic strip project with this. Standards-based astronomy unit including: Students will be doing an standards-based astronomy project using their book and the internet to research their topic. The topic are from the California State Astronomy Standards. Each group of 3-4 students will research their particular astronomy standard and put together a PowerPoint presentation that is presented to the class. After these, students will put together an individual portfolio of what

theyâ☐™ve learned. Their nightly homework assignments that were done using their textbook are also included in these. Students will use these portfolios to study for their written standards-based astronomy exam. Nuclear fusion, the Sun the formation of the solar system how the earthâ☐™s atmosphere has changed over time. Including how asteroid impacts have had an impact on extinctions throughout geologic time. Galaxies, quasars, black holes, Einsteinâ☐™s Theory of General Special Relativity. **Learning about this concept, students will also learn about: how the Big Bang Theory caused hydrogen, helium lithium formed and about the background radiation of the universe. **Students will also learn that the elements on the periodic table formed through novas supernovas. Formation of the Solar System **Students will take notes about the nebular theory. **Students will read about this concept in their book and use it to help them with the given labs. **Students will create a scaled model of the solar system. Eclipses Phases of the moon **Students will do an eclipse lab and a lab that includes tides phases of the moon. **Watch Contact. Students to observe discrimination/conflicts in movie relate these to their lives. Students to write a 2-3 page, typed paper on discussing this. Constellations Myths **Creating a constellation myth writing. Earth Science Minerals **Give a review of chemistry, especially the Periodic Table of the Elements, Ionic Covalent Bonding, along with physical chemical properties of chemistry. **Review the elements on the Periodic Table of the Elements atomic structures. **Students will use these chemistry concepts to show how a mineral is formed how the crystalline structure of a mineral is associated with this. **Students will complete a crystallography lab and learn how a mineralâ☐™s crystal lattice structure gives metals physical properties such as malleability, fracture cleavage. Physical Chemical Properties of Minerals **Give students notes on minerals, Bowens Reaction Series the Fractionation process. **Students will be reading using their textbooks to understand about minerals, Mohs Hardness Scale and cleavage through reading and written homework assignments. **Students will put minerals in order with Bowens Reaction Series. They will look at the mineralsâ☐™ silica iron content. Students will write down observations of different minerals such as: color, physical characteristics, density, hardness cleavage. Mohs Hardness Scale Cleavage **Students will take notes on the Mohs Hardness Scale, do a homework assignment in their book associated with this concept and do a lab about the hardness of different minerals. **Students will identify minerals using their book and other supplemental mineral classification books. **Students will do a written performance exam on minerals mineral identification. Minerals associated with economic resources **Students are to research the minerals associated with the California gold rush and put that information together with the history of the gold rush in California. **Students will take the information learned about the gold rush and write a paper on how the economic resources have shaped the history of California. Volcanoes **Demo: Viscosity of water,

warm honey cold honey. **Notes: Viscosity **Students will take notes on volcano explosivity the viscosity. **Students will take notes on the different types of volcanoes around the world. **Students will read the section about volcano in their book and do associated questions from it. **Students will watch videos about the Hawaiian hot spot and the Yellowstone hot spot. Students will compare these hot spots and explain how scientists can figure out plate movements velocities from these areas. **Students will watch explosive non-explosive volcano videos. They will compare the two and determine that the difference is due to the different viscosities their iron silica content. **Students will explain for homework the following: The difference of density of basaltic rock itâ☐™s iron rich nature vs. the granitic rock and itâ☐™s silica rich nature. Students will use their knowledge of types of magma learned during the Bowens Reaction Series unit. **Students will get into groups of 3-4 and research a volcano around the world to present to the class as a PowerPoint presentation. Students will use their book, the internet and other resources to due the project. **Students will use the information the learned from the volcano presentations to study and take a written exam about the different types of volcanoes, the igneous rocks associated with them, and their viscosities. **Students will watch the movie, Danteâ☐™s Peak, and write a 2-3 page paper to explain the tectonic boundary represented in the movie, geologic features associated, type of volcano and type of igneous intrusive extrusive rocks in the movie. Plate Tectonics: **Students will take notes on continental drift seafloor spreading. **Students will do given questions associated with the given notes about seafloor spreading how paleomagnetics work. **Students will do a lab on paleomagnetics. **Students will take notes on the different types of plate boundaries. (Divergent, convergent transform boundaries) **Students will read the section in their book about plate tectonics and do the given questions pertaining to the reading. **Students will learn about the difference in plate densities and how this determines which plate will be subducted and the type of magma that will form. (The elements iron silica determine plate density) **Students will do a lab using their knowledge of the different boundaries, a world map and a plate map to show different geologic features around the world due to plate tectonics. **Students will do a lab showing cross-sections of different locations around the world. Students will be able to use these cross-sections on the written plate tectonics exam. **Students will take a written exam on plate tectonics. Earthquakes **Students will take notes on San Andreas Fault how itâ☐™s a tranform boundary. **Students will look at our local mountains and talk about why they are east-west trending. We talk about why they are there and how they are affected by the San Andreas Fault. We will make a note to come back to this when we get to oil deposition in the Santa Maria area. **Students will watch a three different movies on three different areas around the world that have large earthquakes: 1995 Kobe, Japan Quake; 1985 Mexico City Quake; 1989

Loma Prieta Quake. Students will write a paper explaining the different types of tectonic boundaries associated with each. **Students will watch a video on earthquake preparedness. Students will then put together their own earthquake preparedness plans for their homes. **Students will assess the schoolâ☐™s earthquake preparedness plans. We will do an actual earthquake drill as a class and evacuate the building. We will also assess possible school evacuation problems along with looking through the schoolâ☐™s disaster preparedness supplies. **Students will take notes on earthquakes including key words such as epicenters, hypocenters, focus, and earthquake waves. **Students will read the section in their book about earthquakes and do the given questions pertaining to this reading. **Students will use their book to help them with the given finding the epicenter of an earthquake lab where they will be using triangulation. **Students will use all their knowledge of plate tectonics, volcanoes and earthquakes to do a large project with an earthquake table. Students will draw a scaled floor plan on an earthquake proof building. Students will also build a building for my earthquake table. They need to create a building that could withstand a 7.0 magnitude earthquake given the socioeconomic status of their given area. (Students buy supplies based on the socioeconomics of the area. Poor areas WILL fail!) Faulting Folding **Students will take notes on the different types of faults. **Students will be able to explain the difference between a footwall and a hanging wall. **Students will read about faulting folding in their book. They will answer the given questions pertaining to their reading. **Students will do a faulting lab where they will create 3-dimensional fault block models and answer the given lab questions. **Students will take notes on anticlines synclines along with the geology of oil deposits oil traps. **Students will take notes on the geology of oil deposits in Santa Barbara County. **Students will do a lab about anticlines synclines where they will create 3-dimensional models. They will answer lab questions pertaining to those models. **Students will answer questions pertaining to where oil comes from. They will have to explain the specific events that have occurred in our area (including the bend along the San Andreas Fault) giving way to this economic resource. **Students will take a written exam on earthquakes, faults, folds and oil deposition in our area. Rock Cycle **Review the water cycle. Have students draw the water cycle and the following questions: 1) How does the water cycle work? 2) Where does our water come from in Santa Barbara County. 3) Why is water such a big issue in California? **Students will watch a video about the rock cycle. **Students will take notes on the different environments rocks are deposited in. **Students will do a lab about the rock cycle called the rock cycle roulette. **Students will do a book activity about depositional erosional environments. They will answer the given questions pertaining to these. **Students will look for erosional problems around town as a homework assignment. **Students will do a lab about cave formation and look at how

solutes solvents work to create both primary secondary cave formations. **Students will do a lab about acid rain and itâ☐™s effects on our environment. **Students will take a written and performance exam on rocks the rock cycle. They will look at the given rock clues draw a picture of environments each specific rock formed in. Include what occurred during erosion deposition. Rocks--Igneous **Students will take notes about igneous intrusive extrusive rocks. **Students will do a lab using their books given hand-outs to observe the properties of igneous intrusive extrusive rocks. **Students will do a lab identifying igneous rocks and how they are associated to the Bowens Reaction Series. **Students will identify igneous rocks. Rocksâ☐”Sedimentary **Students will take notes about sedimentary rocks. **Students will read about sedimentary rocks in their textbook do homework based on their reading. **Students will do a lab about sand vs. sandstone. **Students will do a lab using their books given hand-outs to identify sedimentary rocks. Rocksâ☐”Metamorphic **Students will take notes about the different types of metamorphic rocks. They will also learn the difference between a foliated non-foliated metamorphic rocks. **Students will do a lab where they look at the properties of metamorphic rocks. **Students will identify metamorphic rocks. Geologic Laws Unconformities **Students will take notes on geologic laws such as the law of superposition, the law of original horizontality, the law of cross-cutting relations. Students will also take notes on the principle of uniformitarianism unconformities. **Students will read about the laws of geology in their book and do the associated questions. **Students will do a lab on cross-cutting relations and be able to explain when each rock bed was deposited based on their knowledge of the given geologic laws. **Students will create 3-dimensional models showing the different types of unconformities and describe how each unconformity was formed. Historical Geology **Students will learn about the geologic time and take a quiz on the geologic timescale. **Students will watch the video, â☐œWalking with Dinosaursâ☐☐, and write a paper showing why dinosaurs went extinct. **Students will get into a group of 2-3 and research a fossil. They need to draw a picture of the fossil and the environment in lives in. They also need to include whether their fossil was affected by the Paleozoic or Mesozoic mass extinction. Geological Investigation **Students will learn how to read interpret topographic maps. **Students will learn how to create interpret cross-sections from geologic maps.

* Laboratory Activities

Acceptable courses include hands-on scientific activities that are directly related to and support the other classwork, and that involve inquiry, observation, analysis, and write-up. These hands-on activities should account for at least 20% of class time, and should be listed and described in detail. Please itemize and describe the laboratory activities in detail.

Laboratory Objectives Overviews for Advanced Geology Course Topic: Metrics Density Lab: Metric System--Length Lab Overview: This is a hands-on laboratory. Students will use their knowledge of metric conversions to complete the given lab. Students will measure items around the classroom such as a microscope slide, the room, their desks, the walls, the door, etc. Students will take these measurements and practice metric conversions. Lab Objective: This lab will reinforce how to do metric conversions. Science uses the metric system exclusively so itâ☐™s important that this becomes second nature for the students. Lab: How big is our room? Lab Overview: This is a hands-on laboratory. Students will measure the room in meters. They will then use their metric system knowledge to convert the meters into centimeters. Given the lesson on maps and scale given in class, students will take their measurements and create a 1:40 scale model of the classroom. Once this is done, students will take their assigned 1:40 scale dinosaur and answer questions in their lab write-ups that pertain to their data. Lab Objective: This lab will reinforce the idea of scale. Scale is important in geology because geologists use the idea of scale in mapping. This also gives students practice with their metric to metric conversions. Lab: Density Lab Overview: This lab helps students understand the concept of density. Students are to measure different materials such as aluminum bars, aluminum cubes, metal spheres, glass spheres and minerals. Students will find their mass by using a balance. They will then find the volume of the different materials by either using volume equations or by measuring the displacement of water in a graduated cylinder. They will then find the density by using the density equation. Students will finish the lab write-up by answering the conclusion questions. Lab Objective: Density is a concept that is VERY important in geology and in chemistry. In geology, we need to understand the difference in plate densities so we can understand why plates subduct under other plates. Students need a strong understanding of density in order to understand many of upcoming concepts of the class. We will hit upon this concept time and time again throughout the course. Lab: Salinity Reproducible Labs Lab Overview: Students will be given a real life situation to answer in class: â☐œHow could a fisherman fishing in the Gulf of Mexico drink a cup of seawater without having kidney failureâ☐☐. This starts a good conversation about salinity and density. Itâ☐™s a stepping stone to the real lab: Create a reproducible lab write-up that will help a freshmen in my general science class get 4 different colors of water in one piece of straw. That is all the guidance given. Students must use their knowledge of density to solve the problem. First they must solve the problemâ☐”getting all 4 colors in the straw. Then they must complete a detailed lab write-up that can be reproducible. (The freshman general science class grades these labs.) Lab Objective: Any scientist knows the importance of reproducible experiments. If the experiment cannot be reproduced the scientist wonâ☐™t get published and if they canâ☐™t be published they wonâ☐™t get

more funding for future projects. Students by the end of this lab understand this concept very well. They must problem solve based on their basic knowledge of density and then create a really good lab write-up. If the lab cannot be reproduced by anyone else, they get a zero. Topic: Astronomy Unit Lab: Creating a scaled model of the solar system Lab Overview: Students will learn exactly what an astronomical unit is. Given a conversion for these astronomical units, students will create a scaled model of the solar system on a piece of register tape. Students will then complete a lab write-up, which will include questions that will use the scaled distances of the planets. For example, students will have to figure out why the outer planets could retain their original atmospheres where the inner planets could not. Students will see that the inner planets are closer to the sun so when nuclear fusion first took place the primary atmosphere was blown off whereas the outer planets are very far away and therefore werenâ□™t affected by this. Lab Objective: Students will again use the concept of scale. They will also be able to explain why the asteroid belt is located where it is and why the outer planets were able to retain their primary atmospheres while the inner planets could not. Lab: Moon Phases Tidal Affects Lab Overview: Using the notes given in class about the moon, students will create a 2-dimensional diagram showing the phases of the moon. They will also label waxing crescent, waxing gibbous, waning crescent and waning gibbous. Students will show what happens during a spring and neap tide. Lab Objective: Students will complete a diagram of the moon phases. They will explain the difference between a synodic month and a sidereal month. They will also explain the difference between a spring and neap tide. Students will also be able to define â□œmareâ□□. Lab: Eclipses and the Earth Lab Overview: Students will define words such as eclipse, umbra, penumbra, solar eclipse and lunar eclipse. The will create a diagram showing a solar eclipse and a lunar eclipse and they will answer questions pertaining to both types of eclipses in a written lab report such as: What conditions must be present for a solar eclipse? Lunar eclipse? Why man lunar eclipses last several hours compared to a very short solar eclipse? Lab Objective: Students will know the difference between a solar eclipse and a lunar eclipse. They will also be able to define the given vocabulary words. Topic: Chemistry Review Minerals Unit Lab: Overview of Chemistry Lab Overview: Students will do a series of small experiments that will help them review physical and chemical properties of chemistry. These small experiments will help them review ionic and covalent bonding although students will mostly be dealing with ionic bonding concepts during the minerals units. Some of these experiments will include flame tests, saturated vs. unsaturated solutions, making crystals and creating polymers out of alginate from seaweed (kelp ball lab). Lab Objective: The objective of this series of small experiments is to help students review chemistry before getting into ionic bonding and chemical formulas of minerals, crystal structures of minerals and melting points of minerals. Lab: Crystal Structures

Lab Overview: Students will create 3-dimensional crystal structures and compare these to minerals in their rock mineral bins. Students will create a lab write up that will show drawings of these crystal structures and relate them to the chemical and physical properties of the minerals such as melting points, crystal structures, Mohs Hardness Scale, etc. Lab Objective: Students need a good working knowledge of what determines the physical and chemical properties of the minerals. This lab shows students the correlation between crystal structure, ionic bonding and the physical and chemical properties of the different minerals. Lab: Mohs Hardness Scale Cleavage Lab Overview: Given the notes on physical chemical properties of minerals, students will complete the given Mohs Hardness Scale lab. They will also complete the given lab on cleavage in which they will CAREFULLY break apart minerals. Lab Objective: Students will know how to use Mohs Hardness Scale for the upcoming mineral identification lab. Students will also know how to identify whether a mineral has cleavage and thus use this characteristic in identifying minerals. Lab: Mineral Identification Lab Overview: Using the given mineral specimen key, students will identify the minerals in their rock and mineral specimen boxes. Students will write in key characteristics of the minerals such as hardness, cleavage and whether itâ☐™s an igneous rock forming mineral, a sedimentary rock forming mineral or whether itâ☐™s an ore or gangue mineral. Students will also write in the chemical formulas for the minerals and figure out their molecular mass. Lab Objective: Students will learn the important igneous rock forming minerals by sight. They will be able to identify minerals using the concept of cleavage and hardness. They will be using their mineral identification labs on the mineral identification exam. Topic: Igneous Rocks Volcano Unit Lab 17: Bowens Reaction and the Fractionation Process Lab Overview: Students will learn about Bowens Reaction Series and how different rocks will form out of the different elements within the magma. This will be based on what types of minerals are formed at different temperatures within the magma. Students will then get out their igneous rock forming minerals and put them in order of Bowens Reaction Series. They will then create a lab write-up that will explain which minerals will crystallize out of a magma first at the highest temperature and which ones will crystallize out last at the lowest temperature. Students will also explain why an olivine, which is found at the top of Bowens Reaction Series and quartz, which is found at the bottom of Bowens Reactions Series, can never be found in the same rock. Lab Objective: Students will learn about how crystals form out of a magma and how the chemistry of that magma changes over time. As the chemistry of the magma changes (due to the densest material crystallizing out first and falling to the bottom of the magma chamber) different igneous rocks are formed. Lab: Identifying Igneous Rocks Lab Overview: Using the idea of Bowens Reaction Series and Igneous Rocks, students will identify the igneous rocks. They will use their knowledge of minerals to identify these rocks and use their igneous rock

notes to define their texture. From these textures students will be able to tell the cooling history of the rocks. Lab Objective: Students will be able to determine the cooling history of the given igneous rocks. They will also be able to put together the concepts of the fractionation process and Bowens Reaction Series while identifying these rocks. Students will be using their igneous rock identification labs on the igneous rock identification exam. Lab: Viscosityâ□"Water, Warm Honey Cold Honey Lab Overview: Students will use household items to fully understand the concept of viscosity. Students will do a mini-lab using water, warm honey and cold honey to determine viscosity. Students will also be using the concept of viscosity when we get to the oil unit. Lab Objective: Students will be able to show which has more viscosityâ□"water, warm honey or cold honey. Based on this, they will explain how gas bubbles move through the materials. They should come up with the conclusion that cold honey has the highest viscosity therefore the air bubbles they are blowing into it cannot easily escape. This will be used as a springboard into the explosivity of volcanoes. Topic: Plate Tectonics Unit Lab: Paleomagnetics Plate Movements Lab Overview: Given the notes on paleomagnetics and seafloor spreading, students will complete first the given pre-lab on how some iron-bearing minerals line up to magnetic north while in the magma chamber. Students need to understand this concept before they can understand the concept of paleomagnetics and polar wandering. After the pre-lab, students will complete the given paleomagnetics lab and based on their given data, they will figure out the average rate of movement of the North American Plate away from the European Plate. From this, students will figure out how far Africa has split from South America from the time of Pangaea. Lab Objective: Students will use their metric to metric conversions to help them figure out plate velocities. Using real-life data, students will figure out plate velocities and will use this knowledge when looking at the current rates of motions of plates around the world today (such as India crashing into Asia at 5 cm/yr.). Students will also use this as background knowledge during the upcoming physical geography and plate tectonics of the world lab while looking at geologic areas around the world. Lab: Cross-Sections and Plate Boundaries of the World Lab Overview: This lab is a performance exam of sorts. Students will use all their knowledge of igneous rocks, viscosity, explosivity of volcanoes and plate boundaries to create detailed cross-sections of plate boundaries around the world. On their colored plates of the world map, students will note letters such as A-Aâ□™, B-Bâ□™,, C-Câ□™, etc. At these locations, students are to draw a detailed cross-section of the plate boundary. Students will name the plates, color plates according the plate densities, draw and label the types of volcanoes associated with the area and label the types of rocks that would form. Lab Objective: This is a difficult task in which students must use all their geology knowledge and their knowledge of density to create detailed cross-sections. They must also include a key that answers questions

pertaining to their cross-section. Students will be able to use this lab on the upcoming plate tectonics lab. Topic: Earthquakes, Transform Boundaries the San Andreas Fault Lab: Seismic Retrofit â□˜Râ□™Us Lab Overview: Using the concepts learned from the plate tectonics unit and from the previous video laboratory, students will, in the first part of this lab, create a scaled 13,000 square foot floor plan of an earthquake safe building. In this floor plan, they will show evacuation routes/plans, include a key showing what types of special building materials they will need to create this earthquake proof building and what furniture will be in these rooms. (Students will do this on graph paper where 1 square = 4 feet.) Students will also put together a plan view (front view) of the building. The plan view does not need to be to scale. In the second part of this lab, students will actually build an â□œearthquake proof building out of cards, masking tape and straws. The amount of money students will have to buy supplies is based on the socioeconomics of the chosen area. Students will randomly choose these earthquake prone areas from rich areas to poor areas: Los Angeles, California; San Francisco, California; Kobe, Japan; Lima, Peru; Mexico City, Mexico; Papua New Guinea; New Delhi, India. Students must build an earthquake-proof building that can withstand a 7.0 magnitude on the earthquake table. Students must also complete a write-up about the building process and include in this write-up what type of other geologic hazards are associated with their area and what type of tectonic boundary their area is found along. Lab Objective: Students will use the concept of scale again to create their floor plan. They will also use their imagination to plan an earthquake proof building. They must use their mathematics knowledge to figure out the square footage of the building. They draw upon their plate tectonics knowledge as they figure out the geologic hazards associated with their chosen area. Students will actually build their buildings in class. Because some of these buildings will fall down, student grades are based on their participation on their building but mostly on the floor plans plan view. Students will also understand why there is so much destruction associated with moderate earthquakes in third world countries. Lab: Finding the Epicenter of an Earthquake Using Triangulation Lab Overview: Given the notes on earthquakes including definitions of the focus, the epicenter, P waves and S waves, students will use given information to find the earthquake epicenter using triangulation. Students will use data received at a seismic station to determine lag time. They will then plot this data on a graph and find the distance from the epicenter. They will use compasses to find the epicenter. Lab Objective: Students will use compasses to find the epicenter of an earthquake. Students will be able to define lag time. They will also know how a seismograph works. Given the conversations that arise about the seismograph and the Richter Scale, students will be able to explain the difference between the Richter Scale and the Mercalli Scale. Topic: Faulting, Folding Oil Deposition Lab: Itâ□™s Not Your Fault Lab Overview: After taking notes on the different types of

faults, students will create 3-dimensional fault block models. Within this lab, students will create a normal, reverse and a right lateral strike-slip fault. They will create a lab write-up that will include diagrams of faults, type of stress and strain associated with each type of fault and relative movement of the hanging wall and footwall for reverse faults and normal faults. Students will also give examples of where each of these types of faults can be found. (Example: We live along the locked portion of the San Andreas Fault, which is a right lateral strike-slip fault. Due to the stress and strain associated with the locked portion, we see a lot of compression, hence the Transverse Ranges in our area and the local Santa Maria East-West trending mountains.) Lab Objectives: Students will create 3-dimensional fault block models so they can better visualize the movement of the hanging wall and the footwall. They will also be able to answer the homework assignment: Why are the mountains in Santa Maria area trending East-West when the majority of mountains around the world (due to plate tectonics) trend North-South. Students can also observe see what a fault scarp looks like and what can happen to roads, streams, railroads, etc. due to faulting. Lab: Anticlines Synclines Oil Deposition Lab Overview: Students will create 3-dimensional geo-blocks for anticlines and synclines. Within this lab, students will use their knowledge of compressional stress and strain to explain how anticlines and synclines are formed in the lab write up. (Students will have a review of covalent bonding prior to this lab. They will have a lesson on hydrocarbons and their molecular formulas. Within this lesson they will compare the chemical differences between oil coal.) Students will need to include in their lab write up how oil is formed. They must explain the specific events that must occur in oil formation and what specific events occurred in the Santa Maria area to give us oil in our area. (They need to go through the process of accumulation of phytoplankton on the ocean floor through the compression associated from the locked portion of San Andreas Fault giving our specific location oil deposits.) Lab Objective: Students will use their chemistry knowledge to help them understand how oil if formed. They will be able to explain, in detail, the process of oil formation to oil deposition within an anticline and syncline. They will understand a little more of our local historyâ□”we are on the map due to oil production in the area. Students will learn about another economic resource of Californiaâ□”Oil. Topic: Rock Cycle Unit Lab: Rock Cycle Roulette Lab Overview: After taking notes on the different types of rocks and their depositional environments, students will complete this lab. During this lab, students will move around the room at different â□œdepositional stationsâ□□. They will roll a die to find out whether they will stay for 200,000 more years or move to a different depositional environment. At the end of their trek through the rock cycle, students will create a lab write up showing their movement through the rock cycle. They will also answer the questions pertaining to the lab. Lab Objective: Students will be able to see a pattern on their trek through the rock cycle. They

will understand that rocks go through different paths through the rock cycle and that the rock cycle is always on going. Since each roll is worth 200,000 years, they can better understand the time it takes for rocks to change. Lab: Sedimentary Metamorphic Rock Identification Lab Overview: Students will identify the sedimentary metamorphic rocks that are in the rock mineral specimen bins. Students will write down their observations of what each rock looks like and the depositional environment of each. For the metamorphic rocks, students will write down what type of metamorphism occurred for each rock and what the parent rock would be. Lab Objective: Students will be able to pick up a rock and be able to determine whether it is an igneous, metamorphic or sedimentary rock. Students will be able to explain how each rock was formed. Students will know that the state mineral and state rock of California is gold serpentinite. Topic: Geologic Laws Unconformities Lab: Topographic Maps Lab Overview: Students will be able to read a topographic map during this lab. Students will first start with easy topographic maps and then they will get gradually more difficult. Students will look for different types of features on topographic maps such as hills, valleys, cliffs and depressions. Students will use this knowledge to successfully navigate the more difficult maps in order to answer the given lab questions. Lab Objective: The topographic map is a very important tool in geology. Geologists look for different geologic features within the topographic map to help them infer what occurred there geologically. Students will take the knowledge of reading the topographic map one step further in an upcoming lab when they take information from topographic maps and create cross-sections from A-Aâ□™. Lab: Over Under Lab Overview: Students will use their knowledge of topographic maps and create cross-sections from the information given on the topographic map such as strike and dip. By looking at this information, students will be able to â□œinferâ□□ what has happened geologically and will be able to create a detailed geologic cross-section. Based on this cross-section, students will be able to explain what has occurred in the area geologically, for example: anticlines, synclines, normal or reverse faulting. Lab Objective: Students will use all their knowledge of geology learned thus far for this lab. Students will be able to take information from the birds-eye view of the topographic map and create a 2-dimensional cross-section. Students will also explain what types of geologic processes would form these cross-sections. Lab: Cross-Cutting Relations Lab Overview: Students will look at the given cross-sections and determine the relative age of the given rock layers and faults. They will log the ages in a key, at the side of the cross-sections from oldest on the bottom to youngest at the top. Lab Objective: Students will interpret age dating based on their observations of the given rock layers. They will also determine how certain rock structures were formed based on their location in the rock record. For example: Breaks in the rock record are interpreted as an unconformity or a time of erosion which means those rocks

must have been located above sea level at the time. Lab: Unconformities Lab Overview: Students will create 3-dimensional models showing the different type of unconformities: Nonconformities, disconformities and angular unconformities. Students will use their knowledge of the geologic laws to infer what has happened geologically for each type of unconformity. Lab Objective: Students will be able to explain the difference between a nonconformity, disconformity, and angular unconformity. They will be able to explain how each is formed and give an example of where they could find each. Our local geology has angular unconformities and disconformities and students will be able to explain how each was formed in our local area. Lab: Geologic Timescale Lab Overview: Students will create a scaled model of the geologic timescale using register tape. Students will mark the major eras epochs on this timescale. They will draw pictures of important index fossils such as the trilobite and ammonite in the correct time of the timescale. Students will answer questions pertaining to the Paleozoic and Mesozoic mass extinctions. Lab Objective: Students will understand that the majority of geologic time is in the Precambrian. Students will be able to explain that hard parts came about in the Cambrian and this is where much of the fossil record comes into play. Students will be able to explain what happened during the Paleozoic and Mesozoic mass extinctions and how this has affected life on Earth.

* Key Assignments

Detailed descriptions of the Key Assignments including tests, and quizzes. How do assignments incorporate topics? Include all major assignments that students will be required to complete.

Assignment Objectives Overviews for Advanced Geology Course Activity: Collapse! Activity Overview: This is a video activity. Students will watch a segment of a video where a bridge collapses and where a damn breaks. Students will write down their observations of the video. When the video is stopped, they will infer why the collapses occurred. Activity Objective: This lab is meant to teach students the difference between observation and inference. In geology, this is a very important concept. Geologists must infer what occurred geologically based on their observations of an area such as type of rocks, texture of rock, structures within the rock beds (anticlines synclines) and types of fossils found in the rock record. Assignment: Dinosaur Dimensional Analysis Activity Overview: This is a mathematical assignment. Students will read a section on about dinosaurs. (Itâ☐™s real life information about the dinosaurs that were used in the â☐œHow big is our roomâ☐☐ lab.) Given the reading, students will use the given information to perform metric to English conversion problems. To make it more interesting for the students, they will be asked to draw the

environment a certain dinosaur lives in. Students MUST show all their work to get full credit for this lab. Activity Objective: The purpose of this assignment is to have students perform one and two step dimensional analysis problems based on how the dinosaurs would roam the Earth. This not only gives students dimensional analysis practice, it also educates students about dinosaurs. Assignment: Stellar Evolution Comics Lab Overview: Students will take notes on stellar evolutionâ□”the life cycle of stars. Based on this knowledge, students need to create a comic strip, storyboard or play that goes through all phases of stellar evolution. In their lab, students must correctly identify whether a star will become a white dwarf, neutron star or a black hole depending on how much mass the star starts with. Assignment Objective: This assignment is one in which students use the information given to them via notes to show what happens during the life cycle of a star. This is used as a sort of performance exam to see if the students truly understand that mass is the determining factor in which phase a star will go through in life. Assignment: Standards Based Astronomy Project (Major 3 week project!) Assignment Overview: This is a huge research project in which students will be given a topic in astronomy. Specifically, they are given one of the California State Science Standards in astronomy. Students will research this topic based on the guiding questions I have given them. They must then create a PowerPoint presentation based on their topic using the computers I acquired from a grant a few years ago. Students present their topics to the class and from these presentations students ask questions and have conversations based on astronomy. This is an important assignment because it teaches not only how the universe and solar system formed billions of years ago but it incorporates a lot of chemistry concepts in it. From these presentations students have a working knowledge of how the elements were formed on the periodic table, how the chemistry of Earthâ□™s atmosphere has changed over time and how important the process of photosynthesis is. Students will be doing 2 weeks worth of homework assignments to go along with each presentation. Assignment Objective: This assignment ties in how all branches of science are intertwined. While learning about the formation of the universe and the solar system, students gain a working knowledge of how the Earthâ□™s atmosphere has changed over time so life can be sustained on Earth. Students also get valuable experience researching their topics, putting together PowerPoint presentations, and putting together a portfolio that will help them study for the major written astronomy exam. Assignment: Astronomy homework from the textbook Assignment: Written Standards Based Astronomy Exam Study Guide Assignment: History of California the Gold Rush Assignment Overview: Students will watch a video about the gold rush. They will then research the minerals associated with the California gold rush and how the gold was mined. They will research the history of the gold rush. Students will take this information (given to them through student presentations) and write a paper on how economic

resources have shaped the history of California. Assignment Objective: Students will understand that the miners had very little information on how the gold was deposited but they figured out a way to mine it. The placement of this lab is intentionally placed before the plate tectonics unit because students need to understand that the theory of plate tectonics is a recent concept and scientists, miners and geologists didnâ☐™t have knowledge of how the economic resources were emplaced. Students will know the economic resources of California and how they have shaped Californiaâ☐™s history. This will also be a springboard into the upcoming minerals unit. Assignment: Metrics, Astronomy Igneous Rocks Final Exam Study Guide Assignment: Viscosity Explosivity of Volcanoes Assignment Overview: This is a video assignment. Students will first watch a video about the Kalapana, Hawaii (non-explosive volcanoes). In this video, they will take observation notes on the viscosity of the magma. They will note how destructive the lava flow is. They will also note whether they can see the gas bubbles escaping. (One can see them bubble out.) Students will write a conclusion putting all their observations together. They will include the difference between aa and pahoehoe, what temperature the magma would be in the magma chamber based on the type of igneous rocks formed (going back to Bowens Reaction Series) and what texture of rock was observed (aphanetic). They will also learn about the Hawaiian hot spot. They will also learn about different types of magmaâ☐”acidic, intermediate and basic. These will correlate with the different types of igneous rocks they previously learned about. The next day students watch a video about explosive volcanoes. They will take observation notes on the viscosity of the magma. They will note the destruction associated with these types of volcanoes. They will write a conclusion about the types of rocks being formed by this volcano, types of geologic features associated with the area and the destructiveness of lahars and pyroclastic flows. Assignment Objective: The objective of this video assignment is to get students to observe the different types of volcanic eruptions. They will put together that the different types of eruptions have to do with the differences in viscosity. The differences in viscosity have to do with the iron content. High iron content magma has a low viscosity and will produce non-explosive volcanoes. The minerals that are associated with this magma will crystallize out high in the Bowens Reaction Series. Low iron content magma is rich in silica. The silica makes the magma thick and sticky and has a high viscosity. As a result, students will be able to correlate the minerals from our mineral unit with Bowens Reaction Series and the igneous rocks in order to tell the explosivity of the magma. This will help them determine what types of volcanoes will be found in different types of boundaries during the plate tectonics unit. Assignment: Viscosity Quiz Assignment: Danteâ☐™s Peak Assignment Overview: This is another video assignment. Students will watch the movie, Danteâ☐™s Peak. Throughout the movie they will write clues that tell them the mountain will erupt. In the process,

they will learn about the magma source in Mammoth Mountain. (Long Valley Caldera area has forests that are dying due to too much carbon dioxide being emitted in the area. This happens in Danteâ☐™s Peak, too.) They will put all their observations/clues in a paper about the movie. They will include type of volcano Danteâ☐™s Peak, viscosity of magma and volcanic hazards associated with the area and what type of igneous intrusive and extrusive rocks that would be formed. Assignment Objective: Students will put together their knowledge of rocks, minerals volcanics to write a paper about Danteâ☐™s Peak. They will also write about the fictional components of the movie such as the characters out-driving a pyroclastic flow or the low viscosity lava scenes. (The lava associated with this type volcano in real life would be high viscosity.) Assignment: Volcanoes PowerPoint Presentations Assignment Overview: Students will create a PowerPoint Presentation on a volcano around the world. Students will research areas with explosive volcanoes (Yellowstone, Long Valley Caldera, Crater Lake, Mt. Pinatubo, Krakatau) and areas with non-explosive volcanoes (Heimey Iceland, Hawaii). In their research, students will find the eruption history, type of volcano, type of rocks associated with the volcano, and other geologic hazards associated with the area. Students will put together a PowerPoint presentation that will be presented to the class. Students will also create either a 2-dimensional cross-section or a 3-dimensional model of their volcano that is correctly labeled with igneous intrusive and extrusive rocks and the plates that are associated with this volcano. (We have not done plate tectonics at this point so this will be a challenge for students to figure out why the volcano is there.) Assignment Objective: Students will learn specific information pertaining to volcanoes around the world including number of deaths, amount of destruction and types of igneous rocks associated with the area. They will also start thinking about plate tectonics. Best of allâ☐”their cross-sections and models will be donated to a local elementary school so students there can enjoy these and have a visual for their understanding of the earth science standards. Assignment: Physical Geography Plate Tectonics of the World Assignment Overview: Students will take their colored plates of the world map and determine the types of boundaries at specific locations around the world such as the Himalayas, Red Sea, East African Rift Valley, Papua New Guinea, Italy, Aleutian Trench, Indonesia, Andes Mountains, Basin Range Topography, Reelfoot Rift etc. Students will use their knowledge of plate tectonics and plate movements to determine what specific type of plate boundary they are on. Students will then also log in the geologic features associated with the area and whether volcanoes would be found along this area. If there are areas associated with the area, students have to log in what type of viscosity it has (high or low) and whether it would be an explosive or non-explosive volcano associated with it. Assignment Objective: Students are bad at geography so this lab helps them look at the geography of the world while doing geology. Students should start to see a

pattern emerge such as the Ring of Fire where there are volcanoes and earthquakes associated with the area and that there is a tectonic boundary associated with it. Students will also use their knowledge of Bowens Reaction Series again and the viscosity of the magma. Assignment: Comparing Major Earthquakes around the World Assignment Overview: This is a video assignment. Students will watch 3 different videos on earthquakes that have occurred in recent years: The 1989 Loma Prieta Quake, The 1985 Mexico City Quake, and the 1995 Kobe, Japan Quake. Students will take observation notes on each video. They will be required to explain what type of tectonic boundary each area lies on, what types of other geologic hazards are associated with the area (liquefaction, volcanoes, pyroclastic flows, tsunamis, etc.) and how much death and destruction is associated with each. From these notes, students will be required to write a paper comparing the three areas. Assignment Objective: This video assignment gives students the opportunity to see the amount of destruction large earthquakes can produce. This is important for students to see so they can be prepared for the next big earthquake that is expected in Southern Central California. Alsoâ☐”this will give students the background knowledge needed for the upcoming Seismic Retrofit Lab. Assignment: Righetti High Schoolâ☐™s Earthquake Preparedness Creating a Personal Earthquake Preparedness Plan Assignment Overview: Students will look at all the evacuation routes for each block on campus. They will then walk the evacuation route and document possible problems with the routes. For example: Is there handicap accessibility in the route? Is there a high voltage area nearby? Is there a fire hydrant near one of the evacuation routes? Are student evacuation areas between cars in the parking lots? (They are!) Students will then go through the disaster kits located at 4 different areas on campus. Will there be enough supplies for all students during the event of a disaster? From these notes, students will create a write up that will be turned in to safety committee for administration to look over. Students will take this knowledge and create their own earthquake preparedness plan for their homes. Assignment Objective: Students will assess the evacuation plans/routes for the school. This will help the school but it will also help them with their homework assignment: Creating an earthquake evacuation plan for the home. (There is a major threat of earthquakes in Santa Maria due to the San Andreas Fault. We live near the locked portion of the fault so itâ☐™s important for students to understand the threat and know what to do during an earthquake.) Assignment: Students will read about the section on earthquakes in their book and do the given questions pertaining to it. Assignment: Students will read about the section on faulting folding in their book and do the given questions pertaining to it. Assignment: Earthquake, Faulting, Folding Oil Deposition Study Guide Exam Assignment: Students will read about the rock cycle different types of rocks in their book and answer the given questions pertaining to it. Assignment: Depositional

Environmentsâ□”Performance Exam Assignment Overview: Students will pick their assignment out of a bag. Their slip of paper will explain the assignment and give them clues about the different types of rocks that have formed in each scenario. Students will draw and label cross-sections for each depositional environment including what specific type of rock is formed. This is used as a performance exam and is a good review for the upcoming rock identification exam. Assignment Objective: Students will use their knowledge of the rock cycle to show the different depositional environments of rocks. Students will be able to explain what rocks are deposited in certain environments. They will be able to explain what types of rocks are being deposited around the world today. Students will use the geologic law of uniformitarianism, â□œThe present is the key to the pastâ□□. Assignment: Water Cycle Assignment Overview: Students will draw a detailed and labeled cross-section of the water cycle. Students will define key words in a key such as: Run-off, percolation, transpiration, evaporation, condensation, precipitation, ground water, infiltration, etc. Students will answer questions in their lab write up regarding pollution and contamination of the ground water. Students will also include in their write up why water is such a big issue in California. Assignment Objective: This assignment is designed to review phase changes and provides students with basic knowledge of the water cycle. Students will be able to have a conversation/debate in class about water contamination, the LA Aqueduct and other environmental problems associated with the water in our world today. Students will also use their knowledge of the water cycle to understand depositional and erosional environments of the rocks. Assignment: Students will read about geologic laws unconformities in their book and answer questions pertaining to it. Assignment: Quiz on geologic laws unconformities Assignment: Students will read the section on the geologic timescale in their book and answer the questions pertaining to it. Assignment: Quiz on geologic timescale Assignment: Fossil Environments Project Lab Overview: Students will chose a given fossil species to research such as: Tyrannosaurus, ammonite, conodont, mammoth, etc. Students will research what type of environment their fossil lived in, what period of time and why it went extinct. They will also include the classification taxonomy. Students will then create a poster or 3-dimensional model showing the environment the fossil lived in. In a key they will include what it ate, whether it was a herbivore or carnivore, what part of the world it lived in and what climate it lived in. Students will also type up answers to the given lab questions. Lab Objective: Students will create the environment their species lived in based on their research. This reinforces the concept of uniformitarianism. Students will be able to explain why the wooly mammoth went extinct. Students will be able to have a conversation about endangered species in our world today and the politics involved. Assignment: Walking with Dinosaurs Assignment Overview: This is a video assignment in which students will watch part of the Discovery Series,

â□œWalking with Dinosaursâ□□. Students will make observations on the types of environments dinosaurs lived in and what was happening geologically at the time, for example, the break up Pangaea during the Triassic and the volcanically active time in the Cretaceous, before the ultimate demise of the dinosaurs. Students will create a lab write up at the end, answering questions pertaining to parts of the video and the ultimate demise of the dinosaurs. Assignment Objective: Students will be able to see the different climates of the Mesozoic. Students will be able to have a discussion about the mass extinction of the dinosaurs and how this opened a niche for the evolution of mammals. Students will be able to talk further about their thoughts and feelings of species on the endangered species list in the world today. Assignment: Physical Geology Final Exam Study Guide

* Instructional Methods and/or Strategies

**Laboratory Experiences 40% **Project-Based Learning 20% **Lecture Note-taking 20% **Group Work (Including group discussions of real-world problems) 10% **Videos 5% **Library Internet Research 5%

* Assessment Methods and/or Tools

**Laboratory Experiences (Including real-world problem solving) 40% **Written exams (Including performance exams for rock mineral ID) 25% **Classwork (Including standards-based presentations projects) 20% **Quizzes 5% **Homework 10%

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Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
Biology Advanced Placement

2. Transcript Title / Abbreviation
AP Biology

3. Transcript Course Code / Number
SC2158 SC2159

4. School
Pioneer Valley High School

5. District
Santa Maria High School

6. City
Santa Maria, CA 93454

7. School / District Web Site
www.smjuhsd.k12.ca.us

8. School Course List Contact

Name: Jim Armstrong

Title/Position: Asst. Supt/Curric/Instruction

Phone: 922-4573 **Ext.:** 4211

E-mail: jarmstrong@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☒ Laboratory Science
- ☐ Language other than English
- ☐ Visual & Performing Arts
- ☐ College Prep Elective

10. Grade Level(s) for which this course is designed

9 10 X 11 X 12 X

11. Seeking "Honors" Distinction?

☐ Yes ☐ No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- ☐ A course reinstated after removal within 3 years. Year removed from list? _____
  Same course title? ☐ Yes ☐ No
  If no, previous course title? _____
- ☐ An identical course approved at another school in same district. Which school?
  Same course title? ☐ Yes ☐ No
  If no, course title at other school? _____
- ☐ Alternative course title for course with identical content at this school
  Title of previously-approved identical course: _____
- ☒ Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- ☐ Approved UC College Prep (UCCP) Initiative course
- ☐ Approved P.A.S.S. course
- ☐ Approved ROP/C course. Name of ROP/C? _____
- ☐ Combining two UC-approved semester VPA courses into a single, year-long VPA course
  Titles of previously-approved semester courses: _____
- ☐ Other. Explain: _____

14. Is this course modeled after an UC-approved course from another school outside your district? [X] Yes [ ] No

If so, which school(s)? _____Silver Creek High School

_____

Course title at other school _____AP Biology

_____

15. Pre-Requisites

Science, Math, English GPA of 3.0 or better or teacher recommendation. Algebra II (or equivalent) completed or concurrent. It is recommended that this course follow one year of high school biology and/or chemistry.

16. Co-Requisites

17. Brief Course Description

This course is equivalent to a freshman college course in General Biology. The application of laboratory skills, including interpretation of data and the development of hypotheses, is a major component of this course. This elective college-level course is recommended for students intending to pursue a career in the biological sciences. This course prepares the student to take the College Board Advanced Placement Exam for college credit.

B. COURSE CONTENT

Please refer to instructions

18. Course Goals and/or Major Student Outcomes

Students are prepared for college biology and/or other college level science classes.

Students develop better verbal communication skills.

Students can relate the results of their lab experiments to other in a clear, concise manner.

19. Course Objectives

Upon completion of the course, students will be able to:

1. Describe the atomic structure of an atom and explain the basis of atomic reactivity.
2. Explain the role of acids, salts, and bases in biology.
3. Discuss the biologically important properties of water.
4. Name the four major classes of organic compounds and briefly discuss the general structure of each class.
5. Discuss the importance of nucleic acids in life.
6. Describe each of the four structural arrangements in proteins.
7. Discuss the historical development of the cell theory using specific names.
8. Name 10 major cell organelles, discuss the structure of each and state the role of each in the functioning of the cell.
9. Discuss the concept of the fluid-mosaic model of the cell membrane.
10. Describe the four processes by which substances enter and leave the cell.
11. Discuss the structure and function of biological catalysts.
12. Outline the events of photosynthesis.
13. Outline the events of cellular respiration and fermentation.
14. Compare and contrast the vents of photosynthesis and respiration.
15. List the stages of cell division and discuss the significant events of each stage.
16. Compare and contrast mitosis and meiosis.
17. Compare and contrast oogenesis and spermatogenesis.
18. Describe forms of sexual and asexual reproduction.
19. Compare and contrast external and internal fertilization.

20. Discuss the contributions of Gregor Mendel to the science of genetics.
21. Contrast the views of Lamarck and Darwin on evolution.
22. Explain the roof of natural selection in evolution.
23. List the sequence of events proposed for the origin of life.
24. Discuss adaptive radiation and its role in the diversity of life.
25. Outline primate evolution;
26. Describe the energy flow through an ecosystem.
27. Explain the importance of a typical food web in an ecosystem
28. List three types of symbiosis and provide an example of each.
29. Explain ecological succession.
30. Name eight major biomes.
31. List five kingdoms and the characteristics that describe each.
32. Name the major phyla within each kingdom and provide an example of each.
33. Discuss the alternation of generations in plant evolution.
34. Discuss the chemical communication in behavior.
35. Contrast monocots and dicots on the basis of structure and growth pattern.
36. Describe the internal structure of monocot and dicot roots, stems, and leaves.
37. Describe the structure of the human skeleton.
38. Describe the structure of the sarcomere and its role in contraction of muscle.
39. Discuss the role of antagonism in body movement.
40. List five basic functions of the digestive system.
41. List the sequence of digestive structures and their role in digestion.
42. Contrast open and closed circulatory systems.
43. Discuss the evolution of and function of the vertebrate heart.
44. Discuss the blood clotting mechanism in humans.
45. Discuss the role of the lymphatic system.
46. Describe the structure and function of the excretory system.
47. Explain how a nerve impulse is transmitted.
48. Describe the structure of the human nervous system.

49. Discuss the mechanisms for vision and hearing.

50. Explain the mechanism for breathing and the structures involved.

51. Describe both male and female reproductive systems and explain how they function.

52. List the endocrine glands of the body; name the hormones produced and state the general functions of each hormone

20. Course Outline

I. Molecules and Cells (25%)

A. Chemistry of Life (7%)

1. Water
2. Organic molecules in organisms
3. Free energy changes
4. Enzymes

B. Cells (10%)

1.Prokaryotic and eukaryotic cells
2. Membranes
3. Subcellular organization
4. Cell cycle and its regulation

C. Cellular Energetics (8%)

1. Coupled reactions
2. Fermentation and cellular respiration
3. Photosynthesis

II. Heredity and Evolution (25%)

A. Heredity (8%)

1. Meiosis and gametogenesis
2. Eukaryotic chromosomes
3. Inheritance patterns

B. Molecular Genetics (9%)

1. RNA and DNA structure and function
2. Gene regulation
3. Mutation
4. Viral structure and replication
5. Nucleic acid technology and applications

C. Evolutionary Biology

1. Early evolution of life
2. Evidence for evolution
3. Mechanisms of evolution

III. Organisms and Populations

A. Diversity of Organisms

1. Evolutionary patterns
2. Survey of the diversity of life
3. Phylogenetic classification
4. Evolutionary relationships

B. Structure and Function of Plants and Animals

1. Reproduction, growth, and development

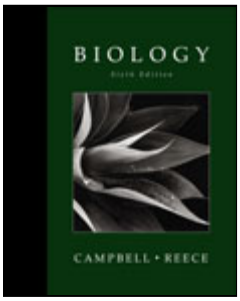
2. Structural, physiological, and behavioral adaptations
3. Response to the environment

C. Ecology

1. Population dynamics
2. Communities and ecosystems
3. Global issues

21. Texts & Supplemental Instructional Materials

Biology, 6/E



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Neil A. Campbell, *University of California, Riverside*
Jane B. Reece, *Palo Alto, California*

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Published: 12/11/2001

22. Key Assignments

The College Board has designated 12 labs to meet the lab components of the course.

LABORATORY 1. DIFFUSION AND OSMOSIS

LABORATORY 2. ENZYME CATALYSIS

LABORATORY 3. MITOSIS AND MEIOSIS

LABORATORY 4. PLANT PIGMENTS AND PHOTOSYNTHESIS

LABORATORY 5. CELL RESPIRATION

LABORATORY 6. MOLECULAR BIOLOGY

LABORATORY 7. GENETICS OF ORGANISMS

LABORATORY 8. POPULATION GENETICS AND EVOLUTION

LABORATORY 9. TRANSPIRATION

LABORATORY 10. PHYSIOLOGY OF THE CIRCULATORY SYSTEM

LABORATORY 11. ANIMAL BEHAVIOR

LABORATORY 12. DISSOLVED OXYGEN AND AQUATIC PRIMARY PRODUCTIVITY

23. Instructional Methods and/or Strategies

Lecture
Laboratory activites
Group projects
Class presentations
Internet research
Powerpoint presentations

24. Assessment Methods and/or Tools

Tests
Quizzes
Lab reports
Group projects
Homework
Classwork
Projects

C. HONORS COURSES ONLY

Please refer to instructions

25. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

26. Context for Course (optional)

27. History of Course Development (optional)

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year) November 28, 2004

1. Course Title Advanced Placement Environmental Science

2. Transcript Title(s) / Abbreviation(s)
AP Env Science

3. Transcript Course Code(s) / Number(s)
SC1030 SC1031

4. School
Pioneer Valley High School

5. District
Santa Maria Joint Union High School District

6. City Santa Maria, CA 93455

7. School / District Web Site www.smjuhsd.k12.ca.us

8. School Course List Contact

Name: Jim Armstrong

Title/Position: Asst. Supt/Curric/Instruction

Phone: (805)922-4573 **Ext.:** 4211

E-mail: jarmstrong@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☒ Laboratory Science
- ☐ Language other than English
- ☐ Visual & Performing Arts
  - ☐ Intro ☐ Advanced
- ☐ College Prep Elective

10. Grade Level(s) for which this course is designed

11 12

11. Seeking "Honors" Distinction? ☒ Yes ☐ No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- ☐ A course reinstated after removal within 3 years. Year removed from list? _____
  - Same course title? ☐ Yes ☐ No
  - If no, previous course title? _____
- ☐ An identical course approved at another school in same district. Which school?
  - Same course title? ☐ Yes ☐ No
  - If no, course title at other school? _____
- ☐ Alternative course title for course with identical content at this school
  - Title of previously-approved identical course: _____
- ☒ Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- ☐ Approved UC College Prep (UCCP) Initiative course
- ☐ Year-long VPA course replacing two approved successive semester-long courses in the same discipline
- ☐ Approved P.A.S.S. course
- ☐ Approved ROP/C course. Name of ROP/C? _____
- ☐ Other. Explain: _____

14. Is this course modeled after an UC-approved course from another school outside your district? [X] Yes [ ] No

If so, which school(s)? Nipomo High School, Castro Valley High School

Course title at other schools Advanced Placement Environmental Science

15. Pre-Requisites 'B' grade (or better) in Biology A/B, and in Chemistry A/B or Physics A/B, and in Algebra I A/B or Algebra II A/B, or consent of the instructor.

16. Co-Requisites

none

17. Is this course a resubmission? [ ] Yes [X] No

If yes, date(s) of previous submission? _____

Title of previous submission? _____

18. Brief Course Description

Advanced Placement Environmental Science is multidisciplinary; it embraces a wide variety of topics from different areas of study. It will be taught from a rigorous science perspective which stresses scientific principles and analysis, and includes a laboratory component. Environmental issues will also be studied from sociological and political perspectives. It is intended to enable students to undertake, as first-year college students, a more advanced study of topics in environmental science, or alternatively, to fulfill a basic requirement for a laboratory science and thus free time for taking other courses.

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the relationships of the natural world, to identify and analyze environmental problems both natural and man-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

B. COURSE CONTENT

Please refer to instructions

19. Course Goals and/or Major Student Outcomes

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the relationships of the natural world, to identify and analyze environmental problems both natural and man-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

Students will make connections between the concepts discussed and everyday life, see the importance of understanding scientific ideas, and see the interconnectedness of science and society.

Students will benefit from understanding how integral science is to society and that an educated person has knowledge about science, social science, and humanities

20. Course Objectives

A. Awareness of Human Impacts on the Environment

- The students will know behaviors of responsible consumers.
- The students will look at environmental science with a global perspective.
- The students will analyze industry practices regarding sustainability.
- The students will begin to develop personal goals regarding environmental stewardship.
- The students will employ sound scientific principles.

B. Thinking and Problem Solving Skills

- The students will exhibit critical and creative thinking.
- The students will apply numerical estimation.
- The students will apply measurement and calculations where appropriate.
- The students will recognize problem situations.
- The students will identify, locate and organize needed information or data.
- The students will propose, evaluate and select alternative solutions.

C. Employment Literacy

- The students will understand career paths and strategies for obtaining employment within the environmental field.
- The students will be familiar with environmental impacts relevant to their field.

21. Course Outline

First Term

I. The Ecosystem: interdependence of Earth's systems: fundamental principles and concepts.

- A. Energy flow
- B. Matter cycling
- C. The solid earth
- D. The atmosphere
- E. The biosphere

II. Scientific analysis: initiation of research project:

- A. development of topic
- B. research question
- C. null hypothesis
- D. research data gathering
- E. plan of action

III. Human population: dynamics.

- A. Human history--beginnings.
- B. Global distribution of population.
- C. Carrying capacity.
- D. Cultural and economic influences.

Second Term

IV. Renewable and nonrenewable resources: distribution, ownership, use, degradation

- A. Water.
- B. Minerals.
- C. Soils.
- D. Biological.
- E. Energy.
- F. Land.

V. Environmental quality.

- A. Air, water, soil: pollutants and their effects.
- B. Solid waste.
- C. Human health: impact of chemical and biological agents.

VI. Global changes and their consequences

A. changes

1. atmosphere
2. oceans
3. biota

B. Consequences

1. atmosphere
2. oceans
3. biota

VII. Environment and society: trade-offs and decision making

- A. Economic forces
- B. Cultural and aesthetic considerations
- C. Environmental ethics
- D. Environmental laws and regulations
- E. Issues and options

1. conservation, preservation, restoration
2. sustainability, mitigation, remediation

22. Texts & Supplemental Instructional Materials

Text: Wright, Richard T. *Environmental Science, Toward a Sustainable Future, Ninth Edition.* Pearson, Prentice Hall. 2005.

Supplemental Instructional Materials:

State of California Integrated Waste Management Board. *Earth Resources, A Case Study: Oil.* 2001.

Sussman, Art. *Dr. Art's Guide to Planet Earth.* Chelsea Green Publishing Co. 2000.

23. Key Assignments

Investigate a science-based societal issue through research
Possible topics: Land and water use decisions in California
Choice of energy sources
Interactive CD ROM Activities: "Global City, Environmental Science in Practice"
Understand a Pest Species Population Growth
Identify the Source of Air Pollution
Compare Risks as Global City faces a Disease Outbreak
Monitoring for Sewage Contamination
Coping with Ultraviolet Radiation
Light & Nutrients: The Controlling Factors in Marine Ecosystems

24. Instructional Methods and/or Strategies

Reading, writing, inquiry, collaboration
Critical thinking/problem solving
Lecture and interactive presentations
Think About It Labs
In-class small group activities
Individual study
Touchstones Discussions
Guest speakers
Student research
Student presentations
Social action: use of research knowledge

25. Assessment Methods and/or Tools

Class participation
Homework
Tests and quizzes
Essays
Research project: written and oral presentation to class and involved community agencies

C. HONORS COURSES ONLY

Please refer to instructions

26. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

27. Context for Course (optional)

28. History of Course Development (optional)

The course description for Advanced Placement Environmental Science from the Castro Valley Unified School District was used in the development of this course. Slight modifications to that description have been made.

Course Title:
Physics (B) A (AP)

Department:

SMHS Science

Description of Target Group:

This course is for university-bound 11th and 12th grade students who are considering an engineering, mathematics or science major including medicine. They should be planning to take the Advanced Placement exam during the spring.

Purpose:

The purpose of this course is to rigorously explore the physics of Mechanics, and Optics as well as to prepare for the A.P. exam. This one term 5 unit class will expand on the depth and sophistication of study of select topics from the general Physics class. Students who complete this course will have an excellent background enabling them to be highly competitive at a four-year university.

Course Adoption:

UC/CSU "A-G" inclusion.

Recommended Prerequisites:

A student who enrolls in A.P. Physics B (A) should have completed Chemistry and IMP3 or Algebra2, with a B grade or better.

Standards of Student Achievement:

As described by the College Board, upon completion of A.P. Physics students should have developed the abilities to:

1. Read, understand, and interpret physical information (verbal, mathematical, and graphical).
2. Describe and explain the sequence of steps in the analysis of a particular physical phenomenon or problem; that is
    a. describe the idealized model to be used in the analysis, including simplifying assumptions where necessary
    b. state the principles or definitions that are applicable
    c. specify relevant limitations on applications of these principles
    d. carry out and describe the steps of the analysis, verbally or mathematically
    e. interpret the results or conclusions, including discussion of particular cases of special interest.
3. Use basic mathematical reasoning (arithmetic, algebraic, geometric, trigonometric, or calculus, where appropriate) in a physical situation or problem.
4. Perform experiments and interpret the results of observations, including making an assessment of experimental uncertainties.

Physics (B) A (AP) – (continued)

Upon completion of A.P. Physics, students will be able to demonstrate knowledge, problem solving and laboratory analysis skills in the following content areas:

Newtonian Mechanics
One and Two Dimensional Kinematics
Newton's 2nd Law Applications
Energy, Work and Power
Circular and Rotational Motion
Oscillations and Gravitation

Waves and Optics
Wave Motion
Physical Optics
Geometric Optics

Methods of Assessment of Student Learning:

The students will be assessed through the following activities:
1. In-class problem solving
2. Individual and group laboratory work and presentations
3. Engineering projects and competitions
4. Exams (including but not limited to practice A.P. examinations)
5. Homework
6. Quizzes

Instructional Materials:

Physics textbook and supplemental materials (to be selected from College Board suggested list)
Calculus textbook
TI-83 Graphing Calculators used in conjunction with lab sensors for data acquisition and analysis in addition to computations for theoretical calculations.
PC computers and Vernier lab sensors and interfaces for computer controlled data acquisition and analysis
Conceptual Physics computer simulations

Activities:

1. Problem solving
2. Extensive laboratory investigation of all major concepts
3. Engineering design projects and competitions
4. Lecture/Discussion
5. Practice examinations
6. More problem solving

ourse Title:
Physics (B) B (AP)

Department:

SMHS Science

Description of Target Group:

This course is for university-bound 11th and 12th grade students who are considering an engineering, mathematics or science major including medicine. They should be planning to take the Advanced Placement exam during the spring.

Purpose:

The purpose of this course is to rigorously explore the physics of Electricity and Magnetism, Atoms and Nuclear Particles, as well as to prepare for the A.P. exam. This one term 5 unit class will expand on the depth and sophistication of study of select topics from the general Physics class. Students who complete this course will have an excellent background enabling them to be highly competitive at a four-year university.

Course Adoption:

UC/CSU "A-G" inclusion.

Recommended Prerequisites:

A student who enrolls in A.P. Physics B (B) should have completed Chemistry and IMP3 or Algebra2, with a B grade or better.

Standards of Student Achievement:

As described by the College Board, upon completion of A.P. Physics students should have developed the abilities to:

5. Read, understand, and interpret physical information (verbal, mathematical, and graphical).
6. Describe and explain the sequence of steps in the analysis of a particular physical phenomenon or problem; that is
    a. describe the idealized model to be used in the analysis, including simplifying assumptions where necessary
    b. state the principles or definitions that are applicable
    c. specify relevant limitations on applications of these principles
    d. carry out and describe the steps of the analysis, verbally or mathematically
    e. interpret the results or conclusions, including discussion of particular cases of special interest.
7. Use basic mathematical reasoning (arithmetic, algebraic, geometric, trigonometric, or calculus, where appropriate) in a physical situation or problem.
8. Perform experiments and interpret the results of observations, including making an assessment of experimental uncertainties.

Upon completion of A.P. Physics, students will be able to demonstrate knowledge, problem solving and laboratory analysis skills in the following content areas:

Atomic and Nuclear Physics
Atomic and Quantum Effects
Nuclear Processes

Electricity and Magnetism
Electrostatics
Electric Circuits
Magnetostatics
Electromagnetism

Methods of Assessment of Student Learning:

The students will be assessed through the following activities:
1. In-class problem solving
2. Individual and group laboratory work and presentations
3. Engineering projects and competitions
4. Exams (including but not limited to practice A.P. examinations)
5. Homework
6. Quizzes

Instructional Materials:

Physics textbook and supplemental materials (to be selected from College Board suggested list)
Calculus textbook
TI-83 Graphing Calculators used in conjunction with lab sensors for data acquisition and analysis in addition to computations for theoretical calculations.
PC computers and Vernier lab sensors and interfaces for computer controlled data acquisition and analysis
Conceptual Physics computer simulations

Activities:

1. Problem solving
2. Extensive laboratory investigation of all major concepts
3. Engineering design projects and competitions
4. Lecture/Discussion
5. Practice examinations
6. More problem solving

Course Title

Physics-C A (AP)

Department

Science

Description of Target Group

This course is for university bound 11th and 12th grade students who are considering an engineering, mathematics or science major including medicine. They should be planning to take the Advanced Placement exam during the spring.

Course Adoption

UC/CSU "A-G" inclusion

Purpose

The purpose of this course is to rigorously explore the physics of Mechanics, as well as to prepare for the A.P. exam. This two-term class will expand on the depth and sophistication of study of select topics from the general Physics class. Students who complete this course will have an excellent background enabling them to be highly competitive at a four-year university.

Prerequisites

A student who enrolls in A.P. Physics should have completed Chemistry and IMP3 or Algebra 2, with a B grade or better.

Standards of Student Achievement

As described by the College Board, upon completion of A.P. Physics students should have developed the abilities to:

1. Read, understand, and interpret physical information (verbal, mathematics, and graphical).
2. Describe and explain the sequence of steps in the analysis of a particular physical phenomenon or problem; that is
    a) describe the idealized model to be used in the analysis, including simplifying assumptions where necessary
    b) state the principles or definitions that are applicable
    c) specify relevant limitations on applications of these principles
    d) carry out and describe the steps of the analysis, verbally or mathematically
    e) Interpret the results or conclusions, including discussion of particular cases of special interest.
3. Use basic mathematical reasoning (arithmetic, algebraic, geometric, trigonometric, or calculus, where appropriate) in physical situation or problem.

4. Perform experiments and interpret the results of observations, including making an assessment of experimental uncertainties.

Upon completion of A.P. Physics, students will be able to demonstrate knowledge, problem solving and laboratory analysis skills in the following content areas:

Calculus
Differentiation of functions
Integration of functions
Determination of rates, maxima and minima of functions

Newtonian Mechanics
One and Two Dimensional Kinematics
Newton's 2nd Law Applications
Energy, Work and Power
Circular and Rotational Motion

Methods of Assessment of Student Learning

The students will be assessed through the following activities:
1. In-class problem solving
2. Individual and group laboratory work and presentations
3. Engineering projects and competitions
4. Exams (including but not limited to practice A.P. examinations)
5. Homework
6. Quizzes

Instructional Materials

Physics textbook and supplemental materials (to be selected from College Board suggested list)
Calculus textbook
TI-83 Graphing Calculators used in conjunction with lab sensors for data acquisition and analysis in addition to computations for theoretical calculations.
PC computers and Vernier Lab sensors and interfaces for computer controlled data acquisition and analysis
Conceptual Physics computer simulations

Activities

1. Problem solving
2. Extensive laboratory investigation of all major concepts
3. Engineering design projects and competitions
4. Lecture/Discussion
5. Practice examinations
6. More problem solving

Course Title

Physics-C B (AP)

Department

Science

Description of Target Group

This course is for university-bound 11th and 12th grade students who are considering an engineering, medicine, mathematics or science major. They should be planning to take the Advanced Placement exam during the spring.

Purpose

The purpose of this course is to rigorously explore the physics of Electricity and Magnetism as well as to prepare for the A.P. exam. This one term 5-unit class will expand on the depth and sophistication of study of select topics from the general Physics class. Students who complete this course will have an excellent background enabling them to be highly competitive at a four-year university.

Course Adoption

UC/CSU "A-G" inclusion.

Recommended Prerequisites

Student who enrolls in A.P. Physics C (B) should have completed Chemistry and IMP3 or Algebra 2, with a B grade or better.

Standards of Student Achievement

<u>As described by the College Board, upon completion of A.P. Physics students should have developed the abilities to:</u>

1. Read, understand, and interpret physical information (verbal, mathematical, and graphical).
2. Describe and explain the sequence of steps in the analysis of a particular physical phenomenon or problem; that is
    a. describe the idealized model to be used in the analysis, including simplifying assumptions where necessary
    b. state the principles or definitions that are applicable
    c. specify relevant limitations on applications of these principles,
    d. carry out and describe the steps of the analysis, verbally or mathematically
    e. Interpret the results or conclusions, including discussion of particular cases of special interest.
3. Use basic mathematical reasoning (arithmetic, algebraic, geometric, trigonometric, or calculus, where appropriate) in a physical situation or problem.

4. Perform experiments and interpret the results of observations, including making an assessment of experimental uncertainties.

Upon completion of A.P. Physics students will be able to demonstrate knowledge, problem solving and laboratory analysis skills in the following areas:

Calculus
Differentiation of functions
Integration of functions
Determination of rates, maxima and minima of functions

Electricity and Magnetism
Electrostatics
Electric Circuits
Magnetostatics
Electromagnetism

Methods of Assessment of Student Learning

The students will be assessed through the following activities:
1. In-class problem solving
2. Individual and group laboratory work and presentations
3. Engineering projects and competitions
4. Exams (including but not limited to practice A.P. examinations)
5. Homework
6. Quizzes

Instructional Materials

Physics textbook and supplemental materials (to be selected from College Board suggested list)
Calculus textbook
TI-83 Graphing Calculators used in conjunction with lab sensors for data acquisition and analysis in addition to computations for theoretical calculations.
PC computers and Vernier lab sensors and interfaces for computer controlled data acquisition and analysis
Conceptual Physics computer simulations

Activities

1. Problem solving
2. Extensive laboratory investigation of all major concepts
3. Engineering design projects and competitions
4. Lecture/Discussion
5. Practice examinations
6. More problem solving

Course Description

A. COVER PAGE

Date of Submission December 1, 2006

1. Course Title
Biology Honors

2. Transcript Title(s) / Abbreviation(s)
Biology A/B (H), Biology A (H), Biology B (H)

3. Transcript Course Code(s) / Number(s)
SC2056

4. School
Ernest Righetti High School

5. District
Santa Maria Joint Union High School District

6. City
Santa Maria

7. District Web Site
http://www.smjuhsd.k12.ca.us/

8. School Course List Contact

Name: Steve Molina, Assistant Principal ERHS

Phone:(805) 937-2051 Ext. 2705
E-mail: smolina@smjuhsd.org

Name: Rebecca Wingerden, Science Dept. ERHS

Phone:(805) 937-2051 Ext.: 2121

E-mail: rwingerden@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☒ Laboratory Science
- ☐ Language other than English
- ☐ Visual & Performing Arts
  - ☐ Intro ☐ Advanced
- ☐ College Prep Elective

10. Grade Level(s) for which this course is designed

☐ 9 ☐ 10 ☒ 11 ☒ 12

11. Seeking "Honors" Distinction?

☒ Yes ☐ No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Is this an Internet-based course? ☐ Yes ☒ No

If "Yes", who is the provider? ☐ UCCP ☐ PASS/Cyber High ☐ Other _____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- ☐ A course reinstated after removal within 3 years. Year removed from list? _____
  - Same course title? ☐ Yes ☐ No
  - If no, previous course title? _____
- ☐ An identical course approved at another school in same district. Which school? _____
  - Same course title? ☐ Yes ☐ No
  - If no, course title at other school? _____
- ☐ Year-long VPA course replacing two approved successive semester courses in the same discipline
- ☐ Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- ☐ Approved UC College Prep (UCCP) Online course
- ☐ Approved CDE Agricultural Education course
- ☐ Approved P.A.S.S./Cyber High course
- ☐ Approved ROP/C course. Name of ROP/C? _____
- ☐ Approved A.V.I.D. course
- ☐ Approved C.A.R.T. course
- ☐ Approved Project Lead the Way course
- ☐ Other. Explain: _____

15. Is this course modeled after an UC-approved course from another school <u>outside</u> your district? ☐ Yes ☒ No

If so, which school(s)? _____

Course title at other school _____

16. **Pre-Requisites**

- Successful completion of one year of laboratory science with a "B" or better.
- Successful completion of Algebra I with a B or better.

17. Co-Requisites

None

18. Is this course a resubmission? ☐ Yes ☒ No

If yes, date(s) of previous submission? _____

Title of previous submission? _____

19. Brief Course Description

This is a two semester advanced college preparatory lab science course designed to teach students the concepts and principles of biology. Students will develop a conceptual framework for modern biology and recognize unifying themes that integrate the major topics of biology. Students will learn about the scientific process, molecules and cells, cellular reproduction and genetics, evolution, ecology, and the form and function of animals. Laboratory activities stress the development of important skills such as detailed observation, accurate recording, experimental design, and data interpretation and analysis. Students will develop critical thinking skills through research and discussions about issues relating to current advancements in Biology.

Santa Maria Joint Union High School District
Course Description

Course Title: Honors Biology A/B (P)

Department: Ernest Righetti Science

Course Length: Two Semesters, 10 units

Course Adoption: UC/CSU "a-g"

Textbook: Benjamin Cummings: *Biology Concepts & Connections* 4th Edition (2003)
Campbell, Reece, Mitchell, Taylor
Benjamin Cummings: *Laboratory Investigations for Biology* 2nd Edition (2003)
Dickey

Prerequisites: 11th & 12th graders:

- Successful completion of one year of laboratory science with a "B" or better.
- Successful completion of Algebra I with a B or better.

I. Course Description:

This is a two semester advanced college preparatory lab science course designed to teach students the concepts and principles of biology. Students will develop a conceptual framework for modern biology and recognize unifying themes that integrate the major topics of biology. Students will learn about the scientific process, molecules and cells, cellular reproduction and genetics, evolution, ecology, and the form and function of animals. Laboratory activities stress the development of important skills such as detailed observation, accurate recording, experimental design, and data interpretation and analysis. Students will develop critical thinking skills through research and discussions about issues relating to current advancements in Biology.

II . Course Goals and/or Major Student Outcomes

A. Students will develop a conceptual framework for modern biology and recognize unifying themes that integrate the major topics of biology.

B. Students will understand that scientific discovery is a process.

C. Students will develop advanced laboratory skills that require both qualitative and quantitative analysis of results.

D. Students will understand that the application of biological knowledge and critical thinking can be applied to environmental and social concerns.

III. Course Objectives

The Santa Maria Joint Union School District science courses are designed to meet or exceed the California State Science Standards. The knowledge and skills listed below are those targeted learning objectives that will be assessed in this course.

At the completion of the Honors Biology course students will:

Unit 1. The Process of Science

- Describe the goals and limits of scientific investigations.
- Define a hypothesis and compare inductive and deductive reasoning.
- Explain the differences between discovery science and hypothesis-driven science.
- Describe the scientific method.
- Explain the importance of experimental design (testable hypothesis, independent and dependent variables, controls, and sample size).
- Draw conclusions and inferences based on data interpretation and analysis.
- Explain why an understanding of biology is essential to all of our lives.
- Objectively read publications containing current science and technology topics.

Unit 2. The Molecules and Cells

- Define matter, an element, and a trace element.
- Define a compound and explain how compounds in living organisms are different from compounds in non-biological materials.
- Describe the structure of an atom.
- Define the atomic number and mass number of an atom.
- Define an isotope and explain what makes some isotopes radioactive.
- Explain why radioactive isotopes are important to biologists.
- Explain how the electron configuration of an atom influences its chemical behavior.
- Distinguish among non-polar covalent, polar covalent, and ionic bonds, noting their relative strengths and functions and the methods by which they are diagrammed.
- Describe the special properties of water that make it vital to living systems. Explain how these properties are related to hydrogen bonding.
- Define a solute, a solvent, and a solution.
- Explain how acids and bases directly or indirectly affect the hydrogen ion concentration of a solution.
- Explain the basis for the pH scale.
- Explain how buffers work.
- Describe the causes of acid precipitation and explain how it adversely affects the fitness of the environment.
- Define a chemical reaction and distinguish between the reactants and the products.
- Explain why carbon is unparalleled in its ability to form large, diverse molecules.
- Define organic compounds, hydrocarbons, a carbon skeleton, and an isomer.
- Describe the properties of and distinguish between the four functional groups of organic molecules.
- List the four classes of macromolecules and explain the relationship between monomers and polymers.
- Compare the processes of dehydration synthesis and hydrolysis.
- Describe the structures, functions, properties, and types of carbohydrate molecules.
- Describe the structures, functions, properties, and types of lipid molecules.
- Describe the structures, functions, properties, and types of proteins.
- Compare the structures and functions of DNA and RNA
- Compare the designs and images produced by a light microscope, scanning electron microscope, and transmission electron microscope.
- Distinguish between magnification and resolving power.
- Define cell theory and briefly describe the discoveries that led to its development.
- Explain why cell size and shape varies.
- Explain the relationships between nanometers, micrometers, millimeters, centimeters, and meters.
- Explain why there are both upper and lower limits to cell size.
- Distinguish between prokaryotic and eukaryotic cells.
- Explain why compartmentalization is important in eukaryotic cells.

- Compare the structures of plant and animal cells. Note the function of each cell part.
- Describe the structures and functions of the nucleus, endomembrane system, rough and smooth endoplasmic reticulum, Golgi apparatus, and lysosomes.
- Explain how impaired lysosomal function can cause the symptoms of storage diseases.
- Compare the structures and functions of mitochondria and chloroplasts.
- Compare the structures and functions of microfilaments, intermediate filaments, and microtubules.
- Explain how the structure of cilia and flagella relate to their functions.
- Compare the structures and functions of cell surfaces and intercellular junctions of plant and animal cells.
- Describe the four functional categories of eukaryotic organelles, noting which organelles are in each group.
- Define and compare kinetic energy, potential energy, chemical energy, and heat.
- Define the first and second laws of thermodynamics. Explain how the nature of energy transformations are guided by the laws of thermodynamics.
- Define and compare endergonic and exergonic reactions. Explain how cells use these reactions to survive.
- Describe the importance of energy coupling in cellular reaction.
- Explain how ATP functions as an energy shuttle.
- Explain how enzymes speed up chemical reactions.
- Describe the structure of an enzyme-substrate interaction.
- Explain how the cellular environment affects enzyme activity.
- Explain how competitive and noncompetitive inhibitors alter an enzyme's activity.
- Explain how certain pesticides and antibiotics work by inhibiting enzymes.
- Explain how membranes help organize the chemical activities of a cell.
- Relate the structure of phospholipid molecules to the structure and properties of cell membranes.
- Describe the fluid mosaic structure of cell membranes.
- Describe the diverse functions of membrane proteins.
- Describe the process of passive transport.
- Explain why osmosis is the passive transport of water.
- Distinguish between hypertonic, hypotonic, and isotonic solutions.
- Explain how plant and animal cells change when placed into a hypertonic or hypotonic solution.
- Compare the processes of facilitated diffusion and active transport.
- Distinguish between exocytosis, endocytosis, phagocytosis, pinocytosis, and receptor-mediated endocytosis.
- Describe the cause of hypercholesterolemia.
- Describe the central role of chloroplasts and mitochondria in harvesting energy and making it available for cellular work.

Unit 3. Cellular Reproduction and Genetics

- Compare the relationship between a parent and its offspring resulting from asexual versus sexual reproduction.
- Explain the significance of Virchow's principle regarding cellular reproduction.
- Explain how daughter prokaryotic chromosomes are separated from each other during binary fission.
- Compare the structure of prokaryotic and eukaryotic chromosomes.
- Describe the stages and significance of the cell cycle.
- List the phases of mitosis and describe the events that are characteristic of each phase. Recognize the phases of mitosis from diagrams and micrographs.
- Compare cytokinesis in animals and plants.
- Explain how anchorage, cell density, and growth factors control the cell cycle.
- Explain how cancerous cells are different from healthy cells; distinguish between benign and malignant tumors; and explain the strategies behind some common cancer treatments.
- Describe the functions of mitosis.
- Explain how chromosomes are paired.
- Distinguish between (a) somatic cells and gametes, (b) diploid cells and haploid cells, and (c) autosomes and sex chromosomes.
- List the phases of meiosis I and meiosis II and describe the events that are characteristic of each phase.
- Recognize the phases of meiosis from diagrams or micrographs.
- Describe key differences between mitosis and meiosis. Explain how the end result of meiosis differs from that of mitosis.

- Explain how independent orientation, crossing over, and random fertilization contribute to genetic variation in sexually reproducing organisms.
- Explain how and why karyotyping is performed.
- Describe the causes and symptoms of Down syndrome.
- Define nondisjunction and explain how it can occur.
- Describe the consequences of abnormal numbers of sex chromosomes.
- Describe the main types of chromosomal changes.
- Describe the pangenesis theory and blending hypothesis. Explain why both ideas are now rejected.
- Explain why Mendel's decision to work with peas was a good decision.
- Define and distinguish between true-breeding organisms, hybrids, the P generation, the F1 generation, and the F2 generation.
- Define and distinguish between the following pairs of terms: genotype vs. phenotype, dominant allele vs. recessive allele, and heterozygous vs. homozygous. Also define a monohybrid cross and a Punnett square.
- Explain how Mendel's principle of segregation describes the inheritance of a single characteristic.
- Describe the relationship between alleles for the same gene on separate homologous chromosomes.
- Explain how Mendel's principle of independent assortment applies to a dihybrid cross. Illustrate this principle with examples of Mendel's work with peas and recent research on Labrador Retrievers.
- Explain how a testcross is performed to determine the genotype of an organism.
- Explain when the rule of addition and the rule of multiplication should be used to determine the probability of an event. Explain why Mendel was wise to use large sample sizes in his studies.
- Explain how family pedigrees can help determine the inheritance of many human traits.
- Explain how recessive and dominant disorders are inherited. Provide examples of each.
- Compare the health risks, advantages, and disadvantages of the following forms of fetal testing: amniocentesis, chorionic villus sampling, and ultrasound imaging.
- Describe the inheritance patterns of incomplete dominance, multiple alleles, and pleiotropy.
- Define and distinguish between carrier testing, diagnostic testing, prenatal testing, newborn screening, and predictive testing.
- Explain how a single characteristic can be influenced by many genes.
- Define the chromosome theory of inheritance. Explain the chromosomal basis of the principles of segregation and independent assortment.
- Explain how linked genes are inherited differently from other, nonlinked genes.
- Describe T. H. Morgan's studies of crossing over and explain how Sturtevant created linkage maps.
- Explain how sex is genetically determined in humans and the significance of the *SRY* gene. Explain how sex is determined differently in other organisms.
- Describe the patterns of sex-linked inheritance, noting examples in fruit flies and humans.
- Describe the experiments of Griffith and Hershey and Chase, which demonstrated that DNA is the genetic material.
- Compare the structure of DNA and RNA.
- Explain how the structure of DNA facilitates its replication.
- Describe the process of DNA replication.
- Describe the locations, reactants, and products of transcription and translation.
- Explain the "languages" of DNA and RNA that are used to produce polypeptides.
- Explain how RNA is produced.
- Explain how eukaryotic RNA is processed before leaving the nucleus.
- Explain how tRNA functions in the process of translation.
- Describe the structure and function of ribosomes.
- Explain how translation begins.
- Describe the step-by-step process by which amino acids are added to a growing polypeptide chain.
- Diagram the overall process of transcription and translation.
- Describe the major types of mutations and their possible consequences.
- Compare the lytic and lysogenic reproductive cycles of a phage.
- Describe the reproductive cycle of an enveloped virus. Explain how the herpes virus is different from this cycle.
- Explain how new viruses evolve and why certain viruses emerge as major threats.
- Explain how the AIDS virus enters a host cell and reproduces.
- Differentiation yields a variety of cell types, each expressing a different combination of genes.

- Differentiated cells may retain all of their genetic potential.
- Importance of the Human Genome Project.

Unit 4. Evolution

- Briefly describe the history of evolutionary thought.
- Explain how Darwin's voyage on the *Beagle* influenced his thinking.
- Describe the ideas and events that resulted in Darwin's 1859 book.
- Explain how fossils form, noting examples of each process.
- Explain how the fossil record provides some of the strongest evidence of evolution.
- Explain how biogeography, comparative anatomy, comparative embryology, and molecular biology document evolution.
- Describe Darwin's assumptions in developing the concept of natural selection.
- Explain how artificial selection supports natural selection.
- Describe known examples of natural selection. Note key points about how natural selection works.
- Define a population and a species.
- Explain how microevolution occurs.
- Explain the significance of Hardy-Weinberg equilibrium to natural populations and in public-health science.
- Describe the five conditions required for Hardy-Weinberg equilibrium.
- Explain how the bottleneck effect, the founder effect, gene flow, and mutation influence microevolution.
- Explain how natural selection results from changes in genetic equilibrium.
- Explain why only some variation is heritable. Explain how genetic variation is measured.
- Explain how mutation and sexual recombination produce genetic variation.
- Explain how genetic variation is maintained in populations.
- Explain what is meant by neutral variation.
- Explain why genetic bottlenecks threaten the survival of certain species.
- Define Darwinian fitness.
- Describe the three general outcomes of natural selection.
- Define and compare intrasexual selection and intersexual selection.
- List four reasons why natural selection cannot produce perfection.
- Explain why antibiotic resistance has evolved.
- Compare the different definitions of a species and the usefulness of each definition.
- Describe prezygotic barriers and postzygotic barriers that prevent populations belonging to closely related species from interbreeding.
- Explain how geologic processes can fragment populations and lead to speciation.
- Define adaptive radiation and explain why the Galápagos finches are a good example.
- Explain how sympatric speciation can occur and how it typically happens in plants.
- Explain why polyploidy is important to modern agriculture.
- Explain how modern wheat evolved.
- Explain how reproductive barriers might evolve in isolated populations of animals.
- Compare the gradualist model and the punctuated equilibrium model of evolution. Explain which model best explains the fossil record.
- Describe the work and discoveries of Peter and Rosemary Grant working with Darwin's finches.

Unit 5. Ecology

- Describe the characteristics of the biosphere.
- Describe the abiotic factors that affect organisms.
- Describe the different types of aquatic biomes.
- Describe the different types of freshwater biomes.
- Describe the types of characteristics used to define terrestrial biomes.
- Define population density and describe techniques to measure it. List the main types of dispersion patterns.
- Describe and compare the exponential growth model and the logistic growth model, illustrating both with examples. Explain the concept of carrying capacity.
- Describe the factors that regulate growth in natural populations.
- Define boom-and-bust cycles, explain why they occur, and note examples.
- Explain how life tables are used to track mortality and survivorship in populations. Compare Type I, Type II, and Type III survivorship curves.

- Explain how the life history traits vary with environmental conditions and with population density. Compare *r*-selection and *K*-selection and indicate examples of each.
- Explain how the human population is changing and the impact this has had and continues to have on the Earth. Use the concept of an ecological footprint to compare the impacts of humans living in different countries.
- Define the demographic transition. Explain how the age structure of a population can be used to predict changes in population size.
- Describe the inherent problems of managing populations.
- Describe the four properties of a community.
- Describe the concepts of the "competitive exclusion principle," "resource partitioning," and an ecological "niche."
- Describe the different types of predation, define coevolution, and distinguish between Batesian and Müllerian mimicry.
- Define a keystone species and describe two examples.
- Describe the three different types of symbiotic relationships, noting examples of each.
- Explain how disturbances can be beneficial to a community. Distinguish between primary and secondary succession.
- Describe the roles of fire in shaping ecosystems.
- Describe and compare energy flow and chemical cycling in ecosystems.
- Describe the trophic structure of food chains.
- Explain how food chains interconnect to form food webs.
- Describe the movement of energy through a food chain. Explain why there are more producers than consumers and why eating meat is considered a great luxury.
- Explain how water, carbon, nitrogen, and phosphorus are cycled within ecosystems.
- Define eutrophication and explain how we learned that phosphorus is the main cause of this problem.

Unit 6. Animals: Form and Function

- Describe the levels of organization in an animal's body.
- Describe the four main tissues, noting their structures and their functions.
- Describe the structure of organs.
- Describe the general structures and functions of the twelve major organ systems in vertebrate animals.
- Describe the main components of the human alimentary canal and the associated digestive glands.
- Describe the functions of the molecules in saliva and the roles of the tongue and teeth in digestion.
- Explain how swallowing occurs and how food is directed away from the trachea.
- Explain how the structure of the esophagus functions to propel food.
- Relate the structure of the stomach to its functions.
- Describe the functions of the secretions of the stomach.
- Explain the causes of heartburn and why the stomach does not digest itself.
- Describe the most common cause of stomach ulcers and the primary forms of treatment.
- Describe the different types of chemical digestion that occur in the small intestine.
- Explain how the structure of the small intestine promotes nutrient absorption.
- Describe the structure and functions of the large intestine and rectum.
- Describe the three common nutritional needs of all animals.
- Explain why exercise and a balanced diet of 1200 kcal or more is the best way to lose weight.
- Define essential amino acids.
- Define a vitamin and distinguish between water-soluble and fat-soluble vitamins.
- Define dietary minerals and explain why they are important in the diet.
- Describe the types of information found on food labels.
- Explain how diet can influence the risks of cardiovascular disease and cancer.
- Describe the three main phases of gas exchange.
- Describe the structures and functions of a mammalian respiratory system.
- Describe the impact of smoking on human health.
- Explain how breathing is controlled in humans.
- Explain how blood transports gases between the lungs and tissues of the body.
- Describe the functions of hemoglobin.
- Describe the pathway of blood through the mammalian cardiovascular system.
- Relate the structure of blood vessels to their functions.

- Distinguish between diastole and systole. Explain what keeps blood moving in the correct direction within the heart and what causes heart “beats.”
- Explain how heartbeats are controlled.
- Define a heart attack and heart disease and explain the causes of these serious health problems.
- Explain how and why blood pressure changes as blood moves away from the heart.
- Explain how blood pressure is measured. Note normal and high blood pressure readings.
- Explain how blood flow through capillaries is regulated.
- Explain how the structure of a capillary is related to its functions.
- Describe the components of blood and their functions.
- Describe the structure, function and production of red blood cells.
- Describe the five main types of leukocytes and note their functions.
- Describe the process of blood clotting.
- Define leukemia and describe the most common forms of treatment.
- Describe the nature of nonspecific human defenses against infection.
- Describe the events of the inflammatory response and explain how it helps to prevent the spread of disease.
- Describe the structure and functions of the lymphatic system.
- Describe the specific nature of an immune system response. Define antigen, antibody, passive immunity, and active immunity.
- Describe the development and functions of B and T lymphocytes.
- Describe the nature of antigens. Explain how an antigen and its antibody interact.
- Explain how clones of the appropriate B and T cells are produced to fight an infection.
- Compare the primary and secondary immune responses. Distinguish between the functions of plasma cells and memory cells.
- Relate the specific structure of an antibody to its functions.
- Describe the effector mechanisms triggered by antibodies binding to antigens.
- Describe the production of and uses for monoclonal antibodies.
- Describe the specific functions of cytotoxic T cells and helper T cells.
- Explain how the immune system helps to fight cancer.
- Explain how the immune system identifies the body’s own molecules and how this system creates problems for organ transplantations.
- Describe the ways animals eliminate nitrogenous wastes and the advantages and disadvantages of each method.
- Describe the general and specific structure of the human kidney. Explain how this organ promotes homeostasis.
- Describe the four major processes by which the human excretory system produces and eliminates urine.
- Describe the key events in the process by which the kidneys convert filtrate into urine.
- Explain how a dialysis machine works.
- Describe the many functions of the liver.
- Define a hormone and compare the mechanisms and functions of the endocrine and nervous systems.
- Compare the two general mechanisms by which hormones trigger changes in target cells.
- Describe the different types and functions of vertebrate endocrine organs.
- Describe the functions of and interrelationships between the hypothalamus and the anterior and posterior pituitary glands.
- Describe the functions of the thyroid gland. Describe the symptoms of hypothyroidism, hyperthyroidism, and a goiter.
- Explain how insulin and glucagon work to manage blood glucose levels. Explain what occurs in the different types of diabetes.
- Compare the functions of the hormones released by the adrenal medulla and the adrenal cortex.
- Describe the three major categories of sex hormones and note their functions.
- Fertilization results in a zygote and triggers embryonic development
- Cleavage produces a ball of cells from the zygote.
- Gastrulation produces a three-layered embryo and organs start to form after gastrulation.
- Changes in cell shape, cell migration, and programmed cell death give form to the developing animal.
- The embryo and placenta take shape during the first month of pregnancy
- Human development from conception to birth is divided into three trimesters
- Describe the structural and functional subdivisions of the nervous system.

- Describe the structure and functions of neurons.
- Explain how an action potential propagates itself along a neuron.
- Compare the structures, functions, and locations of electrical and chemical synapses.
- Describe the types of inputs a single neuron can receive and note the nature of the neuron's response.
- Describe the types and functions of neurotransmitters known in humans.
- Explain how drugs can alter chemical synapses.
- Explain how muscle cells contract and describe the role of calcium in a muscle contraction.
- Distinguish between aerobic and anaerobic exercise.
- Describe the three main types of skeletons, their advantages and disadvantages.
- Describe the structure of bone and the three types of joints.
- Describe how the Integumentary system protects the internal body from mechanical injury, infection, extreme temperatures, and drying out.
- Describe the systems that help exchange materials between an animal and its environment.
- Define the concept of homeostasis and understand that homeostasis depends on negative feedback.
- Explain how thermoregulation is an example of homeostasis.

Honors Biology Course Outline	Laboratory Exercises & Supporting Activities
Unit 1. The Process of Science A. The Process of Science ▪ Goals and limits of scientific investigations ▪ Inductive and deductive reasoning: ▪ Discovery science and hypothesis-driven science B. Scientific Method ▪ Observation and questions ▪ Testable hypothesis ▪ Experimental design ▪ Independent, Dependent variables ▪ Controls ▪ Sample size ▪ Data collection and recording ▪ Data interpretation and analysis ▪ Drawing inferences C. Biology and Everyday Life ▪ Biology is essential to our lives ▪ Science and Technology ▪ Scientific publications	Ex. 1.1 The Black Box ▪ Explain and apply the scientific inquiry method. Ex. 1.2 Defining a Problem ▪ Identify questions that can be answered through scientific inquiry and explain what characterizes a good question. ▪ Identify usable hypotheses and explain what characterizes a good scientific hypothesis. Ex. 1.3 The Elements of an Experiment ▪ Define and give examples of dependent, independent, and standardized variables. ▪ Identify the variables in an experiment. ▪ Explain what control treatments are and why they are used. ▪ Explain what replication is and why it is important. Ex. 1.4 Designing an Experiment ▪ Critique the experimental design of a given proposed experiment. ▪ Design an experiment with a given method for measuring a dependent variable. Ex. 1.5 Application of Science Inquiry ▪ Evaluate research reported in the media using the criteria provided. Current Science Article I ▪ Research paper on current science topic. Video – *Collapse* ▪ Observational notes. ▪ Inferences as to why collapses occurred. Video - *History of Biology* ▪ Notes on important discoveries in Biology.
Unit 2. The Molecules and Cells A. The Chemical Basis of Life ▪ Atoms and Molecules: atomic structure; elements; covalent bonds; ionic bonds; matter; isotopes; electron configuration influence on chemical behavior; compounds in living organisms. ▪ The Properties of Water: hydrogen bonding; solute, solvent, and solution; acids and bases; the affect of hydrogen ion concentration; pH scale; buffers; acid precipitation and the environment ▪ Rearrangement of Atoms: chemical reaction; reactants and products B. Molecules of the Cell ▪ Organic Compounds and Their Polymers: organic compounds; hydrocarbons; carbon skeleton; isomers; four functional groups of organic molecules; monomers; polymers; dehydration synthesis and hydrolysis ▪ Carbohydrates: structures and functions; properties and types of carbohydrate molecules ▪ Lipids: structures and functions; properties and types of lipid molecules	Ex 2.1 Buffering Capacity ▪ Define a buffer, and explain why buffers are important to organisms. ▪ Interpret a titration curve to determine whether a solution has buffering capacity and, if so, over what pH range. ▪ Explain why some solutions have buffering capacity and others do not. Ex 3.1 Carbohydrates ▪ Define monosaccharide, disaccharide, and polysaccharide and give examples of each. ▪ Name the monosaccharide components of sucrose and starch. ▪ Describe the test that indicated the presence of most small sugars. ▪ Describe the test that indicates the presence of starch. ▪ Define hydrolysis and give an example of the hydrolysis of carbohydrates. Ex 3.2 Lipids ▪ Define lipid and give examples. ▪ Describe the test that indicates the presence of lipids. Ex 3.3 Proteins ▪ Define protein and give examples.

- Proteins: structures and functions; properties and types of proteins
- Nucleic Acids: compare the structures and functions of DNA and RNA

C. Tour of the Cell

- The Microscope: light microscope; scanning electron microscope; transmission electron microscope; distinguish between magnification and resolving power
- Prokaryotic and eukaryotic cells: cell theory; upper and lower limits to cell size; compartmentalization in eukaryotic cells; structures and functions of plant and animal cell parts
- Organelles and the Endomembrane System: structures and function of the nucleus; endomembrane system; rough and smooth endoplasmic reticulum; Golgi apparatus; lysosomes
- Energy-Converting Organelles: structures and functions of mitochondria and chloroplasts
- The Cytoskeleton and Related Structures: structures and functions of microfilaments; intermediate filaments and microtubules; how the structures of cilia and flagella relate to their functions
- Eukaryotic Cell Surfaces and Junctions: structures and functions of cell surfaces; intercellular junctions of plant and animal cells

D. The Working Cell

- Energy and the Cell: kinetic, potential, and chemical energy; heat; first and second laws of thermodynamics; endergonic and exergonic reactions in cells; energy coupling; ATP
- Enzymes: role of enzymes in chemical reactions; structure of enzyme-substrate interaction; cellular environments affects on enzyme activity; competitive and noncompetitive inhibitors; certain pesticides and antibiotics work by inhibiting enzymes
- Membrane Structure and Function: organize the chemical activities of a cell; phospholipid molecules; structure of cell membranes; membrane proteins; active and passive transport; diffusion and osmosis; plant and animal cells response to hypertonic, hypotonic and isotonic solutions; facilitated diffusion; exocytosis, endocytosis, phagocytosis and pinocytosis; receptor mediated endocytosis, hypercholesterolemia
- Cellular Respiration: chemical equation; role of mitochondria in harvesting energy for cellular work
- Photosynthesis: chemical equation; role of chloroplast in harvesting energy for cellular work

- Explain why the structure of a protein is important for its function.
- Describe the test that indicates the presence of protein.

Ex 3.4 Macromolecules In Food

- Explain how the components of butter are distributed in two fractions by the process of clarification.
- Interpret the results of tests that indicate the presence of sugar, starch, lipid, and protein in unknown samples.

Ex 3.5 DNA Extraction

- Describe how DNA can be extracted from cells.
- Form a hypothesis about the outcome of the experiment.
- Use a positive and negative control to interpret the results of experimental unknown.

Ex 4.1 The Compound Microscope

- Determine total magnification of the lenses on your microscope.
- Explain the difference between magnification and resolving power.
- Identify the parts of the compound microscope and give the function of each part.
- Describe the procedure you would follow to locate and focus on a specimen using the scanning, low-power, or high-power objective.
- Define field of view and describe how the field of view changes with magnification.
- Define depth of focus and explain how it changes with magnification and how to adjust for it when viewing specimens.

Ex 4.2 Observing Cells

- Explain what stains are and why they are often used with biological materials.
- Make a slide of an animal cell and plant cell.
- Draw an animal and plant cell and identify cell structures.

Ex 4.3 Cell Size & Diffusion

- Calculate surface-area-to-volume ratio.
- Explain the significance of the surface-area-to-volume ratio in terms of movement of materials in a cell.
- Explain how a model can be used to help illustrate the relationship between the surface area of a cell and its volume.

Ex 4.4 Chemistry of Combustion, Respiration & Photosynthesis

- Compare the equations of combustion, respiration, and photosynthesis.
- Understand structural formula and chemical bonding.
- Duplicate the chemical activities of photosynthesis and respiration with molecule sets.
- Write balanced equations for photosynthesis and respiration.

Ex 5.1 Enzyme Catalysis

- Measure the effects of changes in temperature, pH, salinity, enzyme concentration, and substrate concentration on the rate of an enzyme-catalyzed reaction.
- Explain how environmental factors affect the rate of enzyme-catalyzed reactions.

Ex 5.2 Diffusion and Osmosis

- Investigate the processes of diffusion and osmosis in a model of a membrane system.
- Investigate the effect of solute concentration on water

	potential as it related to living plant tissues. Campbell Biology CD-ROM ▪ Activity ~ *Comparing Prokaryotic and Eukaryotic Cells* ▪ Activity ~ *Prokaryotic Cell Structure and Function* ▪ Activity ~ *Animal Cell Structure and Function* ▪ Activity ~ *Plant Cell Structure and Function* Current Science Article II ▪ Research paper on current science topic. Video – *The Microscopic World*
Unit 3. Cellular Reproduction and Genetics A. Cellular Basis of Reproduction and Inheritance ▪ Cell Division and Reproduction: asexual versus sexual reproduction; Virchow's principle regarding cellular reproduction; binary fission ▪ Eukaryotic Cell Cycle and Mitosis: Prokaryotic and Eukaryotic chromosomes; stages and significance of the cell cycle; phases of mitosis and describe the events characteristics of each phase; cytokinesis in animals and plants; anchorage, cell density, and growth factors control influence the cell cycle; cancerous cells; benign and malignant tumors; strategies behind some common cancer treatments ▪ Meiosis and Crossing Over: somatic cells and gametes; diploid and haploid cells; autosomes and sex chromosomes; phases of meiosis I and meiosis II and describe events and characteristics of each phase; key differences between mitosis and meiosis; genetic variation in sexually reproducing organisms through independent orientation, crossing over, and random fertilization ▪ Alterations of Chromosome Number and Structure: karyotyping; causes and symptoms of Down syndrome; nondisjunction; consequences of abnormal number of sex chromosomes B. Patterns of Inheritance ▪ Mendel's Principles: rejection of pangenesis theory and blending hypothesis; Mendel's work with peas; true-breeding organisms; hybrids; the P generation, the F1generation, the F2 generation; genotypes and phenotypes; dominant allele vs. recessive allele; heterozygous vs. homozygous; Punnett square; monohybrid and dihybrid crosses; alleles; homologous chromosomes; Mendel's principle of independent assortment; testcrosses used to determine organism's genotype; probability rules of addition and multiplication; family pedigrees and inheritance of traits; recessive and dominant disorders; advantages and disadvantages of amniocentesis, chorionic villus sampling and ultrasound imaging ▪ Variation on Mendel's Principles: inheritance patterns of incomplete dominance; multiple	Ex 8.1 Mitosis & Meiosis ▪ Examine and compare the phases of mitosis in animal and plant cells. ▪ Determine the relative time cells spend in each phase of mitosis. ▪ Prepare microscope slides of mitotic cells using allium root tips. ▪ Follow the processes of mitosis and meiosis in the life cycle of Sordaria. ▪ Examine the arrangement of Sordaria ascospores microscopically to determine the frequency of crossing-over ▪ Calculate the distance, in map units, between a specific gene and the chromosome centromere. Ex 8.2 Model of Meiosis ▪ List in correct order and describe the steps of meiosis. ▪ Understand the role chromosomes play in the process of reproduction. ▪ Describe the effects of Independent Orientation on genetic variation. ▪ Describe the effects of Crossing Over of genetic variation. ▪ Discussion the advantages and disadvantages of using models to help explain biological events like meiosis. Ex 8.4 Human Karyotyping ▪ Describe how human karyotypes are typically prepared. ▪ Use concepts such as homologous chromosomes, centromeres, and DNA banding to help you simulate building karyotypes. ▪ Understand how human karyotypes are used to identify chromosomal problems. ▪ Recognize the differences between normal human karyotypes and those that have chromosomal abnormalities. Ex 9.1 Probability and Genetics ▪ Determine the probability for the results of tossing a single coin. ▪ Determine the probability for the results of tossing two coins at the same time. ▪ Understand and calculate percent deviation. ▪ Identify examples demonstrating the rules of probability. Ex 9.2 Genetics of Corn Kernels ▪ Use a model to illustrate Mendel's principle of segregation. ▪ Construct Punnett squares to show the results of genetic crosses. ▪ Calculate actual phenotype ratios in two stains of corn.

alleles and pleiotrophy; distinguish between carrier testing, diagnostic testing, prenatal testing, newborn screening, and predictive testing; many genes influence a single characteristic ▪ The Chromosomal Basis of Inheritance: linked genes are inherited differently; Morgan's studies of crossing over; linkage maps ▪ Sex Chromosomes and Sex-Linked Genes: sex is genetically determined in humans; significance of the SRY gene; patterns of sex-linked inheritance C. Molecular Biology of the Gene ▪ The Structure of the Genetic Material: experiments of Griffith, Hershey and Chase; compare the structure of DNA and RNA ▪ DNA Replication: structure of DNA; process of DNA replication; DNA polymerases and ligase ▪ The Flow of Genetic Information from DNA to RNA to Protein: locations and products of transcription and translation; major types of mutations and their possible consequences ▪ Viruses: lytic and lysogenic reproductive cycles; prophage; plant viruses; new viruses evolve; AIDS virus reproduction D. Control of Gene Expression ▪ Cellular Differentiation: patterns of gene expression; cloning of eukaryotes; adult stem cells; gene regulation in eukaryotes; embryonic development; genetic basis of cancer ▪ Human Genome Project: importance of sequencing genomes, telomeres	Ex 10.1 DNA Model Building and Replication of DNA ▪ Use a model to review the molecular make-up of DNA ▪ Use a model to simulate DNA replication. Ex 10.2 RNA and Protein Synthesis ▪ Use a model to review the molecular make-up of RNA ▪ Use a model to simulate transcription and translation of RNA. ▪ Use a model to simulate protein synthesis. Campbell Biology CD-ROM ▪ Activity ~ *The Cell Cycle* ▪ Activity ~ *The Hershey-Chase Experiment* ▪ Activity ~ *DNA and RNA Structure* ▪ Activity ~ *DNA Double Helix* ▪ Activity ~ *Transcription* ▪ Activity ~ *Translation* ▪ Activity ~ *The Human Genome Project: Human Chromosome 17* ▪ Thinking as a Scientist ~ *How much time do cells spend in each phase of mitosis?* ▪ Thinking as a Scientist ~ *How can the frequency of crossing over be estimated?* Current Science Article III ▪ Research paper on current science topic.
Unit 4. Evolution A. Populations ▪ Evidence of Evolution: evolutionary adaptations; descent with modification; fossils and the fossil record; biogeography; comparative anatomy of homologous structures; comparative embryology; molecular biology ▪ Darwin's Theory and the Modern Synthesis: artificial and natural selection; populations and population genetics; modern synthesis; species concept; gene pool; microevolution; Hardy-Weinberg equilibrium; genetic drift, bottleneck effect, founder effect and gene flow; mutations are rare events ▪ Variation and Natural Selection: polymorphic populations; geographic variation; genetic variation; gene diversity; nucleotide diversity of DNA sequences; sexual recombination, independents assortment, crossing over and random fertilization; "hidden" recessive alleles, heterozygote advantage; neutral variation; reduced variation in endangered species; Darwinian fitness; stabilizing, directional and diversifying selection; sexual dimorphism; antibiotic resistance in bacteria B. Origin of Species ▪ Concepts of Species: speciation; taxonomy; biological species concept; ring species;	Ex. 13.1 Population Genetics and Evolution ▪ Simulate random mating patterns and utilize the Hardy-Weinberg principle to determine allele frequencies. ▪ The effect natural selection has on allelic frequencies. ▪ How natural selection reduces the frequency of recessive traits. ▪ How the Hardy-Weinberg law of genetic equilibrium can help determine whether evolution is occurring. Ex 13.2 Human Heredity ▪ Form a pedigree of their immediate family ability to taste PTC. ▪ Determine, from their PTC pedigree and classmates pedigrees whether the gene for tasting PTC is autosomal dominant or recessive. ▪ Calculate, using class data, the frequency of the recessive gene, the dominant gene, and the genotypes in a population. ▪ Predict, using the Hardy-Weinberg equation, the frequency of the genotypes in a large population. Ex 14.1 Speciation ▪ Plot field data to create a species distribution map. ▪ Analyze and discuss the distribution of *Ensatina eschscholtzii* in California. ▪ Discuss the biological species concept, as well as other species concepts, and know how they are used to define a species. Ex 14.2 Variation

geographic barriers; morphological, genealogical and ecological species concept; reproductive barriers: prezygotic (temporal isolation, habitat isolation, behavioral isolation, mechanical isolation and gametic isolation) and postzygotic (hybrid inviability, hybrid sterility and hybrid breakdown) ▪ Mechanisms of Speciation: allopatric speciation; microevolutionary processes: mutation, genetic drift, and natural selection: geographic isolation; adaptive radiation (Darwin's finches of the Galapagos Island chain); sympatric speciation; polyploidy; reproductive barriers; gradualist model and punctuated equilibrium model of speciation	▪ Collect and plot data gathered on the variation of size in a sample population. ▪ Construct both a line and frequency distribution graph. ▪ Analyze data with mathematical treatments. ▪ Explain the concept of variation within a population. Ex 14.3 Natural Selection ~ A Simulation ▪ Successfully conduct a simulation of natural selection. ▪ Construct bar graphs and analyze collected data for trends related to natural selection. ▪ Explain the interrelationship between predators, the coloration of their prey and habitat. ▪ Give an example of natural selection in action today. Campbell Biology CD-ROM ▪ Activity ~ *Darwin and the Galapagos Islands* ▪ Activity ~ *Genetic Variation from Sexual Recombination* ▪ Activity ~ *Exploring Speciation on Islands* Current Science Article IV ▪ Research paper on current science topic. Video – *History of Evolutionary Thought*
Unit 5. Ecology A. The Biosphere ▪ Ecology: characteristics of the biosphere; organisms; populations; community; habitats; ecosystems; abiotic (solar energy, water, temperature and wind) and biotic components ▪ Aquatic biomes: ocean evaporation; photosynthesis of marine algae; estuaries and wetlands; intertidal zone and continental shelf; pelagic and benthic zones; phytoplankton and zooplanktion; photic and aphotic zones; coral reefs; freshwater biomes:lakes, ponds, rivers, and streams ▪ Terrestrial biomes: tropical forest, savannas, deserts, chaparral, temperate grasslands, temperate deciduous forests, coniferous forests, taiga, and tundra B. Population Dynamics ▪ Population structure and dynamics: populations and population density; mark-recapture method; dispersion patterns: clumped, uniform and random; mathematical equations of population growth (intrinsic rate of increase); exponential growth model, G = *rN*; population-limiting factors; logistic growth model; carrying capacity (K), G = *rN* [(K–N)/K]; limits to population growth; density dependent and independent factors; "boom-and-bust" cycles ▪ Life histories and their evolution: life tables; survivorship curves: Type I, Type II and Type III; life histories; *r*-selection and *K*-selection ▪ The human population: exponentially growth; ecological footprint; demographic transition; age structures; renewable resource management; maximum sustained yield C. Communities and Ecosystems ▪ Structural features of communities: communities; biodiversity; community stability; interspecific	Ex 35.1 Population Change ~ A Model ▪ Use a mathematical model to predict population change in hypothetical populations. ▪ Graph population growth of hypothetical populations on arithmetic and semi logarithmic graph paper and analyze. Ex 35.2 Population Change ~ Field Data ▪ Graph population data for several natural populations and determine reasons for population fluctuations. Current Science Article V ▪ Research paper on current science topic. Campbell Biology CD-ROM ▪ Activity ~ *Aquatic Biomes* ▪ Activity ~ *Terrestrial Biomes* ▪ Activity ~ *Techniques for Estimating Population Density and Size* ▪ Activity ~ *Investigating Survivorship Curves* ▪ Activity ~ *Human Population Growth* ▪ Activity ~ *Energy Flow and Chemical Cycling* ▪ Activity ~ *Food Webs* ▪ Activity ~ *Energy Pyramids* Video ~ *Human Population Growth*

competition; niche; competitive exclusion principle; resource partitioning; predation (force of evolution); coevolution; Batesian mimicry, Mullerian mimicry; keystone species; symbiotic relationship; predator, prey and parasitism; commensalisms and mutualism; disturbances in communities; ecological succession; primary and secondary succession ▪ Ecosystems structure and dynamics: ecosystem; energy flow and chemical cycling; food web and food chain; producers, primary consumers, secondary consumers, tertiary consumers, quaternary consumers, decomposer; biomass; primary production; abiotic reservoirs: water cycle, carbon cycle, nitrogen cycle, and phosphorus cycle ▪ Ecosystem alteration: zoned reserves	
Unit 6. Animals: Form and Function A. Unifying Concepts of Animals Structure and Function ▪ Structural Organization in an Animal: cells, tissues, organs, and organ systems ▪ Digestion systems: nutrition and the human digestive system ▪ Respiratory systems: mechanisms of gas exchange; transports of gases in the body ▪ Circulatory systems: mammalian cardiovascular system; structure and function of blood ▪ Lymphatic and Immune systems: nonspecific defenses against infection and specific immunity ▪ Excretory systems: structure and function ▪ Endocrine systems: structure and function ▪ Reproductive systems: embryonic development; human development ▪ Nervous systems: structure and function; nerve signals and their transmission ▪ Muscular systems: skeletal muscles provide movement; muscle cells; calcium's role in muscle contraction; aerobic and anaerobic exercise. ▪ Skeletal systems: bones and cartilage provide support and protection; movement; types of skeletons; structure of bone; types of joints ▪ Integumentary systems: skin, hair and nails; protect the internal body B. Homeostasis: ▪ negative feedback; thermoregulation; excretion; liver function; hormones	Ex 20.1 Measuring Cardiovascular Function in Humans ▪ Determine pulse rate for an individual. ▪ Determine blood pressure for an individual. ▪ Describe the cardiac cycle and how it relates to heart sounds and blood pressure. ▪ Explain how and why hypertension, atherosclerosis, and arteriosclerosis affect circulation. ▪ Design an original experiment to investigate some factor that affects pulse rate and/or blood pressure. Campbell Biology CD-ROM ▪ Activity ~ *Correlating Structure and Function of Cells* ▪ Activity ~ *Levels of Life* ▪ Activity ~ *Regulation: Negative and Positive Feedback* Seminar ▪ Students are given a topic from Unit 6 that they are responsible for researching and teaching to the class. Each topic is accompanied with specific objectives that will be addressed in the student's oral presentation. Current Science Article VI ▪ Research paper on current science topic.

V. Texts & Supplemental Instructional Materials

- Benjamin Cummings: *Biology Concepts & Connections* 4th Edition (2003) Campbell, Reece, Mitchell, Taylor
- Benjamin Cummings: *Laboratory Investigations for Biology* 2nd Edition (2003) Dickey
- Campbell Biology CD-ROM and Web Site

VI. Instructional Methods and/or Strategies

- Laboratory Investigation
- Lecture and Discussion
- Research - library and Internet
- Project-based learning
- Group Work
- Readings
- CD-ROMs
- Videos

VII. Assessment Methods

- Laboratory Reports (40%)
- Written Exams and Quizzes (30%)
- Homework Assignments (10%)
- Current Science Research Papers (5%)
- Classroom Participation (5%)
- Comprehensive Final Exam ~ including laboratory concepts (10%)

Ernest Righetti High School has set goals through our Expected School wide Learning Results, ESLR's. Both teachers and administrators at Ernest Righetti High School set these goals. All students are expected to achieve these goals before graduation. As a result, the assessment criteria for the Honors Biology course take into account for these gals and students are held accountable to achieve these goals.

These goals are:

- Students will demonstrate effective communication skills in both reading and writing.
  - Students will use reading skills to build meaning, and gather information from a variety of grade level materials.
  - Students will write text with a clear purpose, supporting evidence, using accurate punctuation, and sentence structure.
- Students will demonstrate essential mathematical skills in:
  - Statistics, Data Analysis & Probability
  - Algebra and Functions
  - Mathematical Reasoning
  - Number sense
  - Measurement & Geometry
  - Algebra 1
- Student will demonstrate critical thinking skills.
  - Can identify, define and develop solutions to problems.
  - Organize, analyze, interpret, and evaluate information.
  - Utilize acquired skills in new situations.
- Students will demonstrate goal setting skills:
  - Assessment and Research
- Students will demonstrate the ability to work cooperatively with culturally diverse groups.
  - Student involvement in divers groups.

C. HONORS COURSES ONLY

How this honors course is different from the standard course.

This Honors Biology course differs from the standard Biology course in three major ways.

- First of all, the honors course is accelerated. Students are required to complete a summer assignment. Successful completion of this work introduces the student to Unit 1 and Unit 2 (A & B) of the course. This material is then used as a foundation for the first four weeks of the course, which is entirely laboratory based. The summer assignment also serves to set the tone for the class. Students are aware that the Honors Biology course will challenge them academically and if they are to be successful they must be self-motivated.
- Secondly, the course includes laboratory experiments, some of which are recommended AP Biology Laboratories, which are not used in the standard Biology course. Laboratory topics are explored in depth and involve data analysis and research. Laboratory experiments stress the importance of detailed observation, accurate recording, experimental design, and data interpretation.
- And lastly, the course textbook, *Biology Concepts & Connections*: Campbell, Reece, Mitchell, and Taylor, is a college introductory biology text. This textbook is the corner stone of the course. The concepts and principles of biology as presented in this text serve to raise the academic bar in the Honors Biology course well above the standard Biology course.

Course requested by: Ernest Righetti High School Science Department

Funding Source: School funds

Contact Person: Rebecca Wingerden, Ernest Righetti Science Department

Course Title

BIOLOGY A (HONORS)

Prerequisites: Successful completion of either Introductory Physical Science with a grade "C" or better or completion of General Science with a "A" grade and teacher recommendation.

Description of Target Group

This is a two semester course recommended for students in grades 10 through 12 who wish Honors Credit in a college prep biology lab class. This class is designed to challenge students beyond college prep biology.

Purpose

To encourage a scientific viewpoint as an approach to life and the study of biology, as well as to encourage self-awareness in the student as a responsible and contributing part of the environment and to create an awareness of human dependence of immutable ecological principles for survival.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Discuss the ecological relationships of plants and animals.
2. Discuss the concepts of metabolism, biochemistry, photosynthesis, and energy cycles.
3. Discuss the concepts of cell biology and cell division.
4. Discuss the concepts of reproduction and development.
5. Discuss the concepts of genetics, heredity, and how we adapt to our changing environment.
6. Discuss taxonomy and classification.
7. Discuss basic relationships to disease and how they are spread.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Discussions, Open Ended Questions, Laboratory Exercises, Discovery Based or Open Ended Laboratory Exercises, Oral Reports, Tapes, Laser Discs, Computer Programs.

Course Title

BIOLOGY B (HONORS)

Prerequisites: Successful completion of either Introductory Physical Science with a grade "C" or better or completion of General Science with a "A" grade and teacher recommendation.

Description of Target Group

This is a two semester course recommended for students in grades 10 through 12 who wish Honors Credit in a college prep biology lab class. This class is designed to challenge students beyond college prep biology.

Purpose

To encourage a scientific viewpoint as an approach to life and the study of biology, as well as to encourage self-awareness in the student as a responsible and contributing part of the environment and to create an awareness of human dependence of immutable ecological principles for survival.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Discuss the ecological relationships of plants and animals.
2. Discuss the concepts of metabolism, biochemistry, photosynthesis, and energy cycles.
3. Discuss the concepts of cell biology and cell division.
4. Discuss the concepts of reproduction and development.
5. Discuss the concepts of genetics, heredity, and how we adapt to our changing environment.
6. Discuss taxonomy and classification.
7. Discuss basic relationships to disease and how they are spread.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Discussions, Open Ended Questions, Laboratory Exercises, Discovery Based or Open Ended Laboratory Exercises, Oral Reports, Tapes, Laser Discs, Computer Programs.

Course Title **ERHS**

Biology A/B (P)

Prerequisites: Successful completion of either General Science or Introductory Physical Science or AG 1 and AG 2 with a grade of C or better.

Description of Target Group

This two-semester course is recommended for students in grades 10 through 12, with average or above average skills in reading comprehension and writing.

Purpose

To encourage a scientific viewpoint as an approach to life and the study of biology, as well as to encourage self-awareness in the student as a responsible and contributing part of the environment and to create an awareness of human dependence on immutable ecological principles for survival.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Discuss the ecological relationships of plants and animals.
2. Discuss the concepts of metabolism, biochemistry, photosynthesis, and energy cycles.
3. Discuss the concepts of cell biology and cell division.
4. Discuss the concepts of reproduction and development.
5. Discuss the concepts of genetics, heredity, and how we adapt to our changing environment.
6. Discuss taxonomy and classification.
7. Discuss basic relationships to disease and how they are spread.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Lecture, discussion, tapes, laser discs, computer programs, laboratory exercises.

Course Title **SMHS**

Biology A (Blue) (P)

Description of Target Group

Students in Grades 9 through 12 who are planning to go on to a four-year college or university. Recommendation of C grade or better in prior science courses, average, or above average reading comprehension.

Purpose

To inculcate individual high standards of awareness in the field of biology, and provide information which will create an appreciation for the value and quality of life.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Use the scientific method.

2. Use the compound microscope, including the names and functions of the various parts, and calculations of field size and magnification.

3. List the various systems of classification of living things.

4. Identify the ways in which fossil remains have given credence to the theory of evolution.

5. Explain Darwin's theory of the means of evolution including adaptation and natural selection.

6. Explain the rise and fall of spontaneous generation and the origin of life on earth, and the people involved in developing these theories.

7. Identify conditions of earth before life began, including the chemistry of the primitive atmosphere and the formation of chemical compounds.

8. Discuss the emergence of life in ancient waters including pre-cells and energy and the transfer of material into primitive organisms.

9. Define photosynthesis, mechanisms, and machinery.

10. Identify and define oxygen and energy and the process of respiration.

Biology A (Blue) (P) (continued)

11. Identify and explain the nucleic acids and a molecular model of DNA.

12. Explain the language of life - protein synthesis and the genetic code.

13. Explain the nature of cells, cell division, and the development of the cell theory.

14. Identify multicellular organization - perform problems and solutions.

15. Identify and explain essential features of reproduction, including sexual reproduction in plants and animals, reproduction in placental mammals, and hormonal control of the reproductive system.

16. Explain development in plants and animals and variations in development.

17. Describe the work of Mendel, probability, hereditary patterns, genes and chromosomes, changes in genes, genes, and populations, origin of new types.

18. Use safely the laboratory equipment and the development of laboratory techniques, which can be of use in a variety of vocational choices.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approves Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Lecture, discussion, films, filmstrips, field trips, laboratory exercises.

Course Title **SMHS**

Biology B (Blue) (P)

Description of Target Group

Students in Grades 9 through 12 who are planning to go on to a four-year college or university. Recommendation of C grade or better in prior science courses, average, or above average reading comprehension.

Purpose

To inculcate individual high standards of awareness in the field of biology, and provide information which will create an appreciation for the value and quality of life.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Use the scientific method.

2. Use the compound microscope, including the names and functions of the various parts, and calculations of field size and magnification.

3. List the various systems of classification of living things.

4. Identify the ways in which fossil remains have given credence to the theory of evolution.

5. Explain Darwin's theory of the means of evolution including adaptation and natural selection.

6. Explain the rise and fall of spontaneous generation and the origin of life on earth, and the people involved in developing these theories.

7. Identify conditions of earth before life began, including the chemistry of the primitive atmosphere and the formation of chemical compounds.

8. Discuss the emergence of life in ancient waters including pre-cells and energy and the transfer of material into primitive organisms.

9. Define photosynthesis, mechanisms, and machinery.

10. Identify and define oxygen and energy and the process of respiration.

Biology B (Blue) (P) (continued)

11. Identify and explain the nucleic acids and a molecular model of DNA.

12. Explain the language of life - protein synthesis and the genetic code.

13. Explain the nature of cells, cell division, and the development of the cell theory.

14. Identify multicellular organization - perform problems and solutions.

15. Identify and explain essential features of reproduction, including sexual reproduction in plants and animals, reproduction in placental mammals, and hormonal control of the reproductive system.

16. Explain development in plants and animals and variations in development.

17. Describe the work of Mendel, probability, hereditary patterns, genes and chromosomes, changes in genes, genes, and populations, origin of new types.

18. Use safely the laboratory equipment and the development of laboratory techniques, which can be of use in a variety of vocational choices.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approves Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Lecture, discussion, films, filmstrips, field trips, laboratory exercises.

Course Title

Biology A/B (Green) (P)

Description of Target Group

This course is recommended for students in grades 10 through 12 with average, or above average skills in reading comprehension and writing.

Purpose

To encourage a scientific viewpoint as an approach to life and the study of biology, as well as to encourage self-awareness in the student as a responsible and contributing part of the environment and to create an awareness of human dependence on immutable ecological principles for survival.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Discuss the ecological relationships of plants and animals.
2. Explain the complementarily of structure and function of organisms through space and time.
3. Define the basic life functions.
4. Explain cell biology.
5. Identify and use the materials and techniques of biology.
6. Define classification of organisms.
7. Use the metric system (optional).

Instructional Materials

Text and Supplementary Materials

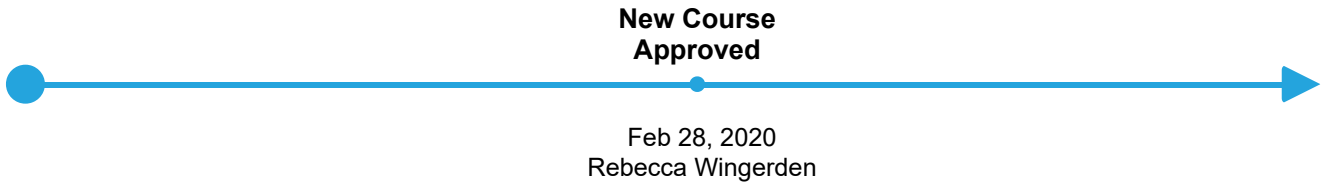
Refer to: Secondary Adopted Texts and Approves Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Lecture, discussion, films, filmstrips, field trips, laboratory exercises.

Biology: The Living Earth A/B

Santa Maria Joint Union High School District



asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)
anta Maria High School (053305)	Classroom Based	Abbreviation: BioLivingEarthA, Course Code: SC6100 Abbreviation: BioLivingEarthB, Course Code: SC6101
rnest Righetti High School (053303)	Classroom Based	Abbreviation: BioLivingEarthA, Course Code: SC6100 Abbreviation: BioLivingEarthB, Course Code: SC6101
elta High School (053302)	Classroom Based	Abbreviation: BioLivingEarthA, Course Code: SC6100 Abbreviation: BioLivingEarthB, Course Code: SC6101
ioneer Valley High School (053847)	Classroom Based	Abbreviation: BioLivingEarthA, Course Code: SC6100 Abbreviation: BioLivingEarthB, Course Code: SC6101

Title: Biology: The Living Earth A/B

Length of course: Full Year

Subject area: Science (D) / Biology/Earth & Space Sciences

UC honors designation? No

Prerequisites:	None
Co-requisites:	Algebra 1 (Required) Physics of the Universe (Required)
Integrated (Academics / CTE)?	No
Grade levels:	9th, 10th, 11th, 12th

ourse Description

urse overview:

Biology: The Living Earth AB is a laboratory-based college preparatory course. This course is defined in the 2019 California Science Framework, integrating Biology and Earth and Space Science standards from the California Next Generation Science Standards (NGSS). The course is divided into seven units, the first of which is a unit that focuses on executive science skills. The following six Instructional Segments (I.S.) centered on questions about observations of a specific phenomenon. The units address the concepts of ecosystem interactions, energy flow in a system, evolution, genetics, cell theory, and climate change. Different phenomena require different amounts of classroom investigative time to explore and understand, so each Instructional Segment should take a different fraction of the school year. As students achieve the Performance Expectations (PEs) within the unit, they uncover Disciplinary Core Ideas (DCIs) from Life Science, Earth and Space Science, and Engineering. Students engage in multiple Science and Engineering Practices (SEPs) in each unit, not just those explicitly indicated in the PEs. Students also focus on one or two Crosscutting Concepts (CCCs) as tools to make sense of their observations and investigations; the CCCs are recurring themes in all disciplines of science and engineering and help tie these seemingly disparate fields together.

urse content:

0. Setting the Stage

This unit focuses on the executive science skills necessary for planning and conducting an investigation, collecting and analyzing data, using mathematics and computational thinking, and engaging in argument from evidence. Students are introduced to and connections are made between Biology and Earth & Space Science, which are anchored to Earth Spheres.

Essential Questions:

1. How do you make sense of the world around you?
2. What is biology?
3. What skills are needed to conduct biological investigations?
4. How are Scientific Questions generated and tested?
5. How can trends in data be identified, analyzed, and applied?

Performance Expectations:

- Generate scientific questions.
- Identify and measure independent and dependent variables and constants.
- Write a data collection procedure.
- Identify and analyze graphical trends and patterns.
- State a claim about the scientific question being investigated through a written Claim-Evidence-Reasoning concluding paragraph.
- Evaluate the consistency of the data and relate to sources of error.

NGSS Science and Engineering Practices (SEPs):

- Analyzing and Interpreting Data
- Using Mathematics and Computational Thinking
- Engaging in Argument from Evidence

NGSS Cross-cutting Concepts (CCCs):

- Patterns
- Scale, Proportion, and Quantity
- Structure and Function

🖳 Unit Assignment(s):

Unit Assignments:

Assignments in this unit aim to aid students in the development of scientific reasoning skills. Observing phenomena through the lenses of the SEP's and CCC's will be included. In addition, basic science skills will be reinforced through the use of a BioZone: The Living Earth resource, in which development of the SEP's are supported.

🧪 Unit Lab Activities:

Unit Lab Activities:

Mystery Tubes, Black Box, and Know Your Seed activities are used to build and reinforce science executive skills such as how to make qualitative and quantitative observation, use scientific inquiry, logic, and reasoning to answer questions about the living world. Claim, evidence, reasoning (CER) format will be used to facilitate student's development of logic and reasoning.

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1. Ecosystem Interaction and Energy

The Ecosystem Interaction and Energy unit engages students to build an understanding of the transfer of matter, atoms and molecules, abiotic and biotic factors within ecosystems, and models of energy flow. Students use mathematical and computer models to determine and predict the effect of factors that affect the size and diversity of populations in ecosystems, including the availability of resources and interactions between organisms. Students conduct investigations to test how different parameters change population sizes, and then analyze their findings to identify the most important

factors that determine biodiversity, population numbers, and the resulting effect on carrying capacity. Students provide evidence to support an explanation for the effects of both living and nonliving factors on biodiversity and population size, as well as the interactions of ecosystems on different scales and the effects of disturbances on an ecosystems' resilience. Using the conceptual model of energy pyramids, students find that very large populations of producers are required to support much smaller populations of tertiary consumers for the ecosystem to remain stable.

Essential Questions:

1. What factors affect the size of populations within an ecosystem?
2. What are common threats to remaining natural ecosystems and biodiversity

NGSS Performance Expectations (PEs):

- **HS-LS2-1.** Use mathematical and/or computational representations to support explanations of factors that affect the carrying capacity of ecosystems at different scales.
- **HS-LS2-2.** Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.
- **HS-LS2-4.** Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.
- **HS-LS2-8.** Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce

NGSS Science and Engineering Practices (SEPs):

- Developing and Using Models
- Using Mathematics and Computational Thinking
- Engaging in Argument from Evidence

NGSS Cross-cutting Concepts (CCCs):

- Cause and Effect
- Scale, Proportion, and Quantity
- Systems and System Models
- Energy and Matter: Flows, Cycles, and Conservation

💻 Unit Assignment(s):

Unit Assignments:

In this unit, students are lead to the understanding that organisms have commonalities and differences within common groups. Students will be exposed to a variety of organisms to categorize in an activity. Then students will examine the population dynamics between wolves and moose on Isle Royale to determine how populations increase/decrease in size based on environmental variables. Further examples of factors affecting populations will be examined using *BioZone: The Living Earth* resource and computer simulations (PhET and Gizmos). This exploration will provide students with the background to derive their own conceptual model of the interactions that shape ecosystems.

🧪 Unit Lab Activities:

Unit Lab Activities:

Owl and Mice - In this activity, students play a game in which owls and mice populations are charted through successive generations as a means of acquiring an understanding of population density and predation. This activity provides a set of data students can analyze and draw conclusions to better understand the dynamics of relationships between different populations in the same environment.

Population Dynamics Case Study - Students explore population change in real populations by investigating the moose and wolves on Isle Royale. Students analyze data, read background information, and play a game to begin developing a model that helps explain the connection between the processes of birth, death, population growth, and decline. Students conduct additional research and revise their initial model ideas about what factors might be affecting the wolf population. Students then use their models to predict the behavior of moose populations over the past decade. They analyze new data, revise their model and work as a class to develop a consensus model of population regulation in the context of food webs. Students develop arguments based on evidence to make recommendations for this ecosystem and participate in a summit or debate to share their position.

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2. History of Earth's Atmosphere: Photosynthesis and Respiration

The History of Earth's Atmosphere: Photosynthesis and Respiration unit, guides students in creating a model that links photosynthesis and respiration in organisms to cycles of energy and matter in the Earth system. They gather evidence about the linked history of Earth's biosphere and atmosphere. Students observe how the distinctive patterns of CO_2 concentrations are caused by the geographic distribution of landforms in different hemispheres across the earth. Students build upon their knowledge of energy flow as they are introduced to the two interdependent cellular processes: capturing light energy and fixing atmospheric carbon into sugar molecules that can be used for energy storage or other anabolic biosynthetic pathways. Cellular respiration is explored as a process that results in ATP production and the recycling of carbon in the global carbon cycle. Students use available data, and student-generated models of photosynthesis to construct an argument that life has been an important influence on other components of the Earth system. Finally, students investigate carbon reservoirs within the Earth system.

Essential Questions:

1. How do living things acquire energy and matter for life?
2. How do organisms store energy?
3. How are photosynthesis and cellular respiration connected?
4. How do organisms use the raw materials they ingest from the environment?
5. How has the cycling of energy and matter changed over Earth's history?

NGSS Performance Expectations (PEs):

- **HS-LS2-3.** Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.
- **HS-LS2-5.** Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.
- **HS-ESS1-6.** Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.
- **HS-ESS2-6.** Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.
- **HS-ESS2-7.** Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.

- **HS-ESS3-6.** Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

NGSS Science and Engineering Practices (SEPs):

- Developing and Using Models
- Using Mathematics and Computational Thinking
- Constructing Explanations (for science) and Designing Solution (for engineering)
- Engaging in Argument from Evidence

NGSS Cross-cutting Concepts (CCCs):

- Patterns
- Systems and System Models
- Energy and Matter: Flows, Cycles, and Conservation
- Stability and Change

🖳 Unit Assignment(s):

Unit Assignments:

In this unit, students are presented with information about the carbon molecule and they explore why Carbon's structure leads to this element's ability to create many different compounds that are the foundation of life on Earth. A focus on carbon dioxide gas leads to discussions on where the gas comes from, storage, and conversion of the gas through carbon sinks, aerobic respiration, and photosynthesis. Students then apply this knowledge about how carbon moves through biotic and abiotic systems to include all matter. A variety of online simulations are used to help students formulate answers to the driving question of how organisms derive and transform matter. The *BioZone: The Living Earth* resource is used to emphasize Earth's biogeochemical cycles, as well as, the co-evolution of Earth's systems. Assignments modified from ENSI, Carbon Time, and MBER are utilized as well.

🧪 Unit Lab Activities:

Unit Lab Activities:

Atmosphere-Ocean System - In this activity, students develop a simple physical model of the atmosphere-ocean system by adding a pH indicator to water in a closed container. Students use this model to investigate what happens as a plant grows, a candle burns or a person exhales through a straw into the water. They notice that pH changes as CO2 from these sources interact with the water to form carbonic acid. This same chemical reaction happens at the global scale with interactions between the atmosphere and the hydrosphere, making Earth's oceans one of the biggest reservoirs of carbon on the planet. In this activity, students engage in the scientific practices of analyzing data and arguing from evidence to build a model of the movement of carbon through Earth's systems.

Photosynthesis and Respiration Lab - In this activity, students will use models of photosynthesis and cellular respiration to predict the presence or absence of CO2 in tubes with elodea and bromothymol blue indicator. Students will observe and record the results of the exposure of elodea to the bromothymol blue indicator in the presence and absence of light. Analyzing data collected during the lab, students will explain the relationship between the two processes.

3. Evidence of Common Ancestry and Diversity

The Evidence of Common Ancestry and Diversity unit engages students to develop a model about how rock layers record evidence of evolution as fossils. Students focus on effectively communicating this evidence and relate to principles of natural selection. Students use evidence to support evolution such as fossils, homologous structures, and vestigial structures. They are also able to distinguish when analogous structures are due to convergent evolution and not common ancestry. Students apply Darwin's principles to living systems to explain the changes in populations that they observe. Students analyze DNA sequences as well as fossil evidence to determine the evolutionary relationships of various species. Students also construct an explanation that shows evolution is caused primarily by one or more of the four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment. Students use evidence from analyzed data sets and reasoning to support common ancestry and biological evolution.

Essential Questions:

1. How do layers of rock form and how do they contain fossils?
2. Why do we see similar fossils across the world from each other but living organisms that are very different?
3. What evidence shows that different species are related?
4. How have modern-day humans evolved?

NGSS Performance Expectations (PEs):

- **HS-LS4-1.** Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence
- **HS-LS4-2.** Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment
- **HS-LS4-4.** Construct an explanation based on evidence for how natural selection leads to the adaptation of populations
- **HS-LS4-5.** Evaluate the evidence supporting claims that changes in environmental conditions may result in (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.
- **HS-ESS1-5.** Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.
- **HS-ESS2-5.** Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes
- **HS-ESS3-1.** Construct an explanation based on evidence for how the availability of natural resources, the occurrence of natural hazards, and changes in climate have influenced human activity
- **HS-ESS3-4.** Evaluate or refine a technological solution that reduces the impacts of human activities on natural systems.

NGSS Science and Engineering Practices (SEPs):

- Planning and Carrying Out Investigations
- Constructing Explanation (for science) and Designing Solutions (for engineering)
- Engaging in Argument from Evidence
- Obtaining, Evaluating, and Communication Information

NGSS Crosscutting Concepts (CCCs):

- Patterns
- Cause and Effect: Mechanism and Explanation
- Structure and Function
- Stability and Change

🖳 Unit Assignment(s):

Unit Assignments:

In this unit, students will utilize the fossil and DNA evidence regarding the evolution of the whale to identify patterns as well as the mechanism of evolution. From fossil evidence, students will assemble a timeline of whale structural changes supported by readings and video segments from Nova: Great Transformations. Students will compare the DNA of whales to a variety of organisms to determine closest relatives to the whales which will be compared to the movements of landmasses via Continental Drift and Theory of Plate Tectonics to help students better understand that changes in the environment create the conditions under which adaptations will occur. In addition, students will access graphs of population changes for various animals that will highlight our four Principles of Natural Selection. Videos such as “How the Earth Made Man” will be utilized to reinforce that concept as will a lab on the development of sedimentary rock. Readings and simulations on human evolution utilizing qualitative and quantitative data will allow students to better understand the modern evolution of humans through fossil evidence found in sedimentary rock.

🧪 Unit Lab Activities:

Unit Lab Activities:

The Galapagos Finch - After engaging in activities designed to demonstrate that more offspring are born than can survive and that variation occurs in a population, students take part in a hands-on investigation in which they are medium ground finches on the Galapagos island of Daphne Major. They simulate environmental conditions and collect data on the amount of food birds are able to forage and determine if those individuals who would be able to survive or not. They analyze their collected group and class data to determine which adaptations in beak size were more advantageous and enabled birds to survive and reproduce.

Stickleback Evolution Virtual Lab (HHMI) - This virtual evolution lab utilizes data collection and analysis to allow students to study evolutionary processes using modern stickleback fish and fossil specimens. Students virtually analyze the pelvic structures of the threespine stickleback fish, complete three experiments, each focusing on changes to the pelvic girdle and pelvic spines of freshwater stickleback populations. Students analyze and compare the pelvic structures of fossil stickleback specimens and analyze their data to determine the rate at which pelvic reductions evolved.

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4. Inheritance of Traits

The Inheritance of Traits unit explores the inheritance of traits by explaining why offspring do not look exactly like their parents. Students explore the dynamics of gene expression and replication at a molecular level. This exploration provides them with a basis for examining some of the fundamental techniques of genetic engineering (including cell division), DNA replication, and protein synthesis. Students then begin their study of genetics and explore the transmission of genetic information, genetic variation, and inheritance patterns. Students will see how genetic information is passed between

generations and how this provides biological continuity for species. They study the relationship between genotype and phenotype and explore how the environment plays an important role in phenotypic expression. Students will then apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait. Students will also apply their understanding of heredity in relation to evolution by explaining why certain dominant traits such as dwarfism remain rare in a given population. Students explore relevant scientific experiments and understand how science is a human endeavor. Students use physical models of chromosomes to visualize and provide evidence for how variation happens. Using other models, such as pedigrees, allows students to look for patterns of inheritance across generations.

Essential Questions:

1. How are the characteristics of one generation passed to the next?
2. What allows traits to be transmitted from parents to offspring?
3. How does variation affect a population under selective pressures?

NGSS Performance Expectations (PEs):

- **HS-LS3-1.** Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
- **HS-LS3-2.** Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.
- **HS-LS3-3.** Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population
- **HS-LS4-2.** Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
- **HS-LS4-3.** Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait

NGSS Science and Engineering Practices (SEPs):

- Asking Questions and Defining Problems
- Analyzing and Interpreting Data
- Constructing Explanations (for science) and Designing Solution (for engineering)
- Engaging in Argument from Evidence

NGSS Crosscutting Concepts (CCCs):

- Patterns
- Cause and Effect: Mechanisms and Explanation
- Scale, Proportion, and Quantity

⮒ Unit Assignment(s):

Unit Assignments:

In this unit students first, take a survey on human genetics in themselves and family to start to predict where traits are coming from. Students investigate the inheritance of traits using Wisconsin Fast Plants, or alternatively, the online simulation, to look for patterns in the data. Students develop explanations about the specific mechanisms that enable

parents to pass traits to their offspring. They make claims about which processes give rise to variation in DNA codes and calculate the probability that offspring will inherit traits from their parents. Using these patterns students develop a model of inheritance and use that model to predict the outcome of future genetic crosses.

Additionally, students explore the history of our current understanding of DNA and its inheritance evolved. Students use physical models of chromosomes to visualize and provide evidence for how variation happens. Using other models such as pedigrees students will look for patterns of inheritance across generations.

🧪 Unit Lab Activities:

Unit Lab Activities:

Inheritance in Fast Plants Based on Gregor Mendel's experiments, students observe the inheritance of the purple stem trait and how trait factors interact. Students then count the numbers of purple and non-purple seedlings in order to determine the ratio of purple stem seedlings to non-purple stem seedling and discover the 3:1 inheritance pattern predicted by Mendelian genetics. Students create models of inheritance with supporting claims evidence and reasoning explanation addressing the focus question.

Genetic Disorders - Students research a genetic disorder to determine actual gene proteins through HHMI activities, OMIM, or other internet databases. Students will expand upon their findings to provide the details of the disorder, pulling in concepts related to mutations, chromosomes, and genetic frequency in the human population.

PTC: The Genetics of Bitter Taste - Students will use the HHMI Biointeractive activity, "The Genetics of Bitter Taste" to examine their perception of taste. The chemical PTC will be used in order to explain the inheritance pattern of this trait. Students will collect and analyze class data of tasters vs non-tasters of the chemical PTC. Students then determine if there is a correlation between taste and the number of taste buds on the human tongue. After graphing the data collected, students develop a model to explain the relationship between the number of taste buds and the perception of the taste of bitterness. Finally, students present their models.

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5. Structure, Function, and Growth

The Structure, Function, and Growth unit provides the opportunity for students to use models to create explanations of how DNA provides the code to construct proteins, build biomass, reproduce, and create complex multicellular organisms. Students relate the changes in the genetic code to changes in proteins that cells produce, and then to the physical features of an organism. Students also investigate how organisms maintain stability in changing environmental conditions via the function of interacting systems. Students are able to explain multicellularity in terms of the growth and reproduction of genetically identical cells and how the differentiated cells of multicellular organisms are a result of different patterns of gene expression.

Essential Questions:

1. What happens if a cell in our body dies?
2. How does the structure of DNA affect how cells look and behave?
3. How do systems work in a multi-celled organism (emergent properties) and what happens if there is a change in the system?
4. How do organisms survive even when there are changes in their environment?

NGSS Performance Expectations (PEs):

- **HS-LS1-1.** Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.
- **HS-LS1-2.** Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
- **HS-LS1-3.** Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
- **HS-LS1-4.** Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.

NGSS Science and Engineering Practices (SEPs):

- Developing and Using Models
- Planning and Carrying Out Investigations
- Analyzing and Interpreting Data
- Constructing Explanations (for science) and Designing Solutions (for engineering)

NGSS Crosscutting Concepts (CCCs):

- Systems and Systems Models
- Structure and Function
- Stability and Change

💻 Unit Assignment(s):

Unit Assignments:

In this unit, students will be using online simulations and activities to understand the properties of DNA and how DNA provides traits through the process of protein synthesis. Students will learn about mitosis and meiosis as a way to understand the need for proteins in cellular processes of energy acquisition, growth, and repair. Using homeostatic simulations, students will create a conceptual model of 1) the interaction and regulation that takes place within our cells and 2) the ways in which our cells are able to maintain stability within the entire function of the human body. Students will also explore examples of what happens when homeostasis is not maintained. After developing a model comparing normal cell division to cancer cell growth and division, students will research advancements in gene therapies and cancer treatments. Students will then add new information to their model to explain how these gene therapies are being used to fight cancers.

🧪 Unit Lab Activities:

Unit Lab Activities:

Cell Size and Diffusion Lab - In this investigation, students use cubes of agar to examine how cell size impacts diffusion. By infusing cubes of agar with a pH indicator, and then soaking the treated cubes in vinegar, students model how diffusion occurs in cells. Students observe cubes of different sizes, collect and analyze diffusion data to discover why larger cells might need extra help to transport materials. Students then examine different cells and the cell organelles to draw conclusions about cell size, structure, and function.

Homeostasis and Negative Feedback - Students will begin by analyzing and discussing concepts that develop their understanding of homeostasis and negative feedback. They will examine the differences between negative and positive feedback using the respiratory and circulatory systems as examples in providing O_2 and the removal of CO_2 from cells. Finally, students formulate a question concerning the effects of exercise on breathing, design and carry out a relevant experiment, analyze and interpret their data, and relate their results to homeostasis during exercise.

6. Ecosystem Stability and the Response to Climate Change

Students use computer models to investigate how Earth's systems respond to changes, including climate change. Students use the model to identify possible negative consequences of solutions that would outweigh their benefits. Students also develop conceptual models of ecosystem changes, evaluate different claims about the impacts of a new, hypothetical change, and how populations respond to the varied stresses from human activities and climate change. Students organize data from global climate models and climate observations over time that relate to the effect of climate change on different Earth systems. Students design a solution that involves reducing the negative effects of human activities on the environment and biodiversity that relies on scientific knowledge of the factors affecting changes.

Essential Questions:

1. What factors change in ecosystems that will affect populations?
2. What are the changes that are happening in the climate and what effects are those having on life?
3. How are human activities impacting Earth's systems and how does that affect life on Earth?
4. What can humans do to mitigate their negative impact on the environment?

NGSS Performance Expectations (PEs):

- **HS-LS2-6.** Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.
- **HS-LS2-7.** Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
- **HS-LS4-5.** Evaluate the evidence supporting claims that changes in environmental conditions may result in (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species. **HS-LS4-6.** Create or revise a simulation to test a solution to mitigate the adverse impacts of human activity on biodiversity.
- **HS-ESS3-5.** Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems [Clarification Statement: Examples of evidence, for both data and climate model outputs, are
- **HS-ESS3-6.** Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.
- **HS-ETS1-1.** Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
- **HS-ETS1-2.** Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
- **HS-ETS1-3.** Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.
- **HS-ETS1-4.** Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.

NGSS Science and Engineering Practices (SEPs):

- Developing and using models
- Constructing explanations and designing solutions
- Obtaining, evaluating, and communicating information.

NGSS Crosscutting Concepts (CCCs):

- Patterns
- Stability and Change
- Scale, proportion, and quantity
- Energy and Matter
- Structure and Function

🖳 Unit Assignment(s):

Unit Assignments:

In this unit, students will build an understanding of the movement of matter and energy through environments as a basis for building a conceptual model of ecosystem stability and an organism's response to changes in the climate. Students will learn of the carbon cycle, the effect on humans, other populations and the atmosphere. Students will track their carbon footprint and propose ideas for mitigation of deleterious effects of increased carbon dioxide on our Earth. As the main agent of negative environmental changes, humans' effect on climate changes will be examined in their relationship to Earth's systems and ecosystem health.

Students will research a biome, how humans have impacted the biome, and create an action plan to reduce the human impact. Students choose a biome and research the following: major geologic features (mountains, deserts, oceans), climate (rainfall, temperature), natural resources available, common adaptations of animals and plants, other interesting facts or features. They then choose and provide more information about the human impact on this biome and describe how it has affected the biome. Students then research what has been done to mitigate the human impact, describe solutions to reduce the impact, and design an action plan to enact their solution. Students write a report and present their findings and proposal to the class.

🧪 Unit Lab Activities:

Unit Lab Activities

Urban Heat Islands - In this activity, students study urban heat islands to apply their model of the Earth's energy balance. They explore how human activities can alter the local climate system and ultimately design measures to reduce that impact.

Ocean Acidification - Students work in groups to brainstorm the sources of CO_2 entering the ocean, and then create a model of the causes and effects of ocean acidification. Students work to design solutions to mitigate ocean acidification which will be presented to the class using a variety of online resources.

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ourse Materials

Literary Texts

Title	Author	Publisher	Edition	Website	Read in entirety
ioZone - Biology: The Living arth	Biozone	BIOZONE International	2019	http://www.thebiozone.com	No

Websites

Title	Author(s)/Editor(s)/Compiler(s)	Affiliated Institution or Organization	URL
MBER- Modeling ased Educational esource	Dr. Cynthia Passmore	University of California, Davis	https://www.modelbasedbiology.com
hET Interactive imulation	[empty]	University of Colorado, Boulder	https://phet.colorado.edu/
izmos imulations	[empty]	Explore Learning	https://www.explorelearning.com
K12.org	[empty]	CK12 Foundation	https://www.ck12.org
lewsELA.com	[empty]	NewsELA	https://newsela.com/
NSI/SENSI	Evolution and the Nature of Science Instruction	Indiana University	http://www.indiana.edu/~ensiweb/
arbon TIME	Carbon: Transformation Matter and Energy website	Michigan State University	https://carbontime.bscs.org/
HHMI iointeractive	[empty]	Howard Hughes Medical Center	https://www.hhmi.org/
BS/NOVA	[empty]	Public Broadcasting Service/NOVA	https://www.pbs.org/wgbh/nova/brand/education. https://www.pbs.org/show/nova/episodes/
OMIM	Online Mendelian Inheritance in Man	NCBI National Center for Biological Informaiton	https://www.ncbi.nlm.nih.gov/omim

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Chemistry in the Earth System A/B

Santa Maria Joint Union High School District

Submitted: Feb 11, 2021
Decision: Feb 24, 2021

ubmission Feedback

PPROVED

asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)
Delta High School (053302)	Classroom Based	Abbreviation: Chem Earth SysA, Course Code: SC6653 Abbreviation: Chem Earth SysB, Course Code: SC6654
rnest Righetti High School (053303)	Classroom Based	Abbreviation: Chem Earth SysA, Course Code: SC6653 Abbreviation: Chem Earth SysB, Course Code: SC6654
anta Maria High School (053305)	Classroom Based	Abbreviation: Chem Earth SysA, Course Code: SC6653 Abbreviation: Chem Earth SysB, Course Code: SC6654
ioneer Valley High School (053847)	Classroom Based	Abbreviation: Chem Earth SysA, Course Code: SC6653 Abbreviation: Chem Earth SysB, Course Code: SC6654

Title: Chemistry in the Earth System A/B

Length of course: Full Year

Subject area: Science (D) / Chemistry

UC honors designation?	No
Prerequisites:	Physics of the Universe A/B (Required) Biology: The Living Earth A/B (Required) Algebra 1 A/B (Required)
Co-requisites:	None
Integrated (Academics / CTE)?	No
Grade levels:	10th, 11th, 12th

ourse Description

urse overview:

Chemistry in the Earth System AB is a laboratory-based college preparatory course. This course is defined in the 2019 California Science Framework, integrating Chemistry and Earth and Space Science standards from the California Next Generation Science Standards (NGSS). The course is divided into seven units, the first of which is a unit that focuses on executive science skills. The following six Instructional Segments (I.S.) centered on questions about observations of a specific phenomenon. The units address the concepts of combustion, heat and energy in the Earth System, atoms, elements, and molecules, chemical reactions, and the chemistry of climate change. Different phenomena require different amounts of classroom investigative time to explore and understand, so each Instructional Segment should take a different fraction of the school year. As students achieve the Performance Expectations (PEs) within the unit, they uncover Disciplinary Core Ideas (DCIs) from Physical Science, Earth and Space Science, and Engineering. Students engage in multiple Science and Engineering Practices (SEPs) in each unit not just those explicitly indicated in the PEs. Students also focus on one or two Crosscutting Concepts (CCCs) as tools to make sense of their observations and investigations; the CCCs are recurring themes in all disciplines of science and engineering and help tie these seemingly disparate fields together.

Chemistry in the Earth System AB is a "d" course and meets the District Graduation requirement for laboratory physical science.

urse content:

0. Setting the Stage

This unit focuses on the executive science skills necessary for planning and conducting an investigation, collecting and analyzing data, using mathematics and computational thinking, and engaging in argument from evidence. Students are introduced to and connections are made between the fundamentals of Chemistry which are anchored to Earth's solid geosphere, its liquid hydrosphere, and its gaseous atmosphere.

Essential Questions:

1. How do you make sense of the world around you?
2. What is chemistry?
3. What skills are needed to conduct chemistry investigations?
4. How are Scientific Questions generated and tested?
5. How can trends in data be identified, analyzed, and applied?

Performance Expectations:

- Generate scientific questions.
- Identify and measure independent and dependent variables and constants.
- Write a data collection procedure.
- Identify and analyze graphical trends and patterns.
- State a claim about the scientific question being investigated through a written Claim-Evidence-Reasoning concluding paragraph.
- Evaluate the consistency of the data and relate to sources of error.

NGSS Science and Engineering Practices (SEPs):

- Analyzing and Interpreting Data
- Using Mathematics and Computational Thinking
- Engaging in Argument from Evidence

NGSS Cross-cutting Concepts (CCCs):

- Patterns
- Scale, Proportion, and Quantity
- Structure and Function

Unit Assignment(s):

Assignments in this unit aim to aid students in the development of scientific reasoning skills. Observing phenomena through the lenses of the SEP's and CCC's will be included. In addition, basic science skills will be reinforced through the use of NGSS Chemistry resources, in which development of the SEP's are supported.

Unit Lab Activities:

Review of mass, volume, density, and measurements are used to build and reinforce science executive skills such as how to make qualitative and quantitative observation, use scientific inquiry, logic, and reasoning to answer questions about the living world. Claim, evidence, reasoning (CER) format will be used to facilitate student's development of logic and reasoning after students investigate within rotating station labs.

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1. Combustion

In the brief introductory unit on combustion, students investigate the amount of stored chemical potential energy in food. They make observations of material properties at the bulk scale that they will later explain at the atomic scale The themes of combustion and CO_2 tie together several of the instructional segments.

Essential Questions:

1. What is energy, how is it measured, and how does it flow within a system?
2. What mechanisms allow us to utilize the energy of our foods and fuels?

NGSS Performance Expectations (PEs):

- **HS-PS1-3.** Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles
- **HS-PS1-4.** Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.
- **HS-PS1-7.** Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction

NGSS Science and Engineering Practices (SEPs):

- Asking questions
- Analyzing and interpreting data
- Developing and using models

NGSS Cross-cutting Concepts (CCCs):

- Energy and Matter: Flows, Cycles, and Conservation
- Patterns
- Stability and change
- Cause and effect: Mechanism and explanation
- Systems and system models.

Unit Assignment(s):

Keep a Fire Burning - In this unit assignment, students deepen their understanding of energy and matter through the study of combustion. Students apply the laws of conservation of energy and matter as they investigate and develop system models of combustion. To fully understand the phenomenon of California Wildfires students identify factors that sustain a combustion reaction by exploring the amount of energy stored in fuel samples, students then model the changes that occur when wood is burned and relate the change in energy that occurs during combustion to the change in chemical bonds from reactants to products. They identify patterns in how matter and energy are conserved and then apply this knowledge to explain their observation in related phenomena such as the dropping rubber balls of different masses movement of a pendulum.

Unit Lab Activities:

Conservation of Mass in Chemical Reactions - In this hands on experiment, students carry out an investigation to design a system that will support their understanding that mass is conserved throughout a chemical reaction of sodium bicarbonate with acetic acid. Students are provided with the materials they will need to design and conduct this experiment. Students begin by designing their experimental procedure on a whiteboard using the criteria that their system should include all reactants and products in this chemical reaction. Students implement their experimental designs, collect data, discuss their

results, and redesign their experimental designs to improve the collection of data. This experiment concludes with students presenting their experimental design process and their analysis of collected data to the class, as well as a CER statement in answer to the question, Is your experimental design for this investigation a closed system?

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2. Heat and Energy In the Earth System

Students develop models of energy conservation within systems and the mechanisms of heat flow They relate macroscopic heat transport to atomic scale interactions of particles, which they will apply in later units to construct models of interactions between atoms They use evidence from Earth's surface to infer the heat transport processes at work in the planet's interior.

Essential Questions:

1. How is energy transferred and conserved?.
2. How can energy be harnessed to perform useful tasks?

NGSS Performance Expectations (PEs):

- **HS-PS3-1.** Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.
- **HS-PS3-2.** Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles (objects).
- **HS-PS3-4.** Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperatures are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics) .
- **HS-ESS2-3.** Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.
- **HS-ETS1-4**. Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.

NGSS Science and Engineering Practices (SEPs):

- Developing and Using Models
- Planning and Carrying Out Investigations
- Using Mathematical and Computational Thinking
- Constructing Explanations (science) and Designing Solutions (for engineering)

NGSS Cross-cutting Concepts (CCCs):

- Systems and System Models
- Energy and Matter: Flows, Cycles, and Conservation

Unit Assignment(s):

Earthquakes in My Backyard - In this unit assignment, students will have the opportunity to relate how thermal convection of materials in the mantle leads to the movement and collision of tectonic plates which result in earthquakes. This assignment begins with students researching and recording on a map the locations of the most recent earthquakes in

California. Next, students observe a convection current demo and complete a KWL chart. In the first column, students write what they know (K) about Earth's interior structure and how heat flows between different layers. In the second column, students write what they want to learn (W) about Earth's interior. In the third column, students write what they have learned so far (L) about the movement of materials through the convection current demo. Students then use GPS data to track the movement of the tectonic plates in California. They are then asked to connect the plate movements with geological events in this case California earthquake locations. Additionally, students are asked to describe, using evidence, how convection in Earth's mantle drives the movements of the tectonic plates in California resulting in earthquakes.

Unit Lab Activities:

Thermal Energy and Heat Transfer - This hands on experiment begins with the phenomena of ice melting on different materials to demonstrate how different materials can conduct thermal energy at different rates and a discussion with students to determine why they think the ice melted at such different rates. Students then carry out an investigation to evaluate the heat flow of metals using microscale calorimeters. They use the data from their investigation to calculate heat for strips of aluminum, copper, iron, and zinc. This investigation concludes with students working in their lab groups to write an argument describing to an outside party why ice melts at different rates on different materials. Students will present arguments in the form of a peer review constructed as a "boardwalk" activity to suggest edits (one similarity and one clarifying question).

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3. Atoms, Elements, and Molecules

Students recognize patterns in the properties and behavior of elements, as illustrated on the periodic table. They use these patterns to develop a model of the interior structure of atoms and to predict how different atoms will interact based on their electron configurations They use chemical equations to represent these interactions and begin to make simple stoichiometric calculations

Essential Questions:

1. What is inside atoms and how does this affect how they interact?
2. What models can we use to predict the outcomes of chemical reactions?

NGSS Performance Expectations (PEs):

- **HS-PS1-1.** Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.
- **HS-PS1-2**. Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
- **HS-PS1-7.** Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.

NGSS Science and Engineering Practices (SEPs):

- Developing and Using Models
- Using Mathematics and Computational Thinking
- Constructing Explanation (for science) and Designing Solutions (for engineering)
- Engaging in Argument from Evidence

NGSS Crosscutting Concepts (CCCs):

- Patterns
- Energy and Matter: Flows, Cycles, and Conservation

Unit Assignment(s):

Explore Atomic Particles - This unit assignment begins with students investigating the mass and relative abundance of isotopes for the “bean bag” element (symbol Bg) and calculating the atomic mass of this element to reinforce that all of these “atoms” are from the same element (beans), but that each different size of bean represents a different isotope of that element. Students then explore atomic particles by analyzing a data set to discover how the number of protons, not the number of neutrons or electrons, determines the identity of each element. They also investigate how ionic charge is determined from the relative number of protons and electrons. This assignment concludes with students using computer simulations such as PhET or GIZMOS to reinforce the different parts of an atom, the concept of isotopes and relative abundance.

Unit Lab Activities:

Elemental Metals, Nonmetals, and Metalloids - This hands on investigation begins with a brief discussion about “valuable” elements. Students are asked to name valuable elements and think about the properties of these elements and the location of these elements on the periodic table. This discussion should evolve so students are considering elements based on the property of conductivity. Students are then asked to carry out an investigation using a conductivity meter and a bar magnet to rate the conductivity of different elemental samples: aluminum strip, carbon rod, iron nail, silicon lump, sulfur lump, mossy tin. Students then use their findings to identify patterns in the periodic table which are associated with conductivity. This investigation concludes with students writing an argument in which they make a claim about the relationship between the element’s conductivity, location in the periodic table, and electron configuration.

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4. Chemical Reactions

Students define their models of chemical bonds and chemical reactions. They compare the strength of different types of bonds and attractions and develop models of how energy is stored and released in chemical reactions.

Essential Questions:

1. What holds atoms together in molecules?
2. How do chemical reactions absorb and release energy?

NGSS Performance Expectations (PEs):

- **HS-PS1-3.** Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.
- **HS-PS1-4.** Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.
- **HS-PS1-5.** Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.

- **HS-PS1-7.** Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.
- **HS-PS2-4.** Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.
- **HS-PS3-5.** Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.

NGSS Science and Engineering Practices (SEPs):

- Developing and Using Models
- Planning and Carrying Out Investigations
- Using Mathematical and Computational Thinking
- Constructing Explanations (for science) and Designing Solution (for engineering)

NGSS Crosscutting Concepts (CCCs):

- Patterns
- Cause and Effect
- Energy and Matter: Flows, Cycles, and Conservation

Unit Assignment(s):

Collision Theory - This unit assignment begins with a teacher-led discussion about why energy is required to light a match. To facilitate this discussion the teacher lights stick matches using a hot plate. During this demonstration, students are encouraged to call out their observations when they see changes in the match heads. This demonstration concludes with the teacher generating a visual list of the student ideas about what was happening on the molecular level to make the match heads ignite. Students then explore collision theory using a computer simulation (PhET or Gizmos). During this exploration, students will determine what leads to a successful collision between particles in a chemical reaction. Students will also determine the effect of temperature and/or the addition of a catalyst on reaction rates. This assignment concludes with students making a claim about why the match required a certain amount of energy input before the match head ignited, supported by their observations.

Unit Lab Activities:

Reaction Rates and Equilibrium - This is a summative hands on investigation in which students are asked to carry out an investigation to determine how reaction rates change based on reactant concentration and temperature. This investigation begins with the instructor demonstrating the decomposition of hydrogen peroxide. Students then design a procedure to study the effect of hydrogen peroxide concentration on reaction rate. They record their data from their trials, analyze their results, and record patterns they observed in their experiment. In the second part of this investigation, students will explore how temperature influences the solubility of sodium acetate. Students then are asked to construct an explanation of their results using the terms of Le Chatelier's principle. Student data should support these two relationships - concentration of hydrogen peroxide and reaction rates, as well as temperature of a sodium acetate solution, increases to rate of dissolution.

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5. Chemistry of Climate Change

Students develop models of energy flow in Earth's climate. They revisit combustion reactions from IS1 to focus on emissions from fossil fuel energy sources They apply models of the structures of molecules to explain how different molecules trap heat in the atmosphere. Students evaluate different chemical engineering solutions that can reduce the impacts of climate change

Essential Questions:

1. What regulates weather and climate?
2. What effects are humans having on the climate?

NGSS Performance Expectations (PEs):

- **HS-ESS2-2**. Analyze geoscience data to make the claim that one change to Earth's surface can create feedback that causes changes to other Earth systems.
- **HS-ESS2-4.** Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.
- **HS-ESS2-6.** Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.
- **HS-ESS3-2.** Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.
- **HS-ESS3-5.** Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.
- **HS-ESS3-6.** Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity

NGSS Science and Engineering Practices (SEPs):

- Developing and Using Models
- Analyzing and Interpreting Data
- Using Mathematics and Computational Thinking
- Engaging in Argument from Evidence

NGSS Crosscutting Concepts (CCCs):

- Cause and Effect: Mechanism and Explanation
- Systems and Systems Models
- Energy and Matter: Flows, Cycles, and Conservation
- Stability and Change

Unit Assignment(s):

Carbon Dioxide and Its Role in Climate - To prompt student discussion about the greenhouse effect, this unit assignment will begin with a discussion about why the interior of a car gets so hot if the car is parked in the sun. Students carry out an activity to lay the foundation that anthropogenic greenhouse gasses play a role in climate change. Using a direct heat source, students compare the temperature increases of a closed system with ambient air to a closed system with additional carbon dioxide as a product of antacid effervescent-tablet catabolism. Students then choose a variable to manipulate to test the closed system again and look for patterns. Students then use a Flow of Energy and Greenhouse Gases simulation to help reinforce the concepts of absorption and reflection of energy. In this simulation, students observe how energy from the sun is absorbed, radiated, and reflected in the Earth system. They investigate changes to energy inputs and outputs by exploring solar flux, human effects, and supervolcanoes. And, explore how melting polar ice caps change Earth's

temperature and how rising sea levels affect ice cover on Earth. This assignment concludes with students connecting what they learned in the virtual simulation to the data they collected in their inquiry lab to propose the relationship between greenhouse gases and Earth's temperature.

Unit Lab Activities:

Albedo and Composition of Earth's Surface - In this lab students carry out an investigation to determine how albedo and specific heat influence how fast temperature change occurs in a substance. They will measure the temperature change in several samples placed under a heat lamp and formulate a prediction for the relationship between surface substance and temperature change. Students will then design and conduct a field experiment using infrared thermometers to test their prediction. This investigation concludes with students using the data from their laboratory and field experiments to create an infographic describing their findings describing the relationship between albedo and the composition of Earth's surfaces.

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6. Dynamics of Chemical Reactions and Ocean Acidification

Students investigate the effects of fossil fuel combustion on ocean chemistry. They develop models of equilibrium in chemical reactions and design systems that can shift the equilibrium. Students conduct original research on the interaction between ocean water and shell-building organisms.

Essential Questions:

1. How can you alter chemical equilibrium and reaction rates?
2. How can you predict the relative quantities of products in a chemical reaction?

NGSS Performance Expectations (PEs):

- **HS-PS1-5.** Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.
- **HS-PS1-6.** Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.
- **HS-PS1-7.** Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.
- **HS-ESS2-2.** Analyze geoscience data to make the claim that one change to Earth's surface can create feedback that causes changes to other Earth systems.
- **HS-ESS2-6.** Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.

NGSS Science and Engineering Practices (SEPs):

- Developing and Using Models
- Analyzing and Interpreting Data
- Using Mathematics and Computational Thinking
- Constructing Explanations and Designing Solutions
- Engaging in Argument from Evidence

NGSS Crosscutting Concepts (CCCs):

- Patterns
- Energy and Matter: Flows, Cycles, and Conservation
- Stability and Change

Unit Assignment(s):

Reducing Carbon Footprints - In this assignment, students calculate their personal carbon footprint using a Carbon Footprint Calculator website. Students then analyze the components of their footprint and brainstorm ways that they can reduce their personal carbon footprint. Students are then challenged to apply what they have learned about reducing their personal carbon footprint to their school or city. In order to facilitate the idea that this is a local and personal issue, students pick one component of a carbon footprint to research then write a persuasive letter to the school board or city council proposing carbon footprint reduction ideas. The letter will include a clear explanation of the problem and their solution supported by evidence from their research.

Unit Lab Activities:

Calcium Carbonate and Shell Production - In this investigation, students evaluate how different concentrations of hydrochloric acid affect the time it takes to dissolve calcium carbonate. They record data on the volume of gas produced and the different concentrations of hydrochloric acid at various times. They identify patterns in how the change in concentration of hydrochloric acid affects the gas production by the calcium carbonate. Students identify the gas being produced in the reaction. They draw conclusions on how this relates to calcifying organisms and ocean acidification. Students construct an explanation about how the amount of available calcium carbonate could affect the ocean food web system and humans. Students then use the virtual lab, *The Effect of Ocean Acidification on Shells*, to explore how ocean pH and temperatures are expected to change if global CO_2 emissions do not change. Students analyze and interpret their findings from this virtual lab and add this understanding to their model of the impacts of ocean acidification. Students then work to design solutions to mitigate ocean acidification which are presented to the class.

ourse Materials

Websites

itle	Author(s)/Editor(s)/Compiler(s)	Affiliated Institution or Organization	URL

Title	Author(s)/Editor(s)/Compiler(s)	Affiliated Institution or Organization	URL
AMTA - Chemistry	[empty]	American Modeling Teacher Association, University of Arizona	https://www.modelinginstruction.org/
AMTA - Chemistry	[empty]	American Modeling Teacher Association, University of Arizona	https://www.modelinginstruction.org/
AMTA - Chemistry	[empty]	American Modeling Teacher Association, University of Arizona	https://www.modelinginstruction.org/
NGSS Pathfinder	[empty]	Concord Consortium	https://concord.org/ngss/
PhET Interactive Simulation	[empty]	University of Colorado, Boulder	https://phet.colorado.edu/
PhET Interactive Simulation	[empty]	University of Colorado, Boulder	https://phet.colorado.edu/
Gizmos Simulations	[empty]	Explore Learning	https://www.explorelearning.com
CK12.org	[empty]	CK12 Foundation	https://www.ck12.org
NewsELA.com	[empty]	NewsELA	https://newsela.com/
PIVOT Interactives	[empty]	PIVOT Interactives	https://www.pivotinteractives.com/
PIVOT Interactives	[empty]	PIVOT Interactives	https://www.pivotinteractives.com/
PBS/NOVA	[empty]	Public Broadcasting Service/NOVA	https://www.pbs.org/show/nova/episodes/ https://www.pbs.org/wgbh/nova/brand/education
Ocean Acidification	[empty]	BioInteractrives	https://www.biointeractive.org/
Urban Heat Island	Norman Herr	California State University Northridge	https://sites.google.com/site/drnormanherr/
Urban Heat Island	Norman Herr	California State University Northridge	https://sites.google.com/site/drnormanherr/

dditional Information

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Course Title

Chemistry A (Honors)

Description of Target Group

This is the first semester of a one-year course designed for 11th and 12th grade students who plan to be science or engineering majors in college. Students must have had top grads on IPS or Biology Blue, Algebra 1 and Geometry and should at least, be in Algebra 2 and preferable in Math Analysis.

Standards of Expected Student Achievement

Students will demonstrate, through testing, problem solving and laboratory work, at least, a reasonable mastery of the following topics:

I. Structure of Matter

A. Atomic Theory and Atomic Structure
1. Atomic Theory
2. Atomic weights determination by chemical and laboratory (physical) means
3. Atomic number and mass number; isotopes and mass spectroscopy
4. Electron energy levels; atomic spectra, quantum numbers, atomic orbitals
5. Periodic relationships, i.e. atomic radii, ionization energies, electron affinities, oxidation states

B. Chemical Bonding
1. Binding Forces
   a. Types: ionic, covalent, metallic, hydrogen bonding, Van der Waals
   b. Relationships to states, structure, and properties of matter
   c. Polarity of bonds, dipoles, electronegativity
2. Geometry of molecules, ions, and coordination complexes; structural isomerism; dipole moments of molecules, vectors relations; relations or properties to structure

3. Molecular models
   a. Valence bond theory; hybridization of orbitals, resonance, sigma and pi bonds
   b. Molecular orbitals

C. Nuclear Chemistry; nuclear equations, half-lives, radioactivity; chemical applications.

II. States of Matter

A. Gases
1. Laws of gases, including ideal gas law; equations
2. Kinetic-molecular Theory
a. Interpretation of ideal gas law
b. Avogadro's Hypothesis and the mole concept
c. Kinetic energy and temperature; Boltzmann distribution
d. Deviations from ideal gas law

B. Liquids and Solids
1. Liquids and solids from kinetic energy viewpoint
2. Phase diagrams or one-component systems
3. Changes of state, critical phenomena
4. Crystal structure

C. Solutions
1. Types of solutions and factors affecting solubility
2. Methods of expressing concentrations (molarity, etc.)
3. Colligative properties, i.e. Raoult's Law
4. Effect of interionic attraction of colligative properties and solubility

III. Reactions

A. Stoichiometry
1. Ionic and molecular species present in chemical systems; ionic and new ionic equations
2. Balancing of equations including those for redox reactions
3. Weight and volume relations with emphasis on the mole concept.

B. Equilibrium
1. Concept of dynamic equilibrium, physical and chemical; Le Chatelier's; equilibrium constants; deviations from ideality

Instructional Material

Test and Supplementary Materials

Audio-visual materials: filmstrips, films, videocassettes, and records

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Course Title **ERHS**

Chemistry A (AP)

Description/ Target group

This is two-semester laboratory course of inorganic chemistry, designed for college bound students entering the fields of science and engineering, family health and human resources. This course is intended to be a second year chemistry course.

All students are expected to take the College Board Advanced Placement Exam for Chemistry in May.

Course Length

One Semester, 5 units

Course Adoption

UC/CSU "a-f" inclusion

Prerequisites

Chemistry B (P) and Algebra II B (P) with a B average or better. (Recommended)

Standards of Expected Student Achievement

Activity: It is expected that the student complete a preliminary summer assignment on the following topics:

A. Scientific Method
B. Significant digits and scientific calculations
C. Matter and energy
D. Properties of Matter
E. Elements, compounds and mixtures
F. The modern atomic theory
G. Compounds and inorganic nomenclature
H. The mole concept
I. Percentage composition and the empirical formula
J. Writing and balancing chemical equations
K. Stoichiometry
L. Limiting Reactant and percentage yield

Chemistry A (AP) (continued)

Students will demonstrate, through testing, problem solving and laboratory work, at least, a reasonable mastery of the following topics:

I. Structure of Matter
   A. Atomic theory and atomic structure
      1. Evidence of the atomic theory
      2. Atomic masses; determination by chemical and physical means
      3. Atomic number and mass number; isotopes
      4. Electron energy levels; atomic spectra, quantum numbers, atomic orbitals
      5. Periodic relationships including, for example, atomic radii, ionization energies, electron affinities, oxidation states

   B. Chemical bonding
      1. Binding forces
         a. Types: ionic, covalent, metallic, hydrogen bonding, van der Waals (including London dispersion forces)
         b. Relationships to states, structure, and properties of matter
         c. Polarity of bonds, electronegativities
      2. Molecular models
         a. Lewis structures
         b. Valence bond: hybridization of orbitals, resonance, sigma and pi bonds
         c. VSEPR
      3. Geometry of molecules and ions, structural isomerism of simple organic molecules and coordination complexes; dipole moments of molecules; relation of properties to structure
   C. Nuclear chemistry; nuclear equations, half-lives, and radioactivity; chemical applications
II. States of Matter
   A. Gases
      1. Laws of ideal gases
         a. Equation of state for an ideal gas
         b. Partial pressures
      2. Kinetic-molecular theory
         a. Interpretation of ideal gas laws on the basis of this theory
         b. Avogadro's hypothesis and the mole concept
         c. Dependence of kinetic energy of molecules of temperature
         d. Deviations from ideal gas laws
   B. Liquids and solids
      1. Liquids and solids from the kinetic-molecular viewpoint
      2. Phase diagrams of one-component systems
      3. Changes of state, including critical points and triple points
      4. Structure of solids; lattice energies
   C. Solutions
      1. Types of solutions and factors affecting solubility
      2. Methods of expressing concentration (The use of normalities is not tested.)

3. Raoult's law and colligative properties (nonvolatile solutes); osmosis
4. Non-ideal behavior (qualitative aspects)

III. Laboratory

A. Making observations of chemical reactions and substances
B. Recording data
C. Calculating and interpreting results based on the quantitative data obtained
D. Communicating effectively the results of experimental work

Methods of Assessment of Student Learning: Written examinations, laboratory reports, assigned homework problems, and College Board Advanced Placement Examination.

Textbook

Refer to: Secondary Adopted texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District.

This course is not a graduation requirement for the Santa Maria Union High School District.

Department

RHS Science

Description/ Target group

This is two-semester laboratory course of inorganic chemistry, designed for college bound students entering the fields of science and engineering, family health and human resources.

All students are expected to take the College Board Advanced Placement Exam for Chemistry in May.

Course Length

One Semester, 5 units

Course Adoption

UC/CSU "a-f" inclusion

Prerequisites

Chemistry A (AP) with passing grade

Standards of Expected Student Achievement

Students will demonstrate, through testing, problem solving and laboratory work, at least, a reasonable mastery of the following topics:

I. Reactions
   A. Reaction types
      1. Acid-base reactions; concepts of Arrhenius, Brønsted-Lowry, and Lewis; coordination complexes; amphoterism
      2. Precipitation reactions
      3. Oxidation-reduction reactions
         a. Oxidation number
         b. The role of the electron in oxidation-reduction
         c. Electrochemistry: electrolytic and galvanic cells; Faraday's laws; standard half-cell potentials; Nernst equation; prediction of the direction of redox reactions

Chemistry B (AP) (continued)

   B. Stoichiometry

1. Ionic and molecular species present in chemical systems: net ionic equations
2. Balancing of equations including those for redox reactions
3. Mass and volume relations with emphasis on the mole concept, including empirical formulas and limiting empirical formulas and limiting reactants

C. Equilibrium
1. Concept of dynamic equilibrium, physical and chemical; Le Chatelier's principal; equilibrium constants
2. Quantitative treatment
a. Equilibrium constants for gaseous reactions: K_p, K_c
b. Equilibrium constants for reactions in solution
(1) Constants for acids and bases; pK; pH
(2) Solubility product constants and their and their application to precipitation and the dissolution of slightly soluble compounds
(3) Common ion effect; buffers; hydrolysis

D. Kinetics
1. Concept of rate of reaction
2. Use of experimental data and graphical analysis to determine reactant order, rate constants, and reaction rate laws.
3. Effect of temperature charge on rates
4. Energy of activation; the role of catalysts
5. The relationship between the rate-determining step and a mechanism

E. Thermodynamics
1. State functions
2. First law: change in enthalpy; heat of formation; heat of reaction; Hess's law; heats of vaporization and fusion; calorimetry
3. Second law: entropy; free energy of formation; free energy of reaction; dependence of change in free energy on enthalpy and entropy changes.
4. Relationship of change in free energy to equilibrium constants and electrode potentials

II. Descriptive Chemistry
A. Chemical reactivity and products of chemical reactions
B. Relationships in the periodic table; horizontal, vertical, and diagonal with examples from alkali metals, alkaline earth metals, halogens, and the first series of transition elements
C. Introduction to organic chemistry: hydrocarbons and functional groups

III. Laboratory

A. Making observations of chemical reactions and substances
B. Recording data
C. Calculating and interpreting results based on the quantitative data obtained
D. Communicating effectively the results of experimental work

Methods of Assessment of Student Learning: Written examinations, laboratory reports, assigned homework problems, and College Board Advanced Placement Examination

Textbook

Refer to: Secondary Adopted texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District.

This course is not a graduation requirement for the Santa Maria Union High School District.

Course Title **ERHS**

Chemistry A/B (Honors)

Prerequisites: Algebra 1 and Geometry (A average), Biology (A average), or Honors Biology (B average).

Description of Target Group

This is a two semester laboratory course of inorganic chemistry, designed for college bound students entering the fields of science and engineering, family health and human resources.

Standards of Expected Student Achievement

Students will demonstrate, through testing, problem solving and laboratory work, at least, a reasonable mastery of the following topics:

I. Structure of Matter

A. Atomic Theory and Atomic Structure
1. Atomic Theory
2. Atomic weights determination by chemical and laboratory (physical) means
3. Atomic number and mass number; isotopes and mass spectroscopy
4. Electron energy levels; atomic spectra, quantum numbers, atomic orbitals
5. Periodic relationships, i.e. atomic radii, ionization energies, electron affinities, oxidation states

B. Chemical Bonding
1. Binding Forces
   a. Types: ionic, covalent, metallic, hydrogen bonding, Van der Waals
   b. Relationships to states, structure, and properties of matter
   c. Polarity of bonds, dipoles, electronegativity
2. Geometry of molecules, ions, and coordination complexes; structural isomerism; dipole moments of molecules, vectors relations; relations or properties to structure

3. Molecular models
   a. Valence bond theory; hybridization of orbitals, resonance, sigma and pi bonds
   b. Molecular orbitals

C. Nuclear Chemistry; nuclear equations, half-lives, radioactivity; chemical applications.

II. States of Matter

A. Gases
1. Laws of gases, including ideal gas law; equations
2. Kinetic-molecular Theory
a. Interpretation of ideal gas law
b. Avogadro's Hypothesis and the mole concept
c. Kinetic energy and temperature; Boltzmann distribution
d. Deviations from ideal gas law

B. Liquids and Solids
1. Liquids and solids from kinetic energy viewpoint
2. Phase diagrams or one-component systems
3. Changes of state, critical phenomena
4. Crystal structure

C. Solutions
1. Types of solutions and factors affecting solubility
2. Methods of expressing concentrations (molarity, etc.)
3. Colligative properties, i.e. Raoult's Law
4. Effect of interionic attraction of colligative properties and solubility

III. Reactions

A. Stoichiometry
1. Ionic and molecular species present in chemical systems; ionic and new ionic equations
2. Balancing of equations including those for redox reactions
3. Weight and volume relations with emphasis on the mole concept.

B. Equilibrium
1. Concept of dynamic equilibrium, physical and chemical; Le Chatelier's; equilibrium constants; deviations from ideality

Textbook: Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

This course is not a graduation requirement for the Santa Maria Joint Union High School District

Course Title **SMHS**

Chemistry A/B (P)

Description of Target Group

This course is designed for 10th, 11th, and 12th grade students who are university or technical prep and who are going to major in a science related field. Recommend passing grades in IPS or Biology Blue, Algebra 1, Geometry, and concurrent enrollment in Algebra 2.

Purpose

To provide the students information about the substances in the environment and how these substances interact.

Standards of Expected Student Achievement

The students will demonstrate their mastery of chemistry by solving problems using the following facts, theories, concepts, and techniques:

1. graphing
2. scientific notation
3. metric system
4. significant figures
5. gas pressure
6. Boyle's law
7. molecular model of gases
8. weights of equal volumes of gases
9. Avogadro's hypothesis
10. mole
11. atoms
12. chemical equations
13. molarmass
14. partial pressures
15. Charle'slaw
16. standard temperature and pressure
17. absolute temperature
18. Kinetic energy
19. kelvins
20. absolute zero
21. gas content
22. ideal gas law
23. element
24. compound
25. purity
26. decomposition of compounds
27. analysis

28. chemical synthesis
29. Law of Definite Proportions
30. symbols
31. structural formulas
32. reactants
33. products
34. chemical reactions
35. balancing equations
36. molecule relationships
37. mole relationships
38. volume relationships
39. mass relationships
40. combustion
41. hydrocarbons
42. carbohydrate
43. alkali metals
44. hydroxides
45. periodicity
46. periodic table
47. groups
48. noble gases
49. columns
50. rows
51. electric charge
52. like charge repulsion
53. opposite charge attraction
54. Coulomb's Law
55. neutral
56. protons
57. electrons
58. vacuum tube
59. field
60. cathode
61. charge of electron
62. mass of electron
63. Millikan's oil drop experiment
64. ions
65. mass spectrograph
66. isotopes
67. J.J. Thomson's atomic model
68. Rutherford's scattering experiment
69. Rutherford's atomic model
70. alpha particle
71. nucleus

72. atomic number

73. atomic size
74. angstrom
75. neutron
76. mass number
77. radioactivity
78. alpha particle
79. beta particle
80. gamma ray
81. nuclear fission
82. nuclear fusion
83. light as a wave
84. frequency
85. wavelength
86. diffraction pattern
87. interference pattern
88. spectrograph
89. refraction
90. hertz
91. infrared
92. ultraviolet
93. light as energy
94. Planck's constant
95. photon
96. photoelectric effect
97. atomic spectra
98. atomic spectra model
99. atomic energy levels
100. quantum mechanics
101. Bohr's model of the Hydrogen atom
102. wave properties of matter
103. DeBroglie's standing wave model
104. probability
105. principle quantum number
106. orbital
107. s orbital
108. p orbital
109. d orbital
110. f orbital
111. wave functions
112. electron configuration
113. ground state
114. Pauli's exclusion principle
115. dosed shell

116. energy level filling
117. periodic pattern of electron configurations

118. periodic pattern of chemical properties
119. ionization energy
120. alkaline earth metals
121. chemical bond
122. overlap of half-filled orbitals
123. covalent bond
124. representation of chemical bonding
125. orbital representation
126. dot representation
127. line representation
128. valance orbitals
129. valance electrons
130. bonding capacity
131. reactivity
132. stability
133. ionic bond
134. dipole
135. electron density maps
136. molecular structure
137. X-ray diffraction
138. bond angle
139. electron dot formula
140. electron pairs
141. electron-pair repulsion theory
142. tetrahedral electron pair arrangement
143. unshared electron pairs
144. shared or bonding electron pairs
145. hybrid orbitals
146. hybridization of orbitals
147. double bonds
148. triple bonds
149. bond energy
150. resonance
151. resonance hybrids
152. molecular formulas
153. dipole moment
154. isomers
155. structural isomers
156. geometric isomers
157. Identify activities such as observing, describing, classifying, testing, and predicting as important in science of chemistry.
158. Recognize formulas and develop proficiency in the balancing of equations.

159. Ability to use empirical and mathematical relationships to solve weight volume relationships (stoichiometry).

160. Accurately work through assigned experiments to arrive at a definitive and logical conclusion.

161. To describe and show how chemical bonding explains stability of chemicals in combined state.

162. Recognize and know implications of acid-base PH, oxidation-reduction states, ionization and equilibrium.

163. Be able, at all times, to use all metric and scientific notation.

164. Understand radioactive decay and be able to write nuclear equations.

165. Identify the organic compound structures of saturated and unsaturated hydrocarbons.

166. To accept responsibility for the safe and careful handling of all needed equipment and materials.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approves Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Experiments at assigned lab desks, three dimensional physical model construction, correlated chemistry study films, demonstrations, weekly quizzes and tests on point score basis.

Course Title

Chemistry B (Honors)

Description of Target Group

This is the second semester of a one-year course designed for 11th and 12th grade students who plan to be science or engineering majors in college. Students must have had top grads on IPS or Biology Blue, Algebra 1 and Geometry and should at least, be in Algebra 2 and preferable in Math Analysis.

Purpose

The purpose of this course is to give students a course similar to a chemistry course taken during the first college year. Students will be given a depth of understanding of fundamentals and a reasonable Competence in dealing with chemical problems.

Standards of Expected Student Achievement

Students will demonstrate, through testing, problem solving and laboratory work, at least, a reasonable mastery of the following topics:

I. Structure of Matter

A. Atomic Theory and Atomic Structure
1. Atomic Theory
2. Atomic weights determination by chemical and laboratory (physical) means
3. Atomic number and mass number; isotopes and mass spectroscopy
4. Electron energy levels; atomic spectra, quantum numbers, atomic orbitals
5. Periodic relationships, i.e. atomic radii, ionization energies, electron affinities, oxidation states

B. Chemical Bonding
1. Binding Forces
   a. Types: ionic, covalent, metallic, hydrogen bonding, Van der Waals
   b. Relationships to states, structure, and properties of matter
   c. Polarity of bonds, dipoles, electronegativity

2. Geometry of molecules, ions, and coordination complexes; structural isomerism; dipole moments of molecules, vectors relations; relations or properties to structure

3. Molecular models
   a. Valence bond theory; hybridization of orbitals, resonance, sigma and pi bonds
   b. Molecular orbitals

C. Nuclear Chemistry, nuclear equations, half-lives, radioactivity, chemical applications.

II. States of Matter
A. Gases
1. Laws of gases, including ideal gas law; equations
2. Kinetic-molecular Theory
   a. Interpretation of ideal gas law
   b. Avogadro's Hypothesis and the mole concept
   c. Kinetic energy and temperature; Boltzmann distribution
   d. Deviations from ideal gas law

B. Liquids and Solids
1. Liquids and solids from kinetic energy viewpoint
2. Phase diagrams or one-component systems
3. Changes of state, critical phenomena
4. Crystal structure

C. Solutions
1. Types of solutions and factors affecting solubility
2. Methods of expressing concentrations (molarity, etc.)
3. Colligative properties, i.e. Raoult's Law
4. Effect of interionic attraction of colligative properties and solubility

lll. Reactions

A. Reaction Types
1. Formation and cleavage or covalent bonds
   a. Acid-base reactions; concepts of Arrhenius, Bronsted-Lowry, and Lewis; Amphoterism
   b. Reactions involving coordination complexes; amphoterism.
2. Precipitation-Reactions

Chemistry B (Honors) (continued)

3. Oxidation-Reduction Reactions
   a. Oxidation-reduction reactions
   b. Role of electron
   c. Electro chemistry

B. Stoichiometry

1. Ionic and molecular species present in chemical systems; ionic and new ionic equations

2. Balancing of equations including those for redox reactions

3. Weight and volume relations with emphasis on the mole concept

C. Equilibrium

1. Concept of dynamic equilibrium, physical and chemical; Le Chatelier's; equilibrium constants; deviations from ideality

2. Quantitative Treatment
   a. Equilibrium constants for gaseous reactions. Kp,Kc
   b. Equilibrium constants for reactions in solutions.
      (1) Constants for acids and bases. Pk,Ph
      (2) Solubility product constants and their applications to precipitation and the dissolution of slightly soluble compounds
      (3) Constants for complex ions
      (4) Common ion effects; buffers

D. Kinetics

1. Concept of rate of reaction

2. Order of reaction and rate constant; their determination from experimental data

3. Effect of temperature change on rates

4. Energy of activation; the role of catalysts

5. The relationship between rate-determining step and a mechanism

E. Thermodynamics

Chemistry B (Honors) (continued)

1. State functions

2. First Law: heat or formation, heat or reaction, change in enthalph, Hess's Law; heat capacity; heats of vaporization and fusion

3. Second Law: free energy or formation; free energy or reaction; dependence or change in free energy or enthalphy and entropy changes

4. Relationship of change in free energy to equilibrium constants and electrode potentials

Instructional Materials

Text and Supplementary Materials

Audio-visual materials: filmstrips, films, videocassettes, and records

Refer to: Secondary Adopted Texts and Approves Supplementary Books Used in the Santa Maria Joint Union High School District

University of California *It starts here*

Review Course - Previous Review - 10/26/12 8:49 PM

A. COVER PAGE - Submission ID: 326232		
	Proposed	Approved
1. Course Title	Earth Science A/B	Earth Science A/B
5. Subject Area	Subject: Elective Category: Science-Physical	Subject Area: g - Elective Category: Science-Physical

Checklist for Course Review and Feedback

- Course approved
- Not Approved:
  - Lacking necessary course information (see Section A below)
  - Lack of pre-requisites
  - Other:

Please do not scatter the labs throughout the submission; there was lab information in the key assignments and the assesssment methods. In addition, the assessment methods contained many repeated elements; please proofread and be sure you have entered information where it belongs and only entered it once.

Comments:
All laboratory science courses must have at a minimum a required pre- or co-requisite of Algebra I

??

A. Lacking Necessary Course Information

Component	Not Adequate	Comments
Course outline or list of topics	✓	
Other:	✓	A listing of topics in the course outline does not provide evidence of depth of study. A more annotated outline would illustrate what the students will be learning as well as the goals and purposes of each unit. It should include evidence of the course rigor, relevance, and development of essential skills and habits of mind (communication, critical thinking, analysis, synthesis of materials, etc.). Please elaborate on the Chemistry labs-just listing them does not show academic rigor.

B. Fails to Meet Honors Criteria:

Notes/Comments (Public) *This note will be visible on a-g course list site.*

Close

UC Doorways Online Update Template

(Required Information needed to prepare for course submission)

- **School Information**

NOTE: The School Information must be updated / verified as accurate at the start of each submission cycle. This must be completed before the system will allow any course submissions.

School Information

School Name: Ernest Righetti High School

High School District: SMJUHSD

City: S M, CA 93455

School Course List Contact Information

First Name: Steve

Last Name: Molina

Position/Title: Principal

Phone Number: (805) 937-2051 Ext.: 2701

E-mail: smolina@smjuhsd.org

Teacher Contact Information

First Name: John

Last Name: Rucker

Position/Title: Science Teacher

Phone Number: (805) 937-2051 Ext.: 2112

E-mail: jrucker@smjuhsd.org

- **Previously Approved Courses**

NOTE: Complete outlines are not needed for courses previously approved by UC. Courses that are defined as "previously approved" are courses from programs (Advanced Placement, International Baccalaureate, ROP courses, etc.), courses from within the same district, courses that have been removed within a three-year window and are being reinstated, and courses from UC-approved online providers. Courses modeled after courses from outside the school district are also defined as "previously approved" but a complete course description will be required for submission. Each section below represents an individual page on the electronic submission site.

Was this course "Previously Approved" by UC? _____ Yes ✓ No

If "No", proceed to the **Course Description** section.

If "Yes," please indicate which category applies:

Is this course modeled after a UC-approved course from another school outside your district?

_____ Yes _____ No

NOTE: If "Yes," you will be required to submit a complete course description. UC will review the previous submission, if available, to assist in our review process.

If "Yes," which school and ATP code? _____

Exact Course Title: _____

_____ National University Virtual High School

_____ PASS Program / Cyber High

_____ UC College Prep Online (UCCP)

Exact Course Title: _____

Is this course modeled after an identical course approved for the current year at another school in the same comprehensive school district?

_____ Yes _____ No

If "Yes," which school? _____

Exact Course Title: _____

- **Course Description**

Course Title: Earth Science A/B

NOTE: Courses that are "previously approved" must use the same exact course title as the previously approved course.

Transcript Title(s)/Abbreviation(s): Earth Sci A/B

Course Code(s): Earth Sci A: SC1032 Earth Sci B: SC1033

Seeking "Honors" Distinction

NOTE: To receive "honors" distinction, the course submission must satisfy certain requirements. For information about these requirements, please visit the a-g Guide: http://www.ucop.edu/a-gGuide/ag/a-g/honors.html. For "previously approved" courses (including AP and IB), the honors information will be pre-populated as applicable.

✔ No

_____ Yes, AP

_____ Yes, IB (Higher Level)

_____ Yes, IB (Standard Level)

_____ Yes, Other Honors

NOTE: Defined as a course specifically designed by the school with distinctive features which sets it apart from regular high school courses in the same discipline areas. Course should be seen as comparable in terms of workload and emphasis to AP, IB, or introductory college courses in the subject. Honors courses must be designed for the 11th and 12th grade level and require a comprehensive, year-long, written final exam. In addition to AP and IB higher level courses, high schools may certify as honors level courses *not more than one unit in each of the following subject areas only*: history, English, advanced mathematics, each laboratory science, each language other than English, and each of the four VPA disciplines. If there are no AP or IB higher level courses in a given subject area, the high school may certify up to, but not more than, two units at the honors level in that area.

Subject Area and Category

_____ "a" – History / Social Science

_____ U.S. History

_____ American Government / Civics

_____ World History / Geography / Cultures

_____ "b" – English

_____ English

_____ English-ESL/ELD

_____ "c" – Mathematics

_____ Russian

_____ Spanish

_____ "f" – Visual & Performing Arts

_____ Dance (Intro)

_____ Dance (Advanced)

_____ Music (Intro)

_____ Music (Advanced)

_____ Theater Arts (Intro)

_____ Theater Arts (Advanced)

_____ Visual Arts (Intro)

_____ Visual Arts (Advanced)

_____ "g" – Elective

_____ History / Social Science

_____ English

_____ English-ESL/ELD

_____ Math

_____ Statistics

_____ Science-Biological

_____ Science-Integrated

✔ Science-Physical

_____ LOTE

_____ VPA

_____ Interdisciplinary

_____ Other

Grade Level: ✔ 9 _____ 10 _____ 11 _____ 12

NOTE: Grade level pertains to which grades the course has been designed. 9th grade cannot be selected for Advanced VPA. 9th and 10th grades cannot be selected for honors courses.

Unit Value: _____ 0.5 (half year or semester equiv.) ✔ 1.0 (one year, 2 semesters or 3 trimesters equiv.)

- **Course Attributes**

Is this course classified as a Career Technical Education course?

_____ Yes ✔ No

If "Yes," please select the name of the Industry Sector and Career Pathway:

_____ Agriculture and Natural Resources

_____ Agricultural Business

_____ Agricultural Mechanics

_____ Agriscience

_____ Animal Science

Brief Course Outline

This is a two semester college preparatory science class designed to give students an overview of earth science. Students will learn about global phenomena such as earthquakes, volcanoes, climate change, global winds and ocean currents. Geology, Earth's energy, astronomy, basic chemistry and physics will also be explored. This class will include reading assignments, hands-on projects and activities that will stimulate an understanding of these scientific subjects. Receiving a passing grade for both semesters meets the physical science requirement for graduation.

Pre-Requisites: _____ Required _____ Recommended _____

NOTE: Laboratory science and Advanced VPA courses require a pre-requisite. Submissions will not be allowed if this is not included. Some courses, particularly in the mathematics subject areas, require appropriate pre-requisites. For further explanation, refer either to the "Guide to a-g Requirements" document or the a-g Interactive Guide web site at www.ucop.edu/a-gGuide.

Co-Requisites: _____ Required _____ Recommended _____

- **Background Information**

NOTE: Do not include information that could identify your school or district.

Context for Course (optional) **REQUIRED FOR CTE COURSES**

NOTE: In order to understand the context for a new course, sometimes it is helpful for UC to understand the broader educational program and/or reform efforts of the school. How does this course fit into broader departmental and/or pathway structure? How does it fit into the overall school restructuring plans? Is the course intended to be a core course or supplemental? What are the student/school/community needs met by this course?

History of Course Development (optional) **REQUIRED FOR CTE COURSES**

NOTE: Likewise, it is sometimes helpful for UC to know the origins of a course and who was involved in its development. Did you consult with UC Admissions personnel or UC professors? If so, what was the nature of such consultation and what was the result? Was this course modeled after another course at another school? If so, is that course UC approved? How does the course being submitted differ from the course after which it was modeled? Has this course received any special recognitions, designations or awards? Has it been articulated to local community colleges or universities?

- **Textbooks**

NOTE: Include list of Primary and Secondary Texts. Make sure to note the books that will be read entirely and those that will be as excerpts. Textbook information is not necessary if your course is a Visual and Performing Arts, Advanced Placement or an International Baccalaureate course. Online texts or non-standard text materials should include a link to the online text.

Textbook

Title: Holt Earth Science

Edition: First

Publication Date: 2007

Publisher: Holt, Rinehart and Winston

Author(s): Mead A. Allison, Ph.D., Arthur T. DeGaetano, Ph.D., Jay M. Pasachoff, Ph.D.

URL Resource(s): _____

Usage: _____ Primary Text ✔ Read in entirety or near entirety

(Be sure to list any additional textbooks that are used for the class.)

Course Purpose

This is a two semester college preparatory science class designed to teach students about Earth and space sciences.
Students will learn about global phenomena such as earthquakes, volcanoes, climate change, global winds and ocean currents. Geology, Earth's energy, astronomy, basic chemistry and physics will also be explored.

Students will learn about the tectonic processes that shape the Earth and how the tectonic processes are the driving forces of the Earth's resources. They will also see how these processes create different geologic hazards. Students will learn how to read and interpret both topographic maps and cross-sections in order to successfully complete the given projects. The astronomy section will cover the big bang theory, stellar evolution including how elements on the periodic table were formed and planetary geology. This course is designed to reinforce student understanding of scientific investigation and experimentation within the realm of geologic science.

Goals/completed outcomes for this course are:

**Students will be able to think critically in order solve real-world problems by completing standards-based group and individual projects, laboratory experiments and assignments.

**Students will be able to determine areas which may be threatened by natural disasters and by using learned geologic concepts, when looking for places to live later in life.

**Students will be able to explain the evidence how the geological studies of Earth and other planets suggests that early Earth was very different from the Earth today.

**Students will be able to explain the differences between explosive and non-explosive volcanoes and show where these types of volcanoes would be found around the world.

**Students will be able to interpret California geology and its relationship to the state's wealth of natural resources and to its natural hazards.

**Students will be able to analyze ways in which life has changed Earth's atmosphere and ways that changes in the atmosphere affect conditions for life.

**Students will be able to describe the process of stellar evolution, the life and death of stars, in order to fully explain the process of our own sun within our solar system.

Course Outline

Earth Science--Course Outline

Chemistry & Density Unit:
Oberservation vs Inference
Volume & Measurement Lab
Density Notes

Lab: Density of Coke vs Diet Coke
Lab: Density of Materials
Overview: Matter flow Chart + Book Assignment
PowerPoint: Physical & Chemical Properties of Minerals
PowerPoint: Mohs Hardness Scale
Lab: Mohs Hardness Scale
Lab: Physical & Chemical Properties of Minerals
Notebook Check #1
Superquiz: Density, Physical & Chemical Properties

Lab: Periodic Table of Stick Figures
PowerPoint: Overview of the Periodic Table
Video: The Elements
Assignment: Creating a Periodic Table
PowerPoint: Finding protons, nuetrons & electrons
Assignment: Drawing atomic structures
Lab: Periodic Table Scavenger Hunt
Notebook Check #2
Study guide for periodic table exam
Exam: Periodic Table
Assignment: Finding valence electrons
Notes: Lewis Dot Structures + practice problems
Notes: Ions & Finding oxidation #'s
Assignment: Finding oxidation #'s
Quiz: Ions & Oxidation #'s
Lab: Molecular Model
Notebook Check #3
Study Guide: Bonding & Oxidation #'s

Lesson: Balancing Equations
Assignment: Balancing Equations Worksheets
Video Lab: Walking with Dinos & Photosynthesis
Lesson: Types of Reactions + Worksheet
Lab: Double Displacement
Lab: Alginate Kelp Ball Lab
Video: World of Plastics
Assignment: Chemistry crossword

Weather, Atmosphere & Climate Unit:
Project: The Water Cycle
PowerPoint: Earth's Atmosphere Over Time
PowerPoint: Severe Weather
Video: Wonders of Weather
PowerPoint: Rain Shadows
Lab: Geography of US & Severe Weather
PowerPoint: Atmosphere

Lab: Cross-section of the atmosphere
Assignment: Section 22.1 Book Assignment
Lab: Ozone
Assignment: Section 22.2 Book Assignment
Assignment: Atmosphere Round Robin
Lesson: Earth's Energy Budget
Group Project: The Atmosphere
PowerPoint: Weather & Climate
Lab: Climograph
Lab: Gobal Wind Pattern Map
Video Assignment: El Nino

Atmosphere & Climate Crossword
Video: Understanding Oceans
PowerPoint: Oceans & it's Salinity
Assignment: Ocean Questions
Lab: Ocean Currents
Notebook Check #4
Study Guide: Atmosphere, Climate & Ocean Currents
Exam: Atmosphere, Climate & Ocean Currents
Written Review for Finals
Final: Chemistry, Weather, Atmosphere & Climate

Astronomy Unit:
Lab: Making an Alien + Writing
Astronomy pre-assessment
Lab: Distances of the Solar System
Video: Understanding the Universe
PowerPoint: Stellar Evolution
Video Assignment: Exploding Stars & Black Holes
Group Project: Stellar Evolution
Assignment: Astronomy Crossword Puzzle
Standards-based Astronomy Project
Notebook Check #5
Study Guide: Astronomy
Exam: Astronomy

Geology Unit:
Video: The Ocean Floor
Partner Project: The Ocean Floor
Lab: Cross-cutting Relations
Lab: Reading Topographic Maps
Demo: Tearing Paper
PowerPoint: Continental Drift
Lab: Pangaea
PowerPoint: The Layers of the Earth

Lab: Pie Slice of the Earth
PowerPoint: Seafloor Spreading
Lab: Paleomagnetics
PowerPoint: Plate Tectonics & Boundaries
Video Assignment: Explosive & Non-explosive Volcanoes
PowerPoint: Hot Spots
Notes: Viscosity + Demo
Quiz: Viscosity
Lab: Convergent Boundary Drawing Lab
Assignment: Plate Map of the World
Lab: Boundaries of the World
Video Assignment: Dante's Peak + Volcano writing assignment
Notebook Check #6
Study Guide: Plate Tectonics + Volcanoes
Exam: Plate Tectonics & Viscosity

California Geology Project
Project: Renewable & Non-renewable Energy
Group Project: Build a Wind Turbine to make electricity
Group Project: Create Hydroelectric Power
PowerPoint: Overview of Anticlines & Synclines & Oil Deposition in California
PowerPoint: Cross-cutting Relations & Topographic Maps
PowerPoint: Deposition of Rocks
Lab: Rock Cycle Roulette
Assignment: The Rock Cycle
PowerPoint: San Andreas Faullt
Video: Loma Prieta Quake
PowerPoint: Earthquakes
Video: Mexico City Quake
Video: Kobe Japan Quake
Paper: Earthquake comparisons

Group Project Pre-Lab: Create a 1:40 scale model of the classroom
Group Project: Seismic Retrofit

Physics Unit:
PowerPoint: Tsunamis
Video: Indonesian Tsunami
Lesson: Wave & Frequency Problems
Assignment: Frequency math problems
Lesson: Velocity
Group lab: How Fast Do You Walk?
Assignment: Velocity Problems
Lab: Constant Velocity
Lab: Sled Races
Notes: Acceleration

Assignment: Acceleration Problems
Lab: Acceleration
Quiz: Acceleration & Velocity

Review for Final
Finals: Astronomy, Geology &Physics

Key Assignments
Key Assignments for this class include:
Laboratory investigations
Laboratory reports
Model construction
Common formative assessments
Homework
Vocabulary

Following are a list of assignments that students will be completing during the earth science course:

Video Assignment: Collapse
This is a video assignment. Students will watch a segment of a video where a bridge collapses and where a dam breaks, causing death & destruction. Students will write down their observations fo the video. When the video is stopped, they will infer why the collapses occured. This assignment is meant to teach students the difference between observation & inference. In earth science, the is a very important concept. Geologists must infer what occurred geologically based on their observations of an area such as type of rocks, structures within the rock beds and types of fossils found in the rocks.

Density & Measurement Labs:
These labs help students understand the concept of density. Students are to measure different materials such as aluminum bars, aluminum cubes, metal spheres, glass spheres, candy bars and minerals. Students will find the mass of materials by using a balance. They will then find the volume of the different materials by either using volume equations or by measuring the displacement of water in a graduated cylinder. They will then find the density by using the density equation. Students will finish the lab write-up by answering the conclusion questions.

Salinity Lab:
After a demo showing different salinities of water in class, students will be given a real life situation to answer in class: "How could a fisherman in the Gulf of Mexico drink a cup of seawater without having kidney failure?" The starts a great conversation about salinity and density. It's a stepping stone to the real lab: Students must use their knowledge of density to solve the problem: Getting all 4 colors/different salinities of water in the straw. Students will complete a detailed lab write-up that should be reproducible!

Various Chemistry Labs:

Students will do a series of small experiments that will help them review the physical & chemical properties of chemistry. These small experiements will help them with the concepts such as:
**Location of elements on the periodic table
**Understanding the periodic nature of the periodic table
**Ionic & Covalent bonds of the periodic table
**Creating polymers out of alginate from seaweed (kelp ball lab)

Lab: Mohs Hardness Scale & Cleavage
Given the notes on physical & chemical properties of minerals, students will complete the given Mohs Hardness Scale lab. They will also participate in a cleavage demo and will CAREFULLY break apart minerals. Through this lab, students will know how to use the Mohs Hardness Scale for the upcoming physical & chemical properties of minerals lab.

Assignment: Creating the Periodic Table & The Scavenger Hunt
Students will create a periodic table based on their knowledge of the number system and the old game, handman. They will put together a periodic table based on the repeating nature of the given symbols. After doing this, students will be able to put together their own periodic table and color it according to metals, non-metals and metalloids. Using this information, students will be able to complete a periodic able scavenger hunt which shows them what items in their lives use each type of element.

Video Assignment: Walking With Dinosaurs
Students will be given the chemcal equation for photosynthesis. By looking at this formula, students will be able to see how life depends on photosynthesis to even exist on earth. Students will think about the ultimate demise of the dinosaurs 65 million years ago and put together that a nuclear winter due to dust in the atmosphere is to blame for the break down of photosynthesis.

Project: Water Cycle
Students will use their notes to put together a cross section of the water cycle. They will label the water cycle correctly using key vocabulary words. They will also show where phase changes occur. The will have a writing component to complete with questions based on the environment and ground water contamination. This assignment is used as a spring board into the entire atmosphere, climate & weather unit.

Lab: Geography of US & Severe weather
Students will use their knowledge of rain shadows, hurricanes and tornadoes to map where the major rain shadows are in the United States. They will also use their knowledge based on the notes to show where tornado alley and hurricane alley are located. There is a writing component to this lab where students need to explain why rain shadows are located where they are and they need to explain why our area, Santa Maria, does not have a major threat of hurricanes and tornadoes.

Lab: Cross-Section of the Atmosphere

Students will use their notes and their textbook to create a cross-section of the atmosphere. Within this cross-section students need to show altitude of each layer of the atmosphere and include why there is an increase in temperature in the upper stratosphere.

Book Assignment: Section 21.1
Students will use their textbooks to answer standards-based questions about the atmosphere.

Lab: Ozone
Students will use their notes on the atmosphere to complete this lab. Studets will be using candy to construct both ozone molecules and oxygen molecules. Then, they will show how chlorofluorocarbons break down ozone. During this lab, students will have to create a written explanation in their lab write up about how ozone protects living things on Earth. This lab is earth science standards based.

Textbook Assignment:
Students will read section 22.2 in their book and then answer the given questions. The answers to the questions will then be the words that students need to find in the given word search.

Group Project: The Earth's Atmosphere
Students will create a project, as a group, which puts together the concepts of atmosphere, climate and global warming. Students get to choose which assignment they will do: Putting together articles for an environmental newspaper, Creating songs and a cd cover about the atmosphere or creating campaign slogans/products about the environment and global warming. Thoughout this project, students work together and talk about the concepts they've learned about the atmosphere and global warming.

Lab: Climograph
Students use their the knowledge they learn about climate and weather in order to read a climograph. During this lab, students use data to first create the climograph and then use the climographs in order to answer the given questions about what affects climate around the world.

Lab: Global Wind Pattern Map
Students will use their knowledge about currents, weather and climate to complete this lab. Students will use a world map to show where global winds such as tradewinds and polar winds are located. Students will use this map to help them answer the given questions pertaining to climate.

Video Assignment: El Nino
Students will use their knowledge of what the weather phenomenon El Nino entails. They will then watch a video about the effects of El Nino around the world, making a list showing both effects in the United States and around the world. We will also have a discussion about how an El Nino year affects our local area of Santa Maria.

Astronomy Unit:

Lab: Distances of the Solar System

Students will learn what an astronomical unit is. Given a conversion for these astronomical units, students will create a scaled model of the solar system on a piece of register tape. Students will then complete a lab write-up which will include written questions about the planets of the solar system. Students will have to figure out why the outer planets could retain their original atmospheres where the inner planets could not. Students will see that the inner planets are closer to the sun so when nuclear fusion first took place the primary atmosphere was blown off whereas the outer planets are very far away and therefore were not affected by this.

Partner Project: Stellar Evolution
Students will take notes on stellar evolution, the life cycle of stars. Based on this knowledge, students will create a comic strip, storyboard or play that goes through all the phases of stellar evolution. In their lab, studetns must correctly identify whether a star will become a white dwarf, neutron star or a black hole (which depends on how much mass the star starts with). This lab is used as a performance assessment to see if students truly understand the concept.

Project: Astronomy
Students will research the California State Science Standards in astronomy using their textbook, the internet and the library. Students will research the concepts based on the guiding questions I have given them (Students are given background information via various PowerPoints on the astronomy standards). Throughout this project, students ask clarifying questions and we have class conversations based on the concepts in astronomy. From this project, students have a working knowledge how both the universe and solar system were formed billions of years ago. It also shows students when the elements on the periodic table were formed, how the Earth's atmosphere has changed over geologic time and how important the process of photosynthesis is. Students will put this information together as a packet and turn it in as a portfolio for a performance grade. This project will be used to help students study for the astronomy exam.

Physical Geology Unit:

Partner Project: The Ocean Floor
Students will learn about the topography of the ocean floor. They will be given only half of the ocean floor as notes and they will have to draw the topography of the ocean floor including the mirror image of the side given. Students will label where areas such as the mid ocean ridge, abyss, continental rise, continental slope and continental shelf would be located. They will also have to correctly label where the planktonic, benthic and necktonic zone would be and show what type of animal life would be found there. Because this is a type of performance assessment, students will have to show where the oldest oceanic rocks would be found compared to the youngest oceanic rocks. When students are given a drawing project, there is always a written component added so students will also have questions pertaining to their pictures and about the age of the oceans. This assignment is used as a spring board into plate tectonics and continental drift.

Lab: Pangaea, Paleomagnetics & Platemovements
Given the notes on continental drift, paleomagnetics and seafloor spreading, students will first do a lab putting Pangaea back together based on the evidence given that supports continental drift. Students will them complete a pre-lab on how some iron-bearing minerals line up to magnetic

north while in the magma chamber. Students need to understand this concept before they can understand the concept of paleomagnetics and polar reversals. After the pre-lab, students will complete the given paleomagnetics lab and based on their given data, they will figure out the average rate of movement of the North America Plate away from the European Plate. From this, students will figure out how far Africa has split from South America since the time of Pangaea. Students will use this as background knowledge during the upcoming plate boundary and tectonics of the world lab while looking at geographic/geologic areas around the world.

Lab: Viscosity--Water, Warm Honey & Cold Honey
Students will use household items to fully understand the concept of viscosity. Students will do mini-lab usinng water, warm honey and cold honey to determine viscosity. Students will be using this knowledge to explain how gas bubbles move through materials such as magma. They should come up with the conclusion that cold honey has the highest viscosity and therefore the air bubbles they are blowing into it cannot easily escape. This will be used as a springboard nto the explosivity of volcanoes.

Lab: Viscosity & Explosivity of Volcanoes
This is a video lab. Students will first watch a video about the Kalapana, Hawaii (non-explosive volcanoes). In this video, they will take observation notes on the viscosity of the magma. They will note how destructive the lava flow is. They will also note whether they can see the gas bubbles escaping (one can see them bubble out). Students will write a conclusion putting all their observations together. They will include the difference between aa and pahoehoe (types of magma learned about in the hot spot PowerPoint). Students will also write about what they have learned about the Hawaiian hot spot. The next day, students will watch a video about explosive volcanoes. They will take observation notes on the viscosity of magma. They will note the destruction associated with these types of volcanoes. They will write a conclusion about the types of rocks being formed by this type of volcano, the types of geologic features associated with the area and the destructiveness of lahars and pyroclastic flows. At this point we will have a class discussion about the extinct volcano, Morro Rock, in our local area.

Video & Written Paper: Dante's Peak
Students will watch the movie, Dante's Peak. Throughout the movie they will write clues that tell them teh mountain will erupt. In the process, they will learn about the magma source in Mammoth Mountain. (Long Valley Caldera area has forests that are dying due to too much carbon dioxide being emitted in the area. This happens in Dante's Peak, too.) They will put all their observations/clues in a formal paper about the movie. They will include the type of volcano Dante's Peak is, the viscosity of the magma and the volcanic hazards associated with the area. This assignment is used as a springboard into the Boundaries of the World lab.

Lab: Boundaries of the World
Students will take their colored plates of the world map and determine the types of boundaries at specific locations around the world such as the Himalayas, Red Sea, East African Rift Valley, Papua new Guinea, Italy, Aleutian Trench, Indonesia, Andes Mountains, Reelfoot Rift, etc. Students will use their knowledge of plate tectonics and plate movements to determine what specific type of plate boundary they are on. Students will then also write in geologic features associated with teh area and whether volcanoes would be found along this area. If there are

volcanoes associated with teh area, students will have to write in what type of viscosity it has (high or low) and whether it would be an explosive or non explosive volcano associated with it. Students are notoriously poor at geography so this lab helps them look at geography of the world while doing geology. Students should start to see a pattern emerge such as the Ring of Fire where there are volcanoes and earthquakes associated with the area and that there is a tectonic boundary associated with it.

Project: California Geology
Students will put together a portfolio based on resources of California. This is a standards based assignment where students learn about water issues in California, Gold deposition and the renewable and non-renewable resources of California. Students must also put together their own earthquake evacuation map and plan for their individual homes.

Lab: Topographic Maps
Students will be able to read a topographic map during this lab. Students will first start with easy topographic maps and then they will get gradually more difficult. Students will look for different types of features on topographic maps such as hills, valleys, cliffs and depressions. Students will use this knowledge to successfully navigate the more difficult maps in order to answer the given lab questions.

Lab: Cross-Cutting Relations
students will look at the given cross-sections and determine the relative age of the given rock layers and faults. They will log the ages in a key, at the side of the cross-sections from oldest on the bottom to the youngest at the top.

Lab: Anticlines, Synclines & Oil Depositions
Students will use their knowledge from the notes to create 3-dimensional geo-blocks for anticlines & synclines. Within this lab, students will use their knowledge of compressional stress & strain due to the bend of the San Andreas Fault to explain how anticlines & synclines are formed in the lab write-up. Students will need to include in their lab write up how oil is formed. They must explain the events that must occur in oil formation and what specific events occurred in Santa Maria area to give us this oil. (This concept was touched upon during the California Geology Unit.) Students will need to go through the process of accummulation of phytoplankton on the ocean floor through the compression associated from the locked ortion of the San Andreas Fault giving our specific location oil deposits. Students will hopefuly understand a little more of our local history--we are on the map due to oil production in the area (Orcutt, CA).

Lab: Finding the Epicenter of an Earthquake Using Triangulation
Given the notes on earthquakes including definitions of focus, the epicenter, P waves and S waves, students will use the given information to find the earthquake epicenter using triangulation. Students will use data received at a seismic station to determine lag time. They will then plot this data on a graph and find the distance from the epicenter. They will use compasses to find the epicenter. Students will use compasses to find the epicenter of an earthquake and be able to define the term lag time. These are part of the California state science standards. Given the conversations that arise about the seismograph and the Richter Scale, students will be able to explain the difference between the Richter Scale and the Mercalli Scale.

These are also part of the science standards. This information will be used as background knowledge for the Seismic Retrofit Lab.

Paper: Comparing Major Earthquakes Around the World
Students will watch 3 different videos on earthquakes that have occurred in recent years: The 1989 Loma Prieta Quake, the 1985 Mexico City Quake, and the 1995 Kobe, Japan Quake. Students will take observation notes on each video. They will be required to explain what type of tectonic boundary each area lies on, what types of other geologic hazards are associated with the area (liquefaction, volcanoes, pyroclastic flows, tsunamis, etc.) and how much death and destruction is associated with each. From these notes, students will be required to write a paper comparing the three areas.

Lab: How Big Is Our Room
This is a hands-on laboratory. Students will measure the room in meters. They will then use their metric system knowledge to convert the meters into centimeters. Given the lesson on scale, students will take measurements of the classroom and create a 1:40 scale model of it. Once this is done, students will take their assigned 1:40 scale dinosaur and answer questions in their write-ups that pertain to their data. This lab reinforces the concept of scale which is important for the next project....the seismic retrofit project.

Group Lab: Seismic Retrofit
Using the concepts learned from the plate tectonics unit and from the earthquake videos viewed in class, students will create a scaled 13,000 square foot floor plan of an earthquake safe building. In this floor plan, they will show evacuation routes/plans, include a key showing what types of special building materials they will need to create this earthquake proof building and what furniture will be in these rooms. (Students will do this on graph paper where 1 square = 4 feet.) Students will also put together a plan view (front view) of the building. The plan view does not need to be to scale.

The second part of this lab, students will build an "earthquake proof" building out of cards, masking tape and straws. The amount of money students will have to buy supplies is based on the socioeconimcs of the chosen area. Students will randomly choose from these earthquake prone areas: Los Angeles, San Francisco, Kobe Japan, Lima Peru, Mexico City, Papua New Guinea and New Dehli India.

Students must build an earthquake-proof building that can withstand a 7.0 magnitude earthquake on the earthquake table. Students musst also complete a write-up about the building process and include in this write up what type of other geologic hazards are associated with their area and what type tectonic boundary their area is found along.

Various labs + Acceleration & Velocity Quiz
Because earth science is the main concepts taught in this course, students only have a small unit in physics. During this unit, students learn about the physics of tsunamis and using algebra to solve wave and frequency problems. There are also various performance labs in which students must solve for speed, velocity and acceleration. At the end of this short, 3 week unit, students

take an acceleration and velocity quiz. This quiz has word based math problems associated with it.

Instructional Methods and/or Strategies:

Concepts will be taught in a variety of ways so students with different learning styles can excel in the course. It should be noted that learning levels are determined at the beginning of the year and the methods of instruction are flexible throughout the year so everyone can learn to the best of their ability.

Laboratory Work/Projects	40%
Project-based Learning	25%
Lectur	20%
Group Work Projects	10%
Videos	5%

	100%

These instructional methods and/or stategies include:
Direct instruction/lecture
Demonstrations
Data collection & analysis
Colloborative groups
Student-centered learning
Problem-solving labs & activities
Graphic organizers
Observation of models
PowerPoint Presentations
Reading Video

Assessments Including Methods and/or Tools:

These averages may differ minutely due to the concepts taught during the first semester compared to the second semester.

Relative Weighting of Grades:	
Laboratory Experiences/Projects:	40%
Standards-based Exams :	20%
(These include both multiple choice exams and performance based exams)	
Classwork:	25%
(icludes standards-based projects & notebook checks)	
Quizzes:	10%

Homework:	5%

	100%

Chemistry Unit Assessments:

Lab: Physical & Chemical Properties of Minerals
Although this is a laboratory activity, it is also a performance assessment to see if students can use their knowledge of properties of minerals such as density and hardness. This assessment gets students to think critically, one of the goals in the class.

Superquiz: Density, physical & chemical properties
This is a multiple-choice/true-false quiz to assess whether students understand the given concepts. Because this is a 9th grade level class, organization and learning how to study for an exam is an important concept to learn. Students are taught how to organize their classroom notes and assignments in order to use them to study for the exam. Students complete a written study guide (which are given before each major exam) and then take the test on a scantron.

Quiz: Finding Protons, Nuetrons & Electrons
This is a pop-quiz given to students to see if they understand this concept before moving on to more in-depth chemistry concepts that will give them enough background knowledge for the other concepts learned throughout the course.

Exam: Periodic Table
This is a multiple-choice/true-false exam on the overview of the periodic table. The goal of this exam is to see if students can correctly use the periodic table. Students will be asked to draw atomic structures as part of a performance exam. Students need to have a working knowledge of the periodic table in order to complete the next part of the course--bonding and finding oxidation numbers.

Exam: Bonding and Oxidation Numbers
After learning elements bond based on their oxidation numbers and location on the periodic table, students will take this multiple-choice and true false scantron exam to show their proficiency of bonding. Students will be using this knowledge during the atmosphere and climate portion of the course, especially while learning about ozone and the process of photosynthesis.

Project: Atmosphere

This is a performance based group project in which students use their knowledge of atmosphere in order to show they understand the concepts of what the ozone layer does and how it affects life on Earth. During this project, students will be working in a group of three students to put together either written articles about the atmosphere, songs and drawings about the atmosphere or campaign slogans about the atmosphere and global warming.

Exam: Atmosphere, Climate & Ocean Currents
Students will take a multiple choice, true-false scantron exam to show their knowledge of the atmosphere, climate and ocean currents. This is the unit exam. Because all students learn differently, throughout the unit, students will have a series of written assignments, projects, labs, etc. to do to show they have effectively learned the required standards-based curriclum.

Common Formative Assessment: Atmosphere & Climate
In our district, we have common formative assessments which students take so we can monitor their progress of the standards-based earth science curriculum. Students take a pre-assessment at the beginning of the earth science course and then they take the post-assessment at the end of the major unit. This common formative assessment is for atmosphere & climate and is used to assess their progress but also show the teachers of the earth science classes the effectiveness of the curriculum.

Final: Chemistry, Density & Atmosphere & Climate
The earth science course is a college preparatory course. As a result, it is assumed that students will someday go to college and therefore need to be prepared for it. The final is based on the entire first semester concepts gone over in class. Students complete a written final review to study and then take the final which covers chemistry, density, atmosphere & climate. The goal of this is to get students to think critically and learn how to study for exams when they are in college. Also--this assessment assesses whether they understand the main goals of the course pertaining to the Earth's atmosphere over time.

Astronomy Unit Assessments:

Group Project: Stellar Evolution Comics
This project is a performance exam which assesses the students ability to correctly explain/show through drawings the life cycle of stars, which is one of the goals of the course. Students work in cooperative learning groups for this which is an

important skill to learn before joining the work force later in life. Students work together to create drawings about stellar evolution for this.

Exam: Astronomy
This is a multiple-choice/true-false exam. Students complete this assessment on a scantron and it covers all the California state astronomy standards. Students use the astronomy project packet they put together as a portfolio to complete the given written study guide.

Common Formative Assessment: Astronomy
Students complete the district CFA for astronomy to see how much knowledge they have gained about the astronomy standards. Teachers use this data to see how to change the curriculum for the following year's earth science course.

Partner Project: The Ocean Floor
This is a performance assessment to see if students can correctly label the topography of the ocean floor. There is also a writing component attached to this assignment in which students have to explain where the youngest and oldest rocks would be found on the ocean floor. This project hits two main standards such as how the Earth has changed over time and also about the topography of the ocean floor. This project is used as a spring board into the next section: Continental drift and plate tectonics.

Quiz: Viscosity
This is a small quiz to assess whether students truly understand the concept of viscosity. It is a written quiz in which students not only need to define viscosity, they also need to put these concept together with explosive and non-explosive volcanoes, a major earth science standard and a major goal for the course.

Exam: Plate Tectonics
This is a multiple choice/true-false exam that is done on a scantron. This assessment shows how much students have learned about continental drift, plate tectonics and the topography of the ocean floor. These are all major earth science standards. This exam also shows how much students know for the goals of the course: How the Earth has changed over time, where students may want to choose to live later in life, solving real-world problems and about explosively of volcanoes.

Common Formative Assessment: Physical Geology

This is the last common formative assessment for the earth science course. Students take this and hopefully they have shown a lot of growth over time for the earth science course. Teachers use this exam to help them assess their own teaching for the following year.

Physics Unit:

Various labs + Acceleration & Velocity Quiz
Because earth science is the main concepts taught in this course, students only have a small unit in physics. During this unit, students learn about the physics of tsunamis and using algebra to solve wave and frequency problems. There are also various performance labs in which students must solve for speed, velocity and acceleration. At the end of this short, 3 week unit, students take an acceleration and velocity quiz. This quiz has word based math problems associated with it.
The goal is for students to show that they can solve some real-world speed & acceleration problems.

Final Exam: Astronomy, Physical Geology & Physics
The earth science course is a college preparatory course. As a result, it is assumed that students will someday go to college and therefore need to be prepared for it. The final is based on the entire second semester concepts gone over in class. Students complete a written final review to study and then take the final which covers astronomy, physical geology and physics. The goal of this is to get students to think critically and learn how to study for exams when they are in college. Also--this assessment assesses whether they understand the main goals of the course pertaining to the astronomy and geology standards.

UNIVERSITY OF CALIFORNIA A-G CMP Course Management Portal

Printed on: 10-28-2016 09:12 AM

Emergency Medical Responder

Model of another institution's course

Fields marked with an asterisk (*) are required.

Basic Course Information

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Associated Schools:

School Name	Course Learning Environment	Transcript Code(s)	
		Abbreviation	Course Code
Pioneer Valley High School (053847)	Classroom Based		

Title:
Emergency Medical Responder

Length of course:
Half Year

Subject area:
College-Preparatory Elective ("g") / Interdisciplinary

Integrated (Academics / CTE)?
Yes: Patient Care

Grade levels:
10th, 11th, 12th

UC honors designation?
No

Course Description

edit

Course overview:

As a student in our public service program, you'll receive and overview of Emergency Medical systems, its historic background, and the role and function of the Public Health system at the local, state, and national levels. The student will learn the anatomy and physiology of the human body, the EMR principles of emergency care, and on-scene safety and precautions. The student will gain practical experience in assessing patients, protocols and procedures for transporting patients, and dealing with medical or behavioral emergencies. Student will gain knowledge of childbirth and how to deal with pediatric emergencies. The curriculum for this course includes very important 21st century skills, such as effective communication, critical thinking, creativity, and collaboration that have been identified as foundational to success at school and at work.

Prerequisites:
Medical Terminology (Recommended)

Co-requisites:
None

Course content:

Unit 1: Introduction and Orientation
Outline

Discuss objectives for this course, including competencies, teacher expectations, classroom policies, and procedures.

Identify and discuss the acquisition of transferable skills (communication, collaboration, creativity, and critical thinking) and their importance to being college and career ready and for future personal professional success.

Discuss student and teacher expectations including behavior, class rules, appropriate dress, pre-course knowledge, and grading policies. Review enrollment and attendance requirements and procedures, and classroom/school safety and disaster procedures.

Discuss next steps in course sequence related to additional education, the need for reinforcement of basic skills, further education, and possible future employment.

Discuss the Student Learning Goals and the Standards for Career Ready Practice as they relate to this course, being college and carer ready, and future employment.

Effective Communication

Demonstrate understanding that effective verbal communication is dependent upon other interpersonal skills, such as non-verbal communication, listening skills, and clarification.

Demonstrate effective written communication by understanding the importance of tone, audience, organization, format, and that research, prewriting, writing, and rewriting are integral to the writing process.

Understand why effective internal and external communication is essential to any profession and be able to formulate appropriate responses to address concerns and questions of employers, co-workers, and clients in a positive manner.

Demonstrate positive verbal communication skills using appropriate vocabulary, correct terminology, professional demeanor and body language, and vocal intonation appropriate for the classroom, a lab, or in professional work environment. Demonstrate professional verbal skills appropriate for resolving conflict.

Practice active listening skills (Reflection, restatement, and clarification) by giving full attention to what others are saying (and not interrupting inappropriately), taking time to understand the points being made, and asking clarifying questions as needed. Interpret verbal and nonverbal communications and respond appropriately.

Use electronic and Web-based reference and source materials and other communication technologies, ensuring resource validity and reliability, gather and use information to synthesize, summarize, compare, and contrast information from multiple sources.

Effectively use real-world tools by mastering current and emerging technologies to communicate and collaborate with others, to problem solve, accomplish tasks, and to produce or publish products.

Key Assignment: Students will research the Internet sites that focus on information related to the evolution and history of Emergency Medical Services. Write a 300 - word essay on the history of Emergency Medical Services.

Key assignment: Students will research Internet sites that focus on information on benefits of Emergency Medical Services and create a brochure that includes five of the benefits of EMS and prepare a class presentation.

Unit 2: Collaboration, Creativity, and Critical Thinking
Outline

Demonstrate that the ability to think critically and creatively is fundamental and, depending on context and purpose, can take place independently or interdependently.

Demonstrate understanding that collaboration is the collective determination to reach an identical objective by sharing knowledge, tasks, learning, and building consensus.

Commit the time and energy required to elaborate, refine, analyze, and evaluate original ideas to improve and maximize creative efforts.

Understand that failure is an opportunity to learn; understand that creativity and innovation are part of a long-term, cyclical process of small successes and frequent mistakes.

Demonstrate the ability to alternate between divergent and convergent thinking to arrive at an original and useful solution or idea.

Analyze and evaluate evidence, arguments, claims, and beliefs; make connections between information and arguments. Identify bias, prejudice, propaganda, self-deception, distortion, and misinformation.

Produce, either individually or as part of a team, intellectual, informational, or material products that serve an authentic purpose.

Demonstrate the ability to work effectively and respectfully with those from diverse backgrounds or cultures.

Unit 3: Roles and Responsibilities
Outline

Acquire knowledge of individuals' and team member's roles and responsibilities and demonstrate the importance of technical, social, and communication skills in team success.

Demonstrate leadership skills(i.e., negotiation skills, initiative, positive reinforcement, recognition of others' efforts, problem-solving skills, conflict resolution, and delegation).

Identify and discuss effective leadership qualities, such as integrity and wisdom and the important role these characteristics play in effective leadership and teamwork.

Exhibit a strong sense of team identity and a commitment to purpose by brainstorming solutions, volunteering, assisting others, practicing respect and courtesy, and taking initiative.

Identify the characteristics of successful teams.

Understand the need to adapt to changing and varied roles and responsibilities; practice prioritizing, time management and efficiency to fulfill responsibilities.

Key Assignments

List and describe the elements of effective leadership. Create a chart and compare leadership skills and follower skills.

Based on the definition of communication, write a 500-word essay showing a dialog between a first responder and a patient by using effective verbal and nonverbal communication.

Unit 4: Legal, Ethical, and Environmental Considerations
Outline

Demonstrate how ethics, liability, and legal responsibility are integral to success within this industry sector.

Discuss the importance of being 'eco-friendly' and environmentally conscious within your industry sector.

Demonstrate the ethical and legal practices consistent with the industry sector workplace standards of this course.

Identify local, state, and federal regulatory agencies, agencies, entities, laws, and regulations related to the industry sector of this course.

Understand the ethical and legal implications for both employers and employees with regards to discrimination based on race, nationality, religion, gender, age, disability, or sexual orientation.

Demonstrate knowledge and understanding of society's impact on the environment; analyze environmental issues as it relates to this industry sector.

Examine ethical and legal standards and practices that positively impact this industry sectors' careers.

Demonstrate knowledge of the importance of personal character traits (e.g. integrity, trustworthiness, honesty, responsibility, accountability, and self-reliance) within careers within this industry sector.

Understand the importance of safe, welcoming, and harassment-free work environments and that bullying behavior or harassment, sexual or otherwise, by employees and employers, is illegal and punishable by a court of law.

Key Assignment: Student will write a 300 word essay describing why it is inappropriate to judge a patient based on a cultural, gender, age, or socioeconomic model, and to vary the standard of care rendered as a result of that judgment.

Write a 450-word essay identifying a law that helps ensure the confidentiality of medical information and summarizing the importance of confidentiality in health care.

Unit 5: Personal Growth and Career Planning
Outline

Demonstrate the importance of personal development and growth (e.g., self-awareness, developing strengths and talents, improving health learning new skills, improving social skills) to personal and professional success

Integrate multiple sources of career information from diverse formats to make informed career decisions and develop and manage personal career plans.

Possess an understanding of how money works in the world and the importance of building sound financial habits to create and manage personal financial resources for lifetime financial security.

Demonstrating self-direction, the ability to work independently, manage one's time and work, and evaluate one's learning process.

Recognize and understand that change is a constant, and deal with change positively by being flexible and 'modifying one's thinking, attitude, or behavior' to the new situation.

Discuss job search and retention techniques and identify strategies to prepare for employment.

Demonstrate intrapersonal skills appropriate for the workplace, such as responsibility, dependability, punctuality, positive attitude, initiative, and respect for self and others.

Recognize that perseverance is an integral component for success; demonstrate commitment, heard, work patience, and tenacity in doing something despite its difficulty.

Identify personal career interests, aptitudes and skills and synthesize acquired information to develop a comprehensive career plan.

Key Assignments

Develop a resume. List of skills, work experience, education, awards, etc. Have two peers in the class review the resume and give positive feedback on what they like about the resume and constructive criticism on what they would change about the resume. Type up the corrected resume and present it to administration for critiquing.**(CTEFS) (2.0 Communication 2.1, 2.2, 2.3; 3.0 Career Planning; 11.0 Demonstration and Application).**

Unit 6: Workplace Safety and Personal Wellness
Outline

Demonstrate the proper implementation of safe work practices to prevent injury or illness as designated by each class, laboratory, and/or facility's safety protocol.

Understand that developing goals and attending to personal growth are instrumental to present and future personal and professional success.

Demonstrate the basics of safe work habits, security, and emergency procedures required in this industry.

Understand how preventative measures lessen the likelihood or impact of emergencies such as personal injury or illness, fire, floods,and incidents of employee rate or violet behavior.

Identify the causes, prevention, and treatment of common accidents and the reporting procedures involved.

Understand the role of the Cal-OSHA.

Demonstrate an understanding of the basics of system operations and the importance of maintaining facilities, equipment, tools, and supplies.

Recognize the types of materials and supplies used in the maintenance of facilities, including the identification of hazardous environmental and physical properties of chemicals and the use of Material Safety Data Sheets (MSDS). Know the proper use of the personal protective equipment (PPE).

Practice the basic procedures for the safety of coworkers, clients, and community, including the procedure for emergency situations.

Demonstrate an understanding of proper internet use and security issues. Identify and discuss cyber ethics, cyber safety, and cyber security.

Practice preventative physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance (e.g., drugs, alcohol, and tobacco use) and stress-reduction.

Unit 7: Introduction to EMS systems
Outline

Demonstrate knowledge of the various components of an Emergency Medical System (EMS) and the levels of training required.

Identify the elements of an EMS system and discuss the four levels of EMS training and licensure.

Describe the public health resources an how it applies to EMS responders.

Discuss the historic background and the development of the EMS system.

Describe the role and function of the Public Health System at the local, state, national, and international levels.

Identify current and emerging technology as it relates to health and EMS systems.

Explain how to establish situational awareness, identify hazards, and assess personal, team, or environmental risks.

Describe the hazardous materials labeling system and explain definitions associated with various hazardous

Key Assignment: Students will research the Internet sites that focus on information related to the evolution and history of Emergency Medical Services. Write a 300 - word essay on the history of Emergency Medical Services.

Unit 8: On Scene Safety and Precautions
Demonstrate knowledge of occupational health and safety issues related to on-scene responder for patients, families, and Emergency Medical Responders.

Demonstrate knowledge of on-scene assessments and the process and procedures required to ensure empathic and careful delivery of service for critically injured or dying patients.

Discuss the emotional aspects of emergency care for patients, families, bystanders, and EMRs.

Identify signs and symptoms of stress and explain actions the EMR can take to reduce or alleviate stress at on-scene incidents.

Describe Universal Precautions for preventing infectious disease transmission from air and blood borne pathogens.

Demonstrate proper hand washing. Demonstrate proper gloving and glove removal.

Explain the proper steps to take if the EMR's clothing comes in contact with the patient's bodily fluid.

Identify and describe the function of safety equipment EMRs use for protection and safety.

Explain how to establish situational awareness, identify hazards, and assess personal, team, and environmental risks.

Describe the hazardous materials labeling system and explain definitions associated with various hazardous materials.

Demonstrate the proper steps for scene size-up and create a chart that includes all the steps in order.

Unit 9: EMR Principles of Emergency Care
Outline

Demonstrate knowledge of the basic medical ,legal, and ethical principles and responsibilities of Emergency Medical Responders.

Discuss the 'Good Samaritan' laws as they relate to emergency medical response.

Explain the steps to be taken in the preservation of different types of crime scene evidence. Discuss the special situations and reportable events.

Discuss the importance of proper and accurate documentation and report writing

Explain the legal aspects and types of consent necessary prior to providing emergency medical Services.

Discuss different types of legal documents and issues relating to patient care, e.g., advance directives, consent, confidentiality, negligence, and abandonment.

Unit 10: Anatomy and Physiology of the Human Body
Outline

Demonstrate knowledge of basic anatomical and physiological structures and systems.

Identify, locate, and describe the function of the primary systems and structure of surface anatomy; identify anatomical body planes, cavities, and the organs in the plan.

Locate landmarks of the human skull, facial, neck, abdomen, and extremities. Identify vital centers of the brainstem and their functions.

Locate and identify functions of eye and ear structures.

Identify structures and describe the basic functions of the nervous system, e.g., cerebral, spinal cord, peripheral and autonomic nerves. Identify primary functions of the cerebral lobes.

Identify and explain the basic structure of the circulatory system, e.g., heart blood flow, atria, vena cava, arteries, veins, and capillaries.

Identify the location and describe the function of the respiratory system, e.g., upper airway, lower airway, and lungs during inhalation and exhalation.

Identify signs and symptoms of respiratory distress or failure; identify signs of adequate oxygenation.

Key Assignment

Write a 400-word essay describing the journey of the blood from the heart to the body cells and the return of the blood back to the heart. Create a diagram of the circulatory system and present it to the class.

Unit 11: Lifting and Moving Patients
Outline

Demonstrate knowledge of the methods and protocols used in moving and transporting patients while waiting the arrival of EMS support for a higher level of care.

Describe the principles of lifting, moving, and positioning patients.

Identify and describe the various methods of moving patients e.g., emergency, standard, 'carries' for non-ambulatory patients. Demonstrate the process used for 'walking assists' for ambulatory patients.

Identify and describe the function of equipment commonly used in moving and transporting patients.

Discuss proper patient positioning and restraining techniques.

Identify procedures for moving patients with suspected spinal injuries, and describe the steps in each procedure.

Key Assignments

In 300 - words summarize the general considerations required to move patients safely without causing them further harm while simultaneously protecting the First Responder from injury.

Unit 12: Patient Assessment
Outline

Demonstrate knowledge of the processes, procedures, an strategies in patient assessment to identify and manage immediate life threats and injuries within the scope of practice of the Emergency Medical Responder.

Identify the purpose and elements of primary and secondary patient assessment. identify the differences between performing an assessment on a trauma patient and that on a medical patient.

Discuss the importance of obtaining a patient's medical history.

Describe the steps and functions of the assessment process, e.g., general impression, responsiveness, assessing respiration, and updating EMS units.

Explain the differences in checking airway, breathing, and circulation based on the age of the patient: infant, child, and adult.

List the information that should be addressed in the hand-off report about the patient's condition.

Describe the components of an on-going assessment.

Key Assignments

Define the heart rate and explain what information can be determined from monitoring the pulse. Write a 450-word report describing the changes in the heart rate caused by common diseases.

Unit 13: CPR and the Anatomy of the Circulatory System
Outline

Demonstrate knowledge of the human anatomical structures and functions of the circulatory system.

Demonstrate proper rescue CPR on adults, children, and infants.

Describe the anatomy and function of the of the circulatory system.

List reasons for heart failure and explain the links in the cardiac chain of survival.

Describe the components of CPR, Demonstrate CPR, and explain when to start and stop CPR.

Demonstrate the steps for one-rescuer and two-rescuer adult CPR.

Describe the process and demonstrate the steps for correctly using an Automated External Defibrillator (AED).

Explain the complications and legal implications for performing CPR.

Key Assignments

Write a 450 - word essay describing the recovery techniques and resuscitation efforts First Responder may need to follow when managing a patient who has been involved in a submersion incident.

Unit 14: Illness and Injuries: Medical Emergencies
Outline

Demonstrate knowledge of recognizing and managing life threats based on assessment findings while awaiting additional response.

Explain the causes, symptoms, and treatment for patients with altered mental status, seizures, loss of consciousness, and heat and cold exposure.

Explain the major causes, signs, symptoms, and initial medical treatment for: angina pectoris, heart attack, congestive heart failure, dyspnea, stroke, insulin shock, diabetic coma, abdominal pain, and a dialysis patient.

Describe the signs symptoms and treatment for patients who has ingested, inhaled, injected, or absorbed poisons.

Describe the signs, symptoms, and treatment of a drug overdose caused by uppers, downers, hallucinogens, or abused inhalants.

Key Assignments

Patients with diabetes mellitus who are not being treated with insulin rapidly metabolize lipids and acidic by-products of lipid metabolism will accumulate in the circulatory system. In a 500-word essay describe the effects this has on the ventilation.

Unit 15: Behavioral Emergencies
Outline

Demonstrate knowledge on how to manage life threats based on assessment findings of a patient with a medical emergency awaiting additional EMS response.

Describe the principles and procedures for assessing patients experiencing a behavioral emergency.

Discuss safety precautions that should be taken when dealing with a potentially violent patient.

Describe signs and symptoms of abuse.

Discuss the medical and legal considerations related to healing with behavioral emergencies.

Define and discuss the importance of a critical stress incident briefing.

Key Assignment

Write a 250 word essay on Post traumatic stress disorder, include signs and symptoms and presented it to the classroom.

Unit 16: Bleeding, Shock, and Soft-Tissues
Outline

Demonstrate knowledge of assessment skills to recognize and car for patients suffering from shock, bleeding, and soft-tissue injuries.

Describe the function and relationship between the parts of the circulatory system, e.g., heart, blood vessels, and blood. Differentiate between arterial, venous, and capillary bleeding. Explain emergency care for external bleeding.

Describe signs, symptoms, possible complications, and emergency medical care for patients with thermal, respiratory, chemical, and electrical burns.

Discuss emergency medical treatment for patients with different types of wounds, e.g., face and scalp, eye and nose injuries, head and neck wounds, chest and back wounds, impaled objects, closed abdominal wounds, genital wounds, extremity wounds, gunshot wounds, and bites.

Explain the signs, symptoms, and treatment of shock.

Key assignment

In a 600-word essay explain the tissue response and inflammatory response to physical injury.

Unit 17: Injuries to Muscles and Bones
Outline

Demonstrate knowledge of the assessment and management of injuries to the upper and lower extremities, the head, spinal cord, and the chest while awaiting EMS response.

Describe the mechanics of musculoskeletal injuries.

Define and describe treatment for fractures, dislocations, and sprains.

Describe the signs, symptoms, and emergency treatment for head, facial, spine, fractured ribs, flail chest, and penetrating chest wounds.

Evaluate the circulation and sensation of a patient with an extremity injury. Describe the general principles of splinting.

Describe how to best remove a helmet and helmet mask.

Explain body substance isolation techniques when treating a patient with musculoskeletal injuries.

Unit 18: Childbirth
Outline

Demonstrate knowledge concerning the anatomical and physiological changes that occur during pregnancy and how to manage a normal delivery process while waiting for additional emergency response.

Describe the three stages of labor and delivery. Discuss the possible complications that can occur during childbirth.

Explain the importance of standard precautions and body substance isolation in childbirth situations.

Explain the steps to be taken to assist a pregnant woman in childbirth and care for a newborn infant.

Demonstrate how to resuscitate a newborn infant.

Key Assignment

Writing Assignment: Write a 300 - word essay describing the assessment and management of gynecological emergencies and list the three stages of labor.

Unit 19: Infant and Children - Pediatric Emergencies
Outline

Demonstrate knowledge of the anatomical and physiological differences between infants and children and describe age-appropriate assessment and treatment while awaiting additional emergency response.

Describe the signs, symptoms, and treatment for shock in pediatric patients.

Explain how to take vital signs on infants and children, e.g., pulse rate, respiratory rate, and body temperature.

Demonstrate proper respiratory skills or infants and children, e.g., opening airways, suctioning, performing basic life support, and inserting an oral airway device. Explain the process for partial and complete airway obstruction.

Describe the signs, symptoms, and treatment for pediatric injury or illness, e.g., altered mental state, high fever, asthma, croup, drowning.

Describe the protocol for children displaying signs of child abuse or sexual assault.

Discuss the child restraint laws and describe pediatric trauma caused by the incorrect or non-use of restraints.

Unit 20: EMS Operations: The Role of the Emergency Medical Responder
Outline

Demonstrate knowledge of the immediate basic life support and interim medical care for a sick, injured, or compromised person until advanced medical care is provided or until transportation is initiated.

Identify the medical and non-medical equipment, and its function, needed to respond to a call.

Discuss the role of a medical responder in extrication. Describe the extrication procedures a medical responder can perform.

Describe the START triage system.

Discuss the role of a medical responder and the precautionary steps taken when hazardous materials are present.

Demonstrate knowledge of the emergency medical responder role in a multiple-casualty incident, the purpose of triage and the steps involved in the START triage system.

Explain how to manage an incident scene as the first responder, using emergency response skills appropriate to training and certification.

Discuss the importance of following instructions to immediate care procedure as transmitted by an emergency medical dispatcher during transport.

Unit 21: Supplemental skills: Special Situations
Outline

Demonstrate knowledge of supplement skills required by those acting as an emergency medical responder.

Demonstrate proper Cardiopulmonary Resuscitation (CPR) on adults, children, and infants and the proper use of an Automated External Defibrillator (AED).

Explain the benefits of an automated external defibrillation in a cardiac chain of survival and demonstrate steps used with an AED.

Explain the indications for using supplemental oxygen and discuss the safety considerations and hazards of oxygen administration. Describe the equipment used to administer oxygen.

Describe how to measure blood pressure by palpation and auscultation.

Key Assignment

Adult, Child and Baby First Aid/CPR/AED

Unit 22: Introduction to the Incident Command System
Outline

Understand the process by which emergency management organizations and emergency managers exert command and control over an emergency response and recovery operation.

Describe the principles and responsibilities of the Incident command Systems and the National Incident Management Systems (NIMS).

Identify and explain the different positions and relationships within the ICS structure.

Explain the importance of an organized Command and Control System to provide interoperability, efficiency, and effectiveness.

Describe the core set of basic concepts, principles, terminology, and technologies of emergency response management.

Explain the importance of multiagency coordination, unified command, training, identification and management of resources, and the collection, tracking, evaluation, and dissemination of information.

Unit 23: Community Emergency Responder (CERT)
Outline

Demonstrate Knowledge of the Community Responder Training Program, its intended function, and its relevance to emergency and disaster responders.

Explain the CERT program, its goals, and the competencies taught, e.g., disaster preparedness, fire safety, disaster medical operations, light search and rescue, disaster psychology, and terrorism.

Describe the role of the CERT program and its volunteers when participating in natural disasters, e.g., earthquakes and tsunamis, fires and wildfires, floods, excessive heat, volcanoes, winter storms, hurricanes and tornadoes, landslides and mudflows, nuclear power emergencies, and pandemics or infectious disease outbreaks.

Understand the role of federal, state, and local agencies in catastrophic event planning, preparation, response, and recovery.

Recognize the importance and variety of recovery strategies to support individuals and communities impacted by a catastrophic event.

Assessment
Assessment methods and tools

Students will be graded based on the following:

Quizzes, Midterm, and Final Examinations = 25%

Class Assignments, Journal, Portfolio = 30%

Projects, Presentations, Group activities = 15%

Labs, critical thinking scenarios, Skills drill examinations = 30%

Grading Scale

90-100% (Exceptional/outstanding)

80-89% (Meets some of the requirements)

70-79% (Meets minimum effort/requirements)

60- below (Not passing)

Instruction Methods and Strategies

All sections of the course outline are based on lecture, PowerPoint presentations, short documentaries and videos (DVD, YouTube) and class discussions. Lectures will be presented for all types of learners: visual, auditory, and kinesthetic. Discussions will be teacher guided, role-play, critical thinking, and problem-solving tasks. These methods introduces and expands the students understanding of sports medicine theoretical and application component.

Use of the internet will be guided by the instructor in developing skills and proper content on the internet sites. Internet research will only supplement text reading throughout the course, especially in these sections:

Visual Aids

Models, charts, graphs, diagrams, and equipment will be used throughout the lectures and discussions. All these will be demonstrated by the instructor.

Hands-on activities

Using hands on activities and demonstrations will allow students to put in practice the theoretical part of the course. Teacher will demonstrate the skills, will assist the students practicing the skills, and will allow students to work in groups in order to acquire the level of comfort and confidence necessary in health care professions.

Conversion of weights and measures

Conversion of medications

Demonstrate the use of an inhaler, EpiPen, and other medication administration

Demonstrate routes of medication on a manikin

Demonstrate and Certify students in CPR/AED and first aid though the American Heart Association

Demonstrate heimlick procedure

Create an emergency action plan and evacuation plan for the class

Demonstrate splinting, back board, cervical brace, sling, etc.

Demonstrate log roll procedure

Demonstrate and list the five steps of PRICE procedure for someone with a sprain/strain

Demonstrate temporary care for: sprains, strains, fractures, dislocations, concussions

Demonstrate treatment for ear, eye, or nose injuries

Perform Patient Assessment and treatment for:

- Hyperventilation
- Flail chest
- Pneumothorax and hemothorax
- Shock
- Hernia
- Contusions
- Sunburn, heat cramps, heat stroke, heat exhaustion
- Cold emergencies
- Diabetes
- Asthma
- Seizures
- Appendicitis
- Different taping or wrapping techniques

Student will also be evaluated on Skill Drills:

- Transferring a patient
- CPR
- Airway
- Epipen administration
- Patient Assessment
- Scenario protocols in an emergency setting
- Proper techniques of backboard

Course Materials

edit

Textbooks

Title	Author	Publisher	Edition	Website	Primary
Emergency Medical Responder	Andrew N. Pollak, M.D., FAAOS	Jones & Barlett Learnings	Fifth edition/2012	[empty]	Yes

Comments

Additional comments...

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year) November 28, 2004

1. Course Title Advanced Placement Environmental Science

2. Transcript Title(s) / Abbreviation(s)
AP Env Science

3. Transcript Course Code(s) / Number(s)
SC1030 SC1031

4. School
Pioneer Valley High School

5. District
Santa Maria Joint Union High School District

6. City Santa Maria, CA 93455

7. School / District Web Site www.smjuhsd.k12.ca.us

8. School Course List Contact

Name: Jim Armstrong

Title/Position: Asst. Supt/Curric/Instruction

Phone: (805)922-4573 **Ext.:** 4211

E-mail: jarmstrong@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☒ Laboratory Science
- ☐ Language other than English
- ☐ Visual & Performing Arts
  - ☐ Intro ☐ Advanced
- ☐ College Prep Elective

10. Grade Level(s) for which this course is designed
11 12

11. Seeking "Honors" Distinction? ☒ Yes ☐ No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- ☐ A course reinstated after removal within 3 years. Year removed from list? _____
  Same course title? ☐ Yes ☐ No
  If no, previous course title? _____
- ☐ An identical course approved at another school in same district. Which school?
  Same course title? ☐ Yes ☐ No
  If no, course title at other school? _____
- ☐ Alternative course title for course with identical content at this school
  Title of previously-approved identical course: _____
- ☒ Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- ☐ Approved UC College Prep (UCCP) Initiative course
- ☐ Year-long VPA course replacing two approved successive semester-long courses in the same discipline
- ☐ Approved P.A.S.S. course
- ☐ Approved ROP/C course. Name of ROP/C? _____
- ☐ Other. Explain: _____

14. Is this course modeled after an UC-approved course from another school outside your district? [X] Yes [ ] No

If so, which school(s)? Nipomo High School, Castro Valley High School

Course title at other schools Advanced Placement Environmental Science

15. Pre-Requisites 'B' grade (or better) in Biology A/B, and in Chemistry A/B or Physics A/B, and in Algebra I A/B or Algebra II A/B, or consent of the instructor.

16. Co-Requisites

none

17. Is this course a resubmission? [ ] Yes [X] No

If yes, date(s) of previous submission? _____

Title of previous submission? _____

18. Brief Course Description

Advanced Placement Environmental Science is multidisciplinary; it embraces a wide variety of topics from different areas of study. It will be taught from a rigorous science perspective which stresses scientific principles and analysis, and includes a laboratory component. Environmental issues will also be studied from sociological and political perspectives. It is intended to enable students to undertake, as first-year college students, a more advanced study of topics in environmental science, or alternatively, to fulfill a basic requirement for a laboratory science and thus free time for taking other courses.

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the relationships of the natural world, to identify and analyze environmental problems both natural and man-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

B. COURSE CONTENT

Please refer to instructions

19. Course Goals and/or Major Student Outcomes

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the relationships of the natural world, to identify and analyze environmental problems both natural and man-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

Students will make connections between the concepts discussed and everyday life, see the importance of understanding scientific ideas, and see the interconnectedness of science and society.

Students will benefit from understanding how integral science is to society and that an educated person has knowledge about science, social science, and humanities

20. Course Objectives

A. Awareness of Human Impacts on the Environment

- The students will know behaviors of responsible consumers.
- The students will look at environmental science with a global perspective.
- The students will analyze industry practices regarding sustainability.
- The students will begin to develop personal goals regarding environmental stewardship.
- The students will employ sound scientific principles.

B. Thinking and Problem Solving Skills

- The students will exhibit critical and creative thinking.
- The students will apply numerical estimation.
- The students will apply measurement and calculations where appropriate.
- The students will recognize problem situations.
- The students will identify, locate and organize needed information or data.
- The students will propose, evaluate and select alternative solutions.

C. Employment Literacy

- The students will understand career paths and strategies for obtaining employment within the environmental field.
- The students will be familiar with environmental impacts relevant to their field.

21. Course Outline

First Term

I. The Ecosystem: interdependence of Earth's systems: fundamental principles and concepts.

- A. Energy flow
- B. Matter cycling
- C. The solid earth
- D. The atmosphere
- E. The biosphere

II. Scientific analysis: initiation of research project:

- A. development of topic
- B. research question
- C. null hypothesis
- D. research data gathering
- E. plan of action

III. Human population: dynamics.

- A. Human history--beginnings.
- B. Global distribution of population.
- C. Carrying capacity.
- D. Cultural and economic influences.

Second Term

IV. Renewable and nonrenewable resources: distribution, ownership, use, degradation

- A. Water.
- B. Minerals.
- C. Soils.
- D. Biological.
- E. Energy.
- F. Land.

V. Environmental quality.

- A. Air, water, soil: pollutants and their effects.
- B. Solid waste.
- C. Human health: impact of chemical and biological agents.

VI. Global changes and their consequences

A. changes

1. atmosphere
2. oceans
3. biota

B. Consequences

1. atmosphere
2. oceans
3. biota

VII. Environment and society: trade-offs and decision making

- A. Economic forces
- B. Cultural and aesthetic considerations
- C. Environmental ethics
- D. Environmental laws and regulations
- E. Issues and options

1. conservation, preservation, restoration
2. sustainability, mitigation, remediation

22. Texts & Supplemental Instructional Materials

Text: Wright, Richard T. *Environmental Science, Toward a Sustainable Future, Ninth Edition.* Pearson, Prentice Hall. 2005.

Supplemental Instructional Materials:

State of California Integrated Waste Management Board. *Earth Resources, A Case Study: Oil*. 2001.

Sussman, Art. *Dr. Art's Guide to Planet Earth*. Chelsea Green Publishing Co. 2000.

23. Key Assignments

Investigate a science-based societal issue through research
Possible topics: Land and water use decisions in California
Choice of energy sources
Interactive CD ROM Activities: "Global City, Environmental Science in Practice"
Understand a Pest Species Population Growth
Identify the Source of Air Pollution
Compare Risks as Global City faces a Disease Outbreak
Monitoring for Sewage Contamination
Coping with Ultraviolet Radiation
Light & Nutrients: The Controlling Factors in Marine Ecosystems

24. Instructional Methods and/or Strategies

Reading, writing, inquiry, collaboration
Critical thinking/problem solving
Lecture and interactive presentations
Think About It Labs
In-class small group activities
Individual study
Touchstones Discussions
Guest speakers
Student research
Student presentations
Social action: use of research knowledge

25. Assessment Methods and/or Tools

Class participation
Homework
Tests and quizzes
Essays
Research project: written and oral presentation to class and involved community agencies

C. HONORS COURSES ONLY

Please refer to instructions

26. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

27. Context for Course (optional)

28. History of Course Development (optional)

The course description for Advanced Placement Environmental Science from the Castro Valley Unified School District was used in the development of this course. Slight modifications to that description have been made.

AERIES FORM

(Must be completed for all new courses)

Course Title Long: Empowering Entrepreneurs A/B **State Code:** 4218

Course Title Short (maximum of 15 characters): Sc

Grade Range: 11 - 12 **Default Credit Value:** 10 units

Length: ☐ Year (two period course, 10 units per semester) ☑ Year (A/B) (5 units per semester) ☐ Semester

UC/CSU Approved for honors credit (AP) ☐ Yes **(Pending)** ☐ No

UC/CSU Approved as College Preparatory ☑ Yes **(Pending)** ☐ No

Subjec Area – Mark at least 2 for credit assignments			
Pri	**Sec**	**Ter**	
☑	☐		English Requirement
☐	☑		World History
☐	☐		US History
☐	☐		Government
☐	☑		Economics
☐	☐		Mathematics
☑	☐		Science-Physical
☑	☑		Science-Life
☑	☐		Physical Education
☑	☐		Vis & Per Arts/Foreign Lang
☑	☐		Health
☑	☐		Elective Credit

Vocational Education	☑ **YES**	☐ **NO**
☐	**01**	Introduction
☐	**02**	Concentration
☐	**03**	Capstone

Course Type (Leave blank if **NOT** Voc. Ed)		
☐	**11**	High School Skills/Independent Study
☐	**30**	ROC/P
☐	**31**	Vocational Ed: Sex Equity non-trad.
☐	**32**	Technical Prep (Higher Ed Inst)
☐	**33**	Technical Prep and ROC/P

Prerequisite Course #(s) ***(if applicable):***

☐ ***Teacher recommendation***

SMJUHSD Department		
☐	**A**	Agriculture
☐	**C**	Business
☐	**E**	English
☐	**J**	Family & Consumer Science
☐	**G**	International Language
☑	**H**	Health
☐	**K**	Industrial Arts/Technology
☐	**M**	Mathematics
☐	**N**	Music
☐	**Y**	Non-Academic/Non-Departmental
☐	**P**	Physical Education
☐	**W**	ROP
☑	**Q**	Science
☐	**S**	Social Science
☐	**B**	Visual/Performing Arts
☐	**Z**	TA/Non-Schedule

Course Level		
☐	30.	Advanced Placement
☐	31.	Basic (PreK – 12)
☐	32.	General (PreK – 12)
☐	33.	Gifted & Talented
☐	34.	Other Honors (non-UC)
☐	35.	Remedial (PreK – 12)
☐	36.	Special Education
☐	39.	UC Certified Level
☑	40.	College Level

CSF List		
☐	**A**	List 1/A
☐	**B**	List II/B
☐	**C**	List III/C

NCLB CORE ☐ Yes ☑ No (If "yes" select core area)		
☐	**AR**	Art
☑	**EC**	Economics
☐	**EN**	English
☐	**FL**	Foreign Language
☐	**GE**	Geography
☐	**GV**	Civics & Government
☐	**MT**	Mathematics
☐	**RL**	Reading/Lang Arts
☑	**SC**	Science
☐	**SS**	Social Studies

UC/CSU Graduation A-G Requirements		
☐	A	History/Social Science
☐	B	English
☐	C	Mathematics
☑	D	Laboratory Science
☐	E	Foreign Language
☐	F	Visual/Performing Arts
☐	G	Elective Credits

Course Naming Convention		
☐	**0001-0999**	Remediation
☐	**1000-1999**	Freshman Level - *required*
☐	**2000-2999**	Sophomore Level - *required*
☐	**3000-3999**	Junior Level - *required*
☐	**4000-4999**	Senior Level - *required*
☐	**5000-5999**	High School-at-College
☑	**6000-6999**	Non-level/Elective
☐	**7000-7499**	ROP
☐	**7500-7999**	Special Education
☐	**8000-8999**	Reserved for Future
☐	**9000-9999**	Independent Study

Approved by: _____ Date _____

Entered by: _____ Date _____

Course Number(s) _____ _____

Environmental Science

Santa Maria Joint Union High School District ()



asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)
anta Maria High School (053305)	Classroom Based	Abbreviation: Enviro Sci A, Course Code: SC6633 Abbreviation: Enviro Sci B, Course Code: SC6634

Title:	Environmental Science
Length of course:	Full Year
Subject area:	Laboratory Science (D) / Integrated Science
UC honors designation?	No
Non-honors equivalent course:	
Non-honors exemption details:	
Prerequisites:	Biology, Algebra 1 (Required)

None

Co-requisites:	None
Integrated (Academics / CTE)?	No
Does your course include lab activities in your course description?	Yes
Grade levels:	10th, 11th, 12th
Course learning environment:	Classroom Based

ourse Description

ɔurse overview: *This Course Overview is not available on the A-G Course Management Portal. For more information out this course, you need to contact the institution that authored this course.*

Using STEM principles, the purpose of this course is to give students a broad overview of environmental science and concerns with an emphasis on their role and responsibility. Furthermore, using this course as a platform, students will be given the opportunity to:

- improve their reading and writing skills
- develop their ability to be objective observers of the world around them
- formulate testable questions and justify their position with evidence
- become comfortable with technological applications beyond social media.

Goals:

Students will develop three dimensional perspectives on how human populations, economics and global concerns interact and effect the environment through an understanding of our environmental resources, ecology, biodiversity and sustainability.

This course will create educated citizens that understand how their choices impact the world around them.

This course will influence individuals to become proactive agents of environmental change.

This course will foster enthusiasm and joy for the environment.

Expected Outcomes:

Students will become proficient at justifying their opinions with evidence and constructively critiquing others.

Students will, through the understanding of environmental concerns, be empowered to participate in civic minded environmental projects.

Students will participate in field studies involving environmental issues.

Students will take a stand and action on an environmental issue

Students will engineer solutions to environmental problems.

ɔurse content: *This Course Content is not available on the A-G Course Management Portal. For more information abo is course, users should directly contact the institution that authored this course.*

Unit 5 – Environmental Concerns

In this unit, the human factor is the focus.

A. Human Population and Urbanization

This chapter focuses on human population demands. It examines factors that influence and effect urbanization. It closes with new ideas for becoming more sustainable.

B. Environmental Hazards and Human Health

This chapter discusses types of health hazards which include both biological hazards and chemical hazards. It discusses risk evaluation, the population's perception of risk and postulates methods of avoidance.

C. Air Pollution, Climate Change, and Ozone Depletion

This chapter tackles major air pollution problems. It addresses the effects of climate change and ideas for slowing climate change. It finishes with a discussion on reversing ozone depletion.

D. Solid and Hazardous Waste

This chapter is about dealing with solid waste and hazardous waste. It also suggests ways to transition to low waste economy.

E. Environmental Economics, Politics, and World Views

This chapter is about how economic systems are related to ecological resources and services. It addresses the use of economic tools to address environmental problems. It discusses the challenges global political systems have had in the past to enact global environmental policies. It ends with suggesting the social enactment of just environmental politics, and the encouragement to live more sustainably.

Unit 4 – Environment Quality

This unit centers on natural resources and services, their protection and management, and methods to increase sustainability.

A. Agriculture

This chapter focuses on the role and importance agriculture plays in the world. This includes; food security, agriculture systems and developments, and procedural changes.

B. Water Resources and Pollution

This chapter is about the limited supply of freshwater on the planet. It includes; management of the fresh water supply, increasing the sustainability of that supply, and water pollution issues that threaten the supply.

C. Geology and Nonrenewable Mineral Resources

This chapter describes geological processes with the focus on mineral resource use, ecological effects, and sustainability.

D. Nonrenewable Energy Resources

This chapter enumerates the advantages and disadvantages of fossil fuels and nuclear power.

E. Renewable Energy Resources

This chapter discusses energy efficiency, sources of renewable energy and society's transition to renewable energy sources.

Unit 3- Sustaining Biodiversity

This unit dives into the problems and issues created by human interaction with nature and what humans are doing to rectify and insure sustainable biodiversity for the future.

A. Sustaining Species

The focus is on individual species and how to protect them. It details endangered and threatened species and the issues surrounding them, as well as, their species sustainability.

B. Sustaining Ecosystems

The focus here changes from individual species to an entire ecosystem, treating all components of an ecosystem as vital to the survival of the whole. Problems and solutions in sustaining valuable ecosystems are addressed.

C. Politics of Biodiversity

This section deals with the role politics plays in protecting endangered species and critical ecosystems. It

delves primarily into the EPA, Environmental Protection Act.

Unit 2 – Biodiversity

This unit focuses on ecosystem characteristics and natural factors that affect and shape ecosystems.

A. Biodiversity and Evolution

Biodiversity and mechanisms explain species origins based on scientific evidence.

B. Species Interactions

Species interactions deals with species relationships, such as, predator prey, mutualism, parasitism, etc.

C. Ecological Succession

Ecological succession describes how ecosystems respond to change in conditions. For instance, how a pond can become a meadow and eventually a tree stand. Or, factors that can limit succession.

D. Population Control

Population control deals with factors that limit the growth in plant and animal populations. Human populations will be dealt with later in the course.

E. Ecosystems and Climate

Ecosystems and climate details how climatic conditions, along with topography, latitude, and proximity to bodies of water can determine ecosystem characteristics.

F. Terrestrial and Aquatic Ecosystems

These chapters detail the similarities and unique characteristics of each major terrestrial and aquatic ecosystem, including fresh and salt water systems.

Unit 1 – Ecology and Ecosystems

This unit outlines ecosystems and how matter and energy flow through these systems.

A. Environment and Sustainability

This chapter introduces limited resources, sustainability, and our ecological footprint.

B. Science Matter Energy and systems

This chapter focuses on the carbon, nitrogen, phosphorous and water cycle and how mater and energy flow through the systems.

C. Ecosystem Dynamics

This chapter details the components of ecosystems and their interactions.

Laboratory Activities

Most laboratory activities take multiple 50 minute periods to complete.

Photosynthesis: Using Vernier probe ware students investigate the concentration of carbon dioxide, pH and oxygen levels of a photosynthetic system through various environments.

Biomass: Developed by the MSP, Math Science Project, Biomass is a series of experiments that lead students through photosynthesis and the uptake of carbon dioxide to form biomass.

Runoff: In this lab, students create a model to help conduct a controlled experiment to examine how ground cover effects the amount, quality, or composition of water runoff.

Owl Pellets, Food webs, and Pyramids: This lab extends the common use of owl pellets to a more complex level that relates the contents of the owl pellet to the flow of energy and matter. Students will dissect owl pellets to collect and count the contents. Students will use their data to create food webs and biomass pyramids.

Design a system to access a local species: Students will learn how to function as Citizen Scientists as they follow the prescribed protocol from the Sandy Beach Monitoring Program to collect, analyze and share data.

Bottle-ology Ecosystems: Students engineer aquatic, terrestrial, and decomposing solid waste ecosystems which include biotic and abiotic components. Students will perform experiments to track nutrients as they pass through the various systems. Their systems must be in contact with one another, sustainable and cycle nutrients throughout all the systems.

Food Webs: Working in groups, students will use photos of various organisms to create a hypothetical food chain, then a food web. Peer review will allow students to both critique and justify their arrangements. Students will explore the ramifications of an extinction event and the significance of keystone species. Finally, students will demonstrate the effects of biological magnification in a role-playing exercise.

Heat Transfer on Earth: Students will develop a model to investigate the specific heat content of various surfaces on earth. Students will explore how latitude effects the intensity of solar radiation. Finally, students will determine how surface covering, and latitude effect temperature ranges.

CO_2 and Ocean Acidification: Using Vernier probe ware, students will explore the chemical properties of seawater such as; pH, CO_2 levels, and oxygen levels. Other tests will determine ammonium, nitrate, and temperature levels. Students will explore what happens to the chemical balance of sea water and various shell fish when this balance is altered.

Investigate Species Diversity: Students will dissect a holdfast from our local offshore kelp forest. Students will examine this mini ecosystem and identify the diverse invertebrate organisms living in this environment. Students will use the statistical analysis tool, Shannon-Weiner Diversity Index, to analyze their data and determine the diversity of this mini-ecosystem.

Endangered Species Data Analysis: Students will use the data presented by the textbook to design a model that shows the proportion of endangered and threatened species.

Camping trip to Big Basin Redwood Forest: Students will participate in several experiments and activities that will take place over several days during an extended camping trip. Students will access the forest's health and gain an appreciation for an old growth forest.

- Using a random sampling plot method, students will examine, identify and record all the species they can identify on the forest floor using identification guides as a reference. They will then perform a statistical analysis of their data using the Simpson Diversity Index to determine the biodiversity of the area.
- Students will explore the forest looking for evidence of nutrient cycling. Students will then participate in a discussion where they will attempt to track biotic and abiotic cycling through the forest ecosystem. Students will be encouraged to justify their positions with the evidence they found.
- Students will examine the forest for producers, consumers, and decomposers and the food webs that they create.

In addition, students will hypothesize about the interspecies relationships that might exist and support their opinion with their observations and findings.

- Students will examine evidence for ecological succession in the forest.
- Students will develop an understanding of forest resources, services, and management by gathering and analyzing data from a stand in the Big Basin Redwood Forest. Student will determine an estimate of the total stand volume.
- Students will examine some of the challenges facing our forests today including invasive species, wildfire, ownership, and climate change.

Fire Ecology: Students will examine the role of fire in forest and chaparral ecosystems. Students will focus on the natural role fire plays in the life cycle of these ecosystems and how fire is being used to manage these ecosystems. Students will experiment with charate which is charred wood remains left after a fire that contain leachable chemicals that stimulate seed germination in some plant species. Students will finally explore the issues that present themselves at the wildland-urban interface and propose fire safety solutions.

Soil Analysis: Students will identify soil types and characteristics based on; ribbon test, sieve test, sedimentation test, field test, and the soil pyramid. Students will identify organic matter, sand, silt, clay percentages in a variety of soil types. Furthermore, students will determine soil productive capacity based on; nitrogen test, phosphorus test, potassium test, pH test and percolation rate test. Using test results, students will determine best fit plant life and identify strategies to maximize production.

Effects of Nitrogen on Plant Growth: Eutrophication from Agricultural Run-off: This is a series of experiments. Students will be working in small groups. When the experiments are completed, students will prepare a presentation of their findings and share with the class.

Part one: Design an experiment to assess the changes in the dynamics of a freshwater system (interplay of such parameters as turbidity, pH, CO_2) as nutrients become increasingly more available.

Part two: Students will investigate one of the following:

- Design an experiment that could be used to compare the effects of nutrient enrichment on two different bodies of water.
- Design an experiment to access the dissolved oxygen content of similar bodies of water with different surrounding factors.

- Design an experiment to determine what types of household items might be contributing to cultural eutrophication (i.e.; many detergents contain phosphorus; lawn fertilizer contains nitrogen).
- Design an experiment to determine whether there is a marked difference in the biological consequences of continuous low-level nutrient enhancement and sudden high-level nutrient enhancement.

Design, Build and Test a Passive Water Filtration System: Students must keep in mind the usefulness of their design to a third world area as they build a passive water filtration system. Students will test the quantity and effectiveness of various factors that contribute to their passive water filtration system. Students will access the quality of the filtered water by the following factors; total dissolved solids, pH, and bacteria content. In addition to the chemical tests, student will need to learn sterile technique, microbiology techniques, and serial dilutions to test their water.

Serial Dilutions: Students will learn how to perform serial dilutions and calculate the resulting concentrations of each solution.

Microbiology: Students will learn sterile techniques as they prepare petri dishes with medium. Students will learn how to streak a petri plate and how to identify and count colonies. Do to the potential hazard, students will not be identifying strains of bacteria.

Water Quality Study: Students will follow established protocols to sample and test local water from around the Santa Maria area. Some additional water samples will be provided by the instructor in the classroom for students unable to go into the field. Students will use probe ware when possible. Some of the chemical tests will involve different techniques. Students will analyze their results and discuss their findings.

Get the Lead Out: Get the Lead Out is a guided-inquiry lab where students are challenged to determine how lead can be removed from a sample of contaminated water.

NEED Energy Transformation Investigations: Students will perform many experiments to become familiar with the various forms of energy transformations. Students will also learn about sources of energy, energy production and energy efficiency.

Electricity Use and Efficiency: Students will use a device called a Kill a Watt which is an electric usage monitor to evaluate electricity consumption of personal electrical appliances around their home. Students will pick one appliance to perform calculations to determine the amount of energy consumed.

In addition, students will choose one of the following or suggest their own investigation.

- evaluate several different devices with the same purpose.
- evaluate an electrical device in the variety of modes offered; such as, heat on/off, sleep mode or active mode for a computer
- evaluate hidden electric use by appliances that always consume electricity even when turned off

Nicotine Toxicity: Students will investigate how various concentrations of nicotine affect the behavior of Lumbriculus variegatus (California blackworms)

LD_{50}: LD stands for lethal dose and LD_{50} signifies the single dose needed to kill 50% of the animals used in the experiment. It is widely used to test the toxicity of household products, pesticides, cosmetics, drugs, weed killers and industrial products. Students will use serial dilution to create different concentrations of a copper sulfate solution. Students will expose Daphnia magna, a small planktonic crustacean, to the various concentrations. The results are graphed on semi log paper and the LD_{50} is determined.

Greenhouse: Students will create a model to simulate the greenhouse effect and monitor temperature and CO_2 levels with Vernier probe ware. Students will analyze the data and discuss the relationship between CO_2 levels and temperature.

Lab Albedo: In a controlled experiment, equal amounts of shaved ice are placed on different colored metal substrates. The amount of "snow" that melts as a function of time is measured and the data is graphed. Students will discuss their results as a model for polar ice verse land base ice melt and the compounding ramifications of global warming. Students will explore the concept of a positive feedback loop and realize the complexity of these scenarios.

Key Assignments: *Detailed descriptions of all Key Assignments which should incorporate activities and projects, as well as, short answers and essay questions. How do assignments incorporate topics? Include all assignments that students will be required to complete. Assignments should be linked to components mentioned in the course outline. It is not appropriate or necessary to include instructions given to students regarding the execution of assignments (formatting, timeliness, etc.). Do not include exams or assessments in this section.*

Students will be assigned a writing activity for each chapter. It will focus on the case study presented by that chapter. It will be modeled after the Common Core writing standards for technical writing. The first six will have the data that the chapter offers. The next six assignments will have additional data provided by outside sources to provide students with experience from multiple data sources. The final six assignments will include opposing points of view from multiple sources to help prepare students to be proficient writers. The 18 case study topics are: The Greening of American Schools, Experimenting with a Forest, Disappearing Tropical Rain Forests, Amphibians at Risk, The Southern Sea Otter: A Species in Recovery, The Importance of Coral Reefs, A Honeybee Mystery, Costa Rica; A Global Conservation Leader, Growing Power- An Urban Food Oasis, The Colorado river Story, The Importance of Rare Earth Metals, Fracking for Oil and Gas, The Potential for Wind Power in the United States, Population 7.3 Billion, Mercury's Toxic Effects, Melting Ice in Greenland, E-Waste- An Exploding Problem, The United States, China, and Sustainability.

Tragedy of the Commons: In this activity students discovery, how individuals typically act independently and in accordance with their own self-interests. Students are introduced to the concept of sustainability and the necessity of shared public resources for the common good of everyone.

Ecological Footprint: In this activity student examine their own ecological footprint and then the footprint of the school as a business using an on-line calculator. Students then work in groups to develop recommendations and strategies of implementation to improve our school's footprint. These recommendations will be sent to the principal and interested parties.

www.footprintnetwork.org/en/index.php/GFN/page/calculators/
(http://www.footprintnetwork.org/en/index.php/GFN/page/calculators/)

Fieldtrip to Santa Barbara Natural History Museum: Students will be able to compare a multitude of similar species up close and study their adaptions. Students will speculate to the forces that acted on the species and postulate how the adaptions can to be.

Butcher paper Biomes: Using knowledge of latitude, topography, ocean currents, precipitation and temperature, students will create an imaginary island around the world where they will have to determine the climate, biomes present, and subsequent species supported by that biome.

Fieldtrip to Oso Flaco Lake: Oso Flaco Lake is located three miles north of Guadalupe. It is part of the Santa Maria Valley watershed in which Oso Flaco Creek drains into the lakes after passing through miles of agricultural land. There is a riparian zone along Oso Flaco creek, a marsh, a wooded ecosystem, and a sand dunes ecosystem. Students will study the diverse habitats as well as the impact of agricultural run-off on these habitats.

Trip to Tidal pools at Shell Beach: Students will explore this fragile tidal region near Shell Beach. Students will examine and identify ten plant species and ten invertebrate species. Students will pay close attention to the special adaptions that allow these species to exist in this difficult habitat. This is a protected marine area and as such, no specimen collection is allowed. Students will document their "collection" with photographs and report the classification, habitat, reproduction, and adaptions of each species.

Fieldtrip/Camping trip to Refugio State Beach: All students, including those who have never been in the ocean, will go body surfing on boogie boards for the first time. Students will experience the wonder and power of the ocean. Students will feel the characteristics of the ocean as they try to catch a wave.

Honeybee Habitat: After researching about CCD, Colony Collapse Disorder, students will work in small groups to develop a proposal for a Honeybee Habitat to be created on campus. The habitat should take into consideration technical, social, economic, and environmental impacts as well as location and climatic requirements. Groups will present their proposal to the class. The students will determine a final decision. Students will work in small groups to build various aspects of the habitat.

Design a hydroponics system: Working in groups, students will be assigned a system to be design. These systems include; construction of support structure, electrical pumps, and wiring, attaching lighting fixtures, lights and wiring, light timing, chemical composition of nutrients, testing and maintenance of nutrients, and plumbing. Students will need to work together to build and integrate all the systems to create a functioning hydroponic growing environment.

Fish Consumption: Designing models: Using the information provided by the textbook, students will graph and analyze data to determine how much food is available and used for human consumption.

Take Action: Track your food: For one week, students will weigh the food that is purchased in their home and the food that is thrown out. Students will use categories to keep track of the food they eat. After one week, students will compare their data with other students. Students will then develop a plan to increase their food sustainability and share that plan with their family. Finally, students will report to the class their family's reaction to their recommendations.

Fieldtrip to Waste water treatment facility: Students will research and compare the components of an urban waste water treatment facility to an artificial wetlands system which can be used to treat sewage. Students will examine the advantages and disadvantages of both systems prior to going to the facility. At the facility, students will take a tour and learn how the plant operate. Students will take part in a question/answer session with plant personnel to get their prospective of the future of waste water treatment.

Cradle to Cradle Product life cycle: In this activity, students will research three products that could have a cradle to cradle life cycle and learn what it takes to make the products more sustainable.

Create recycling program for heavy metals: Students will search EPA website for information on e-waste recycling. Students will create an e-waste/ heavy metal recycling program for the school. Students will create a PSA to educate the student body about ways to reduce their e-waste.

Fracking: In this activity supplied by the textbook, students will investigate potential impacts of fracking on a community and decide if it should or should not be allowed there.

Take Action EPA and MyEnviroment: The EPA runs an interactive database on their website called MyEnvironment. Its purpose is to provide a cross-section of environmental data for any geographic location in the US. Students will develop a question that they can investigate regarding nonrenewable energy use as it relates to their community.

Design and build solar ovens: After researching various designs, students will build and evaluate the effectiveness of their solar oven by determining the highest temperature reached and highest temperature range sustained for more than one hour.

24 Hour Challenge: Students are challenged to live "off the grid" using no electricity for 24 hours. The challenge begins at the end of one school day. The next school day, students will prepare a great meal cooked in the solar ovens they have made. At the end of the day, students will sit down for a great meal and wonderful stories of personal revelation and sustainability.

Build solar lanterns: After researching global projects which bring solar light and power to regions without electricity, students will build solar lanterns using a solar cell and a mason jar.

Design a carbon-capture device: Following the directed-inquiry provided by the textbook, students will design, build, and test a habitat for cultivating algae and create a carbon-capture and storage device

Design a sustainable, carbon neutral city of the future: Using what they have learned about sustainability, student groups will design and build a model of a carbon neutral city. Student groups will present their model to the class and a discussion will follow which will focus on the merits of the various models.

Analyze data to create age structure diagrams: An age structure diagram shows the distribution by ages of females and males within a certain population in graphic form. Data for constructing the diagram will come from Census Year 2000 data. Students will access a database, http://www.census.gov/population/cen2000/phc-t9/tab03.pdf (http://www.census.gov/population/cen2000/phc-t9/tab03.pdf) , graph the data and analyze the diagram to make predictions about the condition of the population.

Solid waste personal inventory: For one week, students will collect all of their personal waste. Some waste will be simulated with clean alternatives. At the end of a week, students will sort their waste into categories and weigh the waste products. Students will graph their data and compare their data to other students in the class. A class discussion will follow about the types of waste and their quantities. Students will propose alternative habits that would limit their personal waste.

Fieldtrip to landfill and recycling plant: Students will research solid waste disposal and develop questions before setting off to the municipal landfill and recycling plant. Students will tour the facilities and learn how the plants operate. Students will interview the managers of the plants to get their prospective of the future of waste disposal in our area.

Climate Change and the Global Summit: In this activity, students will have an opportunity to investigate climate change for themselves. Each student will be a representative of an interest group. They will research the topics relates climate change and represent their interest's perspectives at an international summit where they will express and debate the viewpoint of their interest group and share their vital concerns with this issue much like the United Nations and the Kyoto Protocol.

ourse Materials

Textbooks

itle	Author	Publisher	Edition	Website	Primar
nvironmental cience, Sustaining)ur World	Tyler, Miller and Scott Spoolman	National Geographic Learning a part Cengage Learning	1st	NGL.Cengage.come/school	Yes

Other

itle	Authors	Date	Course material type	Websit
al Poly San Luis Obispo South Coast Science Project Summer nstitute	[empty]	[empty]	Supplemental	[empty]
orestry Institute Teachers Summer 2012	[empty]	[empty]	Supplemental	[empty]
roject Learning Tree Secondary Environmental Education rogram: Municipal Wast	[empty]	[empty]	Supplemental	[empty]
roject Learning Tree Secondary Environmental Education rogram: Focus on Forest	[empty]	[empty]	Supplemental	[empty]
roject Wild and Project Aquatic	[empty]	[empty]	Supplemental	[empty]
Monterey Bay Teacher Training Institute	[empty]	[empty]	Supplemental	[empty]
hannel Islands National Park Teacher Resource	[empty]	[empty]	Supplemental	[empty]
IEED Project sponsored by Phillips 66	[empty]	[empty]	Supplemental	[empty]
ISF Math Science Partnership	[empty]	[empty]	Supplemental	[empty]

Supplemental Materials

ïtle	Content

› course materials have been added to this course.

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ENVIRONMENTAL SCIENCE

Laboratory Science Subject Template

(Required Information needed to prepare for course submission)

Course Guidance

GENERAL LABORATORY SCIENCE GUIDANCE

The intent of the laboratory science requirement is to ensure that entering freshmen have a minimum of one year of preparation in each of at least two of the areas of Physics, Chemistry, and Biology/Life Science. This requirement can be satisfied by taking two courses from among these specific subject areas, but courses from across the broad spectrum of scientific subjects are potentially acceptable, provided they conform to the Course Requirements specified below.

Goals of the Laboratory Science Requirement

The overarching goal of the subject requirement in laboratory science is to ensure that freshmen are adequately prepared to undertake university-level study in any scientific or science-related discipline. The term "laboratory" is intended to signify an empirical basis of the subject matter, as well as inclusion of a substantial experimental and/or observational activity in the course design. The requirement emphasizes biology/life sciences, chemistry and physics because these subjects are preparatory to university-level study in all scientific and science-related disciplines. However, coverage of these foundational subjects in suitable breadth and depth can potentially be found in a wide range of science courses provided the courses conform to the criteria described under the Course Requirements below.

All courses certified in the laboratory science subject area should be designed with the explicit intention of developing and encouraging these scientific habits of mind:

Students should develop a perception of science as a way of understanding the world around them, not as a collection of theories and definitions to be memorized.

Students should emerge from high school embracing an ease in using their scientific knowledge to perceive patterns and regularity, make predictions, and test those predictions against evidence and reason.

Students should recognize that abstraction and generalization are important sources of the power of science.

Students should understand that scientific models are useful to represent phenomena in the physical world. They should appreciate that models and theories are valuable only when vigorously tested against observation.

Students should understand that assertions require justification based on evidence and logic, and should develop an ability to supply appropriate justifications for their assertions. They should habitually ask "Why?" and "How do I know?"

Students should develop and maintain openness to using technological tools appropriately, including graphing calculators and computers, in gathering and analyzing data. They should be aware of the limitations of these tools, and should be capable of effectively using them while making sound judgments about when such tools are and are not useful.

Students should recognize that measurements and observations are subject to variability and error, and that these must be accounted for in a quantitative way when assessing the relationship between observation and theory.

Course Requirements

Regardless of the scientific subject, all approved courses are expected to satisfy these criteria:

Courses should be consistent with and illustrate the goals described above.

Courses must explain the relevant phenomena on the basis of the underlying biological, chemical and/or physical principles, as appropriate. They should provide rigorous, in-depth treatments of the conceptual foundations of the scientific subject studied.

Courses should afford students opportunities to participate in all phases of the scientific process, including formulation of well-posed scientific questions and hypotheses, design of experiments and/or data collection strategies, analysis of data and drawing of conclusions. They should also require students to discuss scientific ideas with other students and to write clearly and coherently on scientific topics.

Courses must specify, at a minimum, elementary algebra as a prerequisite or co-requisite, and should employ quantitative reasoning and methods wherever appropriate.

Courses must take an overall approach that is consistent with the scientific method in relation to observing, forming hypotheses, testing hypotheses through experimentation and/or further observation, and forming objective conclusions.

Courses must include hands-on laboratory activities that are directly related to and support the other class work, and that involve inquiry, observation, analysis and write-up. These hands-on activities should account for at least 20 percent of class time, and should be itemized and described in the course description.

The content for physics, chemistry and biology/life sciences courses in grades 9 through 12 will usually be drawn from the Science Content Standards for California Public Schools [PDF], and may, in some cases, also be drawn from the California Career Technical Education Model Curriculum Standards [PDF]. While these standards can be a useful guide, coverage of all items in the standards is not necessary for the specific purpose of meeting the subject requirements for university admission. Likewise, simple coverage of all standards is not enough to assure course approval. For success in college, secondary science teachers should help students learn to assimilate the major ideas and principles that encompass the standards rather than explore the breadth of all the standards. More important than the topics covered, or even than the skills directly used in class, are the more general abilities and attitudes gained through the effort of mastering the course content. These general abilities and attitudes are described in the goals section above.

HONORS LABORATORY SCIENCE GUIDANCE

Laboratory Science Honors courses are expected to provide both breadth and depth of exploration in the subject area, developing writing, research, and analytical skills. Specific detailed evidence must be included in the course outline.
The courses must offer content and/or experience that are demonstrably more challenging than what is offered through the regular college preparatory courses in the same field.
Factors considered for UC approved honors courses that satisfy the "d" requirement include but are not limited to the assignment and evaluation of one long or numerous short, challenging, and properly-annotated research papers and a comprehensive final examination. Specific details of each of these assignments are required.
The use of college-level textbooks is encouraged.
Regular college preparatory courses in the subject areas should be offered. If regular non-honors courses are offered, a strong justification for the lack of a regular course is required.
In addition to AP and IB higher level courses, high schools may certify as honors level courses **not more than one unit** for each Laboratory Science Discipline.
A single, written, comprehensive, full year final exam must be administered that encompasses all the material that has been covered for the entire year.

Course Content

NOTE: The following questions are subject specific and ask for detailed information regarding the course curriculum. Since UC has developed their own criteria for the review of curricula, it is not necessary (and preferred) that the State Standards are not listed when submitting course descriptions to the University. When preparing the course submission, keep in mind that your audience is the UC High School Articulation unit and UC faculty. Include relevant information that would assist those reviewing the course and provide UC a better understanding and clarity about the intent of the curriculum. UC expects to see information that would show specific, detailed evidence of the course rigor and development of essential skills and habits of mind. Course template components need to be more expository and illustrative of the integration of each course component and how the overarching goals are being accomplished. The text boxes below will expand to accommodate additional text.

Course Purpose: *What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. (How these will be accomplished should be reserved for the Course Outline, Key and Written assignments, Assessments, and/or Instructional Methods.)*

NOTE: More specificity than a simple recitation of the State Standards is needed.

Purpose:
Using STEM principles, the purpose of this course is to give students a broad overview of environmental science and concerns with an emphasis on their role and responsibility. Furthermore, using this course as a platform, students will be given the opportunity to:

- improve their reading and writing skills
- develop their ability to be objective observers of the world around them
- formulate testable questions and justify their position with evidence
- become comfortable with technological applications beyond social media.

Goals:
Students will develop three dimensional perspectives on how human populations, economics and global concerns interact and effect the environment through an understanding of our environmental resources, ecology, biodiversity and sustainability.
This course will create educated citizens that understand how their choices impact the world around them.
This course will influence individuals to become proactive agents of environmental change.
This course will foster enthusiasm and joy for the environment.

Expected Outcomes:

Students will become proficient at justifying their opinions with evidence and constructively critiquing others.
Students will, through the understanding of environmental concerns, be empowered to participate in civic minded environmental projects.
Students will participate in field studies involving environmental issues.
Students will take a stand and action on an environmental issue
Students will engineer solutions to environmental problems.

Course Outline: A *detailed descriptive summary of all topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered. A mere listing of topics in outline form is not sufficient (i.e. textbook table of contents or California State Standards).*

Course Outline

Unit 1 – Ecology and Ecosystems

This unit outlines ecosystems and how matter and energy flow through these systems.

A. Environment and Sustainability
   This chapter introduces limited resources, sustainability, and our ecological footprint.
B. Science Matter Energy and systems
   This chapter focuses on the carbon, nitrogen, phosphorous and water cycle and how mater and energy flow through the systems.
C. Ecosystem Dynamics
   This chapter details the components of ecosystems and their interactions.

Unit 2 – Biodiversity

This unit focuses on ecosystem characteristics and natural factors that affect and shape ecosystems.

A. Biodiversity and Evolution
   Biodiversity and mechanisms explain species origins based on scientific evidence.
B. Species Interactions
   Species interactions deals with species relationships, such as, predator prey, mutualism, parasitism, etc.
C. Ecological Succession
   Ecological succession describes how ecosystems respond to change in conditions. For instance, how a pond can become a meadow and eventually a tree stand. Or, factors that can limit succession.
D. Population Control
   Population control deals with factors that limit the growth in plant and animal populations. Human populations will be dealt with later in the course.
E. Ecosystems and Climate
   Ecosystems and climate details how climatic conditions, along with topography, latitude, and proximity to bodies of water can determine ecosystem characteristics.
F. Terrestrial and Aquatic Ecosystems
   These chapters detail the similarities and unique characteristics of each major terrestrial and aquatic ecosystem, including fresh and salt water systems.

Unit 3- Sustaining Biodiversity

This unit dives into the problems and issues created by human interaction with nature and what humans are doing to rectify and insure sustainable biodiversity for the future.

A. Sustaining Species
   The focus is on individual species and how to protect them. It details endangered and threatened species and the issues surrounding them, as well as, their species sustainability.
B. Sustaining Ecosystems
   The focus here changes from individual species to an entire ecosystem, treating all components of an ecosystem as vital to the survival of the whole. Problems and solutions in sustaining valuable ecosystems are addressed.
C. Politics of Biodiversity

This section deals with the role politics plays in protecting endangered species and critical ecosystems. It delves primarily into the EPA, Environmental Protection Act.

Unit 4 – Environment Quality

This unit centers on natural resources and services, their protection and management, and methods to increase sustainability.

A. Agriculture
   This chapter focuses on the role and importance agriculture plays in the world. This includes; food security, agriculture systems and developments, and procedural changes.
B. Water Resources and Pollution
   This chapter is about the limited supply of freshwater on the planet. It includes; management of the fresh water supply, increasing the sustainability of that supply, and water pollution issues that threaten the supply.
C. Geology and Nonrenewable Mineral Resources
   This chapter describes geological processes with the focus on mineral resource use, ecological effects, and sustainability.
D. Nonrenewable Energy Resources
   This chapter enumerates the advantages and disadvantages of fossil fuels and nuclear power.
E. Renewable Energy Resources
   This chapter discusses energy efficiency, sources of renewable energy and society's transition to renewable energy sources.

Unit 5 – Environmental Concerns

In this unit, the human factor is the focus.

A. Human Population and Urbanization
   This chapter focuses on human population demands. It examines factors that influence and effect urbanization. It closes with new ideas for becoming more sustainable.
B. Environmental Hazards and Human Health
   This chapter discusses types of health hazards which include both biological hazards and chemical hazards. It discusses risk evaluation, the population's perception of risk and postulates methods of avoidance.
C. Air Pollution, Climate Change, and Ozone Depletion
   This chapter tackles major air pollution problems. It addresses the effects of climate change and ideas for slowing climate change. It finishes with a discussion on reversing ozone depletion.
D. Solid and Hazardous Waste
   This chapter is about dealing with solid waste and hazardous waste. It also suggests ways to transition to low waste economy.
E. Environmental Economics, Politics, and World Views
   This chapter is about how economic systems are related to ecological resources and services. It addresses the use of economic tools to address environmental problems. It discusses the challenges global political systems have had in the past to enact global environmental policies. It ends with suggesting the social enactment of just environmental politics, and the encouragement to live more sustainably.

Laboratory Activities: *Acceptable courses include hands-on scientific activities that are directly related to and support the other classwork, and that involve inquiry, observation, analysis, and write-up. These hands-on activities should account for at least 20% of class time, and should be listed and described in detail. Please itemize and describe each laboratory activity in detail.*

Most laboratory activities take multiple 50 minute periods to complete.

Photosynthesis: Using Vernier probe ware students investigate the concentration of carbon dioxide, pH and oxygen levels of a photosynthetic system through various environments.

Biomass: Developed by the MSP, Math Science Project, Biomass is a series of experiments that lead students through photosynthesis and the uptake of carbon dioxide to form biomass.

Runoff: In this lab, students create a model to help conduct a controlled experiment to examine how ground cover effects the amount, quality, or composition of water runoff.

Owl Pellets, Food webs, and Pyramids: This lab extends the common use of owl pellets to a more complex level that relates the contents of the owl pellet to the flow of energy and matter. Students will dissect owl pellets to collect and count the contents. Students will use their data to create food webs and biomass pyramids.

Design a system to access a local species: Students will learn how to function as Citizen Scientists as they follow the prescribed protocol from the Sandy Beach Monitoring Program to collect, analyze and share data.

Bottle-ology Ecosystems: Students engineer aquatic, terrestrial, and decomposing solid waste ecosystems which include biotic and abiotic components. Students will perform experiments to track nutrients as they pass through the various systems. Their systems must be in contact with one another, sustainable and cycle nutrients throughout all the systems.

Food Webs: Working in groups, students will use photos of various organisms to create a hypothetical food chain, then a food web. Peer review will allow students to both critique and justify their arrangements. Students will explore the ramifications of an extinction event and the significance of keystone species. Finally, students will demonstrate the effects of biological magnification in a role-playing exercise.

Heat Transfer on Earth: Students will develop a model to investigate the specific heat content of various surfaces on earth. Students will explore how latitude effects the intensity of solar radiation. Finally, students will determine how surface covering, and latitude effect temperature ranges.

CO_2 and Ocean Acidification: Using Vernier probe ware, students will explore the chemical properties of seawater such as; pH, CO_2 levels, and oxygen levels. Other tests will determine ammonium, nitrate, and temperature levels. Students will explore what happens to the chemical balance of sea water and various shell fish when this balance is altered.

Investigate Species Diversity: Students will dissect a holdfast from our local offshore kelp forest. Students will examine this mini ecosystem and identify the diverse invertebrate organisms living in this environment. Students will use the statistical analysis tool, Shannon-Weiner Diversity Index, to analyze their data and determine the diversity of this mini-ecosystem.

Endangered Species Data Analysis: Students will use the data presented by the textbook to design a model that shows the proportion of endangered and threatened species.

Camping trip to Big Basin Redwood Forest: Students will participate in several experiments and activities that will take place over several days during an extended camping trip. Students will access the forest's health and gain an appreciation for an old growth forest.

- Using a random sampling plot method, students will examine, identify and record all the species they can identify on the forest floor using identification guides as a reference. They will then perform a statistical analysis of their data using the Simpson Diversity Index to determine the biodiversity of the area.

- Students will explore the forest looking for evidence of nutrient cycling. Students will then participate in a discussion where they will attempt to track biotic and abiotic cycling through the forest ecosystem. Students will be encouraged to justify their positions with the evidence they found.

- Students will examine the forest for producers, consumers, and decomposers and the food webs that they create. In addition, students will hypothesize about the interspecies relationships that might exist and support their opinion with their observations and findings.

- Students will examine evidence for ecological succession in the forest.

- Students will develop an understanding of forest resources, services, and management by gathering and analyzing data from a stand in the Big Basin Redwood Forest. Student will determine an estimate of the total stand volume.

- Students will examine some of the challenges facing our forests today including invasive species, wildfire, ownership, and climate change.

Fire Ecology: Students will examine the role of fire in forest and chaparral ecosystems. Students will focus on the natural role fire plays in the life cycle of these ecosystems and how fire is being used to manage these ecosystems. Students will experiment with charade which is charred wood remains left after a fire that contain leachable chemicals that stimulate seed germination in some plant species. Students will finally explore the issues that present themselves at the wildland-urban interface and propose fire safety solutions.

Soil Analysis: Students will identify soil types and characteristics based on: ribbon test, sieve test, sedimentation test, field test, and the soil pyramid. Students will identify organic matter, sand, silt, clay percentages in a variety of soil types. Furthermore, students will determine soil productive capacity based on: nitrogen test, phosphorus test, potassium test, pH test and percolation rate test. Using test results, students will determine best fit plant life and identify strategies to maximize production.

Effects of Nitrogen on Plant Growth: Eutrophication from Agricultural Run-off: This is a series of experiments. Students will be working in small groups. When the experiments are completed, students will prepare a presentation of their findings and share with the class.

Part one: Design an experiment to assess the changes in the dynamics of a freshwater system (interplay of such parameters as turbidity, pH, CO_2) as nutrients become increasingly more available.

Part two: Students will investigate one of the following:

- Design an experiment that could be used to compare the effects of nutrient enrichment on two different bodies of water.
- Design an experiment to access the dissolved oxygen content of similar bodies of water with different surrounding factors.
- Design an experiment to determine what types of household items might be contributing to cultural eutrophication (i.e.; many detergents contain phosphorus; lawn fertilizer contains nitrogen).
- Design an experiment to determine whether there is a marked difference in the biological consequences of continuous low-level nutrient enhancement and sudden high-level nutrient enhancement.

Design, Build and Test a Passive Water Filtration System: Students must keep in mind the usefulness of their design to a third world area as they build a passive water filtration system. Students will test the quantity and effectiveness of various factors that contribute to their passive water filtration system. Students will access the quality of the filtered water by the following factors: total dissolved solids, pH, and bacteria content. In addition to the chemical tests, student will need to learn sterile technique, microbiology techniques, and serial dilutions to test their water.

Serial Dilutions: Students will learn how to perform serial dilutions and calculate the resulting concentrations of each solution.

Microbiology: Students will learn sterile techniques as they prepare petri dishes with medium. Students will learn how to streak a petri plate and how to identify and count colonies. Do to the potential hazard, students will not be identifying strains of bacteria.

Water Quality Study: Students will follow established protocols to sample and test local water from around the Santa Maria area. Some additional water samples will be provided by the instructor in the classroom for students unable to go into the field. Students will use probe ware when possible. Some of the chemical tests will involve different techniques. Students will analyze their results and discuss their findings.

Get the Lead Out: Get the Lead Out is a guided-inquiry lab where students are challenged to determine how lead can be removed from a sample of contaminated water.

NEED Energy Transformation Investigations: Students will perform many experiments to become familiar with the various forms of energy transformations. Students will also learn about sources of energy, energy production and energy efficiency.

Electricity Use and Efficiency: Students will use a device called a Kill a Watt which is an electric usage monitor to evaluate electricity consumption of personal electrical appliances around their home. Students will pick one appliance to perform calculations to determine the amount of energy consumed.
In addition, students will choose one of the following or suggest their own investigation.

- evaluate several different devices with the same purpose.
- evaluate an electrical device in the variety of modes offered; such as, heat on/off, sleep mode or active mode for a

computer
- evaluate hidden electric use by appliances that always consume electricity even when turned off

Nicotine Toxicity: Students will investigate how various concentrations of nicotine affect the behavior of Lumbriculus variegatus (California blackworms)

LD_{50} : LD stands for lethal dose and LD_{50} signifies the single dose needed to kill 50% of the animals used in the experiment. It is widely used to test the toxicity of household products, pesticides, cosmetics, drugs, weed killers and industrial products. Students will use serial dilution to create different concentrations of a copper sulfate solution. Students will expose Daphnia magna, a small planktonic crustacean, to the various concentrations. The results are graphed on semi log paper and the LD_{50} is determined.

Greenhouse: Students will create a model to simulate the greenhouse effect and monitor temperature and CO_2 levels with Vernier probe ware. Students will analyze the data and discuss the relationship between CO_2 levels and temperature.

Lab Albedo: In a controlled experiment, equal amounts of shaved ice are placed on different colored metal substrates. The amount of "snow" that melts as a function of time is measured and the data is graphed. Students will discuss their results as a model for polar ice verse land base ice melt and the compounding ramifications of global warming. Students will explore the concept of a positive feedback loop and realize the complexity of these scenarios.

Key Assignments: *Detailed descriptions of all Key Assignments which should incorporate activities and projects, as well as, short answers and essay questions. How do assignments incorporate topics? Include all assignments that students will be required to complete. Assignments should be linked to components mentioned in the course outline. It is not appropriate or necessary to include instructions given to students regarding the execution of assignments (formatting, timeliness, etc.). Do not include exams or assessments in this section.*

Students will be assigned a writing activity for each chapter. It will focus on the case study presented by that chapter. It will be modeled after the Common Core writing standards for technical writing. The first six will have the data that the chapter offers. The next six assignments will have additional data provided by outside sources to provide students with experience from multiple data sources. The final six assignments will include opposing points of view from multiple sources to help prepare students to be proficient writers. The 18 case study topics are: The Greening of American Schools, Experimenting with a Forest, Disappearing Tropical Rain Forests, Amphibians at Risk, The Southern Sea Otter: A Species in Recovery, The Importance of Coral Reefs, A Honeybee Mystery, Costa Rica; A Global Conservation Leader, Growing Power- An Urban Food Oasis, The Colorado river Story, The Importance of Rare Earth Metals, Fracking for Oil and Gas, The Potential for Wind Power in the United States, Population 7.3 Billion, Mercury's Toxic Effects, Melting Ice in Greenland, E-Waste- An Exploding Problem, The United States, China, and Sustainability.

Tragedy of the Commons: In this activity students discovery, how individuals typically act independently and in accordance with their own self-interests. Students are introduced to the concept of sustainability and the necessity of shared public resources for the common good of everyone.

Ecological Footprint: In this activity student examine their own ecological footprint and then the footprint of the school as a business using an on-line calculator. Students then work in groups to develop recommendations and strategies of implementation to improve our school's footprint. These recommendations will be sent to the principal and interested parties.
www.footprintnetwork.org/en/index.php/GFN/page/calculators/

Fieldtrip to Santa Barbara Natural History Museum: Students will be able to compare a multitude of similar species up close and study their adaptions. Students will speculate to the forces that acted on the species and postulate how the adaptions can to be.

Butcher paper Biomes: Using knowledge of latitude, topography, ocean currents, precipitation and temperature, students will create an imaginary island around the world where they will have to determine the climate, biomes present, and subsequent species supported by that biome.

Fieldtrip to Oso Flaco Lake: Oso Flaco Lake is located three miles north of Guadalupe. It is part of the Santa Maria Valley watershed in which Oso Flaco Creek drains into the lakes after passing through miles of agricultural land. There is a riparian zone along Oso Flaco creek, a marsh, a wooded ecosystem, and a sand dunes ecosystem. Students will study the diverse habitats as well as the impact of agricultural run-off on these habitats.

Trip to Tidal pools at Shell Beach: Students will explore this fragile tidal region near Shell Beach. Students will examine and identify ten plant species and ten invertebrate species. Students will pay close attention to the special adaptions that allow

these species to exist in this difficult habitat. This is a protected marine area and as such, no specimen collection is allowed. Students will document their "collection" with photographs and report the classification, habitat, reproduction, and adaptions of each species.

Fieldtrip/Camping trip to Refugio State Beach: All students, including those who have never been in the ocean, will go body surfing on boogie boards for the first time. Students will experience the wonder and power of the ocean. Students will feel the characteristics of the ocean as they try to catch a wave.

Honeybee Habitat: After researching about CCD, Colony Collapse Disorder, students will work in small groups to develop a proposal for a Honeybee Habitat to be created on campus. The habitat should take into consideration technical, social, economic, and environmental impacts as well as location and climatic requirements. Groups will present their proposal to the class. The students will determine a final decision. Students will work in small groups to build various aspects of the habitat.

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Fracking: In this activity supplied by the textbook, students will investigate potential impacts of fracking on a community and decide if it should or should not be allowed there.

Take Action EPA and MyEnviroment: The EPA runs an interactive database on their website called MyEnvironment. Its purpose is to provide a cross-section of environmental data for any geographic location in the US. Students will develop a question that they can investigate regarding nonrenewable energy use as it relates to their community.

Design and build solar ovens: After researching various designs, students will build and evaluate the effectiveness of their solar oven by determining the highest temperature reached and highest temperature range sustained for more than one hour.

24 Hour Challenge: Students are challenged to live "off the grid" using no electricity for 24 hours. The challenge begins at the end of one school day. The next school day, students will prepare a great meal cooked in the solar ovens they have made. At the end of the day, students will sit down for a great meal and wonderful stories of personal revelation and sustainability.

Build solar lanterns: After researching global projects which bring solar light and power to regions without electricity, students will build solar lanterns using a solar cell and a mason jar.

Design a carbon-capture device: Following the directed-inquiry provided by the textbook, students will design, build, and test a habitat for cultivating algae and create a carbon-capture and storage device

Design a sustainable, carbon neutral city of the future: Using what they have learned about sustainability, student groups will design and build a model of a carbon neutral city. Student groups will present their model to the class and a discussion will follow which will focus on the merits of the various models.

Analyze data to create age structure diagrams: An age structure diagram shows the distribution by ages of females and males within a certain population in graphic form. Data for constructing the diagram will come from Census Year 2000 data.

Students will access a database, http://www.census.gov/population/cen2000/phc-t9/tab03.pdf , graph the data and analyze the diagram to make predictions about the condition of the population.

Solid waste personal inventory: For one week, students will collect all of their personal waste. Some waste will be simulated with clean alternatives. At the end of a week, students will sort their waste into categories and weigh the waste products. Students will graph their data and compare their data to other students in the class. A class discussion will follow about the types of waste and their quantities. Students will propose alternative habits that would limit their personal waste.

Fieldtrip to landfill and recycling plant: Students will research solid waste disposal and develop questions before setting off to the municipal landfill and recycling plant. Students will tour the facilities and learn how the plants operate. Students will interview the managers of the plants to get their prospective of the future of waste disposal in our area.

Climate Change and the Global Summit: In this activity, students will have an opportunity to investigate climate change for themselves. Each student will be a representative of an interest group. They will research the topics relates climate change and represent their interest's perspectives at an international summit where they will express and debate the viewpoint of their interest group and share their vital concerns with this issue much like the United Nations and the Kyoto Protocol.

Instructional Methods and/or Strategies: *Indicate how the Instructional Methods and/or Strategies support delivery of the curriculum. What portions of the Course Outline are supported by the methods and strategies?*

Environmental Science is designed as a student-centered interactive course. This course is intentionally design to be very hands-on, minds-on with an extensive list of laboratories, projects, and activities for the students to participate in.

Higher order thinking skills and personal connections happen primarily though the labs, projects and activities as students discuss and justify their reasoning. Through the projects and activities, students see themselves as active participants in a movement for environmental change.

The camping trips are included to stimulate the students' affective educational domain. Imagine their experience as, for the first time, early dawn breaks through the silence in the old redwood forest. While the fog still shrouds the canopy, it feels as though the trees go straight to heaven. And, with the first glimmer of light, crowning over the mountains, the birds start to sing as if to welcome in a new day. How can you not be affected by that?

Most, 80-90%, of our population are second language learners. These kids carry the hopes and dreams of their families and they want so badly to do well in school. When they take notes from a book, they copy everything. They don't want to miss anything because to them, it might be important. The problem with this is that they are overwhelm with the sheer volume of work. They can't discern main ideas, and supporting material from the remaining text. Our challenge, as we see it, is to help our students develop reading strategies to distinguish important key ideas and supporting details from the rest of the text. To this end, and in keeping with a student-centered course, students will discover the main ideas themselves as they work in small groups to unwrap and digest the textbook. A new reading strategy to assist them will be introduced each chapter during the first semester.

There will be a writing activity for each chapter which will center on the core case study presented by the textbook. The writing assignments will be modeled after the Common Core writing standards for technical writing. The writing activities will get progressively more challenging to help prepare students to be proficient writers. Student will learn to make a scientific claim, support that claim with scientific evidence, and develop conclusions utilizing scientific reasoning.

Each chapter will include vocabulary development and will be primarily delivered using on-line game formats such as; Quizlet, bingo, and jeopardy.

Each chapter will also have concept development using another on-line game format called Kahoot. In addition to gaming, students will also regularly participate in white boarding, jigsaw grouping, museum walks and short student presentations. Student discussions and debates will become prominent in the second term as students become more familiar with justifying their opinions with evidence.

Students will also be exposed to a new technological application in each chapter and will then utilize these new applications throughout the remainder of the year. These applications include the following: Microsoft OneNote, Collaboration space in OneNote, Microsoft Word using tables and graphs, File hierarchy and file storage systems, One Drive, Dropbox, Microsoft PowerPoint, Google Docs, Google Calendar, Survey Monkey, Basic Microsoft Excel, Skype and video conferencing, and search engine strategies.

Assessments Including Methods and/or Tools: *Indicate the intent of each assessment and a brief description of how each relates to the Course Purpose and goals related to the development of critical thinking and other habits of mind skills.*

Grades will be determined by total points accumulated within weighted categories. Some assignments with holistic assessment will be converted to a point system to be integrated into the overall assessment of students.

35% tests and quizzes
20 % laboratory
15% projects
15% activities
15% writing assignments

On-going informal assessments

Quizzes are formative assessments carried out concurrently with instruction. Students can retake quizzes after participating in an afterschool tutorial.
Tests are formal, summative assessments which will include multiple choice and free response writing.
Laboratory work, projects, and activities will include a written report which is graded based on a published rubric given to students prior to the exercise. These rubrics all share common elements as well as unique elements specific to each assignment. Students may receive assistance with reports during afterschool tutoring. Some of the activities may be based on a holistic assessment. These assessments will be based on a published rubric provided to the students prior to the activity.
Writing assignments are graded based on the Common Core assessment for technical writing. On-going informal assessments are used to adjust the pace and scope of the class and make minor adjustments when warranted.

DISTRICT
Course Description

(Must be accompanied by a Course Adoption form & Textbook Adoption Form)

Full Course Title: Environmental Studies

School Associated with course: ☑ DHS ☐ ERHS ☐ PVHS ☐ SMHS

School Contact

Name: Juan Sanchez **Title/Position:** Science Teacher

E-mail: jsanchez@smjuhsd.org **Phone:** 805-937-6356 **Ext:** 1304

Department: Science

Transcript Course Code(s) / Number(s):

Subject Area

- ☐ English Requirement
- ☐ World History
- ☐ US History
- ☐ Government
- ☐ Economics
- ☐ Mathematics
- ☐ Physical Science
- ☐ Life Science
- ☐ Physical Education
- ☐ Visual & Performing Arts
- ☐ Health
- ☑ Elective

Grade Level(s)

☐ 9 ☐ 10 ☑ 11 ☑ 12

Vocational Education (CTE) ☐ Yes ☑ No

Career Pathway:

Industrial Sector:

☐ **Introduction** ☐ **Concentration** ☐ **Capstone**

Unit Value

- ☑ Semester (5 units)
- ☐ Year A/B (5 units per semester)
- ☐ Year A/B (two period course, 10 units per semester)

Comments:

Course Purpose: *What is the purpose of this course?*

ENVIRONMENTAL STUDIES (L) 0512 (ENVSTUDIES) Environmental Studies provides students opportunities to utilize several disciplines in examining ecosystems from a variety of human viewpoints. This course fosters an awareness of aesthetics in urban and rural areas and the ecological, economic, social and political interdependence of environmental factors. It introduces students to the knowledge, attitudes, commitments, and skills needed to make decisions and to choose personal actions that will contribute to intelligent resource management. This course also provides students with the skills needed to investigate the ecological effects regarding the uses of: (1) energy, (2) water, (3) air, (4) soils, (5) minerals, (6) wildlife, and (7) other natural resources. Field trips and community investigations provide examples of practical applications of resource management. Topics include: (1) identifying and monitoring the disposal of hazardous wastes, (2) acid rain, (3) land- use practices ranging from wilderness areas to areas under multipleuse management, (4) water and solid waste treatment, (5) transportation systems, (6) human population demands on the land, and (7) the impact of these factors on the quality of life and the culture of the area.

Outcomes: Students will…

1. develop proper laboratory skills.
2. trace the development of planet earth and its impact on its environmental wellness.
3. develop writing skills to show comprehension of learned materials.
4. develop critical thinking processes and make value judgments regarding ecology and environmental issues

B. COURSE CONTENT

Course Outline: A *detailed descriptive summary of all topics covered. All historical knowledge is expected to be empirically based, give examples. (i.e. California State Standards).*

Topic 1)Introduction to Environmental Science
Tools of Environmental Science—Science Safety and Scientific Method, Modeling
Recycling and Waste
Topic 2) Dynamic Earth and impact on environment—geosphere, atmosphere, hydrosphere, biosphere
Topic 3) Organization of Life—ecosystems, evolution, diversity of living things
Topic 4)How Eco-Systems Work—energy Flow, cycling, changes
Topic 5) Polar Ice Caps and their impact on Climate Change
Topic 6)Biomes—Desert, Tundra, GrasslandsTopic 7)
Biomes—Forests: Deciduous, Coniferous, Temperate Rainforests, Tropical Rainforests
Topic 8) Biomes—Freshwater and Marine
Topic 9) Energy Efficiency
Environmental and Human Health Economics and Polices
Topic 10) Population Impacts, Natural and Non-renewable Resources, Alternative Energy sources

Core Standards:
Scientific Investigations Use a Variety of Methods (HS-LS1-3)
Scientific inquiry is characterized by a common set of values that include: logical thinking, precision, open-mindedness, objectivity, skepticism, replicability of results, and honest and ethical reporting of findings.
WHST.9 - 12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS-LS1-3)
WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (HS-LS1-3)
WHST.9 - 12.9 Draw evidence from informational texts to support analysis, reflection, and research. (HS-LS1-1)
SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (HS-LS1-2)
Mathematics -
MP.2 Reason abstractly and quantitatively. (HS-LS2-4)

Text(s): Title: N/A

Edition: _____ Publication Date: _____

Publisher: _____ Author (s): _____

URL Resource(s) _____

☐ Usage ☐ Primary Text ☐ Read in entirety or near entirety

Pre-Requisites
none
Co-Requisites
none

Supplemental Instructional Material: *Please Describe. If using online text or non-standard material, please provide the title of the material or webpage and the URL link.*

Aseries of online videos and interactive labs and tools along with current event articles

Instructional Methods and/or Strategies:

Discussion, research, integrated technology, lab work, cooperative problem solving

Assessment Methods and/or Tools:

Pre-Post assesments, quizzes, projects, and presentations

Activities: *(if applicable)*

Celebrate Earth Event (semester project)

Certificate: *(if applicable)*

Course Description

A. COVER PAGE

1. Course Title
Forensic Science

2. Transcript Title / Abbreviation
Forensic Sci

3. Transcript Course Code / Number
SC 3055. SC 33056

4. School
Santa Maria High School

5. District
Santa Maria Joint Union High School District

6. City
Santa Maria, CA

7. School / District Web Site

8. School Contact

Name: Patrica Wagner

Title/Position: Science Teacher

Phone: 925-2567 **Ext.: 3362**

Fax:

E-mail: pwagner@smjuhsd

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☒ Laboratory Science
- ☐ Language other than English
- ☐ Visual & Performing Arts (for 2003)
- ☐ College Prep Elective

10. Grade Level(s)

11. Seeking "Honors" Distinction?

☐ Yes ☒ No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Date of School Board Approval

14. Was this course previously approved by UC? ☐ Yes ☒ No If so, year removed from list? _____

Under what course title? _____

15. Is this course modeled after an UC-approved course from another school? ☐ Yes ☒ No

If so, which school(s)? _____

16. Pre-Requisites
Biology, Chemistry

17. Co-Requisites
None

18. Brief Course Description

Forensic Science is a class that will increase a student's knowledge and practical application of current methodologies utilized in the area of crime scene investigation. This is a class that will provide an avenue for students to use the scientific method to solve real-life crime situations. Students will use logical and critical thinking skills to process and evaluate information and evidence in order to arrive at a successful solution to any number of scenarios based on actual and mock crime scenes. Students must apply their knowledge of biology, chemistry, physics, and biotechnology in order to develop solutions within a forensic science context.

Course Content

Course Goals:

Topics in Forensic Science will provide students an opportunity to show or improve:

1. their ability to problem solve using the scientific method and their knowledge of biology, chemistry, physics, and biotechnology.

2. their ability to investigate a crime scene using the current methodologies of a forensic scientist which requires key observation skills, evidence gathering skills, evidence analysis, critical thinking, developing testable hypotheses, and scientific experimentation.

3. their ability to research using current Internet forensic sites, current textbooks, and journals to produce a research project

4. their reading skills by offering a wide array of appropriate and challenging materials. Reading will be a significant source of current information needed to increase their knowledge of the subject area, as well as to research their hypotheses from which they will develop their experiments.

5. their math skills by requiring accurate measuring of crime scene evidence, as well as computations associated with the analysis of the evidence, as well as being able to utilize scientific measuring equipment with precision and accuracy.

Course Objectives:

Forensic Science will prepare students to:

1. apply knowledge of science courses in a relevant and hands-on format that will stress application of the knowledge rather than just an understanding of it.

2. accurately collect and analyze data by using the current tools used by scientists.

3. evaluate information and formulate conclusions using the scientific method

4. increase their use of language, mathematics, and reading

5. increase their ability to think critically and solve problems through direct investigations related to crime scenes.

6. increase their ability to apply scientific problem solving in the context of forensic science

COURSE OUTLINE

I. Overview of Forensics
- A. The scientists
- B. Parts of the crime lab
- C. Legal aspects
  1. Miranda Warnings
  2. Constitutional Amendments
  3. Penal Law

II. The Crime Scene
- A. Securing the crime scene
- B. Collecting of evidence
- C. Diagramming the crime scene
  1. Rough sketch
  2. Smooth sketch
- D. Crime scene reconstruction
- E Frey's Principle

III. Types of Evidence
- A. Fingerprints
  1. Identifying different types
  1. Latent vs. visible prints
  2. Printing suspects
  3. Classification of Prints

- B. Serology (Blood)
  1. Types of blood
  2. Stain patterns of blood
  3. Collection and preservation of blood
  4. Principles of heredity
  5. Forensic characterization of semen
  6. Collection of rape evidence

C. DNA
    1. What is DNA?
    2. How is DNA used by law enforcement?

D. Firearms
    1. Ballistics
    2. Collection and preservation of firearm evidence
    3. Matching bullets
    4. Primer residue on hands

E. Arson and Explosives
    1. Chemistry of Fire
    2. Collection and preservation of arson evidence
    3. Analysis of Flammable residues
    4. Types of explosives
    5. Collection and analysis of explosives

F. Hair and fiber evidence
    1. Identification and comparison of hair
    2. Collection of Hair evidence
    3. Types of fibers
    4. Collection of fiber evidence

G. Glass and soil
    1. Physical properties of glass
    2. Collection and preservation of glass evidence
    3. Characteristics of Soil
    4. Collection an preservation of soil evidence

Texts and Supplemental Instructional Material

Primary text: Saferstein, Richard. Criminalistics: An Introduction to Forensic Science, 6th Edition

Supplemental texts: Houde, John. Crime Lab: A Guide for Nonscientists
Genge, N.E. The Forsensic Casebook
Platt, Richard. Crime Scene: the Ultimate Guide to Forensic Sciene
Evans, Colin. The Casebook of Forensic Detection.
0Walker, Pam. Crime Scene Investigations Real-Life Science

Supplemental Instructional Materials:
Court TV, Zeno's Forensic Site, Reddy's Forensic Page, National Forensic Science Technology
Center, Forensic Videos

Methods of Assessment

Students will be assessed continuously throughout the course in a variety of ways in order to allow for an accurate and varied method of evaluation. The following strategies will include, but are not limited to:

1. written test and quizzes with both subjective and objective questions
2. performance based evaluations, including experiments, demonstrations, simulations, debates, and projects
3. written assignments both as individuals and as teams that could include justifications, investigations, comparisons, and evaluations of research
4. individual and peer assessments

Instructional Methods

Methods of instruction will include but are not limited to:

1. direct instruction through lecture, readings, labs, essays, presentation, and guest speakers
2. laboratory investigations and projects
3. self-directed, cooperative, and collaborative learning
4. use of a variety of instructional materials and resources including the electronic media, scientific journals, community professionals

COURSE DATA

Title: Forensic Science
Department: Science
Grade Level: 11-12 2 Semester Course (10 units)
Prerequisites(s) Biology and Chemistry

Target Group: This course is recommended for students in grade 11 and 12 who plan to attend a four-year college or university and who have an interest in pursuing forensic science as a career. Students should have a basic understanding of both Biology and Chemistry.

Lab fees: none

Course Purpose:

Forensic Science is a class that will increase a student's knowledge and practical application of current methodologies utilized in the area of crime scene investigation. This is a class that will provide an avenue for students to use the scientific method to solve real-life crime situations. Student will use logical and critical thinking skills to process and evaluate information and evidence in order to arrive at a successful solution to any number of scenarios based on actual and mock crime scenes. Students must apply their knowledge of biology, chemistry, physics, and biotechnology in order to develop solutions within a forensic science context.

Course Content
Course Goals:

Topics in Forensic Science will provide students an opportunity to show or improve:

1. their ability to problem solve using the scientific method and their knowledge of biology, chemistry, physics, and biotechnology.

2. their ability to investigate a crime scene using the current methodologies of a forensic scientist which requires key observation skills, evidence gathering skills, evidence analysis, critical thinking, developing testable hypotheses, and scientific experimentation.

3. their ability to research using current Internet forensic sites, current textbooks, and journals to produce a research project

4. their reading skills by offering a wide array of appropriate and challenging materials. Reading will be a significant source of current information needed to increase their knowledge of the subject area, as well as to research their hypotheses from which they will develop their experiments.

5. their math skills by requiring accurate measuring of crime scene evidence, as well as computations associated with the analysis of the evidence, as well as being able to utilize scientific measuring equipment with precision and accuracy.

Course Objectives:

Forensic Science will prepare students to:

1. apply knowledge of science courses in a relevant and hands-on format that will stress application of the knowledge rather than just an understanding of it.

2. accurately collect and analyze data by using the current tools used by scientists.

3. evaluate information and formulate conclusions using the scientific method

4. increase their use of language, mathematics, and reading

5. increase their ability to think critically and solve problems through direct investigations related to crime scenes.

6. increase their ability to apply scientific problem solving in the context of forensic science

Standard of Expected Student Achievement
Upon completion of this course, students will be able to demonstrate the following knowledge and skills:

1. Describe the history of Forensic Science, the parts of a crime lab, and the legal aspects involved in crime scene investigation.
2. Describe and exhibit the proper way to secure a crime scene, collect evidence, and reconstruct the crime scene.
3. List and describe the various types of physical evidence used in crime scene investigation.
4. Describe and exhibit the correct way to collect and preserve the various types of evidence.
5. Apply the scientific method in order to form hypotheses and test them in a crime scene context.
6. Use the basic scientific tools and instruments
7. Solve a simulated crime scene by applying all the knowledge and skills learned throughout the course.

Methods of Assessment

Students will be assessed continuously throughout the course in a variety of ways in order to allow for an accurate and varied method of evaluation. The following strategies will include, but are not limited to:

1. written test and quizzes with both subjective and objective questions
2. formance based evaluations, including experiments, demonstrations, simulations, debates, and projects
3. tten assignments both as individuals and as teams that could include justifications, investigations, comparisons, and evaluations of research
4. individual and peer assessments

Instructional Methods and Activities

Methods of instruction will include but are not limited to:

1. direct instruction through lecture, readings, labs, essays, presentation, and guest speakers
2. laboratory investigations and projects
3. self-directed, cooperative, and collaborative learning
4. use of a variety of instructional materials and resources including the electronic media, scientific journals, community professionals

Instructional Materials: Criminalistics by Richard Saferstein 6th edition,

Supplementary forensic science lab book and other texts, guest speakers, web sites specific to forensic science, Court TV, forensic videos

College Preparatory Elective – Laboratory Science Subject Template

(Required Information needed to prepare for course submission)

- **Course Guidance**

GENERAL COLLEGE PREP ELECTIVE GUIDANCE

The intent of the college preparatory elective requirement is to encourage prospective UC students to fill out their high school programs with courses that will meet one or more of a number of objectives:

- To strengthen general study skills, particularly analytical reading, expository writing, and oral communications
- To provide an opportunity to begin work that could lead directly into a major program of study at the University, and
- To experience, in some depth, new areas of academic disciplines that might form the basis for future major or minor studies at the University

Quality. All courses selected to meet the "g-College Prep Elective – Laboratory Science" elective requirement are expected to meet standards of quality similar to those required for the "d-Laboratory Science" requirement. Courses acceptable for the "g" elective area should be advanced courses designed for the 11th and 12th grade level and/or have appropriate prerequisites, although laboratory science courses intended for 9th or 10th graders (e.g., earth science, physical science, integrated science) are accepted as an exception to the advanced policy regulation. Elective courses should present material at a sufficient depth to allow students to achieve mastery of fundamental knowledge that prepares them for University work or a future career path.

Examples of Acceptable Elective Courses. Typical courses acceptable to fulfill the "g-College Prep Elective – Laboratory Science" area include astronomy, agricultural science, biotechnology, earth science, environmental science, physical science, introductory integrated science, veterinary science, and others.

COLLEGE PREP ELECTIVE: LABORATORY SCIENCE GUIDANCE

Acceptable laboratory science courses should cover topics from the biological or physical sciences and include laboratory activities. A terminal course designed only to meet graduation requirements is not an acceptable science elective. In this subject area only, lower level courses (e.g., physical science, earth science) are often accepted as electives.

- **Course Content**

NOTE: The following questions are subject specific and ask for detailed information regarding the course curriculum. Since UC has developed their own criteria for the review of curricula, it is not necessary (and preferred) that the State Standards are not listed when submitting course descriptions to the University. When preparing the course submission, keep in mind that your audience is the UC High School Articulation unit and UC faculty. Include relevant information that would assist those reviewing the course and provide UC a better understanding and clarity about the intent of the curriculum. UC expects to see information that would show specific, detailed evidence of the course rigor and development of essential skills and habits of mind. Course template components need to be more expository and illustrative of the integration of each course component and how the overarching goals are being accomplished. The text boxes below will expand to accommodate additional text.

Course Purpose: *What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. (How these will be accomplished should be reserved for the Course Outline, Key and Written assignments, Assessments, and/or Instructional Methods.)*

NOTE: More specificity than a simple recitation of the State Standards is needed.

Assessment of student performance will include but not limited to:

• Test	30%
• Quizzes	20%
• Scientific lab reports/lab notebooks	20%
• Daily homework	10%
• Essays, simulations, class participation	10%
• Final Exam	10%

For Preparation Only

Unit 1: Historical Introduction and Overview of Forensic Science

- Timeline of Forensic Science Poster Project
  - Students will be allowed to choose a scientist from a list of 150 notable forensic scientists.
  - They will create a poster about their scientist including the following:
    - Scientist Name
    - Dates of Life
    - Important Contributions to Forensic Science
  - Students then present their posters to the class and then create a giant time line with ll of the posters on the classroom walls.

- WebQuest
  - Students will use the tutorial of a crime scene lab to identify the functions of the different types of labs in a crime laboratory
  - The WebQuest also gives the students a chance to watch clips of interviews with actual forensic scientist and other members to the forensic science lab teams.
  - Students will use the information in the WebQuest to write an overview of the purpose of crime laboratories

- College Report
  - Students choose a local college that offers a forensic science degree program and create a brochure with the following information:
    - Degree option
    - Cost of Program
    - Length of time to complete program
    - Pre-requisites to be accepted into the program
    - Career/job you can get once you have completed the program.

Unit 2: the Crime Scene and Physical Evidence

- Crime Scene Investigation
  - Students will collect evidence at the mock crime scene using different search patterns.
  - Students will collect the evidence in collection bags and then list all items of evidence so that they can begin the chain of command
  - Students will write a report describing the details of their investigation.
- Case Study – The Wayne Williams trail; circumstantial fiber evidence and probability determination
- Case Study – Enrique Camarena (jurisdiction and evidence)
- Crime scene sketch kit – Sirchie Laboratories Evidence: The True witness (http://library.thinkquest.org/17049/gather/)

Unit 3: Physical Properties of Glass and Soil

- Measuring using the metric system practice:
  - Students will use rulers to measure different objects in the classroom to get an understanding about size and the metric system.
- Glass Lab (see above)
- Students will write a summary regarding the guest speaker's presentation on soil casting of footprints and ways to read the crime scene.

Unit 4 Organic and Inorganic Analysis

- Candy Chromatography Lab (see above section)
- Thin-Layer Chromatography of Ink Lab (see above section)
- Read: FDA's Forensic Center: Speedy, Sophisticated Sleuthing http://www.fda.gove/fdac/features/695_forensic.html; describe their uses of spectrometry, electrophoresis, and chromatography
- Calculations: Chemistry and Forensics WS (teacher created)
- Case Study – The assassination of President Kennedy: the use of neutron activation analysis

For Preparation Only

Unit 5: Hairs, Fibers, Paint and The Microscope

- Forensic Analysis (see above section)
- Hit and Run Crime Scene Investigation
- Case study – Microscopic Trance Evidence; wood evidence in the Lindbergh kidnapping

Unit 6: Drugs and Toxicology

- Drug ID virtual lab. (http://wps.prenhall.com/chet_faferstein_criminalistics_9/48/12532/3208430.cw/index.html)
- Opinion paper – what to do think about legalizing marijuana on a state level? What about at the federal level? What is the difference?

Unit 7: Arson and Explosives

- Dollhouse Fire Lab (see above section)
- Demo: Flame Colors (the Fire Rainbow)
- Nova video: Hunt for the Serial Arsonist

Unit 8: forensic Serology

- Vomit lab (see above section)
- Blood Spatter Evidence (see above section)
- Bloodstain Analysis Lab (see above section)
- Case Study – The "Bobby Joe" Long Serial Murder Case: A study in Cooperation

Unit 9: DNA Fingerprinting

- Case Study – OJ Simpson Case Study
- Case Study – The Forensic Community's Response to 9/11
- Activity: Creating Pedigrees from Electropherograms; students use electropherogram results to create a family pedigree
- Activity: Identifying the Remains of the Romanovs http://www.shodor.org/workshops/forensic/cases/romanov.htmt

Unit 10: Fingerprinting

- Quiz from anatomy teacher of overview of anatomy
- Fingerprinting Lab (see above section)
- Case Study – Attempted Assassination of Archbishop Makarious

Unit 11: Trace Evidence, Impressions, Firearms, and Tool Marks

- Position Paper – How do you feel about gun control? Students will argue for or against it and then we will have a class discussion.
- Tool Mark Analysis Lab (see section above)
- LAPD Investigator Crime Scene search activity and guest speaker reflection paper.

Unit 12: Human Remains and Entomology

- Forensic Anthropology Lab (see above section)
- Forensic Entomology Lab (see above section)
- Read – Body Farm article and complete questions
- Fetal Pig Autopsy Dissection – Carolina Biological Supply Company offers a kit to teach students the cuts commonly used in an autopsy. It gives students an idea of how the procedure is done and gives them another look at physiology and anatomy that we covered earlier in the year.

For Preparation Only

Course Outline: A *detailed descriptive summary of all topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered. A mere listing of topics in outline form is not sufficient (i.e. textbook table of contents or California State Standards).*

This class meets every day for one hour.

Introduction to Forensic Science (1 month)

I. Historical Introduction and Overview
   - *A. Timeline of forensic science (Scientist Poster Timeline Project)*
   - *B. Creating unique connections using physical, chemical, and biological foundations*

II. What is forensic science?
   - *A. History and development of forensic science labs in the U.S.*
   - *B. Crime lab organizations and services*
     - *1) Private vs. public labs*
     - *2) Departments*
     - *3) State/local lab vs. federal*
   - *C. Areas of forensic science*
     - *1) Criminalist, pathologist, medical examiner, coroner, accident reconstruction, odontologist,, pathologist, anthropologist, mental health profiler, document examiner, toxicologist, artist, accountant, ballistics expert, arson investigators, entomologist, geologist, computer examiner, linguist (Job Profiling poster project)*
     - *2) WebQuest using the textbook's accompanying website to discover the workings of each of the unit's labs*

III. What is a forensic scientist: education, training, and expert testimony
   - *A. Schools with forensic degree programs in the area*
   - *B. Pre-requisites to studying it in college*

IV. How did this become a science?
   - *A. Locard's principle*
   - *B. Scientific method*
   - *C. Lab Analysis Techniques(preview of the different types of experiments used in the upcoming chapters)*

V. Court room decisions that have impacted the admissibility of evidence
   - *A. Jacalevich Case Study*
   - *B. Camarena Case Study (dealing with jurisdiction problems)*

The Crime Scene and Physical Evidence (2.5 week)

I. Defining a crime scene: artifacts and evidences
II. How to collect evidence
III. Investigator guest speaker about how to collect and record evidence

IV. Review the metric system and appropriate units of measurement
   - *A. How scale is determined in forensic photos of crime scenes.*
   - *B. Examples of scales (rulers in photos) from autopsy reports.*

V. Uses for and information from physical evidence in criminal investigations

VI. Kinds of evidence:
   - *A. Individual vs. class, circumstantial, conclusive, conflicting, corroborating, presumptive, Prima facie, probative, tainted*
   - *B. Sample/Reference Evidence from the scene.*
   - *C. Eye witness basics*
     - *1) How to make better observations on the scene*
     - *2) Things that cause witnesses to misidentify people*
     - *3) The Innocence Project*

For Preparation Only

VII. General crime scene procedures (ARISN)
- A. Approach
- B. Render medical aid
- C. Identify additional victims or witnesses
- D. Secure the scene and physical evidence.
- E. Notifications made appropriately

VIII. Chain of custody
IX. Safety: universal precautions, protective equipment, handling of hazardous materials (OSHA Standards)

Physical Properties: Glass and Soil (2.5 weeks)

I. Errors and estimates in lab measurements
II. Significant figures
III. Metric systems

IV. Physical properties:
- *A. Temperature, Weight vs. mass, density, refractive index*
- *B. Compare and Contrast Physical Properties vs. Chemical Properties*
- *C. Analyzing evidence using density*

V. Glass:
- *A. Interactions of light and matter*
- *B. Applications of spectrometry*
- *C. Characteristics of glass*
- *D. Refractive index and the forensic applications of glass*
- *E. The effect of projectiles on glass*

VI. Types of Fractures
- *A. Interactions of light and matter*
- *B. Applications of spectrometry*
- *C. Characteristics of glass*
- *D. Refractive index and the forensic applications of glass*
- *E. The effect of projectiles on glass*

VII. Soil
- *A. Composition of color analysis*
- *B. Climate and soil formation*
- *C. Analysis of humic fractions of soils*
- *D. Microogranisms and their effects on evidence*

VIII. Labs
- A. Forensic Glass Analysis Lab (from Lab Book)
- B. Coke vs. Diet Coke Demo
- C. Demo: Samples of bullet holes from Guest Speakers

Organic & Inogranic Analysis (6 weeks)

I. Chemistry Overview:
- A. *Elements and compounds (inorganic and organic)*
- B. *Modern atomic theory*
- C. *Isotopes – calculating mass and their role in scientific research*
- D. *Balancing chemical equations and gram-mole conversions*
- E. *Nuclear Chemistry*
- F. *Types of reactions*

For Preparation Only

II. An Overview of Physics
    A. *The electromagnetic spectrum*
    B. *Properties of waves and mathematics of light*

III. Analytical Techniques
    A. Physical separation of solid mixtures
    B. Chemical separation of solid mixtures: solubility and pH
    C. Chromatography: separating small amounts of material
    D. Electrophoresis: separating very similar substances
    E. Spectrometry: identifying unknowns by their mass
    F. The emission and absorption spectrum of elements
    G. Neutron activation analysis
    H. X-ray diffraction

IV. Labs:
    A. Candy chromatography
    B. Thin-Layer Chromatography of Ink (from Lab Textbook)

Hair, Fibers, and Paint and the Microscope (3 weeks)

I. Microscopes
    A. Lenses: how objects are magnified
    B. Using the compound microscope, stereomicroscope, and comparison microscope
    C. Mechanics of a scanning electron microscope in forensics

II. Hair:
    A. Human vs. animal hair comparison
    B. Structure, growth, color, treatment and damage of hair
    C. The morphology hair and its forensic implications
    D. DNA analysis of hair

III. Polymer composition and structure
    A. Guest speaker: Fire Chief talking about Kevlar and Nomax

IV. Fiber:
    A. Morphology
    B. Analysis and interpretation of synthetic fibers

V. Paint and other coating compositions
    A. How cars are painted

VI. Identification of fiber and pint trace evidence using refractive index and fluorescence

VII. Labs:
    A. Forensic Hair Analysis (Lab Textbook)
    B. Hit and Run Crime Scene Investigation

Drugs and Toxicology (3 weeks)

I. Chemistry Overview
    A. Organic compounds
    B. Solubility and acid-base properties
    C. Classes and Schedules of Drugs
    D. Effect on the human body
    E. Dependency Issues
    F. Testing process
    G. Ethyl alcohol and measurement of blood alcohol content
    H. Pharmaceutical materials
    I. Nonmedical agents
    J. Metal analyses

For Preparation Only

II. Analytical methods:
   A. *Color tests*
   B. *Microcrystalline test*
   C. *Spectroscopy*
   D. *Chromatography*

III. Drug control laws
IV. Applications of forensic toxicology
V. Collection and Perseveration of Drugs

VI. Labs:
   A. *Drug Dog Demo (Drug Dogs come and visit and the K9 Officers will do demonstrations and speak)*

Arson and Explosives (3 weeks)

I. Chemistry Overview
   A. *Thermal equilibrium*
   B. *Balancing chemical equations for combustion*
   C. *Redox reactions*
   D. *Thermochemistry of fire*
   E. *Heat capacity and phase changes*
   F. *Kinetic molecular theory of gases*

II. Deliberately set fires: arson and incendiary
III. Collection and preservation of arson evidence
IV. The role of accelerants and types of explosives
V. Collection and analysis of explosives

VI. Labs:
   A. *Dollhouse Fire*
   B. *Guest Speaker: Fire Chief*

Forensic Serology (3 weeks)

I. Anatomy and Physiology Overview
   A. *Circulatory system – structures and functions*
   B. *The nature of blood – cell types and function*
   C. *Antigens, blood types, and antibodies*
   D. *Principles of heredity of blood characteristics*
   E. *Blood*

II. Immunoassay Techniques

III. Species origin determination in bloodstains
   A. *Size, shape and directionality of bloodstains*
   B. *Stain patterns of blood; spatter angle of impact and velocity*
   C. *Interpretation of bloodstains on clothing and footwear*

IV. Use of luminal photography of bloodstain pattern analysis
V. Identification of other biological fluids: semen, saliva, urine, feces, vomitus, and vaginal secretions

VI. Labs:
   A. *Crime Scene Investigation*
   B. *Vomit lab*
   C. *Blood Spatter Evidence Lab (Lab Textbook)*
   D. *Bloodstain Analysis (lab Textbook)*
   E. *Guest Speaker: Police Detective*

For preparation Only

DNA Fingerprinting (3 weeks)

I. Biology Overview
   - *A. DNA Base Pairing*
   - *B. The structure of DNA*
   - *C. Replicating DNA*
   - *D. Recombinant DNA*
   - *E. Repeating units of DNA*

II. History of DNA Fingerprinting
   - *A. Electrophoresis*
   - *B. CODIS*
   - *C. Population genetics support via statistical data*

III. Challenges in court:
   - *A. The admissibility of DNA evidence, discovery and legal procedures*
   - *B. Convicted offenders databases*
   - *C. Protecting the innocent*

IV. DNA in noncriminal cases
   - *A. The future of DNA typing*
   - *B. Probability statistics*

V. Case Studies:
   - *A. OJ Simpson Case Study*
   - *B. Forensic Community's Response to 9/11*

Fingerprints (2 weeks)

I. Review from the anatomy teacher as a guest speaker.
   - *A. The integumentary system*
   - *B. Epithelial tissue and histology slides*
   - *C. Skin layers: epidermis, dermis, and hypodermis*
   - *D. Accessory organs: nails, sebaceous glands, sweat glands, eccrine glands, and apocrine glands*
   - *E. Healing of wounds and burns*

II. Fingerprints as evidence
   - *A. History of fingerprinting*
   - *B. Classification of Fingerprints*
   - *C. Fundamental Principles of Fingerprinting*
      - *1) Fingerprints are unique*
      - *2) Fingerprints stay the same throughout a person's lifetime*

III. Fingerprints have general ridge characteristics
   - *A. Means of fingerprinting*
   - *B. Preservation of developed fingerprints: manually and via computer*

IV. Forensic Scientist
V. Fingerprinting Lab (Lab Textbook)

Trace of Evidence, Impressions, Firearms, and Tool Marks (1-2 weeks)

I. Firearms
   - *A. Issues surrounding gun control*
   - *B. Types of modern firearms, manufacturing, and ammunition*
   - *C. Collection of firearms-related evidence*
   - *D. Gunpowder residues and primer residues on hands*

For Preparation Only

II. Vehicles
   - *A. Coefficient of friction – determining a cars speed and direction*
   - *B. Original equipment tires, replacement tires, and tire construction*
   - *C. Tire tread nomenclature an sidewall information*
   - *D. Collecting tire track evidence*
   - *E. Headlamp analysis*
   - *F. Vehicular accident analysis*

III. Biometrics – lip prints and saliva

IV. Tools
   - *A. Types of tool marks*
   - *B. Processing of tool mark evidence at the crime scene*

V. Labs:
   - *A. Tool Mark Analysis (Textbook Lab)*
   - *B. Demos by Guest Speakers*

Human Remains and Entomology (6 weeks)

I. The Human Body
   - *A. Levels of organization*
   - *B. Four types of tissues*
   - *C. Human body systems overview*
   - *D. The human skeleton and anatomy of bones*
   - *E. Physical anthropology and the sexual dimorphism of bones*

II. Death
   - *A. Importance in determining time of death and decomposition*
   - *B. Taphonomy (the history of a body after death) and archaeology: human remains in water environments (diatom taxonomy) and buried remains*

III. Entomology
   - *A. Class Insecta*
   - *B. Metamorphosis and the life cycle of a fly*
   - *C. Collection and challenges of entomological evidence*

IV. Performing an autopsy

V. Labs:
   - *A. Forensic Anthropology (Lab Textbook)*
   - *B. Forensic Entomology (Lab Textbook)*
   - *C. Fetal Pig Dissection Autopsy (Carolina Biological Supply Company Kit)*

Character Education and Legal Issues

VI. Law enforcement and the law

VII. Forensic scientists, scientific values, and the law

VIII. How does our Character Counts Program relate to this course?

IX. Scientifically reliable methods….What happens when science “proves” innocent people guilty?

For Preparation Only

Laboratory Activities: *Acceptable courses include hands-on scientific activities that are directly related to and support the other classwork, and that involve inquiry, observation, analysis, and write-up. These hands-on activities should account for at least 20% of class time, and should be listed and described in detail. Please itemize and describe each laboratory activity in detail.*

The following labs will be completed during this course:

- Forensic Glass Analysis Lab (from Lab Book)
  - In this lab activity students will
    - Calculate the displacement of water
    - Compare samples of glass using their densities
    - Compares shards of glass using Glass Fracture Analysis
- Candy chromatography
  - In this lab activity students will
    - Use pieces of candy coated candies (M&Ms and skittles) to obtain dye samples.
    - Separate out the individual colors using paper chromatography in class.
- Thin-Layer Chromatography of Ink (from Lab Textbook)
  - In this lab activity students will:
    - TLC is used in the class because it is cheap and simple to perform.
    - Using capillary action students will separate out a mixture of chemicals using size.
- Forensic Hair Analysis (Lab Textbook)
  - In this lab activity students will:
    - Identify the three types of cuticles.
    - Describe the basic morphology of hair
    - Identify samples of hair using the microscope
    - Compare hair evidence using length, color, degree of curl and type of medulla.
- Hit and Run Crime Scene Investigation
  - In this lab activity students will
    - Collect evidence from a mock crime scene
    - Use the glass analysis techniques, Hair analysis techniques and chromatography techniques they learned in the previous labs to solve the crime.
    - The LAPD will be helping out with this activity.
- Dollhouse Fire
  - In this lab activity students will:
    - Make observations about the types of fires set in the building.
    - Note: The Fire Chief who was also an arson investigator has burned the structure for me in advance. He made sure that distinct char patterns and evidence are easily observed. He will also be leading a portion of this lab.
- Vomit Lab
  - In this lab activity students will:
    - Use 3 chemical tests (keytone test, protein test and fat test) to determine the presence of the victim's last meal.
    - Students will gather data and write a lab report to solve the mystery.
- Blood Spatter Evidence Lab (Lab Textbook)
  - In this lab activity students will:
    - Solve the murder of an imaginary case study.
    - Create a cast off spatter to determine the victim's direction of travel.
    - Determine the impact angle of the bullet by creating a model out of cardboard.
    - Calculate the stain shape vs. impact angle in order to determine how the blood evidence landed on nearby objects.
- Bloodstain Analysis (Lab Textbook)
  - In this lab activity students will
    - Design an experiment to test for the presence of blood.
    - Use a Kestle-Meyer Reagent test to determine the presence of blood.

        - Test for the presence of blood using a Hemastix® strip.
        - Determine blood type (Using Carolina Biological Supply Blood typing Kit)
- Fingerprinting (Lab Textbook)
    - In this lab activity students will:
        - Create enlarged fingerprints in order to view the individual characteristics of fingerprints using a balloon and thermoplastic ink.
        - Create graphite prints of their own fingers.
        - Practice taking inked prints onto a paper intake sheet.
        - Compare fingerprints and classify them.
        - Use finger print powder on a mock crime scene.
        - Superglue fuming of a small item.
- Tool Mark Analysis (Textbook Lab)
    - In this lab activity students will:
        - Make observations of tools and tool mark characteristics.
        - Create casting of tool marks and make observations to determine which tool was used in the mock crime.
- Forensic Anthropology (Lab Textbook)
    - In this lab activity students will:
        - Complete a virtual tutorial about how to compare skulls and jaws of primates.
        - Complete on online tutorial about species bone comparison.
        - Complete empirical measurements of Sex Differences in class and graph them
            - Chin to scalp
            - Ear lobe to ear lobe
            - Hand width
        - Create and compare human dentition impressions.
- Forensic Entomology (Lab Textbook)
    - In this lab activity students will:
        - Complete an examination of a model of entomological evidence collected from four crimes scenes.
        - Identify the color, size and developmental stage of each sample.
        - Make observations about the establishment of a blow fly colony over a period of 1 week.
- Fetal Pig Dissection Autopsy (Carolina Biological Supply Company Kit)
    - In this lab activity students will:
        - Dissect a fetal pig using the autopsy techniques describe in the accompanying dissection manual.

Key Assignments: *Detailed descriptions of all Key Assignments which should incorporate activities and projects, as well as, short answers and essay questions. How do assignments incorporate topics? Include all assignments that students will be required to complete. Assignments should be linked to components mentioned in the course outline. It is not appropriate or necessary to include instructions given to students regarding the execution of assignments (formatting, timeliness, etc.). Do not include exams or assessments in this section.*

Instructional Methods and/or Strategies: *Indicate how the Instructional Methods and/or Strategies support the delivery of the curriculum. What portions of the Course Outline are supported by the methods and strategies?*

- Unit Pretests to see how in detail overviews of sciences.
- PowerPoint lectures by teacher
- PowerPoint presentations by students
- Lab experiments and activities
- Case studies – Students complete a worksheet with the following:
    - Basic facts of the case (What is the story)
    - What pieces of evidence are examined?
    - How could the investigation been better?
    - What precedents were set?
    - What are the outcomes of the trial?
- Current events from journals and new sources
- Structured controversy via position paper assignments
- Online tutorials and interactive crime investigations
- Collaboration with LAPD, San Manuel Fire Department for guest speakers and one or more field trips
- Assigned reading and outlining from text to supplement lecture
- Forensic Files (Court TV) and Medical Detectives (TLC); these 30 minute segments offer real-life crime reconstructions and the forensic science behind cracking the case
- Unit/vocabulary study guide puzzles and Memory Cards to complete

Assessments Including Methods and/or Tools: *Indicate the intent of each assessment and a brief description of how each relates to the Course Purpose and goals related to the development of critical thinking and other habits of mind skills.*

For Preparation

Forensics Science 1 A/B

Santa Maria Joint Union High School District

Submitted: May 30, 2019
Decision: Jun 26, 2019

ubmission Feedback

PPROVED

asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)
anta Maria High School (053305)	Classroom Based	Abbreviation: Forensic Sci 1 A, Course Code: SC3055 Abbreviation: Forensic Sci 1 B, Course Code: SC3056
ioneer Valley High School (053847)	Classroom Based	Abbreviation: Forensic Sci 1 A, Course Code: SC3055 Abbreviation: Forensic Sci 1 B, Course Code: SC3056

Title: Forensics Science 1 A/B

Length of course: Full Year

Subject area: Science (D) / Interdisciplinary Sciences

UC honors designation? No

Prerequisites: Biology (Required)
Chemistry (Recommended)

Co-requisites: Chemistry (Recommended)

Integrated (Academics / CTE)?	Yes: Biotechnology
Grade levels:	11th, 12th

ourse Description

urse overview:

Forensic Science I A/B is a fast-paced, rigorous, multi-disciplinary college preparatory CTE (Career Techinical Education) course that provides a bridge between science based inquiry and the criminal justice system. Emphasis is on understanding the underlying scientific theories of forensic science, with special emphasis on biology, chemistry, and biotechnology. This biotechnology focused course will build upon the students' prior knowledge of biology and chemistry, learning laboratory techniques and procedures to analyze and identify trace physical evidence, from ballistics to DNA. Students will use their academic and laboratory skills to develop a deeper understanding of science and its relation to criminal justice.

urse content:

Crime Scene

Students will learn the procedures for securing, recognizing, documenting, collecting, and packaging of most categories of physical evidence recovered at the scene of a crime. The unit of study will begin with students learning to define the principles of major laboratory procedures and identifying ethical, moral, legal, and cultural issues. Students will also learn a variety of methods in which to practice aseptic techniques in a laboratory and/or crime scene setting with the ultimate understanding of the ever-present nature and effects of microorganisms.

Unit Assignment(s):

Students will learn a variety of methods of documenting a crime scene including note taking, sketching, photographing, and narrative writing. Students will start the unit by documenting a small-scale mock crime scene via each documentation method. Other students will the need to recreate the mock crime scenes to a high degree of precision based solely on their peers prior documentation as this will reveal the deficiencies in their documentation methods. Students will then be given a chance to practice documenting and recreating crimes scenes on a progressively larger scale until they are able to produce precise crime scene sketches/photos/narratives. Once a crime scene is properly documented, students will learn all the practices involved in evidence collection and evidence packaging.

Learning Objectives:

- Students approach and secure mock crime scene
- Make initial survey of scene and evidence
- Make sketch/diagram of crime scene

- Digitally photograph crime scene
- Identify different types of evidence
- Prioritize and sequence evidence collection
- Collect and package physical evidence
- Document crime scene and physical evidence collected
- Understand chain of command and custody

🧪 Unit Lab Activities:

This unit will culminate in students documenting and collecting evidence from a mock crime scene on a vehicle. They will need to analyze all areas of the vehicle for documentation and evidence collection purposes. The crime scene will include a variety of types of evidence including blood spatter, ballistics, organic matter, and more. Students crime scene sketches and narratives will be graded for completeness, thoroughness, and accuracy. Students will write-up their findings in their laboratory notebooks in the form of an evidence report with narrative.

Lifting Prints

Students will learn that fingerprint friction ridges cover the tips of our fingers, palms of our hands as well as the outer surfaces of the soles of our feet and toes. The ridges are unique to each individual and stay the same throughout their life. Students will learn a variety of fingerprint identification, recovery, and documentation procedures including dusting, fuming, and digital photography. Since fingerprints are not generally visible to the unaided eye at a crime scene the students will add this skill to their methods of documenting, and collecting evidence from, a crime scene.

🖳 Unit Assignment(s):

Students will first learn how to create an exemplary reference set of prints from their own fingers. Once they do this they will learn how to analyze their own prints and also other peers prints. They will then learn to dust for, and lift, latent fingerprints using magnetic dusting powder and subsequently analyze and identify that dusted print. Student will prove via a fingerprint practical exam that they can dust, lift, and correctly identify one of the instructor's prints using the instructor's reference set of prints.

Learning Objectives:

- Learn the three types of fingerprints- arches, loops, and whorls
- Roll subject's fingers on FBI card and acquire clear fingerprints
- Identify the fingerprint types of the freshly rolled fingerprints
- Students will examine a completed print card and identify three unknown prints to the fingers on the print card
- Students will use manetic powder to locate latent prints and collect the prints using adhesive tape
- Collected prints will be placed on evidence card, properly labeled and identified

🧪 Unit Lab Activities:

Students will again analyze a mock crime scene on the same vehicle as the previous unit, but this time they will be primarily focused on dusting for, lifting, and processing latent fingerprints placed on the car by the instructor. Students will then take the lifted prints back to the lab to identify the prints when compared to the instructor's reference set of prints. Students will then compare notes as a whole class to determine where to best dust for prints and what type of surfaces yield the best prints. Students will write-up their findings in the laboratory notebooks in the form of an evidence report.

Trace Evidence

This unit focuses on understanding how to identify and collect evidence that is left behind at a crime scene in small detectable remnants, such as clothing fibers or hair. Students will learn how synthetic fibers are manufactured resulting in microscopic differences that are compared to hair from a variety of species. The cellular biology of hair follicle production results in microscopic difference between species and people. Once students are able to understand microscopic differences of fiber evidence, they will also gain skills in fiber collection and processing techniques. Locards Exchange Principle will also show them that once they enter a crime scene they have then, at least microscopically, contaminated that crime scene with things such as fibers and sloughed off epithelial cells.

💻 Unit Assignment(s):

Students will collect fibers from a wide variety of sources and note the microscopic characteristics, with accompanying drawings, in their lab notebooks. From their array of drawings and notes they will be able to not only identify fibers collected from a mystery source, but also identify if hair originated from a human or another species. Students will also be given the opportunity to make their fiber diagram/image catalog more robust with a digital microscope camera. From the digital photos and their notes, they will create a PowerPoint presentation of all natural, manufactured, synthetic, and biologic fibers.

Learning Objectives:

- Microscopic techniques
- Proper aseptic fiber collection techniques
- Microscopic characteristics of fibers
- Locard Exchange Principle
- Digital microscopic photography techniques
- Fiber manufacturing methods and microscopic characteristics

🧪 Unit Lab Activities:

Students will again be asked to analyze a mock vehicle crime scene, this time with the focus on fiber collection and identification. The instructor will have planted a variety of fibers throughout the vehicle and this activity will act as a practical exam on how well the students have learned to collect, process, and characterize fibers. A successful student will be able to collect and identify some of the fibers from the vehicle. The students will fill out an evidence report in their laboratory notebook to prove they are able to properly identify the fibers the collected using their lab notebooks and digital microscope photos as a reference source.

Blood Evidence

Students will learn about all the components which make up blood and how to properly test for and collect blood at a crimes scene. They will also learn how blood spatter patterns can be analyzed to accuately locate the origin/source of blood. Putting all that knowledge together students will focus on blood properties (leaving DNA concepts for a later unit) such as blood typing, presumtive tests for blood, and blood spatter patterns. In regards to spatter patterns, students will use mathmatical formulas to be able to accuaratly calculate the origin of a blood source.

🖳 Unit Assignment(s):

After learning how to test for and analyze blood spatter patterns, students will be given a spatter pattern in which they will determine whether or not the spatter pattern is in fact blood, and also show their mathematic calculations to determine the origin of the blood source. They will produce an evidence report in their notebooks to show what their pattern was made of, where their spatter originated from (both mathematically and diagrammatically), and whether or not the source was moving.

Learning Objectives:

- Basics of cell biology regarding blood and blood types (A, B, AB & O)
- Methods of chemical testing for blood
- Spatter pattern analysis
- Using geometry to calculate blood source origin
- Calculate blood volume from dried pools/patterns
- Aseptic techniques for collection/testing of a potential pathogenic material

🧪 Unit Lab Activities:

Students will work collaboratively with three other peers to produce a spatter pattern using an impact spattering device (ISD) and various colors of paint. The students will compare the spatter patterns created on a vertical wall by the ISD at various speeds and distances from the wall. The students will then trade spatter patterns with other groups and determine the distance and speed at which their spatter pattern was created. This will test the student's ability to apply their pattern

recognition and math skills in a collaborative way. Students will diagram and show their calculations in their lab notebooks and compare their notes with the group who created the spatter pattern to see if they were correct in locating the source and speed of the ISD based on their analysis.

DNA Quantification

Students will learn all about DNA, where DNA originates, how DNA can be collected at a crime scene, how DNA can identify an individual, and how to amplify DNA for purposes of criminal identificaiton. Students will always be asked to relate the procedures learned with the structure and funciton the DNA molecule. Being as DNA technology is one of the major advancements in forensic science in recent decades students will also learn how DNA review of prior convictions has led to many cases being overturned and innocent people being set free.

🖳 Unit Assignment(s):

The concepts in this unit will be taught by taking the class through the extraction and amplification, via polymerase chain reaction (PCR), of the students' DNA from their cheek cells. This will allow students to learn the process from collection to identification via electrophoresis separation using their own DNA and comparing the results to classmate's results. Students will produce a gel electrophoresis analysis in their notebook comparing their amplified DNA to 9 other classmates.

Learning Objectives:

- DNA structure and function
- DNA sources
- DNA collection techniques
- DNA extraction procedure
- DNA amplification via PCR
- DNA quantification via UV spectroscopy
- Gel electrophoresis

🧪 Unit Lab Activities:

One lab activity in this unit is students creating a serial dilution of calf thymus DNA. Using a UV-spectrometer the students will be able to create a standard curve for DNA concentrations. Once this standard curve is created students will related explain in their lab notebooks what amount of DNA needs to be collected at a crime scene for DNA amplification to be possible, and, thus, if a DNA identification is possible. Since DNA evidence is generally a key piece of evidence in a criminal case, students will use this DNA knowledge to compare two actual case studies, one where an innocent person was set free and another where the case hinged on the positive DNA identification.

Expert Witness

This unit focuses on the many areas of expertise a forensic scientist needs to specialize in, or at least be aware of. Students will learn about career as a medical examiner, a forensic odontologist, forensic entomologist, forensic botanist, forensic toxicologist, and digital forensics. Forensic scientists cannot specialize in every area of study, so they need to know when to call in experts for help with a case. Some things can easily be demonstrated in a high school lab, such as bite mark analysis, but the work that a medical examiner does is not so easily, or legally, replicated with minors. In this case, local professionals will be invited into the classroom to be interviewed by the students.

💻 Unit Assignment(s):

Based on who in the local forensic science community is available, or how many are available, to guest speak students will be given the opportunity to interview a local professional in the classroom. The students will develop interview questions for the professional regarding educational needs, skills to learn, and career benefits, and career challenges. After this interview, students will create a research report on a field of forensics that they may be interested in pursuing.

Learning Objectives:

- Career paths for specializing in various forensic science fields
- Educational requirements for careers in forensics
- Bite mark analysis
- Drug/alcohol detection
- Classifying local insects as crime scene evidence
- Classifying local plants/pollen as crime scene evidence

🧪 Unit Lab Activities:

Students will learn how to mix and create a negative impression, using dental plaster, from a bite mark created by an instructor on styrofoam cup using the teeth of a variety of classroom skeletons. From that plaster mold of the bite mark, students will use a dental putty to create a positive impression of the original bite mark. Using both of the impressions they created students will try to identify which skull the bit mark came from and report their findings in their lab notebook.

Ballistics

Students will learn fundamentals of ballistics, the components of live ammunition, and the tool marks left on the expended casings. Students will also learn the basic types of firearms. All firearm, silencers, and automatic weapon laws will be discussed. Methods for collecting firearm evidence at a crime scene will be discussed as well.

🖳 Unit Assignment(s):

Students will be given a fired bullet and corresponding shell casing to analyze. For the bullet, students will learn to identify and measure the caliber, rifling impressions, and direction of spin. For the casing students will learn to identify breechface impressions, ejector marks, extractor markings, an chamber discoloring. Students will also learn to input this information into an evidence report and to identify if two bullets and/or casings were fired from the same gun. All this information will be recorded in their lab notebooks.

Learning Objectives:

- Firearm basics
- Basic firearm laws
- Ammunitions basics
- Fired bullet/casing tool markings
- Evidence report writing
- How to use a comparison microscope for bullet/casing comparisons
- How to use a caliper

🧪 Unit Lab Activities:

Students will analyze a variety of similarly size bullets. Based on their rifling impressions, direction of twist, caliper measured caliber, and number of lands and groves students will need to draft an evidence report as though all bullets analyzed were collected at the same crime scene. They will then be tasked with the determination of whether or not the bullets were fired from the same firearm, explaining why, and how, they made that determination using the established bullet impression criteria.

Histology

Students will refine their microscope skills by analyzing the structure and function of approximately 10 different mammlian tissues, such as skeletal muscle and lung tissue. Many times during a violent crime blood is recovered as evidence as well and tissue samples. Students will learn the basics of tissue identification, collection, biologic staining, and slide preparation.

🖳 Unit Assignment(s):

Students will use a classroom set of prepared tissue slides to create reference drawings and notes about the appearance of the tissues at 100x and 400x magnification. Students will also be allowed to use digital microscope cameras to take

pictures of the tissues. All the histological information will be entered in their lab book. Students will be given a prepared slide of mystery tissue from a hypothetical crime scene. Students will need to use their reference drawings to determine the type of tissue and complete an evidence report with their explanation of cellular characteristics stating what type of tissue the mystery slide is and explaining how they came to that determination.

Learning Objectives:

- Compound microscope techniques
- Microscope digital photography
- Major tissues identification
- Anatomic tissue structures as they relate to physiologic function
- Cell staining techniques

🧪 Unit Lab Activities:

After students have learned to microscopically identify various tissues students will be prepare their own slides of their own buccal tissue. Students will simply scrape their cheeks, place a smear of cells on a glass slide and stain using a basic biological stain. Students will then add a diagram/picture with notes to their lab notebooks about their own cells in their lab notebooks. Students will also be asked to calculate, based on the size of the microscope field, how big their buccal cells are and to identify any visible cell structures.

Forensic Anthropology

This unit is an in-depth study of all the characteristics that can be determined from a victim's skeletal remains. Students will learn how to not only determine a victim's height and age, but also what sex the victim was. To do this students will have to learn basic anatomic planes and directional terminology. Students will also become privy to population statistics as much of anthropology is based on local population averages.

🖳 Unit Assignment(s):

Students will learn the characteristics of a human skull along with basic anatomic terminology. From this students will get to analyze a male and female skull side-by-side so as to see the variety of differences. Students will also learn how to determine approximate height of the person based on skull measurements. Students will produce in their lab notebooks a T-chart with bullet pointed lists comparing male and female skull characteristics as compared to worldwide population statistical averages.

Learning Objectives:

- Examine diagram of anatomy and terms of human skeleton
- Identify bones on life size skeleton model
- Receive Bone Data Table and measure listed bones for length, width, and angle to complete table
- Calculate Maximum cranial index, Orbital index, Nasal index, and pelvis opening

- Draw and sketch skeletal elements as directed by instructor

🧪 Unit Lab Activities:

Students will be given a bone (either a partial skull, scapula, femur, or pelvis) from a disarticulated skeleton. They will need to draft an evidence report as to what bone they received, what sex the victim is, what their approximate stature is, and approximate age. Comparing notes about the hypothetical crime scene with others in class they will need to make a determination as to whether or not the crime scene is multiple victims or if all the bones are from one skeleton.

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mtDNA Sequencing and STRs

Students will do research into a variety of DNA techniques and the specific situations as to which they can be utilized at a crime scene. Students will analyze and compare case studies where various DNA techniques are used including mtDNA (mitochondrial DNA), RFLP (restriction fragment length polymorphisms), VNTRs (variable number tandem repeats), and STRs (short tandem repeats). Case studies will involve such cases as the OJ Simpson criminal trial and identifying remains at the World Trade Centers and within mass graves as a result of te Argentine Dirty War.

🖳 Unit Assignment(s):

Students will do some research regarding the circumstances surrounding the history of the Argentine Dirty War and all the people who disappeared between 1976-1983. Students will be given family trees with STRs results and asked to piece together if a set of missing persons fit into any of the family trees based solely on STR analysis. Students will complete the family trees in their notebook and offer genetic explanations of their findings along with focusing on genetic population probabilites and possible sources of error.

Learning Objectives:

- Various DNA analysis techniques
- Structure of a family tree and accompanying terminology
- Information from a variety of criminal case studies (including the Argentine Dirty War)
- Geopolitics and why the UN gets involved in certain cases
- Positives and negatives for various DNA techniques
- Implications for forensics science regarding newer DNA techniques such as CRISPR

🧪 Unit Lab Activities:

In the case of the Argentine Dirty War where thousands of young people disappeared students will learn about the Abuelas de Plaza de Mayo and how United Nations scientists work with mtDNA from mass graves to build family trees, reunite unknown family members, and identify Argentine children who were taken to government orphanages. Students will be given results of mtDNA analysis from a variety of grandmothers and a variety of missing, or unidentified, people. Through process of elimination and probability calculations students will build, rebuild, or fill in the blanks of certain family trees and write up a report detailing the procedures, the probabilities, and results in their lab notebooks.

Courtroom

The final unit of study will culminate in the acting out of all the major roles of a courtroom criminal trial. Students will play all the roles from judge to jury. Students will learn about courtroom proceedings, presumption of innocence, and the concept of reasonable doubt. Through acting as, or seeing their peers act as, all the possible roles in a courtroom students will get to experience a criminal trials prosecution, defense, deliberation, pronouncement of guilt, and sentencing. Within this culminating unit of study students will be given a chance to verbally exhibit their expertise on most of the topics and procedures learned throughout the year.

🖳 Unit Assignment(s):

Students will be introduced to a case study with no clear resolution. Students will all need to analyze the body of evidence and understand the strengths and weaknesses in each side of the mock trial. Each student will draft a report where they will explain who they would, or would not, prosecute and whether the level of reasonable doubt is met within the prosecution. In doing this students are acting as a special counsel's office in recommending to an attorney general whether to take the case to trial or not.

Learning Objectives:

- Concept of presumption of innocence
- Concept of reasonable doubt
- Roles in a courtroom (e.g. judge, jury, prosecution, defense)
- Burden of proof

🧪 Unit Lab Activities:

Students will be giving a mock case to study along with a body of evidence. The evidence is left intentionally inconclusive so that students can reasonably apply guilt to a variety of people, but can also reasonably apply no guild and recommend prosecution. The case involves a missing girl and students will need to analyze many pieces of evidence including a human femur fishmen pulled out of the bay, DNA from bloody fingerprints, tissue samples, circumstantial relationship evidence, and more. Students will be assessed on how well they understand each piece of evidence when they make statements during the courtroom mock trial. Every student will play some sort of significant role and will have to verbally respond during one or more portions of the trial. Not knowing what piece of evidence they will need to explain will require all students to know the case at an expert level.

ourse Materials

Textbooks

itle	Author	Publisher	Edition	Website	Primar
orensics Science: undamentals & ıvestigations	Anthony J. Bertino & Patricia Nolan Bertino	Cengage Learning	2nd Edition/2016	www.cengage.com	Yes
ı Hands-On Introduction ɔ Forensic Science	Mark M. Okuda and Frank H. Stephenson, PhD	CRC Press: Taylor & Francis Group	ist Edition/August 25, 2014	crcpress.com	No

Supplemental Materials

itle	Content
upplemental Materials	.

dditional Information

urse Author:

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Forensic Science II A/B

Pioneer Valley High School (053847)

Submitted: May 30, 2019
Decision: Jun 26, 2019

ubmission Feedback

PPROVED

asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
ioneer Valley High School (053847)	Classroom Based	**Abbreviation**	**Course Code**
		Foren Sci II A	SC4055
		Foren Sci II B	SC4056

Title: Forensic Science II A/B

Length of course: Full Year

Subject area: Science (D) / Interdisciplinary Sciences

UC honors designation? No

Prerequisites: Forensic Science I A/B (Required)
Chemistry (Recommended)

Co-requisites: Forensic Science I A/B (Required)
Chemistry (Recommended)

Integrated (Academics / CTE)? Yes: Biotechnology

Grade levels: 11th, 12th

ourse Description

urse overview:

Forensic Science II A/B is a fast-paced, rigorous, multi-disciplinary college preparatory CTE (Career Technical Education) capstone course that builds on prior knowledge and experience in Forensic Science I A/B. The focus of the course is a science and biotechnology based inquiry and the criminal justice system. Emphasis is on understanding the underlying scientific theories of forensic science, with special emphasis on biology, chemistry, and biotechnology. This biotechnology focused course will build upon the students' prior knowledge of biology, chemistry, and forensics, learning more advanced laboratory techniques and procedures to analyze and identify evidence from a variety of real-world case studies. Students will use their academic and laboratory skills to develop a deeper understanding of science and its relation to criminal justice.

urse content:

Golden State Killer

This unit of study revolves around the interworkings of the investigation and currently on-going trial of Joseph James DeAngelo (aka The Golden State Killer). Students will learn about the crimes committed, the reasons police went decades without any arrests, and the eventual breakthrough in the cold case that lead to DeAngelos arrest. Using the students' background knowledge, from Forensic Science I, of DNA analysis they will make use of the same DNA profiling mechanism (Short Tandem Repeats (STRs) and reverse paternity deconvolution) investigators used to solve this case and bring it to trial.

Unit Assignment(s):

Students will be presented with a mock crime scene as though they were investigators on the case of the Golden State Killer (GSK) at a site where he tried to dispose of human remains when he was an active criminal. Students will unearth a buried set of partial bones as part of a recreated crime scene. They will need to document and properly collect the evidence. Once back in the lab they will take a variety of measurements to make a determination of what the sex and stature are of the individual the remains belong to. The students will produce an evidence report with a narrative detailing the crime scene and their findings.

Learning Objectives:

- Crime scene documentation
- Evidence collection/processing
- Determining sexual dimorphism via skeletal remains
- Population statistics with focus on bone structure
- Techniques for measuring with a caliper
- Features of a human skeleton

🧪 Unit Lab Activities:

To simulate how investigators in the GSK case used public DNA records to reverse engineer a family tree, students will be given a mock set of DNA short tandem repeat (STRs) results from a variety of related and unrelated individuals. Students will then enter the STR information into a website (https://yhrd.org/ (https://yhrd.org/)) which yields results showing ethnic probabilities. Using that biotechnology resource students will be able to piece together a similar genetic puzzle that GSK investigators used to make their arrest. Students will present their results in the form or a report detailing whether they would recommend prosecution based on the evidence they have analyzed.

9/11

This unit of study will begin around the yearly anniversary of the attacks on the World Trade Center (WTC) towers on September 11, 2001. Students will need to become forensic experts in a variety of areas for this unit such as physics, engineering, statistics, and biotechnology. In the first part of the unit students will perform detailed video analysis of how and what made the towers fall. They will research the difference between static and dynamic load by building models of the WTC north and south towers. The unit will conclude with analysis of results from labs around the country who used a variety of DNA analysis techniques to help identify the remains of victims of the attacks.

💻 Unit Assignment(s):

Students will research how a variety of advanced biotechnology labs came together to filter through all the genetic material that needed to be processed with the task of identifying remains of the victims of the attacks. Students will learn the uses, but also the limitations of three DNA techniques: short tandem repeats (STRs), Y-chromosome STRs (Y-STRs), mitochondrial DNA (mtDNA). They will see how all those techniques can work in conjunction together to piece together family trees when given results from living relatives. Students will be given the allelic results of some unidentified remains along with some family trees. Based on their results and their understanding of all the DNA techniques the students will draft a report detailing which family they think the remains belong to and give statistical probabilities associated with their findings.

Learning Objectives:

- Appropriate applications of STR, Y-STR, and mtDNA techniques
- Building a genetic family tree
- Genetic ethnicity probabilities
- Proper biologic sample collection and cataloging
- Concepts behind genetic inheritance

🧪 Unit Lab Activities:

Students will construct scale models of both the north and south towers of the WTC. From video analysis of the airliners colliding with the towers and when each tower fell students will test their models for structural failures to determine why the tower that was struck first, and burned longer, stood for a longer time. Students will need to understand static and dynamic load along with kinetic and potential energy in their report. Students will test their models with increasing loads repeatedly and explain how towers can be better engineered to withstand kinetic forces and fires.

Search for the Disappeared

Students will learn about the history of the Argentine Dirty War and how many people were taken away in secret never to reappear. The focus of the unit will be on DNA profiling of grandparents to see if there are matches for now adults who, when they were children, were raised in a government orphanage between 1976-1983. During the war there were pregnant mothers who disappeared, were allowed to have their children, then their children were taken to a government run orphanage and many of the mothers were never seen again. Students will be tasked with understanding the biology of inheritance and DNA short tandem repeat (STR) profiling, along with a United Nations (UN) created math-index of grand paternity, to reunite the grandparents with the orphaned children who are missing their children and grandchildren. Students will also learn of the history and that this is an ongoing reunification effort in Argentina as grandmothers still regularly march in Plaza dy Mayo with hopes of being reunited with lost grandchildren.

💻 Unit Assignment(s):

Students will use their prior knowledge of DNA STR pedigrees to piece together mock orphan family trees with grandmothers who are searching for lost grandchildren. The UN created math-index of grandpaternity is introduced to students and used to establish the level of certainty a match needs to meet for researchers to be reasonably sure an orphan is part of a certain family tree. The math-index is a complex set of formulas based on genetic probabilities. Students will need to explain their understanding of biology, DNA STRs, and statistics in a report on a mock set of results. In their report they will need to explain why, or why not, the mock DNA results they were given constitute a match.

Learning Objectives:

- UN created math-index of grandpaternity
- DNA STR results
- History of Argentine Dirty War
- UN involvement in the conflict
- Awareness of ongoing reunification efforts
- Human pedigree construction and analysis

🧪 Unit Lab Activities:

Students will perform an STR analysis on their own DNA. Students will extract and amplify their DNA, using polymerase chain reaction (PCR), at a single locus labeled D1S80. Students will then compare their results with their peers using gel electrophoresis. Students will then draft a lab report showing an estimate of how many base pairs long their D1S80 is,

whether they are homo- or heterozygous for the allele, and how they compare statistically to the rest of the class. Students will perform the whole spectrum of this type of lab procedure including all micropipetting, vortexing, incubation, thermocycling, and more as they have been introduced to all these techniques in their Forensic Science I course.

Shroud of Turin

Students will learn of the history and implication of the near-infamous Shroud of Turin. They will also learn of all the techniques utilized by researcher over the decades to decipher more information about the shroud. Students will need to build on their chemical understanding of carbon-14 dating and carbon isotopes. They will also need to review microscopic techniques relating to fiber characteristics. They will then summarize the unit by making a determination of whether the shroud in fact holds up to scrutiny and is possibly the burial clothe of Jesus Christ.

🖳 Unit Assignment(s):

Students will research chemical isotopes and the concepts that allow for carbon-14 dating to be possible. Students will perform a simple modeling lab to track the results of radioisotope decay. Students will draft a lab report relating their modeling lab results to the actual C14 dating laboratories who dated a portion of the shroud. Students will also analyze why the three carbon dating labs yielding different results.

Learning Objectives:

- Chemical isotopes
- Radioisotope decay
- Experimental variability
- Statistical outliers
- Experimental modeling

🧪 Unit Lab Activities:

Students will be given a piece of linen and tasked with creating a properly mounted microscope slide of a linen fiber. They will use a compound light microscope with digital microscope camera to photograph their fiber at various magnifications. Students will be shown microscopic images of the linen fibers from the Shroud of Turin and create a report in their lab notebook of what the microscopic features of linen fibers are if their fibers match the shroud fiber images.

Escape from Alcatraz - Part I

This unit will be split into two parts, the first focusing on history and earth science concepts and the second on biology, statistics, and DNA analysis. In this first unit students will research the history of the federal prison on Alcatraz Island. The most famous escape attempt occurred in June of 1962 where three men escaped and were never heard from again in any

major capacity. Once students have an understanding of the history they will analyze if the men could have possibly escaped based on tidal information and computer simulation of ocean currents.

🖳 Unit Assignment(s):

Students will perform an analysis of ocean current and tidal information on the night of the escape and draft a PowerPoint presentation on whether they think the men could have physically escaped based on the three main escape theories. Students will work with computer simulations and their understanding of the ocean and tides to form their opinions. They will work in groups of four to create this presentation and will all need to be able to answer questions about their conclusions and research methods.

Learning Objectives:

- History of Alcatraz
- Ocean currents and tides
- PowerPoint features and techniques
- Computer simulations of ocean currents and tides
- Working and presenting collaboratively
- Verbal assessment during presentation

🧪 Unit Lab Activities:

Students will be asked to construct and model the ocean currents during the escape from Alcatraz using a large basin, sand, water, dye to track water movement, and a water pump. Students will create a scale model of the San Francisco Bay with all major geologic features present. Based on the shift of the tides at the time of the escape students will pump the water around the basin so as to see if they can recreate their group's conclusion on the success or failure of the escape. Students will draft individual lab reports detailing what they learned from the model and the probability that the three men escaped successfully.

Escape from Alcatraz - Part II

The second part of this Alcatraz unit focuses on the biological effects of hypothermia, DNA profiling of human remains found on the shore in the bay, and statistical analysis of DNA from the siblings of the convicts. Students will use the temperature of the ocean water and their understanding of human biology to further build out their theory on the success of escape. Students will utilize their knowledge of DNA profiling to rule out human remains found in the bay after the escape. Students will also compare genetic profiles of the convict's siblings to determine if any other possible biologic artifacts match the escapees.

🖳 Unit Assignment(s):

Using resources for training first responders and swift water rescue personnel, students will research what effect the cold would have had on the men while trying to escape and if it is possible that hypothermia could have set in within the time-frame of the escape. Students will submerse their hands in ice water to research the effects of cold on the human body and

how long their tissue takes to return to normal body temperature. Students will apply their findings to their escape theories and present them to the class again in the form of a PowerPoint presentation.

Learning Objectives:

- Biology of hypothermia
- Biology of thermoregulation
- Collaborative lab techniques
- Human capacity for cold exposure
- Homeostasis
- Infrared thermometer techniques
-

Unit Lab Activities:

Students will be given models of the type of skeletal remains that were found in the bay after the escape attempt. From the models the students will be tasked with determining the approximate stature of the individual, the sex of the individual, and to make a determination if the remains could have possibly belonged to any of the escapees. Once that determination is made the student will be given DNA STR analysis of the remains along with STR results from relatives of the escapees. They will need to draft a lab report including all the information regarding the skeletal remains and STR results stating whether the remains could possibly belong to any of the escapees.

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ourse Materials

Textbooks

itle	Author	Publisher	Edition	Website	Primar
orensics Science: undamentals & Investigations	Anthony J. Bertino & Patricia Nolan Bertino	Cengage Learning	2nd Edition/2016	[empty]	Yes
Hands-On Introduction to orensic Science	Mark M. Okuda & Frank H. Stephenson, PhD	CRC Press: Taylor & Francis Group	1st Edition/August 25, 2014	[empty]	No

Websites

Title	Author(s)/Editor(s)/Compiler(s)	Affiliated Institution or Organization	URL
-STR haplotype requency stimates	[empty]	YHRD © 2000-2019 Sascha Willuweit & Lutz Roewer	https://yhrd.org/
asic Local lignment Search ool	[empty]	National Center for Biotechnology Information, U.S. National Library of Medicine	https://blast.ncbi.nlm.nih.gov/Blast.cg

dditional Information

urse Author:

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SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
COURSE ADOPTION FORM
(Submit to the Assistant Superintendent / Instruction)

School associated with this course:

☐ Delta ☐ Pioneer ☐ Righetti ☐ Santa Maria ☐ District Office

School Contact/Teacher initiating request:

Name: Maria Larios-Horton Title/Position: EL/BIL COORD

Department: Industrial Technology Phone: Trina Ellis Ext: 12

☐ New ☑ Revising/Replacing/Title change _____ Course #(s) Scott Au _____
Current course title

New Proposed Course Title: Std. Academic Achievement Seminar-SAAR 9-12

What is the major purpose for the course being added to the curriculum?

_____

_____

Type of course adoption requested:

☐ Meets State Standards ☐ Required for graduation ☐ Elective course

Grade Level(s): ☐ **9** ☐ **10** ☐ **11** ☐ **12** **Unit Value:** ☐ .5 (semester/term) ☐ **1.0 (one year equivalent)**

Submit for A-G? ☐ Yes ☐ **No**

Subject Area:

☐ **A.** History/Social Science ☐ **B.** English ☐ **C.** Mathematics ☐ **D.** Laboratory Science

☐ **E**. Foreign Language ☐ **F**. Visual & Performing Arts _____Intro _____Advanced ☐ **G**. Elective Course

If course was previously approved please indicate which category:

☐ Reinstated after 3 years ☐ UC ☐ PASS ☐ ROP ☐ AP or IB

☐ **CTE (CDE)** _____ Intro _____ Concentrator _____Completer Department_____

☐ Approved at another school in the same district. Which School(s)? 5325

☐ Another school outside SMJUHSD? Which School(s)? _____

☐ Other Explain _____

NAMES OF RECOMMENDING MEMBERS: *(signatures are required only if submitting a new course)*

Department Chair/ERHS	Date	Principal/ERHS	Date
Department Chair/PVHS	Date	Principal/PVHS	Date
Department Chair/SMHS	Date	Principal/SMHS	Date
Department Representative/DHS	Date	Principal/DHS	Date
Assistant. Superintendent of C & I	Date	Board Approval Date	

Revised: 10/15/14

Course Title

General Science A,B Honors

Prerequisites

Above average math and science skills, reading level at or above 9th grade and recommendation of the student's 8th grade science teacher.

Description of the Target Group

This course is recommended for students in grade 9 who are university bound, and are likely to achieve in a rigorous, accelerated course.

Course Content

This coordinated and integrated science program stresses the interconnectedness of the sciences and the multifaceted connections between science and other disciplines, such as art, literature and history and society. It reflects a careful "sequencing" of content from the physical sciences: chemistry, physics, earth science and technology. With this in mind, the following subjects and objectives should be viewed as a unified and interconnected science program. Approximately 40% of this course will be represented by hands-on laboratory and project content.

Unit 1: Electricity, Magnetism, Electrical Applications, and Electromagnetic Waves

- demonstrate the two kinds of electrical charges
- distinguish electrical conductors from insulators
- demonstrate a variety of effects of static electricity; explain the effects of resistance on the current in a circuit
- describe the forces magnets produce
- explain the role of magnetic fields
- make an electromagnet and demonstrate its magnetic effects
- use magnetic domain theory to describe how objects can be magnetized or demagnetized
- demonstrate the effects of magnetic fields on wires carrying electric currents, and the ability of a changing magnetic field to produce an electric current; explain the operation of transformers
- draw circuit diagrams for series and parallel
- demonstrate how a diode allows current to flow in one direction only
- determine the amount of power used by various electrical appliances
- calculate electrical energy used and its cost

Unit 2: Structure of the Atom, The Periodic Table, Combining Atoms, and Molecules in Motion

- relate the contributions of Crookes, Thomson, Becquerel, and Rutherford to the study of the structure of the atom
- determine what atoms are formed by beta and alpha decay
- distinguish between subatomic particles
- describe the arrangement of the elements in the periodic table
- construct molecule models by determining how electrons are shared between atoms

- distinguish between ionic bonds, polar covalent bonds, and non-polar covalent bonds
- name and determine formulas for molecules and compounds
- demonstrate how to write a balanced chemical equation
- identify and describe four types of chemical reactions; describe the molecular structure of solids, liquids, and gases
- apply kinetic theory
- explain the meaning of temperature

Unit 3: Weather, Ocean Life and Water, and Organic Chemistry

- explain the role of water vapor in the atmosphere and its effect on weather
- relate relative humidity to weather
- explain how clouds form
- describe the weather associated with different types of fronts
- compare and contrast tornadoes and hurricanes
- explain the relationship between wind and waves
- differentiate between the movement of water particles in a wave and the movement of wave energy
- explain the cause of tides
- contrast surface currents and density currents
- discuss ways that ocean currents affect organisms
- describe the movement of water in an up welling
- describe and make structures of organic compounds and explain why carbon forms so many compounds
- distinguish between saturated and unsaturated hydrocarbons
- identify isomers of organic compounds
- draw and classify hydrocarbons as an alcohol, carboxylic acid, or amine;
- describe polymers and examine their importance as biological compounds
- compare and contrast proteins, carbohydrates, and lipids

Unit 4: Fission and Fusion, The Solar System, and Stars and Galaxies

- describe an artificial transmutation
- compare artificial and natural transmutation; outline and distinguish between nuclear fission and fusion reactions
- model a chain reaction
- compare and contrast Earth with Venus and Mars in relation to global warming and ozone
- compare gaseous giant planets with the terrestrial planets
- recognize how Pluto differs from other planets; differentiate between comets, asteroids, and meteors
- compare and contrast a star's actual brightness with how bright it appears from earth
- explain the process by which a star produces energy
- relate the temperature of a star to its color
- distinguish between the three main types of galaxies

Unit 5: The Metric System, Force and Motion, and Energy

- compare the different units of measurement in the metric system

• demonstrate conversions between the metric system and the English system of measuring

• explain and demonstrate how to measure distances, volume, mass, and temperature in standard metric units
• define and calculate problems involving speed, velocity, and acceleration
• define force and state and apply Newton's laws of motion
• define work and power
• calculate the mechanical advantage of the six simple machines
• define and state the forms of energy
• state and apply the law of conservation of energy
• describe the nature of electromagnetic waves
• compare and contrast the characteristics of waves in various parts of the electromagnetic spectrum
• describe how various observations of color and light can be explained by the wave model
• distinguish between refraction, reflection, and diffraction

Unit Six: Technology Projects

The technology component will consist of student projects in areas of technology relevant to data collection and analysis, computer imaging and communication. Approximately one classroom period per week is allotted for work on team projects. Additional work as necessary must be performed outside of class time.
• work cooperatively in small groups on a common project
• collect data on a long term research project and archive and analyze this data
• correspond with students from other schools who are engaged in similar projects
• use equipment consistent with current technology to communicate scientific information to others
• become producers of information and contribute this information to the global knowledge base via the world wide web
• construct a short lesson about a scientific topic of interest, and share this lesson with students at other schools

Purpose

• To arouse the students' natural curiosity and keep their innate love of science alive by linking the major themes on which the science disciplines are built.
• To provide a basis so that students will continue learning science through school and into adulthood.
• To provide students with the knowledge and analytical skills needed for the jobs of the future.
• To provide students with a "deep understanding" of important science concepts and processes, such as
• critical thinking and problem solving abilities, rather than a loose accumulation of facts.
• To relate science to technology, society, issues, hobbies and careers, and to show that science is everywhere in our daily lives.
• To show how history, arts, society and literature can be a part of science.
• To show that women and minorities have made and will continue to make significant achievements in science.
• To develop within the student the idea that science, technology, and society are linked, and that cooperation, diligence, and application of the scientific method can apply in all of these areas.

Methods of Instruction and Textbook Teaching Tools

The textbook provides special features or "core lessons" in each chapter that provide a coordinated and integrated science program. Many of these "core lessons" actively involve students in science and entice them to discover fundamental concepts on their own. Each of these hands-on "core lessons" are described below:

- *Explore* -"Outside of class" open-ended activities that allow students to observe, manipulate materials, and discover things on their own.
- *Find* Out!-"Outside of class" activities that emphasize a specific concept, as students collect and analyze data.
- *Investigate!*- Formal "in class" activities that teach students to apply scientific methods and manipuiate scientific data.
- *Skillbuilder*- Exercises both in and out of class, and offer students additional skills and processes related to chapter content.

Other "core lessons" stimulate interest and awareness and stress connections and interdependence in almost every aspect of life in the modern world. Each of these "core lessons" are described below:

- *How Do We Know?* Gives further insight into the discovery or development of important scientific ideas.
- *Looking Back and Looking Ahead* - Focuses on unifying themes and interactions among major topics in adjacent chapters.
- A *Closer Look* - Examines a relevant chapter topic in depth. Science Connection explores interconnections between one science field and another.
- *Technology and Science and Society Connections* - Reveal the impact of science and technology in today's world. Teens In Science shows teenagers actively involved in various field of science.
- *How* It Works - Applies scientific principles to the inner workings of everyday devices.
- Connections to art, history, literature, and other non-science subjects illustrate the relationships between science and these disciplines.

It must be recognized that besides being a guide, a good teacher shares his or her various experiences, joys, failures, and interests in stimulating students. Therefore, an integral part of this course, when appropriate, includes:

- demonstration -discussion and explanation
- video and laser disc images and short subject movies
- transparency projections

Evaluation

Evaluation and assignment of grades will be assigned from three different aspects of the course.

- Notebooks: Each student is required to keep a science notebook. This book is kept "journal style", and all course notes, homework and laboratory records are kept here. The notebook therefore

becomes a portfolio of all the students progress and accomplishments. This book is collected 2-3 times per 6 week grading period and scored. The notebook score represents approximately 25% of the students overall grade.

- Tests and Quizzes: Tests and quizzes are given when appropriate as major units of study are completed. Tests and quizzes represent approximately 50% of the overall grade. A comprehensive final exam is given at the end of each semester and contributes to this portion of the grade.

- Student Projects: Grades on student projects are a composition of student self-evaluation on the the project and the teacher's assessment of the project. Students complete an evaluation form indicative of their participation level, and suggested personal and group grade for the project. The student projects represent approximately 25% of the overall student grade.

Instructional Materials

Refer to: Secondary Adopted Textbooks and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

This course meets the Righetti High School graduation requirement for Physical Science.

Course Title

General Science A/B (Honors)

Prerequisites

Above average math and science skills, reading level at or above 9th grade and recommendation of the student's 8th grade science teacher.

Description of the Target Group

This course is recommended for students in grade 9 who are university bound, and are likely to achieve in a rigorous, accelerated course.

Course Content

This coordinated and integrated science program stresses the interconnectedness of the sciences and the multifaceted connections between science and other disciplines, such as art, literature and history and society. It reflects a careful "sequencing" of content from the physical sciences: chemistry, physics, earth science and technology. With this in mind, the following subjects and objectives should be viewed as a unified and interconnected science program. Approximately 40% of this course will be represented by hands-on laboratory and project content.

Unit 1: Electricity, Magnetism, Electrical Applications, and Electromagnetic Waves

- demonstrate the two kinds of electrical charges
- distinguish electrical conductors from insulators
- demonstrate a variety of effects of static electricity; explain the effects of resistance on the current in a circuit
- describe the forces magnets produce
- explain the role of magnetic fields
- make an electromagnet and demonstrate its magnetic effects
- use magnetic domain theory to describe how objects can be magnetized or demagnetized
- demonstrate the effects of magnetic fields on wires carrying electric currents, and the ability of a changing magnetic field to produce an electric current; explain the operation of transformers
- draw circuit diagrams for series and parallel
- demonstrate how a diode allows current to flow in one direction only
- determine the amount of power used by various electrical appliances
- calculate electrical energy used and its cost

General Science A/B (Honors) (continued)

Unit 2: Structure of the Atom, The Periodic Table, Combining Atoms, and Molecules in Motion

- relate the contributions of Crookes, Thomson, Becquerel, and Rutherford to the study of the structure of the atom
- determine what atoms are formed by beta and alpha decay
- distinguish between subatomic particles
- describe the arrangement of the elements in the periodic table
- construct molecule models by determining how electrons are shared between atoms
- distinguish between ionic bonds, polar covalent bonds, and non-polar covalent bonds
- name and determine formulas for molecules and compounds
- demonstrate how to write a balanced chemical equation
- identify and describe four types of chemical reactions; describe the molecular structure of solids, liquids, and gases
- apply kinetic theory
- explain the meaning of temperature

Unit 3: Weather, Ocean Life and Water, and Organic Chemistry

- explain the role of water vapor in the atmosphere and its effect on weather
- relate relative humidity to weather
- explain how clouds form
- describe the weather associated with different types of fronts
- compare and contrast tornadoes and hurricanes
- explain the relationship between wind and waves
- differentiate between the movement of water particles in a wave and the movement of wave energy
- explain the cause of tides
- contrast surface currents and density currents
- discuss ways that ocean currents affect organisms
- describe the movement of water in an up welling
- describe and make structures of organic compounds and explain why carbon forms so many compounds
- distinguish between saturated and unsaturated hydrocarbons
- identify isomers of organic compounds
- draw and classify hydrocarbons as an alcohol, carboxylic acid, or amine;
- describe polymers and examine their importance as biological compounds
- compare and contrast proteins, carbohydrates, and lipids

Unit 4: Fission and Fusion, The Solar System, and Stars and Galaxies

- describe an artificial transmutation
- compare artificial and natural transmutation; outline and distinguish between nuclear fission and fusion reactions
- model a chain reaction
- compare and contrast Earth with Venus and Mars in relation to global warming and ozone
- compare gaseous giant planets with the terrestrial planets
- recognize how Pluto differs from other planets; differentiate between comets, asteroids, and meteors
- compare and contrast a star's actual brightness with how bright it appears from earth
- explain the process by which a star produces energy
- relate the temperature of a star to its color
- distinguish between the three main types of galaxies

Unit 5: The Metric System, Force and Motion, and Energy

- compare the different units of measurement in the metric system
- demonstrate conversions between the metric system and the English system of measuring
- explain and demonstrate how to measure distances, volume, mass, and temperature in standard metric units
- define and calculate problems involving speed, velocity, and acceleration
- define force and state and apply Newton's laws of motion
- define work and power
- calculate the mechanical advantage of the six simple machines
- define and state the forms of energy
- state and apply the law of conservation of energy
- describe the nature of electromagnetic waves
- compare and contrast the characteristics of waves in various parts of the electromagnetic spectrum
- describe how various observations of color and light can be explained by the wave model
- distinguish between refraction, reflection, and diffraction

Unit 6: Technology Projects

The technology component will consist of student projects in areas of technology relevant to data collection and analysis, computer imaging and communication. Approximately one classroom period per week is allotted for work on team projects. Additional work as necessary must be performed outside of class time.

- work cooperatively in small groups on a common project
- collect data on a long term research project and archive and analyze this data
- correspond with students from other schools who are engaged in similar projects

- use equipment consistent with current technology to communicate scientific information to others
- become producers of information and contribute this information to the global knowledge base via the world wide web
- construct a short lesson about a scientific topic of interest, and share this lesson with students at other schools

Purpose

- To arouse the students' natural curiosity and keep their innate love of science alive by linking the major themes on which the science disciplines are built.
- To provide a basis so that students will continue learning science through school and into adulthood.
- To provide students with the knowledge and analytical skills needed for the jobs of the future.
- To provide students with a "deep understanding" of important science concepts and processes, such as
- critical thinking and problem solving abilities, rather than a loose accumulation of facts.
- To relate science to technology, society, issues, hobbies and careers, and to show that science is everywhere in our daily lives.
- To show how history, arts, society and literature can be a part of science.
- To show that women and minorities have made and will continue to make significant achievements in science.
- To develop within the student the idea that science, technology, and society are linked, and that cooperation, diligence, and application of the scientific method can apply in all of these areas.

Methods of Instruction and Textbook Teaching Tools

The textbook provides special features or "core lessons" in each chapter that provide a coordinated
and integrated science program. Many of these "core lessons" actively involve students in science and entice them to discover fundamental concepts on their own. Each of these hands-on "core lessons" are described below:

- *Explore* -"Outside of class" open-ended activities that allow students to observe, manipulate materials, and discover things on their own.
- *Find* Out!-"Outside of class" activities that emphasize a specific concept, as students collect and analyze data.
- *Investigate!-* Formal "in class" activities that teach students to apply scientific methods and manipulate scientific data.

• *Skill builder*- Exercises both in and out of class, and offer students additional skills and processes related to chapter content.

Other "core lessons" stimulate interest and awareness and stress connections and interdependence in almost every aspect of life in the modern world. Each of these "core lessons" are described below:

• *How Do We Know?* Gives further insight into the discovery or development of important scientific ideas.
• *Looking Back and Looking Ahead* - Focuses on unifying themes and interactions among major topics in adjacent chapters.
• A *Closer Look* - Examines a relevant chapter topic in depth. Science Connection explores interconnections between one science field and another.
• *Technology and Science and Society Connections* - Reveal the impact of science and technology in today's world. Teens In Science shows teenagers actively involved in various field of science.
• *How* It Works - Applies scientific principles to the inner workings of everyday devices.
• Connections to art, history, literature, and other non-science subjects illustrate the relationships between science and these disciplines.

It must be recognized that besides being a guide, a good teacher shares his or her various experiences, joys, failures, and interests in stimulating students. Therefore, an integral part of this course, when appropriate, includes:

• demonstration -discussion and explanation
• video and laser disc images and short subject movies
• transparency projections

Evaluation

Evaluation and assignment of grades will be assigned from three different aspects of the course.
• Notebooks: Each student is required to keep a science notebook. This book is kept "journal style", and all course notes, homework and laboratory records are kept here. The notebook therefore becomes a portfolio of all the students progress and accomplishments. This book is collected 2-3 times per 6 week grading period and scored. The notebook score represents approximately 25% of the students overall grade.

- Tests and Quizzes: Tests and quizzes are given when appropriate as major units of study are completed. Tests and quizzes represent approximately 50% of the overall grade. A comprehensive final exam is given at the end of each semester and contributes to this portion of the grade.

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Instructional Materials

Refer to: Secondary Adopted Textbooks and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

This course meets the Righetti High School graduation requirement for Physical Science.

Course **Title**
ERHS

General Science A/B (P) (one year course)

Description of Target Group

This course is recommended for students in grade 9 who have achieved at least a seventh grade reading level.

Textbook

Science Interactions Course 3
Glencoe Division
Macmillan / McGraw- Hill Publishing Co., Columbus, Ohio 43216
Copyright 1993 (first edition)

Course Content

This coordinated and integrated science program stresses the interconnectedness of the sciences and the multifaceted connections between science and other disciplines, such as art, literature and history. It reflects a careful "sequencing" of content from the physical sciences: chemistry, physics, and earth science. With this in mind, the following subjects and objectives should be viewed as a unified and interconnected science program.

Unit 1: Electricity, Magnetism, Electrical applications and Electromagnetic waves

Objectives

Demonstrate the two kinds of electrical charges; distinguish electrical conductors form insulators; demonstrate a variety of effects of static electricity; explain the effects of resistance on the current in a circuit; describe the forces magnets produce; explain the role of magnetic fields; make an electromagnet and demonstrate its magnetic effects; use magnetic domain theory to describe how objects can be magnetized or demagnetized; demonstrate the effects of magnetic fields on wires carrying electric currents, and the ability of a changing magnetic field to produce an electric current; explain the operation of transformers; draw circuit diagrams for series and parallel; demonstrate how a diode allows current to flow in one direction only; determine the amount of power used by various electrical appliances; calculate electrical energy used and its cost.

Unit 2: Structure of the Atom, The Periodic Table, Combining Atoms, and Molecules in motion

Objectives

Relate the contributions of Crookes, Thomson, Becquerel, and Rutherford to the study of the structure of the atom; determine what atoms are formed by beta and alpha decay; distinguish between subatomic particles; describe the arrangement of the elements in the periodic table; construct molecule models by determining how electrons are shared between atoms; distinguish between ionic bonds, polar covalent bonds, and non-polar covalent bonds; name and determine formulas for molecules and compounds; demonstrate how to write a balanced chemical equation; identify and describe four types of chemical reactions; describe the molecular structure of solids, liquids, and gases; apply kinetic theory; explain the meaning of temperature.

Unit 3: Weather, Ocean Life and Water, and Organic Chemistry

Objectives

Explain the role of water vapor in the atmosphere and its effect on weather; relate relative humidity to weather; explain how clouds form; describe the weather associated with different types of fronts; compare and contrast tornadoes and hurricanes; explain the relationship between wind and waves; differentiate between the movement of water particles in a wave and the movement of wave energy; explain the cause of tides; contrast surface currents and density currents; discuss ways that ocean currents affect organisms; describe the movement of water in an up welling; describe and make structures of organic compounds and explain why carbon forms so many compounds; distinguish between saturated and unsaturated hydrocarbons; identify isomers of organic compounds; draw and classify hydrocarbons; identify isomers of organic compounds; draw and classify hydrocarbons as an alcohol, carboxylic acid, or amine; describe polymers and examine their importance as biological compounds; compare and contrast proteins, carbohydrates, and lipids.

Unit 4: Fission and Fusion, The Solar System, and Stars and Galaxies

Objectives

Describe an artificial transmutation; compare artificial and natural transmutation; outline and distinguish between nuclear fission and fusion reactions; model a chain reaction; compare and contrast Earth with Venus and Mars in relation to global warming and ozone; compare gaseous giant planets with the terrestrial planets; recognize how Pluto differs form other planets; differentiate between comets, asteroids, and meteors; compare and contrast a star's actual brightness with how bright it appears from earth; explain the process by which a star produces energy; relate the temperature of a star to its color; distinguish between the three main types of galaxies.

Unit 5: The Metric System, Force and Motion, and Energy

Objectives

Compare the different units of measurement in the metric system, demonstrate conversions between the metric system and the English system of measuring, explain and demonstrate how to measure distances, volume, mass and temperature in standard metric units, define and calculate problems involving speed, velocity, and accelerations, define force and state and apply Newton's laws of motion, define work and power, calculate the mechanical advantage of the six simple machines, define and state the forms of energy, state and apply the law of conservation of energy; describe the nature of electromagnetic waves; compare and contrast the characteristics of waves in various parts of the electromagnetic spectrum; describe how various observations of color and light can be explained by the wave model; distinguish between refraction, reflection, and diffraction.

Purpose

The purpose of this course:

- To arouse the students' natural curiosity and keep their innate love of science alive by linking the major themes on which the science disciplines are built.
- To provide a basis so that students will continue learning science through school and into adulthood.
- To provide students with the knowledge and analytical skills needed for the jobs of the future.
- To provide students with a "deep understanding" of important science concepts and processes, such as critical thinking and problem solving abilities, rather than a loose accumulation of facts.
- To relate science to technology, society, issues, hobbies and careers, and to show that science is everywhere in our daily lives.
- To show how history, arts and literature can be a part of science.
- To show that women and minorities have made and will continue to make significant achievements in science.
- To involve parents with their child's education by actively involving them in the learning process.

Methods of Instruction and Textbook Teaching Tools

This textbook provides special features or "core lessons" in each chapter that provide a coordinated and integrated science program. Many of these "core lessons" actively involve students in science and entice them to discover fundamental concepts on their own. Each of these hands-on "core lessons" is described below.

Explore! - "outside of class" open-ended activities that allow students to observe, manipulate materials and discover things on their own.

Find Out! - "outside of class" activities that emphasize a specific concept, as students collect and analyze data.

Investigate! - formal "in class" activities that teach students to apply scientific methods and manipulate scientific data.

Skillbuilder! - exercises both in and out of class, and offer students additional skills and processes related to chapter content.

Other "core lessons" stimulate interest and awareness and stress connections and interdependence in almost every aspect of life in the modern world. Each of these "core lessons" are described below:

How Do We Know? - Gives further insight into the discovery or development of important scientific ideas.

Looking Back and Looking Ahead- Focuses on unifying themes and interactions among major topics in adjacent chapters.

A Closer Look- Examines a relevant chapter topic in depth.

Science Connection- Explores interconnections between one science field and another.

Technology and Science and Society Connections- Reveal the impact of science and technology in today's world.

-Teens In Science- Shows teenagers actively involved in various field of science.

How It Works- Applies scientific principles to the inner workings of everyday devices.

Connections to art, history, literature- And other non-science subjects illustrate the relationships between science and these disciplines.

It must be recognized that besides being a guide, a good teacher shares his or her Various experiences, joys, failures, and interests in stimulating students. Therefore, an Integral part of this course, when appropriate, includes:

- Demonstration
- Discussion and explanation
- Video and laser disc images and short subject movies
- Transparency projections

When appropriate, bilingual aids will provide additional instruction, while textbook, study guides, quizzes, and tests will be made available in “Spanish Format” to support a successful multicultural learning experience.

Course Title

Genetics (P)

Description of Target Group

This advanced course is for 11th and 12th grade students who are considering a biology-related major. They must have completed biology, chemistry, and / or physiology and anatomy with a grade of B or better. Students who have only completed biology but cannot take chemistry due to that course being impacted would be eligible under the stipulation that they will take chemistry at a later date. This class is not a substitute for chemistry.

Purpose

The purpose of this class is to give students an opportunity to explore in detail the structure and function of DNA. This is a two-term class that is designed to expand upon the limited exposure to genetics provided in basic biology classes. Students who complete this class will have an excellent background into the structure and function of DNA, as well as a working, hands-on experience in basic laboratory procedures associated with genetic experimentation and research. Genetics and it's associated fields provide a wide range of professional and laboratory careers in a variety of areas including health, research and agriculture.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate skills and knowledge in the following areas:

* Mendelian Genetics
* Cellular and Molecular Genetics
* Developmental Genetics
* Population and Evolutionary Genetics
* The Human Genome
* Human Genetics
* Biotechnology
* Bioethics

Curriculum topics include:

1. Heredity
2. Meiosis and Fertilization
3. Chromosomes and Simple Inheritance
4. Chromosomes and Linkage
5. Unusual Chromosomal Constitutions
6. Sex Determination
7. Probability and Punnett Squares
8. Polygenic Inheritance
9. Human Conditions and Genetic Counseling
10. Detecting Conditions and Genetic Counseling
11. DNA: The Genetic Material

12. DNA: Structure and Replication
13. Transcription
14. Translation
15. Causes of Mutation
16. Consequences of Mutation
17. Evolution and Population Genetics
18. Hardy-Weinberg Law
19. Bioethics

Instructional Materials

Text and Supplementary Materials:

No text is needed for this class. Instead, a one-time purchase of "Genetics: Fundamentals and Frontiers", a comprehensive multimedia program on the science of genetics, will be made. This package from "Videodiscovery" includes:

1. A Comprehensive Double-Sided Laserdisc**,** which contains 4000+ photos, diagrams, tables, and graphs. In addition, there are 50+ minutes of video footage and 3-D animations. The laserdisc will be used in conjunction with fully developed lessons to provide clear and long-lasting explanations of complex theories and practices.
2. A 350 page curriculum manual covering all major topics in genetics. This manual includes lab investigations, concept development, assessment, extension activities, reproducible worksheets, and background information.
3. Tutorials and Directory, 2-Volume. This set includes presentations into the rapidly evolving field of genetics written by leading authorities in the field. A bar-coded Directory contains a complete, annotated index to all visuals on the laserdisc.
4. Genetics Wall Poster. This double-sided poster features all human chromosomes and locations of selected human genes as well as a bar-coded illustration of the role genetics plays in the cycle of life.

The cost of this package is $495.

Additional Materials:
This class will extensively use fruit flies to support key Mendelian concepts including monohybrid crosses, dihybrid crosses, and sex linkage. The materials needed for this portion of the class are easily purchased from the existing science budget. In addition, a gel electrophoresis apparatus will be needed to do gene sequencing. These machines are available through biological supply companies, are reasonably priced, and also can be purchased from existing funding. Other items, such as ears of dihybrid corn, will be purchased as needed from the science budget or from the science fund-raiser held twice a year.

Activities

1. Individual and team laboratory work
2. Lectures / Discussions
3. Bioethics debates / Discussions
4. Demonstrations
5. Audio-visual materials
6. Reports and research papers
7. Solving genetics problems

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Geology

Santa Maria Joint Union High School District

Basic Course Information

School(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)
Ernest Righetti High School (053303)	Classroom Based	Abbreviation / Course Code Geology A / SC6638 Geology B / SC6639

Title:	Geology
Length of course:	Full Year
Subject area:	Laboratory Science ("d") / Earth and Space Sciences
UC honors designation?	No
Prerequisites:	Algebra 1 (Required) Biology or Biology (H) with a C or better (Required)
Co-requisites:	None
Integrated (Academics / CTE)?	Yes
Grade levels:	10th, 11th, 12th

Course Description

Course overview:

Geology is a 10th through 12th grade physical lab science course during which students will study the dynamic process that shape and change the surface of the Earth. Students will learn rock and mineral identification, study and interpret topographic and geological maps and study land forms and structures. Students will also apply real world applications of geology and how it can affect their everyday lives, the community in which they live and areas around the world. Throughout the year, students will study the different geological sciences to learn how they interact with one another while incorporating other disciplines such as Chemistry, Physics, Language Arts and Mathematics. This class emphasizes the hands-on approach along with inquiry-based labs that align to both the Next Generation Science Standards and the common core standards. Geology is a concentrator course for the CTE Environmental Resources Pathway.

Course content:

Course Content

Course Content

Students will be assessed using the standard multiple choice (30%) and written examinations (70%), Lab skills and practical examinations, homework, worksheets, lab reports, projects and teacher observations. A standard rubric for science writing (taken from:http://edweb.sdsu.edu/triton/tidepoolunit/Rubrics/reportrubric.html) will be used to grade reports and projects.

The criteria used for tracking and measuring student progress and program success are as follows:

Assessments per 18 week grading period:

1. Homework and Class Work 5%
2. Laboratory Work 20%
3. Laboratory Practical tests 10%
4. Exams 20%
5. Research Reports and Projects 15%
6. Midterm/Final Exams 20%
7. Quizzes 10%

Scoring is as follows:

90% - 100% A

80% – 89% B

70% - 79% C

60% - 69% D

0% - 59% F

Unit 1 Introduction

Maps are an important tool to know how to use when attempting to explain geologic phenomena. Topographic map are primary type of map used in the field of geology. Geologic Maps are used to interpret geologic reconstructions, rock types, faults of the area and are underlined by a topographic map. To review the scientific method, lab procedures, how to write a lab report, and learning about the maps in are used in geology will help students better under concepts that are taught in geology. In learning about the following tools students will:

1. **Introduction to Geology, Topographic Maps and Geologic Maps (weeks 1-2)**
2. **Discuss and explain the scientific method, review the metric system and go over how to write a lab report. Explain procedure for keeping and maintaining a vocabulary folder that consists of key vocabulary and terms. Each term should a paragraph definition put into the student's own words, a picture or illustration, a sentence that contain the term, and an example of the term.**
3. **Overview of Physical Geology and how it affects people and the surface of the earth. Why geology is an important field of study and which scientists made major discoveries in this field of science. Students will research a geologist of their choice. Students gather information and present it in "Geologist Wanted" poster. Describe the different branches involved in geology.**
4. **Map projections and purposes. Explain different types of maps and their purposes. Activities will explain map projections and scale. Students will review the concept of map scale and practice using distances on a map using fractional and graphic scales. Students will then examine the characteristics of different map projections.**
5. **Describe the difference between longitude and latitude. Demonstrate how to use longitude and latitude by using a map or globe to find various places on Earth by completing the location activity.**
6. **Topographic Maps and features will be discussed. Students will know the rules governing contour maps. How to interpret map symbols and find features on a topographic map. This will be accomplished by a contour activity and the interpreting topographic maps lab. Drawing contour intervals-worksheet with numbers in increments of 10's separate with lines using rules for contour intervals The contour activity involves learning to interpret elevation contour lines and discusses the rules governing contour lines.**
7. **Explain the different features and uses of geologic maps. Compare and contrast geologic and topographic maps.**

Lab: Interpreting topographic maps

Project: Geologist Wanted Poster

Activity: Location activity to review the system of longitude and latitude and experience how to

use a

globe and world maps.

Activity: Interpreting contour elevation lines.

Activity: Map scales and projection

Unit 2 Plate Tectonics

Next Generation Science standards:

HS-ESS1-5. Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.

HS-ESS1-6. Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

HS-ESS2-1. Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

HS-ESS2-3. Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.

Plate tectonics will introduce by a short historical look and the development of the theory of plate tectonics itself. The different boundary features, mechanism and types will be described. Using the text and lecture/discussion as the primary mode of instruction and video support students will investigate the following:

Planet Earth Structure and Formation (weeks 2-3)

2. Discuss and know the internal structure, composition and characteristic behavior of materials found within the earth. Student will complete the Earth's interior lab to tie in the physical properties that associated with the different layers of the Earth. Students will construct a diagram of Earth's interior by coloring and labeling all appropriate structures.
3. The nature of continental and oceanic crust will be explored to determine the importance and involvement in plate tectonics. .Students will determine the differences in oceanic and continental crusts by completing the density of Earth's crust lab.
4. Discuss the physical evolution of Earth through time from formation to present day.

Lab; Earth's Interior

Lab: Density of Earth's crust

Worksheet: Blank diagram of Earth's interior

Worksheets: On atomic structure and periodic table

3. Study of plate tectonics (weeks 4-5)
4. Explain evidence for and against Alfred Wagner Continental Drift

5. Describe the Theory of Plate Tectonics and how sea floor spreading is involved. Describe the age and position of rock formations associated with the Mid-Atlantic Ridge to support the hypothesis of sea floor spreading. And explain how it relates to the theory of plate tectonics.
6. Describe in detail what happens at the following plate boundaries give examples and features associated with each one.

- Oceanic-oceanic convergence
- Oceanic-continental convergence
- Divergent boundary

Oceanic spreading centers

Continental rift valleys

- Transform fault boundary

1. Describe mechanisms that drive plate motion such as ridge push and slab pull. Explain how these mechanisms work at plate boundaries and how these mechanisms support the theory of plate tectonics.

Lab: Sea-floor spreading

Lab: Plates and plate boundaries

Worksheet; Comparing and contrasting different plate boundaries.

Unit 3 Minerals, the Rock Cycle and California's Mineral Resources

Next Generation Science standards:

HS-PS1-1. Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.

HS-PS1-3. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.

HS-PS2-6. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.*

HS-ESS3-1. Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

HS-ESS3-2. Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.*

The chemistry of the earth and its' materials will be introduced in this unit, but not before students know the difference between a rock and a mineral. Students will:

4. **Mineralogy (weeks 6-7)**
5. **Know the definition of a mineral and it's properties and how mineral's form.**
6. **Identify the six different crystalline structures of a mineral. Students will construct block models of the six crystal systems to help them better understand crystal formation and structure of Earth's minerals.**
7. **Review basic atomic structure and the Periodic Table Elements. Discuss the types of bonding and how compounds and mixtures form. Students need to identify what an atom is and it's subatomic particles. As well as characteristics of the periodic table and how it relates to bonding.**
8. **Differentiate between ionic, covalent, metallic and Van der Waals bonds**
9. **Identify the different physical and diagnostic properties of minerals**
10. **Exploration of the different mineral families such as silicates and the different silicon oxygen tetrahedron chains, carbonates, oxides, sulfates and sulfides, halides, and native elements, Students will know the different chemical properties behind each family of minerals.**
11. **Know the definition of a rock and the difference between a rock and a mineral**
12. **Describe and explain the rock cycle.**

Lab: Mineral crystal systems

Lab: Mineral identification

5. **California's Mineral Resources (weeks 8-9)**
6. **Identify mineral distribution in California**
7. **Describe the location, type and distribution of mining in California**
8. **Learn the different methods use for mining in both the past and present in California. Types of mining to be discussed are hard rock, strip mining and panning.**
9. **Know the economic importance of California's mineral resources**

Lab: Mapping mineral distribution in California

Unit 4 Rocks

Next Generation Science standards:

HS-ESS2-6. Develop a quantitative model to describe the cycling of carbon among the

hydrosphere, atmosphere, geosphere, and biosphere.

HS-ESS2-3. Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.

HS-ESS3-1. Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

In this unit students will learn the processes and variable environments that create igneous, sedimentary and metamorphic rocks. Igneous rocks are the "New" earth materials that are produced in a very dynamic and sometimes violent way. Sedimentary In reality most of the earth's surface is covered in sediments and sedimentary rocks is one of the keys to dynamic planets structure. Because of the dynamic nature of earth , rocks and minerals are subject to variable heat and pressure that can, and does, change these materials, parent, into a completely new material, daughter. The students will be able to:

6. **Igneous Petrology and Volcanism (weeks 10-13)**
7. **Know how igneous activity is related to plate tectonics.**
8. **Learn the difference between the different types of volcanoes such as strato, shield, cinder cones, and calderas. Student will design a power point presentation on a volcano of their choice. Projects can be on an individual basis or in as a team. Comparing and contrasting the different types of volcanoes.**
9. **Identify the different types of eruptions and what volcanoes they associated with.**
10. **Know the causes and effects of volcanic hazards.**
11. **Differentiate between the different types of lava, such as tholeitic and calc-alkaline.**
12. **Describe hot spots and how they are related to intra-plate volcanism**
13. **Describe the formation and evolution of magma**
14. **Know how Bowen's Reaction series works and know when mineral's precipitate from a magma**
15. **Identify intrusive rocks using phanaretic (intrusive), aphanitic (extrusive) and porphyritic, textures and classification as well as use mineral content and identify how the formed.**
16. **Describe the different intrusive magmatic bodies such as batholiths, laccolith, sills, dikes, stocks, volcanic pipes and necks.**
17. **Distinguish between the different extrusive rocks such as scoria, pumice, and obsidian and know how they were formed.**

Lab: Identification of igneous rocks

Project: Volcano Power Point Presentations

Worksheet: Locating the world's volcanoes- Use a coordinated system (longitude and latitude) to locate volcanoes on a world map.

7. Sedimentary Petrology (weeks 14-15)
8. Will be able to determine how weathering (chemical and physical) process are relate to erosion.
9. Know the processes behind for sediment formation, deposition, transport, lithification
10. Identify the different types of texture and classification of sedimentary rocks
11. Describe and Identify the physical properties Clastic sedimentary rocks
12. Identify and describe the properties of chemical sedimentary rocks
13. Interpretation of depositional environment of sedimentary rocks

Lab: Identification of sedimentary rocks

8. Metamorphism and Metamorphic Petrology (weeks 16-17)
9. Know the difference types of metamorphism regional and contact and the processes that create them.
10. Distinguish and identify the metamorphic rock characteristics, texture as more heat and pressure are applied, formation and parent daughter material.
11. Determine and identify how metamorphic rocks are classified into foliated and non-foliated.
12. Identify the different minerals as well as heat and pressure that forms these minerals in the metamorphic gradient
13. Identify the different kinds of folds and be able to interpret surface outcropping of the following: anticline, synclines, plunging and non-plunging, basins and domes.
14. Know the tectonic forces that result in the following faults and their varieties.; reverse, normal, thrust, and strike-slip

Lab: Identification of metamorphic rocks

Lab: Syncline, anticline and monocline block models

Lab: Fault block models

Unit 5 Earthquakes

Next Generation Science standards:

HS-PS4-1. Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.

HS-PS4-5. Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.*

Earthquakes are a way of life in some parts of the world, specifically around the Pacific Ring of Fire. They are a reminder of the ever continuing dynamics of the planet in which we live. In this unit students will learn about the causes of earthquakes and why we study them. In the process students will:

9. **Earthquakes (weeks 18-20)**
10. **Describe the elastic rebound theory**
11. **Distinguish the different movement and speed of p-waves, s-waves and surface waves and how they behave within the Earth.**
12. **Interpret seismograms in order to determine the location of an epicenter, Richter magnitude and first motion and amplitude of the seismic waves.**
13. **Compare how earthquakes are measured using the Richter Scale and Mercalli Intensity Scale**
14. **Understand how seismic waves give us information about the interior of the Earth.**
15. **Describe earthquake hazards and safety by developing their emergency safety plan for their family.**

Lab: Locating an earthquake's epicenter

Project: Research an Earthquake

Project; Earthquake safety and Your Family

Worksheet: Locating the world's earthquakes- Use a coordinated system (longitude and latitude) to locate earthquakes on a world map.

Unit 6 Mass Wasting

HS-ESS2-5. Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.

Living in Santa Brbara County Area, California unstable slopes are common due to the nature of the ground beneath our feet. Where does this loose material come from, and determines if a slope is stable or not? In this process, soils are produced, which is one of most valuable resources. In this unit students will:

10. **Mass wasting (weeks 21 - 22)**
11. **Identify the different types factors that contribute to mass wasting such as water content, nature of rock or sediment, steepness of the slope, angle of bedding planes or other areas of weakness.**

12. Describe different kinds of mass wasting by the speed and kind of movement, amount of water present and kind of material (rock, debris, mud): avalanche, slide, fall, flow, creep and solufluction
13. Describe hazards of mass wasting and ways to preventing and control mass wasting
14. Identify areas that are more prone to mass wasting.
15. Describe the process and conditions for the creation of soils and why this resource is important in today's society.

Lab: Slope stability

Unit 7 Water on Earth

Next Generation Science standards:

HS-ESS2-5. Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.

HS-ESS3-1. Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

HS-ESS3-1. Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

Water is the most important resource for those that live on this planet. Water is necessary for the survival of many organisms that inhabit the Earth. California is no stranger when it comes to controversy of fresh water rights. In order for students to better understand water and its' issues, students will explore:

11. Water on Earth's surface (weeks 23 – 24)
12. Processes of the water cycle such as evaporations, transpiration, runoff, and condensation
13. Describe the development of rivers and streams, processes that formed them and features associated with rivers and streams. Features to be discussed include: headwaters, drainage basins, tributaries, sediment deposition at the base of mountains and alluvial fans, erosion and deposition in bedrock channels, and low-gradient river systems.
14. How a river or steam transports solid and dissolved material,
15. How velocity relates to sediment size and capacity
16. Describe flooding and its' hazards

Lab: Stream Table

Lab: Discharge Rate Investigation

12. **Groundwater (weeks 25- 26)**
13. **Porosity and permeability and how water moves through sediment and rock to accumulate and form ground water.**
14. **What features are associated with groundwater**
15. **How the movement of groundwater influences aquifers and springs**
16. **Describe unconfined, confined and artesian aquifers. What are some the difference between them and how are they similar.**
17. **What is required to form a spring and where and why do springs occur.**

Lab: Permeability and porosity

Lab: Ground water table

Unit 8 Glaciers

Next Generation Science standards:

HS-ESS2-4. Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.

HS-ESS3-5. Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.

In order to understand the effect of global climate change, it is import to recognize how the Earth has done this is the past. One way is to study periods of glaciation and glaciers of the past and evidence of their existence they have left behind. In doing this, students will:

13. **Glaciation (weeks 27 = 28)**
14. **Describe the Milankovitch Cycles with periods of glaciations.**
15. **Know the causes of the Pleistocene Ice age.**
16. **Understand how isostasy works and how it influences the crust**
17. **Describe the formation and movement of glaciers and long term effects of glaciations.**
18. **Identify glacier deposition and erosion and glacial features such as fiord, horn, arête, cirque, hanging valley, striations, kettle, erratic, eskers, outwash plain and glacial till.**

19. Identify and describe glacial features such as moraines, braided streams, crevasses, calving, firn and firn-line, ice burgs, and moulins.

Lab: Glacial valley reconstruction

Lab: Identify glacial features on a topographic map

Unit 9 Coastal Environment

Next Generation Science standards:

HS-PS4-1. Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.

HS-PS4-5. Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.*

HS-ESS2-4. Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.

HS-ESS3-5. Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.

HS-ESS3-1. Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

In order to understand the effect of global climate change, it is import to recognize how the Earth has done this is the past. One way is to study the ever changing costal environment and the shoreline. In doing this, students will:

14. Coasts and Wave Action (weeks 29 – 30)
15. Describe the properties of waves such as height, period and crest.
16. Identify the different types of waves associated with deep ocean and the shoreline

17. How coastlines development and features associated with them. Features that will be identified are beaches, cliffs, headlands, caves, stack, natural arches, spit, tombolo, sand dunes, lagoon and back bays and bays.
18. Different types and characteristics of beaches such as dissipative, reflective and bar-rip.
19. How wave energy determines the erosion and deposition of beaches. Students will describe how waves approach and break on the beach. They will also differentiate between the different types of waves and how ocean topography effects the formation of waves. Types of waves students will explore are plunging, spilling, collapsing and surging waves.
20. Describe the different features of a beach such as low tide flats, salt marshes, maritime forests, barrier flats, dunes, drift lines, backshore, foreshore and nearshore.
21. Identify manmade features that are used to manipulate the erosion of beaches by man. These features are jetties, groins and seawalls.

Lab: Compare and Contrast plunging, spilling, surging, breaking and ocean waves using block models

Unit 10 Eolian Environment

Next Generation Science standards:

HS-ESS2-4. Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.

HS-ESS3-5. Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.

In order to understand the effect of global climate change, it is import to recognize how the Earth has done this is the past. Another excellent link between climate and geology is seen when we examine arid landscapes. Arid regions are not dominated by a single geologic process, but by tectonic forces, running water and wind. When learning about arid landscapes students will:

15. Desert and Wind (weeks 31 - 32)
16. Know the distribution and causes of arid lands such as low-latitude deserts, middle-latitude deserts and rain shadow deserts
17. Describe the rain shadow effect
18. Identify and describe the geologic processes that help shape arid regions such as weathering, erosion and the effects of water,

19. Describe the evolution and of desert features such as ephemeral streams, bajadas, arroyos, and alluvial fans,
20. Know how sediments are transported by winds. Describe the process of saltation, bed load and suspended load.
21. Identify features that are formed from wind erosion such as deflation, blowouts and desert pavement.
22. Describe the different two types of wind deposits. Identify the different types of sand dunes Barchan, Transverse, barchanoid, Longitudinal, Parabolic, Star associated with wind deposits. Know what loess deposits are and how they form.

Lab: Topographic map interpretations of desert features

Unit 11 History of Earth

Next Generation Science standards:

HS-PS1-8. Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.

HS-LS2-6. Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.

HS-LS4-5. Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

HS-ESS2-2. Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.

HS-ESS2-7. Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.

The rocks of the earth contain evidence of how it was changed over time. The "story" of geologic history and how we use geologic principles to reconstruct Earth History will be presented to the students in this unit. To understand this reconstruction students will:

16. **Geologic Time**

1) Know the Geologic Time Scale though time. Identify the eras Hadean, Archean, Proterozoic, Paleozoic, Mesozoic and Cenozoic. Students should also Identify the major time periods Cambrian, Ordovician, Silurian, Devonian, Carboniferous, Permian, Triassic, Jurassic, Cretaceous, Eocene, Oligocene, Pliocene, Miocene, Pleistocene, and Holocene and describe the major events that occurred in each.

2) Be able to interpret and sequence rock layers based upon key principles of relative dating such as::

- **Law of Superposition**
- **Principle of Original Horizontality**
- **Principle of Cross-Cutting Relationships**
- **Law of Inclusions**
- **Faunal Successions**

3) Know what a fossil is and how it forms. Identify index fossils for the major time periods of the Geologic Time Scale.

4) Recognize and explain the following formations:

- **Unconformity**
- **Disconformities**
- **Nonconformity**
- **Angular Unconformity**

5) Understand the principle of radiometric dating.

Lab: Relative dating

Project: Reconstruction of the geologic time scale

Final Project: National Park Presentations

Labs/Activities

- **Topographic Maps**
- **Location using longitude and latitude**
- **Interpreting contour elevation lines.**
- **Map scales and projection**
- **Earth's Interior**
- **Density of Oceanic and Continental crust.**
- **Plates and Plate Boundaries**
- **Mineral Identification**
- **Identification of Igneous Rocks**
- **Identification of Sedimentary Rocks**
- **Identification of Metamorphic Rocks**
- **Location of Earthquakes**
- **Fault and Folding Block Models**

- Slope stability
- Stream Table
- Discharge Rate Investigation
- Permeability and Porosity
- Ground Water Table
- Glacier Valley Reconstruction
- Glacial Features on Topographic Map
- Wave Model Blocks- Compare and Contrast
- Eolian Features on a Topographic Map.
- Relative Dating- Sequencing Geologic Events

💻 Unit Assignment(s):

Assignments:

Vocabulary Folder: A folder that consists of key vocabulary and terms. Each term should a paragraph definition put into the student's own words, a picture or illustration, a sentence that contain the term, and an example of the term.

Assessment questions for each unit.

Assessments for each unit of study will include multiple choice, completion and short essay.

Supplemental worksheets

- Drawing contour intervals-worksheet with numbers in increments of 10's separate with lines using rules for contour intervals
- Earth's Layer's-coloring and labeling earth's layered interior
- On atomic structure and periodic table
- Plate Boundaries- compare and contrast the different plate boundaries.
- Different Volcanoes compare and contrast the different volcanoes
- Locating the world's volcanoes- Use a coordinated system (longitude and latitude) to locate volcanoes on a world map.
- Locating the world's earthquakes- Use a coordinated system (longitude and latitude) to locate earthquakes on a world map.

Projects:

Project: Geologist Wanted Poster:

Students research a geologist of their choice. Students gather information and present it in "Geologist Wanted" poster. Information that should be on the wanted poster is first, middle and last name of geologist, picture of geologist, date of birth and year of death or if still alive, what country they were born in and where do they do they work?, What is their field of study? What are their major contributions to geology? List at least three sources on the back of the poster.

Project: Volcano Power Point Presentations

Students are to work n groups of two. Create power point presentation of a volcano that is 10-15 minutes in length. Presentations will be presented to the class. Information should include location, name, elevation, near-by towns/cities, type of volcano, type of plate boundary or intra plate volcanism associate with the volcano, formation and eruptive history, types of igneous rock associated with volcano, alert level, should also include pictures, charts and illustration supporting information on volcano. At least three sources should be used.

Project: Research an Earthquake

A research paper on an earthquake of student's choice. The paper should be 3-5 pages in length and include the following, location, name of fault, type of faulting associated with the fault, type of tectonics associated with the faulting, history and development of fault, summary of damage done by the quake, and magnitude. The report should include at least sources.

Project: Earthquake safety and Your Family

Students are to research earthquake safety using the FEMA web sites dealing with earthquake safety such as:

http://www.fema.gov/earthquake/earthquake-safety-home

http://www.fema.gov/earthquake

http://www.ready.gov/earthquakes

They are gather information regarding earthquake safety and make a family presentation, safety plan, and summarize the presentation and safety plan in 2-3 page report. Reports must have signatures of those present in the family presentation

Project: Reconstruction of the geologic time scale

Create a booklet of geologic time using the following guide lines. The front cover should have an illustration of geologic time with definition for geologic time. On the inside cove is the table of contents. The following pages should include the following: name of the geologic time should include Eon, Era, period, ad epoch. An illustration of the time period including life present if any. A minimum of 6-8 sentences paragraph summing up geologic time. Paragraphs should include life, paleoclimate, major geologic events or any other interesting facts. The following geologic time should make up the book: Archeon and Hadean Eon, Proterozoic Eon, Cambrian Period, Ordovician Period, Silurian Period, Devonian Period, Carboniferous Period, Permian Period, Triassic Period, Jurassic Period, Cretaceous Period, Eocene Epoch, Oligocene Epoch, Miocene Epoch, Pliocene Epoch, Pleistocene Epoch, Holocene Epoch. A minimum of 3 sources should be used on this project.

Final Project: National Park Presentations

National Park presentations should be 10=15 minutes in length. Student's chose a national park and present the following information to the class as a whole as a power point presentation. Information should include the following: name of park, where it is located, when it was made a national park, why it was made a national park, what geologic province is the national park located, what type of rocks are present and how were they deposited, geologic event that formed the park, and what geologic events are still taking place today. Illustrations, maps pictures and charts should be used to support information. At least three sources should be used.

Unit Lab Activities:

The labs in this class are used as a summative and inquiry based activities that are important to teaching Geology. When appropriate students will be expected to write a formal laboratory report, but there will be exceptions when the activity is not conducive for writing a formal report.

In a formal lab report students will be required to write the following:

1. **A problem Statement**
2. **Hypothesis**
3. **The experimental design, including procedures and materials used in tests performed.**
4. **Analysis and conclusion to the initial problem stated.**
5. **Conclusion to the initial problem statement**
6. **Statements of further inquiry related to the original question and that can lead to new investigations.**

Laboratory Activities:

Lab: Interpreting topographic maps

Part 1 Lab Activity: Contour line

Purpose: To interpret elevation contour lines and determine the high spot and low spot on the map.

Materials: Lab hand-out with contour line definition, sample topographic map, contour line rules with exercises using a simple contour line map and problems.

Procedure; Read and familiarize the contour line rules. Look at simple topographic map and answer problems associated with the map. Problems involve answering question regarding what is the elevation on the map at certain given points. Identifying land features on a topographic map and observing cross-sectional data that is gained from the topographic map.

Part 2 Lab Activity Interpretation of a topographic map

Purpose: Read, interpret topographic maps and draw cross-sections

Materials: Topographic maps, handout with tasks regarding the use of the map.

Procedure: The hand-out has tasks that include naming the quadrangle of map and what series it is in. Determine the scale of map. Determine what quadrangles are located adjacent to the map. Determine the longitude and latitude of the map and the colors that are used on the topographic maps given for the lab. Find elevations of certain features as well as township and range that can be found on the map. Draw a cross-section of a determined area on the topographic map.

Lab Report: For this lab activity students will write reflection or opinion paper concerning the importance of accurate topographic maps to city planners, hikers, military personnel, environmentalists, and geologists.

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Laboratory Experiences:

Lab: Earth's Interior

Purpose: Identify the physical properties that are associated with the different portions of Earth's interior.

Materials: Graph paper, colored pencils, lab hand-out with Earth's interior temperature and depth chart with conclusion questions.

Procedure: Use the data in the given table to construct three separate line graphs showing temperature of Earth's interior, mantle melting point and core melting point. Shade in and label different portions of Earth's interior using five different colors. Answer conclusion questions using the information on the graph.

Lab Report: Each student will write a lab report describing the lab process and his/hers results and analysis.

Lab: Density of Earth's crust

Purpose: To determine the differences in densities of the Earth's continental crust and oceanic crusts. Density plays a difference which is an important role in the interactions of the Earth's tectonic plates.

Materials: 10 samples of oceanic crust (basalt), 10 samples of continental crust (granite), balances or scales, 250 ml plastic graduated cylinders, and lab hand-outs

Procedure: Measure and record mass of 10 samples of oceanic crust. Then determine volume of all 10 oceanic crust by using the displacement method. Record volume in chart provided. Using the mass and volume calculate the density for each oceanic crust sample and record results. Average the mass, volume and density record. Repeat using 10 samples of continental crust. Find the mass, volume and density for each sample. Answer conclusion question regarding Which type of rock is more dense? Which type of rock makes up continental and oceanic crusts? Describe what would happen if an oceanic plate collided with a continental plate. Would the densities of the different rock influence what happens?

Lab Report: Each student will write a lab report describing the lab process and his/hers results and analysis.

Lab: Paleomagnetics & sea-floor spreading

Purpose: To use the positions and ages of oceanic rock formations associate with the Mid-Atlantic Ridge to support the idea of sea-floor spreading. Sea-floor spreading also present the idea that new crust is formed at mid-ocean ridges. This is thought to be the man mechanism for plate movement.

Materials: Metric ruler, colored pencils and lab hand-out.

Procedure: Use the cross-section in the hand-out to log data into the data table based on paleomagnetic data associated with the Mid-Atlantic ridge system. Calculate the spreading rate for each side of the ridge. Answer conclusion questions regarding lab. How does the mapping of the

sea-floor help support the theory of plate tectonics? How can the rate of sea-floor spreading be determined in both the Atlantic and Pacific Oceans? Are the rates the same for both ridge systems? Explain how sea-floor spreading helps the theory of continental drift.

Lab Report: Each student will write a lab report describing the lab process and his/hers results and analysis.

Lab: Plates, plate boundaries & physical geography of the world

Purpose: To locate and identify the different plates and types of boundaries associated with each plate and determine the geologic hazards associated with each around the world

Materials: Plate tectonic map, blank tectonic map, colored pencils

Procedure: Use colored tectonic map to label and draw plate boundaries onto blank map. Name each plate and color each plate a different color, determining whether the plate consists of oceanic or continental crust. Mark convergent boundaries with a line that has a saw-tooth edge, use red to draw this boundary, Divergent plate boundaries draw line with alternating hatch marks, use blue for this boundary. Transform plate boundary draw arrows on both side of boundary indicating plate motion on either side of boundary. Take a black marker and mark arrows on the plate to indicate general plate motion. Complete the given table and determine the types of geologic hazards associated with each area, viscosity of magma, and whether it would have explosive or nonexplosive volcanoes.

Lab Practical: Students will draw geologic cross-sections for 8 different areas as noted on the tectonic map, noting the specific type of boundary associated with the area, type of rocks and minerals that are associated and whether this boundary would have explosive or non-explosive volcanoes.

Laboratory Experiences:

Lab: Mineral crystal systems

Purpose: To identify the six different crystal formations associated with minerals

Materials: Unassembled block models, scissors, glue, colored pencils.

Procedure: Cut out and assemble block models. Color each crystal. Identify the different facies, angles and cleavage planes.

Lab Report: Each student will write a lab report describing the lab process and his/hers results and analysis.

Lab: Mineral identification

Purpose: To identify the different rock-forming minerals by their physical and chemical properties. Minerals are important resources as well as forming many common rocks that are found within the Earth's crust.

Materials: mineral samples, Mohs Hardness Scale specimens, glass plates, magnets, streak plates, dilute hydrochloric acid, safety goggles, hand-lens, lab hand out with diagnostic charts.

Procedure: Identify minerals using the minerals physical and chemical characteristics. Identify the density, luster, hardness, cleavage, color, streak, other special properties and name. Explain why color is not a diagnostic property, determine the type of luster each mineral has along with which mineral properties are most helpful when used to identify minerals. Use Mohs hardness scale in identifying minerals. Determine the difference between ore minerals and gangue minerals.

Post lab evaluation: **Lab practical identifying 18 different previously study minerals. Students will identify minerals using: streak, luster, hardness, effervescence, and cleavage. Minerals will be placed at various stations throughout the lab. Students will be able to determine whether each mineral could be classified as igneous rock forming, sedimentary rock forming or ore and gangue minerals.**

Lab: Identification of intrusive igneous rocks

Purpose: To identify common igneous rocks by the composition, texture, color and density. Be able to distinguish the difference between intrusive and extrusive igneous rocks. Use the Bowen's Reaction Series to determine which minerals are found together and determine the temperature of the magma.

Materials: Igneous rock samples, hand-lens and handouts with blank scheme igneous rock chart, blank igneous rock identification chart, Bowen's Reaction Series hand-out

Procedure: Fill in the blanks on the scheme for igneous rocks chart. The information should include name, environment of formation, texture, and mineral composition. Have chart checked for accuracy. Use your chart to identify the igneous rock samples provided. Explain what is meant by a rock sample's texture. What is the difference between phaneritic, aphanitic and porphyritic textures and what causes the differences. Explain the difference between lava and magma. Describe the specific mineral composition, density and color between mafic and felsic rocks. Describe the main physical properties that are used to identify igneous rocks. Define magmatic differentiation and fractionation process and use in evolution of magma along different types of tectonic boundaries.

Post lab evaluation: Lab practical identifying 10 samples of igneous rocks. Students will need to also state texture, classification and probable temperature rock formed at. Igneous rocks will be placed at various stations throughout the lab.

Lab: Identification of sedimentary rocks

Purpose: To identify common sedimentary rocks on the basis of grain size, composition and texture. Be able to identify the processes of the formation of sedimentary rocks and draw environments rocks were deposited in.

Materials: sedimentary rock samples, hand-lens, dilute hydrochloric acid, hand-outs for lab, including blank scheme sedimentary rock chart and blank sedimentary rock identification chart.

Procedure: Fill in the blanks on the scheme for sedimentary rocks chart. The information should include name, texture, grain size, and composition, method of lithification and processes of formation. Have chart checked for accuracy. Use your chart to identify the sedimentary rock

samples provided. What are the three types of textures used to classify sedimentary rock. Describe processes used to identify sedimentary rocks. What is the difference between silt, clay and sand sediments? How do sedimentary rocks become soil, an important resource in our agricultural area?

Post lab evaluation: **Lab practical identifying 10 samples of sedimentary rocks. Students will need to also state texture and classification of rock. Sedimentary rocks will be placed at various stations throughout the lab.**

Lab: Identification of metamorphic rocks

Purpose: To identify common metamorphic rocks on the basis of grain size, texture and degree of metamorphism and be able to identify the parent rock from which each metamorphic rock formed. Be able to determine whether metamorphic rocks are foliated or non-foliated and whether they were formed by contact or regional metamorphism.

Materials: Metamorphic rock samples, hand-lens, dilute hydrochloric acid, hand outs for lab That include blank scheme metamorphic rock chart and blank metamorphic rock identification chart.

Procedure: Fill in the blanks on the scheme for metamorphic rocks chart. The information should include name, texture, grain size, type of metamorphism and parent rock, Describe the three different textures used to classify metamorphic rocks. Know the difference between foliated and non-foliated metamorphic rocks. Why are metamorphic rocks usually found in mountainous regions? Describe characteristic used to identify metamorphic rocks.

***Post lab evaluation*: Lab practical identifying 10 samples of metamorphic rocks. Students will need to also state texture, parent material, whether its foliated or nonfoliated and whether it would be formed by contact or regional metamorphism along with the classification of rock. Metamorphic rocks will be placed at various stations throughout the lab**

Lab: Locating an earthquake's epicenter

Purpose: To use triangulation and lag-time to locate the epicenter of an earthquake. To find the seismic wave amplitude so that the magnitude of an earthquake may be determined. Determine the difference between the Richter Scale and Mercalli Scale.

Materials: Sothern Californian triangulation packets, markers, compasses, rulers. Lab hand-outs

Procedure: Find the lag-time, set compass at recording station using distance on the map to find the radius to make a complete circle. Calculate distance by finding the time in seconds from the first P wave to the first S wave on the bottom of the seismograph. Then use the chart to find the distance. Find this for all three stations. Find the Magnitude by using the chart that has distance magnitude, magnitude and amplitude on it. Find the amplitude by using ruler and seismograph. Repeat for two other earthquakes. Complete virtual earthquake lab at "Virtual Earthquakes." Science Course Ware. Online:
Http://www.sciencecourseware.org/VirtualEarthquake/VQuakeExecute.html
(Http://www.sciencecourseware.org/VirtualEarthquake/VQuakeExecute.html)

Answer: How is a seismograph is used. What is the triangulation method and why is it used? Why do you need three seismic stations? How do you find the magnitude of an earthquake? What is amplitude? What is the difference between the Richter Scale and the Mercalli Scale.

Lab Report: Each student will write a lab report describing the lab process and his/hers results and analysis.

Lab: Fault block models

Purpose: To identify the different types of faults found within the Earth's crust

Materials: Unassembled block models, scissors, glue, colored pencils.

Procedure: Cut out and assemble block models. Color each block model according to color key. Describe each fault block model. Describe movement along each type of fault a strike-slip right lateral, thrust faults, reverse and normal faulting. Identify hanging wall and footwall and relative motion associated with each. Compare and contrast fault block models with each and whether each would be associated with extentional, compressional or shearing stress/strain.

Lab Report: **Each student will write a lab report describing the lab process and his/hers results and analysis.**

Lab: Syncline, anticline and monocline block models

Purpose: To identify the processes formed as a result of faulting.

Materials: Unassembled block models, scissors, glue, colored pencils.

Procedure: Cut out and assemble block models. Color each model according to color key. Describe each block. Identify what stress causes synclines, anticlines and monoclines. Compare and contrast the different blocks. What types of faulting causes these formations.

Lab Report: Each student will write a lab report describing the lab process and his/hers results and analysis.

Lab: Slope stability

Purpose: To study the angle of repose, learn the effects of water on sediments and how the angle of repose is associated with landslides such as the one in La Conchita.

Materials: Buckets, sand, stream tables, water, coffee cans with holes in the bottom, protractors.

Procedure; Using a small stream table or square container, pour some dry sand out to form a cone. Stop periodically to observe and measure the shape and angle of the cone. Record your measurements and observations. Using the "rainmaker" carefully sprinkle water onto the cone until it becomes saturated. Determine the slope and angle of the sides of the dry cone. Determine what happens to the sand when it becomes saturated? Determine the slope and angle of the

saturated cone? How is the angle of reposed repose affected in the experiment? Equate the angle of repose in the lab to the angle of repose of areas such as areas associated with landslides in our local area, La Conchita, Malibu and other parts of California.

Lab Report: Each student will write a lab report following the prescribed format. Each student will describe the purpose of the lab, the experimentation process, and his/hers results and analysis.

Lab: Stream Table

Purpose: To study the formation of alluvial fans and deltas as well as the erosional power of water.

Materials: EmRiver stream table, sand, water

Procedure: Using sand, build a flat area with a very steep slope in the stream table. Turn on the water very slowly and allow it to run down the steep slope. Turn the water off after 30 seconds.

Describe the feature that has formed at the bottom of the slope. What is this feature called? Draw a picture. Are there any features that have formed along the steep slope away from the water channel? What are these called? Draw a picture. Turn the water back on and watch the feature build for about two minutes. What has happened to the feature at the bottom of the slope? Draw a picture. Turn the water on medium to high (for about three minutes) and observe sedimentation where the flowing water encounters still water. What feature are you watching form? How does this feature differ from the previous one? Draw a picture.

Lab Report: Each student will write a lab report describing the lab process and his/hers results and analysis.

Lab: Discharge Rate Investigation

Purpose: to observe stream velocity vs. gradient and discharge.

Material: plastic flume, calculator, stands, paper, stop watch, large graduate cylinder and handouts.

Procedure: Set up the plastic flume with the stand such that the lower end of the flume is in/over the sink. The stand heights are set to produce 5º, 10º, and 15º. Adjust the output of the water to about 5cc/second (slow). Measure the discharge by running the water into the graduated cylinder for 5 seconds and measuring the amount accumulated volume of water (you may need to adjust the flow and measure again) and allow the water to run down the 5º slope. Measure the velocity by dropping a small piece of paper in and timing its trip down the marked section of the flume. Record velocity on the table in the hand out. Repeat for slopes 10º and 15º. Repeat the experiment having a 10 cc/second water flow. Plot the results on the graph in the hand out.

Lab Report: Each student will write a lab report following the prescribed format. Each student will describe the purpose of the lab, the experimentation process, and his/hers results and analysis.

Lab: Permeability and porosity

Purpose: To explore, determine, test and measure the amount of moisture, permeability, and

porosity of local soil samples.

Materials: Balance, cheese cloth, clear tube, one end open, clear tube open ends, plastic cup, small aluminum container, drying oven, 100 mL graduated cylinder, magnifying glass, rubber bands, 100 mL sand. 100 mL Soil (sediment), stop watch, teaspoon, tray or large piece of white paper, 400 mL of water, calculator and hand out for lab with questions.

Procedure:

Part 1: Get a soil sample of local origins. Place soil sample on tray or piece of white paper. Use the magnifying glass to observe the soil sample record your observations on the worksheet provided. Information should include color, particle size, organic material, insects, plant material ect.. Draw a picture of your soil sample.

Part 2: Use the balance and measure the mass of the aluminum container and record value. Using the spoon, place several spoonfuls of soil in the aluminum container. Measure the combined mass of soil and container record measure on the worksheet. Place container with into a drying oven at 90-95 ºC for 24 hours. Measure the combined mass of the soil and container after cooling the sample. Determine the loss in mass due to heating.

Part 3: Permeability

1. **Permeability of dry soil: Obtain a clear tube with open ends. Rubber-band two puces of cheese cloth to one end of the tube. Place tube upright with cheese cloth end down in a plastic cup. Using a graduated cylinder measure 40 mL of dry soil in tube. Hold the tube above the plastic cup and pour 20 mL of water into the tube. Use a stop watch and start timing as soon as all the water has been poured into the tube. Stop timing when the water stops dripping from the bottom of the tube Record time on worksheet. Calculate the time required for drainage then determine the drainage rate of the soil in mL per second. Record you value.**
2. **Permeability of wet soil. Pull tube with wet soil out of cup. Pour water out of the cup. Repeat above set with wet soil sample. What is the difference of the permeability of wet soil versus the dry soil? What would determine the permeability of a soil?**

Part 4: Porosity, Obtain a tube with a closed end..Using a graduated cylinder measure 100 mL of dry soil and place it into the tube. Measure 100 mL of water into graduated cylinder. This will be the initial amount of water. Use a stop watch and slowly pour the water from the graduated cylinder into the tube until the soil is saturated. Record the amount of time it takes for the water to reach the bottom of the tube. Write this on your worksheet. Empty the graduated cylinder. Pinch the tube and pour the water retained in the soil into the graduated cylinder. Be sure not to pour any of the soil into the graduated cylinder. Record this amount on your worksheet. Repeat the above steps using sand instead of dry soil. What is the benefit of having a moisture content in soils? What about possible drawbacks? What factors may affect the drainage rate of soils? What is the relationship between permeability and particle size? What is the relationship between particle size and porosity? Compare and contrast permeability and porosity.

Lab Report: Each student will write a lab report following the prescribed format. Each student will describe the purpose of the lab, the experimentation process, and his/hers results and analysis.

Lab: Ground Water—Can Water Get Through This & Arsenic Groundwater Pollution

Purpose: To identify pollution sources within the groundwater system

Materials: Groundwater Models, Can Water Get Through It lab hand-out, colored pencils

Procedure: Use groundwater models to observe permeability and porosity of sediments in the model, find the groundwater zones and water table. What is the zone of saturation? Explain in detail what happens to precipitation when it hits the Earth's surface? Explain where the pollutants are coming from and where the best place would be for a freshwater well. Students create a cross-section for their well log data, put it together for a class cross-section. Use well data on a given map to determine where the arsenic is coming from in.

Lab Report: **Each student will write a lab report describing the lab process and his/hers results and analysis.**

Lab: Glacial valley reconstruction

Purpose: To identify the different type of features formed from glacial erosion

Materials: Unassembled block models, scissors, glue, colored pencils.

Procedure: Cut out and assemble block models. Color. Identify glacial features and draw illustrations of features seen on model.

Lab Report: Each student will write a lab report describing the lab process and his/hers results and analysis.

Lab: Identify glacial features on a topographic map

Purpose: To understand the processes of mountain and continental glacial and the land forms and water bodies that produced glacial action.

Materials: ruler, calculator, stereoscope (optional), lab hand out with review questions and topographic maps.

Procedure: Answer the following questions regarding the Siffleur River, Alberta, quadrangle. Name the glaciation features that formed Marmot Mountain and Conical Peak? How do these feature form? The boundary between Improvement District 9 and 10 follows a ridge from the Siffleur River Valley to Mount Kentigern. What type of ridge (glacial Feature) is this and how did it form? Near the northern edge of the map, what type of valley is located above the falls west of the Siffleur River and how did it form? What type of lake is at the headwaters of the stream that forms these falls? What other features produced by mountain glaciations can you see on the map. Explain and give locations of these features. Refer to the part of the Peterborough, Ontario, quadrangle to answer the following questions. Study the shape and size of the oblong hills. What type of feature are they and how did they form? In what direction did the ice move over this area? Explain how you determined the direction. What type of sediment would you find in a drumlin? Would it be stratified (layered) and well sorted? How could you tell? Explain your answer. Find the red highway

route 7, that crosses the upper part of the map. About 1¼ inches below the number 7, what is the long, narrow feature that runs northeast-southwest? How did it form? Explain the formation of this feature.

Lab Report: For this lab activity students will write reflection or opinion paper concerning the importance of recognizing geologic features on a topographic map.

Lab: Compare and Contrast plunging, spilling, surging, breaking and ocean waves using block models

Purpose: To identify the different type of waves

Materials: Unassembled block models, scissors, glue, colored pencils.

Procedure: Cut out and assemble block models. Color each model according to color key. Describe each block. Identify what types of waves they are and how the break. What type of beach shore causes which types of wave to break/form? How does sea-floor topography play a role in how a wave breaks/forms? Compare and contrast the different types of waves.

Lab Report: Each student will write a lab report describing the lab process and his/hers results and analysis.

Lab: Topographic map interpretations of desert features

Purpose: To identify desert associate with an arid landscape.

Materials: Part of the Furnace Creek California, quadrangle, colored pencils, ruler, calculator, lab hand out with questions

Procedure: Complete the following tasks using the Furnace Creek, California, quadrangle. Color the alluvial fans yellow. What feature formed from the joining of alluvial fans? Color the inselbergs red. Color the arroyos brown. Color the zero-level contour line. This is sea level. Mark a green line to indicate the edge of the mountain front. Find the playa and place a capital P on it. Color the playa light blue. How would the grain size of the sediment along the streams on the map change as you walk down slope from the high arroyos? Draw dark dashed lines to indicate where you think there might be faults. Notice that people built a ranch on one of the alluvial fans, even though this region arid. Why do you think they chose this alluvial fan and not one of the other ones?

Lab Report: For this lab activity students will write reflection or opinion paper concerning the importance of recognizing geologic features on a topographic map.

Lab: Relative dating vs Absolute dating

Purpose: To learn and be able to apply techniques for relative and absolute age dating of Earth's materials and events. To apply stratigraphic principles regarding sequencing geologic events.

Materials: Hand-outs, colored pencils, West of the West DVD, Radioactive Wolves DVD, case studies—radiation poisoning

Procedure: Number each event, using the stratigraphic principles you learned and outlined in the hand out. Each of the following cross sections show geologic development of a sequence of rocks. The rock patterns are the same as given in the hand out. Review the sample sections shown in the hand out to see how the stratigraphic principles are applied. Number the formations of rock units and geologic events in each cross section, in the order in which they occurred. Write each number in the appropriate circle. If two or more circles are found within the same formation give them the same number. A few fossils and isotopic dates occur in these sections, so there are some time constraints in the possible ages for many of the rock units given. Write in the appropriate space on the hand out the possible age ranges for each unit.

Lab Report: Each student will write a lab report describing the lab process and his/hers results and analysis.

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
Physical Geology	Charles (Carlos) Plummer, Diane Carlson, Lisa Hammersley	McGraw-Hill Education	14th edition	[empty]	Yes

Supplemental Materials

Title	Content

Title	Content
Supplemental Materials	Periodicals: Geology GSA California Geology Various World Wide Web Resources Movies/Videos/Pod Casts

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Course Description

A. COVER PAGE

1. Course Title
Geology A (P)

9. Subject Area

History/Social Science

English

Mathematics

♥ Laboratory Science

Language other than English

Visual & Performing Arts (for 2003)

College Prep Elective

2. Transcript Title / Abbreviation
Geology A (P)

3. Transcript Course Code / Number
SC 6631

4. School
Ernest Righetti High School

5. District
Santa Maria Joint Union High School District

6. City
Santa Maria

10. Grade Level(s)
11th & 12th

7. School / District Web Site
http://www.smjuhsd.k12.ca.us/

11. Seeking "Honors" Distinction?

Yes ♥ No

8. School Contact

Name: Laura Branch

Phone: (805) 937-2051 **Ext.: 2407**

Fax: (805) 934-0819

E-mail: lbranch@smjuhsd.org

12. Unit Value

♥ 0.5 (half year or semester equivalent)

1.0 (one year equivalent)

2.0 (two year equivalent)

Other: _____

13. Date of School Board Approval
February 13, 2002

14. Was this course previously approved by UC? Yes ♥ No If so, year removed from list? _____

Under what course title?

_____

15. Is this course modeled after an UC-approved course from another school? ♥ Yes No

If so, which school(s)? __Salinas High School, Foothill High School

_____

16. Pre-Requisites

Successful completion of two years college preparatory high school science with a "C" or better.

Successful completion of two years of high school English.

Successful completion of one year high school algebra.

17. Co-Requisites

None

18. Brief Course Description

This is a two semester college preparatory laboratory science course designed to teach students about Earth & space science. Students will learn about the tectonic processes that shape the Earth, how the tectonic processes are the driving forces of the Earth's resources, and how those resources are affected by different geologic hazards. Students will learn how to read & interpret both geologic maps and cross-sections in order to successfully complete the given projects. There will also be a unit that will cover space science including the big bang theory, stellar evolution, and planetary geology. Hands-on activities & labs occupy approximately 40% of the given class time & are designed to reinforce student understanding of scientific investigation & experimentation within the realm of geologic science.

Santa Maria Joint Union High School District

Course Description/Major Concepts

Course Title: Geology A (P) **Department: Righetti Science**

Course Length: One Semester, 5 units **Course Adoption:** UC/CSU "a-f" inclusion

Textbook: Refer to: Secondary Adopted texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District

Prerequisites:
Successful completion of two years college preparatory high school science with a "C" or better.
Successful completion of two years of high school English.
Successful completion of one year of high school algebra.

Course Description

This is a two semester college preparatory laboratory science course designed to teach students about Earth and space science. Students will learn about the tectonic processes that shape the Earth, how the tectonic processes are the driving forces of the Earth's resources, and how those resources are affected by different geologic hazards. Although part of the class will cover major events in the geologic history of North America, most of the emphasis will be on the geologic history of California and the local area (Santa Barbara County). Students will also learn how to read and interpret both geologic maps and cross-sections in order to successfully complete the given projects. There will also be a unit that will cover space science including the big bang theory, stellar evolution, and planetary geology. Hands-on activities are an important part of the curriculum in order to reinforce student understanding of scientific investigation and experimentation in the realm of geologic sciences. These hands-on activities and laboratory activities will occupy approximately 40% of the given class time.

Course Goals

At the completion of the course, Geology, students will be able to do the following:

- Students will be able to think critically in order to solve real-world problems by completing standards-based group and individual projects, laboratory experiments and assignments.
- Students will be able to determine areas which may be threatened by natural disasters, by using learned geologic concepts, when looking for places to live in later life.

- Students will be able to explain the physical and historical geology of an area around the world whether for school projects or individual vacations.

Geology A (P)

Course Objectives

At the completion of the course, Geology, students will:

- Describe the process of stellar evolution, the life & death of stars, in order to fully explain the process of our own sun within the solar system.
- Create reproducible labs dealing with real-world geology & engineering.
- Explain how the economic resources of California, including water, gold and silver, has influenced the history and politics of California over time.
- Describe how economic resources and natural disasters in California and our local area, Santa Barbara County, are affected by geologic processes.
- Explain how oil is formed, the economics & politics behind oil drilling, and how it affects our local economy, Santa Barbara County.
- Define and describe plate tectonics and identify the effects plate tectonics has around the world.
- Assess volcanic hazards around the world and it's impact economically, environmentally and on human life.
- Identify geologic hazards around the world and develop earthquake-proof buildings given the socioeconomic status of those areas.
- Develop an earthquake preparedness plan for their home and help the school to strengthen their own preparedness plans.
- Assess seismic data to determine where the epicenter is located.
- Apply geologic principles when interpreting geologic maps and creating geologic cross-sections.
- Identify rocks and minerals.
- Utilize identity of rocks and minerals to interpret the depositional environment of an area.
- Assess the affects of pollution, acid rain and volcanic outgassing through laboratory experiences and the impact it has on our environment.
- Identify how the atmosphere and topography have changed over geologic time and how these changes gave way to the evolution of species over time.
- Demonstrate writing competency through written and oral presentations.

Geology A (P) Course Outline	Key Activities & Assignments
General Science	
*Observation vs. Inference	*Collapse Video:* Take observation notes. Write an inference as to why collapses occurred.
*Metric Conversions	
-Metric-Metric Conversions	*Lab:* How big is our room. Can a dinosaur fit inside?
-Metric-English Conversions	*Lab:* Dinosaur Dimensional Analysis
*Density	*Lab:* Density Lab
	Lab: Salinity Lab
	Quiz: Metric Conversions
Astronomy	
*Big Bang Theory	*Give background in astronomy.
*Stellar Evolution	*Go over astronomy standards with students.
*Standards-based astronomy unit to include:	*In groups, students to research a specific astronomy standard.
-Nuclear fusion & the sun	*Students to present information to class.
-The formation of the solar system & how the earth's atmosphere has changed over time. Including how asteroid impacts have had an impact on extinctions throughout geologic time.	*Entire class to answer standards-based astronomy questions pertaining to information given during presentations.
-Galaxies, quasars, black holes & Einstein's theory of general & special relativity.	*Students to create an individual portfolio of what they've learned throughout the astronomy unit. Students to write a paper on their growth over time.
	*Students to take a written standards-based astronomy exam based on everything they've learned.
*Formation of the Solar System	*Lab:* Creating a scaled model of the solar system
*Eclipses	*Lab:* Eclipses & the Earth
*Phases of the Moon	*Lab:* Phases of moon & tidal effects on Earth
-Tides	
	Video & Paper: Watch Contact. Students to observe discriminations/conflicts in movie & relate these to their lives. Students to write a 2-3 page, typed paper on discussing this.
	Lab: Creating a constellation & myth writing
Earth Science	
Minerals	
*Mineral Identification	*Lab:* ID Minerals
*Physical & Chemical Properties	
*Bowen's Reaction Series	*Lab:* Put minerals in order with Bowen's Reaction Series. Look at iron vs. silica content. Write down observations: color, physical characteristics, density, etc.
*Moh's Hardness Scale	*Lab:* Hardness of Minerals
	Exam: Mineral Identification

(Minerals Cont.) *Minerals associated with economic resources	*Project:* Students to research the minerals associated with the California gold rush. Students to research the history of the gold rush & present information to the class. *Paper:* Students to take information learned from the presentations on the history of the gold rush and write a paper on how economic resources have shaped the history of California
Rocks *Igneous intrusive *Igneous extrusive *Properties of sedimentary rocks -Sandstone -Shale -Limestone *Properties of metamorphic rocks -Foliated -Non-foliated	*Lab:* Properties of igneous intrusive & extrusive rocks. *Lab:* Igneous rocks & Bowen's Reaction Series *Lab:* ID Igneous rocks *Lab:* Sand vs. Sandstone *Lab:* Properties of sedimentary rocks. ID rocks *Lab:* Properties of metamorphic rocks. ID rocks *Exam:* Rock Identification & Bowen's Reaction Series
Plate Tectonics *Continental Drift *Sea-Floor Spreading *Paleomagnetics *Tectonic Plate Boundaries -Convergent Boundaries --Oceanic-oceanic boundary --Oceanic-continental boundary --Continental-continental boundary -Divergent Boundaries -Transform Boundaries *Physical geography of the world	*Lab:* Paleomagnetics & Plate Movements *Lab:* Cross-sections of plate boundaries of world *Lab:* Geologic features around world due to tectonic processes.
Volcanoes *Volcanoes & Plate boundaries -Ring of Fire *Volcanoes & Igneous Rocks *Viscosity -Viscosity & explosive volcanoes -Viscosity & non-explosive volcanoes *Types of volcanoes	*Lab:* Geologic features around the world due to tectonic processes. Add in specific types of volcanoes would find in each area & reasons why. *Lab:* Viscosity of water, warm honey & cold honey. *Lab:* Viscosity & explosiveness of volcanoes. *Videos:* Explosive vs. nonexplosive volcanoes. Mt. St. Helens & Hawaii. Students to watch videos & determine why they are so different using knowledge from rock identification & Bowen's reaction series.

(Volcanoes Cont.) -Cinder cones -Composite volcanoes -Shield volcanoes	
*Hot Spots -Continental hot spots -Oceanic hot spots -Hot spots & plate velocities	*Videos & Activity:* Watch videos of Hawaiian hot spot & Yellowstone hot spot. Compare & contrast these hot spots. How do scientists find velocities of plate movements from these?
*Environmental hazards associated with volcanoes	*Video & Paper Assignment:* Students to watch Dante's Peak. Students will write a 2-3 page, typed paper to explain the tectonic boundary of area in movie. Geologic features, type of volcano, types of igneous intrusive & extrusive rocks, and hazards assoc *Exam:* Written exam on plate tectonics & volcanoes. *Final:* Physical Geology & Astronomy

Texts & Supplemental Instructional Materials:

Basic Text:
Title: Modern Earth Science
Authors: Sager, Ramsey, Phillips, Watenpaugh
Publisher: Holt, Reinhart, Winston

Supplemental Text(s):
Title: Geology of National Parks
Authors: A. Harris, E. Tuttle, S. Tuttle
Publishers: Kendall/Hunt Publishing Co.

Instructional Methods:

Concepts will be taught in a variety of ways so students with different learning styles can excel in the course. It should be noted that learning levels are determined at the beginning of the year and the methods of instruction are flexible throughout the year so everyone can learn to the best of their ability.

Laboratory Work		40%
Project-based Learning	20%	
Lecture	20%	
Group Work		10%
(Includes group discussions of real-world problems)		
Videos		5%
Library & Internet Research		5%
		100%

Student Assessment Methods:

Grades will be determined according to the criteria listed below. It should be noted that the grading system is flexible and these averages may differ minutely due to the concepts taught during the first semester compared to the second semester.

Relative Weighting of Grades:

Laboratory Experiences	40%
(Includes real-world problem solving)	
Written Exams	30%
(Includes rock & mineral ID)	
Classwork,	15%
(Includes standards-based presentations & projects)	
Quizzes	10%
Homework:	5%
	100%

Note: For further information on labs, exams, quizzes, etc., see attached samples.

Assessment Criteria:

Righetti High School has set goals through our Expected Schoolwide Learning Results, ESLR's. These goals were set by both teachers and administrators at Righetti High School. All students are expected to achieve these goals before graduation. As a result, the assessment criteria for the Geology course takes into account for these goals and students are held accountable to achieve these goals.

These goals are:

- Students will demonstrate effective communication skills in both reading and writing.
  a) Students will use reading skills to build meaning, and gather information from a variety of grade level materials.
  b) Students will write text with a clear purpose, supporting evidence, using accurate punctuation, and sentence structure.

- Students will demonstrate essential mathematical skills in:
  *Statistics, Data Analysis & Probability
  *Algebra and Functions
  *Mathematical Reasoning
  *Number sense
  *Measurement & Geometry
  *Algebra 1

- Students will demonstrate critical thinking skills.
  a) Can identify, define and develop solutions to problems.
  b) Organize, analyze, interpret, and evaluate information.
  c) Utilize acquired skills in new situations.

- Students will demonstrate goal setting skills:
  a) Assessment and Research

- Students will demonstrate the ability to work cooperatively with culturally diverse groups.
  a) Student involvement in diverse groups.

The assessment criteria of the Geology course was set to reflect these goals along with the goals of teaching towards a 75% passage rate of California State Earth Science Standards exam written by an instructor at Righetti High School. Students will also be taking the Earth Science portion of the Star-9 exam.

Course Description

A. COVER PAGE

1. Course Title
Geology B (P)

9. Subject Area

History/Social Science

English

Mathematics

♥ Laboratory Science

Language other than English

Visual & Performing Arts (for 2003)

College Prep Elective

2. Transcript Title / Abbreviation
Geology B (P)

3. Transcript Course Code / Number
SC 6632

4. School
Ernest Righetti High School

5. District
Santa Maria Joint Union High School District

6. City
Santa Maria

10. Grade Level(s)
11th & 12th

7. School / District Web Site
http://www.smjuhsd.k12.ca.us/

11. Seeking "Honors" Distinction?

Yes ♥ No

8. School Contact

Name: Laura Branch

Phone: (805) 937-2051 **Ext.:** 2407

Fax: (805) 934-0819

E-mail: lbranch@smjuhsd.org

12. Unit Value

♥ 0.5 (half year or semester equivalent)

1.0 (one year equivalent)

2.0 (two year equivalent)

Other: _____

13. Date of School Board Approval
February 13, 2002

14. Was this course previously approved by UC? Yes ♥ No If so, year removed from list? Under what course title?

15. Is this course modeled after an UC-approved course from another school? ♥ Yes No

If so, which school(s)? __Salinas High School, Foothill High School

_____

16. Pre-Requisites

Successful comp letion of two years college preparatory high school science with a "C" or better.
Successful completion of two years of high school English.
Successful completion of one year high school algebra.

17. Co-Requisites

None

18. Brief Course Description

This is a two semester college preparatory laboratory science course designed to teach students about Earth & space science. Students will learn about the tectonic processes that shape the Earth, how the tectonic processes are the driving forces of the Earth's resources, and how those resources are affected by different geologic hazards. Students will learn how to read & interpret both geologic maps and cross-sections in order to successfully complete the given projects. There will also be a unit that will cover space science including the big bang theory, stellar evolution, and planetary geology. Hands-on activities & labs occupy approximately 40% of the given class time & are designed to reinforce student understanding of scientific investigation & experimentation within the realm of geologic science.

Santa Maria Joint Union High School District

Course Description/Major Concepts

Course Title: Geology B (P) **Department: Righetti Science**

Course Length: One Semester, 5 units **Course Adoption:** UC/CSU "a-f" inclusion

Textbook: Refer to: Secondary Adopted texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District

Prerequisites:
Successful completion of two years college preparatory high school science with a "C" or better.
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Course Description

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Course Goals

At the completion of the course, Geology, students will be able to do the following:

- Students will be able to think critically in order to solve real-world problems by completing standards-based group and individual projects, laboratory experiments and assignments.
- Students will be able to determine areas which may be threatened by natural disasters, by using learned geologic concepts, when looking for places to live in later life.

- Students will be able to explain the physical and historical geology of an area around the world whether for school projects or individual vacations.

Geology B (P)

Course Objectives

At the completion of the course, Geology, students will:

- Describe the process of stellar evolution, the life & death of stars, in order to fully explain the process of our own sun within the solar system.
- Create reproducible labs dealing with real-world geology & engineering.
- Explain how the economic resources of California, including water, gold and silver, has influenced the history and politics of California over time.
- Describe how economic resources and natural disasters in California and our local area, Santa Barbara County, are affected by geologic processes.
- Explain how oil is formed, the economics & politics behind oil drilling, and how it affects our local economy, Santa Barbara County.
- Define and describe plate tectonics and identify the effects plate tectonics has around the world.
- Assess volcanic hazards around the world and it's impact economically, environmentally and on human life.
- Identify geologic hazards around the world and develop earthquake-proof buildings given the socioeconomic status of those areas.
- Develop an earthquake preparedness plan for their home and help the school to strengthen their own preparedness plans.
- Assess seismic data to determine where the epicenter is located.
- Apply geologic principles when interpreting geologic maps and creating geologic cross-sections.
- Identify rocks and minerals.
- Utilize identity of rocks and minerals to interpret the depositional environment of an area.
- Assess the affects of pollution, acid rain and volcanic outgassing through laboratory experiences and the impact it has on our environment.
- Identify how the atmosphere and topography have changed over geologic time and how these changes gave way to the evolution of species over time.
- Demonstrate writing competency through written and oral presentations.

Geology B (P) Course Outline	Key Activities & Assignments
Earthquakes	
*Earthquakes & Plate Boundaries	
*San Andreas Fault	*Video & Notes on San Andreas Fault.*
-San Andreas Fault & SB County	*Fieldtrip:* Observe mountains outside our classroom. Why are they there? How are we affected by San Andreas Fault?
*Epicenters, hypocenters, focus	*Lab:* Finding the epicenter of an earthquake using triangulation.
*Earthquake preparedness	*Video & Activity:* Watch earthquake preparedness video. Students to put together individual earthquake preparedness plans for their homes. *Lab:* Assess school's earthquake preparedness. Do an actual earthquake drill as a class. Evacuate building. Assess possible school evaculation problems.
*Earthquake hazards around the world	*Videos & Activity:* Watch videos of Loma Prieta, Mexico City & Kobe, Japan earthquakes. Students to explain the different types of tectonic boundaries associated with each. *Students to explain geologic hazards associated with each area & explain how loss of life could be directly related to socioecconomic status of that area.
*Seismic Retrofitting	*Lab:* Create a building that could withstand a 7.0 magnitude earthquake given the socioeconomic status of your given area.
Faulting & Folding	
*Types of Faults	*Lab:* It's not your fault. Create 3-D fault block modelsw/lab questions.
-Normal faults	
-Reverse faults	
-Strike-slip/transform faults	
(Faulting & Folding Cont.)	
*Stress & Strain	
-Compressional stress	
-Extensional stress	
*Faults & Stress associated	
*Types of Folds	Lab: Anticlines & Synclines. Create 3-D models & answer lab questions pertaining to those models.
-Anticlines	
-Synclines	
*Geology of oil deposits & oil traps	*Lab:* Where does our oil come from? What specific events have occurred in our area giving way to this economic resource?
*Geology of oil deposits in SB County	*Exam:* Written exam on earthquakes, faults & folds.

Rock Cycle	
*Types of Rocks -Igneous -Sedimentary -Metamorphic	*Video:* The rock cycle *Lab:* Rock Cycle Roulette *Lab:* Review rocks.
*Water Cycle	*Lab:* Water Cycle. How does the water cycle work & where does our water come from in SB County. Why is water such a big issue in California?
*Depositional Environments	*Book activity:* Read about depositional & erosional environments. Answer given questions pertaining to these.
*Erosional Environments	*Homework:* Look for erosional problems around town.
*Effects of acid rain in our environment	*Lab:* Acid rain & it's effects on our environment. *Exam:* Given rock clues, draw a picture of environments each specific rock formed in. Include what occurred during erosion & depostion.
Geologic Laws & Unconformities	
*Law of Superposition *Law of Original Horizontality *Law of Cross-cutting Relations *Principle of Uniformitarianism *Unconformities -Angular unconformities -Nonconformities -Disconformities	*Lab:* Cross-cutting relations. *Lab:* Creating 3-D block models showing unconformities. Students to answer the given questions pertaining to these block models.
Historical Geology	
*Absolute Age Dating *Relative Age Dating	*Video:* Geology of Grand Canyon *Quiz:* Geologic Timescale
*Geological Timescale	*Video & Activity:* Walking with Dinosaurs. Students to piece together evolution of dinosaurs & how they went extinct.
*Fossil ID	*Lab:* ID Fossils *Lab:* Making fossils

California Geology *Geology of California -How geology has shaped the history of CA *Geologic History of SB County -Why is there oil in our area? -Why are there earthquakes in our area? -Why do we have so much agriculture?	 *Video:* Geology of Santa Barbara Area *Project:* Using the geology knowledge learned, students will create a geologic timeline of the geologic history of California including how the gold was emplaced & how it was deposited. Students will explain how oil was formed in our area & how the San A
Geological Investigations *Reading & Interpretting Geologic Maps *Creating Cross-Sections from Geologic Maps *Interpreting Geologic Cross-Sections	 *Lab:* Geologic Maps--reading & interpretting *Lab:* Creating cross-sections. *Lab:* Interpretting the geology from cross-sections *Exam:* Geologic Principles

Texts & Supplemental Instructional Materials:

Basic Text:
Title: Modern Earth Science
Authors: Sager, Ramsey, Phillips, Watenpaugh
Publisher: Holt, Reinhart, Winston

Supplemental Text(s):
Title: Geology of National Parks
Authors: A. Harris, E. Tuttle, S. Tuttle
Publishers: Kendall/Hunt Publishing Co.

Instructional Methods:

Concepts will be taught in a variety of ways so students with different learning styles can excel in the course. It should be noted that learning levels are determined at the beginning of the year and the methods of instruction are flexible throughout the year so everyone can learn to the best of their ability.

Laboratory Work		40%
Project-based Learning	20%	
Lecture	20%	
Group Work		10%
(Includes group discussions of real-world problems)		
Videos		5%
Library & Internet Research		5%
		100%

Student Assessment Methods:

Grades will be determined according to the criteria listed below. It should be noted that the grading system is flexible and these averages may differ minutely due to the concepts taught during the first semester compared to the second semester.

Relative Weighting of Grades:

Laboratory Experiences	40%
(Includes real-world problem solving)	
Written Exams	30%
(Includes rock & mineral ID)	
Classwork,	15%
(Includes standards-based presentations & projects)	
Quizzes	10%
Homework:	5%
	100%

Note: For further information on labs, exams, quizzes, etc., see attached samples.

Assessment Criteria:

Righetti High School has set goals through our Expected Schoolwide Learning Results, ESLR's. These goals were set by both teachers and administrators at Righetti High School. All students are expected to achieve these goals before graduation. As a result, the assessment criteria for the Geology course takes into account for these goals and students are held accountable to achieve these goals.

These goals are:

1) Students will demonstrate effective communication skills in both reading and writing.
- Students will use reading skills to build meaning, and gather information from a variety of grade level materials.
- Students will write text with a clear purpose, supporting evidence, using accurate punctuation, and sentence structure.

1) Students will demonstrate essential mathematical skills in:

*Statistics, Data Analysis & Probability	*Number sense
*Algebra and Functions	*Measurement & Geometry
*Mathematical Reasoning	*Algebra 1

2) Students will demonstrate critical thinking skills.
   a) Can identify, define and develop solutions to problems.
   b) Organize, analyze, interpret, and evaluate information.
   c) Utilize acquired skills in new situations.

1) Students will demonstrate goal setting skills:
   a) Assessment and Research

1) Students will demonstrate the ability to work cooperatively with culturally diverse groups.
   a) Student involvement in diverse groups.

The assessment criteria of the Geology course was set to reflect these goals along with the goals of teaching towards a 75% passage rate of California State Earth Science Standards exam written by an instructor at Righetti High School. Students will also be taking the Earth Science portion of the Star-9 exam.

Course Title

Geoscience (P)

Description of Target Group

11th and 12th grade students who are interested in a laboratory Physical Science elective.

Purpose: a) A year long course b) Ten units

Prerequisites: Successful completion of two years of college preparatory high school science with a UC" or better.

Successful completion of two years of high school English and one year of high school algebra.

Course Description

This is a year long college preparatory class designed to teach students about Earth and space science. Students will learn about the tectonic processes that shape the Earth, how the tectonic processes are the driving force of the Earth's resources, and how those resources are affected by different geologic hazards. Although part of the class will cover major events in the geologic history of North America, most of the emphasis will be on the geologic history of California and the local area (Santa Barbara County). There will also be a unit which will cover space science including the big bang theory, stellar evolution, and planetary geology. Activities and laboratory activities will occupy approximately 40% of the given class time.

Activities

Laboratory investigations, geologic map reading/interpretations, projects, and fieldtrips

Assessment

Laboratory experiments, written exams, portfolios, community projects

Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

State Standards: Available in more detailed outline

Course Description

A. COVER PAGE

0Date of Submission (Please include Month, Day and Year)

1. Course Title
Geology A/B (P)

2. Transcript Title(s) / Abbreviation(s)
Geology A (P), Geology B (P)

3. Transcript Course Code(s) / Number(s)
SC6631, SC6632

4. School
Ernest Righetti High School

5. District
Santa Maria Joint Union High School District

6. City
Santa Maria, CA 93455

7. School / District Web Site
http://www.smjuhsd.k12.ca.us

8. School Course List Contact

Name: Jim Armstrong

Title/Position: Asst. Supt. Curric/Instruction

Phone: 922-4573 **Ext.:** 4211

E-mail: jarmstrong@smjuhsd.org

9. Subject Area

- [ ] History/Social Science
- [ ] English
- [ ] Mathematics
- [X] Laboratory Science
- [ ] Language other than English
- [ ] Visual & Performing Arts
  - [ ] Intro [ ] Advanced
- [ ] College Prep Elective

10. Grade Level(s) for which this course is designed
11, 12

11. Seeking "Honors" Distinction?
No

12. Unit Value

- [ ] 0.5 (half year or semester equivalent)
- [x] 1.0 (one year equivalent)
- [ ] 2.0 (two year equivalent)
- [ ] Other: _____

13. Is this an Internet-based course? No

If "Yes", who is the provider? [ ] *UCCP* [ ] *PASS/Cyber High* [ ] *Other* _____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

☐ A course reinstated after removal within 3 years. Year removed from list? _____

Same course title? ☐ Yes ☐ No

If no, previous course title? _____

☐ An identical course approved at another school in same district. Which school? _____

Same course title? ☐ Yes ☐ No

If no, course title at other school? _____

☐ Year-long VPA course replacing two approved successive semester courses in the same discipline

- ☐ Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- ☐ Approved UC College Prep (UCCP) Online course
- ☐ Approved CDE Agricultural Education course
- ☐ Approved P.A.S.S./Cyber High course
- ☐ Approved ROP/C course. Name of ROP/C? _____
- ☐ Approved A.V.I.D. course
- ☐ Approved C.A.R.T. course
- ☐ Approved Project Lead the Way course
- ☐ Other. Explain: _____

15. Is this course modeled after an UC-approved course from another school <u>outside</u> your district? Yes

If so, which school(s)? Salinas High School, Foothill High School

Course title at other school: Geology

16. Pre-Requisites

Successful completion of two years college preparatory high school science with a "C" or better.

**One year shall be general science which covers the California State Science Standards for chemistry, physics and earth science.

**One year of high school chemistry required with a "C" or better.

Successful completion of two years of high school English

Successful completion of one year high school algebra

17. Co-Requisites

None

18. Is this course a resubmission? ☒ Yes ☐ No

If yes, date(s) of previous submission? February 2005

Title of previous submission? Geology A/B (P)

19. Brief Course Description

This is a two semester college preparatory laboratory science course designed to teach students about Earth and space science. Students will learn about the tectonic processes that shape the earth, how the tectonic processes are the driving forces of the earth's resources including the formation of fossil fuels and gold deposition, and how those resources are affected by different geologic hazards. Students will use their knowledge of chemistry and build upon this when looking at the physical and chemical properties of rocks, minerals and the explosivity of volcanoes. Students will learn how to read and interpret both geological maps and cross-sections in order to successfully complete the given projects. There will also be a unit that will cover space science including the big bang theory, stellar evolution including how elements on the periodic table were formed, and planetary geology. Hands-on activities and labs occupy approximately 40% of the given class time and are designed to reinforce students understanding of scientific investigation and experimentation within the realm of geologic science. This course is articulated with Allan Hancock College's PHY SCI 159 (Adv.) course or Geology 131. When taken in conjunction with one of the courses listed above, this course will count at 4.0 units of Allan Hancock College's GEOL 100 course.

Course Description

Course Description/Major Concepts

Course Title: Geology A/B (P) **Department: Righetti Science**

Course Length: Two Semesters, 10 units **Course Adoption:** UC/CSU "a-f" inclusion

Textbook: Refer to: Secondary Adopted texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District

Prerequisites:
Successful completion of two years college preparatory high school science with a "C" or better:
**One year shall be general science which covers the California State Science Standards for chemistry, physics and earth science.
One year of high school chemistry ***required* with a "C" or better.
Successful completion of two years of high school English.
Successful completion of one year of high school algebra.

Note: This course is articulated with Alan Hancock college. This geology course taken along with Alan Hancock's PHY SCI 159 (Adv.) or GEO 131 will count as Alan Hancock's Geol 100, a physical lab science course.

Course Description

This is a two semester college preparatory laboratory science course designed to teach students about Earth and space science. Students will learn about the tectonic processes that shape the Earth, how the tectonic processes are the driving forces of the Earth's resources including the formation of fossil fuels and gold deposition, and how those resources are affected by different geologic hazards. Although part of the class will cover major events in the geologic history of North America, most of the emphasis will be on the geologic history of California and the local area (Santa Barbara County). Students will use their knowledge of chemistry and build upon this when looking at the physical and chemical properties of rocks, minerals and the explosivity of volcanoes. Students will also learn how to read and interpret both geologic maps and cross-sections in order to successfully complete the given projects. There will also be a unit that will cover space science including the big bang theory, stellar evolution including how elements on the periodic table were formed, and planetary geology. Hands-on activities are an important part of the curriculum in order to reinforce student understanding of scientific investigation and experimentation in the realm of geologic sciences. These hands-on activities and laboratory activities will occupy approximately 40% of the given class time. . This course is articulated with Alan Hancock College's PHY SCI 159 (Adv.) course or Geology 131. When taken in conjunction with one of the courses listed above, this course will count as 4.0 units of Alan Hancock College's GEOL 100 course.

Course Goals

At the completion of the course, Geology, students will be able to do the following:

- Students will be able to think critically in order to solve real-world problems by completing standards-based group and individual projects, laboratory experiments and assignments.
- Students will be able to determine areas which may be threatened by natural disasters, by using learned geologic concepts, when looking for places to live in later life.
- Students will be able to explain the physical and historical geology of an area around the world whether for school projects or individual vacations.

Geology A/B (P)

Course Objectives

At the completion of the course, Geology, students will:

- Describe the process of stellar evolution, the life & death of stars, in order to fully explain the process of our own sun within the solar system and be able to explain how the elements on the periodic table were formed.
- Using principles in chemistry, identify the chemical and physical properties of rocks and minerals.
- Create reproducible labs dealing with real-world geology & engineering.
- Explain how the economic resources of California, including water, gold and silver, has influenced the history and politics of California over time.
- Describe how economic resources and natural disasters in California and our local area, Santa Barbara County, are affected by geologic processes.
- Explain how oil is formed, the economics & politics behind oil drilling, and how it affects our local economy, Santa Barbara County.
- Define and describe plate tectonics and identify the effects plate tectonics has around the world.
- Apply chemical and physical properties of igneous rocks and the associated minerals to determine the explosivity of a volcano.
- Assess volcanic hazards around the world and it’s impact economically, environmentally and on human life.
- Identify geologic hazards around the world and develop earthquake-proof buildings given the socioeconomic status of those areas.

- Develop an earthquake preparedness plan for their home and help the school to strengthen their own preparedness plans.
- Assess seismic data to determine where the epicenter is located.
- Apply geologic principles when interpreting geologic maps and creating geologic cross-sections.
- Utilize identity of rocks and minerals to interpret the depositional environment of an area.
- Assess the affects of pollution, acid rain and volcanic out-gassing through laboratory experiences and the impact it has on our environment.
- Identify how the atmosphere and topography have changed over geologic time and how these changes gave way to the evolution of species over time.
- Demonstrate writing competency through written and oral presentations.

Pink highlights indicate areas in which chemistry concepts are reviewed, built upon or taught in the curriculum. Attached at the end of this document is an outline of the majority of lab overviews and lab objectives.

Geology A/B (P) Course Outline	Key Activities & Assignments
General Science	
*Observation vs. Inference	*Collapse Video:* Take observation notes. Write an inference as to why collapses occurred.
*Metric Conversions	
-Metric-Metric Conversions	*Lab:* How big is our room. Can a dinosaur fit inside?
-Metric-English Conversions	*Lab:* Dinosaur Dimensional Analysis
*Density	*Lab:* Density Lab
**Looking at physical properties of substances and how they Affect our environments. (Hypopycnal, homopycnal & heteorpycnal (densities) environments)	*Lab:* Salinity Lab
	Quiz: Metric Conversions
Astronomy	
*Big Bang Theory	*Give background in astronomy.
*Stellar Evolution	*Go over astronomy standards with students.
*Standards-based astronomy unit to include:	*In groups, students to research a specific astronomy standard.
-Nuclear fusion & the sun	*Students to present information to class.
**Includes how elements are formed on the periodic table.	
**Law of Conservation of Energy	
-The formation of the solar system & how the earth's atmosphere has changed over time. Including how asteroid impacts have had an impact on extinctions throughout geologic time.	*Entire class to answer standards-based astronomy questions pertaining to information given during presentations.
Mini-Unit on Atmosphere within the astronomy unit:	
**How the chemical composition of the Earth's atmosphere has changed over time.	
**Chemical composition of primary Earth's atmosphere compared to the current composition.	
**Evolution of Earth's atmosphere due to photosynthesis of cyanobacteria billions of years ago.	
**How pollution today is causing both ecological and environmental problems.	
**(Chemical & physical properties of the Earth's atmosphere. Talk about problems with a runaway greenhouse effect and compare this to Venus)	
-Galaxies, quasars, black holes & Einstein's theory of general & special relativity.	*Students to create an individual portfolio of what they've learned throughout the astronomy unit. Students to write a paper on their growth over time.
**Due to the Big Bang Theory-Hydrogen, Helium & Lithium were formed.	*Students to take a written standards-based astronomy exam based on everything they've learned.
**Through novas & supernovas additional elements on the periodic table were formed.	
**Laws of Thermodynamics & the background radiation of the universe.	
*Formation of the Solar System	*Lab:* Creating a scaled model of the solar system
**Due to elements found on the Periodic Table of Elements, we know our sun is a 2nd or 3rd generation star.	
*Eclipses	*Lab:* Eclipses & the Earth
*Phases of the Moon	

(Astronomy Cont.) -Tides	*Lab:* Phases of moon & tidal effects on Earth *Video & Paper:* Watch Contact. Students to observe discriminations/conflicts in movie & relate these to their lives. Students to write a 2-3 page, typed paper on discussing this. *Lab:* Creating a constellation & myth writing
Earth Science **Minerals** *Review:* Elements on the Periodic Table of Elements & atomic structures. *Review:* Ionic & covalent bonding *Review:* Physical & chemical properties on chemistry **Use these concepts to show how a mineral is formed 7 how the crystalline structure of a mineral is associated with this. *Physical & Chemical Properties of minerals *Crystalline structures of minerals **How they've bonded ionically determines crystallographic structure of minerals (crystal lattice). **Chemical formulas of minerals. **Atomic Theory & crystallography. **Allotropes *Bowens Reaction Series **The chemistry of a magma and the associated elements within it determine what type of rocks will be formed at different temperatures. This covers both physical & chemical properties in chemistry. **Bond strength & electronegativity in ionic bonding show melting points in Bowens Reaction Series. *Fractionation Proecess **Which minerals crystallize out at each temperature in a magma is based on the physical properties of the elements associated with the minerals. *Moh's Hardness Scale **The ionic bonds associated with the elements of each mineral will determine it's hardness. This is a physical property and it is used as a tool in identifying minerals. *Mineral Identification & their chemical formulas **Review molar mass	Give review of chemistry especially—The Periodic Table of Elements, Ionic & Covalent Bonding, & Physical and Chemical Properties of Chemistry. *Notes:* Minerals, Bowens Reaction Series & the Fractionation Process *Lab:* Put minerals in order with Bowen's Reaction Series. Look at iron vs. silica content. Write down observations: color, physical characteristics, density, etc. Lab: Crystallography & how crystal lattice structure gives metals physical properties such as malleability, fracture & cleavage. *Notes:* Mohs Hardness Scale *Lab:* Hardness of Minerals *Lab:* ID Minerals—including looking at their chemical formulas & their molar mass. *Written & Performance Exam:* Minerals & Mineral Identification

*Minerals associated with economic resources **The type of chemical properties are associated with a magma can determines where economic resources such as native gold, silver and Tungsten are formed. Also—specific types of ore deposits are formed from the chemistry of a magma and hydrothermal vents such as blacksmokers.	*Project:* Students to research the minerals associated with the California gold rush. Students to research the history of the gold rush & present information to the class. Paper: Students to take information learned from the presentations on the history of the gold rush and write a paper on how economic resources have shaped the history of California.

Rocks	
*Igneous intrusive *Igneous extrusive **Review Balancing Equations. **Chemical equations & Ignous rocks	*Lab:* Properties of igneous intrusive & extrusive rocks. Assign: Chemical Equations in creating igneous rocks. Balance given equations and figure out what specific types of rocks would be formed when looking at the specific equation.
**Different rocks will be formed due to different elements found within magma. This will determine the types of igneous rocks formed. (Chemical properties concept)	*Lab:* Igneous rocks & Bowen's Reaction Series
	Lab: ID Igneous rocks
*Properties of sedimentary rocks	*Lab:* Sand vs. Sandstone
-Sandstone -Shale -Limestone **As these sedimentary rocks are cemented together, students will use their chemistry knowledge for the cementation proecess. (Chemical formulas + balancing equations)	*Lab:* Properties of sedimentary rocks. ID rocks
*Properties of metamorphic rocks -Foliated -Non-foliated *Chemistry & metamorphic rocks—different minerals tell us clues about the different temperature & pressures the rocks were "changed" at. (Both chemical & physical properties of chemistry)	*Lab:* Properties of metamorphic rocks. ID rocks *Exam:* Rock Identification & Bowen's Reaction Series
Plate Tectonics	
*Continental Drift *Sea-Floor Spreading *Paleomagnetics	*Lab:* Paleomagnetics & Plate Movements
*Tectonic Plate Boundaries -Convergent Boundaries --Oceanic-oceanic boundary --Oceanic-continental boundary --Continental-continental boundary **Density determines which plate will be subducted and the type of magma that will form. The elements iron and silica determine plate density. (Both chemical & physical properties of chemistry) -Divergent Boundaries **Chemical make up of the magma will determine the explosivity of a mid-ocean ridge. (Melting points in chemistry) -Transform Boundaries	*Lab:* Cross-sections of plate boundaries of world
*Physical geography of the world	*Lab:* Geologic features around world due to tectonic processes.
Volcanoes	
*Volcanoes & Plate boundaries	*Lab:* Geologic features around the world due to tectonic processes. Add in specific types of volcanoes would find in each area & reasons why.

(Volanoes Cont.) -Ring of Fire *Volcanoes & Igneous Rocks **Physical properties of chemistry—Density of basaltic rock and it's iron rich nature versus granitic rock and the silica it's silica rich nature. (Chemical & physical properties of chemistry. *Viscosity -Viscosity & explosive volcanoes -Viscosity & non-explosive volcanoes **Viscosity of a magma is determined by the physical and chemical properties of the magma mostly due to the iron and silica content of the magma. *Type of volcanoes -Cinder cones -Composite volcanoes -Shield volcanoes *Hot Spots -Continental hot spots -Oceanic hot spots -Hot spots & plate velocities *Type of Magma -acidic -intermediate -basic **Review chemistry concepts related to Bowen's Reaction Series & Fractionation Process. (Melting points & crystallization of chemicals in chemistry) *Environmental hazards associated with volcanoes. **Chemistry of ash rich soil—Soils from ash of volcanoes creates good agricultural conditions. This creates hazardous areas where people are living & reaping the benefits of ash in the soil near volcanoes (pH in chemistry, soil science.)	Demo*:* Viscosity of water, warm honey & cold honey. Lab: Viscosity & explosiveness of volcanoes. Videos & Activity: Watch videos of the Hawaiian hot spot & Yellowstone hot spot. Compare & contrast these hot spots. How do scientists find velocities of plate movements from these? Video & Paper Assignment: Students to watch Dante's Peak. Students will write a 2-3 page, typed paper to explain the tectonic boundary of area in movie. Geologic features, type of volcano, types of igneous intrusive & extrusive rocks, and hazards associated. Exam: Written exam on plate tectonics & volcanoes. Final: Physical Geology & Astronomy

Earthquakes	
*Earthquakes & Plate Boundaries	
*San Andreas Fault	*Video & Notes on San Andreas Fault.*
-San Andreas Fault & SB County	*Fieldtrip:* Observe mountains outside our classroom. Why are they there? How are we affected by San Andreas Fault?
*Epicenters, hypocenters, focus	*Lab:* Finding the epicenter of an earthquake using triangulation.
*Earthquake preparedness	*Video & Activity:* Watch earthquake preparedness video. Students to put together individual earthquake preparedness plans for their homes. *Lab:* Assess school's earthquake preparedness. Do an actual earthquake drill as a class. Evacuate building. Assess possible school evaculation problems.
*Earthquake hazards around the world **Liquefaction—how does water move through aquifers. (Physical properties in chemistry.)	*Videos & Activity:* Watch videos of Loma Prieta, Mexico City & Kobe, Japan earthquakes. Students to explain the different types of tectonic boundaries associated with each. *Students to explain geologic hazards associated with each area & explain how loss of life could be directly related to socioecconomic status of that area.
*Seismic Retrofitting	*Lab:* Create a building that could withstand a 7.0 magnitude earthquake given the socioeconomic status of your given area.
Faulting & Folding	
*Types of Faults -Normal faults -Reverse faults -Strike-slip/transform faults	*Lab:* It's not your fault. Create 3-D fault block modelsw/lab questions.

*Stress & Strain -Compressional stress -Extensional stress	
*Faults & Stress associated	
*Types of Folds -Anticlines -Synclines	Lab: Anticlines & Synclines. Create 3-D models & answer lab questions pertaining to those models.
*Geology of oil deposits & oil traps **Review covalent bonds, specifically how they pertain to hydrocarbons & their molecular formula. **Chemistry of hydrocarbons **Compare chemical differences between oil & coal.	*Lab:* Where does our oil come from? What specific events have occurred in our area giving way to this economic resource?
*Geology of oil deposits in SB County	*Exam:* Written exam on earthquakes, faults & folds.

Rock Cycle *Types of Rocks -Igneous -Sedimentary **Limestone fizzes with acid=good identifying tool. **How caves are formed. (Chemical reactions) -Metamorphic **Different minerals form at different temperatures & pressures during metamorphosis. (Physical & chemical properties in chemistry)	*Video:* The rock cycle *Lab:* Rock Cycle Roulette *Lab:* Review rocks.
*Water Cycle **Chemistry of our ocean waters. **Physical properties of water. **Specific heat capacity **Solutes & Solvents	*Lab:* Water Cycle. How does the water cycle work & where does our water come from in SB County. Why is water such a big issue in California? *Lab:* Cave formation. How solutes & solvents work to create both primary & secondary cave formations.
*Depositional Environments	*Book activity:* Read about depositional & erosional environments. Answer given questions pertaining to these.
*Erosional Environments **Chemical weathering. (Chemical reactions occurring due to the weathering process. Physical properties in chemistry.)	*Homework:* Look for erosional problems around town.
*Effects of acid rain in our environment **Chemicals from pollution causing environmental problems today.	*Lab:* Acid rain & it's effects on our environment.
	Exam: Given rock clues, draw a picture of environments each specific rock formed in. Include what occurred during erosion & depostion.
Geologic Laws & Unconformities *Law of Superposition *Law of Original Horizontality *Law of Cross-cutting Relations *Principle of Uniformitarianism *Unconformities -Angular unconformities -Nonconformities -Disconformities	*Lab:* Cross-cutting relations. *Lab:* Creating 3-D block models showing unconformities. Students to answer the given questions pertaining to these block models.

Historical Geology *Absolute Age Dating **Testing of the mineral zircon which contains the element zirconium gives an absolute age dating, along with Carbon-14 dating. (Review of isotopes.)	*Lab:* Absolute age dating & half-life
*Relative Age Dating	*Video:* Geology of Grand Canyon *Quiz:* Geologic Timescale
*Geological Timescale	*Video & Activity:* Walking with Dinosaurs. Students to piece together evolution of dinosaurs & how they went extinct.
*Fossil ID	*Lab:* ID Fossils

California Geology *Geology of California -How geology has shaped the history of CA *Geologic History of SB County -Why is there oil in our area? -Why are there earthquakes in our area? -Why do we have so much agriculture?	*Video:* Geology of Santa Barbara Area *Project:* Using the geology knowledge learned, students will create a geologic timeline of the geologic history of California including how the gold was emplaced & how it was deposited. Students will explain how oil was formed in our area & how the San A
Geological Investigations *Reading & Interpretting Geologic Maps *Creating Cross-Sections from Geologic Maps *Interpreting Geologic Cross-Sections	*Lab:* Geologic Maps--reading & interpretting *Lab:* Creating cross-sections. *Lab:* Interpretting the geology from cross-sections *Exam:* Geologic Principles

Texts & Supplemental Instructional Materials:

Basic Text:
Title: Modern Earth Science
Authors: Sager, Ramsey, Phillips, Watenpaugh
Publisher: Holt, Reinhart, Winston

Supplemental Text(s):
Title: Geology of National Parks
Authors: A. Harris, E. Tuttle, S. Tuttle
Publishers: Kendall/Hunt Publishing Co.

Title: Simon & Schuster's Guide to Rocks & Minerals
Authors: A. Mottana, R Crespi, G. Liborio
Publishers: Simon & Schuster

Instructional Methods:

Concepts will be taught in a variety of ways so students with different learning styles can excel in the course. It should be noted that learning levels are determined at the beginning of the year and the methods of instruction are flexible throughout the year so everyone can learn to the best of their ability.

Laboratory Work	40%
Project-based Learning	20%
Lecture	20%
Group Work (Includes group discussions of real-world problems)	10%
Videos	5%
Library & Internet Research	5%
	100%

Student Assessment Methods:

Grades will be determined according to the criteria listed below. It should be noted that the grading system is flexible and these averages may differ minutely due to the concepts taught during the first semester compared to the second semester.

Relative Weighting of Grades:

Laboratory Experiences *(Includes real-world problem solving)*	40%
Written Exams *(Includes rock & mineral ID)*	25%
Classwork, *(Includes standards-based presentations & projects)*	15%
Quizzes	10%
Homework:	10%
	100%

Note: For further information on labs, exams, quizzes, etc., see attached samples.

Assessment Criteria:

Righetti High School has set goals through our Expected Schoolwide Learning Results, ESLR's. These goals were set by both teachers and administrators at Righetti High School. All students are expected to achieve these goals before graduation. As a result, the assessment criteria for the Geology course takes into account for these goals and students are held accountable to achieve these goals.

These goals are:

- Students will demonstrate effective communication skills in both reading and writing.
    1. Students will use reading skills to build meaning, and gather information from a variety of grade level materials.
    2. Students will write text with a clear purpose, supporting evidence, using accurate punctuation, and sentence structure.

- Students will demonstrate essential mathematical skills in:
  *Statistics, Data Analysis & Probability
  *Algebra and Functions
  *Mathematical Reasoning
  *Number sense
  *Measurement & Geometry
  *Algebra 1

- Students will demonstrate critical thinking skills.
  1. Can identify, define and develop solutions to problems.
  2. Organize, analyze, interpret, and evaluate information.
  3. Utilize acquired skills in new situations.

- Students will demonstrate goal setting skills:
  1. Assessment and Research

- Students will demonstrate the ability to work cooperatively with culturally diverse groups.
  a) Student involvement in diverse groups.

The assessment criteria of the Geology course was set to reflect these goals along with the goals of teaching towards a 75% passage rate of California State Earth Science Standards exam written by an instructor at Righetti High School. Students will also be taking the Earth Science portion of the Star-9 exam.

Laboratory Objectives & Overviews for Geology Course

***Note: 40% of instructional time for this course constitutes laboratory work.*

Topic: Observation vs. Inference, Metrics & Density

Lab 1: Collapse!

Lab Overview: This is a video laboratory. Students will watch a segment of a video where a bridge collapses and where a dam breaks. Students will write down their observations of the video. When the video is stopped, they will infer why the collapses occurred.

Lab Objective: This lab is meant to teach students the difference between observation and inference. In geology, this is a very important concept. Geologists must infer what occurred geologically based on their observations of an area such as type of rocks, texture of rock, structures within the rock beds (anticlines & synclines) and types of fossils found in the rock record.

Lab 2: Metric System—Length

Lab Overview: This is a hands-on laboratory. Students will use their knowledge of metric conversions to complete the given lab. Students will measure items around the classroom such as a microscope slide, the room, their desks, the walls, the door, etc. Students will take these measurements and practice metric conversions.

Lab Objective: This lab will reinforce how to do metric conversions. Science uses the metric system exclusively so it's important that this becomes second nature for the students.

Lab 3: How big is our room?

Lab Overview: This is a hands-on laboratory. Students will measure the room in meters. They will then use their metric system knowledge to convert the meters into centimeters. Given the lesson on maps and scale given in class, students will take their measurements and create a 1:40 scale model of the classroom. Once this is done, students will take their assigned 1:40 scale dinosaur and answer questions in their lab write-ups that pertain to their data.

Lab Objective: This lab will reinforce the idea of scale. Scale is important in geology because geologists use the idea of scale in mapping. This also gives students practice with their metric to metric conversions.

Lab 4: Dinosaur Dimensional Analysis

***Lab Overview*:** This is a mathematical lab. Students will read a section on about dinosaurs. (It's real life information about the dinosaurs that were used in the "How big is our room" lab.) Given the reading, students will use the given information to perform metric to English conversion problems. To make it more interesting for the students, they will be asked to draw the environment a certain dinosaur lives in. Students MUST show all their work to get full credit for this lab.

Lab Objective: The purpose of this lab is to have students perform one and two step dimensional analysis problems based on how the dinosaurs would roam the Earth. This not only gives students dimensional analysis practice, it also educates students about dinosaurs.

Lab 5: Density

Lab Overview: This lab helps students understand the concept of density. Students are to measure different materials such as aluminum bars, aluminum cubes, metal spheres, glass spheres and minerals. Students will find their mass by using a balance. They will then find the volume of the different materials by either using volume equations or by measuring the displacement of water in a graduated cylinder. They will then find the density by using the density equation. Students will finish the lab write-up by answering the conclusion questions.

Lab Objective: Density is a concept that is VERY important in geology and in chemistry. In geology, we need to understand the difference in plate densities so we can understand why plates subduct under other plates. Students need a strong understanding of density in order to understand many of upcoming concepts of the class. We will hit upon this concept time and time again throughout the course.

Lab 6: Salinity & Reproducible Labs

Lab Overview: Students will be given a real life situation to answer in class: "How could a fisherman fishing in the Gulf of Mexico drink a cup of seawater without having kidney failure". This starts a good conversation about salinity and density. It's a stepping stone to the real lab: Create a reproducible lab write-up that will help a freshmen in my general science class get 4 different colors of water in one piece of straw. That is all the guidance given. Students must use their knowledge of density to solve the problem. First they must solve the problem—getting all 4 colors in the straw. Then they must complete a detailed lab write-up that can be reproducible. (The freshman general science class grades these labs.)

Lab Objective: Any scientist knows the importance of reproducible experiments. If the experiment cannot be reproduced the scientist won't get published and if they can't be published they won't get more funding for future projects. Students by the end of this lab understand this concept very well. They must problem solve based on their basic knowledge of density and then create a really good lab write-up. If the lab cannot be reproduced by anyone else, they get a zero.

Topic: Astronomy Unit

Lab 7: Stellar Evolution Comics

Lab Overview: Students will take notes on stellar evolution—the life cycle of stars. Based on this knowledge, students need to create a comic strip, storyboard or play that goes through all phases of stellar evolution. In their lab, students must correctly identify whether a star will become a white dwarf, neutron star or a black hole depending on how much mass the star starts with.

Lab Objective: This lab is one in which students use the information given to them via notes to show what happens during the life cycle of a star. This lab is used as a sort of performance exam to see if the students truly understand that mass is the determining factor in which phase a star will go through in life.

Lab 8: Standards Based Astronomy Project (Major 3 week project!)

Lab Overview*:* This is a huge research project in which students will be given a topic in astronomy. Specifically, they are given one of the California State Science Standards in astronomy. Students will research this topic based on the guiding questions I have given them. They must then create a PowerPoint presentation based on their topic using the computers I acquired from a grant a few years ago. Students present their topics to the class and from these presentations students ask questions and have conversations based on astronomy. This is an important lab because it teaches not only how the universe and solar system formed billions of years ago but it incorporates a lot of chemistry concepts in it. From these presentations students have a working knowledge of how the elements were formed on the periodic table, how the chemistry of Earth's atmosphere has changed over time and how important the process of photosynthesis is.

Lab Objective*:* This lab ties in how all branches of science are intertwined. While learning about the formation of the universe and the solar system, students gain a working knowledge of how the Earth's atmosphere has changed over time so life can be sustained on Earth. Students also get valuable experience researching their topics, putting together PowerPoint presentations, and putting together a portfolio that will help them study for the major written astronomy exam.

Lab 9: Creating a scaled model of the solar system

Lab Overview: Students will learn exactly what an astronomical unit is. Given a conversion for these astronomical units, students will create a scaled model of the solar system on a piece of register tape. Students will then complete a lab write-up, which will include questions that will use the scaled distances of the planets. For example, students will have to figure out why the outer planets could retain their original atmospheres where the inner planets could not. Students will see that the inner planets are closer to the sun so when nuclear fusion first took place the primary

atmosphere was blown off whereas the outer planets are very far away and therefore weren't affected by this.

Lab Objective: Students will again use the concept of scale. They will also be able to explain why the asteroid belt is located where it is and why the outer planets were able to retain their primary atmospheres while the inner planets could not.

Lab 10: Moon Phases & Tidal Affects

Lab Overview: Using the notes given in class about the moon, students will create a 2-dimensional diagram showing the phases of the moon. They will also label waxing crescent, waxing gibbous, waning crescent and waning gibbous. Students will show what happens during a spring and neap tide.

Lab Objective: Students will complete a diagram of the moon phases. They will explain the difference between a synodic month and a sidereal month. They will also explain the difference between a spring and neap tide. Students will also be able to define "mare".

Lab 11: Eclipses and the Earth

Lab Overview: Students will define words such as eclipse, umbra, penumbra, solar eclipse and lunar eclipse. The will create a diagram showing a solar eclipse and a lunar eclipse and they will answer questions pertaining to both types of eclipses in a written lab report such as: What conditions must be present for a solar eclipse? Lunar eclipse? Why man lunar eclipses last several hours compared to a very short solar eclipse?

Lab Objective: Students will know the difference between a solar eclipse and a lunar eclipse. They will also be able to define the given vocabulary words.

Topic: Chemistry Review & Minerals Unit

Lab 12: History of California & the Gold Rush

Lab Overview: Students will watch a video about the gold rush. They will then research the minerals associated with the California gold rush and how the gold was mined. They will research the history of the gold rush. Students will take this information (given to them through student presentations) and write a paper on how economic resources have shaped the history of California.

***Lab Objective*:** Students will understand that the miners had very little information on how the gold was deposited but they figured out a way to mine it. The placement of this lab is intentionally placed before the plate tectonics unit because students need to understand that the theory of plate tectonics is a recent concept and scientists, miners and geologists didn't have knowledge of how the economic

resources were emplaced. Students will know the economic resources of California and how they have shaped California's history. This will also be a springboard into the upcoming minerals unit.

Lab 13: Overview of Chemistry

***Lab Overview**:* Students will do a series of small experiments that will help them review physical and chemical properties of chemistry. These small experiments will help them review ionic and covalent bonding although students will mostly be dealing with ionic bonding concepts during the minerals units. Some of these experiments will include flame tests, saturated vs. unsaturated solutions, making crystals and creating polymers out of alginate from seaweed (kelp ball lab).

Lab Objective: The objective of this series of small experiments is to help students review chemistry before getting into ionic bonding and chemical formulas of minerals, crystal structures of minerals and melting points of minerals.

Lab 14: Crystal Structures

Lab Overview: Students will create 3-dimensional crystal structures and compare these to minerals in their rock & mineral bins. Students will create a lab write up that will show drawings of these crystal structures and relate them to the chemical and physical properties of the minerals such as melting points, crystal structures, Mohs Hardness Scale, etc.

Lab Objective: Students need a good working knowledge of what determines the physical and chemical properties of the minerals. This lab shows students the correlation between crystal structure, ionic bonding and the physical and chemical properties of the different minerals.

Lab 15: Mohs Hardness Scale & Cleavage

Lab Overview: Given the notes on physical & chemical properties of minerals, students will complete the given Mohs Hardness Scale lab. They will also complete the given lab on cleavage in which they will CAREFULLY break apart minerals.

Lab Objective: Students will know how to use Mohs Hardness Scale for the upcoming mineral identification lab. Students will also know how to identify whether a mineral has cleavage and thus use this characteristic in identifying minerals.

Lab 16: Mineral Identification

Lab Overview: Using the given mineral specimen key, students will identify the minerals in their rock and mineral specimen boxes. Students will write in key characteristics of the minerals such as hardness, cleavage and whether it's an igneous rock forming mineral, a sedimentary rock forming mineral or whether it's an

ore or gangue mineral. Students will also write in the chemical formulas for the minerals and figure out their molecular mass.

Lab Objective: Students will learn the important igneous rock forming minerals by sight. They will be able to identify minerals using the concept of cleavage and hardness. They will be using their mineral identification labs on the mineral identification exam.

Topic: Igneous Rocks & Volcano Unit

Lab 17: Bowens Reaction and the Fractionation Process

Lab Overview: Students will learn about Bowens Reaction Series and how different rocks will form out of the different elements within the magma. This will be based on what types of minerals are formed at different temperatures within the magma. Students will then get out their igneous rock forming minerals and put them in order of Bowens Reaction Series. They will then create a lab write-up that will explain which minerals will crystallize out of a magma first at the highest temperature and which ones will crystallize out last at the lowest temperature. Students will also explain why an olivine, which is found at the top of Bowens Reaction Series and quartz, which is found at the bottom of Bowens Reactions Series, can never be found in the same rock.

Lab Objective: Students will learn about how crystals form out of a magma and how the chemistry of that magma changes over time. As the chemistry of the magma changes (due to the densest material crystallizing out first and falling to the bottom of the magma chamber) different igneous rocks are formed.

Lab 18: Identifying Igneous Rocks

Lab Overview: Using the idea of Bowens Reaction Series and Igneous Rocks, students will identify the igneous rocks. They will use their knowledge of minerals to identify these rocks and use their igneous rock notes to define their texture. From these textures students will be able to tell the cooling history of the rocks.

Lab Objective: Students will be able to determine the cooling history of the given igneous rocks. They will also be able to put together the concepts of the fractionation process and Bowens Reaction Series while identifying these rocks. Students will be using their igneous rock identification labs on the igneous rock identification exam.

Lab 19: Viscosity—Water, Warm Honey & Cold Honey

Lab Overview: Students will use household items to fully understand the concept of viscosity. Students will do a mini-lab using water, warm honey and cold honey to determine viscosity. Students will also be using the concept of viscosity when we get to the oil unit.

Lab Objective: Students will be able to show which has more viscosity—water, warm honey or cold honey. Based on this, they will explain how gas bubbles move

through the materials. They should come up with the conclusion that cold honey has the highest viscosity therefore the air bubbles they are blowing into it cannot easily escape. This will be used as a springboard into the explosivity of volcanoes.

Lab 20: Viscosity & Explosivity of Volcanoes

Lab Overview: This is a video lab. Students will first watch a video about the Kalapana, Hawaii (non-explosive volcanoes). In this video, they will take observation notes on the viscosity of the magma. They will note how destructive the lava flow is. They will also note whether they can see the gas bubbles escaping. (One can see them bubble out.) Students will write a conclusion putting all their observations together. They will include the difference between aa and pahoehoe, what temperature the magma would be in the magma chamber based on the type of igneous rocks formed (going back to Bowens Reaction Series) and what texture of rock was observed (aphanetic). They will also learn about the Hawaiian hot spot. They will also learn about different types of magma—acidic, intermediate and basic. These will correlate with the different types of igneous rocks they previously learned about.

The next day students watch a video about explosive volcanoes. They will take observation notes on the viscosity of the magma. They will note the destruction associated with these types of volcanoes. They will write a conclusion about the types of rocks being formed by this volcano, types of geologic features associated with the area and the destructiveness of lahars and pyroclastic flows.

Lab Objective: The objective of this video lab is to get students to observe the different types of volcanic eruptions. They will put together that the different types of eruptions have to do with the differences in viscosity. The differences in viscosity have to do with the iron content. High iron content magma has a low viscosity and will produce non-explosive volcanoes. The minerals that are associated with this magma will crystallize out high in the Bowens Reaction Series. Low iron content magma is rich in silica. The silica makes the magma thick and sticky and has a high viscosity. As a result, students will be able to correlate the minerals from our mineral unit with Bowens Reaction Series and the igneous rocks in order to tell the explosivity of the magma. This will help them determine what types of volcanoes will be found in different types of boundaries during the plate tectonics unit.

Lab 21: Dante's Peak

Lab Overview: This is another video lab. Students will watch the movie, Dante's Peak. Throughout the movie they will write clues that tell them the mountain will erupt. In the process, they will learn about the magma source in Mammoth Mountain. (Long Valley Caldera area has forests that are dying due to too much carbon dioxide being emitted in the area. This happens in Dante's Peak, too.) They will put all their observations/clues in a paper about the movie. They will include type of volcano Dante's Peak, viscosity of magma and volcanic hazards associated with the area and what type of igneous intrusive and extrusive rocks that would be formed.

Lab Objective: Students will put together their knowledge of rocks, minerals & volcanics to write a paper about Dante's Peak. They will also write about the fictional components of the movie such as the characters out-driving a pyroclastic flow or the low viscosity lava scenes. (The lava associated with this type volcano in real life would be high viscosity.)

Lab 22: Volcanoes PowerPoint Presentations

Lab Overview: Students will create a PowerPoint Presentation on a volcano around the world. Students will research areas with explosive volcanoes (Yellowstone, Long Valley Caldera, Crater Lake, Mt. Pinatubo, Krakatau) and areas with non-explosive volcanoes (Heimey Iceland, Hawaii). In their research, students will find the eruption history, type of volcano, type of rocks associated with the volcano, and other geologic hazards associated with the area. Students will put together a PowerPoint presentation that will be presented to the class. Students will also create either a 2-dimensional cross-section or a 3-dimensional model of their volcano that is correctly labeled with igneous intrusive and extrusive rocks and the plates that are associated with this volcano. (We have not done plate tectonics at this point so this will be a challenge for students to figure out why the volcano is there.)

Lab Objective: Students will learn specific information pertaining to volcanoes around the world including number of deaths, amount of destruction and types of igneous rocks associated with the area. They will also start thinking about plate tectonics. Best of all—their cross-sections and models will be donated to a local elementary school so students there can enjoy these and have a visual for their understanding of the earth science standards.

Topic: Plate Tectonics Unit

Lab 23: Paleomagnetics & Plate Movements

Lab Overview: Given the notes on paleomagnetics and seafloor spreading, students will complete first the given pre-lab on how some iron-bearing minerals line up to magnetic north while in the magma chamber. Students need to understand this concept before they can understand the concept of paleomagnetics and polar wandering. After the pre-lab, students will complete the given paleomagnetics lab and based on their given data, they will figure out the average rate of movement of the North American Plate away from the European Plate. From this, students will figure out how far Africa has split from South America from the time of Pangaea.

Lab Objective: Students will use their metric to metric conversions to help them figure out plate velocities. Using real-life data, students will figure out plate velocities and will use this knowledge when looking at the current rates of motions of plates around the world today (such as India crashing into Asia at 5 cm/yr.). Students will also use this as background knowledge during the upcoming physical geography and plate tectonics of the world lab while looking at geologic areas around the world.

Lab 24: Physical Geography & Plate Tectonics of the World

Lab Overview: Students will take their colored plates of the world map and determine the types of boundaries at specific locations around the world such as the Himalayas, Red Sea, East African Rift Valley, Papua New Guinea, Italy, Aleutian Trench, Indonesia, Andes Mountains, Basin & Range Topography, Reelfoot Rift etc. Students will use their knowledge of plate tectonics and plate movements to determine what specific type of plate boundary they are on. Students will then also log in the geologic features associated with the area and whether volcanoes would be found along this area. If there are areas associated with the area, students have to log in what type of viscosity it has (high or low) and whether it would be an explosive or non-explosive volcano associated with it.

Lab Objective: Students are bad at geography so this lab helps them look at the geography of the world while doing geology. Students should start to see a pattern emerge such as the Ring of Fire where there are volcanoes and earthquakes associated with the area and that there is a tectonic boundary associated with it. Students will also use their knowledge of Bowens Reaction Series again and the viscosity of the magma.

Lab 25: Cross-Sections and Plate Boundaries of the World

Lab Overview: This lab is a performance exam of sorts. Students will use all their knowledge of igneous rocks, viscosity, explosivity of volcanoes and plate boundaries to create detailed cross-sections of plate boundaries around the world. On their colored plates of the world map, students will note letters such as A-A', B-B',, C-C', etc. At these locations, students are to draw a detailed cross-section of the plate boundary. Students will name the plates, color plates according the plate densities, draw and label the types of volcanoes associated with the area and label the types of rocks that would form.

Lab Objective: This is a difficult task in which students must use all their geology knowledge and their knowledge of density to create detailed cross-sections. They must also include a key that answers questions pertaining to their cross-section. Students will be able to use this lab on the upcoming plate tectonics lab.

Topic: Earthquakes, Transform Boundaries & the San Andreas Fault

Lab 26: Comparing Major Earthquakes around the World

Lab Overview: This is a video laboratory. Students will watch 3 different videos on earthquakes that have occurred in recent years: The 1989 Loma Prieta Quake, The 1985 Mexico City Quake, and the 1995 Kobe, Japan Quake. Students will take observation notes on each video. They will be required to explain what type of tectonic boundary each area lies on, what types of other geologic hazards are associated with the area (liquefaction, volcanoes, pyroclastic flows, tsunamis, etc.) and how much death and destruction is associated with each. From these notes, students will be required to write a paper comparing the three areas.

Lab Objective: This video laboratory gives students the opportunity to see the amount of destruction large earthquakes can produce. This is important for students to see so they can be prepared for the next big earthquake that is expected in Southern & Central California. Also—this will give students the background knowledge needed for the upcoming Seismic Retrofit Lab.

Lab 27: Seismic Retrofit 'R'Us

Lab Overview: Using the concepts learned from the plate tectonics unit and from the previous video laboratory, students will, in the first part of this lab, create a scaled 13,000 square foot floor plan of an earthquake safe building. In this floor plan, they will show evacuation routes/plans, include a key showing what types of special building materials they will need to create this earthquake proof building and what furniture will be in these rooms. (Students will do this on graph paper where 1 square = 4 feet.) Students will also put together a plan view (front view) of the building. The plan view does not need to be to scale.

In the second part of this lab, students will actually build an "earthquake proof building out of cards, masking tape and straws. The amount of money students will have to buy supplies is based on the socioeconomics of the chosen area. Students will randomly choose these earthquake prone areas from rich areas to poor areas: Los Angeles, California; San Francisco, California; Kobe, Japan; Lima, Peru; Mexico City, Mexico; Papua New Guinea; New Delhi, India.

Students must build an earthquake-proof building that can withstand a 7.0 magnitude on the earthquake table. Students must also complete a write-up about the building process and include in this write-up what type of other geologic hazards are associated with their area and what type of tectonic boundary their area is found along.

Lab Objective: Students will use the concept of scale again to create their floor plan. They will also use their imagination to plan an earthquake proof building. They must use their mathematics knowledge to figure out the square footage of the building. They draw upon their plate tectonics knowledge as they figure out the geologic hazards associated with their chosen area. Students will actually build their buildings in class. Because some of these buildings will fall down, student grades are based on their participation on their building but mostly on the floor plans & plan view. Students will also understand why there is so much destruction associated with moderate earthquakes in third world countries.

Lab 28: Righetti High School's Earthquake Preparedness

Lab Overview: Students will look at all the evacuation routes for each block on campus. They will then walk the evacuation route and document possible problems with the routes. For example: Is there handicap accessibility in the route? Is there a high voltage area nearby? Is there a fire hydrant near one of the evacuation routes? Are student evacuation areas between cars in the parking lots? (They are!)

Students will then go through the disaster kits located at 4 different areas on campus. Will there be enough supplies for all students during the event of a disaster?

From these notes, students will create a write up that will be turned in to safety committee for administration to look over.

Lab Objective: Students will assess the evacuation plans/routes for the school. This will help the school but it will also help them with their homework assignment: Creating an earthquake evacuation plan for the home. (There is a major threat of earthquakes in Santa Maria due to the San Andreas Fault. We live near the locked portion of the fault so it's important for students to understand the threat and know what to do during an earthquake.)

Lab 29: Finding the Epicenter of an Earthquake Using Triangulation

Lab Overview: Given the notes on earthquakes including definitions of the focus, the epicenter, P waves and S waves, students will use given information to find the earthquake epicenter using triangulation. Students will use data received at a seismic station to determine lag time. They will then plot this data on a graph and find the distance from the epicenter. They will use compasses to find the epicenter.

Lab Objective: Students will use compasses to find the epicenter of an earthquake. Students will be able to define lag time. They will also know how a seismograph works. Given the conversations that arise about the seismograph and the Richter Scale, students will be able to explain the difference between the Richter Scale and the Mercalli Scale.

Topic: Faulting, Folding & Oil Deposition

Lab 30: It's Not Your Fault

Lab Overview: After taking notes on the different types of faults, students will create 3-dimensional fault block models. Within this lab, students will create a normal, reverse and a right lateral strike-slip fault. They will create a lab write-up that will include diagrams of faults, type of stress and strain associated with each type of fault and relative movement of the hanging wall and footwall for reverse faults and normal faults. Students will also give examples of where each of these types of faults can be found. (Example: We live along the locked portion of the San Andreas Fault, which is a right lateral strike-slip fault. Due to the stress and strain associated with the locked portion, we see a lot of compression, hence the Transverse Ranges in our area and the local Santa Maria East-West trending mountains.)

Lab Objective: Students will create 3-dimensional fault block models so they can better visualize the movement of the hanging wall and the footwall. They will also be able to answer the homework assignment: Why are the mountains in Santa Maria area trending East-West when the majority of mountains around the world (due to plate tectonics) trend North-South. Students can also observe see what a fault scarp looks like and what can happen to roads, streams, railroads, etc. due to faulting.

Lab 31: Anticlines & Synclines & Oil Deposition

Lab Overview: Students will create 3-dimensional geo-blocks for anticlines and synclines. Within this lab, students will use their knowledge of compressional stress and strain to explain how anticlines and synclines are formed in the lab write up. (Students will have a review of covalent bonding prior to this lab. They will have a lesson on hydrocarbons and their molecular formulas. Within this lesson they will compare the chemical differences between oil & coal.)

Students will need to include in their lab write up how oil is formed. They must explain the specific events that must occur in oil formation and what specific events occurred in the Santa Maria area to give us oil in our area. (They need to go through the process of accumulation of phytoplankton on the ocean floor through the compression associated from the locked portion of San Andreas Fault giving our specific location oil deposits.)

Lab Objective: Students will use their chemistry knowledge to help them understand how oil if formed. They will be able to explain, in detail, the process of oil formation to oil deposition within an anticline and syncline. They will understand a little more of our local history—we are on the map due to oil production in the area. Students will learn about another economic resource of California—Oil.

Topic: Rock Cycle Unit

Lab 32: Rock Cycle Roulette

Lab Overview: After taking notes on the different types of rocks and their depositional environments, students will complete this lab. During this lab, students will move around the room at different "depositional stations". They will roll a die to find out whether they will stay for 200,000 more years or move to a different depositional environment. At the end of their trek through the rock cycle, students will create a lab write up showing their movement through the rock cycle. They will also answer the questions pertaining to the lab.

Lab Objective: Students will be able to see a pattern on their trek through the rock cycle. They will understand that rocks go through different paths through the rock cycle and that the rock cycle is always on going. Since each roll is worth 200,000 years, they can better understand the time it takes for rocks to change.

Lab 33: Sedimentary & Metamorphic Rock Identification

Lab Overview: Students will identify the sedimentary & metamorphic rocks that are in the rock & mineral specimen bins. Students will write down their observations of what each rock looks like and the depositional environment of each. For the metamorphic rocks, students will write down what type of metamorphism occurred for each rock and what the parent rock would be.

Lab Objective: Students will be able to pick up a rock and be able to determine whether it is an igneous, metamorphic or sedimentary rock. Students will be able to explain how each rock was formed. Students will know that the state mineral and state rock of California is gold & serpentinite.

Lab 34: Depositional Environments

Lab Overview: Students will pick their assignment out of a bag. Their slip of paper will explain the assignment and give them clues about the different types of rocks that have formed in each scenario. Students will draw and label cross-sections for each depositional environment including what specific type of rock is formed. This is used as a performance exam and is a good review for the upcoming rock identification exam.

Lab Objective: Students will use their knowledge of the rock cycle to show the different depositional environments of rocks. Students will be able to explain what rocks are deposited in certain environments. They will be able to explain what types of rocks are being deposited around the world today. Students will use the geologic law of uniformitarianism, "The present is the key to the past".

Lab 35: Water Cycle

Lab Overview: Students will draw a detailed and labeled cross-section of the water cycle. Students will define key words in a key such as: Run-off, percolation, transpiration, evaporation, condensation, precipitation, ground water, infiltration, etc. Students will answer questions in their lab write up regarding pollution and contamination of the ground water. Students will also include in their write up why water is such a big issue in California.

Lab Objective: This lab is designed to review phase changes and provides students with basic knowledge of the water cycle. Students will be able to have a conversation/debate in class about water contamination, the LA Aqueduct and other environmental problems associated with the water in our world today. Students will also use their knowledge of the water cycle to understand depositional and erosional environments of the rocks.

Lab 36: Acid Rain & it's Effects on our Environment

Lab Overview: After a lesson on acid rain and its effects on the environment, students will carve a figurine out of a large piece of sidewalk chalk. They will then drip vinegar on it each day for a week logging any observations of change. Students will then complete a lab write up that will include their data and conclusion questions about how acid rain effects our environment. Students will then take this a step further and do a write up about cave formation. In this write up students will write about how solutes and solvents work to create both primary and secondary cave formations.

Lab Objective: Acid rain definitely effects the environment we live in and it's important for students to understand where acid rain comes from and what types of

destruction it causes. By observing the changes of the chalk over time, students will be able to explain the process of cave formation in geology.

Topic: Geologic Laws & Unconformities

Lab 37: Topographic Maps

Lab Overview: Students will be able to read a topographic map during this lab. Students will first start with easy topographic maps and then they will get gradually more difficult. Students will look for different types of features on topographic maps such as hills, valleys, cliffs and depressions. Students will use this knowledge to successfully navigate the more difficult maps in order to answer the given lab questions.

Lab Objective: The topographic map is a very important tool in geology. Geologists look for different geologic features within the topographic map to help them infer what occurred there geologically. Students will take the knowledge of reading the topographic map one step further in an upcoming lab when they take information from topographic maps and create cross-sections from A-A'.

Lab 38: Over & Under

Lab Overview: Students will use their knowledge of topographic maps and create cross-sections from the information given on the topographic map such as strike and dip. By looking at this information, students will be able to "infer" what has happened geologically and will be able to create a detailed geologic cross-section. Based on this cross-section, students will be able to explain what has occurred in the area geologically, for example: anticlines, synclines, normal or reverse faulting.

Lab Objective: Students will use all their knowledge of geology learned thus far for this lab. Students will be able to take information from the birds-eye view of the topographic map and create a 2-dimensional cross-section. Students will also explain what types of geologic processes would form these cross-sections.

Lab 39: Cross-Cutting Relations

Lab Overview: Students will look at the given cross-sections and determine the relative age of the given rock layers and faults. They will log the ages in a key, at the side of the cross-sections from oldest on the bottom to youngest at the top.

Lab Objective: Students will interpret age dating based on their observations of the given rock layers. They will also determine how certain rock structures were formed based on their location in the rock record. For example: Breaks in the rock record are interpreted as an unconformity or a time of erosion which means those rocks must have been located above sea level at the time.

Lab 40: Unconformities

Lab Overview: Students will create 3-dimensional models showing the different type of unconformities: Nonconformities, disconformities and angular

unconformities. Students will use their knowledge of the geologic laws to infer what has happened geologically for each type of unconformity.

Lab Objective: Students will be able to explain the difference between a nonconformity, disconformity, and angular unconformity. They will be able to explain how each is formed and give an example of where they could find each. Our local geology has angular unconformities and disconformities and students will be able to explain how each was formed in our local area.

Lab 41: Geologic Timescale

Lab Overview: Students will create a scaled model of the geologic timescale using register tape. Students will mark the major eras & epochs on this timescale. They will draw pictures of important index fossils such as the trilobite and ammonite in the correct time of the timescale. Students will answer questions pertaining to the Paleozoic and Mesozoic mass extinctions.

Lab Objective: Students will understand that the majority of geologic time is in the Precambrian. Students will be able to explain that hard parts came about in the Cambrian and this is where much of the fossil record comes into play. Students will be able to explain what happened during the Paleozoic and Mesozoic mass extinctions and how this has affected life on Earth.

Lab 42: Fossil Environments

Lab Overview: Students will chose a given fossil species to research such as: Tyrannosaurus, ammonite, conodont, mammoth, etc. Students will research what type of environment their fossil lived in, what period of time and why it went extinct. They will also include the classification taxonomy. Students will then create a poster or 3-dimensional model showing the environment the fossil lived in. In a key they will include what it ate, whether it was a herbivore or carnivore, what part of the world it lived in and what climate it lived in. Students will also type up answers to the given lab questions.

Lab Objective*:* Students will create the environment their species lived in based on their research. This reinforces the concept of uniformitarianism. Students will be able to explain why the wooly mammoth went extinct. Students will be able to have a conversation about endangered species in our world today and the politics involved.

Lab 43: Walking with Dinosaurs

Lab Overview: This is a video lab in which students will watch part of the Discovery Series, “Walking with Dinosaurs”. Students will make observations on the types of environments dinosaurs lived in and what was happening geologically at the time, for example, the break up Pangaea during the Triassic and the volcanically active time in the Cretaceous, before the ultimate demise of the dinosaurs. Students will create a lab write up at the end, answering questions pertaining to parts of the video and the ultimate demise of the dinosaurs.

Lab Objective: Students will be able to see the different climates of the Mesozoic. Students will be able to have a discussion about the mass extinction of the dinosaurs and how this opened a niche for the evolution of mammals. Students will be able to talk further about their thoughts and feelings of species on the endangered species list in the world today.

Course Title

Integrated Agricultural Biology (P)

Course Description

Agricultural Biology is a one-year, laboratory science course designed for the college-bound student with career interests in agriculture. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts, and inter-relationships among the following topics:

- The molecular and cellular aspects of life
- The chemical structural basis of life
- Energetic of life
- Growth and reproduction in plants and animals
- Evolution of modern plants and domestic livestock species
- Plant and animal genetics
- Taxonomy of modern agricultural plants and animals
- Animal behavior
- Ecological relationships among • • plants, animals, humans, and the environment
- Nutrition in animals
- Health and diseases in animals
- The similarities between animals and humans

The course is centered around an extensive laboratory component in order to connect the central idea of biological science with agricultural applications, earth and physical science principals, and other curricular areas, includes extensive written and oral reporting skills.

Standards of Expected Student Achievement

1. Utilize agricultural applications as a relevant vehicle to teach biological science principles and improve the scientific literacy of students.
2. Strengthen instruction in science for students pursuing professional level careers in agriculture.
3. Integrate mathematics standards, language arts standards, and career employability standards including creative thinking and problem solving skills, and technological literacy related to the agricultural industry.
4. Meet a portion of the laboratory science requirement for admission to the University of California and California State University systems.
5. Develop a sense of the interrelationships between life, earth, and physical science and their relationship to agricultural applications.
6. To motivate under represented populations to study and pursue careers in science and agriculture.

Integrated Agricultural Biology (P) (continued)

Prerequisite: This course is recommended for students in grades 10 through 12. Students must have completed at least one year of introductory agricultural science, and an agriculture instructor's recommendation.

Course Format
Classroom instruction, including:
- Discussion
- Demonstration
- Lecture
- Examinations
- Extensive reading assignments
- Guest speakers

Laboratory and field instruction, including:
- Science laboratory experience
- Field research projects

FFA leadership experience, including:
- Verbal and written communication exercises
- Leadership development activities

Ten percent supervised workplace learning, including:
-Individually developed supervised occupational experience projects

Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Introduction to Athletic Training

Santa Maria Joint Union High School District



asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)
ioneer Valley High School (053847)	Classroom Based	Abbreviation: Intro Athl TrnA, Course Code: SC3000 Abbreviation: Intro Athl TrnB, Course Code: SC3001
rnest Righetti High School (053303)	Classroom Based	Abbreviation: Intro Athl TrnA, Course Code: SC3000 Abbreviation: Intro Athl TrnB, Course Code: SC3001

Title: Introduction to Athletic Training

Length of course: Full Year

Subject area: Science (D) / Interdisciplinary Sciences

UC honors designation? No

Prerequisites: Biology (Required)

Co-requisites: None

Integrated (Academics / CTE)? Yes

Grade levels:

11th, 12th

ourse Description

urse overview:

This course will introduce students to the anatomy and physiology of the human body and how the systems interact with each other through exercise and sport. The course will also address sports injuries and analyze various treatments available. Multiple laboratory activities and case studies are included to further aid in the learning process. Students will utilize critical thinking and scientific problem solving for research and lab experiments. Model approaches to scientific topics are achieved through analysis of data, critical thinking, and application of learned concepts. An emphasis will be placed on primary sources for gathering and analyzing scientific studies. The course will develop communication skills in writing, reading, and discussing scientific issues.

The course will include unit tests, individual and group assignments, class participation, quizzes, labs, reports, case studies, research studies, a final exam, and a final practicum each semester. Classroom instruction will include Google Slide presentations, student notes, homework, collaborative group worksheets, and special topics. Math applications are explained in class and examples given to apply the concepts. Demonstrations and models are used to encourage students to relate sports exercise to real life. Many of the labs will require physical activity as we will study how exercise affects the various body systems covered throughout the course. The nature of this course allows students to study and discuss topics in the field of sports and exercise. Reading and research of these topics will be an integral part of the class. Laboratory activities will include the use of computers to collect, graph, analyze data to draw results and conclusions. Students must be prepared to do independent reading throughout the year and be prepared to research topics brought up and discussed in class. Class participation is encouraged to stimulate interest, application and inquiry.

All labs will follow a consistent format. Various device such as heart rate monitors, blood pressure monitors, hand dynamometer and spirometers are used to collect data to be entered on a computer. The data is graphed, analyzed, and reported through Google Sheets. The experiments are designed to encourage students to think about the physiology of various human systems by measuring the activity of the upper respiratory tract, lungs, heart, musculoskeletal system, and nervous system. Many experiments illustrate the response of the human body to stress or external influences. Other labs include activities that simulate disease states to enable students to compare normal and abnormal functioning. Each lab experiment will be reported in a common accepted scientific manner. Lab activities will take up approximately 35% of class time.

ADDITIONAL ITEMS

Academic Standards:

This course is aligned to address Common Core State Standards in addition to CTE model standards for the Health Science and Medical Technology Sector and the Patient Care Pathway.

INSTRUCTIONAL STRATEGIES:

Our class has an emphasis on hands on learning. The students learn certain skill or knowledge and then are given a chance to implement those skills in hands on situations and lab activities. The goal is that students would apply their new found skills and knowledge in some type of employment area as is the goal of CTE programs.

ɔurse content:

Unit 1: Intro to Sports Medicine

Students will gain knowledge of the history of Sports Medicine. Students will learn about various career paths that all play a role in Sports Medicine team and the education requirements needed for those professions.

Learning Objectives:

- Discuss the history of Sports Medicine and its' evolution over time
- Explore current employment trends for various medical professions to determine if their career goals align with current trends
- Identify members of the Sports Medicine Team including:
  - Role within the team
  - Education requirements
  - Schools that provide the education needed
- Organizational and Legal Concerns in Sports Medicine
  - Pre-Participation Examination and Record Keeping

Unit Assignment(s):

Students will utilize various professional web pages to gather and synthesize information about a self-selected Sports Medicine team member to determine a potential career path they wish to pursue. Students will be presented with case studies related to legal concerns within Sports Medicine to challenge students to develop opinions involving controversial topics. Understanding the legal considerations is essential for students to protect themselves and their mentors while completing after school coursework. As a whole the assignments in the unit will challenge students to investigate if a career in the Sports Medicine arena is right for them.

Students will do critical thinking questions in organization and legal concerns subject, both individual and then small group collaboration. Example of questions:

1. You are a collegiate athletic trainer preparing for the administration of pre-participation examinations. Why is it important to ensure that athletes receive a thorough pre-participation examination? What objectives can be gained by completing the examination?

1. Why is the medical history such a key component of the pre-participation examination? What general areas should be the focus of the medical history questionnaire? How can an athletic trainer ensure the accuracy of the questionnaire responses?

Unit Lab Activities:

Career Investigation. This lab will require students to use primary sources to investigate a medical career in greater detail. This lab will establish the procedures for all labs completed in this course. Students will be guided to develop an essential question and then guided through the process used to answer their essential question. Part of the process will include completing an interview of a professional currently working in the profession of the student's chosen career. At the end of the lab students will have learned how to develop an essential question, explore/ research to answer their essential question, and then present their findings to a group of individuals.

Medical history. Students will conduct a complete medical history on each other and record results. Lab is designed to expose the student to what is needed for a complete pre-participation physical and also re-enforces good communication skills. Lab will consist of both a written portion to be turned in and also an oral component assessed by the teacher.

Vital signs: Students will conduct taking vital signs on each other. This will include: blood pressure, heartrate, and temperature. Lab will consist of a live assessment by the teacher to assess proficiency in performing exam. A written component evaluating their knowledge of the anatomy/physiology of the cardiovascular system and what normal and abnormal values are.

Physical Fitness Profile. Students will perform the *Harvard Stress Test* on each other. In this lab they will perform the following test: The objective of this test is to monitor the development of the athlete's cardiovascular system (http://www.brianmac.co.uk/physiolc.htm), performing timed step test. Lab will consist of a live assessment by the teacher to assess proficiency in performing exam. A written component evaluating their knowledge of the anatomy/physiology of the cardiovascular system and what normal and abnormal values are.

Unit 2: Introduction to Anatomy

Students must have a foundation of understanding about the human body before they can study the body's response to exercise. Students must also understand the basic anatomical terms used to study the human body. In order to gain this basic knowledge students will use a variety of resources (models, textbooks, handouts, videos, and labs) to explore human anatomy and terminology.

Learning Objectives:

- Identify areas of the body by anatomical planes and sections
- Use terms of position and direction to locate anatomical structures within the body
- Identify and locate various regions of the human body
- Identify and locate various types of tissues throughout the body

Unit Assignment(s):

Students will utilize anatomical models and charts to label common anatomical structures including planes and major landmarks. Students will be required to use post-it to label the structures and pronounce them correctly. For another assignment students will practice with one another and produce some kind of learning aid (mnemonic, rhyme, song, etc) to help retain anatomical terms. Understanding the basic anatomical terms are essential when studying the human body.

Unit Lab Activities:

Anatomical positions and directions of the human body: This lab investigation uses models and lab handouts to determine anatomical movements and locations of structures within the human body. Students will use Gummy Bears to demonstrate the different anatomical planes by biting the bears in half. Students will then place a toothpick into the Gummy Bear to demonstrate the different axis'. Students will then draw the Gummy Bears with the toothpicks for future reference. In order to learn different directional terms and movements students will participate in a Simon Says game. Students will be asked to move specific bones in specific ways to demonstrate their knowledge. Models will be used as another supplementary learning device for students throughout the unit. As previously stated, students will use post-it notes to label specific anatomical structures to demonstrate their knowledge as well. Furthermore, students will use edible items to create an anatomical model of a self-selected structure.

Unit 3: Classification / Mechanisms of Injuries

Students will gain knowledge of basic injury principles, including: the various forces causing injury, how these forces are applied to the body, and identify types of injuries caused by these forces. Students will continue their exploration of forces by creating a device using household items to limit the amount of damage to an item simulating the human body.

Learning Objectives:

- Describe the forces exercise and sporting activities place on the body
    - Tension, compression, torsion, and shearing
- Identify injuries as either acute or chronic in nature
- Describe and classify types of injuries
    - Sprain, strain, contusion, inflammation, fracture, and dislocation
- Psychology of Injured Athletes

Unit Assignment(s):

Students will utilize textbooks, multimedia resources and laboratory experiments to define the types of forces applied to the body, injury classifications and joint classifications. Once students have mastered the types of forces and levers in the body students will apply their knowledge by identifying these forces and levers in everyday items/activities.

Students will have an understanding of mechanism of injury and body's response in relationship to specific tissues/body systems: injury mechanisms, soft-tissue injuries and healing, bone injuries and healing, nerve injuries and healing, pain. Students will do a discussion board on the psychology of the injured athlete and how motivation and different personalities play an important role in communication of the injuries.

Unit Lab Activities:

Forces and levers exploration: This lab will include the use of Google Sheets, class supplies (textbooks, pencils, ruler, etc), and spring scales to investigate different lever types and forces that cause injury within the human body. Students will test the strength of various household items using a spring scale. Students will then investigate the properties of these items in order to apply them to prevent injury to the human body. Through this series of labs students will collect data and create graphs to analyze which types of levers and the forces that are able to a variety of joints types in the human body. The end product of this lab students will create a protective device to assist in preventing an injury classification within the human body and be able to demonstrate the amount of force the device withstood.

Histology – Classification of Tissues: to view the four types of tissues, compare, and contrast the different tissue types. Student will be able to list the general structural characteristic, functions, and location of epithelia in the body and identify the subcategories when presented with a diagram or slide. Student will be able to list the general structural characteristic, functions, and location of connective tissues in the body and identify the subcategories when presented with a diagram or slide. Student will be able to list the general structural characteristic, functions, and location of muscle tissue in the body and identify the subcategories when presented with a diagram or slide. Student will be able to list the general structural characteristic, functions, and location of nervous tissue in the body and identify neurons when presented with a diagram or slide.

Unit 4: Foot, Ankle, Lower Leg

Students will begin to investigate the lower kinetic chain in depth with an exploration of the ankle mortise. Students will begin with an exploration of the bony anatomy and then progressing through the ligamentous and muscular anatomy of the foot, ankle, and lower leg. Students will learn that the anatomy of the these segments play a large role in the functional anatomy and movements of the lower kinetic chain.

Learning Objectives:

- Identify primary anatomical structures of the foot, ankle and lower leg using models and handouts.
- Recognize anatomical abnormalities that may lead to athletic injury
- Collect goniometric measurements of the ankle joint to assess range of motion before and after proprioceptive taping
- Describe and utilize a variety of injury prevention techniques
- Describe and recognize common athletic injuries

Unit Assignment(s):

Students will use anatomical charts and models to learn the primary anatomical structures. Students will then continue by working in groups to learn the surface anatomy while practicing their palpation techniques. They will then apply this knowledge to demonstrate through critical thinking assignment how an athlete's anatomy can be a predisposing factor for various athletic injuries.

🧪 Unit Lab Activities:

Using ankle taping to restrict range of motion: This lab will use athletic tape, goniometers, and Google Sheets to investigate how different parts of proprioceptive ankle taping restricts range of motion in the ankle. Students will first measure ankle range of motion to establish a baseline measure. Then they will apply each component of the ankle taping technique individually and with various tapes (duct tape, packing tape, painter's tape, and athletic tape) and again collect range of motion measurements using a goniometer. Finally, students will apply a complete taping and measure range of motion. With the collected data students will analyze (using Google Sheets) the various taping techniques and tapes to determine which combination provides the greatest reduction of range of motion. Once students have determined the ideal taping technique to reduce ankle range of motion, they will create and present all components to industry professionals.

Unit 5: Knee, Thigh, and Hip

Through this unit students will continue to investigate the lower kinetic chain by analyzing gait patterns. This unit will emphasise the angles within the hip and knee in regards to injury potential. Students will investigate how the anatomy of the knee and hip play a large role in the movement patterns of those who are in motion.

Learning Objectives:

- Identify primary muscles, bones, and ligaments of the knee, thigh and hip
- Recognize anatomical abnormalities through basic functional movements
- Collect goniometric measurements to identify anatomical abnormalities
- Analyze normal and abnormal gait patterns

💻 Unit Assignment(s):

Students will utilize anatomical models and handouts to gain a basic understanding of the knee, thigh, and hip anatomy. Students will then continue to investigate various angles within the knee, thigh and hip to utilizing goniometric measurements on individuals. Finally, students will understand how these angles can lead to variety of injuries.

🧪 Unit Lab Activities:

Gait analysis: Student will use a video recording device to record a student's gait. Students will compare the video recording to a normal gait pattern to identify risk of injury to all joints of the lower kinetic chain. Students will then create an experiment to explore how different gait improvement techniques can reduce the risk of injury.

Wrapping: Students will use a variety of wrapping techniques to support the knee, thigh and hip for a various injuries discussed and explored in class. Students will then be required to design a taping/wrapping technique that uses the least amount of material to provide the greatest amount of support for an injury of their choosing. Students will use goniometric measurements and statistics to determine which supportive technique is the best.

Unit 6: Head, Neck, and Back

Through this unit students will explore the complexity of head, neck and back injuries. The primary focus of the unit will be concussions. Students will complete a Project Based Learning unit and work together to gain an in depth knowledge of the concussion crisis in sports today.

Learning Objectives:

- Identify and locate primary anatomical structures of the head, neck, and back.
- Explore the complexity of concussions including:
  - Concussion management techniques
  - Concussion testing techniques
  - Development of protective equipment
  - Legal considerations related to concussion and head injury

Unit Assignment(s):

Students will complete a research paper to answer a group developed essential question related to one component of the concussion crisis: concussion treatment, prognosis, or legal concerns. As a part of this assignment students will explore the history and evolution of the football helmet. This investigation will demonstrate to students how complex this public health issue is. Students will examine case studies to evaluate the care injured athletes have received in a variety of setting. From this students explore concussion laws in various states and evaluate whether or not any laws were broken. This evaluation will be set up as a mock trial during which students will self-assign roles and responsibilities.

Unit Lab Activities:

Helmet Development Lab: Using their previously stated research assignment, students will develop a football helmet using household items to mimic what they feel is the best method for reducing the risk of concussions. The helmets will be presented in class to show what the thought process was behind the helmet and how it will help to reduce the concussion potential. The helmet will then be tested by being hit with a rubber mallet with a simulated brain in the helmet. The tests will be video recorded and the students will write a lab summary evaluating their design and how they would improve it for the next time.

Concussion Testing Mini-Labs: As a part of their lab assignments, students will complete the ImPACT, SCAT 5, and BESS tests. These tests are all currently in use by medical professionals in a variety of setting to help in the management of concussions. Students will have first-hand experience completing these tests as patients and as test proctors.

Unit 7: Shoulder

Students will continue their exploration of major joints in the body with the shoulder joint. For this unit students will focus on the overhead throwing mechanics of the shoulder and how this activity causes injury in the overhead throwing athlete. Students will be completing this unit during the spring sports season so they can watch a variety of athletes and evaluate their throwing mechanics.

Learning Objectives:

- Identify and locate primary anatomical structures of the shoulder joint including:
  - Bony landmarks
  - Muscles
  - Ligaments
- Describe the phases of the proper overhead throwing motion.
- Explore how alterations to the throwing motion can cause injury to any part of the upper extremity kinetic chain.

Unit Assignment(s):

Students will investigate the proper throwing mechanics for an overhead throw. Students will learn the proper sequence of events in the throwing motion and the range of motion necessary to complete the different phases of the throwing motion. Students will then watch a group of high school pitchers to find common errors in the throwing motion. Students will then investigate how these errors lead to a variety of injuries to the shoulder, elbow and wrist. Students will continue their investigation by watching videos of surgeries as a result of these injuries.

Unit Lab Activities:

Throwing lab: After students have gained an understanding of proper throwing mechanics and have watched various athletes throw, the students will collect data while attempting to throw with a variety of modifications to the throwing motion (i.e. longer stride, side arm, off hand, etc). Students will collect subjective and objective data during this lab. The objective data that will be collect is the accuracy with which they threw and will be entered into Google Sheets for analysis. Students will look to determine if the throwing modifications had a significant impact on their throwing accuracy. The students will also collect subjective data. Students will record how the different modifications felt while throwing and also how it looked while someone threw. By combining the subjective and objective data from this lab and from the other assignments in this unit, students will be able to determine which throwing errors/modifications have the greatest impact on the health of the athletes arm.

Unit 8: Elbow, Hand, Wrist

This unit students will use models and anatomical charts along with a lab activity to explore the elbow, hand and wrist joints. Due to the vast number of anatomical structures within these joints greater emphasis will be placed on the anatomy and injury prevention portions of this unit.

Learning Objectives:

- Identify and palpate primary anatomical structures of the elbow, hand, and wrist
- Recognize common athletic injuries to this region of the body
- Apply various wrapping and taping techniques to various joints

Unit Assignment(s):

Using anatomical charts and models students will locate primary anatomical structures in the elbow, hand, and wrist. Students will then continue to locate structures using palpation and surface anatomy. By applying their basic anatomical knowledge to surface anatomy students will gain a better understanding of where the injuries researched in this unit are occuring. Once students have a firm understanding of the anatomy they will investigate how different mechanisms of injury lead to a variety of injuries. One key thing students will learn through this investigation is how to fall properly, as this is one of the most common mechanisms of injury for the entire upper extremity.

Unit Lab Activities:

Grip strength: For this lab students will be utilizing hand dynamometers to test the amount of force they can produce with their hand with and without tape. The purpose of this lab is to explore a common idea presented by athletes; and that is that having their wrist, hand or elbow taped makes them stronger. In order to explore this claim students will first measure the amount of force produced by their hand using a dynamometer. Students will then apply tape/braces to different parts of the hand, elbow and wrist and again use the dynamometer to measure the amount of force they are able to produce. The data collected will be entered into Google Sheets to be analyzed and to produce charts and tables to support the student's conclusions.

Wrapping and Bracing: In a similar lab activity, students will be using goniometers to measure range of motion with and without tape or brace. Students will measure range of motion prior to the application of tape to establish a baseline measure. Students will then apply taping techniques using a variety of taping materials and again collect goniometric measurements. This data will also be entered into Google Sheets to produce tables, charts, and statistics to support the student's conclusions.

Unit 9: Human Performance

As the culminating unit, students will be combining what they have learned to investigate the body as a whole. Students will complete a biomechanical analysis of each other to identify limitations in range of motion and strength.

Learning Objectives:

- Investigate the difference between flexibility and mobility and how this relates to range of motion
- Students will be introduced to the principles of strength training including
    - proper movement patterns
    - the SAID principle
    - the phases of muscle generation

🖳 Unit Assignment(s):

To start students will investigate the structure of a muscle (from muscle group to individual muscle fibers). Students will continue with researching the phases of muscle generation, normal ranges of motion during gross movements, and normal movement patterns during basic strengthening exercises utilizing a variety of resources. Once students have learned proper movement patterns they will learn target heart rate zones for a variety of types of physical activity. By adding this knowledge students will be able to apply what they have learned to maintain a healthy lifestyle.

🧪 Unit Lab Activities:

Biomechanical analysis including heart rate and blood pressure relationship: Students will complete a biomechanical analysis of their fellow students. To start students will measure resting heart rate with a heart rate monitor. The participant will then begin the biomechanical analysis exercises. Throughout the analysis, students will be evaluating the movement patterns of their peers while collecting heart rate and blood pressure data. Using all of the data collected students will create a wellness plan for their peers to improve their movement patterns, resting heart rate, resting blood pressure, active heart rate and blood pressure and heart rate recovery. Students will analyze the data to show the relationship of heart rate and blood pressure with a variety of physical activities. At the end of the unit students will have combined information from all units to develop a strength and conditioning program for an individual's needs.

Unit 10: Immunity and Infectious Diseases

Students will gain knowledge about the components of the blood and lymphatic system that contribute to natural and adaptive immunity. They will also learn about several communicable diseases including those that are vaccine-preventable.

Learning Objectives:

Immunity

- Identify anatomical structures of the lymphatic system
- Identify the various components of the blood and how it affects immunity
- Discuss functions of the lymphatic system and blood components
- Discuss the interactions between the lymphatic system and blood components and other body systems
- Identify medical terminology related to the lymphatic system, and blood components, and immunity
- Discuss common lymphatic system hypersensitivities and malignancies
- Discuss common blood pathology, laboratory tests, and clinical procedures

- Discuss common lymphatic system laboratory tests and clinical procedures

Infectious diseases

- Bloodborne pathogens
- Spread of infectious diseases
- Methods to preventing the spread of infectious diseases
- Biohazard and universal precautions
- Personal Protective Equipment
- Hygiene
- Role of the Center of Disease Control

Unit Assignment(s):

Students will investigate and discuss vaccine risks and benefits, create terms using system-specific root words, and discuss AIDS, lymphoma, and allergies. Students will discuss and practice using methods of hygiene and personal protective equipment to prevent the spread of communicable diseases. Students will also have the opportunity to become blood borne pathogen certified.

Unit Lab Activities:

Students will investigate an infectious disease to present to the class. Students will chart the similarities and differences between several communicable diseases as well as some statistics associated with each of them to compare.

Unit 11: First Aid and Emergency Care

This unit focus on the students First Aid and Emergency Care. For First Aid, students will expand upon the knowledge they gained during their CPR/First aid training. The students will review how to assess injuries, manage injuries, manage obstructed airways, provide CPR, use an AED and correctly identify correct techniques for moving and transporting injured athletes. For emergency care, students will be introduced into the roles and responsibility of the Athletic trainer within the guidelines of the school and CIF organizations in the following roles: Prevention, Evaluation and Diagnosis; both emergency and non-emergency situations, Emergency preparedness, game and non-game setting, Emergency Action Plan. Students will also watch, read, and research various case studies about First Aid and Emergency Care, helping to broaden their knowledge.

Learning Objectives:

- Explain the importance of knowing CPR/AED and how to manage an obstructed airway
- Injury assessment
- Understand how to make a plan for handling emergency situations
- Describe the processes involved in the visual observation and inspection of an injury
- Identify various types of tests included in the physical examination of an injury
- Identify the responsibilities of an emergency response team
- List supplies and equipment that should be on-site in case of medical emergency

- Injury prevention
- Revisit and describe the difference between acute and chronic injuries
- Revisit and describe how sports injuries are classified
- P.R.I.C.E
- Name and explain the steps of the P.R.I.C.E regimen
- Describe the purpose of each step
- Describe techniques for moving and transporting the injured athlete.
- Describe appropriate care for skin wounds.
- Overview of environmental conditions. Special consideration for Asthma, Diabetes Mellitus, and Seizure Disorders.
- Heat- related conditions
- Cold-related conditions
- Exercising in Thunderstorms
- Signs and symptoms of Abdominal Injuries
- Signs and symptoms of: Bronchial Asthma, Diabetes Mellitus, Seizure disorders
- Management of: Bronchial Asthma, Diabetes Mellitus, Seizure disorders

🖳 Unit Assignment(s):

First Aid Response to Superficial Wounds. Students will understand the body's response to injury, learn appropriate techniques to effectively respond to superficial wounds. For this assignment the student will learn the proper ways to take pulse for both adults and children and be able to tell if the individual needs medical care.

Emergency Response Scenario. Utilize care dummies and the physical environment of the school, student will be put into situations where they have to correctly respond to one of a variety of scenarios and respond to an emergency. Students will be observed and assessed on the steps and techniques they employ in responding to and offering proper First Aid response.

Emergency vs Nonemergency injury. Discussion Board: Using what you have learned so far about Sport Medicine, provide your interpretation of what constitutes an emergency type injury from a nonemergency type injury. Provided a scenario for each type. You are two respond to two other classmates post as to their scenario they have given and why you agree or disagree with their scenario.

🧪 Unit Lab Activities:

Emergency Action Plan. This lab is designed for the student to work in groups of two and to come up with an Emergency Action Plan after meeting with a certified ATC and touring their facility (either one of our schools or from another school/university). Students will turn in a well writing action plane, meeting the requirements set forth in their chapter reading and class room discussion. A copy of the Emergency Action Plan of the ATC that they interviewed will also be required with their lab. This lab is designed to help the students understand the importance of having an action plan and the components of such a plan prior to an emergency and also how to work in small groups and collaborate.

Spine Boarding. This lab is designed for the students to follow their emergency action plan and work together in groups of 6-8 to go through from start to finish the emergency action procedures: sizing up the scene, evaluating the patient/athlete, alerting the emergency response system, and modeling after a medical professional to properly spine board the patient.

ourse Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
asic Athletic Training	Wright, Barker, Whitehill	Cramer	5th edition	[empty]	No
rinciples of Athletic Training-A Competency-Based pproach	William E Prentice,	McGraw Hill	17th/2021	[empty]	Yes

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DISTRICT
Course Description

(Must be accompanied by a Course Adoption form & Textbook Adoption Form)

Full Course Title: Intro to Ecology

School Associated with course: ☑ DHS ☐ ERHS ☐ PVHS ☐ SMHS

School Contact

Name: Juan Sanchez **Title/Position:** Science Teacher

E-mail: jsanchez@smjuhsd.org **Phone:** (805) 937-6356 **Ext:** 1304

Department: Math

Transcript Course Code(s) / Number(s):

Subject Area

- ☐ English Requirement
- ☐ World History
- ☐ US History
- ☐ Government
- ☐ Economics
- ☐ Mathematics
- ☐ Physical Science
- ☐ Life Science
- ☐ Physical Education
- ☐ Visual & Performing Arts
- ☐ Health
- ☑ Elective

Grade Level(s)

☐ 9 ☑ 10 ☑ 11 ☑ 12

Vocational Education (CTE) ☐ Yes ☑ No

Career Pathway:

Industrial Sector:

☐ **Introduction** ☐ **Concentration** ☐ **Capstone**

Unit Value

- ☑ Semester (5 units)
- ☐ Year A/B (5 units per semester)
- ☐ Year A/B (two period course, 10 units per semester)

Comments:

Course Purpose: *What is the purpose of this course?*

To expose students to the science of ecology. Ecology is the study of the interactions between organisms and their environment. This course provides a background in the fundamental principles of ecological science, including concepts of natural selection, population and community ecology, biodiversity, and sustainability. Students will acquire an "ecological literacy" about how the natural world works, and develop an understanding of how scientific methods are used to construct ecological knowledge. The course will also explore some of today's major ecological challenges, and the important research that is being done to address these concerns.

B. COURSE CONTENT

Course Outline: A *detailed descriptive summary of all topics covered. All historical knowledge is expected to be empirically based, give examples. (i.e. California State Standards).*

Course Content (units overlap, and are revisited quite often in a circular/reinforced curriculum)

1) Introduction to Environmental Science
2) Tools of Environmental Science—Science Safety and Scientific Method, Modeling
3) Recycling and Waste
4) Dynamic Earth and impact on environment—geosphere, atmosphere, hydrosphere, biosphere
5) Organization of Life—ecosystems, evolution, diversity of living things
6) How Eco-Systems Work—energy Flow, cycling, changes
7) Polar Ice Caps and their impact on Climate Change
8) Biomes—Desert, Tundra, Grasslands
9) Biomes—Forests: Deciduous, Coniferous, Temperate Rainforests, Tropical Rainforests
10) Biomes—Freshwater and Marine
11) Celebrate Earth Event (semester project)
12) Energy Efficiency
13) Environmental and Human Health Economics and Polices
14) Population Impacts, Natural and Non-renewable Resources, Alternative Energy sources

Course Resources

Content Standards

Course Objectives:
1. Students will gain valuable and accurate information about how ecology issues impacting planet earth.
2. Students will understand the role that ecology play in our lives.
3. Students will develop scientific reasoning and process skills.
4. Students will work in teams and independently and be able to evaluate his/her progress.
5. To help prepare students for the demands of higher education.

Outcomes: Students will…
1. develop proper laboratory skills.
2. trace the development of planet earth and it's impact on it's environmental wellness.
3. develop writing skills to show comprehension of learned materials.
4. develop critical thinking processes and make value judgments regarding ecology and environmental issues

Investigation and Experimentation:
Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
a. Plan and conduct a scientific investigation to test a hypothesis.
b. Evaluate the accuracy and reproducibility of data.
c. Distinguish between variable and controlled parameters in a test.
d. Recognize the slope of the linear graph as the constant in the relationship yŁ=Łkx and apply this principle in interpreting graphs constructed from data.

Text(s): Title: None

Edition: _____ Publication Date: _____

Publisher: _____ Author (s): _____

URL Resource(s) _____

☐ Usage ☐ Primary Text ☐ Read in entirety or near entirety

Pre-Requisites
NA
Co-Requisites
NA

Supplemental Instructional Material: *Please Describe. If using online text or non-standard material, please provide the title of the material or webpage and the URL link.*

Instructional Methods and/or Strategies:

research, labs, discussion, research, direct instruction, modeling, problem solving

Assessment Methods and/or Tools:

Science Journal, individual and group projects, pre & post assessments, presentations

Activities: *(if applicable)*

Certificate: *(if applicable)*

Course Title

Introductory Physical Science A (P)

Prerequisites: Above average performance in 8th grade Science work.

Description of Target Group

This yearlong course is designed for 9th and 10th grade students who plan to go to a four-year college or university.

Purpose

To provide students experience and practice in analysis, reasoning, problem solving, and experimentation. Average or above average math and reading comprehension skills recommended.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Indicate by multiple choice test answers an understanding of the relationships of data indicated by a line graph.
2. Follow instructions, both oral and written, and run a laboratory exercise, collect data and clean up after the lab.
3. Analyze lab data and write conclusions relating the data to the purpose for each lab.
4. Develop and use a notebook for this class (a learning tool).
5. Solve problems, which will help them understand the concepts presented in the lab experiences.
6. Analyze, reason, and solve problems, which have a carry over value to all other student activities and future job applications.
7. Answer questions indicating an understanding of the metric system.
8. Use and explain volume, mass, and density.
9. Gain an understanding of the characteristic properties of matter and then how we can use these properties.
10. Explain some methods to synthesize, decompose, and analyze matter.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Lab experiences, problem solving, question and answer sessions, discussions, compositions, computer and Internet practices, testing, critiques, and films.

Course Title

Introductory Physical Science B (P)

Prerequisites: Above average performance in 8th grade Science work.

Description of Target Group

This yearlong course is designed for 9th and 10th grade students who plan to go to a four-year college or university.

Purpose

To provide students experience and practice in analysis, reasoning, problem solving, and experimentation. Average or above average math and reading comprehension skills recommended.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Indicate by multiple choice test answers an understanding of the relationships of data indicated by a line graph.
2. Follow instructions, both oral and written, and run a laboratory exercise, collect data and clean up after the lab.
3. Analyze lab data and write conclusions relating the data to the purpose for each lab.
4. Develop and use a notebook for this class (a learning tool).
5. Solve problems, which will help them understand the concepts presented in the lab experiences.
6. Analyze, reason, and solve problems, which have a carry over value to all other student activities and future job applications.
7. Answer questions indicating an understanding of the metric system.
8. Use and explain volume, mass, and density.
9. Gain an understanding of the characteristic properties of matter and then how we can use these properties.
10. Explain some methods to synthesize, decompose, and analyze matter.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Lab experiences, problem solving, question and answer sessions, discussions, compositions, computer and Internet practices, testing, critiques, and films.

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
Lab Technician Home Ec

2. Transcript Title(s) / Abbreviation(s)
Lab Tech HomEc

3. Transcript Course Code(s) / Number(s)
HE 6576

4. School
Pioneer Valley High School

5. District
Santa Maria Joint Union High School District

6. City
Santa Maria

7. School / District Web Site
www.smjuhsd.org

8. School Course List Contact
Name: Cydney Dawson
Title/Position: Home Economics Dept. Head
Phone: (805) 922-1305 **Ext.: *5616**
E-mail: cdawson@smjuhsd.org

9. Subject Area

- [ ] History/Social Science
- [ ] English
- [ ] Mathematics
- [X] Laboratory Science
- [ ] Language other than English
- [ ] Visual & Performing Arts
  - [ ] Intro [ ] Advanced
- [ ] College Prep Elective

10. Grade Level(s) for which this course is designed

[ ] 9 [ ] 10 [X] 11 [X] 12

11. Seeking "Honors" Distinction?

[ ] Yes [X] No

12. Unit Value

- [ ] 0.5 (half year or semester equivalent)
- [X] 1.0 (one year equivalent)
- [ ] 2.0 (two year equivalent)
- [ ] Other:_____

13. **Is this an Internet-based course?** [ ] Yes [**X**] No

If "Yes", who is the provider? [ ] UCCP [ ] PASS/Cyber High [ ] Other___

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- ☐ A course reinstated after removal within 3 years.
  - Year removed from list? _____
  - Same course title? ☐ Yes ☐ No
  - If no, previous course title? _____
- ☐ An identical course approved at another school in same district.
  - Which school? _____
  - Same course title? ☐ Yes ☐ No
  - If no, course title at other school? _____
- ☐ Year-long VPA course replacing two approved successive semester courses in the same discipline
- ☐ Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- ☐ Approved UC College Prep (UCCP) Online course
- ☐ Approved CDE Agricultural Education course
- ☐ Approved P.A.S.S./Cyber High course
- ☐ Approved ROP/C course. Name of ROP/C? _____
- ☐ Approved A.V.I.D. course
- ☐ Approved C.A.R.T. course
- ☐ Approved Project Lead the Way course
- ☐ Other. Explain:

_____

15. Is this course modeled after an UC-approved course from another school <u>outside</u> your district? ☐ Yes ☐ No

If so, which school(s)?

_____

Course title at other school

_____

16. Pre-Requisites

Teacher recommendation

17. Co-Requisites

18. Is this course a resubmission? ☐ Yes ☒ No

If yes, date(s) of previous submission?

_____

Title of previous submission?

_____

19. Brief Course Description

This course is for the advanced lab student. Students will be involved in preparing lab materials in advance for the teacher, as well as assisting the teacher and students during labs. This includes but is not limited to gathering materials, preparing solutions, inventory, knowledge of technology (i.e. appliances, computers…) assisting the teacher during labs and demonstrations and reading lab procedures.

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

Lab Technicians will:

- Be able to read a lab procedure and gather all of the necessary materials for the lab.
- Be able to use good lab safety when they are in the lab.
- Assist other students during the lab activity.

21. Course Objectives

Home Economics Lab Technicians will:

- Assist the instructor in setting up lab stations with the necessary equipment and materials needed to complete the lab activity.
- Inventory, organize, and clean equipment and supplies. (lab maintenance)
- Demonstrate knowledge of computer skills to assist instructor in preparing power point slides, recipes, lab notes, etc.
- Assist the instructor during demonstrations.
- Assist the instructor during labs and in helping the other students.
- Monitor supplies for students.
- Aid in replenishing lab supplies.

22. Course Outline

Students will learn the following lab techniques as a home economics lab technician:

- Demonstrate knowledge of computer skills to assist instructor in preparing power point slides, recipes, lab notes, etc.
- Be responsible for helping to maintain a clean organized lab room.
- **Computer lab**
- Assisting students researching and formatting data for reports.
- Computer skills (acquired as lab tech)
- Basic spread sheet development.
- Word processing.
-

- **Foods lab Management**
- Monitor supplies for students.
- Aid in replenishing lab supplies.
- Calculating measurements for recipes.

23. Texts & Supplemental Instructional Materials

24. Key Assignments

25. Instructional Methods and/or Strategies

26. Assessment Methods and/or Tools

C. HONORS COURSES ONLY

Please refer to instructions

27. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

28. Context for Course (optional)

29. History of Course Development (optional)

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
Science Lab Technician

2. Transcript Title(s) / Abbreviation(s)

3. Transcript Course Code(s) / Number(s)
SC6644 SC6645

4. School
Pioneer Valley High School

5. District
Santa Maria Joint Union High School District

6. City
Santa Maria

7. School / District Web Site
www.smjuhsd.org

8. School Course List Contact

Name: Riccardo Magni

Title/Position: Science Department Head

Phone: (805) 922-1305 **Ext.: *5411**

E-mail: rmagni@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☒ Laboratory Science
- ☐ Language other than English
- ☐ Visual & Performing Arts
  - ☐ Intro ☐ Advanced
- ☐ College Prep Elective

10. Grade Level(s) for which this course is designed

☐ 9 ☐ 10 ☒ 11 ☒ 12

11. Seeking "Honors" Distinction?

☐ Yes ☒ No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. **Is this an Internet-based course?** ☐ Yes ☒ No

If "Yes", who is the provider? ☐ UCCP ☐ PASS/Cyber High ☐ Other ____

14. **Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.**

☐ A course reinstated after removal within 3 years. Year removed from list?

_____

Same course title? ☐ Yes ☐ No

If no, previous course title?

_____

☐ An identical course approved at another school in same district. Which school?

_____

Same course title? ☐ Yes ☐ No

If no, course title at other school?

_____

☐ Year-long VPA course replacing two approved successive semester courses in the same discipline

☐ Approved Advanced Placement (AP) or International Baccalaureate (IB) course

☐ Approved UC College Prep (UCCP) Online course

☐ Approved CDE Agricultural Education course

☐ Approved P.A.S.S./Cyber High course

☐ Approved ROP/C course. Name of ROP/C?

_____

☐ Approved A.V.I.D. course

☐ Approved C.A.R.T. course

☐ Approved Project Lead the Way course

☐ Other. Explain:

_____

15. **Is this course modeled after an UC-approved course from another school <u>outside</u> your district?** ☐ Yes ☐ No

If so, which school(s)?

_____

Course title at other school

_____

16. **Pre-Requisites**

Teacher recommendation

17. **Co-Requisites**

18. **Is this course a resubmission?** ☐ Yes ☒ No

If yes, date(s) of previous submission?

_____

Title of previous submission?

_____

19. Brief Course Description

This course is for the advanced lab student. Students will be involved in preparing lab materials in advance for the teacher, as well as assisting the teacher and students during labs. This includes but is not limited to gathering materials, aliquoting solutions and supplies, creating dilutions, cutting or building materials, making solutions, repairing lab equipment, and reading lab procedures.

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

Lab Technicians will:

- Be able to read a lab procedure and gather all of the necessary materials for the lab.
- Be able to use good lab safety when they are in the lab.
- Assist other students during the lab activity.

21. Course Objectives

Science Lab Technicians will:

- Accurately mass crystalline powders.
- Be able to follow a lab protocol to make a solution or dilution.
- Accurately setup water baths of varied temperatures.
- Neutralize acids and/or bases.
- Dispose of chemicals properly.

22. Course Outline

Students will learn some or all of the following lab techniques as a science lab technician:

- Distillation of water
- Solution preparation
- Dilution preparation
- Massing of crystalline solids
- Acid/base neutralization
- Making distilled water
- Using an autoclave
- Aliquot lab materials
- Reading lab protocols
- Making and pouring gels

- Using a gel box and comb
- Freezing DNA
- Growing bacterial colonies
- Incubating bacteria
- Reptile husbandry
- Repairing lab equipment
- Rearing and maintaining insect colonies
- Learn chemical disposal techniques
- Become familiar with an MSDS
- Maintain/clean/glassware, check glassware integrity before labs
- Demonstrate safe lab techniques during class
- Make nontoxic, non-corrosive solutions
- Assist special needs students with experimental procedures
- Assist the teacher with any other classroom duties

23. Texts & Supplemental Instructional Materials

24. Key Assignments

25. Instructional Methods and/or Strategies

26. Assessment Methods and/or Tools

C. HONORS COURSES ONLY

Please refer to instructions

27. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

28. Context for Course (optional)

29. History of Course Development (optional)

Course Title **SMHS**

Life Science A (P)

Prerequisites: Completion of Home Physical Science, AG 1 and AG 2, or General Science.

Description of Target Group

This course is designed for 10th, 11th, and 12th grade students.

Purpose

This course is designed to develop basic biological concepts with the non-science major in mind. This course will stress the cell as the basis of all life and variations in plants and animals in nature. The course will also identify basic ecological relationships between man and nature, causes of changes in organisms, reproduction, genetics, and human anatomy.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. List and use the basic scientific tools and instruments.
2. Discuss ecological relationships and conservation of biological resources, which may be used.
3. Identify basic trophic levels.
4. Explain the cell as the basis of all life.
5. Recognize the basic differences in plants and animals.
6. Work in a laboratory environment displaying proper technique.
7. Show knowledge of the structure and function of the human body.
8. Explain the process of reproduction.
9. Discuss heredity and genetics.
10. Use metrics as a system of weights and measures.
11. Gain the necessary tools to help them in their chosen fields by using the scientific method for solving problems.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Lab, discussion, films, video tapes, film strips, cassettes, laser discs, TV, computer, classroom participation, lectures, guest lecturers, demonstrations, field trips, and library.

Course Title **SMHS**

Life Science B (P)

Prerequisites: Completion of Home Physical Science, AG 1 and AG 2, or General Science.

Description of Target Group

This course is designed for 10th, 11th, and 12th grade students.

Purpose

This course is designed to develop basic biological concepts with the non-science major in mind. This course will stress the cell as the basis of all life and variations in plants and animals in nature. The course will also identify basic ecological relationships between man and nature, causes of changes in organisms, reproduction, genetics, and human anatomy.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. List and use the basic scientific tools and instruments.
2. Discuss ecological relationships and conservation of biological resources, which may be used.
3. Identify basic trophic levels.
4. Explain the cell as the basis of all life.
5. Recognize the basic differences in plants and animals.
6. Work in a laboratory environment displaying proper technique.
7. Show knowledge of the structure and function of the human body.
8. Explain the process of reproduction.
9. Discuss heredity and genetics.
10. Use metrics as a system of weights and measures.
11. Gain the necessary tools to help them in their chosen fields by using the scientific method for solving problems.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Lab, discussion, films, video tapes, film strips, cassettes, laser discs, TV, computer, classroom participation, lectures, guest lecturers, demonstrations, field trips, and library.

Course Title **ERHS**

Marine Science (P)

Prerequisites: Successful completion of either General Science or Introductory Physical Science or their equivalent and successful completion of at least one semester of Biology with a grade "C" or better.

Description of Target Group

This course is designed for 10th, 11th, and 12th grade students who are planning to continue their education in college.

Purpose

To provide the students information about the physical and biological aspects of the marine environment, the interaction of these two aspects and their affect upon our everyday lives. This course is designed to better prepare college entry students for college Biology.

Expected Student Achievement

Upon completion of this course, students should be able to:

1. Correctly and accurately use basic scientific equipment, such as a microscope, triple beam balance, hydrometer, graduate cylinder, etc.
2. Make and interpret graphs using both regular and semilog graph paper.
3. Solve mathematical problems using simple algebraic techniques involving salinity, tides, currents, waves, unit conversions, basic navigation and time zone calculations, etc.
4. Identify living organisms to their major taxa using modern and accepted taxonomy.
5. Construct and use dichotomous keys in classifying organisms.
6. Demonstrate how marine organisms interact with each other and how they affect us economically and ecologically.
7. Identify various career opportunities in the field of oceanography.
8. Demonstrate a basic knowledge and understanding of the processes and occurrences commonly associated with the ocean, both past and present.

Course Content

The following subjects are expected to be presented to Marine Science students:
(Note: other appropriate subjects may be added if time permits)

History of Oceanography	Classification
Ocean Basins and Plate Tectonics	Phylogenetic Study of Major Taxa
Seawater	Plankton
Atmosphere and Climate	Nekton
Currents	Benthic Organisms
Waves	Biochemical Processes
Tides	Coastal Ocean

Instructional Materials

Text: Oceanography, a view of the earth / M. Grant Gross. ---5th edition
Prentice Hall, Englewood Cliffs, New Jersey 07632

Activities

Lectures, class discussions, demonstrations, laboratory investigations, video presentations, individual and group oral reports and projects, field trip(s) and more.

Course Title

Marine Science A/B (P)

Description of Target Group

This course is designed for 10th, 11th, and 12th grades students who are planning to go on to a university of technical prep school, and who are going to major in a science-related field.

Purpose

To provide the students information about the physical and biological aspects of the marine environment, the interaction of these two aspects and their affect upon our everyday lives. A grade of C or better in Algebra 1 and a grade of C or better in either BSCS Biology of Introductory Physical Science is recommended.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Manipulate correctly basic scientific equipment, such as a microscope, balance, hydrometer, pocket transit, graduate cylinder, etc.
2. Assemble, maintain, and bring to class a notebook.
3. Identify by common name the marine plants and animals commonly found along the central California coast.
4. Use the modern taxonomic system of classification and identify the relationship of common marine organisms to the system.
5. Solve problems involving tides, wave motion, salinity, pressure, wind circulation, currents, and other marine-related phenomena.
6. Construct and interpret graphs and solve problems involving graph data in the field of marine science.
7. Identify economically important marine resources, their uses, methods of extraction or collection and economic significance.
8. Identify various existing and projected career opportunities in the field of marine science.

Instructional Materials

Text and Supplementary Materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Lectures, participation in class discussions, demonstrations, experiments, film, field trips, individualized and group projects and reports.

Course Description

A. COVER PAGE

1. Course Title
Medical Science/Health Careers

2. Transcript Title / Abbreviation
Medical Science

3. Transcript Course Code / Number
ND7010

4. School
Santa Maria High School

5. District
Santa Maria Joint Union High School District

6. City
Santa Maria, CA

7. School / District Web Site
http://www.smjuhssd.k1k2.ca.us/

8. School Contact

Name: Barbara Reineke

Title/Position: Teacher

Phone: 925-2567 **Ext.:** 3244

Fax: 922-0215

E-mail: breineke@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Language other than English
- ☐ Visual & Performing Arts (for 2003)
- ☒ College Prep Elective

10. Grade Level(s)
11-12

11. Seeking "Honors" Distinction?

☐ Yes ☒ No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Date of School Board Approval

14. Was this course previously approved by UC? ☐ Yes ☐ No If so, year removed from list? _____

Under what course title? _____

15. Is this course modeled after an UC-approved course from another school? ☒ Yes ☐ No

If so, which school(s)? North Santa Barbara County ROP

16. Pre-Requisites
General Science, Biology A/B or Life Science A/B

17. Co-Requisites
Biology A/B, Elementary Algebra

18. Brief Course Description

180 hours (one year equivalent) of this total 360 hour (two year equivalent) course is devoted to a rigorous laboratory science curriculum in microbiology, anatomy and physiology. This course was designed for students who are interested in biology, medicine and related professions. During the first half of this course students will be introduced to microbiology, anatomy and physiology. They will undertake many lab exercises that will help them to understand both the human body and the important of correct laboratory procedures. During the second half of this course students will take part in multi-faceted mentorships two to three days per week at a participating local medical center and apply their knowledge of microbiology and anatomy/physiology gained during the first half of this science program. The other two to three days per week will be spent back at their core science classroom.

Course Content

Course Goals

1. Acquire knowledge of microbiology, anatomy/physiology, and their relationship to health careers by effectively completing challenging group and individual projects, laboratory activities, written assignments, a portfolio, and a mentorship evaluation report.

2. Demonstrate knowledge of California standards in life science, health, language arts, and mathematics by completing laboratories and various written projects.

Course Objectives

1. During the first half of this two year equivalent course students will undertake a rigorous lab science course of study which includes:

    A. One third of a year of microbiology in which students will increase their knowledge of various microbes and diseases associated with them. They will be performing a series of nine laboratory activities involving the culture and analysis of various bacteria. Most of these activities require two days to complete.

    B. Two thirds of a year of anatomy and physiology in which students will increase their understanding of the human body and the diseases associated with it and will learn the appropriate medical terminology associated with each body system. Numerous laboratory activities will be performed during the course of this unit, including an on-going animal dissections to examine organs of the various body systems. See syllabus for specific labs associated with each unit.

2. During the second half of this two year equivalent course:

    A. Students will spend 2 to 3 days per week working with mentors in various health care professions. This experience will allow them to research various clinical fields and apply their knowledge of microbiology and anatomy/physiology.

    B. The other two to three days per week will be spent back in their core class on campus covering additional science and health curriculum with their instructor.

3. Students will demonstrate their knowledge of the following topics by passing a series of tests. In each of the following subject areas: Microbiology, Anatomy and Physiology, Personal Characteristics of a Health Care Worker, Medical Ethics and Legalities, Safety, Infection Control, and Standard Precautions.

4. To demonstrate their knowledge of basic job seeking skills needed for obtaining employment in medical science/health careers, the students will complete a portfolio.

Course Outline

Unit 1: Microbiology

1. General principles of microbiology
2. Study of microbes
3. Study of chain of infection and infection control including standard precautions
4. Viral and bacterial disease research report
5. Laboratory Activities:
    a. Use of the Light Microscope
    b. Growth of Organisms from the Environment
    c. Bacterial Identification
    d. Aseptic Technique
    e. Streak Plate Method for Isolation
    f. Gram Stain
    g. Antibiotic Sensitivity Testing
    h. Hand Disinfection
    i. Antiseptics vs. Disinfectants

Unit 2: Anatomy and Physiology

1. Introduction to Anatomy and Physiology
    a. Body plans and organizations
    b. Body systems and parts
    c. Cell structure and chemistry
    d. Tissues
    e. Systems organization
    f. Labs - cell model, body systems

2. Integumentary System
    a. Structure and function of mitosis
    b. Diseases and associated conditions
    c. Lab: Microscopic Analysis of Cells and Tissues
    d. Medical Terminology

3. Skeletal System
    a. Anatomy of the human skeleton
    b. Anatomy and physiology of bones
    c. Labs: Bone Dissection, axial skeleton
    d. Physiology related to joints and articulation
    e. Diseases and conditions associated with the skeletal system
    f. Medical terminology

4. Muscular System
    a. Types of muscle tissue
    b. Structures and functions
    c. Lab: Microscopic Analysis of Muscles
    d. Cartilage and Tendons
    e. Movement
    f. Diseases associated with muscles
    g. Medical Terminology

5. Nervous System
    a. Organization of the nervous system
    b. Parts of neuron and basic functions of synapsis and neurotransmitters
    c. Motor function of spinal cord and cord reflexes
    d. Function of the parts of the brain
    e. Contrast sympathetic and parasympathetic nervous systems
    f. Anatomy/physiology of senses
    g. Diseases and conditions associated with nervous system
    h. Appropriate medical terminology
    i. Lab - Reflexes and Neurons

6. Circulatory System
    a. Anatomy of heart
    b. Differentiate between systole and diastole
    c. Identify different types of blood vessels and their functions
    d. Structure and function of different blood cells
    e. Lab: Blood Cell Identification (microscopic analysis)
    f. Diseases and disorders associated with the circulatory system
    g. Lymphatic system
    h. Medical Terminology
    i. Lab: Measuring Pulse, Respirations, and Blood Pressure
    j. Lab: Rat Dissection – examine organs of the circulatory system
    k. Lab: Sheep Heart Dissection
    l. Lab: CPR Instruction

7. Respiratory System
    a. Parts of the respiratory system
    b. Gross and microscopic anatomy of lung
    c. Lab: Rat dissection – examine organs of respiratory system
    d. Lab: Microscopic Analysis of Lung Tissue – normal and diseased
    e. Processes of inspiration and expiration
    f. Gas exchange in capillaries and alveoli
    g. Diseases and Conditions associated with respiratory system
    h. Medical Terminology

8. Digestive System
    a. Identify and label major organs of digestive system and their functions
    b. Describe the process of digestion and function of each organ
    c. Explain the process of nutrient absorption by villi
    d. Describe functions of auxiliary glands and organs related to digestion: liver, pancreas, gall bladder
    e. Lab: Rat Dissection – examine the organs of digestion
    f. Diseases and disorders associated with digestive system
    g. Medical Terminology

9. Nutrition/Energy
    a. Energy in matter
    b. Dietary analysis
    c. Six groups of essential nutrients: functions and sources
    d. Cooperative Research Report Activity: Oral presentation to class on nutrients
    e. Labs: What is in the food you eat, well-balanced diet daily menu
    f. Name, describe and explain the purposes of eight therapeutic diets
    g. Medical Terminology related to nutrition

10. Urinary System
    a. Structures and functions
    b. Lab: Rat dissection – identify the parts of urinary system
    c. Lab: Dissection of Sheep Kidney
    d. Anatomy/Physiology of nephron including filtration, reabsorption, secretion, and water balance
    e. Diseases and disorders associated with urinary system
    f. Medical Terminology

11. Endocrine System
    a. General principles of endocrine physiology and anatomy
    b. Explain the action of various hormones
    c. Disorders and diseases associated with the endocrine system including symptoms, cause, tests, and treatments
    d. Medical Terminology
    e. Lab: Stress test

12. Lymphatic System
    a. Structures and functions
    b. Body's defense mechanisms
    c. Immunity

13. Reproductive System
    a. General principles of male and female anatomy and physiology
        (1). Pathway of sperm
        (2). Organs that secrete fluids added to semen
        (3). Ovulation
        (4). Functions of hormones related to reproduction
        (5). Functions of male and female anatomy
    b. Meiosis
    c. Lab: Rat Dissection – examine male and female reproductive organs
    d. Diseases and disorders of the reproductive system
    e. Medical Terminology related to reproduction

14. Human Growth and Development
    a. Stages of life and development
    b. Causes and treatments of eating disorders and chemical abuse
    c. Suicide prevention
    d. Stages of grieving
    e. Medical terminology

Unit 3: Mentorship Program

During the last half of this two year equivalent course, students will spend 2 – 3 days per week working with mentors in various health care professions. This experience will allow them to research various clinical fields and apply their knowledge of microbiology and anatomy/physiology. A term project will include a series of written evaluations describing their experiences and observations while working with various mentors in different clinical areas.

Unit 4: Health Careers Study and Research Project

1. Complete Personal Job Search Notebook
2. Health Care Occupation Overview Activities
3. Health Occupation Research Project

Unit 5: Health Care Preparation

The other 2-3 days per week during the second half of this two year equilvalent course will be devoted to the following instructional topics:

1. Personal Characteristics of a Health Care Worker
2. Medical Ethics and Legalities including Confidentiality
3. Safety
4. Infection Control
5. Standard Precautions
6. The Relationship of Science to Health Careers
7. Advanced Topics in Microbiology, Anatomy and Physiology

Texts and Supplemental Instructional Materials

1. Human Anatomy and Physiology, 4th. Edition. Elaine N. Marieb. Benjamin/Cummings Science Publishing, 1998.
2. Diversified Health Occupation,5th edition. Louise Simmers. Delmar Thompson Learning Publications,2001.
3. The Language of Medicine, 6th edition, Davi-Ellen Chabner, Saunders Publications, 2001.
4. Videos
5. Internet

Key Assignments

Laboratories with Lab Write-Ups

Microbiology

a. Use of Light Microscope
b. Growth of Organisms from the Surrounding Environment
c. Bacterial Identification
d. Aseptic Technique
e. Streak Plate Method of Isolation
f. Gram Stain
g. Antibiotic Sensitivity Testing
h. Hand Disinfection
i. Antiseptics vs. Disinfectants

Anatomy and Physiology

a. Microscopic Analysis of Cells and Tissues
b. Bone Dissection
c. Microscopic Analysis of Muscle tissue
d. Blood Cell Identification
e. Measuring Pulse, Respirations and Blood Pressure
f. Rat Dissection – on-going lab
g. Sheep Heart Dissection
h. Microscopic Analysis of Lung Tissue
i. Sheep Kidney Dissection
j. CPR Instruction

Research Projects – Individual and Group

a. Personal Job Search Workbook
b. Health Occupation Research Project
c. Viral and Bacterial Disease Research Report
d. Cooperative Group Research Report – Nutrients

e. Mentorship Evaluation Report

Textbook Reading and Writing Assignments

Instructional Methods and Strategies

1. Dissections
2. Laboratory Experiments
3. Lecture and Discussions
4. Demonstrations
5. Project-Based Learning
6. Cooperative Learning Activities
7. Videos/CD Roms
8. Internet Research
9. Clinical Mentorships
10. Field Trips
11. Guest Speakers
12. Computer Simulations
13. Model Constructions
14. Critical Thinking Essays

Assessment Methods/Tools

Written/Oral Tests and Quizzes	**50%**

Assignments

a. Essays, oral reports & projects — 30%
b. Laboratories
c. Textbook assignments

Portfolio — 10%

Mentorship Evaluation Report — 10%

Context for Course: The first half of this two year equivalent course is devoted to anatomy, microbiology and physiology which are necessary in preparing students for university or advanced training in a health science related career. Course enrollees will develop science skills necessary for medically oriented professions and workplace relationships. In addition, students will learn safe and correct laboratory procedures.

The second half of this course allows the students to apply and see the relevance of their scientific knowledge as they participate in health career mentorships in a local medical center. They will also continue their science based curriculum in a core classroom.

AERIES FORM

(Must be completed for all new courses)

Course Title Long: Empowering Entrepreneurs A/B **State Code:** 4218

Course Title Short (maximum of 15 characters): Sc

Grade Range: 11 - 12 **Default Credit Value:** 10 units

Length: ☐ Year (two period course, 10 units per semester) ☑ Year (A/B) (5 units per semester) ☐ Semester

UC/CSU Approved for honors credit (AP) ☐ Yes **(Pending)** ☐ No

UC/CSU Approved as College Preparatory ☑ Yes **(Pending)** ☐ No

Subjec Area – Mark at least 2 for credit assignments			
Pri	**Sec**	**Ter**	
☑	☐		English Requirement
☐	☑		World History
☐	☐		US History
☐	☐		Government
☐	☑		Economics
☐	☐		Mathematics
☑	☐		Science-Physical
☑	☑		Science-Life
☑	☐		Physical Education
☑	☐		Vis & Per Arts/Foreign Lang
☑	☐		Health
☑	☐		Elective Credit

Vocational Education	☑ **YES**	☐ **NO**
☐	**01**	Introduction
☐	**02**	Concentration
☐	**03**	Capstone

Course Type (Leave blank if **NOT** Voc. Ed)		
☐	**11**	High School Skills/Independent Study
☐	**30**	ROC/P
☐	**31**	Vocational Ed: Sex Equity non-trad.
☐	**32**	Technical Prep (Higher Ed Inst)
☐	**33**	Technical Prep and ROC/P

Prerequisite Course #(s) ***(if applicable):***

☐ ***Teacher recommendation***

SMJUHSD Department		
☐	**A**	Agriculture
☐	**C**	Business
☐	**E**	English
☐	**J**	Family & Consumer Science
☐	**G**	International Language
☑	**H**	Health
☐	**K**	Industrial Arts/Technology
☐	**M**	Mathematics
☐	**N**	Music
☐	**Y**	Non-Academic/Non-Departmental
☐	**P**	Physical Education
☐	**W**	ROP
☑	**Q**	Science
☐	**S**	Social Science
☐	**B**	Visual/Performing Arts
☐	**Z**	TA/Non-Schedule

Course Level		
☐	30.	Advanced Placement
☐	31.	Basic (PreK – 12)
☐	32.	General (PreK – 12)
☐	33.	Gifted & Talented
☐	34.	Other Honors (non-UC)
☐	35.	Remedial (PreK – 12)
☐	36.	Special Education
☐	39.	UC Certified Level
☑	40.	College Level

CSF List		
☐	**A**	List 1/A
☐	**B**	List II/B
☐	**C**	List III/C

NCLB CORE ☐ Yes ☑ No (If "yes" select core area)		
☐	**AR**	Art
☑	**EC**	Economics
☐	**EN**	English
☐	**FL**	Foreign Language
☐	**GE**	Geography
☐	**GV**	Civics & Government
☐	**MT**	Mathematics
☐	**RL**	Reading/Lang Arts
☑	**SC**	Science
☐	**SS**	Social Studies

UC/CSU Graduation A-G Requirements		
☐	A	History/Social Science
☐	B	English
☐	C	Mathematics
☑	D	Laboratory Science
☐	E	Foreign Language
☐	F	Visual/Performing Arts
☐	G	Elective Credits

Course Naming Convention	
☐ **0001-0999**	Remediation
☐ **1000-1999**	Freshman Level - *required*
☐ **2000-2999**	Sophomore Level - *required*
☐ **3000-3999**	Junior Level - *required*
☐ **4000-4999**	Senior Level - *required*
☐ **5000-5999**	High School-at-College
☑ **6000-6999**	Non-level/Elective
☐ **7000-7499**	ROP
☐ **7500-7999**	Special Education
☐ **8000-8999**	Reserved for Future
☐ **9000-9999**	Independent Study

Approved by: _____ Date _____

Entered by: _____ Date _____

Course Number(s) _____ _____

Medical Assisting Foundations/Prep Therapy Med OFC
Basic Course Information (modeled after Baldy View ROP)

This course was designed to prepare students for careers in the field of Medical Assisting through the integration and development of core academic content. Students will also learn the professional norms, skills, and competencies related to a career in Medical Assisting. The course is based on currently accepted academic and career and technical education standards. Students will learn and practice the many skills required of medical assistants, including ability to prepare patients for examination and treatment, ability to perform various laboratory tests, and management of patient records. Emphasis is placed the relationship between patient health and biological processes. This course includes work-based learning with internships and job shadowing in medical offices/clinics. Other opportunities for industry partners to invite our students into the medical field, as well as medical guests into our classrooms to further bridge the medical field to our classrooms will also be offered.

The purpose of this course is to prepare students for careers in Medical Assisting. Additionally, it is the hope of Career Technical Education (CTE) that students will be encouraged to explore additional educational opportunities which lead to careers in the health care field. This course has been structured with the intent of engaging students through the use of socially relevant instructional content and delivery. It is also the intent of CTE to encourage students to play an active role in community health.

MEDICAL ASSISTANT-GENERIC MEDICAL TECHNICIAN

COURSE GOALS

The students will…

1. Describe the contributions of individual organs, tissues, and cells to the overall body system.

2. Explain how medical asepsis and infection control are crucial in preventing the spread of disease.

3. Identify the basics of pharmacology, including the classification and use of drugs.

4. Demonstrate how the act of taking vital signs is utilized to evaluate and assess the health status of patients by use of the manikin Nurse Kelly and the SimPlus pad and monitor.

5. Demonstrate the ability to collect and format information by using facility protocols and regulatory guidelines.

Prerequisites:
Biology (Required)
Human Anatomy and Physiology (Recommended)
Elementary Algebra (Recommended)
Co-requisites:
None
Course content:

Assessments are done daily in both formal and informal fashion. The following strategies are used daily and are incorporated in each unit of instruction.

Medical Assisting Foundations/Prep Therapy Med OFC
Basic Course Information (modeled after Baldy View ROP)

Informal Assessments:

Daily Opening Activity: addresses previously covered topics to establish a connection with material to be covered for the day.
Daily Closing Activity: topics form the day are reviewed.
Classroom Discussion
Small Group Discussion
Teacher led inquiry
Socratic Seminar of upcoming events
Educational games

Formal Assessments:

Unit vocabulary quizzes: used to encourage reading comprehension
Chapter quizzes: covering major themes in text chapters
Chapter review questions: used to assess comprehension of subject matter. Questions typically fall within levels 1-3 in Bloom's Taxonomy.
Unit examinations: short answer examinations focused on critical thinking skills and connecting concepts
Medical scenario documentation: collaboration, writing skills, analysis, and reasoning
Mock clinic: demonstrate: (a) comprehension and collaboration, (b) speaking and listening skills, (c) appropriate use of terminology, and (d) subject matter understanding through the ability to integrate major themes covered throughout the course

Performance Assessments

Hands-on skills
Documentation of data
Daily journal entries
Oral presentations
Case studies

Research projects

Students describe and locate respiratory structures on models/charts, and trace the movement of air through the system. Students write a 2-3 page report detailing the process in MLA format.

4-5 page research paper on selected cardiovascular diseases. Must be in MLA format and include at least 3 peer reviewed resources and include the following information:

-Description of Disease

-Causes of Disease

-Symptoms present in the disease

Medical Assisting Foundations/Prep Therapy Med OFC
Basic Course Information (modeled after Baldy View ROP)

-Treatment for the disease, prevention, diets and exercise

Research, write, and present 4-5 page paper on a disease or injury of the spinal cord using MLA formatting and at least three peer reviewed resources.

Using the CDC website, students will research three blood borne pathogens and the diseases they may cause. Students will write a 2-3 page paper in MLA format and report findings to class.

Write and present a summary of a current news article that involves HIPAA regulations.

Prepare a fictitious medical records chart.

Key Assignments

Professional Communication. One of the most important skills that a medical assistant can possess is the ability to communicate. Clinical and administrative medical assisting require a constant exchange of oral, written and non-verbal information. Business Communications. The medical assistant must be prepared to effectively deal with a variety of telephone and electronic messages each day. Communication and good listening skills are necessary to provide good customer service to the patients. Grammar, computer and writing skills are fundamental. Medical terminology, verbal and non-verbal communication skills are an essential part of business communications.

Students will compose and generate 3 letters in the appropriate business format, physician to patient, physician's office to supplier, and physician to physician. Letters will be evaluated by teacher for grammar, formatting, and sentence structure using a rubric.

Pharmacology Fundamentals: Students will research six diseases for which the CDC has issued immunization guidelines for healthcare workers and write a 2 page informational essay explaining the importance of healthcare worker immunizations. Students will identify safety guidelines for the proper administration of medications. Students will describe how to use the PDR to correctly identify drugs, describe adverse reactions, appropriate medication references, indications and usage, contraindications, dosage, administration and how the drug is supplied.

Drugs and Alcohol: Group Research. Following a lecture, video, and class discussion on the short and long term effects of drugs and alcohol on the human body, students will work in small groups to research current local cases involving alcohol or drug related deaths. They will create a multimedia presentation summarizing the case, its connection to alcohol or drug consumption, and its impact on society. They will present their findings to the class.

Students will research the principles of good body mechanics and ergonomics and describe how to make the home safer for people using mobility devices and the importance of patient rehabilitation following injury or surgery. Students will prepare a 2 page informative essay and present it orally to the class.

Medical Assisting Foundations/Prep Therapy Med OFC
Basic Course Information (modeled after Baldy View ROP)

Chapter Review Questions

Unit Vocabulary

Course Outline:

Unit 1: Orientation and Introduction Medical Assisting Foundations

In this first unit, the students will review: school and classroom policies, course content, and course objectives. This foundational unit will also introduce students to basic concepts in medical assisting. Students will explore the skills and responsibilities of the medical assistant, examine behaviors necessary to be successful in the health care industry and discuss the necessary training and opportunities for credentialing in the field. This unit also includes the history of medicine and the technological and pharmaceutical advances in the industry. Students will research legal and ethical issues and the importance of cultural diversity and sensitivity in health care. Professional communication skills and medical terminology will be introduced in this unit of study.

Resources: Medical Assisting Administrative and Clinical Competencies, Blesi, Wise, Kelley-Arney: Chapters 1- 8. Introduction to Medical Terminology, Ehrlich, Schroeder, entirety. Guest speaker: Medical professional to discuss education and training requirements for entry level position in profession, description of job duties, and personal experiences. Articles, Case Studies, Videos, Handouts, and Electronic Resources.

A. Orientation
   Know and understand course objectives
   Know and understand course content
   Know and understand teacher expectations
   Know and understand school and class policies
   Know and understand industry standards and career opportunities
B. Introduction
   Understand the definition and scope of practice of a medical assistant.
   Understand and discuss the history and development of the health care field.
   List and describe the significance of key events and important figures in the history of medicine.
   Identify members of the health care team and explain their responsibilities.
   Discuss the roles, responsibilities, education and licensure requirements.
   Describe the professional, safety and health organizations related to medical assisting.
   Examine the many legal and ethical issues that arise in the medical field.
   Research and discuss the importance of cultural diversity in health care.
   Professional communication skills, to include oral and written communications.

10. Introduction of medical terminology.

Unit 2: Structure and Function of the Human Body

This unit of instruction will introduce students to medical terminology, pronunciation and definitions. Using word building skills, students will identify and properly arrange roots, prefixes, and suffixes to create commonly used in terms used medicine. Students will learn basic human body structure and function in relationship to specific care between prevention, diagnosis, pathology, and treatment. They will identify and describe the significance of basic stages of growth and development. Students will learn about common diseases and disorders of the human body and identify signs and symptoms of each disease. Students will work in small groups to research the

prevention, diagnosis, treatment, and rehabilitation of a disease. They will create an informative multimedia presentation to present their findings to the class. Students will examine genetic susceptibility to disease. Disease rates in the population and public health arenas will also be examined through the lenses of gender, race, ethnicity, and socio-economic status.

Resources: Medical Assisting Administrative and Clinical Competencies, Chapter 23-35. Blesi, Wise, Kelley-Arney: Anatomy and Physiology Excerpts from Chapters 1through 15. Videos, Case Studies, Handouts, and Electronic Resources.

C. Anatomic Descriptors and Fundamental Body Structure
- Describe the anatomical positions.
- Apply appropriate terminology to anatomical directional references on the human body.
- Locate the eight body cavities.
- Name the major organs located within the body cavity
- Identify regions of the abdomen.
- Explain the condition of hemostasis.
- Describe the four main types of body tissue.
- Name the systems of the body.
- Identify characteristics of genetic conditions.

D. The Nervous System
- Name the two major divisions of the nervous system.
- Identify the two types of peripheral nerves and explain the function of the spinal nerves.
- Simple and complex reflex action.
- The Brain and its function.
- Diseases, tests, disorders, and treatments of the nervous system.

E. The Senses
- Name the senses of the human body, identify the corresponding organs responsible for perception.
- Identify on an anatomical illustration the structures of the eye, ear, nose, tongue, and skin.
- Describe the diseases or disorders of the eye, ear, nose, mouth and tongue.
- Age related changes to the senses.

F. The Integumentary System
- Five functions of the skin.
- Temperature regulation.
- Three layers of the skin and the characteristic structures of each layer.
- Skin cancer.
- Blushing, birthmarks, moles, and albinism.
- Diseases, disorders, and treatments of the skin.

G. The Skeletal System
- Divisions of the skeletal system.
- Structure of the long bones.
- Elements of bone tissue.
- Functions of the skeletal system.
- Joints.
- Diseases, disorders, treatments of the skeletal system.
- Correlation between age and fractures.

H. The Muscular System

Skeletal muscles.
Muscle Tone.
Structure and function of tendons and ligaments.
Muscles of respiration and breathing.
Peristalsis

Diseases, disorders, and treatments of the muscle system.

I. The Respiratory System
- Importance of oxygen.
- Structure and function of the nose, pharynx, epiglottis, larynx, trachea, bronchus, bronchiole and alveolus.
- Five normal occurrences that alter breathing.
- Diseases, disorders test and treatments of the Respiratory system.

J. The Circulatory System
- Four main parts of the Circulatory System.
- Anatomy of the heart.
- Pulmonary, systemic and portal circulation.
- Clotting process.
- Components of blood.
- Rh factors.
- Diseases, disorders, test, and treatments of the Circulatory System.

K. The Immune System

- Three main lines of defense against antigens.
- Function of the immune system.
- Inflammatory response.
- Immunizations and vaccines.
- Diseases, disorders, tests, and treatments of the Immune System.

Medical Assisting Foundations/Prep Therapy Med OFC
Basic Course Information (modeled after Baldy View ROP)

L. The Digestive System
Four phases of the Digestive System
Describe the structure and function of the digestive system.
List the functions of the liver, including the portal circulation connection.
Describe the roles of the gallbladder and pancreas.
Diseases, disorders, tests, and treatments of the Digestive system.

M. The Urinary System

1. Three main functions of the urinary system.
2. Identify the organs of the urinary system and their physical characteristics.
3. How the urinary system functions with other systems.
4. Diseases, disorders, tests, and treatments of the Urinary System.

N. The Endocrine System
Differentiate between endocrine and exocrine glands.
Body functions affected by hormones.
Functions of pituitary, thyroid, parathyroid, adrenal, pancreas, and thymus gland.
Diseases, disorders, tests, and treatments of the Endocrine System.

O. The Reproductive system

1. Sexual and asexual reproduction.
2. Fertilization
3. Location and function of male sex organs.
4. Male secondary sex characteristics.
5. Diseases, disorders, tests, and treatments of the Male Reproductive System.
6. Location and function of the female sex organs.
7. Female secondary sex characteristics.
8. Purpose and phases of the menstrual cycle.
9. Pregnancy and fetal development.
10. Diseases, disorders, tests, and treatments of the Female Reproductive System.

Unit 3: Clinical Procedures

In this unit of instruction, students will begin preparing for clinical activities by reviewing foundational subjects such as: principles in infection control, laboratory procedures, general and specialized examination procedures, and suture/staple removal. Students will demonstrate the knowledge and delivery of specific skills and procedures as outlined within the scope of practice appropriate for patient care in the prevention, diagnosis, and treatment of illness and disease. Students will use informational interviewing and note taking skills to conduct patient intake assessments. Students will collect, synthesize, and document information and/or data. Students

will use appropriate medical terminology to document signs (witnessed by students/care provider) and symptoms (reported by patient). Students will use appropriate communication strategies to respond to patient questions/concerns and to provide effective post-visit and post-operative instruction. Students will note respiration rate while taking a blood pressure and use the pulse oximeter to determine the oxygen saturation and pulse. Students will learn to differentiate between normal and abnormal values. Students will examine the significance of ECG/EKC testing and become proficient in 12-lead EKG hook-ups and troubleshooting. Students will learn to differentiate between normal and abnormal EKGs and will learn to recognize the most commonly occurring major arrhythmias. They will also perform a pulmonary function test, urinalysis, and learn how to assist with minor surgeries. Students will learn how to analyze diagrams, charts, graphs, and tables to interpret health care results.

Resources: Medical Assisting Administrative and Clinical Competencies, Chapter 36-50. Blesi, Wise, Kelley-Arney: Videos, Case Studies, Handouts, and Electronic Resources.

P. Infection Control and Medical Asepsis
- Transmission, incubation time, symptoms, and treatment for a given communicable disease.
- Infection control cycle.
- Direct and indirect contact.
- Universal and standard precautions.
- Disposal of biohazardous material.
- Medical asepsis.
- Personal protective equipment.
- Sanitization, disinfection, and sterilization.

Q. Medical History and Patient Screening
- Patient screening.
- Triage.
- Characteristics of chief complaints.
- Health history.
- Documentation.

R. Body Measurements and Vital Signs
- Five types of mensurations.
- Vital signs and body functions they measure.
- Normal ranges for vital signs.
- Conversion rates.
- Factors that affect vital signs.
- Documentation.

S. Preparing for Examination
- Examination room equipment and supplies.
- Examination positions and purpose of each.
- Techniques and purpose of draping the patient for examination.

T. Physical Exam, Specialty Exam and Procedures
The role of the medical assistant in the examination process.
Patient education.
Six examination techniques used by the physician.
Examination format.
Specialty procedures.

U. OB/GYN Examinations
Compare and contrast Gynecology and Obstetrics
Patient preparation.
Breast exam.
Role of the medical assistant in the examination process.
Naegele's rule.

V. Pediatric Examinations
AAP's recommendations for preventive pediatric healthcare.
Developmental stages.
Growth charts.
Well-child vs. sick-child visits.
Neglect vs. abuse.
Immunization schedules.
Pediatric vision and hearing screening.
Roles and responsibilities of the medical assistant.

W. Laboratory Procedures

Capillary blood collection.
CLIA.
Describe the POL.
Universal and standard precautions.
Hemoglobin and hematocrit.
Glucose testing.
Allergy testing.
Testing outside the POL.
Specimen preparation.

10. Collecting and testing urine specimens.

11. Occult blood.

12. Cultures.

X. Cardiology and Radiology Procedures
ECG
Holter Monitor
Stress test
Patient instructions and patient preparation.

Y. Minor Surgical Procedures
Surgical asepsis.
Preparing/maintaining treatment areas.
Patient preparation and assisting the physician.
Processing specimens.
Function of instruments.
Consent forms.
Follow up forms.
Sterile technique.
Wound care.

10. Suture and staple removal.

Unit 4: Medication Administration Procedures

This unit of instruction focuses on pharmacology and the administration of medication. It is an introduction to the principles of pharmacology, focusing on the knowledge and skills required for safe and effective drug therapy. Students will research the relationship of drug therapy and pathophysiologic conditions and the importance of patient education regarding medications. Emphasis will be placed on the following pharmacologic information: sources of drugs, sources of drug information, drug legislation and standards, classification of drugs, drug action, factors that affect drug action, adverse effects of drugs, administration of drugs, record keeping, abbreviations and symbols, and drug calculation. Students will use the Physician's Desk Reference to research this pertinent drug information. Students will define the Medical Assistant's scope of practice as it relates to drug therapy. Specific drugs and the procedures for administering drugs will be discussed and practiced where applicable within this unit of instruction. Students will use mathematical formulas to calculate drug dosages and to convert measurements between metric and standard systems. As in previous units, students will acquire and accurately use medically related terminology and will demonstrate appropriate use and accurate pronunciation. At this point students should begin to demonstrate independence in gathering vocabulary knowledge when considering a word or phrase which is important to comprehension or the expression of ideas. Students will also learn the meanings of symbols and other charting notation and apply this knowledge in the completion of documentation exercises.

Resources: Medical Assisting Administrative and Clinical Competencies, Chapter 51-54. Blesi, Wise, Kelley-Arney: Videos, Case Studies, Handouts, and Electronic Resources.

Z. Pharmacology Fundamentals
FDA and DEA

Commonly used prescription and non-prescriptions medications.
Common drug forms.
Medical, legal, and ethical concerns.
Controlled substances.
Referenced sources.
Proper storage and disposal.

AA. Measurement Systems, Basic Mathematics and Dosage calculations
Measurement systems.
Basic units of measurement and equivalents in metric, apothecary, and household systems.
Basic math computations.
Abbreviations and symbols used in calculating medication dosages.

BB. Administering Oral, injectable and non-injectable medication
Elements that constitute a complete and accurate prescription.
Routes of medication administration.
Legal aspects.
Seven Rights of medication administration.
Medication errors.
Documentation.
Syringes.
Angles of injections and injection sites.
Patient education and documentation.

10. Immunizations.

Unit 5: Emergency Procedures

Based upon knowledge of anatomical and physiological function, homeostasis, and disease, acquired in previous units, students will learn how to apply observation techniques to detect changes in the health status of patients. Students will use observation and assessment techniques to differentiate between normal and abnormal patient health status. Students will demonstrate the steps involved in first aid and cardiopulmonary resuscitation, and will earn AHA CPR and First Aid certifications.

Resources: Medical Assisting Administrative and Clinical Competencies, Chapter 55-56. Blesi, Wise, Kelley-Arney: American Heart Association BLS/HCP training manual 2012, Videos, Case Studies, Handouts, and Electronic Resources.

CC. Emergencies in the Medical Office
Office policy manual and documentation.
Emergency supplies and equipment.
Responding to an emergency.
Documentation.
CPR and AED procedures and certification.

DD. First Aid for Accidents and Injuries
American Heart Association first aid training and certification.

Unit 6: Rehabilitation and Healthy Living

In this unit of instruction, students will learn about ergonomic principles as they apply to both patient and health care provider. Related skills will be learned and practiced. Students will demonstrate the principles of body mechanics as they apply to the positioning, transferring, and transporting of patients. Students will determine appropriate equipment for transportation and transfer, including the modification of equipment and techniques to accommodate the health status of the patient. Students will demonstrate proper body mechanics, technique, ergonomics, and use of safety equipment in patient transport and transfer methods to accommodate the health of patients and personnel. Explore consequences of not utilizing available wellness services and behaviors that prevent injury and illness. Students will also explore alternative and holistic care options available to patients.

Resources: Medical Assisting Administrative and Clinical Competencies, Chapter 57-58. Blesi, Wise, Kelley-Arney: Videos, Case Studies, Handouts, and Electronic Resources.

EE. Rehabilitation
Principles of body mechanics and ergonomics.
Home safety.
Patient education.

FF.Nutrition, Exercise, and Healthy Living

Guidelines for good health.
Nutrition.
Vitamins and minerals.
Nutrition facts labels.
Dietary supplements.
Cultural influence on diet.
Health concerns in adolescents.
Exercise.
Healthy spirit.

10. Sleep.

Unit 5: General Workplace Skills

The skills described in this unit are introduced, integrated, reinforced, and assessed throughout the course as applicable. The objective of this unit is to learn and demonstrate appropriate workplace behaviors, including teamwork, participation, etiquette, and flexibility. The knowledge gained from this unit will allow the student to identify appropriate procedures to obtain and retain employment in the field of Medical Assisting. These same behaviors, once learned, will also assist the student in achieving their educational goals. Evaluation of a culminating student portfolio will be used to assess mastery of the skills taught in this course. Throughout the

course, students will collect samples of their work to include in their portfolios. Additionally, students will prepare the items needed for job search for inclusion in the portfolio assignment.

Unit Resources: Informative handouts, Rubrics, Portfolio exemplars.

Understand how interpersonal skills developed in the classroom are applicable in the workplace.

a) Maintain record of good attendance and punctuality
b) Demonstrate understanding of classroom policy
c) Define, explain and practice business ethics and social responsibilities in the workplace
d) Discuss laws that apply to sexual harassment and tactics for handling harassment
e) Discuss the importance of the following personal skills in the workplace: sociability, self-esteem, integrity and honesty, self-management, and working independently
f) Identify and exhibit acceptable business attire and personal hygiene
g) Prioritize tasks and meet deadlines

Identify, organize, plan, and demonstrate proper use of : time, materials, and facilities

Demonstrate interpersonal skills: working well with others, leadership, willingness to assist team members, cultural sensitivity, and a willingness to work with others from diverse backgrounds

Acquire and use information in texts, computers, and specialized references, acquire information through listening, observing, and reading. Interpret and communicate information and use computers to process information

Work with a variety of technologies (computers, printer, pulse oximeter, ECG machine, centrifuge,online services, and office equipment). Identify the best technology suited to complete given tasks.

Understand the importance of basic skills such as math, reading comprehension, writing, speaking and listening

Use of critical thinking skills: extracting and interpreting information from graphic organizers to make judgments and draw conclusions

Practice occupational safety: use of appropriate clothing, personal protective equipment, and safety equipment

Develop job search skills including: job search strategies, interviewing, resume preparation, completion of application for employment, and demonstration of interviewing skills

This course is delivered through the OPD method requiring the student to Observe, Participate, and Demonstrate understanding of subject matter. The following instructional methods and strategies are used to facilitate this process.

Demonstrations and Hands-on Activities
Lecture
PowerPoint
Vocabulary Quizzes
Peer Evaluation
Chapter Review Questions: Short answer questions
Case Studies: Research and report on medical office case studies and exercise critical thinking skills to determine the role of the Medical Assistant ethically, legally and medically.
Online medical documentaries
Internet research
Current events from peer reviewed journals and online resources
Oral and written debate and class discussion

Medical Assisting Foundations/Prep Therapy Med OFC
Basic Course Information (modeled after Baldy View ROP)

Guest Speakers
Instructional video
Video excerpts from Medical Shows (Boston Medical, New York Medical): Depicts real-life medical emergencies, and the professionals who provide patient care
Student prepared PowerPoint presentations
Student led Mock Clinics
Student Internships

Labs

Lab assignments in this course comprise 40% of total class time. Lab assignments in this course incorporate inquiry, observation, and analysis. Students will maintain a lab journal in which they will record their findings, including detailed sketches (following a teacher prescribed format) and response to teacher prompts.

All lab assignments are evaluated using a rubric

Unit 2

Sheep Brain Dissection

Following teacher led lecture, discussion, and questions from class, teacher will lead student dissection of a sheep's brain. The instructor will demonstrate each step via document camera. Students will identify the structures of the brain through the dissection activity. Students will sketch each structure as it is separated through the dissection process.

Cow Heart Dissection

Following teacher led lecture, discussion, and questions from class, teacher will lead student dissection of a cow's heart. The instructor will demonstrate each step via document camera. Students will dissect a cow heart and will sketch and identify the structures. Students will be asked to label the heart in accordance with the flow of blood.

Cow Eye Dissection

Following teacher led lecture, discussion, and questions from class, teacher will lead student dissection of a cow's eye. The instructor will demonstrate each step via document camera. Students will dissect a cow eye and sketch and identify the structures of a mammalian eye.

Unit 3

Body Measurements and Vital Signs:

Medical Assisting Foundations/Prep Therapy Med OFC
Basic Course Information (modeled after Baldy View ROP)

Following teacher led lecture, demonstration, and questions, students will identify the equipment utilized to perform vital signs and body measurements, including adult and infant scale, tape measure, blood pressure, pulse, temperature, respiration, and pulse oximetry.

Following teacher led lecture, demonstration, instructional video and questions, students will perform body measurements and vital signs on 20 other students and record the results. They will also practice taking a wide range of blood pressures on blood pressure arm. They will identify the differences in the results obtained and speculate on the cause of the differences. They will record vital signs on a rotating basis over a period of two weeks to determine the effects of exercise, medications, time of day and nutrition on the results and produce a graph showing the change in values. They will also take vital signs on the Nurse Kelly manikin.

Mock Clinic: Following teacher led lecture, demonstration, and questions, students will participate in this mock clinic role play exercise using Nurse Kelly and the SIMpad and each other. They will rotate roles of patient and medical assistant and participate in clinical scenarios. The medical assistant role will be to obtain Ht, Wt, TPR and B/P and record all values in various clinical formats. Chief complaints, both object and subjective will be obtained and accurately recorded using appropriate medical terminology and abbreviations. (Reinforcing medical terminology, grammar, and listening skills).

Assisting with Exam and Specialty Exams: The medical assistant has many responsibilities in preparing for examinations, including setting up the room and supplies as well as preparing the patient for exam.

Following teacher led lecture, demonstration, and questions, students will be presented with a variety of equipment representing the various equipment used in specialty exams. Students will be given a scenarios card with a specific exam. Students will determine what equipment is to be used to facilitate the exam. They will be required to set up the clinical room for the exam, prepare the patient and explain the procedure to the patient. Students will be evaluated using the textbook generated rubric.

Skin Puncture: Following teacher led lecture, demonstration, and questions, students will follow the procedure for skin puncture. They will puncture skin with a sterile lancet to obtain a few drops of capillary blood for screening tests. Students will follow textbook generated rubric, all safety guides lines for OSHA and CLIA must be maintained for student safety. Procedure must be documented in fictitious patient chart.

Finger Stick: Following teacher led lecture, demonstration, and questions, students will perform finger stick procedure using a sterile lancet and obtain a sample in a micro-hematocrit tube then seal the tube with clay. Specimen will be placed in a centrifuge, spun and the results read and recorded in the fictitious patient chart. Students will determine if the results fall within the normal or abnormal range for age and gender. Students will write a one page description describing their findings and explaining their conclusions.

Blood Specimen: Following teacher led lecture, demonstration, and questions, students will obtain a capillary blood specimen and will perform glucose testing on the sample. Various Glucometers will be used. Results will be documented in the fictitious patient chart and vales will be analyzed to determine if the results fall within the normal blood sugar range. Students will write a one page description describing their findings and explaining their conclusions

Urinalysis Testing: After teacher led lecture and discussion and questions from class, teacher will demonstrate urine testing with reagent strips. Lab: Types of urine collection will be discussed and demonstrated with use of

manikins (Pediatric, first morning, clean catch mid-stream, 24 hour and catheterization Urine). Students will be instructed on Physical urinalysis- color, clarity, volume, odor, and specific gravity. Students will be given 4 urine specimens and they will perform a chemical urinalysis on each using the text book generated lab slip. Results will be recorded and then entered on fictitious patient chart. Normal and abnormal results will be evaluated. Students will write a one page description describing their findings and explaining their conclusions.

Throat Culture: Throat cultures are obtained to isolate disease-causing organisms to determine effective treatment of the patient. Following teacher led lecture and video to accompany the text book, students will observe and then return demonstration on the proper collection and handling of throat culture specimens.

Wound Culture: Obtaining a wound culture from a patient, using sterile technique that protects the integrity of the specimen. After teacher led lecture and discussion, students will watch a video and then teacher will demonstrate the correct procedure for obtaining and documentation of specimen collection. Students will return the demonstration and document the collection in the fictitious patient chart.

ECG: Students will receive a demonstration on obtaining the necessary information for preforming an ECG, patient preparation, lead placement, and documentation of procedure. Students will discuss all parts of a 12 lead ECG including standardization and artifacts. Holter Monitor and Stress Test procedures will be discussed and examples of testing viewed in video to accompany text book. Stations will be set up and students will pair off and perform ECGs on each other. Students will document procedure in fictitious patient chart.

Instrumentation: Following teacher led lecture, demonstration, and questions, students will identify common instruments and supplies and set up instruments used in minor surgical procedures and the various forms used in documentation of procedures.

Sterile Field: Following teacher led lecture, demonstration, instructional video, and questions students will demonstrate the ability to maintain a sterile field with any procedure. (Rubric)

Suture Removal: Following teacher led lecture, demonstration, instructional video, and questions, students will demonstrate the proper procedure for removing sutures and staples from a ficticious wound on a pigs foot to simulate human tissue. (Rubric)

Surgical Prep: Following teacher led lecture, demonstration, and questions, students will discuss the necessary steps in preparing a patient for a surgical procedure including verifying necessary paperwork/consent forms and the proper documentation required: correctly identify, spell, and pronounce key terms. Students will write one page informative essay describing the rationale behind each step in the procedure.

Unit 4

Measurements Systems and Drug Calculations:

Following teacher led lecture, demonstration, practice, and questions, students will define basic units of measurements and equivalents in metric, apothecary, and household systems. Basic mathematical systems will be reviewed, including, addition, subtraction, multiplication and division, fractions, proportions, conversions and ratios. Students will also need to be able to recognize relative terminology, correctly interpret chart notation, and think critically to solve purposefully inserted contraindicative information and/or orders.

Medical Assisting Foundations/Prep Therapy Med OFC
Basic Course Information (modeled after Baldy View ROP)

In a mock clinical setting, students will calculate and prepare correct dosages per doctor's orders of various mock medications in oral, Sublingual, Buccal, Transdermal, Nasal, Ophthalmic, Otic, Topical, Rectal, Vaginal and Inhalation forms.

Following teacher led lecture, demonstration, instructional video, and questions, students will identify and examine the parts of syringes and the various types. Under direct supervision of the instructor, students will draw up mock injectable medication and administer injections to clinical models.

Students will administer a minimum of 10 each, intradermal, sub cutaneous, and intramuscular injections. Student & instructor will maintain a log of the number of injections given by student.

Unit 5

Following Certified BLS Instructor led lecture, instructional video, demonstration, and questions, students will complete the necessary requirements for American Heart Association Basic Life Support CPR and First Aid in order to obtain certification.

Skills practice in CPR, Choking victim and First Aid medical emergencies. Written and skills testing

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
Medical Assisting Administrative and Clinical Competencies	Michelle Blesi and Barbara A. Wise	Cengage Learning	7		Yes
Essentials of Human Anatomy and Physiology	Elaine N. Marieb	Pearson Education	10	[empty]	No
Medical Terminology for Health Professions	Anne Ehrlich and Carol Schroder	Delmar Learning	7	[empty]	No
Anatomy and Physiology Coloring Workbook: A Complete Study Guide	Elaine N. Marieb	Pearson	10	[empty]	No

Supplemental Materials

Title	Content
Supplemental Materials	

Online Resources

American Association of Medical Assistants:
www.aama-ntl.org
American Medical Technologist:
www.amt1.com
American Medical Association:
www.ama-assn.org
American Board of Medical Specialties:
www.abms.org
National Institutes of Health:
www.nih.gov

Medical Assisting Foundations/Prep Therapy Med OFC
Basic Course Information (modeled after Baldy View ROP)

MedTerms Medical Dictionary:

www.medterms.com
U.S. department of Health and Human Services, HIPAA Information:
www.hhs.gov/ocr/privacy
Occupational Health and Safety Administration:
www.osha.gov/
Drug Enforcement Administration:
www.justice.gov/dea/index.htm
Center for Disease Control and Prevention:
www.cdc.gov
Disease Conditions in A-Z Topic List:
www.emedicinehealth.com

WebMD:

www.webmd.com
Centers for Disease Control and Prevention:
www.cdc.gov
National Heart, Lung and Blood Institute:
www.nhlbi.nih.gov
CDC, Sexually Transmitted Diseases:
www.cdc.gov/std
LifeClinic:
www.lifeclinic.com
American Cancer Society:
www.cancer.org
American Academy of Pediatrics:
www.aap.org

Clinical Laboratory Standards Institute:

www.clsi.org

Common Laboratory Values:

www.globalrph.com/labs.htm
American Heart Association:
www.heart.org

U.S. National Library of medicine:
www.nlm.nih.gov
Food and Drug Administration:
www.fda.gov

RxList (online drug information resource):

www.RxList.com

Medical Assisting Foundations/Prep Therapy Med OFC
Basic Course Information (modeled after Baldy View ROP)

PDR online:

www.pdr.net
CDC Vaccine Information:
www.cdc.gov/vaccines/about/terms/vacc-abbrev.htm
American Academy of Emergency Medicine:
www.aaem.org
American Red Cross:
www.redcross.org

Department of Health and Human Services Office of Disease Prevention and Health Promotion:

www.health.gov/dietaryguidelines
CareerBuilder.com:
www.careerbuilder.com
Job Interview helper:
www.jobinterviewhelper.com
Videos and Video Excerpts
Medical Assisting Administrative and Clinical Competencies Skills Instructional Video.

Handouts

Medical Assisting graphic organizer worksheet
Instructional video viewing guides
Informative handouts
Rubrics
Skills sheets

Demonstrative Materials/ Models

Various Demonstration Models

Microscope

Various Medical equipment (ECG, thermometers, B/P Cuffs, Stethoscopes, etc.)

Syringes

Course Title

PHYSIOLOGY-ANATOMY A (P)

Description of Target Group

This course is designed for 11th and 12th grades students who are interested in pre-nursing and pre-medical careers.

Purpose

To provide the students information on the physiology and anatomy of the human body. Successful completion of Biology with a grade of C or better is recommended.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Define many associated fields of study, e.g., histology, pathology, etc.
2. Have an awareness and understanding of body planes and surfaces
3. Identify and describe the functions of the parts and organelles of a cell, e.g., mitochondria, lysosome, etc.
4. Differentiate between the types of tissues found in the body, e.g., smooth muscle, adipose, pseudostratified ciliated columnar epithelium.
5. Name the bones of the human skeleton.
6. Identify and describe the structures, both gross and microscopic, of skeletal muscle.
7. Identify the origin, insertion, and action of the approximately 50 muscles known as prime movers.
8. Identify and describe the functions of the parts of the neuron and the propagation of the action current and the transmitter chemicals at the myoneural junction
9. Describe the structure of the spinal cord, its meninges, and the spinal nerves and the routing of the reflex arc.
10. Locate and describe the major parts of the brain and list the functions located therein
11. Describe the structures involved in the autonomic nervous system and the effects of sympathetic and parasympathetic stimulation.
12. Identify and describe the locations and functions of the visceral and cutaneous receptors.
13. Describe the chemoreceptors in the aortic and carotid bodies; those involved in olfactory and gustatory senses.
14. Describe the structure and function of the parts of the human eye.
15. Be conversant with the visual abnormalities attendant with the human eye and possible corrections available
16. Describe the structure and functions of the parts of the human eye in hearing and equilibrium.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Learning approaches used in the course will be: lectures, participation in class discussion, demonstrations, experiments, films, field trips, etc.

Course Title

PHYSIOLOGY-ANATOMY B (P)

Description of Target Group

This course is designed for 11th and 12th grades students who are interested in pre-nursing and pre-medical careers.

Purpose

To provide the students information on the physiology and anatomy of the human body. Successful completion of Biology with a grade of C or better is recommended.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Define many associated fields of study, e.g., histology, pathology, etc.
2. Have an awareness and understanding of body planes and surfaces.
3. Identify and describe the functions of the parts and organelles of a cell, e.g., mitochondria, lysosome, etc.
4. Differentiate between the types of tissues found in the body, e.g., smooth muscle, adipose, pseudostratified ciliated columnar epithelium.
5. Name the bones of the human skeleton.
6. Identify and describe the structures, both gross and microscopic, of skeletal muscle.
7. Identify the origin, insertion, and action of the approximately 50 muscles known as prime movers.
8. Identify and describe the functions of the parts of the neuron and the propagation of the action current and the transmitter chemicals at the myoneural junction.
9. Describe the structure of the spinal cord, its meninges, and the spinal nerves and the routing of the reflex arc.
10. Locate and describe the major parts of the brain and list the functions located therein.
11. Describe the structures involved in the autonomic nervous system and the effects of sympathetic and parasympathetic stimulation.
12. Identify and describe the locations and functions of the visceral and cutaneous receptors.
13. Describe the chemoreceptors in the aortic and carotid bodies; those involved in olfactory and gustatory senses.
14. Describe the structure and function of the parts of the human eye.
15. Be conversant with the visual abnormalittes attendant with the human eye and possible corrections available.
16. Describe the structure and functions of the parts of the human eye in hearing and equilibrium.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Learning approaches used in the course will be: lectures, participation in class discussion, demonstrations, experiments, films, field trips, etc.

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title

Physical Science Skills

2. Transcript Title(s) / Abbreviation(s)
Physical Sci Sk

3. Transcript Course Code(s) / Number(s)
SC6645

4. School
Pioneer Valley High School

5. District
Santa Maria Joint Union High School District

6. City
Santa Maria

7. School / District Web Site
www.smjuhsd.org

8. School Course List Contact

Name: Riccardo Magni

Title/Position: Science Department Head

Phone: 922-1305 **Ext.: *5411**

E-mail: rmagni@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☒ Laboratory Science
- ☐ Language other than English
- ☐ Visual & Performing Arts
  - ☐ Intro ☐ Advanced
- ☐ College Prep Elective

10. Grade Level(s) for which this course is designed

☒ 9 ☐ 10 ☐ 11 ☐ 12

11. Seeking "Honors" Distinction?

☐ Yes ☒ No

12. Unit Value

- ☒ 0.5 (half year or semester equivalent)
- ☐ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Is this an Internet-based course? ☐ Yes ☒ No

If "Yes", who is the provider? ☐ UCCP ☐ PASS/Cyber High ☐ Other _____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- ☐ A course reinstated after removal within 3 years. Year removed from list? _____
  Same course title? ☐ Yes ☐ No
  If no, previous course title? _____
- ☐ An identical course approved at another school in same district. Which school? _____
  Same course title? ☐ Yes ☐ No
  If no, course title at other school? _____
- ☐ Year-long VPA course replacing two approved successive semester courses in the same discipline
- ☐ Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- ☐ Approved UC College Prep (UCCP) Online course
- ☐ Approved CDE Agricultural Education course
- ☐ Approved P.A.S.S./Cyber High course
- ☐ Approved ROP/C course. Name of ROP/C? _____
- ☐ Approved A.V.I.D. course
- ☐ Approved C.A.R.T. course
- ☐ Approved Project Lead the Way course
- ☐ Other. Explain: _____

15. Is this course modeled after an UC-approved course from another school <u>outside</u> your district?
Yes ☒ No
If so, which schools_____
Course title at other school_____

16. Pre-Requisites

17. Co-Requisites

18. Is this course a resubmission? ☐ Yes ☐ No
If yes, date(s) of previous submission? _____
Title of previous submission? _____

19. Brief Course Description

This nine-week course has been designed to help Pioneer Valley students successfully transition into the high school environment. Besides proving academic support, this interdisciplinary class, which focuses on science, has several related goals: Promoting a healthy attitude about school and academics; while emphasizing goal setting and developing and maintaining a personal responsibility for learning and remaining a life long learner.

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

Students will learn how to:

- Develop reading strategies
- Develop scientific vocabulary
- Improve lab skills
- Promote a positive attitude towards school.

21. Course Objectives

Students will:

- Learn the scientific method
- Do current event projects
- Learn about the continuity of a course
- Learn about how people learn.
- Develop graphing skills and interpreting tables and charts.
- Improve summarizing skills
- Learning how to use science lab equipment

22. Course Outline

Students will complete the following activities in Physical Science Study Skills

- Building the perfect airplane
- Graphing practice
- Scientific measurements
- Metric system practice
- Measuring lab
- Solar radiation lab
- Barometer lab
- Vinegar and milk lab
- States of matter
- Current event project
- Plate tectonics project
- Spectrum lab
- Volcano lab
- Goal planning
- Life skills survey
- Career planning
- Scaling the solar system
- Pinpointing an earthquake
- Energy sources project
- Rocks/Crystals/Minerals computer simulation
- Electromagnetic activity with waves

23. Texts & Supplemental Instructional Materials

None

24. **Key Assignments**
25. **Instructional Methods and/or Strategies**
26. **Assessment Methods and/or Tools**

C. HONORS COURSES ONLY

Please refer to instructions

27. **Indicate how this honors course is different from the standard course.**

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

28. **Context for Course (optional)**
29. **History of Course Development (optional)**

Course Title

Physics A/B (P)

Description of Target Group

This course is designed for students in the 11th and 12th grades who intend to pursue careers in Math, Engineering, or Science.

Prerequisites: The completion of Chemistry B, Algebra 2 and Geometry, all with a grade of C or better.

Purpose

To present an advanced study of the physical properties of matter and energy. The course is divided into five major units: Mechanics, Properties of Matter; Waves, Sound and Light, Electricity and Magnetism; and Modern Physics.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully able to demonstrate the following skills:

1. Identify various types of light sources.
2. Find an image in all types of mirrors, by ray tracing methods.
3. Identify incident and reflected rays.
4. Apply the laws of reflections.
5. Recognize virtual and real images.
6. Apply mirror formulae.
7. Use Snell's Law to predict the passage of light through a medium.
8. Determine the index of a material by the standard lab technique of ray tracing.
9. Predict the properties of an image formed by a lens configuration.
10. Calculate the critical angle experimentally and mathematically.
11. Qualitatively predict the dispersion of white light through a prism.
12. State a hypothesis and then verify that statement in nature.
13. Derive mathematical statements to support the above.
14. Set up mechanical analogs to study a phenomenon.
15. Discriminate between a model and reality.
16. Apply the law of superposition to two intersecting wave pulses.
17. Describe the reflected and transmitted (refracted) pulse as it travels from one medium to another.
18. Apply wave behavior to light.
19. Identify the characteristics of wave phenomenon.
20. Demonstrate the phenomenon of light with the ripple tank in accordance with the principles of wave theory.

21. Apply observations and theory to problems.
22. Construct wave front diagrams.
23. Calculate the wavelength of an unknown light source using a double slit experiment.
24. Apply Interference and Diffraction equations.
25. Identify a single slit or a double slit source by its projected pattern.
26. Graphic analysis of d-t, v-t, and a-t curves.
27. Calculation of d, v, and a from raw data.
28. Use of Equations of Motion.
29. Perform a dimensional analysis on any equation.
30. Compute the sine, cosine, and tangent of an angle.
31. Set up vector diagram and solve for the resultant by the trig method.
32. Vector analysis of motion involving forces.
33. Application of the equations of motion to free fall, projectile, or harmonic motion problems.
34. Application of circular motion relationships.
35. Solve Newton's equation for the gravitational force between two bodies.
36. Solve satellite motion and equilibrium problems.
37. Solve collision problems by applying momentum concepts.
38. Perform collision experiments with carts and air track and analyze the data.
39. Apply work-energy relationships to almost all types of motion problems.
40. Identify an elastic collision.
41. Compute the net force of a system and compute the work.
42. Analyze collisions.
43. Compute the area under a curve and equate it to the work.
44. Apply potential energy concepts to analyze energy problems.
45. Compute the energy equivalent in a problem.
46. Compute the work done in moving a body from one point to another in a potential field.
47. Apply kinetic and potential energy concepts to planetary motion.
48. Apply the techniques of charging by conduction and induction.
49. Determine the forces on two or more charged particles using Coulomb's Law.
50. Calculate the electric potential of a test charge in an electric field.
51. Apply Ohm's Law to resistive systems.
52. Define ampere and coulomb in terms of elementary charges.
53. Apply the laws of electromagnetic induction.

Instructional Materials

Text: Physics. Principles and Problems

Activities

Lectures, demonstrations, laboratory exercises, classroom discussion, problem sessions, video presentations, and computer activities.

SMJUHSD Course Description

(Must be accompanied by a Course Adoption Form)

Full Course Title: Physics of the Universe A/B

School Associated with course: ☑ DHS ☑ ERHS ☑ PVHS ☑ SMHS

School Contact K. Duran (x5421), R. Schneider (x3243), R. Wingerden (x2121)

Name: Duran, Schneider, Wingerden **Title/Position:** Site Science TOSAs

E-mail: xxxxx@smjuhsd.org **Phone:** **Ext:** see above

Department:
Science

Transcript Course Code(s) / Number(s):

Subject Area:

- ☐ English Requirement
- ☐ World History
- ☐ US History
- ☐ Government
- ☐ Economics
- ☐ Mathematics
- ☒ Physical Science
- ☐ Life Science
- ☐ Physical Education
- ☐ Visual & Performing Arts
- ☐ Foreign Language
- ☐ CTE
- ☐ Health
- ☐ Elective

Grade Level(s)

☒ 9 ☒ 10 ☒ 11 ☒ 12

Vocational Education (CTE) ☐ Yes ☐ No

Career Pathway:

Industrial Sector:

☐ **Concentrator** ☐ **Completer**

Unit Value

- ☐ Semester (5 units)
- ☒ Year A/B (5 units per semester)
- ☐ Year A/B (two-period course, 10 units per semester)

Pre-Requisites:
None

Co-Requisites:
None

Course Purpose: *What is the purpose of this course?*

This physics course is aligned to the California Next Generation Science Standards (CA NGSS) and the California Science Framework High School Three Course Model. Students in this course will learn content based on the three dimensions of CA NGSS science: Science and Engineering practices (SEPs), Disciplinary Core Ideas (DCIs), and Crosscutting Concepts (CCCs). The course is divided into seven units including the six instructional segments from the California Science Framework and is centered on questions about a specific phenomenon.

SMJUHSD NGSS Physics of the Universe A/B

Title:	Physics of the Universe A/B
Length of Course:	Full Year
Subject Area:	Laboratory Science ("d) / Physics
UC Honors Designation:	No
Prerequisites:	None
Co-requisites:	None
Integrated (Academics / CTE):	No
Grade Levels:	9th, 10th, 11th, 12th

This physics course is aligned to the California Next Generation Science Standards (CA NGSS) and the California Science Framework High School Three Course Model. Students in this course will learn content based on the three dimensions of CA NGSS science: Science and Engineering practices (SEPs), Disciplinary Core Ideas (DCIs), and Crosscutting Concepts (CCCs). The course is divided into seven units including the six instructional segments from the California Science Framework and is centered on questions about a specific phenomenon.

As students achieve the Performance Expectations (PEs) within the unit through laboratory experiments, projects, and in-class demonstrations, they uncover Disciplinary Core Ideas (DCIs) from Physical Science, as well as Earth and Space Science. Students engage in multiple Science and Engineering Practices (SEPs) in each unit, not only those explicitly indicated in the PEs. Students also focus on one or two Crosscutting Concepts (CCCs) as tools to make sense of their observations and investigations. This course will provide a foundation in the laws of physics to support student understanding of the processes that shape Earth and space systems.

Physics of the Universe A/B meets the District Graduation requirement for physical science.

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0. Introduction to Physics

This introductory unit introduces students to physics and the NGSS Science and Engineering Practices. The unit focuses on planning and conducting an investigation, collecting and analyzing data, using mathematics and computational thinking, and engaging in argument from evidence. Connections to Earth and Space Science include seafloor spreading rates, the speed of light, and distances to solar system objects.

Essential Questions:

1. What is physics?
2. What skills are needed to conduct physics investigations?
3. How are Scientific Questions generated and tested?
4. How can trends in data be identified, analyzed, and applied?

Students will be able to:

- Generate scientific questions
- Identify and measure independent and dependent variables and constants
- Write a data collection procedure
- Convert between metric units as needed
- Identify and analyze linear trends
- Interpret and apply slope of linear trendlines
- State a claim about the scientific question being investigated through a written Claim-Evidence-Reasoning concluding paragraph.
- Evaluate the consistency of the data and relate to sources of error

NGSS Science and Engineering Practices (SEPs):

- Analyzing and interpreting data
- Using mathematics and computational thinking
- Engaging in argument from evidence

NGSS Cross-cutting Concepts (CCCs):

- Patterns
- Scale, proportion, and quantity
- Structure and Function

Unit Assignment(s):

Assignments in this unit aim to aid students in the development of scientific reasoning skills. Observing phenomena through the lenses of the SEP's and CCC's will be included.

Unit Lab Activities:

The Spaghetti Bridges Lab Activity described below is the main assignment for this unit. Students will design an experiment to answer the question, "What is the relationship between a number of strands and bridge strength?" Groups choose thick or thin spaghetti, conduct their experiment, and analyze the data. Students apply this learning in an engineering design challenge: determine (with an accuracy of ±1) the number of Angel Hair spaghetti strands in a bridge of unknown strands based on its strength. This engineering design challenge comes with constraints, allowing students a maximum of 3 bridge trials using angel hair before the mystery bridge is tested.

1. Forces and Motion

The Forces and Motion unit engages students in constructing an understanding of Newton's Laws through hands-on inquiry investigations and engineering design challenges. Related Earth and Space Science connections for this unit include the forces involved in plate tectonics (buoyancy, shear, tension, and compression).

Essential Questions:

1. How can we apply Newton's Laws of Motion (inertia, force, action/reaction) to explain or predict our environment?
2. How can motion be represented in a graph, diagram, equation, or explanation?
3. What types of forces act on Earth and what are the two objects interacting for each type of force?
4. How can we plan and conduct an experiment to identify which variables affect acceleration?
5. How can we produce a specific acceleration on a cart?

NGSS Performance Expectations (PEs):

- **HS-PS2-1.** Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.
- **HS-PS2-2.** (partial) Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system. (constant velocity = no net force)
- **HS-PS2-3.** Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.
- **HS-ESS 2-1.** Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

NGSS Science and Engineering Practices (SEPs):

- Analyzing and interpreting data
- Using mathematics and computational thinking
- Engaging in argument from evidence

NGSS Cross-cutting Concepts (CCCs):

- Patterns
- Cause and Effect

Unit Assignment(s):

In this unit, students will learn how to use motion sensors during a Motion Sensor Lab. They will use this learning to engage in a Newton's 2nd Law Lab and an Acceleration Challenge.

Students will use Gizmo and PhET simulations and academic text readings (NewsELA) to reinforce skills and knowledge constructed during their hands-on learning. Model building will be used to demonstrate geological folding and mountain-building to illustrate forces in plate tectonics.

Unit Lab Activities:
Students investigate Newton's 2nd Law through the use air tracks to determine the relationships among force, mass, and acceleration. Students collect and analyze their data, use mathematics and computational thinking, and then use this work to engage in arguing from evidence. Students apply this knowledge to engage in an engineering design challenge to collect data, produce a graph, and build a device that achieves an acceleration of exactly 0.6 m/s^2.

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2. Forces at a Distance

This unit builds upon the foundation of the Forces in Motion Unit by examining gravity and electromagnetism, forces that can be modeled as fields that span space. Despite the fact that we cannot see them, we interact with these fields on a daily basis and students are already familiar with their pushes and pulls. Students investigate gravitational and electromagnetic forces and describe them mathematically. They predict the motion of orbiting objects in the solar system. They link the macroscopic properties of materials to microscopic electromagnetic attractions.

Essential Questions:

1. How can different objects interact when they are not even touching?
2. How can electric charge move and carry energy that can be transformed through devices such as generators, motors, speakers, and microphones?
3. How do interactions at the microscopic scale affect the macroscopic properties of matter that we observe?

NGSS Performance Expectations (PEs):

- **HS-PS2-4.** (partial) Use mathematical representations of Newton's Law of Coulomb's Law to describe and predict the electrostatic forces between objects.
- **HS-PS2-5.** Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.
- **HS-PS2-6.** Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.
- **HS-PS3-5.** Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in the energy of the objects due to the interaction.
- **HS-ESS1-4.** Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.

NGSS Science and Engineering Practices (SEPs):

- Constructing explanations and designing solutions
- Planning and carrying out investigations
- Using mathematics and computational thinking

NGSS Cross-cutting Concepts (CCCs):

- Cause and Effect
- Systems and Systems Models
- Patterns

Unit Assignment(s):

Students will design an experiment to determine which factors (number of coils/batteries, and core diameter) affect the strength of an electromagnet as measured by the number of BB's held in a vertical strand from each other. Students will explore how a compass needle will deflect when placed over a current-carrying wire and how they can use a solenoid with a magnet and LED to show a spike in the current as a magnet falls through a copper pipe. Students will use Earth Science Gizmo and PhET simulations (gravity) along with academic text readings to reinforce skills and knowledge constructed during their hands-on learning.

Unit Lab Activities:

Students will design and tests a device for the following scenario: A large internet retailer needs electromagnets to move packages from stock shelves to conveyor belts. Students design an experiment to determine which factors (number of coils/batteries, and core diameter) affect the strength of an electromagnet as measured by the number of BB's held in a vertical strand from each other. Students then use that data to design a device to pick up a set number of BB's using as few materials as possible.

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3. Energy, Conversion and Renewable Energy

In this unit, students track energy transfer and conversion through inquiry and investigative assignments. They evaluate different technologies in renewable energies, such as obtaining and communicating information about how solar and wind energy systems operate. They design and test their own energy conversion devices.

Essential Questions:

1. What factors affect potential energy and kinetic energy of an object?
2. How can we show conversions of energy from one type to another graphically and mathematically?
3. How can we design, build, and revise a device to convert one type of energy to another?
4. What happens when the mechanical energy of a system changes?
5. Since energy cannot be created or destroyed, how is it transformed from one energy into another?

NGSS Performance Expectations (PEs):

- **HS-PS3-1.** Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.
- **HS-PS3-2.** Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects).
- **HS-PS3-3.** Design, build and refine a device that works within given constraints to convert one form of energy into another form of energy.
- **HS-PS4-5.** Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.
- **HS-ESS3-2.** (partial) Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources.
- **HS-ESS3-3.** Create a computational simulation to illustrate the relationships between the management of natural resources, the sustainability of human populations, and biodiversity.

NGSS Science and Engineering Practices (SEPs):

- Asking questions and defining problems
- Using mathematics and computational thinking

NGSS Crosscutting Concepts (CCCs):

- Systems and systems models
- Energy and Matter

Unit Assignment(s):

Students engage in an engineering design challenge to solve a major global challenge of delivering packages. Students convert elastic potential energy to kinetic energy by creating a rubber band washer launching device. Students will create and develop a solar and/or wind conversion device. Students will use Gizmo and PhET simulations and academic text readings to reinforce skills and knowledge constructed during their hands-on learning.

Unit Lab Activities:

Students investigate the conversion of gravitational potential energy into kinetic energy by designing roller coasters. Investigations into energy conversions will continue through inquiry regarding renewable resources including solar and wind energy.

4. Nuclear Processes and Earth History

In this unit, students develop a model of the internal structure of atoms and then extend it to include the processes of fission, fusion, and radioactive decay. They apply this model to understanding nuclear power and radiometric dating. They use evidence from rock ages to reconstruct the history of the Earth and processes that shape its surface.

Essential Questions:

1. How does Einstein's equation of $E=mc^2$ relate to nuclear processes and Earth history?
2. How do nuclear reactions illustrate conservation of energy and mass?
3. How do we determine the age of rocks and other geologic features?

NGSS Performance Expectations (PEs):

- **HS-PS1-8.** Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.
- **HS-ESS1-5.** Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks
- **HS-ESS1-6.** Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.
- **HS-ESS2-1.** Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

NGSS Science and Engineering Practices (SEPs):

- Developing and Using Models
- Constructing Explanations (for science)
- Designing Solutions (for engineering)
- Engaging in Argument from Evidence

NGSS Crosscutting Concepts (CCCs):

- Patterns
- Energy and Matter: Flows, Cycles, and Conservation
- Stability and Change

Unit Assignment(s):

To introduce the concept of radioactive decay students will create a model with the Microwave Popcorn Decay activity. Student will simulate the transformation of a radioactive isotope over time, graph the data and relate it to radioactive decay and half-lives. Students will uses Gizmo and PhET simulations to develop a model of the internal structure of atoms and then extend to include the processes of fission, fusion, and radioactive decay.

Unit Lab Activities:
Using ENSI lessons Deep Time and Patterns in Time students will understand the history of Earth and how nuclear processes shape the Earth's surface. The ENSI lesson, Patterns in Time, will support student understanding of geologic time as related to the personal lifespan of a human. The ENSI lesson, Deep Time, will give students an understanding of the age of rocks and the formation of other geologic features.

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5. Waves and Electromagnetic Radiation
In this unit, students make mathematical models of electromagnetic waves and apply them to seismic waves traveling through the Earth. They obtain, evaluate, and communicate information about health hazards associated with electromagnetic waves. They use models of wave behavior to explain information transfer using waves and the wave-particle duality.

Essential Questions:
1. How does energy travel in the form of a wave?
2. How does wavelength relate to a frequency in the electromagnetic spectrum?
3. How and why does wave speed change in different mediums?
4. What types of information can waves carry?

NGSS Performance Expectations (PEs):
- **HS-PS4-1.** Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.
- **HS-PS4-2.** Evaluate questions about the advantages of using a digital transmission and storage of information.
- **HS-PS4-3.** Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model and that for some situations one model is more useful than the other.
- **HS-PS4-4.** Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter.
- **HS-PS4-5.** Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.*
- **HS-ESS2-1.** Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

NGSS Science and Engineering Practices (SEPs):
- Asking questions and defining problems
- Using mathematics and computational thinking
- Obtaining, evaluating, and communicating information

NGSS Crosscutting Concepts (CCCs):

- Stability and Change
- Cause and Effect
- Systems and systems models

Unit Assignment(s):

Engage students by having them watch the Tacoma Narrows Bridge collapse. Each class constructs a gummy bear wave machine to view wave propagation and learn the parts of a wave and relevant vocabulary. Students then select a variable and design an experiment to test the effect of different mediums on wave speed. Using Gizmo and PhET simulations students will be explore sound to investigate the relationship between wavelength and frequency in a constant medium.

Unit Lab Activities:

Students will use different lengths of straws to measure the frequency of the sound produced (using data probes or phone apps). Students use this data to calculate the speed of sound in air at room temperature. Students will use their understanding of this data to correlate the speed of sound through various mediums, such as in the movement of seismic waves through Earth.

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6. Stars and the Origin of the Universe

In this unit, students will examine the processes governing the formation, evolution, and workings of the solar system and universe. Students apply their understanding of nuclear fusion to trace the flow of energy from the Sun's core to Earth. They use evidence from the spectra of stars and galaxies to determine the composition of stars and construct an explanation of the origin of the universe.

Essential Questions:

1. How do we know what stars are made of?
2. What fuels our Sun?
3. Will our Sun ever run out of that fuel?
4. Do other stars work the same way as our Sun?
5. How do patterns in motion of the stars tell us about the origin of our universe?

NGSS Performance Expectations (PEs):

- **HS-ESS1-1.** Develop a model based on evidence to illustrate the lifespan of the sun and the role of nuclear fusion in the sun's core to release energy in the form of radiation.
- **HS-ESS1-2.** Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, the motion of distant galaxies, and composition of matter in the universe.
- **HS-ESS1-3.** Communicate scientific ideas about the way stars, over their life cycle, produce elements.

NGSS Science and Engineering Practices (SEPs):

- Developing and using models
- Constructing explanations and designing solutions
- Obtaining, evaluating, and communicating information.

NGSS Crosscutting Concepts (CCCs):

- Patterns
- Stability and Change
- Scale, proportion, and quantity
- Energy and Matter
- Structure and Function

Unit Assignment(s):

Students will use Gizmo and PhET simulations to construct an explanation of the role of nuclear fusion in the sun's core to release energy in the form of radiation. Students will explore the composition of stars using spectral analysis with emission tubes and spectroscopes.

Unit Lab Activities:

Students will build a model of the HR Diagram through examining data patterns in raw star data. They will use this model to better understand the life cycle of stars, types of stars, evidence of light spectra, the motion of distant galaxies, and composition of matter in the universe.

Course Materials

Title	Organization	URL
The Physics Classroom Tom Henderson	The Physics Classroom	https://www.physicsclassroom.com/
PhET Interactive Simulation	University of Colorado, Boulder	https://phet.colorado.edu/
Gizmo Simulations	Explore Learning	https://www.explorelearning.com
CK12.org	CK12 Foundation	https://www.ck12.org
NewsELA.com	NewsELA	https://newsela.com/
ENSI/SENSI	Evolution and the Nature of Science Instruction	http://www.indiana.edu/~ensiweb/

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
Physiology – Anatomy A/B

2. Transcript Title(s) / Abbreviation(s)
Phys Ana A (P)Phys Ana B (P)

3. Transcript Course Code(s) / Number(s)
SC6616 SC6617

4. School
Pioneer Valley High School

5. District
Santa Maria Joint Union High School District

6. City
Santa Maria, CA 93455

7. School / District Web Site
http://www.smjuhsd.k12.ca.us

8. School Course List Contact

Name: Dee Ringstead

Title/Position: Principal

Phone: 922-4573 **Ext.:** 4211

E-mail: jarmstrong@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☒ Laboratory Science
- ☐ Language other than English
- ☐ Visual & Performing Arts
  - ☐ Intro ☐ Advanced
- ☐ College Prep Elective

10. Grade Level(s) for which this course is designed

11th 12

11. Seeking "Honors" Distinction?

☐ Yes ☐ No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☐ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Is this an Internet-based course? No

If "Yes", who is the provider? ☐ UCCP ☐ PASS/Cyber High ☐ Other _____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- ☐ A course reinstated after removal within 3 years. Year removed from list? _____
  - Same course title? ☐ Yes ☐ No
  - If no, previous course title? _____
- ☐ An identical course approved at another school in same district. Santa Maria High School
  - Same course title? ☐ Yes ☐ No
  - If no, course title at other school? _____
- ☐ Year-long VPA course replacing two approved successive semester courses in the same discipline
- ☐ Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- ☐ Approved UC College Prep (UCCP) Online course
- ☐ Approved CDE Agricultural Education course
- ☐ Approved P.A.S.S./Cyber High course
- ☐ Approved ROP/C course. Name of ROP/C? _____
- ☐ Approved A.V.I.D. course
- ☐ Approved C.A.R.T. course
- ☐ Approved Project Lead the Way course
- ☐ Other. Explain: _____

15. Is this course modeled after an UC-approved course from another school <u>outside</u> your district? ☐ Yes ☒ No

If so, which school(s)? _____

Course title at other school _____

16. Pre-Requisites

Successful completion of Biology with a grade of C or better is recommended

17. Co-Requisites

None

18. Is this course a resubmission? ☐ Yes ☐ No

If yes, date(s) of previous submission? _____

Title of previous submission? _____

19. Brief Course Description

This course provides students with information on the physiology and anatomy of the human body.

B. COURSE CONTENT

Please refer to instructions

18. Course Goals and/or Major Student Outcomes

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Define many associated field of study, e.g., histology, pathology, etc.
2. Have an awareness and understanding of body planes and surfaces.
3. Identify and describe the functions of the parts and organelles of a cell, e.g., mitochondria, lysosome, etc.
4. Differentiate between the types of tissues found in the body, e.g., smooth muscle, adipose, pseudo stratified ciliated columnar epithelium.
5. Name the bones of the human skeleton.
6. Identify and describe the structures, both gross and microscopic, of skeletal muscle.
7. Identify the origin, insertion, and action of the approximately 50 muscles known as prime movers.
8. Identify and describe the functions of the parts of the neuron and the propagation of the action current and the transmitter chemicals at the myoneural junction.
9. Describe the structure of the spinal cord, its meninges, and the spinal nerves and the routing of the reflex arc.
10. Locate and describe the major parts of the brain and list the functions located therein.
11. Describe the structures involved in the automatic nervous system and the effects of sympathetic and parasympathetic stimulation.
12. Identify and describe the locations and functions of the visceral and coetaneous receptors.
13. Describe the chemoreceptors in the aortic and carotid bodies: those involved in olfactory and gustatory senses.
14. Describe the structure and function of the parts of the human eye.
15. Be conversant with the visual abnormalities attendant with the human eye and possible corrections available.
16. Describe the structure and functions of the parts of the human eye in hearing and equilibrium.

19. Course Objectives

The objective of this course is to provide the students information on the physiology and anatomy of the human body.

20. Course Outline

21. Texts & Supplemental Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in Santa Maria Joint Union High School District

22. Key Assignments

23. Instructional Methods and/or Strategies

1. Individual Work
2. Lectures
3. Class participation
4. Demonstrations
5. Audio-visual materials
6. Small group activities
7. Outside resource people
8. Field Trips
9. Individualized and group projects and reports

24. Assessment Methods and/or Tools

Students will take quizzes and multiple choice examinations, participate in classroom activities and create projects.

C. HONORS COURSES ONLY

Please refer to instructions

25. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

26. Context for Course (optional)

27. History of Course Development (optional)

Course Title

Practical Science A (P)

Description of Target Group

This course is designed for students in grades 9 and 10. Recommended for job prep students.

Purpose

To gain a better idea of the role of science in the world today.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Identify a balance.
2. Identify a graduate cylinder.
3. Identify a meter stick.
4. Identify a thermometer.
5. Manipulate a balance.
6. Manipulate a graduate cylinder.
7. Manipulate a meter stick.
8. Manipulate a thermometer.
9. Interpret the balance.
10. Interpret the graduate cylinder.
11. Interpret the meter stick.
12. Interpret the thermometer.
13. Guesstimate the dimensions of familiar objects using the metric system.
14. Guesstimate the volume of familiar objects using the metric system.
15. Guesstimate the mass of familiar objects using the metric system.
16. Guesstimate the temperature of everyday conditions on degrees celsius.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approves Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Lectures, labs, demonstrations, films, slides.

Course Title

Practical Science B (P)

Description of Target Group

This course is designed for students in grades 9 and 10. Recommended for job prep students.

Purpose

To gain a better idea of the role of science in the world today.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Identify a balance.
2. Identify a graduate cylinder.
3. Identify a meter stick.
4. Identify a thermometer.
5. Manipulate a balance.
6. Manipulate a graduate cylinder.
7. Manipulate a meter stick.
8. Manipulate a thermometer.
9. Interpret the balance.
10. Interpret the graduate cylinder.
11. Interpret the meter stick.
12. Interpret the thermometer.
13. Guesstimate the dimensions of familiar objects using the metric system.
14. Guesstimate the volume of familiar objects using the metric system.
15. Guesstimate the mass of familiar objects using the metric system.
16. Guesstimate the temperature of everyday conditions on degrees celsius.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approves Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Lectures, labs, demonstrations, films, slides.

Course Title

PSSC Physics A/B (P)

Description of Target Group

This course is designed for students in the 11th and 12th grades; 10th grade with teacher approval.

Purpose

To present an advanced study of the physical properties of matter and energy.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully able to demonstrate the following skills:

1. Identify various types of light sources.
2. Find an image in all types of mirrors, by ray tracing methods.
3. Identify incident and reflected rays.
4. Apply the laws of reflections.
5. Recognize virtual and real images.
6. Apply mirror formulae.
7. Use Snell's Law to predict the passage of light through a medium.
8. Determine the index of a material by the standard lab technique of ray tracing.
9. Predict the properties of an image formed by a lens configuration.
10. Calculate the critical angle experimentally and mathematically.
11. Qualitatively predict the dispersion of white light through a prism.
12. State a hypothesis and then verify that statement in nature.
13. Derive mathematical statements to support the above.
14. Set up mechanical analogs to study a phenomenon.
15. Discriminate between a model and reality.
16. Apply the law of superposition to two intersecting wave pulses.
17. Describe the reflected and transmitted (refracted) pulse as it travels from one medium to another.
18. Apply wave behavior to light.
19. Identify the characteristics of wave phenomenon.
20. Demonstrate the phenomenon of light with the ripple tank in accordance with the principles of wave theory.
21. Apply observations and theory to problems.
22. Construct wave front diagrams.
23. Calculate the wavelength of an unknown light source using a double slit experiment.
24. Apply Interference and Diffraction equations.
25. Identify a single slit or a double slit source by its projected pattern.
26. Graphic analysis of d-t, v-t, and a-t curves.

27. Calculation of d, v, and a from raw data.
28. Use of Equations of Motion.
29. Perform a dimensional analysis on any equation.
30. Compute the sine, cosine, and tangent of an angle.
31. Use the trig tables in finding angles and function values
32. Set up vector diagram and solve for the resultant by the trig method.
33. Vector analysis of motion involving forces.
34. Application of the equations of motion to free fall, projectile, or harmonic motion problems.
35. Application of circular motion relationships.
36. Solve Newton's equation for the gravitational force between two bodies.
37. Solve satellite motion and equilibrium problems.
38. Solve collision problems by applying momentum concepts.
39. Perform collision experiments with carts and air track and analyze the data.
40. Apply work-energy relationships to almost all types of motion problems.
41. Identify an elastic collision.
42. Compute the net force of a system and compute the work.
43. Analyze collisions.
44. Compute the area under a curve and equate it to the work.
45. Apply potential energy concepts to analyze energy problems.
46. Compute the energy equivalent in a problem.
47. Compute the work done in moving a body from one point to another in a potential field.
48. Apply kinetic and potential energy concepts to planetary motion.
49. Apply the techniques of charging by conduction and induction.
50. Determine the forces on two or more charged particles using Coulomb's Law.
51. Calculate the electric potential of a test charge in an electric field.
52. Apply Ohm's Law to resistive systems.
53. Define ampere and coulomb in terms of elementary charges.
54. Apply the laws of electromagnetic induction.

Instructional Materials

Text and Supplementary Materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Lectures, demonstrations, lab, problem sessions, PSSC films and other related audio-visual aids.

II. Course List Discrepancy

Title of Course: AP Physics 1

A-G Subject Area (select one): ☐ History / social science ("a") ☐ English ("b")

☐ Mathematics ("c") ☑ Laboratory science ("d") ☐ Language other than English ("e")

☐ Visual / performing arts ("f") ☐ College preparatory elective ("g")

Academic year(s) affected by the course list discrepancy:

☐ 20 14 -20 15 ☐ 20 _____ -20 _____

☐ 20 _____ -20 _____ ☐ 20 _____ -20 _____

Has this course previously been submitted and UC-approved for your institution? ☑ Yes ☐ No

If no, please submit the course to UC via the A-G Online Update website: https://doorways.ucop.edu/update/

Date of Course Submission: August 2013

III. Petition Justification

In an attached one-page statement, please provide a detailed explanation of the discrepancy to the "a-g" course list and the specific course of action the institution is requesting. The statement must be submitted on official letterhead and it must be signed by the Head of School (or Head of Curriculum in the case of online course publishers).

IV. Certification

☑ I have read the instructions and terms of the petition procedure for "Retroactive Change to A-G Course List" outlined by the University of California, Office of the President – High School Articulation and certify that all information submitted herein is factual.

Name _____ Position / Title _____

Signature _____ Date _____

Please submit the completed form to: hsupdate@ucop.edu

Retroactive Change to A-G Course List

To petition for a retroactive "a-g" course list change, please complete this form to explain your institution's course list discrepancy.

Petition Criteria:

1. Only course discrepancies noted within the current academic year and up to three previous academic years may be petitioned for change. The number of petition submissions for a retroactive course list change is limited to ***three per institution, every five academic years***.
2. No exceptions will be made in cases requesting an addition of the "honors" designation to a course, as such designation does not affect a student's ability to meet the University of California's minimum freshman admission requirements.

I. Basic Information

Name of Institution: Santa Maria High School

College Board Code (ATP/CEEB Code): 053305

California Department of Education CDS Code: _____ – _____ – 42693104236030

Name of Course List Contact Person: John Davis

Position Title: Asst. Superintendent of Curriculum & Instructions

Phone: 805 922-4573 x: 4211 E-mail: jdavis@smjuhsd.org

For districts submitting a petition on behalf of any school within the district, please complete the below fields:

Name of District: Santa Maria Joint Union High School District

District's California Department of Education CDS Code: 42 – 69310

Please attach a separate sheet listing the: (a) name of the school(s) affected and (b) the ATP/CEEB* code(s).

**American Testing Program (ATP) Code or College Entrance Examination Board (CEEB)*

II. Course List Discrepancy

Title of Course: AP Physics 1

A-G Subject Area (select one): ☐ History / social science ("a") ☐ English ("b")

☐ Mathematics ("c") ☑ Laboratory science ("d") ☐ Language other than English ("e")

☐ Visual / performing arts ("f") ☐ College preparatory elective ("g")

Academic year(s) affected by the course list discrepancy:

☐ 20 14 -20 15 ☐ 20 _____ -20 _____

☐ 20 _____ -20 _____ ☐ 20 _____ -20 _____

Has this course previously been submitted and UC-approved for your institution? ☑ Yes ☐ No

If no, please submit the course to UC via the A-G Online Update website: https://doorways.ucop.edu/update/

Date of Course Submission: February 2001

III. Petition Justification

In an attached one-page statement, please provide a detailed explanation of the discrepancy to the "a-g" course list and the specific course of action the institution is requesting. The statement must be submitted on official letterhead and it must be signed by the Head of School (or Head of Curriculum in the case of online course publishers).

IV. Certification

☑ I have read the instructions and terms of the petition procedure for "Retroactive Change to A-G Course List" outlined by the University of California, Office of the President – High School Articulation and certify that all information submitted herein is factual.

Name _____ Position / Title _____

Signature _____ Date _____

Please submit the completed form to: hsupdate@ucop.edu

Retroactive Change to A-G Course List

To petition for a retroactive "a-g" course list change, please complete this form to explain your institution's course list discrepancy.

Petition Criteria:

1. Only course discrepancies noted within the current academic year and up to three previous academic years may be petitioned for change. The number of petition submissions for a retroactive course list change is limited to ***three per institution, every five academic years***.
2. No exceptions will be made in cases requesting an addition of the "honors" designation to a course, as such designation does not affect a student's ability to meet the University of California's minimum freshman admission requirements.

I. Basic Information

Name of Institution: Ernest Righetti High School

College Board Code (ATP/CEEB Code): 053303

California Department of Education CDS Code: _____ – _____ – 42693104234613

Name of Course List Contact Person: John Davis

Position Title: Asst. Superintendent of Curriculum & Instruction

Phone: 805 922-4573 x: 4211 E-mail: jdavis@smjuhsd.org

For districts submitting a petition on behalf of any school within the district, please complete the below fields:

Name of District: Santa Maria Joint Union High School District

District's California Department of Education CDS Code: 42 – 69310

Please attach a separate sheet listing the: (a) name of the school(s) affected and (b) the ATP/CEEB* code(s).

**American Testing Program (ATP) Code or College Entrance Examination Board (CEEB)*

Santa Maria Joint Union High School District

2560 SKYWAY DRIVE · SANTA MARIA CA 93455
(805) 922-4573

To Whom It May Concern,

RE: **Retroactive Change to A-G Course List Petition**
AP Physics 1

The College Board discontinued the AP Physics B curriculum effective for the 2014-15 academic year. The High School Articulation unit removed all AP Physics B courses from Righetti (Ernest) High School and Santa Maria High School off the 2014-15 "a-g" course lists.

Unfortunately, the school and the district inadvertently missed the deadline to submit a request to add the AP Physics 1 to the Righetti (Ernest) High School's and Santa Maria High School's 2014-15 "a-g" course lists.

The AP Physics 1 course is being offered at Righetti (Ernest) and Santa Maria High Schools during the 2014-15 academic year and as directed by the UC, AP Physics 1 course was submitted for "a-g" review for the 2015-16 year on February 4, 2015.

Sincerely,

John Davis
Assistant Superintendent
Curriculum and Instruction

SANTA BARBARA COUNTY ROP / PIONEER VALLEY HIGH SCHOOL
SPORTS MEDICINE KINESIOLOGY COURSE OUTLINE

A. Introduction

1. History of kinesiology including all disciplines involved with sports medicine.

2. Methods of Biological Investigations
    a. Safety
    b. Scientific Method
        i. Testable hypothesis
        ii. Experimental design
        iii. Independent/dependent variable

3. Review of Cell Structure, Chemistry of cells

B. Anatomy and Physiology

1. Language of Anatomy

a. Anatomical Position
b. Body Orientation and Directional terms
c. Body Landmarks
d. Planes and Sections
e. Body Cavities

Objectives: Objectives: Students will be able to

1. Explain how anatomy and physiology are related
2. Describe the anatomical position verbally or by demonstrating it.
3. Demonstrate proficiency in using terms describing body landmarks, directions, planes, and surfaces.
4. Be able identify organ systems

Labs: **Orientation Terms**

Organ Systems Overview

2. Homeostasis for proper body function

a. Body temperature regulation

b. Heart Rate

c. Blood pressure

Lab: Compare and contrast the blood pressure and heart rate.

d. Nutrition

e. Nutritional Supplements

f. Response to lack of homeostasis

1. Identify various signs of trauma

Objectives: Students will be able to:

1. Define Homeostasis and explain its importance.
2. Define negative feedback and describe its role in maintaining homeostasis and normal body function.

3. Tissue

a. The structure and function of normal tissue

1. Epithelial

Lab: Measure the sensation of various pressure points using a variety of items for comparison of response on the epithelial tissue

2. Connective

3. Muscle

4. Nervous

Lab: Histology – Classification of Tissues

b. Tissue

1. Healing times for various types of tissue

c. Tissue response to physical injury

d. Physiology of the inflammatory response

1. Pain-spasm-pain cycle

2. Pharmacology

Objectives: Students will be able to:

1. Name the four tissue types and their chief subcategories.

2. Explain how the four major tissue types differ structurally and functionally.

3. Give the chief location of the various tissue types in the body.

4. Describe the process of tissue repair.

4. The Circulatory System

a. Medical terminology pertaining to the cardiovascular system

b. Anatomy of the heart and circulatory system

1. Major vessels and chambers
2. Blood's path through the heart

Lab: Comparing Arteries and Veins

Lab: Dissection of Sheep Heart

c. Functions of the heart and circulatory system

1. Blood pressure
   i. Factors effecting blood pressure
   ii. Heart sounds
2. Heart rate

Lab: Analyze heart rates and blood pressure

Lab: Analysis of CPR functions to create an understanding of how the blood maintains life.

d. Disorders and Diseases of the Heart

e. Human blood components

1. Red blood cells/hemoglobin
2. Oxygen/carbon dioxide transport
3. White blood cells and defense
4. Blood clotting
5. Blood typing: ABO groups

Lab: Simulated Blood Typing

Objectives: Students will be able to:

1. Describe the location of the heart in the body and identify its major anatomical areas on an appropriate model or diagram.
2. Trace the pathway of blood through the heart.
3. Compare the pulmonary and systemic circuits.
4. Explain the operation of the heart valves.
5. Name the elements of the intrinsic conduction system of the heart and describe the pathway of impulses through this system.
6. Define systole, diastole, stroke volume, and cardiac cycle.
7. Compare and contrast the structure and function of arteries, veins, and capillaries.
8. Define blood pressure and pulse and name several pulse points.
9. List factors affecting/or determining blood pressure.
10. Define hypertension and atherosclerosis and describe possible health consequences of these conditions.
11. Indicate the composition and volume of whole blood.
12. Describe the composition of plasma and discuss its importance in the body.
13. List the cell types making up the formed elements and describe the major functions of each type.
14. Describe the blood-clotting process.

5. Respiratory System

a. Anatomy of the respiratory system

1. Part of the human respiratory system

Lab: Create their own sponge models of the respiratory system

b. Function of the respiratory system

1. Mechanics of breathing
2. Regulation of breathing
3. Air filtration
4. Gas exchange: Diffusion of gases
5. Blood transport of gases
6. Cellular respiration

Lab: Create a balloon lung

c. Discuss affects of exercise on the respiratory system

Lab: Use spirometers to record and analyze max VO_2 volumes

Objectives: Students will be able to:

1. Name the organs forming the respiratory passageway and describe the function of each.

2. Describe several protective mechanisms of the respiratory system.

3. Explain how the respiratory muscles cause volume changes that lead to air flow into and out of the lungs (breathing)

4. Define the following respiratory volumes, tidal volume, vital capacity, expiratory reserve volume, inspiratory reserve volume and residual air.

5. Describe the process of gas exchanges in the lungs and tissues.

6. Describe how oxygen and carbon dioxide are transported in the blood.

7. Name several physical factors that influence respiratory rates.

8. Explain the importance of oxygen and carbon dioxide in modifying the rate and depth of breathing.

6. Nervous System

a. Terminology of the Nervous System

b. Anatomy of the Nervous System

1. Brain

2. Spinal Cord

3. Spinal Nerves

c. Functions of the nervous system

1. Peripheral nervous system

i. Somatic and autonomic systems
ii. Sympathetic and parasympathetic systems
iii. Reflex

Lab. Human Reflex Physiology

Lab: Hypothesis how much force it would take to elicit a flex action with the use of a reflex hammer on different joints-

d. The nerve cell

Lab: Neuron Anatomy and Physiology-

e. Neurological diseases and how it affects human function.

f. Dermatomes and Myotomes

Lab: Replicate a life size image of the individual dermatomes and myotomes of the upper and lower body

g. Types of injures associated with the CNS and vertebrae

Lab: Special tests for CNS injury, along with spine board use and practice in emergency situation

Objectives: Students will be able to:

1. List the functions of the nervous system.
2. Explain the structural and functional classification of the nervous system.
3. Define the central nervous system and peripheral nervous system and list the major parts of each.
4. Describe the structure of a neuron and name its important anatomical regions.
5. Describe the composition of gray matter and white matter.
6. List the two major functional properties of neurons.
7. Define reflex arc and list its elements.
8. Identify and indicate the functions of the major regions of the cerebral hemisphere, diencephalon, brain stem, and cerebellum on a human brain model or diagram.
9. Name the meningeal layers and state their functions.
10. Define EEG and explain how it evaluates functioning.
11. Describe spinal cord structure.
12. Describe the general structure of a nerve.
13. Name the four major nerve plexuses, give the major nerves of each and describe their distribution.
14. Contrast the effect of the parasympathetic and sympathetic divisions on different organs.

7. Skeletal System

a. Medical terminology pertaining to the skeletal system

b. Functions of the skeletal system

b. Anatomy of the human skeleton
   i. Axial and appendicular skeleton
   ii. Bone types
   iii. Ligaments and muscle attachment

   Lab: Identify the basic bones of a human skeletal model-

c. Growth and formation

   Lab: identify bone structure and formation-

d. Joints

   1. Types of joints
   2. Types of joint movements- Range of Motion
   3. Lever arms

      Lab: Analysis of the different functions of level arms using rubber bands and wooden dowels/metal rods

      Lab**: Joints and Body Movements-**

e. Injures

   Lab: Analyze external and internal forces applied on the skeletal system-

   1. Fracture
      (a) Types
   2. Arthritis
   3. Skeletal and joint injures in sport
      (a) Foot
      (b) Ankle
      (c) Knee
      (d) Hip
      (e) Hand/wrist
      (f) Elbow
      (g) Shoulder
      (h) Spine

      Lab: **Analyze for each body part above the bones and joints stability through a normal range of motion with manual applications**

      Objectives: Students will be able to
      1. Identify the subdivisions of the skeleton.
      2. List the functions of the skeletal system
      3. Name the four major types of bones.
      4. Identify the major anatomical areas of a long bone.
      5. Name and describe the types of fractures.
      6. Identify and name the bones of the skull.
      7. Name the parts of a typical vertebra and explain how the cervical, thoracic and lumbar vertebrae differ from one another.
      8. Explain how the abnormal spinal curvatures differ from one another.
      9. Identify the bones of the shoulder and pelvic girdles and their attached limbs.
      10. Describe the differences between male and female pelvises.
      11. Name the three major categories of joints and compare the amount of movement allowed by each.
      12. Identify some of the causes of bone and joint problems throughout life.

8. Muscular System

a. Anatomy of the muscular system

1. Types of muscle
2. Skeletal-muscular system
   i. parts of a muscle
3. Skeletal muscle contraction
4. Muscle strength and exercise
5. Cellular respiration and Muscle Fatigue
6. Identify origin and insertions of skeletal muscles

Lab: Dissection of a Chicken Wing-

Lab: Create clay models on small human skeleton model showing muscle from origin to insertion

Lab: Create muscles our of ribbon and rubber bands on a small human skeletal model

b. Anatomical Planes of Movement

1. Path of movement in each plane

Lab: Hypothesize what planes the body is going to be stronger in.

c. Muscle movement and injury in sport

1. Foot
2. Ankle
3. Knee
4. Hip
5. Hand/wrist
6. Elbow
7. Shoulder
8. Spine

Lab: Analyze for each body part above the muscles that move the joint.

Objectives: Students will be able to:

1. Describe similarities and differences in the structure and function of the three types of muscle and indicate where they are found in the body.
2. Describe the microscopic structure of skeletal muscle and explain the role of actin and mysin-containing myofilaments.
3. Describe how an action potential is initiated in a muscle cell.
4. Describe the events of muscle cell contraction.
5. Define origin, insertion, prime mover, antagonist, synergist, and fixator as they relate to muscles.
6. Demonstrate or identify the different types of body movements.
7 List the criteria used in naming muscles.
8. Name and locate the major muscle of the human body.

SMJUHSD



SOCIAL SCIENCE



Course Title

Academic Decathlon 1 A/B, 2 A/B, 3 A/B, 4 A/B

Department

Social Science Students will be given the option to receive credit for Modern World History or U.S. History (Two years of Academic Decathlon will equal one year of either history course). If they do not take this option, they will receive non-departmental units, which cannot supplant regular elective units.

Description of Target Group

This course is designed for all students in grades 9-12, although it is recommended that students be juniors or seniors. It is an A Block course. Students must be willing to work both independently and in small study groups to prepare for the Academic Decathlon Competition.

Purpose

This course is designed to prepare students to compete in the interscholastic Academic Decathlon. Students will study ten academic areas while learning advanced study skills and techniques. The course will also work to improve oral and written expression skills.

Prerequisites

Instructor approval.

Standards of Expected Student Achievement

Upon successful completion of this course, students will be able to demonstrate proficiency in the following areas:

- speech- composition and performance
- interview- successful interview techniques, including body language and oral expression
- essay- effective written composition in response to a given unknown prompt
- math- algebra, geometry, trigonometry and basic calculus
- science- structure and behavior of matter
- social science- world events, U.S. history, popular science and popular culture
- language and literature- critical reading, one novel selection, various poetry selections
- fine arts- fundamentals of composition, study of various selections
- music- basic music theory, study of various selections
- Super Quiz- focused study on one aspect of the other nine areas (rotates yearly)

Assessment of Student Learning

1. Students will present evidence of learning by cooperating with groups or by individual assignments and presentations based on the above subjects.

2. Students will demonstrate evidence of learning by presenting ideas, solutions and conclusions to proposed academic areas stated above.

3. Teacher observations and evaluations.

4. Students will present evidence of learning through quizzes, tests, homework and group activities.

5. Students will present evidence of learning through interscholastic competition in the above stated areas.

Instructional Materials

Various Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District.
Supplementary materials published yearly by and purchased yearly from California Academic Decathlon.

Activities

- individual work
- lectures
- student presentations
- guest speakers
- field trips
- small group activities
- independent research
- interscholastic competition

AMERICAN ECONOMICS COURSE OUTLINE

Textbook: Consumer Economics by Warmke and Wyllie, South-Western Pub. Co.

I. Definition of Economics (Chapter 1)

- A. Economic goods and services
- B. Opportunity costs
- C. Goals of the American Economy

II. Types of Economics (Chapter 2)

- A. Traditional
- B. Command
- C. Market
- D. Mixed

III. Circular Flow (Chapter 2)

- A. Definition of circular flow
- B. The four questions
  1. What to produce?
  2. How to produce?
  3. How much to produce?
  4. How to distribute the output?

IV. Characteristics of our Economy (Chapter 2)

- A. Private property
- B. Freedom of choice
- C. Profit motive
- D. Competition

V. Your role as a Consumer (Chapter 5)

- A. Buying is choice making
- B. Guides for buying
- C. Advertising (Chapter 6)
  1. Functions of advertising
  2. Costs of advertising
  3. Problems with advertising
  4. Regulation of advertising

- D. Consumer Rights and Protection (Chapters 7 - 8)
  1. Contracts
  2. Legal Protections

3. Warranties
4. Implied contracts
5. Unordered merchandise
6. Use of lawyers
7. Government protection
8. Other consumer protections

VI. Demand and Supply (Chapter 29)

A. The price system
B. Supply
C. Demand
D. Price and competition
E. Substitution principle
F. Competition and monopoly
G. Price controls
H. Price indexes and inflation

VII. Money and Credit (Chapter 9)

A. Functions of money
B. Types of money
C. Why is money accepted as legal tender?
D. Credit
   1. Types of credit
   2. Consumer credit
   3. Government credit
E. Functions of Federal Reserve System and Monetary Policy (Chapter 27)
   1. Creation of money
   2. Regulating the supply of money

VIII. Financial Institutions (Chapter 10)

A. Types of institutions
B. Services of financial institutions
C. Understanding credit (Chapters 11 - 12)
   1. Kinds of credit
   2. Costs of credit
   3. Your credit rating
   4. Problems of credit
   5. Installment buying
   6. Rights of buyers and sellers
   7. Problems of installment buying

D. Obtaining loans (Chapter 13)

IX. Savings and Investing (Chapter 14)

A. Managing income
   1. Savings plan
   2. Investing savings

B. Owning or renting a home (Chapter 15)
   1. Financing a home (Chapter 16)
   2. Legal aspects of home ownership

C. Investments (Chapter 17)
D. Types of insurance (Chapters 18 - 20)
E. Social Insurance (Chapter 21)

X. Managing the Nation's Economy

A. Gross National Product (GNP)
B. National income and its distribution
   1. Rent
   2. Wages
   3. Interest
   4. Profit
   5. Taxes
C. Economic fluctuations (Chapter 30)
D. Individual's role in the economy (Chapter 3)
E. Business' role in the economy (Chapter 22)
   1. Forms of business
   2. Functions of business
   3. Factors of production (Chapter 25)
      a. Characteristics of American production
      b. Role of mass production, specialization, and capital
   4. Marketing (Chapter 24)
F. Role of government in the economy (Chapter 25)
   1. Growth of government services
   2. Government regulation
   3. Taxation, fiscal policy and national debt (Chapter 26)
   4. Monetary policy (Chapter 27)

XI. economic Fluctuations and International Trade (Chapters 30 – 31)

XII. Economic Growth (Chapter 29)

Course Title

American History A

Description of Target Group

This course is for 11th grade students.

Purpose

The purpose of American History A is to acquaint the student with the history of the United States from colonial times to the Civil War. This is the first semester of a one year course. This is a required course.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Describe the exploration and settlement of the United States.
2. Discuss the Colonial Period and the Revolutionary War.
3. Discuss state's rights and their importance in our development as a nation.
4. Discuss the causes and results of the Civil War
5. Describe Reconstruction and its affect on the nation
6. Discuss the causes and sequence of Westward expansion

Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

1. Individual work
2. Lectures
3. Class participation
4. Demonstrations
5. Audio-visual materials
6. Field trips
7. Small group activities
8. Outside resource people

American History B

Description of Target Group

This course is for 11th grade students.

Purpose

The purpose of American History B is to acquaint the student with the history of the United States from the Industrial Revolution to current times. This is the second semester of a one year course. This is a required course.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Discuss the causes and results of the Industrial Revolution.
2. Describe the opening of the last West
3. Discuss Colonialism vs. Isolationalism as practiced by the United States
4. Discuss the causes and effects of the Great Depression
5. Discuss the causes and results of World Wars I & II
6. Discuss the Cold War, the wars in Korea, and Vietnam, and their effect on United States economy and politics.
7. Discuss the Civil Rights Movement and its achievements.
8. Discuss the following current events
    a. Changes in World diplomacy
    b. Economic impact of world changes
    c. The fall of the Berlin Wall and the Union of Soviet Socialist Republics
    d. Social changes in the United States
    e. Conservation movement and Ecological problems
    f. Urban decay

Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

1. Individual work
2. Lectures
3. Class participation
4. Demonstrations
5. Audio-visual materials
6. Field trips
7. Small group activities
8. Outside resource people

Course Description

A. COVER PAGE

1. Course Title
Ancient World History: Medieval

2. Transcript Title / Abbreviation
SS6561

3. Transcript Course Code / Number

4. School
Santa Maria High School

5. District
Santa Maria Joint Union High School District

6. City
Santa Maria

7. School / District Web Site
www.smjuhsd.k12.ca.us

8. School Contact

Name:

Title/Position:

Phone: **Ext.:**

Fax:

E-mail:

9. Subject Area

- [X] History/Social Science
- [ ] English
- [ ] Mathematics
- [ ] Laboratory Science
- [ ] Language other than English
- [ ] Visual & Performing Arts (for 2003)
- [ ] College Prep Elective

10. Grade Level(s)
9th

11. Seeking "Honors" Distinction?
[ ] Yes [x] No

12. Unit Value

- [X] 0.5 (half year or semester equivalent)
- [ ] 1.0 (one year equivalent)
- [ ] 2.0 (two year equivalent)
- [ ] Other: _____

13. Date of School Board Approval

14. Is this course previously approved by UC? [x] Yes [ ] No If so, year removed from list? [x] Yes [ ] No

Under what course title? World History Medieval

15. Is this course modeled after an UC-approved course from another school? [ ] Yes [X] No

16. Pre-Requisites

17. Co-Requisites

18. Brief Course Description

World History, Medieval will prepare the student for AP test through the study of the history of the world from the Roman Republic to the 1450 A.D. AP strategies will be taught in preparation of the AP History tests. This is a one semester elective course.

B. COURSE CONTENT

19. Course Goals and/or Major Student Outcomes

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Upon completion of this course, students will be able to successfully demonstrate the following skills: Understand how the past relates to the present.
2. Trace the development of civilization in the Near East, Far East, and the Americas.
3. Discuss the political, economic, and social philosophies developed/practiced from the end of the Roman Empire to the beginning of the Renaissance
4. Trace the development of the Feudal System and its effect on Europe
5. Discuss the spread of Christianity and Protestantism and their relationships to the political systems of the period.
6. Describe new styles of art developed during the period.
7. AP strategies will include:
    - Drawing inferences
    - Three levels of questioning
    - Subject-Occasion-Audience-Purpose-Speaker (SOAPS) strategy for analyzing point of view and context
    - Dialectical notebooks/journals
    - Yes-But strategy for analyzing argument
    - Synthesizing perspectives from different points of view

20. Course Objectives

Students will be able to demonstrate an understanding of the development of human society from the fall of Rome to 1450 A.D.

21. Course Outline

World History, Medieval will prepare the student for AP tests through the study of the history of the world, with emphasis on the development of civilizations from the end of the Roman Empire to the Renaissance. AP strategies will be taught in preparation for the AP History tests. This is a one semester elective course.

22. Texts & Supplemental Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union Highs School District

23. Key Assignments

Study of the Viking invasions and settlements, Feudalism Webquest, Research paper on the development of the English monarchy from the end of the Roman occupation to Henry V.

24. Instructional Methods and/or Strategies

Textbook materials will be supplemented with lectures, slides, movies, filmstrips, and projects to include computer research and webquest.

25. Assessment Methods and/or Tools

Multiple choice tests in the AP style, essays and DBQ's

AP MACROECONOMICS

The purpose of the AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. There is no single approach that an AP Macroeconomics course is expected to follow. Whatever the approach, however, AP teachers are advised to take into account certain topics generally covered in college courses. The following is a brief discussion of these topics and some aspects of them that a teacher may choose to explore.

Topics

I. Basic Economic Concepts

A macroeconomics course introduces students to fundamental economic concepts such as scarcity and opportunity costs. Students understand the distinction between absolute and comparative advantage, and apply the principle of comparative advantage to determine the basis on which mutually advantageous trade can take place between individuals and/or countries, and to identify comparative advantage from differences in opportunity costs. Other basic concepts that are explored include the functions performed by an economic system, and the way the tools of supply and demand are used to analyze the workings of a free market economy. The course should also introduce the concept of the business cycle to give students an overview of economic fluctuations and to highlight the dynamics of unemployment, inflation, and economic growth. Coverage of these concepts provides students with the foundation for a thorough understanding of macroeconomic concepts and issues.

II. Measurement of Economic Performance

To provide an overview of how the economy works, the course should start with a model of the circular flow of income and products that contains the four sectors: households, businesses, government, and international. It is important to identify and examine the key measures of economic performance: gross domestic product, unemployment, and inflation.

In studying the concept of gross domestic product, it is also important that students learn how gross domestic product is measured, have a clear understanding of its components, and be able to distinguish between real and nominal gross domestic product.

The course should examine the nature and causes of unemployment, the costs of unemployment, and how the unemployment rate is measured, including the criticisms associated with the measurement of the unemployment rate. It is also important to understand the concept of the natural rate of unemployment and the factors that affect it. Students should also have an understanding of inflation and how it is measured. In this section, the course should cover the costs of inflation; the main price indices, such as the consumer price index (CPI) and the gross domestic product deflator. Students should learn how these indices are constructed and used to convert nominal values into real values, as well as to convert dollar values in the past to dollar values in the present. It is also important to highlight the differences between the two price indices as a measure of inflation, as well as the problems associated with each measure.

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III. National Income and Price Determination

This section introduces the aggregate supply and aggregate demand model to explain the determination of equilibrium national output and the general price level, as well as to analyze and evaluate the effects of public policy. It is important to discuss the aggregate demand and aggregate supply concepts individually to provide students a firm understanding of the mechanics of the aggregate demand and aggregate supply model.

The aggregate demand and aggregate supply analysis often begins with a general discussion of the nature and shape of the aggregate demand and aggregate supply curves and the factors that affect them. A detailed study of aggregate demand may begin by defining the four components of aggregate demand: consumption, investment, government spending, and net exports. It also examines why the aggregate demand curve slopes downward and how changes in the determinants affect the aggregate demand curve. The spending-multiplier concept and its impact on aggregate demand, and how crowding out lessens this impact, should be demonstrated as well. The course can then present the definition and determinants of aggregate supply, the different views about the shape of the aggregate supply curve in the short run and in the long run, and highlight the importance of the shape in determining the effect of changes in aggregate demand on the economy. It is also important to understand the notion of sticky-price and sticky-wage models and their implication for the aggregate supply curve in comparison to flexible prices and wages.

Students should be able to use the aggregate demand and aggregate supply model to determine equilibrium income and price level and to analyze the impact of economic fluctuations on the economy's output and price level, both in the short run and in the long run.

IV. Financial Sector

To understand how monetary policy works, students must understand the definitions of both the money supply and money demand and the factors that affect each of them. Here the course introduces students to the definition of money and other financial assets, such as bonds and stocks, the time value of money, measures of the money supply, fractional reserve banking, and the Federal Reserve System. In presenting the money supply, it is important to introduce the process of multiple-deposit expansion and money creation using T-accounts, and the use of the money multiplier. In learning about monetary policy, it is important to define money demand and examine its determinants. Having completed the study of money supply and money demand, the course should proceed to investigate how equilibrium in the money market determines the equilibrium nominal interest rate. Using the investment demand curve, the students should establish the link between changes in the real interest rate and changes in aggregate demand and understand how changes in aggregate demand affect real output and price level. Students should have an understanding of financial markets and the working of the loanable funds market in determining the real interest rate. It is also important that students develop a clear understanding of the differences between the money market and the loanable funds market.

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Having an understanding of the financial markets, students should identify and examine the tools of central bank policy and their impact on the money supply and interest rate. Students should understand the distinction between nominal and real interest rates. Students should also be introduced to the quantity theory of money, and examine and understand the effect of monetary policy on real output growth and inflation.

V. Stabilization Policies

Public policy can affect the economy's output, price level, and level of employment, both in the short run and in the long run. Students should learn to analyze the impacts of fiscal policy and monetary policy on aggregate demand and on aggregate supply, as well as on the economy's output and price level, both in the short run and in the long run. It is also important to understand how an economy responds to a short-run shock and adjusts to long-run equilibrium in the absence of any public policy actions.

With both monetary and fiscal policies now incorporated in the analysis of aggregate demand and aggregate supply, an understanding of the interactions between the two is essential. Students should also examine the economic effects of government budget deficits, including crowding out; consider the issues involved in determining the burden of the national debt; and explore the relationships between deficits, interest rates, and inflation. The course should distinguish between the short-run and long-run impacts of monetary and fiscal policies and trace the short-run and long-run effects of supply shocks. Short-run and long-run Phillips curves are introduced to help students gain an understanding of the inflation-unemployment trade-off and how this trade-off may differ in the short and long run. In this section, the course identifies the causes of inflation and illustrates them by using the aggregate demand and aggregate supply model. A well-rounded course also includes an examination of the significance of expectations, including inflationary expectations.

VI. Economic Growth

The course should introduce the concept and meaning of long-run economic growth and examine how economic growth occurs. Students should understand the role of productivity in raising real output and the standard of living, and the role of investment in human capital formation and physical capital accumulation, research and development, and technical progress in promoting economic growth. Having learned the determinants of growth, students should examine how public policies influence the long-run economic growth of an economy.

VII. Open Economy: International Trade and Finance

An open economy interacts with the rest of the world both through the goods market and the financial markets, and it is important to understand how a country's transactions with the rest of the world are recorded in the balance of payments accounts. Students should understand the meaning of trade balance, the distinction between the current account balance and the financial account (formerly known as capital account) balance, and the implications for the foreign exchange market.

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The course should also focus on the foreign exchange market and examine how the equilibrium exchange rate is determined. Students should understand how market forces and public policy affect currency demand and currency supply in the foreign exchange markets and lead to currency appreciation or depreciation. How financial capital flows affect exchange rates, and how appreciation or depreciation of a currency affects a country's exports and imports should be an integral part of the presentation. Having learned the mechanics of the foreign exchange markets, students should then understand how changes in net exports and financial capital flows affect financial and goods markets.

It is important to examine what the effects of trade restrictions are, how the international payments system hinders or facilitates trade, how domestic policy actions affect international finance and trade, and how international exchange rates affect domestic policy goals.

Summary Outline

On the following pages is a summary outline of the major content areas covered by the AP Macroeconomics Exam. The percentages indicated reflect the approximate percentage devoted to each content area in the multiple-choice section of the exam. The outline is a guide and is not intended as an exhaustive list of topics.

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Content Area	*Percentage Goals of Exam (multiple-choice section)*

I. Basic Economic Concepts ..... (8–12%)
- A. Scarcity, choice, and opportunity costs
- B. Production possibilities curve
- C. Comparative advantage, specialization, and exchange
- D. Demand, supply, and market equilibrium
- E. Macroeconomic issues: business cycle, unemployment, inflation, growth

II. Measurement of Economic Performance..... (12–16%)
- A. National income accounts
  1. Circular flow
  2. Gross domestic product
  3. Components of gross domestic product
  4. Real versus nominal gross domestic product
- B. Inflation measurement and adjustment
  1. Price indices
  2. Nominal and real values
  3. Costs of inflation
- C. Unemployment
  1. Definition and measurement
  2. Types of unemployment
  3. Natural rate of unemployment

III. National Income and Price Determination..... (10–15%)
- A. Aggregate demand
  1. Determinants of aggregate demand
  2. Multiplier and crowding-out effects
- B. Aggregate supply
  1. Short-run and long-run analyses
  2. Sticky versus flexible wages and prices
  3. Determinants of aggregate supply
- C. Macroeconomic equilibrium
  1. Real output and price level
  2. Short and long run
  3. Actual versus full-employment output
  4. Business cycle and economic fluctuations

IV. Financial Sector..... (15–20%)
- A. Money, banking, and financial markets
  1. Definition of financial assets: money, stocks, bonds
  2. Time value of money (present and future value)
  3. Measures of money supply
  4. Banks and creation of money
  5. Money demand
  6. Money market and the equilibrium nominal interest rate

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B. Loanable funds market
   1. Supply of and demand for loanable funds
   2. Equilibrium real interest rate
   3. Crowding out
C. Central bank and control of the money supply
   1. Tools of central bank policy
   2. Quantity theory of money
   3. Real versus nominal interest rates

V. Stabilization Policies ..... (20–30%)
A. Fiscal and monetary policies
   1. Demand-side effects
   2. Supply-side effects
   3. Policy mix
   4. Government deficits and debt
B. The Phillips curve
   1. Short-run and long-run Phillips curves
   2. Demand-pull versus cost-push inflation
   3. Role of expectations

VI. Economic Growth ..... (5–10%)
A. Definition of economic growth
B. Determinants of economic growth
   1. Investment in human capital
   2. Investment in physical capital
   3. Research and development, and technological progress
C. Growth policy

VII. Open Economy: International Trade and Finance ..... (10–15%)
A. Balance of payments accounts
   1. Balance of trade
   2. Current account
   3. Financial account (formerly known as capital account)
B. Foreign exchange market
   1. Demand for and supply of foreign exchange
   2. Exchange rate determination
   3. Currency appreciation and depreciation
C. Imports, exports, and financial capital flows
D. Relationships between international and domestic financial and goods markets

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AP WORLD HISTORY

Course Themes:

1. The relationship of change and continuity from 8,000 BCE to the present.
2. Impact of interaction among and within major societies.
3. Impact of technology, economics, and demography on people and the environment.
4. Systems of social structure and gender structure.
5. Cultural, religious, and intellectual developments.
6. Changes in functions and structures of states and in attitudes toward states and political identities, including the emergence of the nation-state.

Course Materials:

Text
Bentley, Jerry and Herbert Ziegler. ***Traditions and Encounters****: A Global Perspective on the Past.* New York: McGraw-Hill, 2003.

Supplements
Reilly, Kevin. *Worlds of history:* ***A comparative Reader****.* Vols. 1 and 2. New York: Bedford/St. Martin's 2004.

Grading

Students will be evaluated at the end of each unit. Test will consist of multiple-choice questions, and either a change-over-time essay, or comparative essay. They will receive four essays each unit that they must outline and be prepared for testing. Students will be given DBQ's each unit that will be gradually equip them towards timed DBQ's at the end of the course.

Course Outline

1. Foundations (3 weeds)
    A. Introduction
    B. Text Ch 1-12
    C. Neolithic Revolution & Ancient Civilizations
        1. Four Ancient Civilizations
        2. Maps of Ancient Civs.
        3. Political organizations
        4. Religious beliefs
        5. Trade and diffusion
    D. Classical Civilizations
        1. Greece/Rome, Persia, Mauryan and Gupta India, Han China
        2. Maps of Classical Civs
        3. Trade routes of Silk Road and Indian Ocean
        4. Migrations and cultural diffusion
        5. Collapse of empires
    E. World Belief Systems
        1. The religions of South Asia-Hinduism, Buddhism, Polytheism

2. Religious and philosophies of South East Asia-Confucianism, Daoism
3. Compare and contrast Monotheistic religions-Judaism, Christianity and Islam

F. Social, Economic and Cultural Systems
1. Caste system
2. Slave systems
3. The rise of Manorialism

G. Trade and Migrations
1. The influence of nomadic people groups
2. The influence of Missionaries
3. The influence of disease

H. Skills Developed
1. Comparing and contrasting of civilizations, religions, etc.
2. Demonstrating change and continuity of trade patterns, migrations, religions, etc.
3. Reading of original documents

II. The Post Classical Era: 600 to 1000 CE (2 weeks)

A. Text: Ch. 13-17, with various primary and secondary sources
B. Last Classical Period
1 Major agent of movement – The Huns
2 Essay prompts
3 Theme charts
C. The Collapse of Empires
1 Han
2 Gupta
3 Rome
D. The Islamic World
1 The origins of Islam
2 The spread of Islam
3 The diffusion of culture, economics, religion, and sciences
4 DBQ – from the Quran
E. Charting Interregional networks
1 Mapping major trade cities and networks
2 The changing roles of women
F. Sui/Tang/Song China
G. Islamic and Hindu Kingdoms of India
H. Feudal West Europe
I. Early Societies of Meso and South America
J. Skills Developed
1 Components of a good Thesis
2 Historical Analysis of original documents
3 Analyzing point of view

III. The Age of Cross-Cultural Interaction: 1000-1450 CE (2 weeks)

A. Text: Ch. 18-22, with various outside readings
B. Essay prompts and important concepts

C. The Nomadic groups
    1 Turks
    2 Banu's
    3 Mongols
D. Civilizations in the Americas
    1 Mayans
    2 Aztecs
    3 Incan Empire
E. Sub-Saharan Africa
F. The Mongols
    1 Mongol Trial
    2 Mongol DBQ
G. Expansion of Chinese Empires
    1 Influence on Japan, Korea
    2 Japanese feudalism compared with European feudalism
H. A Changing Europe
    1 Crusades
    2 East/West Schism
    3 Revival of Empire-France, Spain
I. Dar-al-Islam
J. Key skills
    1 As of this time, students will be equipped to do all three FRQ's and will be tested on either a Change over Time, Compare and contrast essay each unit. A Document Based Question will be given each unit from now on also.

IV. The Origins of Global Interdependence: 1450-1750 CE (3 weeks)
A. Text: Ch. 22-28, various outside readings
B. Essay prompts and key concepts
C. European Exploration
    1 The effect of Renaissance and scientific revolution
    2 Transformation of Europe project
    3 Enlightment
    4 Comparing European Empires and Kingdoms
D. Comparing African kingdoms
E. Triangular Trade
F. The expanding role of women
G. Ottoman expansion
H. A developing Russia
I. Comparing Asian Empires
    1 Mughul India
    2 Tokugawa Japan
    3 Ming China

V. The Age of Revolution, Industry, and Empire: 1750-1914 CE (3 weeks)
A. Text: Ch. 29-33, various outside readings
B. Essay prompts and key concepts
C. Political Revolutions
    1 American

2 French
3 Haitian
4 Mexico

D. The rise of Nationalism and consolidation of states in Europe
E. Industrial Revolution
1 Cpaitalism
2 Socialism
3 Marxism
F. Imperialism
1 Imperialism in Asia (British, French, Dutch, Spanish)
2 The Scramble for Africa-Excerpts from *"Things Fall Apart"*
3 Methods of rule
G. Legacies of Imperialism
1 Empire and Economy
2 Labor migration
3 Social change and continuity
4 Rising Nationalism
H. Societies at a Crossroads
1 Russian and Ottoman Empires
2 Comparing China and Japan
3 Russian DBQ

VI. The 20th Century: 1914-Present (4 weeks)
A. Text: Ch 34-39, various outside readings
B. Essay prompts and key concepts
C. The Great War
1 The Russian Revolution
2 Global implications of Versailles-mandate system
3 1918 Flu Pandemic
D. World War II
1 Origins
2 Battles
3 Homefront
4 Postwar settlement
E. The Cold War
1 Origins
2 Challenges to superpower hegemony-Europe, China, Détente
3 Communist Revolution in China
4 Collapse of the USSR
F. Decolonization
1 Asia
2 Africa
3 Long term struggles after independence
G. Social and Cultural changes
1 Women's movements
2 The Rise of Pop. Culture

AP WORLD HISTORY – PIONEER VALLEY HIGH SCHOOL

Brian Hook

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3. Impact of technology, economics, and demography on people and the environment.
4. Systems of social structure and gender structure.
5. Cultural, religious, and intellectual developments.
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3 Haitian
4 Mexico

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E. Industrial Revolution
1 Cpaitalism
2 Socialism
3 Marxism
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1 Imperialism in Asia (British, French, Dutch, Spanish)
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3 Communist Revolution in China
4 Collapse of the USSR
F. Decolonization
1 Asia
2 Africa
3 Long term struggles after independence
G. Social and Cultural changes
1 Women's movements
2 The Rise of Pop. Culture

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
Business Economics (P)

2. Transcript Title / Abbreviation
Business Economics/BUSINESS ECON

3. Transcript Course Code / Number
SS6566

4. School
Pioneer Valley High School

5. District
Santa Maria Joint Union

6. City
Santa Maria

7. School / District Web Site
Pioneer Valley/www.smjuhsd.org

8. School Course List Contact

Name: Dee Ringstead

Title/Position: Principal

Phone: (805) 922-1305 **Ext.:**

E-mail: dringstead@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Language other than English
- Visual & Performing Arts
- ☒ College Prep Elective

10. Grade Level(s) for which this course is designed
12

11. Seeking "Honors" Distinction?

☐ Yes ☒ No

12. Unit Value

- ☒ 0.5 (half year or semester equivalent)
- ☐ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- ☐ A course reinstated after removal within 3 years. Year removed from list? _____
  Same course title? ☐ Yes ☐ No
  If no, previous course title? _____
- ☒ An identical course approved at another school in same district. Which school? Santa Maria High
  Same course title? ☒ Yes ☐ No
  If no, course title at other school? _____
- ☐ Alternative course title for course with identical content at this school
  Title of previously-approved identical course: _____
- ☐ Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- ☒ Approved UC College Prep (UCCP) Initiative course
- ☐ Approved P.A.S.S. course
- ☐ Approved ROP/C course. Name of ROP/C? _____
- ☐ Combining two UC-approved semester VPA courses into a single, year-long VPA course
  Titles of previously-approved semester courses: _____
- ☐ Other. Explain: _____

14. Is this course modeled after an UC-approved course from another school outside your district? ☐ Yes ☒ No

If so, which school(s)? _____

Course title at other school _____

15. Pre-Requisites

None

16. Co-Requisites

None

17. Brief Course Description

This course is designed to enable students to understand the principles of economics and of our economic system. Students will compare our system to those of other countries and make reasoned judgments about economic questions.

B. COURSE CONTENT

Please refer to instructions

18. Course Goals and/or Major Student Outcomes

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Fundamental economic concepts and terms.
2. The tools of analysis such as charts and graph.
3. Economic indicator such as gross national products, inflation, and measures of unemployment.
4. Understanding basic economic problems facing society such as scarcity or resources.
5. All societies have economic systems determining choice of production.
6. U.S. economy characterized by competition and market structure.
7. Role that labor, agriculture, and business organizations have played in the U.S. economy.
8. Role of government in market economy and establishing monetary policy.
9. Individual should use economic concepts in making consumer decisions.
10. Role of financial institutions.
11. Understanding business cycles with periods of inflation, deflation, and unemployment.
12. U.S. economic history.
13. Importance of international trade and migration.
14. How values influence monetary spending and opportunities for students to develop creative thinking skills.

19. Course Objectives

General Science AB concentrates on the following aspects of science: measurement matter, fluids, thermal energy, selected topics in biology, weather and earth.

20. Course Outline

21. Texts & Supplemental Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

22. Key Assignments

23. Instructional Methods and/or Strategies

1. Individual Work
2. Lectures
3. Class participation
4. Demonstrations
5. Audio-visual materials
6. Small group activities

24. Assessment Methods and/or Tools

Students will take quizzes and multiple choice examinations, participate in classroom activities and create projects.

C. HONORS COURSES ONLY

Please refer to instructions

25. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

26. Context for Course (optional)

27. History of Course Development (optional)

Course Outline

Career Decisions

Description of Target Group

This 5-unit course is designed to assist GATE students in their career decision-making development.

Purpose

This course will provide GATE students with the means to properly and comprehensively make career and educational decisions. Students will complete their units: Self-Inventory, Career Investigation, and Post High School Education.

Standards of Expected Student Achievement

Upon completion of this course, students will have successfully achieved the following decision-making processes:

1. Completed and interpreted two (2) interest area assessments.
2. Determined personal values.
3. Established long-term high school goals.
4. Developed a four-year academic plan.
5. Completed a summary student Profile Form.
6. Researched and completed a report on two (2) careers.
7. Identified seven (7) sources of information for researching a career.
8. Researched and completed a report on requirements for a Bachelors degree for three (3) schools (U.C., U.S.C., Junior College).
9. Completed a report showing entrance requirements for one of the three schools listed.
10. Written an essay explaining why the particular school was chosen.
11. Written an application for the school chosen (a "self portrait", personality statement of self-assessment, consisting of at least 300 words).

Career Decisions (continued)

12. Arranged an appointment with Guidance Technician to review a four-year plan for meeting entrance requirements of the school selected.

13. Written an essay stating reasons for choosing a particular major and its expected future benefits.

14. Written a brief description of the five (5) major student Federal financial aid programs: Pell Grants, SEOG, College Work Study Program, NDSL, and Guaranteed Student Loans.

15. Written a brief description of the Cal Grant program.

16. With parents' assistance, completed a copy of the Student Aid Application for California.

Instructional Materials

Texts and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Course Description

A. COVER PAGE

Date of Submission: November 3, 2011

1. Course Title
Chicano and Latino Studies

2. Transcript Title(s) / Abbreviation(s)
Chicano and Latino Studies A
Chicano and Latino Studies B

3. Transcript Course Code(s) / Number(s)
SS6007 / SS6008

4. School
Santa Maria High School

5. District
Santa Maria Joint Union High School District

6. City
Santa Maria

7. School / District Web Site
http://www.smjuhsd.k12.ca.us/

8. School Course List Contact

Name: Ricardo Valencia

Title/Position: Teacher (Social Science)

Phone: (805) 925-2567 **Ext.:** 3615

E-mail: rvalencia@smjuhsd.org

9. Subject Area

- [ ] History/Social Science
- [ ] English
- [ ] Mathematics
- [ ] Laboratory Science
- [ ] Language other than English
- [ ] Visual & Performing Arts
  - [ ] Intro [ ] Advanced
- [x] College Prep Elective

10. Grade Level(s) for which this course is designed

[ ] 9 [x] 10 [x] 11 [x] 12

11. Seeking "Honors" Distinction?

[ ] Yes [x] No

12. Unit Value

- [ ] 0.5 (half year or semester equivalent)
- [x] 1.0 (one year equivalent)
- [ ] 2.0 (two year equivalent)
- [ ] Other: _____

13. Is this an Internet-based course? [ ] Yes [x] No

If "Yes", who is the provider? [ ] UCCP [ ] PASS/Cyber High [ ] Other _____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- [ ] A course reinstated after removal within 3 years. Year removed from list? _____
  - Same course title? [ ] Yes [ ] No
  - If no, previous course title? _____
- [ ] An identical course approved at another school in same district. Which school? _____
  - Same course title? [ ] Yes [ ] No
  - If no, course title at other school? _____
- [ ] Year-long VPA course replacing two approved successive semester courses in the same discipline
- [ ] Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- [ ] Approved UC College Prep (UCCP) Online course
- [ ] Approved CDE Agricultural Education course
- [ ] Approved P.A.S.S./Cyber High course
- [ ] Approved ROP/C course. Name of ROP/C? _____
- [ ] Approved A.V.I.D. course
- [ ] Approved C.A.R.T. course
- [ ] Approved Project Lead the Way course
- [ ] Other. Explain: _____

15. Is this course modeled after an UC-approved course from another school outside your district? [X] Yes [ ] No

If so, which school(s)? ____Pomona High School_____

Course title at other school ___ Chicana/o and Latina/o Studies _____

16. Pre-Requisites

Students have successfully completed OR are currently taking Modern World History.

17. Co-Requisites

Not Applicable

18. Is this course a resubmission? [ ] Yes [x] No

If yes, date(s) of previous submission? _____

Title of previous submission? _____

19. Brief Course Description

This course explores Latino experiences from pre-Columbian civilizations to the present. It is an interdisciplinary course that investigates the diversity of Chicano/Latino culture as it is conditioned by the intersections of race, class, gender, regional variation and power. Through culturally relevant curriculum, this class will provide a historical, political, and economic analysis of Chicano/Latino people's quest for equality. This course will address the Chicana/o Movement, immigration, literature, music and film to discuss the factors that contribute to the formation of Chicano/Latino identity today.

In addition to rigorous reading assignments, contemporary information is drawn from students' experiences, major newspapers, popular culture, and other media. Students will be encouraged to read a major newspaper everyday and to listen to various radio programs. The current information will allow us to see historical trajectories, and make course material relevant.

The course will begin with an in-depth study of Indigenous peoples in Latin America, primarily the Maya, Taino and Aztec civilizations, and the "conquest" of the Americas. The concepts of race, class, gender, culture, colonialism, and oppression will be addressed in this process. This will immediately follow with the 19th and 20th centuries and themes ranging from *Mestizaje* (mixed-race identity), Diaspora, Spanish language in the Southwest, the Zoot Suit Riots, the Bracero Program, the United Farm Workers, the Chicano/a Movement, Latina and Chicana literature, the Central American civil wars of the 1970's, 1980's and 1990's, and Latinos in higher education.

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

a. Students will develop strategies to strengthen knowledge of students' own ethnic/cultural/racial background(s) and those of others.
b. Students will develop research skills by completing individual and group research projects.
c. Students will improve their analytical skills by identifying bias, evidence, and point of view in historical accounts or primary sources.
d. Students will advance their critical thinking, speaking and writing skills.
e. Students will develop a multicultural perspective that respects the rights of all people, by writing culturally based poems, participating in peer dialogues and completing an ethnographic interview of an elder.
f. Students will acquire positive communication skills by regularly interacting with other students around controversial issues and articulating their personal position.

21. Course Objectives

a. Students will examine the distinctions of race, class, gender, regional variation and power as they intersect with cultural practices and identity.
b. Students will be able to explain the difference between an “Identity” and a “Label.”
c. Students will analyze how geographical factors influenced the historical development of the United States and as well as those of other Latin American countries. Such factors include migration, settlement patterns, and the distribution of natural resources across regions, physical systems and human systems.
d. Students will examine the Mexican influence in California and the Southwest.
e. Students will be able to discuss the economic, social, and political advances of the “Chicana/o Movement.”
f. Students will do an in-depth examination of the dimensions, causes, and dynamics of social injustices in the U.S. Latino community, by analyzing various case studies.
g. Students will be able to ask historical questions, evaluate historical data, compare and contrast differing sets of ideas, and consider multiple perspectives.
h. Students will analyze the difference between acculturation and assimilation.
i. Students will understand the changes and status of Chicanos/Latinos and women in different times in American history.
j. Students will understand the unique experiences of immigrants from Latin America.
k. Students will learn how to do qualitative research through ethnographies.
l. Students will develop arguments from varying political perspectives, by preparing and participating in debates.

<u>The above stated objectives are based on the following California Standards for Social Science.</u>

- CA Standard 10.10.1 Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.
- CA Standard 10.10.2 Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.
- CA Standard 10.10.3 Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.
- CA Standard 11.6.5 Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm Workers in California.
- CA Standard 11.8.2 Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.
- CA Standard 11.10 Students analyze the development of federal civil rights and voting rights.
- CA Standard 11.10.1 Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt's ban on racial discrimination in defense industries in 1941, and how African Americans' service in World War II produced a stimulus for President Truman's decision to end segregation in the armed forces in 1948.
- CA Standard 11.10.2 Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including *Dred Scott* v. *Sandford, Plessy* v. *Ferguson*, *Brown* v. *Board of Education, Regents of the University of California* v. *Bakke,* and California Proposition 209.
- CA Standard 11.10.3 Describe the collaboration on legal strategy between African American and white civil rights lawyers to end racial segregation in higher education.
- CA Standard 11.10.4 Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcolm X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King, Jr. 's "Letter from Birmingham Jail" and "I Have a Dream" speech.
- CA Standard 11.9.7 Examine relations between the United States and Mexico in the twentieth century, including key economic, political, immigration, and environmental issues.
- CA Standard 11.10.6 Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process.

- CA Standard 11.11.1 Discuss the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society
- CA Standard 11.11.6 Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.
- CA Standard 12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them and how they are secured.
- CA Standard 12.8 Students evaluate and take and defend positions on the influence of the media on American political life.
- CA Standard 12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights: liberty and equality: state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.

22. Course Outline

FIRST TERM

(CA. Standard 10.10.1, 10.10.3, 11.11.6, 12.2.5)

Unit 1 Hispanic, Latina, Boricua or Chicana/o? What's in a Name? The Name-Game and other issues of Identity

A. Race, Class, Ethnicity, and Culture
B. Identities vs. Labels
C. Diversity and Identity Development
D. Assimilation vs. Acculturation

Unit 2 Mesoamerican and Taino History

(CA. Standard 10.10.1, 10.10.2)

A. Who and What are Indigenous People?
B Aztec and Mexica Civilizations
C. The Maya Civilization
D. The Taino Civilization
E. Mestizaje and African Diaspora

Unit 3 Spanish Colonization of the Americas

(CA. Standard 10.10.1, 10.10.2, 11.9.7)

A. Conquest of the Americas
B. What is Colonialism?
C. Spanish in the Southwest
D. Treaty of Guadalupe Hidalgo, 1848
E. Colonization of California

Unit 4 Chicanos and Latinos in the early 20th Century

(CA. Standard 10.10.1, 11.8.2, 11.10.2, 11.9.7)

A. Case Study: Reparations Bill for the deportations of Mexican Americans during the Great Depression.
B. Chicanos and World War II
C. Zoot Suit Riots
D. The Bracero Program
E. Case Study: Lemon Grove and Mendez vs. Westminster
F. Birth of La Raza Unida Party and the National Council of La Raza

Unit 5 The Chicana/o Movement

(CA. Standard 10.10.1, 11.6.5, 11.8.2, 11.10, 11.10.1, 11.10.4, 11.10.6)

A. The Farm Worker Movement
   - Teatro Campesino

B. Case Study: Cesar Chavez, Dolores Huerta and the United Farm Workers
C. Community Activism/Community Grassroots Organizing
D. The Civil Rights Movement
    - Case Study: Martin Luther King, Jr.
E. Chicana/o Moratorium
F. East L.A. Chicano Blowouts and the L.A. 13.
    - Film: Walkout
G. Origins of the Black Student Union and M.E.Ch.A.
H. Chicana and Latina Feminism in the Late 1960's

SECOND TERM

Unit 6 Chicana and Latina Studies/Literature
(CA Standard 10.10.3, 11.11.1, 11.11.6)

A. What is Sexism? Machismo? Heterosexism? Feminism?
    - Narrative Reflections: How do you define each? Have you ever encountered any such discrimination?

B. When I was Puerto Rican: A Memoir (Excerpts of Literature)
    - Character Analysis

C. How the Garcia Girls Lost Their Accent (Excerpts of Literature)
    - Compare and Contrast the styles of Santiago and Alvarez

D. The Moths and Other Stories (Excerpts of literature)
    - Themes

Unit 7 Chicano/a Adolescent Development through Literature
(Ca Standard 10.10.1, 10.10.3, 11.11.1, 11.11.6)

A. Always Running: La Vida Loca, Gang Days in LA (Excerpts of Literature)
    - Character Analysis
    - Literary Devices

B. And the Earth Did Not Devour Him (Excerpts of Book)
C. Sandra Cisneros (Selected Poems and Short Stories from *Woman Hollering Creek*)
D. Izote Voces: Collection of U.S. Central American Youth Narratives
    - Students create their own narratives

Unit 8 Chicano/a and Latino/a Cultural Production
(Ca Standard 10.10.1, 10.10.3, 10.10.3, 11.6.5, 11.11.1, 11.11.6, 12.8)

A. Chicano/Latino Hip-Hop and Music as Poetry and Prose
    - Poetry analysis: Analysis of poetic devices in music and their effects on the piece and listener.
    - Literary Figures
        - Quetzal
        - Olmeca
        - Rebel Diaz
        - In Lak Ech
        - La Bruja
        - Tupac Amaru Shakur
        - Immortal Technique

B. Poetry Workshop with "In Lak Ech" (Chicana Women's Poetry Collective from L.A.)
C. Chicano/Latino Art: What story is told through Art? What similar themes are presented in art as in literature and music?
        - Judy Baca
            - Feminist Art and Muralism
        - Los Tres Grandes (Rivera, Siquieros, Orozco)
            - Traditional Mexican Muralism
        - Frida Kahlo
            - Surrealism
        - East Los Angeles Murals/Chicano Park (San Diego)
            - Popular Culture and Art forms

C. Chicano/a and Latino/a Film
        - And The Earth Did Not Devour Him (Compare and Contrast the film and book)
        - Zoot Suit

Unit 9 Central American Testimonies and Literature
(CA. Standard 10.10.1, 10.10.2, 12.10)

A. The Civil Wars of Central America
B. Historical/Political Background of El Salvador
   - El Mozote Massacre (Excerpts from Book)
   - Case Study: Archbishop Oscar Romero
   - Liberation Theology
C. Historical/ Political Background on Guatemala
   - Indigenous Rights Movement
   - Rigoberta Menchu's Book (Excerpts from Book)

Unit 10 Immigrant Right's Movement
(CA. Standard 10.10.1, 10.10.3, 11.3.4, 11.8.2, 11.11.1, 12.8, 12.10)

A. Historical Background on immigration in the United States.
B. Causes of "Global Migration"
C. Case Studies: Chinese Exclusion Act and the Japanese Internment Camps
D. L.A. Garment Center Workers vs. Forever 21 (Film: Made in L.A.)
E. Comparison Study: The Minute Men vs. CHIRLA

23. Texts & Supplemental Instructional Materials

The Mexican American Heritage
By Carlos M. Jimenez
TQS Publications, 1994

Excerpts from:

How the Garcia Girls Lost their Accent
By Julia Alvarez
Algonquin Books of Chapel Hill, 1991

Everything You Need to Know About Latina/o History
By Mimilce Novas
Plume, 2007

The Moths and Other Stories
By Helena Maria Viramontes
Arte Publico, 1985

Latino USA: A Cartoon History
By Lalo Alcaraz and Ilan Stavans
Basic Books, 2000

When I was Puerto Rican: A Memoir
By Esmeralda Santiago
DA CAPO PRESS, 2006

Always Running: La Vida Loca, Gang Days in LA
By Luis J. Rodriguez
Simon & Schuster, 1994

Rigoberta Menchu: An Indian Woman in Guatemala
By Rigoberta Menchu
HarperCollins, 1999

Poetry Excerpts from:

Cool Salsa: Bilingual Poems on growing up Latino
By Lori M. Carlson
Holt and Co., 1994

Woman Hollering Creek
By Sandra Cisneros
Houston Arte Publico, 1994

Emplumada
Pittsburgh: U of Pittsburgh Publishing, 1981
By Lorna Dee Cervantes

Living up the Street: Narrative Collections
By Gary Soto
Bantam Doubleday Dell, 1992

Film:

And the Earth Did Not Swallow Him
American Playhouse, PBS, 1995

WALKOUT: Based on the East L.A. Student Protests
HBO FILMS, 2006

Viva La Causa: 500 Years of Chicano History
Collision Course Video Productions, 1999

Chicano! History of the Mexican American Civil Rights Movement
NLCC Educational Media, 1996.

In Search of History: The Maya
The History Channel, A&E Television Networks, 1997

In Search of History: The Aztec Civilization
The History Channel, A&E Television Networks, 1997

Made in L.A.: Labor Practices in Los Angeles
PBS Documentary, 2006

The El Mozote Massacre of 1981: El Salvador
PBS Documentary, 2000

THE FIGHT IN THE FIELDS: CESAR CHAVEZ AND THE FARMWORKERS' STRUGGLE
VideoProject.Org, 1996

Zoot Suit Riots
Luis Valdez Production, 1984

Other Resources:

Santa Maria Library Online Databases and Resources:

- Grolier Encyclopedia Online
- Gale Reference Online
- Proquest

The Smithsonian Institute Encyclopedia – www.si.edu/Encyclopedia_SI/History_and_Culture/USLatino_History.htm

www.chavezfoundation.org

http://chavez.cde.ca.gov/ModelCurriculum/Intro.aspx

www.chicanas.com

www.pbs.org

24. Key Assignments

Poetry Portfolio – 10%

Students will create poems for each thematic unit presented throughout the course. Students will orally present their poems to the class.

Final Poetry Portfolio will result in (a) an understanding of the development and basic features of major societies and cultures, and (f) an openness to a variety of cultures and perspectives.

Essays (Journals)- 15%

Students will be required to write expository, narrative, and persuasive essays throughout the academic year.
Possible writing prompts:
How would you characterize your educational experience?
Should people of color, particularly Chicanos and Latinos, acculturate or assimilate in order to obtain economic and social mobility?
What family values, traditions, and belief systems will you eventually stop practicing and which ones would you continue with your children? Why?
How do you feel about Immigration and the issues surrounding this debate?
Should young people be concerned about "social justice"? Why?
Compare and contrast the Black Civil Right's Movement to the Chicano Civil Right's Movement?
Do women currently have equal access to social, political, and economic opportunities?

All writing assignments will result in (a) an understanding of the development and basic features of major societies and cultures, (b) an examination of the historic and contemporary ideas that have shaped our world, (c) an understanding of the fundamentals of how differing political and economic systems function (d) an examination of the nature and principles of individual and group behavior, (e) a study of social science methodologies, (f) an openness to a variety of cultures and perspectives.

Ethnography- 15% (first term)

Each student will be required to interview an elder that experienced the 1960's, The Vietnam War, The Black Civil Rights Movement and/or the Chicana/o Movement. Interview must be recorded, summarized, and presented to the class. Students will present their findings and discuss the generational, cultural, gender, economic, political and social differences they encountered and the conclusions they made about his or her experience. Students will be provided with a list of questions related to the themes in the course.

Final Ethnography assignment will result in (a) an understanding of the development and basic features of major societies and cultures, (b) an examination of the historic and contemporary ideas that have shaped our world, (d) an examination of the nature and principles of individual and group behavior, (e) a study of social science methodologies, (f) an openness to a variety of cultures and perspectives.

Debate- 5%

Students will be required to research and develop arguments for an assigned topic. Possible debate topics are affirmative action, segregation laws, immigration reform, activism, educational opportunity, police brutality, gender

discrimination, sexual orientation, labor rights, wage disparities, race discrimination, health care, ecology, juvenile justice, etc.

All debates will result in (a) an understanding of the development and basic features of major societies and cultures, (b) an examination of the historic and contemporary ideas that have shaped our world, c) an understanding of the fundamentals of how differing political and economic systems function (d) an examination of the nature and principles of individual and group behavior, (e) a study of social science methodologies, (f) an openness to a variety of cultures and perspectives.

Current Events- 20%
Students will be required to listen to various media outlets every week and write 1-2 page current events reflections regarding how public policy is affecting the Latino/a community here and abroad. Possible stations and radio shows include KPFK 90.7fm, National Public Radio (NRP) and any major newspaper.

All current events will result in (a) an understanding of the development and basic features of major societies and cultures, (b) an examination of the historic and contemporary ideas that have shaped our world, c) an understanding of the fundamentals of how differing political and economic systems function (d) an examination of the nature and principles of individual and group behavior, (e) a study of social science methodologies, (f) an openness to a variety of cultures and perspectives.

Creative Project- 15%
Students are required to write a song, play, short story, or other narrative project. Students with advanced training in video, film, music or acting may elect to create an artistic project appropriate for their skills. The topic for the creative project must emerge from the course material. Teacher's consent is required in order to choose this option.

The Creative Project will result in (a) an understanding of the development and basic features of major societies and cultures, (b) an examination of the historic and contemporary ideas that have shaped our world, (d) an examination of the nature and principles of individual and group behavior, (f) an openness to a variety of cultures and perspectives.

Research paper- 15% (Second Semester)
Students will prepare a 5-7 page research paper on a Latino author, poet, or musician. Students have to analyze at least two pieces of his or her work and compare and contrast them. Students will have to analyze historical accounts, literary devices, and the themes incorporated.

Final assignment will result in (a) an understanding of the development and basic features of major societies and cultures, (b) an examination of the historic and contemporary ideas that have shaped our world, (c) an understanding of the fundamentals of how differing political and economic systems function (d) an examination of the nature and principles of individual and group behavior, (e) a study of social science methodologies, (f) an openness to a variety of cultures and perspectives.

Unit Exams-10%
Upon the completion of each unit, the students will take a cumulative exam that will consist of essay questions, a short-answer section and multiple-choice. It is based on the assigned readings, lectures, videos, in-class assignments, and discussion. In order to assist students in preparing for the unit exam, the instructor will lead a student-centered review discussion or game. In addition, the instructor will provide a study guide to the exam during the last week of class.

Final Exam- 20%
Upon the completion of the course, students will take a cumulative final exam that will consist of essay questions, a short-answer section and multiple-choice. It is based on the assigned readings, lectures, videos, in-class assignments, and discussion. In order to assist students in preparing for the final exam, the instructor will lead a student-centered review discussion or game. In addition, the instructor will provide a study guide to the exam during the last week of class.

25. Instructional Methods and/or Strategies

a. Explicit Direct Instruction.
b. Class discussions: Fishbowl, Socratic Seminar, and Philosophical Chairs.
c. AVID WICR
d. Readings and supplemental handouts.
e. Issue analysis.

f. Power Point Presentations.
g. Group/Class exercises and activities.
h. News media scanning and analysis.
i. Writing assignments.
j. Unit Exams.
k. Individual presentations.
l. Video/film segments.
m. Guest speakers.
n. Debates.
o. Thinking maps

26. Assessment Methods and/or Tools

a. Journals: Weekly Reflections on Reading Assignments
b. Video Discussion Questions
c. Essays with writing rubric
d. Current Events
e. Written Assignments
f. Student Participation
g. Poetry
h. Unit Exams
i. Project Based Assessment
j. Oral Presentations
k. Ethnographic Interview
l. Debate
m. Research Paper
n. Final Exam

C. HONORS COURSES ONLY

Please refer to instructions

27. Indicate how this honors course is different from the standard course.

Not Applicable

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

28. Context for Course (optional)

Santa Maria High School serves a predominantly working class and recent immigrant Latino/a community. A significant amount of our students do not finish high school, make their A-G requirements or go on to a four-year university. Through culturally relevant education, our students' histories and experiences are placed at the center of the curriculum, making them the subject of what they are learning while validating them for who they are. It is difficult for our students to socially locate themselves globally if they do not have a sense of where they came from. This Mexican American History course is designed to empower students to want to go to college, make parallels with the history and struggles of other discriminated groups, and contribute to the self-esteem and dignity of our youth. In addition, this course seeks to create a safe space for multicultural education and understanding, thus, contributing greatly to a safer school climate and community.

Course Title

Economics, American

Description of Target Group

This course is a one-semester course required to meet the district's social studies graduation requirement. American Economics is designed for 12th grade students.

Purpose

The course is designed to enable students to understand the principles of economics and of our economic system. Students will compare our system to those of other countries and make reasoned judgments about economic questions.

This course will meet the state mandated requirement that high school graduates successfully complete a course in economics.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to demonstrate fundamental economic skills and knowledge in the following areas:

1. Fundamental economic concepts and terms.
2. The tools of analysis such as charts and graphs.
3. Economic indicators such as gross domestic products, inflation, and measures of unemployment.
4. Understanding basic economic problems facing society such as scarcity of resources.
5. All societies have economic systems determining choice of production.
6. U.S. economy characterized by competition and market structure.
7. Individual should use economic concepts in making consumer decisions.
8. Role that labor, agriculture, and business organizations have played in U.S. economy.
9. Role of government in market economy and establishing monetary policy.
10. Role of financial institutions.

11. Understanding business cycles with periods of inflation, deflation, and unemployment.

12. U.S. economic history.

13. Importance of international trade and migration across international borders.

14. How values influence monetary spending and opportunities for students to develop creative thinking skills.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Audio-visual materials: filmstrips, films, videocassettes, records, audiotapes

COURSE TITLE

Economics, United States (AP)

DESCRIPTION OF TARGET GROUP

This one semester course will meet the district's Social Studies graduation requirement. United States Economics (AP) is designed for highly motivated, intellectually advanced, twelfth-grade students.

PURPOSE

First, to develop students' abilities to comprehend, apply and synthesize complex economic terms and concepts. Second, to apprehend and appreciate the economic structures which surround individuals on both the micro-economic and macro-economic levels. Third, to direct participants toward the recognition of economic problems with the desire to construct creative, yet tenable, solutions to these problems. Fourth, to provide exposure to a dynamic and profitable career in economics or the related fields of business, accounting and marketing. Finally, to prepare students for the national Advanced Placement Examination.

STANDARDS OF EXPECTED STUDENT ACHIEVEMENT

Students will be able to demonstrate knowledge and application of fundamental economic concepts in a manner that reflects a high degree of written, critical expression. This will include, but not be limited to, the following:

a) Economic concepts and terms
b) Tools of analysis including charts and graphs
c) Economic indicators such as gross domestic product, inflation and measure of unemployment
d) Basic economic problems including scarcity
e) Economic systems determining choice of production
f) Characterizations of competition and market structure
g) Consumer decisions
h) The role of labor, agriculture, business and government
l) Fiscal & monetary policy
i) Business cycles and their ramifications
j) The importance of trade and demographics
k) United States economic history

METHODODOGIES & ACTIVITIES

Utilizing a variety of mediums including, but not limited to, textbooks, periodicals, videos, debates, kinesthetic and collective projects students would proceed through the aforementioned topics. Once again, strong emphasis will be placed on frequent engagement of analytic and synthetic thinking skills. These will be evidenced via frequent written examinations.

Ethnic and Social Justice in American Government

Pioneer Valley High School (053847)

Submitted: Feb 11, 2021
Decision: Feb 24, 2021

ubmission Feedback

PPROVED

asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
Pioneer Valley High School (053847)	Classroom Based	Abbreviation	Course Code
		ESJ GOV	SS2302

Title:	Ethnic and Social Justice in American Government
Length of course:	Half Year
Subject area:	History / Social Science (A) / Civics / American Government
UC honors designation?	No
Prerequisites:	None
Co-requisites:	None
Integrated (Academics / CTE)?	No
Grade levels:	12th

ourse Description

urse overview:

The curriculum for the course will be completed in a semester. The semester will focus on the fundamentals of American government structures and political systems, using issues of social justice to illustrate the real-world application of theory and concepts.

This course is designed to take an in-depth approach to the study of government, exploring the nature of government, government organization, powers, and functions, as well as economic, political, and social principles and their implementation in the American Government over time. Students will learn various political principles of government theory and structure, as well as differing perspectives that support these structures and theories. This course will also include the United States' government and various administrations' involvement in domestic and foreign affairs.

The goal of this learning is for students to become informed, critical citizens that will participate in the governing process and advocate for their beliefs and ideals. This course focuses on individual rights and responsibilities, participation in American democracy, and the effects and influences of particular movements, court cases, and individuals in enacting change in politics, society, and economics. Special attention will be made to instruct students about the contributions and struggles of marginalized groups in America by shifting the curricular lens to highlight those voices that would connect more to the student body and local community.

This course will have a central role in equitably cultivating the qualities that will enable our youth to mature and participate in our society. The chief benefits of civic learning are a vibrant and informed civic life and democracy and a healthy society. High-quality civic learning also helps teach children the skills they need for the 21st-century workplace, such as critical thinking, problem-solving, communication, collaboration, creativity, initiative, and innovation. In addition, civic learning done right engages students by making what they learn at school more relevant to real life. It promotes academic achievement, as well, and prevents some students from dropping out.

The instruction of this course adheres to the California Department of Education's Social Science Framework for Government instruction, 12th grade Common Core Standards, and the FAIR Act. Along with readings from the textbooks, supplemental readings are required within each unit, along with Socratic seminars and a culminating project that analyzes a specific school or community issue using appropriate disciplinary lenses from civics and economics.

urse content:

Government Unit 1: Power, Authority, and Government

Essential Questions- What questions are asked when establishing power? How are those questions answered? By whom? Whose voice is heard and whose voice is ignored?

Unit One will allow students to explore the foundation of the American government through multiple perspectives. Students will use primary source analysis, Socratic Seminar discussion, and analysis of multiple secondary supplemental materials to gain knowledge about American Political systems and policy. Students will be able to comprehend, analyze, examine, compare, and justify differing perspectives, opinions, conflicting policies, and ideologies regarding the formation of American politics. Students will also be able to apply concepts about American politics to historic and contemporary economic policy, social movements, and political agendas. Students will study the structure of government, Constitutional

law, and rights addressed within the Constitution, political theories, as well as the purpose of government. Students examine the concept of power and how it influences politics and shapes government authority. They will develop an analysis of the relationship between power and authority and how this manifests on many levels. Throughout the unit and beyond students will craft a working definition for the purpose and role of government, to be revised and amended as the course progresses and new content is absorbed.

Themes and Material to be covered by students in Unit 1:

What is the purpose of government? What rights and responsibilities go along with this?

- *Identify the actions and abilities of the government and ways in which it regulates the lives of citizens.*
- *Analyze the social contract between the government and its people in order to maintain democracy.*

What Constitutional rights and responsibilities do citizens possess?

- *Describe characteristics and ideals key to a functioning democracy*

How and why did the Framers distribute power in the Constitution?

- *Examine the fundamental governing principles on which the Constitution is based and how those principles are embodied in the document.*
- *Analyze how the Constitution establishes a limited government in which powers are distributed, then checked, among different levels and branches*

How are your rights defined and protected under the Constitution?

- *Examine the Bill of Rights and Supreme Court decisions to illustrate implementation*
- *Discuss the meaning and significance of each right secured by the Bill of Rights*
- *Debate landmark Supreme Court cases to explore when rights are denied or conflict*
- *Evaluate modern issues involving a conflict of rights to determine constitutionality*

⮒ Unit Assignment(s):

Sample Assignments:

1. Students produce a multi-media PowerPoint or Prezi presentation comparing original founding ideals about what America would become according to the Constitution and Bill of Rights to a contemporary political or social movement in the United States. Students will use primary source evidence. Students will also make comparisons to 12th Grade English literature by analyzing and using evidence from George Orwell's 1984 or Animal Farm to discuss themes of power.

2. At the end of the unit students participate in a response group activity, taking on the role of representatives at a constitutional convention that is charged with creating a stable government and an economic system for a fictitious country that has just achieved independence. Groups must work together to establish a new form of government, create a system of organization for that government, and choose an economic system for their newly independent country. Students suggest government and economic systems based on a new country's various priorities. At the end of the activity students will debrief through a class discussion on how might this constitutional convention be similar to what a country would go through in forming a government and economic system today? How might it be different?

3. Federalism case study: school funding. First students read the summary of the Lopez vs the United States court case and attempt to determine whether the action of the case was the right of the federal government or Constitutionally should have been left to the states. In this particular case, the Supreme Court ruled it should have been left to the states and the

federal government overreached its power. This sets the stage looking at the power of states and local governments and the impact thereof. Special attention is paid to the difference this can create between different groups and communities. The first step in this process is a powerpoint on school funding. Students are to take notes on how schools are funded, as well as how this creates difference, particularly in regards to property taxes. To supplement this study students will listen to the This American Life episode "The Problem We All Live With." Class discussion to follow, culminating in a written summary and reflection. This set of tasks requires students to thoughtfully and meaningfully understand the differences between state and federal powers and how they manifest in the real world.

Government Unit 2: The Three Branches of Government

Essential Questions: Why does the Constitution both grant power and take it away? What is the most powerful branch of government? Why does it take so long for government to act?

In this unit, students will explore the powers, checks, and interactions of the three branches of government. Students will compare, contrast, and evaluate Constitutional intent versus practice in the modern era. They will consider how the powers of each branch have expanded or contracted over time and the implications thereof. To illustrate the powers and actions of each branch, the course will incorporate real examples of executive, legislative, and judicial action at the national, state, and local levels of government to make the material as impactful as possible to address issues and concerns of the student population.

Themes and materials covered:

What makes an effective legislator?

- *Analyze the formal and informal qualifications for members of Congress*
- *Identify the enumerated powers of the legislative branch and the checks provided by the Constitution to that branch on the other branches of government*
- *Analyze graphs, tables, diagrams, and political cartoons to understand the responsibilities and challenges of being a legislator*

What is the formal law-making process and what other factors can influence the procedure?

- *Chart and explain the pathway through committees and houses a bill must make in order to become a law*
- *Identify other factors that influence the lawmaking process such as lobbying and special interest groups*
- *Chart and explain the formal and informal amendment process to changing or adding to constitutions*
- *Practice their persuasive speech and debate skills*

What are the formal and informal roles of the President?

- *Identify the responsibilities and roles of the modern presidency and the ways in which presidential power has increased over time*
- *Explain the organization and functions of the executive branch*
- *Evaluate the current president based on performance in various presidential roles*

How is the U.S. judicial system organized to ensure justice?

- *Identify the organization and jurisdiction of federal, state, and local courts*
- *Determine the role that judges play in the court system and describe the ways they are appointed*
- *Explain the structure, function, and process of the Supreme Court*
- *State and support an opinion on how effective the U.S. judicial system is in ensuring justice for all*

How just is the criminal justice system?

- *Identify the constitutional rights of individuals in the criminal justice system*
- *Explain how an individual's due process rights uphold the principles of limited government and judicial review*
- *Examine systems or structures which act as barriers to due process or justice for all members of society*
- *Analyze whether a defendant was afforded due process in the criminal justice system*

Unit Assignment(s):

Sample Assignments:

1. In an Experiential Exercise, students "walk through" the National Statuary Hall in the U.S. Capitol to interview historical figures about key legislation that influenced democratic government in the United States. To accomplish this, students will pretend to be statues of historical figures who influenced the development of democratic government in the United States. Pairs will take turns role-playing as the statue/interviewer then switch off so each person does both roles. Students will complete a graphic organizer during the activity which they will use afterward to apply what they learned in the activity by composing journal entries on their lives today have been affected by the legislation discussed.

2. Roles of the President. Using their notes on the eight roles of the President, the students use a series of real-life examples of presidential conduct to properly identify the roles in action. Using careful and thoughtful analysis, students must explain in writing which role they believe the action to be and incorporate a quote justifying their identification. Students then consider the other roles/action available to the president and argue if they believe the President choose the correct course of action or if they felt a different approach would have been more prudent.

3. Socratic Seminar on Bostock vs. Clayton County, Georgia. Students will examine the text of Title VII of the Civil Rights Act of 1964 in order to have a Socratic Seminar discussion on whether or not the language in Title VII protects the LBGTQ community from workplace discrimination based on sex. Students will also look at the Justices consenting and dissenting opinions in the pivotal 6-3 decision. At the end of the seminar, the class will post if they agreed or disagreed with the Supreme Court on the class' LMS discussion board.

Government Unit 3: Political Ideology, Behavior & the Role of the Media in American Public Life

Essential Question- How much should the government be involved in the lives of citizens? What should the balance be between political involvement and privacy?

Unit three will allow students to explore differing political ideology as it has applied to many movements and policies involving rights and freedoms over time. Students will use primary source analysis, Socratic Seminar discussion, and analysis of multiple secondary supplemental materials to gain knowledge about the political spectrum and how far people think the government should be involved in their lives. Ideologies such as Totalitarianism, Libertarianism, Tea Party ideology, Black Lives Matter, and Socialism will be examined.

Students will explore the nature of the two-party system and the implications it presents with divided government in our modern democracy. Benefits and hindrances created by minor parties will add to the students' understanding of the American political structure. Students will also scrutinize the current role of the press in American democracy. This understanding will extend to modern elections with a focus on change over time and will consider trends/patterns for future elections. Special attention will be given to voter trends, patterns, and instances of disenfranchisement.

Themes and material covered in this unit:

How do political parties and interest groups influence political decision making?

- *Track modern political ideologies using the political spectrum*
- *Analyze the platforms of major and minor parties*
- *Discuss and debate the role of minor parties in our modern democracy*
- *Evaluate the significance of interest groups in terms of their goals, methods, and influence on government and public policy*
- *gerrymandering and disenfranchisement*

What impact does the media (4th Estate) have on political opinion?

- *Analyze the role of the media in shaping public opinion*
- *Analyze the influence of media coverage, political advertising, and public opinion polls on elections*
- *Identify and evaluate the effectiveness of propaganda strategies*
- *To what extent are the press and the media fulfilling a watchdog role?*
- *Do media outlets provide enough relevant information about government and politics to allow citizens to vote and participate in a well-informed way?*
- *How has the Internet revolution impacted journalism, and what are its effects on the coverage of public affairs and current issues?*

Unit Assignment(s):

Sample Assignments:

1. Students will analyze campaign posters, commercials, social media posts, beginning with the 2008 election, to identify the persuasive techniques used in them. During the analysis of each poster and commercial students will attempt to answer the following questions: What is this commercial's message? , What type of commercial (positive, negative, or issue-based) is this? What persuasive technique or techniques are used?, What do you think makes this commercial effective or ineffective? After viewing a class discussion will be held. When all are finished they will use the techniques they learned about to write and produce 30-second campaign commercials for their favorite candidate. As each group performs, students will once again apply what they learned by identifying the techniques used and answer the same questions from the ones created by each group.

2. Poll the class, either on the board or have them respond electronically from their phones to make it anonymous via a poll tool such as *polleverywhere*, recording their responses to the following questions:
• How many of you think the president is doing a good job?
• How many of you think Congress is doing a good job?
• Is your governor an effective leader?
Then have students find survey data done by reputable national polling organizations like FiveThirtyEight or Pew Research:
• How do the survey results compare to our classroom poll?
• Do you agree with the survey results? Why or why not?
• Is there anything that stands out that surprises you?
After the discussion students will apply what they have learned by creating and conducting an opinion survey to evaluate the current president's job performance. In an election year, consider having students instead create and conduct an opinion survey on the strength of the presidential candidates for each of the eight presidential roles or write and submit a letter to the editor supporting one or more candidates.

Government Unit 4: Electoral Process & Civic Engagement in American Democracy

Essential Questions: How do you get elected? Why should I vote? Why are elections significant to the average member of society?

In today's society, individuals participate as citizens by voting, jury service, volunteerism, serving as members of advisory bodies, in military service, in community organizations, and by engagement in the electoral and political process. In this unit, students study the role of political parties, the nomination process for presidential candidates, including the primary system, and the role of polls, campaign advertising and financing, the Electoral College, and methods of direct democracy utilized in California and various states.

Students also learn about how citizens participate in the political process through voting, campaigning, lobbying, filing legal challenges, demonstrating, petitioning, picketing, and running for office. As a practical matter, students should know how to register to vote—both online and by mail—what the requirements are for registration; how to request, fill out, and return an absentee ballot; what to expect on election day; how to find a polling place; and where and how to access and understand the voter information pamphlet and other materials to become an informed voter.

Themes and materials covered in this unit:

The Electoral Process

- *What are the requirements for voting?*
- *Who gets elected, and who does not?*
- *What impact do polls, political parties, and PACs have upon elections?*
- *Analyze party identification and voter behavior in the United States*
- *How do I vote on election day?*
- *How can I get involved in a campaign?*
- *Identify ways in which voting rights in the United States have expanded over time. In what ways are these rights still limited or difficult to access for marginalized groups in America?*

Ways for students to be civically engaged

- *Students can also analyze proposed initiatives, controversial issues surrounding campaign financing, voter identification laws, redistricting, and negative campaign ads.*
- *Evaluate message and rhetoric of political debates*
- *Community Service projects with nonprofit organizations*
- *take part in the Secretary of State's Poll Worker program*
- *serve as campaign volunteers during an election.*
- *To learn more about how the election process affects them and their education, students might be encouraged to study a school board race, candidate positions on education, or a local school bond or parcel tax campaign.*

Unit Assignment(s):

Voter Turnout Analysis. Using data from the Census Bureau, students create a bar graph of voter turnout rates for various groups. The breakdown refers to gender, race, region, age, income, etc. Once the graph is created students analyze the data to brainstorm trends, patterns, and hypothesize possible reasons for low voter turnout.

Choosing one target demographic, the students will craft their own "get out the vote" campaign to try and encourage that particular group to engage in the democratic process. Incorporating the major ideals and issues which might be relevant to their target group (i.e. the over 65 bracket would be very interested in Social Security), students must generate a

meaningful and thoughtful appeal to a voting group, demonstrating their thorough understanding of the powerful role each citizen plays in a democracy. Students have choice in the final product, as it must appeal to their demographic. Utilizing SnapChat versus the newspaper would target two very different audiences.

This task requires students to synthesize information learned over the unit such as voting trends, party platforms, propaganda strategies, and reasons why many voters are disaffected.

Government Unit 5: Rights and Responsibilities of Citizens

Essential Questions- When in American history have minority voices been mitigated? How can the government protect the voice of the minority from the opinions of the majority? What acts of civil disobedience produced positive effects? What methods have successfully brought about lasting political change?

Unit Five will allow students to examine the background, motives, and evolution of various civil rights movements in American history and make comparisons to contemporary American issues involving civil rights. Students will engage in analysis of historical documents and critiques of current events involving civil rights. Issues of race will be explored through the lenses of Supreme Court case influence, multi-media portrayal, and policy regarding equality for all citizens. Influential individuals will be studied in depth. Students will also distinguish between the motives of different government administrations in the treatment of civil rights issues.

Themes and materials that may be covered:

How are your rights defined and protected under the Constitution?

- *Examine the rights and responsibilities of citizenship*
- *Examine the Bill of Rights and Supreme Court decisions to illustrate implementation*
- *Discuss the meaning and significance of each right secured by the Bill of Rights*
- *Debate landmark Supreme Court cases to explore when rights are denied or conflict*

Evaluate modern issues involving a conflict of rights to determine constitutionality:

Racial and Ethnic Minority Rights- students focus on the history of the African American civil rights movement and other social justice movements in the thirty-five years after World War II and on the broader social and political transformations that they inspired. One emphasis in this unit is on the application of the Constitution and the Bill of Rights in modern times in such a way that African American efforts to make the Fourteenth and Fifteenth Amendments a reality for themselves and others minority groups. A review of earlier content helps students grasp the enormous barriers ethnic and racial minorities have to overcome in their struggle for their rights as citizens.

- *The Civil Rights Act of 1964, the Voting Rights Act of 1965, and the Elementary and Secondary Education Act of 1965 indicated the federal government's commitment to provide for the rights of full citizenship to people of all races, ethnicities, religious groups, and sexes.*
- *police violence, prison industrial complex, Black Lives Matter movement*
- *affirmative action*
- *considerations of racial or gender restrictions on the right to marry*
- *inequality and inequity in education*

- *continued effects of segregation and Jim Crow laws across American society today*

Women's Rights- Students will explore the political and social progress of women's rights movements over time, as well as contemporary issues regarding women's rights within the American government and economy.

- *What motivations might the government and the economic market have in limiting the opportunities of a specific group?*
- *Glass ceiling*
- *How have women's rights and roles changed historically?*
- *What steps can be taken toward equality?*
- *social movements to outlaw or restrict abortion*
- *Title IX of the 1972 Educational Amendments, which mandated equal funding for women and men in educational institutions.*
- *#metoo movement*

LBGTQ Rights- Twentieth-century persecution of sexual and gender minorities and the related growth of the LGBT civil rights
movement

- *The medicalization of homosexuality and gender diversity as pathological and the subsequent struggle against this perspective*
- *Systematic attempts to eliminate gay men and lesbians from the military and the establishment of a regime of dishonorable discharge that denied many veterans their rights to benefits*
- *The Lavender Scare targeting gay men and lesbians, which developed in conjunction with the postwar Red Scare and exceeded its impact in both time and scope*
- *Homophile, gay liberation, and contemporary LGBT movements as part of the story of civil rights activism in the United States*
- *Anti-gay activism as part of the rise of the New Right*
- *AIDS as a medical, political, and social issue in U.S. history*
- *Court cases about same-sex sexuality and gender diversity demonstrating changes in policies and public opinion over time*

Unit Assignment(s):

Sample Assignments:

1. Have students apply what they have learned about the criminal justice system by writing a letter to the editor of a local newspaper taking a position on this question: *From doing the crime to doing time: How just is our criminal justice system?* The letter must contain:
• the name and address of the newspaper.
• a clear position statement.
• at least three arguments that incorporate examples, court cases, quotations, or statistics from the reading.
• references to two constitutional articles or amendments.
• a strong conclusion that reiterates your position statement.

2. Through a structured group project, students will create, write, and produce a Newscast video outlining a specific civil rights issue such as police brutality, education, job equality, social norms, and political activism. Students will focus on one state, city, or region to explore the role of propaganda and media pertaining to the issue they have chosen. Students will include a biography "interview" of an influential individual within that movement.

3. A research-based project analyzing a specific movement or topic regarding current inequality for women, recent political advancement for women, or a new law or court decision regarding women specifically in the United States. Literary Criticism will be used to analyze a primary source document using a Feminist perspective.

4. Bill of Rights Skits- Students will be in groups of 5 or 6 and will create short skits that would convey the rights garnered or denied by the amendments in the Bill of Rights. Students in other groups would have to decide which amendment the performing group was doing when they finish the skit. At the end of all the performances and review of notes for each amendment, a quiz would be taken that has 20 real-world examples where students would have to recognize which amendment was being used in the example and decide if the situation is constitutional or unconstitutional.

Government Unit 6: Federalism

Essential Questions- Why are powers divided among different levels of government? What level of government is the most important to me—local, state, tribal, or federal? What level of government is the most powerful—local, state, tribal, or federal?

Students will compare government involvement and structure at the Federal, State, and Local levels, and the concept of State autonomy. Students will analyze State and Federal law and their effects on local economies and populations. In this unit, students analyze the principles of federalism. They will identify key provisions of the U.S. Constitution that established the federal system including enumerated powers, Article I restrictions on states' powers, and the Ninth and Tenth Amendments. Students should understand that local governments are established by the states, and tribal governments are recognized by constitutional provisions and federal law.

Students will also identify typical responsibilities of state government, including education, infrastructure such as roads and bridges, criminal and civil law, and regulation of business. The state also oversees and regulates local governments and the services provided such as fire and police protection, sanitation, local public schools, public transportation, housing, and zoning and land use. Lastly, students will grapple with what happens when there is overlapping jurisdiction? Matters such as education, health care, transportation, and housing often have multiple government agencies regulating and funding them.

Themes and materials that may be covered:

How is public policy made at these various levels?

- *How do regulatory departments and agencies function?*
- *How do state and local regulatory agencies differ from those at the federal level?*
- *What happens when there are overlapping or contradictory jurisdictions and enforcement of laws?*

Temperance vs. Prohibition: Should certain social behaviors be mandated by the government?

- *What are the most universal and influential values that govern social behavior?*
- *How are American values different from other cultures?*
- *Students evaluate different evidence and perspectives regarding minority views and contributions to American values and the policies that support or deny these values.*
- *Analyze government influence on social behavior through law and policy, historically and in contemporary instances (Ex: vaping, e-cigarettes, driving ages, medicinal marijuana use, gun ownership, etc.) Various administrations' platforms regarding social behaviors will be examined and compared. The influence of media and government administration in the enacting of and reaction to policy by the public will also be emphasized.*

Unit Assignment(s):

Sample Assignments:

1. Students will plan, construct, and describe a 3-Dimensional creation that serves as a metaphor for an American value that is promoted through government policy. Students will use persuasive reasoning by taking a positive or negative approach in presenting the American value to the class. To demonstrate depth of knowledge on this American value, students will also write an analysis of the value in a 5 paragraph essay. This essay will show how the value is infused throughout modern American culture, law, and recent social or political movements.

2. Students will watch local news coverage video on the Supreme Court's decision in McGirt v. Oklahoma (2020). After ruling that about half of the land in Oklahoma is within a Native American reservation, students will have to work together and decide should past convictions be overturned or be upheld. A number of criminal defendants who have been convicted in the past will now have grounds to challenge their convictions, arguing that the state never had jurisdiction to try them. Students will conduct a philosophical wall collaborative debate to deliberate through the issue and explore the magnitude of this case for Native American rights.

Government Unit 7: The United States and the World

Essential Questions: How should the United States conduct foreign policy? How effectively do international organizations respond to global issues?

Students will conclude the first half of the course by looking at how American Democracy affects the World. This unit begins with a review of the major political and economic systems encountered by students during their previous years' studies: feudalism, mercantilism, socialism, fascism, communism, capitalism, monarchy, and parliamentary and constitutional liberal democracies in order to understand the historical context for both democratic and autocratic systems. Students can study the philosophies of these systems and the ways in which they influence economic policies, social welfare policies, and human rights practices through contemporary issues from the perspective of marginalized groups.

Finally, students should understand the range of actors beyond the nation-state that influence today's world including nongovernmental organizations, multinational corporations, and international and regional alliances, economic bodies, and associations. Contemporary problems such as the environment, economics, immigration, and terrorism crossing state borders demand a different kind of national and international community than the world of the twentieth century. Teachers may conduct case studies in which students deliberate on issues that might impact America's vision of civil society via foreign relations through topics such as globalization, international and internal migrations, environmental change, or technological innovation.

Possible Case Studies to Explore:

Wealth Distribution & Globalization

Essential Question- *How should wealth be distributed in society? What are the consequences of uneven wealth distribution? What is the connection between wealth and social class in Western cultures?*

This case study will allow students to research and apply ideas about wealth distribution and economic policy within American government and society. Students will discuss taxation and the involvement of government in individual economic decision. Students will analyze the role of labor and unions historically in American economics. The ideology of Egalitarianism will be explored. Students will examine the influence of United States policy on unemployment, poverty,

and the middle class. Students will use evidence to argue their opinion about government involvement in matters regarding economic wealth distribution and labor and how it has positively or negatively impacted the economic opportunities for ethnic and racial minorities in the United States.

Environmentalism/Pandemics

Essential Question- *To what extent should the government be tasked with preserving natural resources and environments? How can naturalist philosophies be used to influence individuals, nations, and global society? Should the U.S be involved in multi-national climate agreements like the Paris Climate Accords? To what extent should the government be involved in preventing and containing pandemics?*

This case study allows students to see the influence and effects of historical environmental movements, as well as effects of industrialization on the environment. Students will be able to make connections between environmental movements and economic consequences. Students will evaluate the significance of labels of environmentalist, conservationist, greenie, tree hugger, etc. Environmental policy of the United States will be compared to that of foreign countries. The concept of global warming will be explored and students will examine legislation that seeks to counter-balance this phenomenon. Students will examine the roles of international organizations (NAFTA, UN, etc.) and domestic organizations (Sierra Club, PETA, etc.) on policy regarding environmentalism. A focus will also be on contemporary issues like the EPA and regulations, Green New Deal, Paris Climate Agreement, and the shift to move to renewable sources of energy. Pandemic response and preparation would also be an issue to tie in as more and more humans come in contact with wild animals as habitats are destroyed to make room for human encroachment. Should the U.S. be a member of W.H.O. and should the government create a Pandemic response team?

Anti-War/Counter-Terrorism

Essential Question- *What political and economic issues divide a nation and why? How is social consciousness raised when opposition to policy is seen? What is the responsibility of the government to address opposition? How do individual countries combat terrorist organizations that do not recognize international norms or boundaries?*

This case study will allow students to examine anti-war protests and movements through a lens of social awareness. Ideologies of Communism, Militarism, and Imperialism will be explored. Historical and contemporary reactions of citizens to various wars, conflicts, or foreign involvements will be explored. The funding and involvement of military branches in domestic and foreign conflicts will be discussed and evaluated. Lastly, students will explore the effectiveness of America's war on terror and debate the challenges to combat non-state terrorist organizations and adhere to international humanitarian law? Themes of propaganda, censorship, and civil liberties will be apparent throughout reading materials and classroom discussion. The roles, powers, and limitations of the Executive branch will be discussed. Students will be able to evaluate legitimacy of government for the United States, as well as foreign nations. human rights violations

Human Rights/Immigration

Essential Question- *What are fundamental human rights that are widely recognized throughout the world community?*

Through this case study, students can examine international efforts to protect human rights (e.g., the Universal Declaration of Human Rights, jurisdiction of the World Court and International Criminal Court) and current relevant issues such as protection of civilian populations during wartime, oppression of minority groups, and forced removal or genocide. Students can read and analyze the 1948 Universal Declaration of Human Rights and compare it to the 1776 Bill of Rights, noting similarities and differences for additional discussion (e.g., group rights versus individual rights). After analyzing these rights students will evaluate if these rights are being honored or violated by looking at issues around the use of torture and how the U.S. enforces its immigration and immigration policies.

Unit Assignment(s):

Sample Assignments:

1. After reading the "Power, Politics, and You" section, students will look at the pros and cons of globalization. They will share their opinions by creating a human spectrum in the room ranging from “Strongly Agree” to “Strongly Disagree.” Read each of the following statements aloud then have volunteers arrange themselves along the spectrum according to their personal beliefs. Then hold a brief discussion in which each student (or choose a few if time is limited) defends his or her placement. Repeat the process with new volunteers for each statement.
• Globalization is turning the world into a consumer colony of the United States.
• Globalization will give us new ways not only to appreciate other cultures but also to look at our own culture with fresh wonder and surprise.
• Globalization is an unstoppable force.

2. Students can do an interactive one-pager on the following prompt: Should the U.S. government ban Tik Tok? Due to the fact it is a Chinese company whose authoritarian government could demand access to the personal data and facial recognition it has collected from users is Tik Tok a national security risk? Hold a class discussion sharing their group's response to the prompt?

3. Students will plan, organize and produce a political campaign that will include the creation of a campaign slogan, speech, and bumper sticker which embodies the message of a contemporary social or political movement or political platform regarding wealth distribution in America. (Ex: Medicare for all, trickle-down economics, wealth taxes, abolishing payroll taxes or inheritance tax)

4. Students can adopt an environmental cause, researching its origins, goals, and recent current events, and contribute to the cause through volunteerism, documenting their experience; or students can research and defend the deregulation of a specific environmental dispute or issue, using evidence-based inquiry and debate.

5. Students can conduct a philosophical wall on: Should torture be used on people or is it a violation of human rights? Students need to grapple with and decide if there are any instances where they would consent to the use of torture or do they agree it should be completely abolished.

ourse Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primar
Government Alive! Power, Politics, and You	Brent Goff(senior writer), Melissa Biegert, David Fasulo, and Linda Scher (Contributing Writers)	The Teacher's Curriculum Institute	2009	[empty]	Yes

'itle	Author	Publisher	Edition	Website	Primar
Aagruder's ımerican ;overnment	William A. McClenaghan	Prentice Hall	2006	https://www.savvas.com/index.cfm?locator=PS2y61	Yes

Websites

'itle	Author(s)/Editor(s)/Compiler(s)	Affiliated Institution or Organization	URL
Civics	Sandra Day O'Connor	iCivics	https://www.icivics.org/
tanford History ducation ;roup	Joel Breakstone, Darby Kerr, Mark Smith, Sam Wineburg	Stanford University	https://sheg.stanford.edu/
JSA.gov	Eric Brewer & U.S. General Services Administration's Technology Transformation Service	United States Government	https://www.usa.gov/
'oter's Edge :alifornia	League of Women Voters	League of Women Voters & Maplight	https://votersedge.org/en/ca
JCLA History-;eography 'roject	Daniel Diaz, Cindy Mata	UCLA and other UC History Project Sites	https://centerx.gseis.ucla.edu/history geography/

.dditional Information

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Ethnic & Social Justice in Modern World History

Santa Maria Joint Union High School District



asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)
ioneer Valley High School (053847)	Classroom Based	Abbreviation / Course Code ESJ MOD WRLD A / SS2300 ESJ MOD WRLD B / SS2301

Title:	Ethnic & Social Justice in Modern World History
Length of course:	Full Year
Subject area:	History / Social Science (A) / World History / Cultures / Historical Geography
UC honors designation?	No
Prerequisites:	None
Co-requisites:	None
Integrated (Academics / CTE)?	No
Grade levels:	10th, 11th, 12th

ourse Description

urse overview:

Tenth-grade students typically are taught World History through a Eurocentric lens. Leaving most students to question where they see themselves in world history. In this World Cultures course, students will examine world history through a purposeful lens of the world cultures that helped shape the modern world.the major turning points that shaped the modern world. The time frame for this course will be from the late eighteenth century (1700s) to the present day (2000s). This includes the rise of democratic ideas and their influence on the development of government and the relationship between it and the individual. Students will trace the ideas and develop their understanding of the historical roots of current world issues. The essential historical question/year-long inquiry will pivot around the relationship between the individual and the state. Students will extrapolate from the global experience that democratic ideals are often achieved at a high price – bloody revolutions with a high human toll. They too can conclude that democracies are vulnerable, fragile, and at-risk. Likewise, the global perspective will demonstrate the absence of Western, political values in many places worldwide. Moreover, through an in-depth study of individual events and people, students can trace the development of even larger themes, such as the quest for liberty and justice, the influence and redefinition of national identity, and the rights and responsibilities of individual citizens.

urse content:

Unit 1: Revolutions Reshape the World

How were most societies organized in the 1700s?

Students explore the underlying commonalities that are found around the world, that is, that most societies function inside a hierarchy. The states and empires were ruled by one leader, called a king, tsar, sultan, emperor, shah, or prince. Under the leader were the elite groups who had political, military, or religious power, who owned wealth and land. These elite groups went by different names in each state or empire, such as nobles and scholars, but they had privileges—that is, special rights that ordinary people did not have. Elite status was often based on birth. Below the elite groups, there was a small middle class. But the majority of people in the world worked as farmers and had little wealth or material possessions, no education, and no political power. The dynasties and elite groups usually resisted giving power to lower social groups for fear that the nobles or other elites would lose their wealth and privileges. In all societies, customs of social order were hierarchical, meaning that people were unequal. Some people were higher and considered better than ordinary people.

How were enlightened ideas a break from the past?

The question will study the ideas that gave rise to these revolutions: Glorious, American, French, Haitian, and Latin American. Students will learn that the social contract, especially the notion of natural rights, gave rise to newer ideas about the purpose of government. In addition, students will learn how the dangers of tyranny led to a separation of powers and embracement of representative governments with limited power as the ideal form of government.

Why did civic reformers argue for representative governments?

With an understanding of revolutionary political ideas, students will begin to learn about realities that developed from them. Focusing on the political revolutions that erupted in North America, Europe, and Latin America in the eighteenth century that inspired reforms and revolutions across the globe. During this period, the middle-class challenged the power

of monarchs and in some instances resulting in the overthrow of monarchs, establishing representative governments whose purpose is to protect natural rights.

What were the consequences of trying to implement political revolutionary ideas in Europe, Latin America, and North America?

Their post-revolutionary constitutions were explicitly written to limit executive power and protect the rights of citizens. Many new leaders established constitutional governments that echoed principles from the Glorious Revolution, Enlightenment ideas embodied in the English Bill of Rights, the French Declaration of the Rights of Man and the Citizen and the United States Constitution. Liberal democratic principles replaced traditional aristocratic privileges. Enlightenment texts were used as a tool for disenfranchised groups, but these principles were applied differently after French, American, and Haitian Revolutions.

⮒ Unit Assignment(s):

Students will be learning about the divine monarch by focusing on one key speech that King James I delivered in 1610 to Parliament, “Speech to Parliament”. Students will read the selection starting with the phrase “The state of Monarchy is the supremest thing upon Earth…” and continue for the next three paragraphs. The King James I's speech illustrates the way in which kings were perceived to be divinely inspired, and thus their power was understood to be godlike. Furthermore, this speech clearly lays out the central claim and supporting details of why King James I felt this way.

The speech will be read aloud once and then students will be asked to read through the speech a second time and complete the graphic organizer. The graphic contains boxes in which students are directed to complete the following information: (1) the central claim made by King James I; (2) the reasons for his central claim; (3) the evidence he provides to illustrate his reasons; (4) the flaw in his reasons.

After students complete the graphic, table discussions will be facilitated, then whole-class discussions, to confirm that the students understand the way in which King James I constructs his argument.

Unit 2: The Industrial Revolution

Should this era of industrialization be called an Industrial Revolution?

Why or why not? From a broad global perspective, industrialization has arguably been one of the most dramatic transformations in human history, making available vast stores of underground coal, oil, and gas energy and altering patterns of work, settlement, international relations, consumption, family relations, and values.

What were the results of the industrial revolutions? How was technology, and the environment transformed by industrialization?

The Industrial Revolution was energized by coal and eventually by petroleum and natural gas. Fossil fuels that drive steam and electrical engines made possible a huge increase in the amount of productive energy available to humans. These new technologies and ways of understanding the world soon spread beyond Western Europe to the United States and Japan, so that knowledge was shared worldwide.

Why did socialist ideologies emerge?

What were their key tenets? Students may evaluate the costs and benefits of industrialization, as well as the rise of unions, often inspired by new ideologies of socialism, particularly Marxist concepts of inherent class conflict between the profit interests of capitalists and the concerns of laborers. As students will learn later in the course, these industrial revolutions facilitated the development of European imperialism in the late nineteenth century.

How did industrialization affect ordinary people, families, and work? At that time, European and American workers often protested the rigid time-discipline and poor conditions of factory work. In pre-industrial societies, family units working in or near the home produced most goods. Industrialization separated home from work in function and location. Middle-class families began to think of home as a separate sphere for women and children to be protected from the evils of the industrial environment. Women were discouraged from paid labor, and children were sent to school. In many poorer families, however, both women and children continued to work in the paid labor force. Although the mechanized production of goods and crops dramatically changed life in industrial nations, most of the world continued to engage in subsistence farming to meet basic needs.

⮒ Unit Assignment(s):

Students will utilize the DBQ Project's Mini-Q lesson, "Female Silk Workers in Japan: Did the costs outweigh the benefits?" In this four day lesson, students will learn about the working conditions of young female Japanese silk workers via seven primary source documents. They will analyze the documents, use a graphic organizer (T-charts), outline their answer to the prompt, and write a 5 paragraph essay explaining whether they believe the costs of industrialization outweighed the benefits.

Unit 3: Imperialism

Why did industrialized nations embark on imperial ventures?

In this unit students examine industrialized nation's imperial expansion, fueled by demand for natural resources and markets and aided by ideological motives of a "civilizing mission." The economic strength of industrialized nations came from their ability to manufacture goods at lower cost and an increased consumer demand from nations who still engaged in manual production of goods. The increase in demand for goods paved the imperialism race between Europeans, Japanese, and Americans to secure raw materials. Imperialization was justified to acquire natural resources, but also as way to uplift other societies and political systems. In some instances, some countries retained their independence, such as, China, Thailand, Iran, Ethiopia, and most Latin American countries.

How was imperialism similar and different between colonies in Africa, Asia, and Latin America?

Imperialist nations not only sought natural resources, but they also introduce new infrastructures, medicines, educational systems, and cultural norms. Print technology and more rapid transportation aided the growth of organized religion.

How did native people respond to colonization?

Students will also focus on the consequences of colonization. A result of colonization was the inequality between wealthy and poor states that was mirrored by growing divisions between "haves" and "have nots" in many of these societies. As a result, revolutions broke out in colonized nations to establish a new leader to deal with imperial powers. These revolutions were led by leaders inspired by the Enlightenment ideals who sought to challenge the injustices of Western and Japanese imperialism.

What were the causes and effects of the Mexican Revolution?

After teachers briefly review Spanish conquest, Mexican independence, and the decades-long leadership of Porfirio Diaz, with an emphasis on race and land ownership, students should learn about the high percentage of land and resources that were owned by foreign investors (mainly American) in the early twentieth century.

⮒ Unit Assignment(s):

Students will examine 16 “Casta” paintings. Casta is an Iberian word (existing in Spanish, Portuguese and other Iberian languages since the Middle Ages), meaning lineage, breed, or race, to describe as a whole, the mixed-race people which appeared in the post-Conquest period. These paintings are part of the 18th century artistic tradition of Colonial Mexico. These pictures generally appear in groups of sixteen portraits that trace the complex racial mixing or mestizaje of the people in New Spain. Each painting depicts a couple along with one or two children. An inscription describing the ethno-racial makeup of the mother, the father, and the child(ren) appears in each picture. Students will select 6 paintings to analyze and answer questions, assessing symbols, attitudes, and depictions of the mixed race families in the paintings. Students will build upon this knowledge as they investigate and learn about the impending Mexican and Latin American Revolutions, with a clearer understanding of the motivations behind the lower- and middle-class rebellions against colonialism.

Unit 4: World War I

How was World War I a total war?

The Great War, later called World War I, began in 1914 as a result of nationalist tensions in Europe and the subsequent militarization that resulted from clashes between these states over colonial resources and markets. Insecurity led these powers to form alliances, which embroiled the great powers of Europe in a multiyear conflict that included soldiers from many parts of the world. Students should learn about the complexity of why and how each state justified its entry into the war. To this end, European governments created propaganda aimed at encouraging the civilian population to support total war. Students will learn of the struggles faced by soldiers fighting in the trenches. The advent of total war meant mobilizing not only the soldiers, but also civilians on the home front and in colonial territories. Entire societies and economies were focused on war.

How did World War I end? What were the consequences of the postwar agreement?

The end of WWI came at great costs to all involved and set the stage for the upcoming global economic collapse as well as the next World War. Students will learn about the Treaty of Versailles as well as the new national boundaries that favored the Allied Powers, including Japan.

What were the consequences of World War I for nations and people?

Collateral damage during this WWI time period includes the Armenian genocide, perpetrated by the Turkish government, who slashed the population down to just 25% over the course of three years, seized historic Armenian lands, and either forced assimilation or drove into exile those who refused to surrender. Students may examine the Red Cross’s first international aid project, aimed at helping the Armenian Genocide survivors.

Lastly, the colonized peoples who had fought for the British and French soon realized that they would not be granted self-determination as Eastern Europeans were. Consequently, nationalist leaders, including Mahatma Gandhi of India, began organizing independence movements to resist the authority of colonial powers.

⮒ Unit Assignment(s):

Using our textbook, students will jigsaw Chapter 9, Lesson 2, titled “World War I,” which covers much of the course description above (paragraphs 1 & 2). In groups of 2 or 3, the students will read and reread their designated section, taking notes on key details. They’ll create a shared powerpoint that they will use to teach the class their topic. As they present their details, students will take notes on the presentations, covering all 12 topics of this section of the textbook. Each presentation will be expected to include visuals, 3-5 key bullet points, and each student will take a speaking role in their presentation. In order to help improve comprehension, and prevent gaps, the presenters will then read their section out loud with the class. Students in the class will provide feedback and what they learned to the presenters through video editing tools like Flipgrid.

Unit 5: The Rise of Totalitarianism

Why did the Russian Revolution develop, and how did it become popular? What were key ideas of communism? How were the ideas translated on the ground?

This unit will begin with a brief overview of the Russian Revolution, where the ineffectual Russian Czarist leadership was overthrown and the Communist Soviet Union was formed, under the leadership of the Bolsheviks and Lenin.

What was totalitarianism, and how was it implemented in similar and different ways in Japan, Germany, Italy, and the Soviet Union? How did Nazis come to power? Why did ordinary people support them?

With the collapse of the capitalist market system that caused the Great Depression, political alternatives to liberal democracies emerged, particularly communism and fascism. Students will learn of Joseph Stalin’s rise, his methods of leadership, industrialization and control, and continue on by comparing Stalin with Hitler, Mussolini, and Tojo. Fascism provided a nationalist and militaristic alternative to both the individual rights privileged in liberal democracies and to communism. The Fascists in Italy and the Nazis in Germany established state-directed economies, rearmed their militaries, and imposed gender, religious, and racial hierarchies in the name of an ultrapatriotic nationalism, while the militaristic control of Japan was beginning it’s quest of “Asia for Asians” by conquering Korea and looking towards China for future domination.

⮒ Unit Assignment(s):

Students will form groups of five or six and choose one of the totalitarian regimes discussed in the unit to create a One-Pager. This project will have multiple elements that will require a variety of responses from the students. Students will create a thesis statement and back it up with evidence that will take form of visuals, poems, and inquiry questions and answers that use Costa's levels of questioning. The prompt will center on the following: What people were most adversely affected by the rise of nationalistic and totalitarian governments? When completed the students will present their arguments and findings to the class.

Students will focus on developing skills on inquiry questioning, argumentative writing, document analysis, causation, collaboration skills and presentation skills.

Unit 6: Causes and Consequences of World War II

What were the key goals of the Axis and Allied powers? How was the war mobilized on different fronts?

The study of Nazism and Stalinism leads directly to an analysis of World War II and its causes and consequences. Students will continue to learn about German, Italian, and Japanese attempts to expand their empires in the 1930s. The expansionist goals of these nations led to instances of military aggression, first in China, then in Europe, and finally, in the United States, that drew it to the Allies into war with these Axis Powers.

How did technology affect World War II?

In Germany, Hitler began to expand his empire into neighboring nations. Britain and France responded by employing a policy of appeasement, while the United States Congress passed a series of “Neutrality Acts”. Appeasement of Hitler ended when Germany invaded Poland with their blitzkrieg style of warfare, it also marked the beginning of World War II. In the Pacific aircraft carriers replaced battleships and became the most important naval apparatus, along with submarines, to conduct warfare on a global scale. Students will see how military conflict today has been shaped by the technological and philosophical evolutions of warfare brought about by the equipment and technology used in WWII.

How was World War II a total war? How did World War II’s actors, goals, and strategies compare with those of World War I?

Students will be able to explain the impact that the United States involvement had in World War II. The Allied campaigns in North Africa, the Middle East, Italy, and occupied France all weakened the Axis Powers ultimately defeating them. The United States involvement in the Pacific forced the Japanese forces to retreat, culminating in a heavy bombing campaign against the Japanese islands. Defeating the Japanese forces after the United States dropped two atomic bombs in August 1945 in Hiroshima and Nagasaki. The focus will show how whole countries were mobilized in every aspect to help the nation win at war. These societal shifts help develop opportunities for women and minorities. It also had huge changes on countries' economies. The end of the war created a geopolitical ripple effect that we see as many of the problems that face the world today in conflicts around the globe.

How was the Holocaust carried out?

Finally, students will learn about the Nazi implementation of racial policies across the portions of Europe they controlled. Students will explore the magnitude, terror, and loss of life caused by Nazi policies. The Holocaust is a foundational piece of history for understanding hate and intolerance that leads to mass genocide.

⮒ Unit Assignment(s):

For students to have a better understanding of the Holocaust, they will be participating in an activity from TCI, Recounting Stories of Resistance from the Holocaust. First, students will be given an overview of the Holocaust through a power point presentation. After the overview, students will be divided into groups of 4-5. Each group will be assigned a different stage of the Holocaust and its corresponding act of resistance. After reading their assigned reading, students will then conduct their own research on the resistance at their assigned Holocaust stage. After, the students will write a journal entry recounting their own story of resistance, as if they were a victim of the Holocaust. Aside from the story, the group will also need to come up with a visual element that will help the class understand their Holocaust stage and its corresponding resistance movement.

After all the presentations, groups will submit proposals for a community engagement activity, to be conducted in their city that would focus on educating the community on a issue of hate that might be negatively affecting the community. This is a project that if done well could be submitted to local community agencies to be actually conducted in the city.

Unit 7: The Cold War

How did the Cold War develop?

One of the most significant effects of World War II was the emergence of the Cold War, which ultimately affected much of the world, including the developing world in Asia, Africa, the Middle East, and Latin America. Students should explore the differences between the capitalist-democratic United States and the communist-authoritarian Soviet Union. They will examine the two superpowers' different plans for Europe after the war and how the presence of communist China complicated the earlier bipolar Cold War world. Students should learn about the unrest and disorder in China during these years.

How was the Cold War waged all over the world?

Throughout the Cold War, the United States and the Soviet Union intervened politically, militarily, and economically in dozens of nations in Asia, Africa, Latin America, the Middle East, and the Caribbean in an effort to protect their strategic interests. Students should consider the varied perspectives of the people on the ground in each nation, as well as the American and Soviet interests. These "Third World" interventions intersected with movements for independence and nation-building, creating opportunities for nationalist leaders to improve their political position by playing superpowers against each other.

How and why did the Cold War end?

After nearly half a century of proxy wars and worldwide tensions related to the Cold War, the Soviet Union collapsed from both internal and external weaknesses. The end of the Cold War provides an opportunity to help students identify change over time and the cause-and-effect events that brought about the end of the Cold War, including themes such as détente, pressures on the Soviet Union such as the ongoing war in Afghanistan and dissidents, and political and cultural developments in the United States. These complex interconnected causes help students to navigate the web of worldwide relations through the late 1980s.

⮒ Unit Assignment(s):

A research project in which students, in pairs or groups of 4, will study in depth one "hot spot" in the Cold War, learning about the intense conflicts outside of the Soviet Union and the United States. The Cold War Blueprint lesson provides detailed instructions and sources for these ten hot spots: Algerian War of Independence 1954–1962), Afghanistan (1979–1989), Cambodia (specifically the Cambodian genocide), Angola, Nicaragua, Guatemala, the Congo, Iran, Hungary, and Cuba. The Blueprint is a curriculum developed by the California History–Social Science project and available for download free of charge (http://chssp.ucdavis.edu). Additional locations students may research could include nations of the Middle East--namely, the newly formed Israel and the subsequent tensions with the Palestinians; the newly independent nations of Syria, Lebanon, Jordan, Iraq and parts of Turkey; and/or Iran and the CIA-led coup d'etat in 1953. Students will fully research their topic in groups, focusing on following objectives: the lived experiences of the people on that land, the intentions of the political powers of that country, and the Superpowers' use of this place for their Cold War proxy war(s). Each student will create a "One-Pagers," an artistic representation of what they learned about their portion of their topic; they will then create a large poster, compiling each of their "one pagers" under a clear title. A gallery/museum walk will follow, students will take notes as they examine each group's project.

Unit 8: The Contemporary World (2000s)

What motivates political change? How can economic and social changes affect a country?

Newly independent nations faced many challenges in the postcolonial era. These new countries inherited colonial borders that artificially divided some ethnic groups into multiple states. The opposite process was equally destructive: new governments used coercive and authoritarian means in attempts to unify multiple ethnic groups within their inherited colonial borders into nation-states where loyalty centered on the state. In this unit, students can engage in a comparative analysis of postcolonial developments in at least three of the following regions: Africa, the Middle East, Latin America, or China.

How has globalization affected people, nations, and capital?

Students will explore the effects of globalization and the formation of international organizations such as the United Nations. Focusing on the United Nations and their development of the universal standards for human rights and the spread of scientific and medical breakthroughs has spread worldwide through international efforts to address problems of disease, natural disasters, and environmental degradation. Students will learn how economic globalization is a result of the formation of multinational corporations, international financial institutions, and the development of regional trading blocs and communications technology. In addition, students will also explore the positive and negative effects of globalization.

Unit Assignment(s):

To culminate this year long course, students will individually investigate a current event of their choosing (for example, Cuba's leadership changes; mass migration from Central America; Venezuela's struggles; AIDS epidemic; climate change's impacts on impoverished communities; exploitation of labor; Israel and Palestine conflict; present day territories of the USA; Russia's continued dominance in Eastern Europe; trade wars; borders; Hong Kong; etc.). Each student will prepare a 2:00-3:00 video via Adobe Spark or YouTube, where they will be the narrator, reporting their findings in their video, present the video to the class, and participate in follow up discussions will occur via Canvas.

ourse Materials

Textbooks

itle	Author	Publisher	Edition	Website	Primar

Title	Author	Publisher	Edition	Website	Primary
mpact: The Modern World	Multiple	Mcgraw-Hill	2019	https://www.mheducation.com/prek-12/explore/states/california/social-studies/9-12.html	Yes
History Alive! World Connections	Various	TCI	2020	https://www.teachtci.com/social-studies/high-school-social-studies/	No

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Ethnic and Social Justice US History

Santa Maria Joint Union High School District

Basic Course Information

School(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)
Pioneer Valley High School (053847)	Classroom Based	Abbreviation: ESJ US HIST A, Course Code: SS3038 Abbreviation: ESJ US HIST B, Course Code: SS3039
Santa Maria High School (053305)	Classroom Based	Abbreviation: ESJ US HIST A, Course Code: SS3038 Abbreviation: ESJ US HIST B, Course Code: SS3039

Title:	Ethnic and Social Justice US History
Length of course:	Full Year
Subject area:	History / Social Science ("a") / U.S. History
UC honors designation?	No
Prerequisites:	World History (Recommended)
Co-requisites:	None
Integrated (Academics / CTE)?	No

Grade levels: 11th

Course Description

Course overview:

Conventional U.S. History courses are often taught from a purely political perspective. That is, they use the chronology of Presidents and major events in US History to serve as guide points for units. This approach can leave a student with a one-sided view of U.S. History. Students start to believe that there is only one perspective and they don't see themselves as a part of history.The purpose of this course is to teach U.S. History from the perspectives of ethnic, racial or marginalized groups,reflecting narratives and points of view rooted in that group's lived experiences and intellectual scholarship – one which emphasizes the roles of justice, power, race, and gender in American history.

Course content:

Unit 1: Nation's Beginnings

The course begins with a selective review of United States history, with an emphasis on two major topics —the nation's beginnings and the industrial transformation of the new nation. Special attention is given to the ideological origins of the American Revolution and its grounding in the democratic political tradition and the natural rights philosophy with an emphasis on ideas including liberty, equality, and individual pursuit of happiness. This framing of the Constitution provides a background for understanding the contemporary constitutional issues raised throughout this course. Highlights can include the emergence of a free democratic system of government alongside an entrenched system of chattel slavery that lasted for nearly a century. Students will grapple with the parallel, and seemingly paradoxical relationship. Other highlights will include the events leading up to the Civil War, the successes and failures of Reconstruction, and informal and formal segregation brought on by Jim Crow laws that provides context for understanding racial inequities in America then and now.

Key Assignment:

Preamble Collage- Students will produce a collage that will have the Preamble stated in the middle of the page and then twelve images surrounding the Preamble. The 12 images will be 2 pictures, per the 6 goals, that show what the students feel in America today represents the Preamble goals. On the back, students will argue if they feel the goals have been met or if the goals are still lacking

and what needs to be addressed to complete the goal. Students will learn that the Constitution is a living document that can and should be changed to reflect American society and values as it changes over time.

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Unit 2: Industrialization, Urbanization, Immigration

In the second unit, students concentrate on the nineteenth-century growth of the nation as an industrial power and its resulting societal changes. This question can frame students' initial investigation of this era: How did America's economy, industries, and population grow after the Civil War? Industrialization (an umbrella term that describes the major changes in technology, transportation, communication, the economy and political system that fostered the growth) allowed for ballooning prosperity at the turn of the century. Students examine emergence of industrial giants, "robber barons," anti-union tactics, and the gaudy excesses of the Gilded Age. Students will also learn about the people that fueled industrialization in the nation's expanding urban centers migrated there from more rural areas domestically and came from nations all over the world. Tens of millions of darker-skinned, non-English-speaking, non-Protestant migrants to American cities. Being pushed from their homelands for economic, political, and religious reasons, this diverse group was pulled to America with hope for economic opportunities and political freedom.

Key Assignment:

Family Tree and Immigration Story- Students will interview family members and create family tree going back at least three generations. On their trees they will mark themselves or their "first" family member to come to the United States. After identifying that family member they will write a journal entry retelling the events of the day coming to the United States. In their response, students will write about the causes for immigration and the outcomes their family member wanted from a new life in America. Students will learn that all immigration stories are unique but that the causes and hopes for most immigrants are universal. By doing so they can identify more with the United States as truly a nation of immigrants.

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Unit 3: Progressive Reform

A group of reformers – broadly termed progressives – emerged around the turn of the century and sought to remedy some of the problems that came from industrialization. Progressives aimed to identify urban problems, work closely with communities to solve them, and then lobby the government to institute broader reforms to prevent future suffering. Female reformers took advantage of new opportunities for education and employment previously reserved for men. Progressives particularly tried to address problems of immigrants, especially children, through advocacy. During these same years, progressive state legislation regulated child labor, the minimum wage, the eight-hour day, and mandatory public education, as well as supplied women in many states with the vote.During this time also the concepts of homosexuality and heterosexuality became defined as discrete categories of identity. This had consequences for the ways that people thought about intimate relationships between people of the same gender.

Key Assignment:

Salad Bowl vs. Melting Pot- Students will debate if the United States is a salad bowl or a melting pot. During the debate students will argue the merits of the Americanization movement, which sought to assimilate immigrants into becoming Americans through schooling, cultural and social practices, and at work. Versus today's standards that generally embrace having a plurality of experiences in the country which makes America more diverse and open. After the debate students will write a 3-5 paragraph essay that argues which side they think America currently reflects.

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Unit 4: Imperialism/WWI

How did America's role in the world change between the 1870s and 1910s? The United States protected and promoted its economic and political interests overseas during this intense period of global competition for raw materials, markets, and colonial possessions. Students may consider the nation's objectives and attitudes about other nations and diverse people in analyzing its immigration policy, limitations and scrutiny placed on those already in the U.S., and exclusion of people considered disabled, as well as foreign policy, including the American Open Door policy, and expansion into the South Pacific and Caribbean following the Spanish-American and Philippine-American Wars as well as the United States' involvement in World War I.

Key Assignment:

Evaluate and analyze United States foreign policies including the Monroe Doctrine, The Roosevelt Corollary, The Open Door Policy or the Platt Amendment by working in groups of 4 to create a powerpoint presentation that summarizes one of these foreign policies. After groups present, groups will be given a case study to look at the annexation of Hawaii. Students must decide which American foreign policy plan was used in Hawaii's annexation. Then they need to decide if that plan was constitutional or not.

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Unit 5: 1920s

As students learn about the prosperity and proliferation of consumer goods on the market in the 1920s, students learn that with these changes came both intended and unforeseeable consequences, many resulting in social effects on people and impacts on the environments in which they lived. Students should explore cultural and social elements of the “Jazz Age.” Women experienced new freedoms but also faced pressure to be attractive and sexual through the growing cosmetics and entertainment industries, and their related advertisements.
Speakeasies represented a challenge to Prohibition but established a vast social world that broke the law and challenged middle-class ideas of what should be allowed. Within those arenas, LGBT patrons and performers became part of what was tolerated and even sometimes acceptable as LGBT-oriented subcultures grew and became more visible. The continued flow of migrants and the practical restrictions of segregation in the 1920s helped to create the “Harlem Renaissance,” the literary and artistic flowering of black artists, poets, musicians, and scholars, such as Alain Locke, Langston Hughes, Countee Cullen, Gertrude “Ma” Rainey, and Zora Neale Hurston.

Key Assignment:

Students will examine Langston Hughes’ poem “I, Too” to study the intent of Harlem Renaissance artists. Students will discuss in triads why African American leaders would use art to express themselves, in terms of equality, rather than to work through political, legal, or economic avenues. After using critical reading strategies and marking the text, students will need to rewrite the "I, Too" poem to validate their own worth and value to the United States of America. Students will learn to empower themselves which hopefully translates into self advocacy.

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Unit 6: Great Depression & New Deal

The collapse of the national and international financial system in 1929 led to the crash of the American stock market in October, 1929. The stock market crash revealed broad underlying weaknesses in the economy, which resulted in the most intense and prolonged economic crisis in modern American history. the Great Depression resulted from four broad factors: 1) it resulted from over-saturated markets in the nation’s two leading industries: automobiles and construction; 2) it grew out of lack of regulations in the financial and banking industries 3) it stemmed from a

mal-distribution of income (The failure of businesses to share more equally the fruits of prosperity decreased demands for goods and services); 4) it grew out of the world-wide financial system created by World War I. In response Roosevelt created the New Deal, which was a series of programs, agencies, laws, and funds intended to provide relief, reform, and recovery to combat the economic crisis. Expansionary fiscal and monetary policies, job programs, and regulatory agencies are a few of the broad roles for government set in place by the New Deal.

Key Assignment:

Students will research information about government programs/organizations that were created by FDR during the New Deal. Afterwards we will spend two class days role playing by conducting a job fair. Half the class will present on one day with the others being Americans looking for work. Then the next day they will switch and the students who were looking for work will now be the ones representing the government looking for workers. Students will gain key insight on the different programs that helped America during the New Deal. They will also gain key experience learning how to interview for a job by collaborating, communicating, and critically thinking by answering questions on the spot.

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Unit 7: WW2

In this unit students examine the role of the United States in World War II. Students understand the debate between isolationists and interventionists in the United States. By reading contemporary accounts in newspapers and popular magazines, students understand the extent to which this war taught Americans to think in global terms. By studying wartime strategy and major military operations, students grasp the geopolitical implications of the war and its importance for postwar international relations. Students learn about the roles and sacrifices of American soldiers during the war, including the contributions of the Tuskegee Airmen, the 442nd Regimental Combat team, women and gay people in military service, the Navajo Code Talkers, and the important role played by Filipino soldiers in the war effort. When possible, this study can include oral or video histories of those who participated in the conflict. California played a huge role in America's

successful war effort - the number of military bases in the state increased from 16 to 41, more than those of the next 5 states combined. By the end of the war, California would be the nation's fastest growing state, and the experience of war would transform the state demographically, economically, socially, and politically.

At home, World War II had many long-lasting effects on the nation. Wartime factory work created new and higher-paying job opportunities for women, African Americans, and other minorities; the opening up of the wage-labor force to women and minorities helped them to raise their expectations for what they should be able to achieve. Meanwhile, immigration continued, especially to California, which depended upon agricultural labor provided by immigrants, particularly Mexicans, who came through the Bracero Program. In addition to having economic opportunities advanced by World War II, the ideology of the war effort, combined with the racial segregation of the armed forces, sparked multiple efforts at minority equality and for civil rights activism when the war ended. wartime racial discrimination went beyond military segregation. Los Angeles Mexicans and Mexican Americans found themselves under violent attack during the 1943 Zoot Suit Riots, when the police allowed white Angelenos and servicemen to rampage against them. In 1942, President Roosevelt signed Executive Order 9066, which authorized the relocation and internment of 110,000 Japanese Americans and "resident aliens" living within 60 miles of the west coast, and stretching inland into Arizona, on grounds of national security.

Key Assignment:

Divide the class up into groups of 9 to simulate the Supreme Court. The students will read the main arguments made in *Korematsu v. United States. After they debate the arguments the students must vote to intern or overturn. After that we would analyze the court's decision to see where the students ended up based on the court's final decision. To follow up I will have the students argue the pro and cons of President Trump's Travel Ban. Using the decision made in Korematsu v. United States the students would then vote again to determine if the travel ban is constitutional or not. From this students will learn how far America will go to defend itself when at war. The importance of this exercise is for students to take that knowledge and apply it to the current problems we face today in America's longest war , the war on terrorism and how to protect people's rights as we combat terror.*

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Unit 8: Cold War Struggles Abroad

- **How did American foreign policy shift after World War II?**

  Students can learn about change over time by deconstructing the intent of Containment; the goal of containing the threat of further Soviet influence in the world broke from earlier precedents that advocated spreading all over the world American ideals of open markets and self-determination. As part of their study of the policy of Containment, students examine the Soviet expansion into Eastern Europe, the Marshall Plan, the Truman Doctrine, and the creation of the North Atlantic Treaty Organization military alliance, and the competition for allies within the developing world. In the postwar Cold War context, students study the creation of the United Nations in 1945 and its role in global politics and economics, including the role of institutions such as the International Monetary Fund; the United Nations Education, Scientific and Cultural Organization; the United Nations Human Rights Commission; the World Health Organization; and the World Bank. They also learn about the Universal Declaration of Human Rights, adopted by the United Nations in 1948. Students understand the reasons for the continued U.S. support of the Geneva Conventions.
  Key Assignment:
  Students compare and contrast the American Bill of Rights with the United Nations Declaration of Human Rights. After discussing what is in both students will then create their own Universal Human Rights Declaration and argue why the world should adopt them.

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Unit 9: Cold War Domestic

How did the Cold War affect ordinary Americans?

Institutions ranging from school districts and school boards, to the Screen Actors Guild in Hollywood, to civil rights organizations produced blacklists that contained the names of suspected Communists or Communist sympathizers, which meant that the groups would not affiliate with those people. Students can study the loyalty oaths (an important issue at the University of California in the 1950s) and legislative investigations of people's beliefs as part of this unit. Still, during this era, there were significant Supreme Court decisions that protected citizens' rights to dissent and freedom of speech.

Key demographic changes such as the Baby Boom, white migration to the newly developing suburbs, migration to the Sun Belt, and the decline of the family farm transformed where and how Americans lived. Within these broad demographic shifts televisions, home appliances, automobiles, the interstate highway system, and shopping malls fostered changes in American families' lifestyles.

While more Americans than ever before enjoyed the comforts of middle-class suburban affluence, not all people benefitted from it. Minorities were forbidden from owning property in these newly-constructed developments. While the white middle class grew in size and power, poverty concentrated among minority groups, the elderly, and single-parent families. Betty Friedan also coined the term "feminine mystique" to describe the ideology of domesticity and suburbanization, which left white middle-class college educated housewives yearning for something more than their responsibilities as wives and mothers.

Key assignment:

After studying some of the famous Blacklists from Hollywood in the 1950s. I would have the class do a philosophical walls debate on if they believe Colin Kapernick, former NFL quarter back is suffering from a 'blacklist" imposed by the NFL Owners. Students would get to apply knowledge obtained about the 1950s and argue if events today in current events are mirrors of the past.

Unit Assignment(s):

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Unit 10: Movements for Equality

Why was there a civil rights movement?

Although the 1950s have been characterized as a decade of relative social calm, the struggles of African Americans, Chicano/as, Native Americans, Asian Americans, as well as women and lesbian, gay, bisexual, and transgender people that emerged forcefully in the 1960s, have their roots in this

period. In this unit students focus on the history of the movements for equality, and on the broader social and political transformations that they inspired, beginning with the civil rights movement in the south and continuing for the thirty-five year period after World War II.

What does "equal rights" mean?

To interrogate this issue students should be encouraged to consider what "equality of rights" versus "equality of opportunity" might entail; this sort of discussion will lead students to employ the historical thinking skill of contingency, in other words, to see the civil rights movement not as a pre-ordained movement that turned out exactly as intended. Instead, teachers should encourage the class to develop a working definition of equal rights, as it will likely change or be challenged as the class surveys different forms of activism.

What were the goals and strategies of the civil rights movement?

Events in this history illuminate the process of change over time in terms of goals and strategies, and they highlight for students the challenges of participating in the movement: the Montgomery bus boycott, triggered by the arrest of Rosa Parks, led by the young Martin Luther King, Jr., and sustained by thousands of African-American women; the clash in Little Rock, Arkansas, between federal and state power; the student sit-in demonstrations that began in Greensboro, North Carolina; the "freedom rides"; the march on Washington, D.C., in 1963; the Mississippi Summer Project of 1964; and the march in Selma, Alabama, in 1965; and the Supreme Court's 1967 *Loving v. Virginia* decision to overturn state anti-miscegenation laws. Students should also learn about Dr. King's philosophical and religious dedication to nonviolence by reading selected excerpts from primary source documents such as "Letter from a Birmingham Jail" The Civil Rights Act of 1964, the Voting Rights Act of 1965, and the Elementary and Secondary Education Act of 1965 indicated the federal government's commitment to provide for the rights of full citizenship to people of all races, ethnicities, religious groups, and sexes.Students may study how Cesar Chavez, Dolores Huerta, and the United Farm Workers' movement used nonviolent tactics, educated the general public about the working conditions in agriculture, and worked to improve the lives of farmworkers. Students should understand the central role of immigrants, including Latino Americans and Filipino Americans, in the farm labor movement.American Indian Movement (AIM) activists took over the Bureau of Indian Affairs building in Washington, D.C. and held a stand-off at Wounded Knee, South Dakota. California activists like Harvey Milk and Cleve Jones were part of a broader movement that emerged in the aftermath of the Stonewall riots, which brought a new attention to the cause of equal rights for homosexual Americans.

Through the careful selection and analysis of the many primary sources available from the period, students come to understand both the extraordinary courage of ordinary black men, women, and children and the interracial character of the civil rights movement.

Key Assignment:

Have students research, using their one to one laptops, on the supreme court case *Mendez v. Westminster on the US Court website.*

http://www.uscourts.gov/educational-resources/educational-activities/background-mendez-v-westminster-re-enactment

Sections of the case would be divided amongst the groups in a jigsaw manner and each student would provide details on the material they learned to their group. After that we would have the kids create an opening argument for Brown vs. Board of Education Topeka using Mendez v. Westminster as a precedent for integrating schools.

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Unit 11: Vietnam

How was the war in Vietnam similar to and different from other Cold War struggles?

Hundreds of thousands of American service members volunteered for and were drafted to fight in the war, which government and military leaders portrayed as an extension of broader Cold War struggles. Over the course of the first year of the war American casualties started to mount, progress seemed elusive, and the ways of calculating success were muddled. Recording in the haze of war, American journalists reported on television what urban warfare and guerrilla fighting entailed; in this context Americans started to call into question the principles upon which the war was being fought. When it became clear that American minorities were fighting and dying disproportionate to their representation in the country, many radicalized rights groups loudly protested the war on the grounds that to them it represented one more form of oppression – oppression for minorities at home and abroad.

How did the war in Vietnam affect movements for equality at home?

From within the anti-war and rights protest movements, a “counterculture” emerged with its own distinctive style of music, dress, language, and films, which went on to influence mainstream social and cultural sensibilities. Those that participated in the counterculture believed that true equality could only be realized through a revolution of cultural values; thus hippies decided to “check out” from mainstream society as a way of rebelling against the mainstream middle-class American values and seeking true happiness. Counter-culturalists rebelled by calling into question Cold War values and even American principles.

Key Assignment:

According to Mario Savio, a pioneer of the Free Speech Movement at UC Berkeley in 1964: “There's a time when the operation of the machine becomes so odious—makes you so sick at heart—that you can't take part. You can't even passively take part. And you've got to put your bodies upon the gears and upon the wheels, upon the levers, upon all the apparatus, and you've got to make it stop. And you've got to indicate to the people who run it, to the people who own it that unless you're free, the machine will be prevented from working at all.”

After decoding the quote I would have the students create mini posters describing how they perceived what this quote meant for the struggles of marginalized groups from the 1960s. Then I would have them do a group poster on how they feel this poster would be represented in American society today. I want to see if the students can decipher the metaphor and see if they feel this quote is relevant in the struggles of American citizens today.

Unit Assignment(s):

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Unit 12: Contemporary American Society

- How has the role of the federal government (and especially the presidency) changed from the 1970s through more recent times? Students begin their studies of contemporary America by surveying American presidents that served during these decades. Presidents Richard Nixon, Jimmy Carter, Ronald Reagan, George H.W. Bush, Bill Clinton, George W. Bush, Barack Obama and Donald Trump all promised to alter the scope of the government – some to contract it and some to extend it.

- What does globalization mean and how has it affected the United States? Geographically, students can focus on American post-Cold War relations with Latin America. The strong

economic ties between the regions deepened throughout the 1980s, 1990s, and 2000s. *Maquiladoras,* export processing zones or free enterprise zones, between Mexico and the U.S. meant that from the 1980s through the 2000s goods flowed between countries at freer and faster rates. Similarly, the North American Free Trade Agreement (NAFTA) between Canada, the United States, and Mexico played a central role in fostering closer relationships between the three countries, but tensions remain on issues related to economic regulation, labor conditions, immigration, and damage to the environment.

- Why is the United States more diverse now than it was in the middle of the twentieth century? Students can examine census data to identify basic demographic changes; how has the composition of the U.S. shifted between 1950 -1980 and 1980 - today, for example? By exploring quantitative immigration information, students notice significant changes in the national origins of immigrants to the United States. As with their studies of immigration from the beginning of the twentieth century, students can analyze push and pull factors that contributed to shifting immigration patterns, but they should also learn about changes in immigration policy. In California Latino/as became the largest ethnic group in 2010, and Latino/a children comprised more than 51% of public schools. It was within this context that the Latino/a community became increasingly politically active. In addition, students analyze the impact and experience of refugees who fled Southeast Asia after the Vietnam War or Iranians after the Islamic Revolution.

- In what ways have issues such as education; civil rights for people of color, immigrants, and lesbian, gay, bisexual, and transgender Americans, and disabled Americans; economic policy; recognition of economic, social and cultural rights; the environment; and the status of women remained unchanged over time? In what ways have they changed? Students recognize that under our democratic political system the United States has achieved a level of freedom, political stability, and economic prosperity that has made it a model for other nations, the leader of the world's democratic societies, and a magnet for people all over the world who yearn for a life of freedom and opportunity. Students understand that Americans' rights and freedoms are the result of a carefully defined set of political principles that are embodied in the Constitution. Yet these freedoms are imperfect: for example, even though Americans elected the nation's first black president in 2008, poverty, incarceration, and lower life-expectancy rates continue to afflict communities of color at rates that are far higher than that of white communities. Nevertheless, students see that the enduring significance of the United States' lies its free political system, its pluralistic nature, and its promise of opportunity. The United States has demonstrated the strength and dynamism of a racially, religiously, and culturally diverse people. Students recognize that our democratic political system depends on them—as educated citizens—to survive and prosper.

Key Assignment:

After looking at the election results from the 2000 and the 2016 Presidential Elections, is the Electoral College now defunct? Students would need to argue why the Founding Fathers created the Electoral College in the first place. Then write an argumentative essay why America should have the Electoral College moving forward or switch to the popular vote.

Unit Assignment(s):

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Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
American Vision	Appleby	Glencoe	2006	[empty]	Yes
History Alive Pursuing American Ideals	Diane Hart	TCI	2013	[empty]	No

Literary Texts

Title	Author	Publisher	Edition	Website	Read in entirety
The Jungle	Upton Sinclair	Dover Publications	2001	[empty]	No
“I, Too”	Langston Hughes	Vintage	1995	[empty]	No

Websites

Title	Author(s)/Editor(s)/Compiler(s)	Affiliated Institution or Organization	URL
Reading Like a Historian (Document Based History Curriculum)	[empty]	Stanford University	https://sheg.stanford.edu

Title	Author(s)/Editor (s)/Compiler(s)	Affiliated Institution or Organization	URL
PBS	[empty]	Public Broadcasting System	pbs.org
PBS	[empty]	Public Broadcasting System	pbs.org
Library of Congress	[empty]	United States Library of Congress	loc.gov
Supreme Court of the United States	Justices of the Supreme Court	Supreme Court of the United States	supremecourt.gov

Primary Documents

Title	Authors	Date	URL
Constitution	Framers	1789	[empty]
Declaration of Independence	Thomas Jefferson	1776	[empty]

Multimedia

Title	Author	Director	Name of video series	Date	Website	Medium of Publication
Hidden Figures	[empty]	Theodore Melfi	[empty]	2016	[empty]	dvd
Kenji	Fort Minor	[empty]	[empty]	2005	[empty]	mp3

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Course Title

Ethnic Studies

Description of Target Group

This course is for 10th to 12th grade students.

Purpose

The purpose of Ethnic Studies is to acquaint the student with other's belief systems, learn respect for other's opinions, explore various minority groups and their contributions to America and the world, and teach students about our past. This is a one-semester course. It is an elective course.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Discuss the contributions of different ethnic groups.
2. Describe cultural similarities and differences among several ethnic groups.
3. Discuss current problems facing different cultural groups.
4. Describe the influences of heredity and environment on personality.
5. Discuss the types of and reasons for the discrimination each ethnic group has had to face in the United States.
6. Identify the factors that can lead to cultural change.
7. Demonstrate a knowledge of the reasons for the arrival of each ethnic group to the United States.

Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary books Used in the Santa Maria Joint Union High School District

Activities

1. Individual work
2. Lectures
3. Class participation
4. Demonstrations
5. Audio-visual materials
6. Field trips
7. Small group activities
8. Outside resource people

Course Title

European History A/B (AP)

Department / Description

This course is a Social Science Department offering intended to prepare students to pass the Advanced Placement examination in European History. Dealing primarily with the time period from the Renaissance to the Cold War Era, the course focuses on the European aspect of World History and as such, students completing the course will satisfy the Modern World History graduation requirement.

Target Group

This course is designed primarily for 10th grade students, however 11th and 12th grade students seeking Advanced Placement credit may enroll.

Purpose

The course will provide students with the comprehensive knowledge of European History as well as an opportunity to hone their critical reading, essay writing and test taking skills.

Prerequisites

None

Standards of Expected Student Achievement

Upon the completion of this course, students will

- be able to describe Medieval society
- explain the cultural achievements of the Renaissance
- Connect the religious, political and socio-economic forces which sparked the Protestant Reformation
- explain what impact the Old World have on the New, and vise-versa
- Compare constitutionalism with nationalism
- know the major contributors to the movement and what created the new world-view of the Scientific Revolution and Enlightenment
- describe the lives of “real people” in the 1700’s
- know what stages the French Revolution underwent and how it is interrelated to American Revolution
- know why the Industrial Revolution began and what impact it had
- describe the attempts of the Congress of Vienna Powers to establish a conservative international order

- describe the lives of Europeans after the Industrial Revolution
- explain “Age of Nationalism”
- show the affect of imperialism on the non-Europeans
- explain the factors causing World War I and the immensity of the war in Europe
- connect “New Science” with inter-war culture and the Great Depression with the political developments
- describe totalitarianism in its fascistic and communistic models during the interwar period
- know the causes, phases and results of World War II
- show the nature of the Cold War and explain what led to the collapse of the Iron Curtain

Assessment of Student Learning

Students will write quizzes and essays, take multiple choice examinations, participate in debates, and create projects.

Instructional Materials

Refer to: Secondary adopted Textbooks and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Students will write, make oral presentations, debate and create projects.

DISTRICT
Course Description

(Must be accompanied by a Course Adoption form & Textbook Adoption Form)

Full Course Title: Food and Culture

School Associated with course: ☑ DHS ☐ ERHS ☐ PVHS ☐ SMHS

School Contact

Name: Jeff Cooper **Title/Position:** Social Science Teacher

E-mail: Jcooper@smjuhsd.org **Phone:** (805) 937-6356 **Ext:** 1302

Department: Math

Transcript Course Code(s) / Number(s):

Subject Area

- ☐ English Requirement
- ☐ World History
- ☐ US History
- ☐ Government
- ☐ Economics
- ☐ Mathematics
- ☐ Physical Science
- ☐ Life Science
- ☐ Physical Education
- ☐ Visual & Performing Arts
- ☐ Health
- ☑ Elective

Grade Level(s)

☐ 9 ☑ 10 ☑ 11 ☑ 12

Vocational Education (CTE) ☐ Yes ☑ No

Career Pathway:

Industrial Sector:

☐ **Introduction** ☐ **Concentration** ☐ **Capstone**

Unit Value

- ☑ Semester (5 units)
- ☐ Year A/B (5 units per semester)
- ☐ Year A/B (two period course, 10 units per semester)

Comments:

Course Purpose: *What is the purpose of this course?*

This course, Food and Culture, attempts to describe and analyze a number of gastronomic domains from an anthropological perspective. We will be interested not only in what people eat, but how, when, where and why people eat some foods but not others.

Theoretically, the kitchen of any society (this would include a vending machine or fast food restaurant in our own) serves as an important source for cultural information We will consider methodologies that will enable us to examine food in its cultural context. Practically, any statement about the nutritional value of food should be seen in light of its cultural values. As we know from our own society, despite all our knowledge about nutrition, people continue to eat foods that are nutritionally lacking. The same happens in many societies, for one reason or another, and we should examine the reasons why it happens.

The course will begin with a consideration of the evolution of mankind's diet and the development of different food production systems, from both an evolutionary perspective and contemporary one. There will be examples from a variety of cultures including foraging (hunting and gathering), agricultural, pastoralism and industrialized societies, including the United States. In these cases, we will examine the foods people eat, the reasons they select these foods, the society's methods of food production, the relation of the food system to the ecosystem, and the cultural and social functions of foods. This is not a nutrition course - although we will be looking at some of the nutritional implications of various food practices as well as their social and cultural significance.

The course will also consider the manner in which food may be viewed in its cultural and social context and will include food classification systems, food and ethnic identity, and the symbolic use of food. How do people define food? What is "edible"? What is a meal? How do people manipulate food exchanges to build social status? What is the meaning of food taboos?

The final section of the course will look at some of the recent dietary changes both in the United States and in developing countries, global food issues, such as world hunger and famine, and the politics of food and nutrition policies.

B. COURSE CONTENT

Course Outline: A *detailed descriptive summary of all topics covered. All historical knowledge is expected to be empirically based, give examples. (i.e. California State Standards).*

Course Content (units overlap, and are revisited quite often in a circular/reinforced curriculum)

Introduction & Overview; Anthropological Approaches to Food:
Diet & Evolution
Historical Perspective: Dietary Revolutions
Food Technologies: How People Get Their Food in non-industrialized Societies
Food Technologies: How People Get Their Food in Industrialized Societies
Eating to Live or Living to Eat? - Food and Social Organization
Worldview, Religion, and Health Beliefs: The Ideological Basis of Food Practices What is Edible?
What is a Meal
Hunger in Global Perspective
Addressing Global Food Issues
Changing Dietary Practices

Course Resources
Articles -
Gillespie -"A Wilderness in the Megalopolis..."
Douglas - "Abominations of Leviticus
Harris - "India's Sacred Cow"
Douglas - "Deciphering a Meal"
Goode, et al. - Italian-Americans

Content Standards
EEI Model Curriculum - increase environmental literacy for California's kindergarten through grade 12 (K-12) students by teaching science and history-social science academic content standards to mastery within an environmental context.

CA HSS Analysis Skills (9–12): Historical Research, Evidence, and Point of View 1; Historical Interpretation 3, 4, 5
CA HSS Analysis Skills (9–12): Chronological and Spatial Thinking 2, 3; Historical Interpretation 1
CA CCSS for ELA/Literacy: RH.9–10.6, 9, WHST.9–10.9, SL.9–10.1c, 2, 3, 4b
CA ELD Standards: ELD.PI.9–10.3, 5, 9. 11a; ELD.PII.9–10.1

Text(s): Title: None

Edition: _____ Publication Date: _____

Publisher: _____ Author (s): _____

URL Resource(s) _____

☐ Usage ☐ Primary Text ☐ Read in entirety or near entirety

Pre-Requisites
NA
Co-Requisites
NA

Supplemental Instructional Material: *Please Describe. If using online text or non-standard material, please provide the title of the material or webpage and the URL link.*

Instructional Methods and/or Strategies:

Socratic seminar, research, direct instruction, modeling, problem solving, hands-on projects

Assessment Methods and/or Tools:

individual and group projects, pre & post assessments, presentations

Activities: *(if applicable)*

Community Garden, Mock Food Truck Business Portfolio

Certificate: *(if applicable)*

Course Title

Geographic Information Systems (G.I.S.) Geography A (AP)

Description of Target Group

This 5-unit course is for higher education bound 11th and 12th grade students. Students who have an interest in cartography, city and urban planning, ecology and environment, engineering, historical / geographical analysis, international relations, marketing research, political analysis, public service and other related fields will benefit from the skills and the knowledge base available in this course.

Prerequisites may be one of the following high school courses: Geometry, IMP 2, Mechanical Drawing 1A/B, Modern World History or Survey of Drafting.

Purpose

GIS Geography A is a modern high technology study of geography. It ties the active hands-on use of computers, related instruments, and fieldwork to worldwide locations, cultures, historical events, and demographical data.

Course Content

- Understand and use the satellite system which has created the worldwide Global Positioning System (GPS)
- Understand and use a computer aided drafting design (CADD) program
- Create a simple GIS map (example: SMHS's football field located on a world map)
- Create a more complex GIS map assigning statistical data (example: a city block map with the exterior house colors indicated)
- Terms and definitions (example: topology, nodes, lines, and areas)
- Occupational and higher educational opportunities

Student Performance Skills

? Problem solving through posing or receiving queries, applying technology, using a diverse knowledge and drawing a conclusion

? Work co-operatively with others by sharing data and techniques

? Present ideas and conclusions to others by verbal and written presentations or communiqués

Geographic Information Systems (G.I.S.) Geography A (AP) (continued)

Assessment of Student Learning

- Students present evidence of learning by making group presentations based on student created GIS / GPS maps
- Students present evidence of learning by presenting ideas and conclusions to others by verbal and written presentations or communiqués
- Teacher observations
- Summative, formative teacher generated evaluations

Instructional Materials

Texts

? Main textbook and its usage to be determined

Supplementary Text and Software

? Geographic Informational Systems: A Guide to the Technology by John C Antnenucci 1991
? A Modern Dictionary of Geography by John Small 1993
? Autodesk Autocad CADD software version 11 or higher
? Micrstation CADD software version 95 or higher
? GIS Software (to be determined, possibly ARC VIEW)
? MS Windows 95 or NT or higher

Activities

This course will be presented by the selected methods and techniques of the instructors and will - utilize GPS equipment, CADD and database software, GIS software, lecture, demonstration, teamwork, field work, co-operative learning, verbal and written communication, student study, quizzes, and examinations.

Cross Curricular Credit and Presentation

This high level technology based course was designed by and will be offered and presented for Social Studies AP credit by the Industrial Arts Technology and Social Studies departments of Santa Maria High School (and R.H.S. if desired). AP credit agreements are with UC Riverside and UC Santa Barbara and Cal Poly, SLO (under application).

Course Title

Geographic Information Systems (G.I.S.) Geography B (AP)

Description of Target Group

This 5-unit course is for higher education bound 11th and 12th grade students. Students who have an interest in cartography, city and urban planning, ecology and environment, engineering, historical / geographical analysis, international relations, marketing research, political analysis, public service and other related fields will benefit from the skills and the knowledge base available in this course.

Prerequisite for this course is a passing grade in G.I.S. Geography A

Purpose

GIS Geography is a modern high technology study of geography. It ties the active hands-on use of computers, related instruments, and fieldwork to worldwide locations, cultures, historical events, and demographical data.

Course Content

- Understand the two primary database types of graphical (spatial) and tabular (relational)
- Understand existing and commercially available databases (example: TIGER* from the U.S. Census Bureau) *Topological /integrated Geographic Encoding and Referencing
- Create a thematic GIS map and synthesize conclusions from a suggested query (example: how many houses are painted white with a one car garage in a given city block?)
- Create charts, graphs and tables from a database
- Terms and definitions (example: topology, nodes, lines, and areas)
- Occupational and higher educational opportunities

Student Performance Skills

? Problem solving through posing or receiving queries, applying technology, using a diverse knowledge and drawing a conclusion

? Work co-operatively with others by sharing data and techniques .

Geographic Information Systems (G.I.S.) Geography B (AP) (continued)

? Present ideas and conclusions to others by verbal and written presentations or communiqués

Assessment of Student Learning

? Students will present evidence of learning by making group presentations based on student created GIS / GPS maps

? Students will present evidence of learning by establishing the GIS of world events past or present and major world landmarks and sites

? Students will present evidence of learning by presenting ideas and conclusions to others by verbal and written presentations or communiqués

? Teacher observations

? Summative, formative teacher generated evaluations

Instructional Materials

Textbooks

? Main textbook and its usage to be determined

Supplementary Text and Software

? Geographic Informational Systems: A Guide to the Technology by John C Antnenucci 1991
? A Modern Dictionary of Geography by John Small 1993
? Autodesk Autocad GADD software version 11 or higher
? Microstation CADD software version 95 or higher
? GIS Software (to be determined, possibly ARC VIEW)
? MS Windows 95 or NT or higher

Activities

This course will be presented by the selected methods and techniques of the instructors and will utilize GPS equipment, CADD and database software, GIS software, lecture, demonstration, teamwork, field work, co-operative learning, verbal and written communication, student study, quizzes, and examinations.

Cross Curricular Credit and Presentation

This high level technology based course was designed by and will be offered and presented for Social Studies AP credit by the Industrial Arts Technology and Social Studies departments of Santa Maria High School (and R.H.S. if desired). AP credit agreements are with UC Riverside and UC Santa Barbara and Cal Poly, SLO (under application).

Course Title

Government, United States (AP)

Description of Target Group

Advanced Placement U. S. Government is a one-semester course designed to allow highly motivated, intellectually advanced students to study the Constitution and the structure of American government, including the executive, legislative and judicial processes of our federal system. This course will better prepare students for their responsibilities as citizens.

Purpose

This course has as its primary objective the preparation of the student to assume the role as a responsible citizen at the state and national level. The student will also acquire an understanding of, and appreciation of, our living Constitution as it relates to the protection of our American liberties.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Discuss the evolution of Democracy.
2. List responsibilities to self, community, and nation.
3. Explain the functions of government at the local, state, and federal level.
4. Discuss the political, social, and legal aspects of our society.
5. Identify the function of and methods which interest groups use to influence political decisions.
6. Interpret the Judicial Systems as related to the civil and criminal rights under the Constitution.
7. Compare dictatorships, oligarchies, and democracies and demonstrate a knowledge of how they affect individuals.
8. Discuss how political parties allow the people to affect change in government.
9. Describe the process of primary elections, national conventions, and national elections.
10. Identify the structure and function of the Legislative branch of government.
11. List the powers and duties of the Executive branch of government.
12. Analyze and interpret current and/or controversial issues.

Instructional Materials

Text and Supplementary Materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Films, field trips, guest speakers, term projects, filmstrips, group dynamics, oral presentations, panel discussions, debates, simulation activities.

Course Title

Government, United States

Description of Target Group

This course is for 12th grade students.

Purpose

The purpose of GOVERNMENT, UNITED STATES is to acquaint the student with the structure of city, county, state, and federal government. Additionally, this course will provide students with an introduction to the legal rights of individuals as guaranteed by the constitution. This is a one-semester course. It is a required course.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Understand the concept of a "checks and balances" approach to government.
2. Understand the concept of a "living" constitution.
3. Be familiar with various aspects of local and state government.
4. Understand personal political responsibilities.
5. Discuss the meaning of charts, graphs, and cartoons relating to government.
6. Develop critical thinking skills by:
    a. Understanding cause and effect
    b. Differentiating between fact and opinion
    c. Identifying relevant information
    d. Categorizing
    e. Drawing conclusions

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Audio-visual materials: filmstrips, films, videocassettes, records, audiotapes

Course Outline

Great Decisions (P)

Description of Target Group

Great Decisions is a one-semester independent study course designed for GATE students.

Purpose

The students will gain an understanding of the complex issues behind the headlines in the area of international relations. The focus of the weekly seminars will be the text, Great Decisions, published by the American Foreign Policy Association. The text presents eight critical issues facing U.S. foreign policy and the semester will be divided as to deal with each issue in turn.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Students will gain a knowledge and an understanding of history as a crucial factor in understanding foreign affairs.

2. Students will gain a knowledge and understanding of critical issues facing U.S. foreign policy with special emphasis on U.S. and U.S.S.R relations.

3. Students will be able to read news articles and identify and explain some of the underlying complex issues.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Reading Great Decisions, reading and summarizing supplemental reading as assigned, researching the history of an issue as assigned, reporting to seminar group on assigned research area, participating in discussions, offering view and rationale for opinion, and meeting and talking with a specific speaker in an area of foreign affairs (optional).

Course Outline

History, California

Description of Target Group

This one-semester course is designed as an elective course in social studies for all students who have completed 15 or more units in social studies prior to enrollment.

Purpose

The student will acquire an appreciation and understanding of the rich history of the State of California, and an understanding of some problems of urban life for today and tomorrow as a result of the impact of science, population growth, prejudice, shortages of energy and resources, poverty, politics, etc.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Gain an understanding of the geography of California and its influence on the state's development.

2. Understand the cultural contributions of the Indians, Spaniards, and Mexicans to California history.

3. Understand the importance of the gold rush to California history and the westward expansion of the United States.

4. Understand the major political developments in the history of California.

5. Gain an understanding of the present social, political, and economic situation in California.

6. Develop insight into how the problems of cities today came about as a move from an agricultural society to an urban society.

7. Develop an active understanding and interest in the growth of suburban migration, population growth and congestion, transportation, utilities, fire dangers, crime, slums, welfare and poverty, housing, urban renewal, disease, and racial issues.

8. Obtain practice in the skill of interpreting charts, graphs, and various other forms of data, as well as analyzing and drawing conclusions from such information.

History, California (continued)

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School

Activities

Textbook material will be supplemented with lectures, slides, movies and filmstrips.

Course Title

Introduction to Social Studies

Description of Target Group

This one semester course is designed as an elective for 9th grade students who wish to survey various social science subjects.

Purpose

This course is designed to introduce students to the basic ideas and methods of psychology, sociology, political science, economics, and future studies.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to:

1. Define psychology as a behavioral science.
2. Demonstrate an understanding of the impact that heredity and environment have in the development of the human personality.
3. Identify the attributes of a healthy personality.
4. Describe the basic human needs.
5. Distinguish between the various forms of learning.
6. Define sociology as a behavioral science.
7. Explain why people live in-groups.
8. Describe the major agents of socialization.
9. Explain how institutions maintain the culture of a particular society.
10. Distinguish between the nuclear and extended families.
11. Understand the process and importance of values, norms, and sanctions.
12. Discuss the concepts of social stratification, the American social class structure and social mobility.
13. Describe the various forms of human communication.
14. Understand the meaning and purpose of government.
15. Distinguish between theories of world political systems.
16. Understand the characteristics of nations.
17. Understand the methods of international relations (diplomacy and making treaties).
18. Name and describe the basic functions of the various branches of American government.
19. Explain the process by which a person can be elected to public office.
20. Describe the role of special interest groups and the media in an election campaign.
21. Understand the meaning and scope of economics.
22. Distinguish between the types of economics.

Introduction to Social Studies (continued)

23. Explain the role of supply and demand in a Market Economy.
24. Describe the function of the Stock Market.
25. Explain the importance of advertising in a Market Economy.
26. Describe the general function and process of banks.
27. Explain the concept of economic interdependence.
28. Describe the role of labor and unions.
29. Explain how the methods available to us can help us predict the future.
30. Explain how future shock affects our lives.
31. Express their own visions of what the future will be.
32. Update their own four-year high school plan to include expanded career awareness.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Audiovisual materials: Filmstrips, films, videocassettes, records, audiotapes.

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
Law and Society A/B

2. Transcript Title(s) / Abbreviation(s)
Law and Society

3. Transcript Course Code(s) / Number(s)
SS6745 SS6746

4. School
Pioneer Valley High School

5. District
Santa Maria Joint Union High School District

6. City
Santa Maria, CA 93455

7. School / District Web Site
http://www.smjuhsd.k12.ca.us

8. School Course List Contact

Name: Jim Armstrong

Title/Position: Asst. Supt. Curric/Instruction

Phone: 922-4573 **Ext.:** 4211

E-mail: jarmstrong@smjuhsd.org

9. Subject Area

- [X] History/Social Science
- [ ] English
- [ ] Mathematics
- [ ] Laboratory Science
- [ ] Language other than English
- [ ] Visual & Performing Arts
  - [ ] Intro [ ] Advanced
- [ ] College Prep Elective

10. Grade Level(s) for which this course is designed
10, 11, 12

11. Seeking "Honors" Distinction?
No

12. Unit Value

- [ ] 0.5 (half year or semester equivalent)
- [x] 1.0 (one year equivalent)
- [ ] 2.0 (two year equivalent)
- [ ] Other: _____

13. Is this an Internet-based course? No

If "Yes", who is the provider? [ ] UCCP [ ] PASS/Cyber High [ ] Other _____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- [ ] A course reinstated after removal within 3 years. Year removed from list? _____
  - Same course title? [ ] Yes [ ] No
  - If no, previous course title? _____
- [ ] An identical course approved at another school in same district. Which school? _____
  - Same course title? [ ] Yes [ ] No
  - If no, course title at other school? _____
- [ ] Year-long VPA course replacing two approved successive semester courses in the same discipline
- [ ] Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- [ ] Approved UC College Prep (UCCP) Online course
- [ ] Approved CDE Agricultural Education course
- [ ] Approved P.A.S.S./Cyber High course
- [ ] Approved ROP/C course. Name of ROP/C? _____
- [ ] Approved A.V.I.D. course
- [ ] Approved C.A.R.T. course
- [ ] Approved Project Lead the Way course
- [ ] Other. Explain: _____

15. Is this course modeled after an UC-approved course from another school outside your district? ☐ Yes ☐ No

If so, which school(s)? San Marcos

Course title at other school Law and Society

16. Pre-Requisites

None

17. Co-Requisites

18. Is this course a resubmission? ☐ Yes ☒ No

If yes, date(s) of previous submission? _____

Title of previous submission? _____

19. Brief Course Description

This course is designed to introduce the student to the American legal system and the role of the attorney in that system both in academic and real life settings. The means used to gain this understanding are varied and include discussions, research, seminars, writing, simulations, Mock Trials, field trips, film and documentary analysis, interviews, and many other activities.

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

- The student will receive an in-depth education in the American Legal System, with special emphasis on the law and its relation to society and social issues. The student will understand the role of the attorney in the legal system, how that system operates, both in the criminal and civil realms, and the ethical issues confronting the system currently.
- The student will develop the ability to conduct herself as an attorney in the courtroom, practicing and perfecting the skills necessary to succeed in that real life setting (and the Mock Trial competition)
- The class will teach all types of public speaking skills, so that the student will be able to be comfortable with any situation in which they must articulate their thoughts.
- The class will teach the student critical thinking skills of logical reasoning so that the student will be able to employ those skills in any academic professional setting.

21. Course Objectives

- The student will receive an in-depth education in the American Legal System, with special emphasis on law and its relation to society and social issues. The student will understand the role of the attorney in the legal system, how that system operates both in the criminal and civil realms, and the ethical issues confronting the system currently.

- The student will develop the ability to conduct themselves as an attorney in the courtroom, practicing and perfecting the skills necessary to succeed in that real life setting (and the Mock Trial Competition).
- The class will teach all types of public speaking skills, so that the student will be comfortable with any situation

22. Course Outline

23. Texts & Supplemental Instructional Materials

- Crime and Punishment in America – Lawrence Friedman
- A History of American Law – Lawrence Friedman
- We the People – Commission on the Bicentennial of the Untied States Constitution
- Articles from the New York Times

24. Key Assignments

- Varies, based on currently legal issues in the area;

25. Instructional Methods and/or Strategies

- Teacher directed activities with use of Santa Maria Valley attorneys and court staff.

26. Assessment Methods and/or Tools

- Exams
- Journals
- Oral Presentations
- Reports
- Court Findings (Shepardizing)

C. HONORS COURSES ONLY

Please refer to instructions

27. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

28. Context for Course (optional)

29. History of Course Development (optional)

Law and Society

Course Description and Areas of Emphasis:

The course is designed to introduce the student to the American Legal system and the role of the attorney within that system. The means used to gain this understanding are varied, and include discussion, research, seminars, writing, simulations, mock trials, field trips, film and documentary analysis, interviews and many other activities. The student will explore the American Legal System both in academic and real life settings. Finally, the student will become an attorney or witness in a simulated criminal trial that is the culminations of the work in Term Two. The combined academic and real life focus demands a great deal from the student, and provides the opportunity for a realistic understanding and preparation of the skills necessary for success as an attorney in the legal system. The course provides for the intellectual skills and practical experience needed to make participation both possible and successful for the student on the Santa Maria Mock Trial Team that competes each spring in the statewide Mock Trial Competition.

Basic Texts::

1. Crime and Punishment in America - Lawrence Friedman
2. A History of American Law – Lawrence Friedman
3. We the People – Commission on the Bicentennial of the United States Constitution

Supplementary Texts:

1. Articles from the New York Times
2. Articles from the Atlantic Monthly, The New Republic

General Objectives:

1. The student will receive an in-depth education in the American Legal System, with special emphasis on law and its relation to society and social issues. The student will understand the role of the attorney in the legal system, how that system operates both in the criminal and civil realms, and the ethical issues confronting the system currently.
2. The student will develop the ability to conduct themselves as an attorney in the courtroom, practicing and perfecting the skills necessary to succeed in that real life setting (and the Mock Trial Competition).
3. The class will teach all types of public speaking skills, so that the student will be able and comfortable with any situation in which they must articulate their thoughts.
4. The class will teach the student critical thinking skills of logical reasoning to that the student will be able to employ those skills in any academic or professional setting.

Supplementary Instructional Materials:

Video tape recording capability, VCR, access to the Internet and other online research materials.

September 2006

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
COURSE ADOPTION FORM
(Submit to the Assistant Superintendent / Instruction)
Please include a Course Description and a Textbook Adoption Form

School associated with this course:

☐ Delta ☑ Pioneer ☑ Righetti ☐ Santa Maria ☑ District

Name of person initiating process:

Trina Ellis Phone: (805) 922-1305 Ext:. 5325 **Dept:** 12

☐ **NEW COURSE** ***(Will need approval from Curriculum Council and the Board of Education, and a complete course description)***

Full Title of Proposed Course: _____

Abbreviated Title for AERIES:

(15 characters maximum including spaces & punctuation)

Will this course be submitted for UC approval?

☐ Yes ***(UC Course Description Templates must be completed)***

☐ No (***District Course Description Templates must be completed)***

What is the major purpose for the course being added to the curriculum?

11

☐ **REVISING AN EXISTING COURSE**

(Will require DC's and Principal's signatures from all sites offering this course and a new revised course description)

Current Course Title: _____ ***Course Number(s):*** _____ _____

☑ **COURSE TITLE CHANGE**

(IWill require DC's and Principal's signatures from all sites offering this course)

A course title change will modify the course name on the transcript of students who already took the course. The new course name will appear instead of the course name it had at the time the course was taken.

Current Course Title: Advanced Foods/Saint's Cafe ***Course Number(s):*** HE6570 HE6571

New Proposed Course Title: Culinary Arts II

Abbreviated Title for AERIES: C u l i n a r y A r t s I I

(15 characters maximum including spaces & punctuation)

What is the purpose for the revision and/or course title change?

_____

_____

Department Head - DHS	Date	Principal - DHS	Date
Department Head - ERHS	Date	Principal - ERHS	Date
Department Head - PVHS	Date	Principal - PVHS	Date
Department Head - SMHS	Date	Principal - SMHS	Date
Asst. Supt. of Instruction	Approval Date	Board Approval Date	

College Preparatory Elective – Interdisciplinary / Other Subject Template

(Required Information needed to prepare for course submission)

Leadership ASB A/B

- **Course Guidance**

GENERAL COLLEGE PREP ELECTIVE GUIDANCE

The intent of the college preparatory elective requirement is to encourage prospective UC students to fill out their high school programs with courses that will meet one or more of a number of objectives:

- To strengthen general study skills, particularly analytical reading, expository writing, and oral communications
- To provide an opportunity to begin work that could lead directly into a major program of study at the University, and
- To experience, in some depth, new areas of academic disciplines that might form the basis for future major or minor studies at the University

Quality. All courses selected to meet the "g" elective requirement are expected to meet standards of quality similar to those required for the "a-f" requirements. Courses acceptable for the "g" elective area should be advanced courses designed for the 11th and 12th grade level and/or have appropriate prerequisites. Elective courses should present material at a sufficient depth to allow students to achieve mastery of fundamental knowledge that prepares them for University work or a future career path.

COLLEGE PREP ELECTIVE: INTERDISCIPLINARY/OTHER GUIDANCE

- Courses must be rigorous in terms of academic content and student expectations.

- **Course Content**

NOTE: The following questions are subject specific and ask for detailed information regarding the course curriculum. Since UC has developed their own criteria for the review of curricula, it is not necessary (and preferred) that the State Standards are not listed when submitting course descriptions to the University. When preparing the course submission, keep in mind that your audience is the UC High School Articulation unit and UC faculty. Include relevant information that would assist those reviewing the course and provide UC a better understanding and clarity about the intent of the curriculum. UC expects to see information that would show specific, detailed evidence of the course rigor and development of essential skills and habits of mind. Course template components need to be more expository and illustrative of the integration of each course component and how the overarching goals are being accomplished. The text boxes below will expand to accommodate additional text.

Course Purpose: *What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. (How these will be accomplished should be reserved for the Course Outline, Key and Written assignments, Assessments, and/or Instructional Methods.)*

NOTE: More specificity than a simple recitation of the State Standards is needed.

This class is designed to teach leadership skills and governmental structure which ultimately enhances school pride, spirit and culture as well as the student's individual knowledge of a working government. The class will focus on standards designed by the California Association of Directors of Activities and Common Core State Standards, including public speaking, written communication, service learning, presentation skills, community service, government hierarchy, procedures and elections, personal and social development, goal setting, group dynamics, business marketing, finance accounting, advertising, business law and research while positively impacting the entire student body.

Course Outline: A *detailed descriptive summary of all topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered. A mere listing of topics in outline form is not sufficient (i.e. textbook table of contents or California State Standards).*

The course includes five units that cover an instructional year. These units are: service learning, government,

personal and social development, business, communications, and leadership research paper/project.

Service learning includes presentation skills, community service, and citizenship. Presentation skills include the practice of organizing a presentation into a well thought-out submittal of ideas and designing a lesson that addresses the appropriate audience. During community service, students are given an opportunity to have an understanding of what it is like to serve other people for the benefit of another. Through citizenship, students have the experience of giving without receiving another in return, have compassion for other people's challenges, accepting people for who they are, and understanding differences.

The government unit includes government hierarchy, procedures, elections, organizations, and effective meetings. Through government hierarchy, students understand the importance of following chain of command, understand the importance of following procedures, take part in reviewing the student constitution, take part in committees and understand how the smaller group contributes to the good of the while, and are familiar with the formation of a government consisting of representatives. Through procedures, students understand the legal implications of not/following procedures and the important of rules and regulations and experience creating them. In elections, students recognize fair campaigning and marketing of one's self or a group one supports, understand the importance of positive salesmanship and voter persuasion, use an opportunity to make a speech or presentation, and understand the makings of a representative government and the workings of a democracy. Through organizations, students are introduced to various student, school, parent, and community groups and their importance to the work of the whole school, and will have an unde5randing of the financial restrictions and guidelines of such organizations. During effective meetings, students will understand group dynamics, experience and obtain a working knowledge of Parliamentary Procedure, and understand the importance of accurate agendas and minutes for meetings.

The unit on personal and social development includes group dynamics, goal setting, interpersonal skills, and self-esteem/self-awareness. Group dynamics includes understanding different personality types and how they contribute to a group setting, realizing the important of the diversity of others, having the opportunity to accept a leadership role in an activity and to serve as both leader and follower, enlist others in sharing a vision, celebrating accomplishments and contributions or others, and passing on authority when appropriate; goal setting includes the creation of goals and objectives, setting and meeting timelines with periodic review, and the importance of prioritizing events; interpersonal skills includes creating ways of grabbing attention and planning timely events suitable for a variety of audiences; self-esteem/self- awareness includes students improving the way they feel about themselves through various activities, group, and individual work.

The Business Unit includes sections of marketing, finance accounting, advertising, customer service, communication, and business law. Marketing includes practicing different advertising techniques, recognizing the correlations between price and unit sold, experimentation with different product displays to create optimal sales and selling a variety of items evaluating the better sellers; finance accounting includes creating and tracking a working budget, projection of income, understanding the concept of profit and loss, and ordering merchandise for sales and class use; advertising includes evaluating a target audience and how it affects sales, using a variety of ways to get their message out to the population, learning creative ways to make posters, making sure customers know all they need to know about the project or activity; customer service includes students recognizing customer satisfaction is in the best interest of the group, discussion and practice ways of controlling a crowd in an appropriate manner, practicing ways to communicate with others effectively, and discussing and practicing communicating with the public so they are aware of the goings-on of the group; communication includes the opportunity to utilize an assortment of written communications, and an opportunity to use various forms of oral communication, business law includes understanding school finance law when it pertains to the sale of goods, the receipt of money, and acceptable practices for fundraising and club funds and how this affects allowable fundraisers and income.

During the communications unit, students will focus on subtopics including, but not limited to: Written Communication, Interviewing Skills, Public Speaking, Crowd Control, Conflict Resolution,

Creative Thinking, Evaluation, and Interpersonal Skills. Critical thinking in Written Communication is evaluated by the creation of a journal and multimedia project regarding personal skills and talents, planning and organizing a meeting agenda using proper format, present reports for committee work and creating eye-catching, effective posters by evaluating the audience of the poster. During Interviewing Skills, students demonstrate confidence and attentiveness, understand the importance of appropriate and professional appearance, practice preparing and asking valuable questions, and know how to research the desired position. Public Speaking includes students practicing speaking clearly, holding a microphone at an appropriate distance while using a loud, clear voice, demonstration of style and enthusiasm, learning how to motivate an audience, demonstration of appropriate pacing and tempo, creating eye contact, and knowing the audience and purpose of whom they are speaking. Crowd control will include students understanding the importance of providing a safe location for the number in attendance, creation of appropriate comments to encourage cooperation, knowledge of when and who to talk to for questions and assistance, how to plan ahead for potential problems, and the preparation of location and manpower. Conflict Resolution includes students either solving the problem or leading those in conflict to the appropriate person, openly discussing problems and concerns being faced by the group or individuals, understanding the importance of coming to a solution in a variety of ways, and understanding the hierarchical nature of persons in charge. Creative Thinking includes students creating ways to grab an audience's attention by evaluating the audience, participating in brainstorming ideas, and planning timely events suitable for a particular audience. Through Evaluation, providing feedback in a constructive manner is essential, along with using appropriate positive and negative prompts to bring about constructive change. Interpersonal Skills include demonstration of teamwork and consensus building, showing knowledge of when to take each role, treating others the way they wish to be treated, listen to a variety of points of view, use constructive criticism, communicate using "I" statements, using appropriate body language, taking on a task without being asked, establish and practice guidelines and rules, accept constructive criticism and acknowledge the strengths and accomplishments of others.

The research paper/project unit focuses on the elements of argumentative writing based on research. It will involve the process of research, critical thinking, source evaluation, organization, and composition. Students will explore, interpret, and evaluate sources related to a specific topic (leadership), then outline, draft, revise, edit, and proofread their composition. This paper is designed for students to support their stand on an issue. The argumentative research paper analysis uses information as evidence to support its point. Objectives include: synthesizing a limited number of a variety of sources, evaluating sources, writing a thesis statement, citing sources properly, avoiding plagiarism, drawing a conclusion, producing a limited research paper.

Key Assignments: *Detailed descriptions of all Key Assignments which should incorporate activities and projects, as well as, short answers and essay questions. How do assignments incorporate topics? Include all assignments that students will be required to complete. Assignments should be linked to components mentioned in the course outline. It is not appropriate or necessary to include instructions given to students regarding the execution of assignments (formatting, timeliness, etc.). Do not include exams or assessments in this section.*

Service learning assignments:

1. "Speaking their Language" project - based on the quote by Nelson Mandela, "If you speak a language a man understands, you speak to his head. If you speak his language, you speak to his heart", this project involves learning about students represented in our school community in order to provide for their needs in activities and events. Student government members create a questionnaire that includes open- ended questions about interests, concerns, and ideas. Student government members, in groups of 2, walk around campus during lunch for two weeks. During their walks, they ask students to answer the questions, and the members write down

the answers. They get the names of students who would be interested in serving on a limited committee to discuss their ideas. Student government members then create a document that includes the questions and all of the answers they received. During the third week of the unit, the students go back and personally invite those students who said that they would join a committee to a lunch meeting. The meeting is led by the Executive Board of the Associated Student Body, and all attendees are encouraged to share their ideas for implementing the events proposed on the questionnaires. A second meeting is then planned, at which the attendees divide into sub-committees (3-4) that include at least one student government member. These sub-committees are tasked with choosing one of the event ideas, then planning, creating, and implementing the event. This includes the outline for the event, ordering and purchasing any supplies, publicity, volunteers, sound, script, and supervision. Evaluation will be by peer evaluation of committees, self-evaluation, and teacher evaluation by rubric.

2. Community Service projects - Students are required to complete four community service projects per year. Two of them must be student created - including the event outline, logistics, publicity, volunteers, space, and crowd control. Evaluation is through peer evaluation, self-evaluation and teacher evaluation. The other two can be community service projects through an outside organization. Students are graded for active participation in the community service project.

Government Assignments:

1. Student Government Business meetings - twice per week, student government representatives will hold business meetings in which they report on old and new business, approve expenditures and fundraisers for all Associated Student Body accounts, and give committee reports. Agendas for these meetings are created with input from all committees within the student government (four sets of class officers and six commissioners made up of 2-4 students), and all pertinent paperwork must be included. Each committee must submit a report for at least one meeting per week. They must include at least two agenda items per semester. Agendas are prepared and distributed, and the meetings are conducted by the President of the Associated Student Body using Parliamentary Procedure. Minutes are taken by the Secretary of the Associated Student Body, and are distributed the day after the meeting for approval by all student government members. During the first two weeks of school, students learn about Parliamentary Procedure and complete a quiz based on their study. Evaluation of the business meetings is based on the submission of the weekly report and the two agenda items per semester, plus the hands-on application of procedure.

2. Panther Senate - at least once per semester, two representatives from each homeroom will convene for a meeting to discuss concerns, brainstorm solutions, share ideas, and vote on agenda items. The agenda will be created by the student government class, and published by the Associated Student Body Secretary. The meeting will be presided over by the Associated Student Body Vice President, using Parliamentary Procedure. During the meeting, each of the student government committees will make a report to the representatives through one of the committee members, and will be prepared to answer questions or distribute information in written form. There will be one presentation by an outside group - whether it be a school employee (counselor, teacher, administrator), a district employee (superintendent, assistant superintendent), or community member (school board member, city official, business owner) - which will cover a topic of interest to the student representatives. This speaker will be chosen by the student government class. Evaluation will be through hands-on demonstration of proper procedure, and evaluation by the members of the Panther Senate of the effectiveness of the meeting.

Personal and Social Development Assignments:

1. Class reading assignments - Students will read one book per semester - two books during the year. These books will be chosen for their themes around student leadership, personal growth, collaboration and teamwork, and other topics relevant to the unit of personal and social development. Students will complete journal entries based on the readings, and will share insights

from readings within small groups. For each book, there will be a Socratic seminar (AVID concept) in which students will present ideas that are represented within other medium and their own experience synthesized through the theme of the book. Grading will be based on the notes taken during the Socratic seminar on a guided learning form, with a teacher generated grading rubric.

2. Using Don Lowry's True Colors Personality Profile, students will identify their personality type - "blue, orange, green, or gold", and will complete a self-study questionnaire analyzing how closely the profile fits their own personality. After completion of the self-study, students will compile their findings into a expository essay in which they explore the ways in which their personality guides their work within groups and individually. Students will meet in groups of like "colors", and in groups of 4-5 in which all four personality "colors" are represented, in order to explore their collaboration styles while completing group tasks, Grading will be based upon the essay (content and grammar), and the peer evaluation completed after the group discussion.

Business assignments:

1. Club fundraising approval - Student government must approve all Associated Student Body fundraisers before they are conducted. In order to do this, students must check the state law and education code to make certain that the fundraiser is legal, and that the procedures are in line with acceptable practice of the law, and the district guidelines. They must evaluate the fundraiser to certify that the profit potential will be in excess of the money spent. They must regulate fundraisers to make certain that target audiences are not overlapped within the time frame allowed. Finally, they must approve all publicity for the fundraiser, and make certain that it is appropriate. Twice per week, students evaluate fundraisers by examining the fundraising activity form, publicity, and attached paperwork.

2. Student Council fundraising project - Once per semester, students will brainstorm, research, prepare a proposal, make a presentation, and select a fundraiser for the semester. This part of the project will be completed in groups of 4-5, Once the fundraiser is chosen, the group with the chosen fundraiser will lead the class in conducting the fundraiser - setting the target audience, creating incentives and publicity, providing product information to sellers and buyers, tracking sales each day, ordering and distributing incentives, coordinating delivery with proper school officials, communicating with community on delivery, and evaluating the effectiveness of the fundraiser.

Communications assignments:

1. Rally project – Students will work in groups of 6-7 to plan all components of a rally: theme, logistics, crowd control, volunteers, games, sound, publicity, and script. Each member of the group will have a specific assignment, and will be graded through a teacher rubric to measure completion of responsibility, a peer evaluation, and a self-evaluation, each comprising 33% of student grade. Student groups will have the opportunity to complete two rally projects per year. This assignment will provide students with the experience of communication within a group, a class, and the entire school community, help them to increase their leadership skills, find their particular leadership strength, and serve their fellow students through a special event.
2. Reflection Journal – Each student will be responsible for 2 journal entries per week. One of these entries will be in consideration of a teacher-generated leadership question highlighted in the student reading assignment, and one of them will be in response to a student-generated event such as a rally or an assembly. The journal will be graded at the end of each term, according to a rubric that includes content, grammar, and relevance.

Leadership research paper/project assignment:

1. Research paper - Students will choose a book from a teacher-generated list of books on the

themes of leaders and leadership. Student will read the book, and will choose a research path from a list of guiding and reflective questions. Student will research the chosen topic, and will filter sources through the evaluation process, choosing at least 5 sources for citation in the paper. The argumentative paper will explore the answers to the questions through the theme of the book and the leadership experiences of the student. The paper will be at least 1500 words in length, written in ELA documentation style, and will be graded using the accepted English department rubric for research papers including content, citation, grammar, thesis, and strength of argument. Students will, after completing the research and the paper, present their findings to the student government class through a multimedia presentation. They will present facts and findings, and will answer questions about their chosen topic.

Instructional Methods and/or Strategies: *Indicate how the Instructional Methods and/or Strategies support the delivery of the curriculum. What portions of the Course Outline are supported by the methods and strategies?*

Students work in small groups during four of the five units – service learning, government, personal and social development, business and communications. During the small group discussions, they brainstorm either within a commission made up of 4-5 students with the same focus, or in varied groups including students from different commissions with different positions. This teacher's collaboration with special focus groups, and with groups with different positions and opinions.

Buzz groups are used during the personal and social development and the communications units. Students will evaluate specific problems within the space of 2-5 minutes, in order to promote problem solving and critical thinking skills.

Students work on committees for the business, government, and communications assignments. These committees represent a different aspect of student leadership responsibility: class officers, rallies, sound, entertainment, culture and community service, clubs and organizations, and publicity. The students collaborate, brainstorm, and plan specific events in order to gain skills in communication, collaboration, patience, and self-regulation.

Several simulations are used during all of the units. During the government unit, there is a simulation experience of a business meeting using Parliamentary Procedure, in order to model the correct procedure and response. For the "speaking their language" project in the service learning unit, students simulate the process of introducing them to students, engaging in small talk, and asking the questions on the questionnaire. For the personal and social development unit, there is a simulation of job interviews conducted by students, teachers and staff members.

Reflection and peer review is practiced throughout all of the units. Peer review is a part of the evaluation of several assignments, and all students conduct reflection and review after each event hosted by Student Council. This is conducted using the "+" or "++" method, and all students are encouraged to comment. The reflections are used in planning future events.

Most of the events hosted by Student Council are performed in a laboratory setting. Students plan and implement their ideas, including all preparation beforehand and clean up afterward. They are expected to take responsibility for all aspects of the event, and are allowed the opportunity to make mistakes. During the beginning of the year, they are given demonstrations of proper procedure and checklists, but are expected to make progress toward independence within a given time.

Assessments Including Methods and/or Tools: *Indicate the intent of each assessment and a brief description of how each relates to the Course Purpose and goals related to the development of critical thinking and other habits of mind skills.*

Service learning assignment assessments – Students are graded on the "speaking their language" project through peer review, self-reflection, and teacher evaluation. All three are based on a rubric that focuses on the student's participation in the project, their number of contacts, the follow-up, and the final report. The second assignment, the community service project, is graded based on the participation of the student through their reflective journal.

These two assessments allow students not only to review their peers' action in regards to the assignment, but also asks for reflection of their own leadership skills.

Government assignment assessments – Students will, within their committees, prepare a weekly report for the business meetings. Copies of these reports will be submitted for their grade, along with an explanation of the report. This asks students to examine the motivation of sharing information with a larger group, and with how their style of leadership causes them to react to certain motivations in different ways. The Panther Senate assignment uses a group evaluation for assessment, and gives student council members a lesson in accepting criticism without taking it personally.

Personal and social development assignment assessments – Students will participate in a Socratic seminar, which is a process for expanding critical thinking skills among students. By completing a reflection after the seminar, the student will personalize the information and use it to assess their own leadership skills.

Business assignment assessments - The student council fundraiser assignment is assessed according to the success of the fundraiser. The committee sets the parameters for success, and at the end, they will perform an evaluation that uses their own parameters to grade the project. This gives them a certain amount of control over their own rubric, and it also promotes critical thinking and planning.

Communications assignment assessments – The rally project allows for collaboration and critical thinking as the students work together to plan the rally, and to incorporate all ideas while collaborating and compromising. Through their reflection and evaluation, they learn more about their own leadership style as well as others. The reflective journal gives students a chance to learn more about themselves, but also gives them practice in using correct grammar and device when writing.

Research Paper and Project – This assignment measures the students' written communication abilities, as well as their processes of analysis and synthesis. Students are asked to read and apply knowledge and experience to their own experiences, and to answer questions that compare the experiences. They are then asked to write an essay that successfully describes their thoughts and opinions, using correct grammar, context, and "flow". From that paper, they are then tasked with preparing a presentation that brings together all that they have learned in a short presentation for their peers that gives all pertinent information succinctly but with comprehensible content.

UNIVERSITY OF CALIFORNIA A-G CMP Course Management Portal

Printed on: 06-24-2016 02:02 PM

ASB/Leadership

Pioneer Valley High School (053847)

Basic Course Information

Title:

ASB/Leadership

Transcript abbreviations:

Length of course:

Full Year

Subject area:

College-Preparatory Elective ("g") / Interdisciplinary

Integrated (Academics / CTE)?

No

Grade levels:

9th, 10th, 11th, 12th

UC honors designation?

No

Course learning environment:

Classroom Based

Course Description

Course overview:

This class is designed to teach leadership skills and governmental structure which ultimately enhances school pride, spirit and culture as well as the student's individual knowledge of a working government. The class will focus on standards designed by the California Association of Directors of Activities and Common Core State Standards, including public speaking, written communication, service learning, presentation skills, community service, government hierarchy, procedures and elections, personal and social development, goal setting, group dynamics, business marketing, finance accounting, advertising, business law and research while positively impacting the entire student body.

Prerequisites:

None

Co-requisites:

None

Course content:

Service Learning

Service learning includes presentation skills, community service, and citizenship. Presentation skills include the practice of organizing a presentation into a well thought-out submittal of ideas and designing a lesson that addresses the appropriate audience. During community service, students are given an opportunity to have an understanding of what it is like to serve other people for the benefit of another. Through citizenship, students have the experience of giving without receiving another in return, have compassion for other people's challenges, accepting people for who they are, and understanding differences.

Assignments-

1. "Speaking their Language" project - based on the quote by Nelson Mandela, "If you speak a language a man understands, you speak to his head. If you speak his language, you speak to his heart", this project involves learning about students represented in our school community in order to provide for their needs in activities and events. Student government members create a questionaire that includes open- ended questions about interests, concerns, and ideas. Student government members, in groups of 2, walk around campus during lunch for two weeks. During their walks, they ask students to answer the questions, and the members write down the answers. They get the names of students who would be interested in serving on a limited committee to discuss their ideas. Student government members then create a document that includes the questions and all of the answers they received. During the third week of the unit, the students go back and personally invite those students who said that they would join a committee to a lunch meeting. The meeting is led by the Executive Board of the Associated Student Body, and all attendees are encouraged to share their ideas for implementing the events proposed on the questionaires. second meeting is then planned, at which the attendees divide into sub-committees (3-4) that include at least one student government member. These sub-committees are tasked with choosing

one of the event ideas, then planning, creating, and implementing the event. This includes the outline for the event, ordering and purchasing any supplies, publicity, volunteers, sound, script, and supervision. Evaluation will be by peer evaluation of committees, self-evaluation, and teacher evaluation.

2. Community Service projects - Students are required to complete four community service projects per year. Two of them must be student created - including the event outline, logistics, publicity, volunteers, space, and crowd control. Evaluation is through peer evaluation, self- evaluation and teacher evaluation. The other two can be community service projects through an outside organization. Students are graded for active participation in the community service project.

Government

This unit includes government hierarchy, procedures, elections, organizations, and effective meetings. Through government hierarchy, students understand the importance of following chain of command, understand the importance of following procedures, take part in reviewing the student constitution, take part in committees and understand how the smaller group contributes to the good of the while, and are familiar with the formation of a government consisting of representatives. Through procedures, students understand the legal implications of not/following procedures and the important of rules and regulations and experience creating them. In elections, students recognize fair campaigning and marketing of one's self or a group one supports, understand the importance of positive salesmanship and voter persuasion, use an opportunity to make a speech or presentation, and understand the makings of a representative government and the workings of a democracy. Through organizations, students are introduced to various student, school, parent, and community groups and their importance to the work of the whole school, and will have an unde5randing of the financial restrictions and guidelines of such organizations. During effective meetings, students will understand group dynamics, experience and obtain a working knowledge of Parliamentary Procedure, and unde5rsatnd the importance of accurate agendas and minutes for meetings.

Assignments-

1. Student Government Business meetings - twice per week, student government representatives will hold business meetings in which they report on old and new business, approve expenditures and fundraisers for all Associated Student Body accounts, and give committee reports. Agendas for these meetings are created with input from all committees within the student government (four sets of class officers and six commissioners made up of 2-4 students), and all pertinent paperwork must be included. Each committee must submit a report for at least one meeting per week. They must include at least two agenda items per semester. Agendas are prepared and distributed, and the meetings are conducted by the President of the Associated Student Body using Parliamentary Procedure. Minutes are taken by the Secretary of the Associated Student Body, and are distributed the day after the meeting for approval by all student government members. During the first two weeks of school, students learn about Parliamentary Procedure and complete a quiz based on their study. Evaluation of the business meetings is based on the submission of the weekly report and the two agenda items per semester, plus the hands-on application of procedure.

2. Panther Senate - at least once per semester, two representatives from each homeroom will convene for a meeting to discuss concerns, brainstorm solutions, share ideas, and vote on agenda items. The agenda will be created by the student government class, and published by the Associated Student Body Secretary. The meeting will be presided over by the Associated Student Body Vice President, using Parliamentary Procedure. During the meeting, each of the student government committees will make a report to the representatives through one of the committee members, and will be prepared to answer questions or

distribute information in written form. There will be one presentation by an outside group - whether it be a school employee (counselor, teacher, administrator), a district employee (superintendent, assistant superintendent), or community member (school board member, city official, business owner) - which will cover a topic of interest to the student representatives. This speaker will be chosen by the student government class. Evaluation will be through hands-on demonstration of proper procedure, and evaluation by the members of the Panther Senate of the effectiveness of the meeting.

Personal and Social Development

The unit on personal and social development includes group dynamics, goal setting, interpersonal skills, and self-esteem/self-awareness. Group dynamics includes understanding different personality types and how they contribute to a group setting, realizing the important of the diversity of others, having the opportunity to accept a leadership role in an activity and to serve as both leader and follower, enlist others in sharing a vision, celebrating accomplishments and contributions or others, and passing on authority when appropriate; goal setting includes the creation of goals and objectives, setting and meeting timelines with periodic review, and the importance of prioritizing events; interpersonal skills includes creating ways of grabbing attention and planning timely events suitable for a variety of audiences; self-esteem/self awareness includes students improving the way they feel about themselves through various activities, group, and individual work.

Assignments-

1. Class reading assignments - Students will read one book per term - four books during the year. These books will be chosen for their themes around student leadership, personal growth, collaboration and teamwork, and other topics relevant to the unit of personal and social development. Students will complete journal entries based on the readings, and will share insights from readings within small groups. For each book, there will be a Socratic seminar (AVID concept) in which students will present ideas that are represented within other medium and their own experience synthesized through the theme of the book. Grading will be based on the notes taken during the Socratic seminar on a guided learning form, with a teacher generated grading rubric.

2. Using Don Lowry's True Colors Personality Profile, students will identify their personality type - "blue, orange, green, or gold", and will complete a self-study questionaire analyzing how closely the profile fits their own personality. After completion of the self-study, students will compile their findings into a expository essay in which they explore the ways in which their personality guides their work within groups and individually. Students will meet in groups of like "colors", and in groups of 4-5 in which all four personality "colors" are represented, in order to explore their collaboration styles while completing group tasks, Grading will be based upon the essay (content and grammar), and the peer evaluation completed after the group discussion.

Business

The Business Unit includes sections of marketing, finance accounting, advertising, customer service, communication, and business law. Marketing includes practicing different advertising techniques, recognizing the correlations between price and unit sold, experimentation with different product displays to create optimal sales and selling a variety of items evaluating the better sellers; finance accounting includes creating and tracking a working budget, projection of income, understanding the concept of profit and loss, and ordering merchandise

for sales and class use; advertising includes evaluating a target audience and how it affects sales, using a variety of ways to get their message out to the population, learning creative ways to make posters, making sure customers know all they need to know about the project or activity; customer service includes students recognizing customer satisfaction is in the best interest of the group, discussion and practice ways of controlling a crowd in an appropriate manner, practicing ways to communicate with others effectively, and discussing and practicing communicating with the public so they are aware of the goings-on of the group; communication includes the opportunity to utilize an assortment of written communications, and an opportunity to use various forms of oral communication, business law includes understanding school finance law when it pertains to the sale of goods, the receipt of money, and acceptable practices for fundraising and club funds and how this affects allowable fundraisers and income.

Assignments-

1. Club fundraising approval - Student government must approve all Associated Student Body fundraisers before they are conducted. In order to do this, students must check the state law and education code to make certain that the fundraiser is legal, and that the procedures are in line with acceptable practice of the law, and the district guidelines. They must evaluate the fundraiser to certify that the profit potential will be in excess of the money spent. They must regulate fundraisers to make certain that target audiences are not overlapped within the time frame allowed. Finally, they must approve all publicity for the fundraiser, and make certain that it is appropriate. Twice per week, students evaluate fundraisers by examining the fundraising activity form, publicity, and attached paperwork.

2. Student Government fundraising project - Once per semester, students will brainstorm, research, prepare a proposal, make a presentation, and select a fundraiser for the semester. This part of the project will be completed in groups of 4-5, Once the fundraiser is chosen, the group with the chosen fundraiser will lead the class in conducting the fundraiser - setting the target audience, creating incentives and publicity, providing product information to sellers and buyers, tracking sales each day, ordering and distributing incentives, coordinating delivery with proper school officials, communicating with community on delivery, and evaluating the effectiveness of the fundraiser.

Communications

Students will focus on subtopics including, but not limited to: Written Communication, Interviewing Skills, Public Speaking, Crowd Control, Conflict Resolution, Creative Thinking, Evaluation, and Interpersonal Skills. Critical thinking in Written Communication is evaluated by the creation of a journal and multimedia project regarding personal skills and talents, planning and organizing a meeting agenda using proper format, present reports for committee work and creating eye-catching, effective posters by evaluating the audience of the poster. During Interviewing Skills, students demonstrate confidence and attentiveness, understand the importance of appropriate and professional appearance, practice preparing and asking valuable questions, and know how to research the desired position. Public Speaking includes students practicing speaking clearly, holding a microphone at an appropriate distance while using a loud, clear voice, demonstration of style and enthusiasm, learning how to motivate an audience, demonstration of appropriate pacing and tempo, creating eye contact, and knowing the audience and purpose of whom they are speaking. Crowd control will include students understanding the importance of providing a safe location for the number in attendance, creation of appropriate comments to encourage cooperation, knowledge of when and who to talk to for questions and assistance, how to plan ahead for potential problems, and the preparation of location and manpower. Conflict Resolution includes students either solving the problem or leading those in conflict to the appropriate person, openly discussing problems and

concerns being faced by the group or individuals, understanding the importance of coming to a solution in a variety of ways, and understanding the hierarchical nature of persons in charge. Creative Thinking includes students creating ways to grab an audience's attention by evaluating the audience, participating in brainstorming ideas, and planning timely events suitable for a particular audience. Through Evaluation, providing feedback in a constructive manner is essential, along with using appropriate positive and negative prompts to bring about constructive change. Interpersonal Skills include demonstration of teamwork and consensus building, showing knowledge of when to take each role, treating others the way they wish to be treated, listen to a variety of points of view, use constructive criticism, communicate using "I" statements, using appropriate body language, taking on a task without being asked, establish and practice guidelines and rules, accept constructive criticism and acknowledge the strengths and accomplishments of others.

Assignments –

1. Rally project – Students will work in groups of 6-7 to plan all components of a rally: theme, logistics, crowd control, volunteers, games, sound, publicity, and script. Each member of the group will have a specific assignment, and will be graded through a teacher rubric to measure completion of responsibility, a peer evaluation, and a self-evaluation, each comprising 33% of student grade. Student groups will have the opportunity to complete two rally projects per year. This assignment will provide students with the experience of communication within a group, a class, and the entire school community, help them to increase their leadership skills, find their particular leadership strength, and serve their fellow students through a special event.
2. Reflection Journal – Each student will be responsible for 2 journal entries per week. One of these entries will be in consideration of a teacher-generated leadership question highlighted in the student reading assignment, and one of them will be in response to a student-generated event such as a rally or an assembly. The journal will be graded at the end of each term, according to a rubric that includes content, grammar, and relevance.

Leadership Research Paper/Project

The research paper/project unit focuses on the elements of argumentative writing based on research. It will involve the process of research, critical thinking, source evaluation, organization, and composition. Students will explore, interpret, and evaluate sources related to a specific topic (leadership), then outline, draft, revise, edit, and proofread their composition. This paper is designed for students to support their stand on an issue. The argumentative research paper analysis uses information as evidence to support its point. Objectives include: synthesizing a limited number of a variety of sources, evaluating sources, writing a thesis statement, citing sources properly, avoiding plagiarism, drawing a conclusion, producing a limited research paper.

Assignment -

1. Research paper - Students will choose a book from a teacher-generated list of books on the themes of leaders and leadership. Student will read the book, and will choose a research path from a list of guiding and reflective questions. Student will research the chosen topic, and will filter sources through the evaluation process, choosing at least 5 sources for citation in the paper. The argumentative paper will explore the answers to the questions through the theme of the book and the leadership experiences of the student. The paper will be at least 1500 words in length, written in ELA documentation style, and will be graded using the accepted English department rubric for research papers including content, citation,

grammar, thesis, and strength of argument. Students will, after completing the research and the paper, present their findings to the student government class through a multimedia presentation. They will present facts and findings, and will answer questions about their chosen topic.

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
Building the World's Greatest High School Student Leader	Richard Parkhouse, Guy E. White, Ed.D	Triumphant Heart International	1st/2016	www.worldsgreatesthighschool.com	Yes
Leadership for Teenagers	Carol Carter, Maureen Breeze	Lifebound	1st/2011	www.lifebound.com	Yes

Manuals

Title	Author	Publisher	Edition	Website	Read in entirety
Spirit Works... Turn it On!	Bob Burton	SpiritWorks	Fifth Edition	[empty]	No
California Association of Directors of Activities Leadership and Student Activities Standards Manual	[empty]	California Association of Directors of Activities	2001	www.cada1.org	Yes
Robert's Rules of Order Newly Revised	Henry M Robert III, Daniel H. Honemann, and Thomas J.	Da Capo Press	Second Edition	[empty]	No

	Balch				
Be What You Want to See!	Mike Smith	DifferenceMakers, Ltd.	1st/2015	www.DifferenceMakers.com	No
99 Nuggets	Bob Burton	Spiritworks	2nd/2011	www.spiritworks.com	No

Additional Information

Course Author:

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Comment to UC:

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Leadership ASB A/B

Santa Maria Joint Union High School District



asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)
anta Maria High School (053305)	Classroom Based	Abbreviation: LeadershipASB A, LeadershipASB A Course Code: SS6141, SS6142
ioneer Valley High School (053847)	Classroom Based	Abbreviation: LeadershipASB A, LeadershipASB A Course Code: SS6141, SS6142
rnest Righetti High School (053303)	Classroom Based	Abbreviation: LeadershipASB A, LeadershipASB A Course Code: SS6141, SS6142

Title: Leadership ASB A/B

Length of course: Full Year

Subject area: College-Preparatory Elective (G) / History / Social Science

UC honors designation? No

Prerequisites: NONE (Required)

Co-requisites: NONE (Required)

Integrated (Academics / CTE)?	No
Grade levels:	9th, 10th, 11th, 12th

ourse Description

urse overview:

This class is designed to teach leadership skills and governmental structure which ultimately enhances school pride, spirit and culture as well as the student's individual knowledge of a working government. The class will focus on standards designed by the California Association of Directors of Activities and Common Core State Standards, including public speaking, written communication, service learning, presentation skills, community service, government hierarchy, procedures and elections, personal and social development, goal setting, group dynamics, business marketing, finance accounting, advertising, business law and research while positively impacting the entr

urse content:

SERVICE LEARNING

Service learning includes presentation skills, community service, and citizenship. Presentation skills include the practice of organizing a presentation into a well thought-out submittal of ideas and designing a lesson that addresses the appropriate audience. During community service, students are given an opportunity to have an understanding of what it is like to serve other people for the benefit of another. Through citizenship, students have the experience of giving without receiving another in return, have compassion for other people's challenges, accepting people for who they are, and understanding differences.

Assignments-

1. "Speaking their Language" project - based on the quote by Nelson Mandela, "If you speak a language a man understands, you speak to his head. If you speak his language, you speak to his heart", this project involves learning about students represented in our school community in order to provide for their needs in activities and events. Student government members create a questionaire that includes open- ended questions about interests, concerns, and ideas. Student government members, in groups of 2, walk around campus during lunch for two weeks. During their walks, they ask students to answer the questions, and the members write down the answers. They get the names of students who would be interested in serving on a limited committee to discuss their ideas. Student government members then create a document that includes the questions and all of the answers they received. During the third week of the unit, the students go back and personally invite those students who said that they would join a committee to a lunch meeting. The meeting is led by the Executive Board of the Associated Student Body, and all attendees are encouraged to share their ideas for implementing the events proposed on the questionaires. second meeting is then planned, at which the attendees divide into sub-committees (3-4) that include at least one student government member. These sub-committees are tasked with choosing one of

the event ideas, then planning, creating, and implementing the event. This includes the outline for the event, ordering and purchasing any supplies, publicity, volunteers, sound, script, and supervision. Evaluation will be by peer evaluation of committees, self-evaluation, and teacher evaluation.

2. Community Service projects - Students are required to complete four community service projects per year. Two of them must be student created - including the event outline, logistics, publicity, volunteers, space, and crowd control. Evaluation is through peer evaluation, self- evaluation and teacher evaluation. The other two can be community service projects through an outside organization. Students are graded for active participation in the community service project.

GOVERNMENT

This unit includes government hierarchy, procedures, elections, organizations, and effective meetings. Through government hierarchy, students understand the importance of following chain of command, understand the importance of following procedures, take part in reviewing the student constitution, take part in committees and understand how the smaller group contributes to the good of the while, and are familiar with the formation of a government consisting of representatives. Through procedures, students understand the legal implications of not/following procedures and the important of rules and regulations and experience creating them. In elections, students recognize fair campaigning and marketing of one's self or a group one supports, understand the importance of positive salesmanship and voter persuasion, use an opportunity to make a speech or presentation, and understand the makings of a representative government and the workings of a democracy. Through organizations, students are introduced to various student, school, parent, and community groups and their importance to the work of the whole school, and will have an unde5randing of the financial restrictions and guidelines of such organizations. During effective meetings, students will understand group dynamics, experience and obtain a working knowledge of Parliamentary Procedure, and unde5rsatnd the importance of accurate agendas and minutes for meetings.

Assignments-

1. Student Government Business meetings - twice per week, student government representatives will hold business meetings in which they report on old and new business, approve expenditures and fundraisers for all Associated Student Body accounts, and give committee reports. Agendas for these meetings are created with input from all committees within the student government (four sets of class officers and six commissioners made up of 2-4 students), and all pertinent paperwork must be included. Each committee must submit a report for at least one meeting per week. They must include at least two agenda items per semester. Agendas are prepared and distributed, and the meetings are conducted by the President of the Associated Student Body using Parliamentary Procedure. Minutes are taken by the Secretary of the Associated Student Body, and are distributed the day after the meeting for approval by all student government members. During the first two weeks of school, students learn about Parliamentary Procedure and complete a quiz based on their study. Evaluation of the business meetings is based on the submission of the weekly report and the two agenda items per semester, plus the hands-on application of procedure.

2. Panther Senate - at least once per semester, two representatives from each homeroom will convene for a meeting to discuss concerns, brainstorm solutions, share ideas, and vote on agenda items. The agenda will be created by the student government class, and published by the Associated Student Body Secretary. The meeting will be presided over by the Associated Student Body Vice President, using Parliamentary Procedure. During the meeting, each of the student government committees will make a report to the representatives through one of the committee members, and will be prepared to answer questions or distribute information in written form. There will be one presentation by an outside group - whether it be a school employee (counselor, teacher, administrator), a

district employee (superintendent, assistant superintendent), or community member (school board member, city official, business owner) - which will cover a topic of interest to the student representatives. This speaker will be chosen by the student government class. Evaluation will be through hands-on demonstration of proper procedure, and evaluation by the members of the Panther Senate of the effectiveness of the meeting.

PERSONAL AND SOCIAL DEVELOPMENT

The unit on personal and social development includes group dynamics, goal setting, interpersonal skills, and self-esteem/self-awareness. Group dynamics includes understanding different personality types and how they contribute to a group setting, realizing the important of the diversity of others, having the opportunity to accept a leadership role in an activity and to serve as both leader and follower, enlist others in sharing a vision, celebrating accomplishments and contributions or others, and passing on authority when appropriate; goal setting includes the creation of goals and objectives, setting and meeting timelines with periodic review, and the importance of prioritizing events; interpersonal skills includes creating ways of grabbing attention and planning timely events suitable for a variety of audiences; self-esteem/self awareness includes students improving the way they feel about themselves through various activities, group, and individual work.

Assignments-

1. Class reading assignments - Students will read one book per term - four books during the year. These books will be chosen for their themes around student leadership, personal growth, collaboration and teamwork, and other topics relevant to the unit of personal and social development. Students will complete journal entries based on the readings, and will share insights from readings within small groups. For each book, there will be a Socratic seminar (AVID concept) in which students will present ideas that are represented within other medium and their own experience synthesized through the theme of the book. Grading will be based on the notes taken during the Socratic seminar on a guided learning form, with a teacher generated grading rubric.

2. Using Don Lowry's True Colors Personality Profile, students will identify their personality type - "blue, orange, green, or gold", and will complete a self-study questionaire analyzing how closely the profile fits their own personality. After completion of the self-study, students will compile their findings into a expository essay in which they explore the ways in which their personality guides their work within groups and individually. Students will meet in groups of like "colors", and in groups of 4-5 in which all four personality "colors" are represented, in order to explore their collaboration styles while completing group tasks, Grading will be based upon the essay (content and grammar), and the peer evaluation completed after the group discussion.

BUSINESS

The Business Unit includes sections of marketing, finance accounting, advertising, customer service, communication, and business law. Marketing includes practicing different advertising techniques, recognizing the correlations between price and unit sold, experimentation with different product displays to create optimal sales and selling a variety of items evaluating the better sellers; finance accounting includes creating and tracking a working budget, projection of income, understanding the concept of profit and loss, and ordering merchandise for sales and class use; advertising includes

evaluating a target audience and how it affects sales, using a variety of ways to get their message out to the population, learning creative ways to make posters, making sure customers know all they need to know about the project or activity; customer service includes students recognizing customer satisfaction is in the best interest of the group, discussion and practice ways of controlling a crowd in an appropriate manner, practicing ways to communicate with others effectively, and discussing and practicing communicating with the public so they are aware of the goings-on of the group; communication includes the opportunity to utilize an assortment of written communications, and an opportunity to use various forms of oral communication, business law includes understanding school finance law when it pertains to the sale of goods, the receipt of money, and acceptable practices for fundraising and club funds and how this affects allowable fundraisers and income.

Assignments-

1. Club fundraising approval - Student government must approve all Associated Student Body fundraisers before they are conducted. In order to do this, students must check the state law and education code to make certain that the fundraiser is legal, and that the procedures are in line with acceptable practice of the law, and the district guidelines. They must evaluate the fundraiser to certify that the profit potential will be in excess of the money spent. They must regulate fundraisers to make certain that target audiences are not overlapped within the time frame allowed. Finally, they must approve all publicity for the fundraiser, and make certain that it is appropriate. Twice per week, students evaluate fundraisers by examining the fundraising activity form, publicity, and attached paperwork.

2. Student Government fundraising project - Once per semester, students will brainstorm, research, prepare a proposal, make a presentation, and select a fundraiser for the semester. This part of the project will be completed in groups of 4-5, Once the fundraiser is chosen, the group with the chosen fundraiser will lead the class in conducting the fundraiser - setting the target audience, creating incentives and publicity, providing product information to sellers and buyers, tracking sales each day, ordering and distributing incentives, coordinating delivery with proper school officials, communicating with community on delivery, and evaluating the effectiveness of the fundraiser.

COMMUNICATIONS

Students will focus on subtopics including, but not limited to: Written Communication, Interviewing Skills, Public Speaking, Crowd Control, Conflict Resolution, Creative Thinking, Evaluation, and Interpersonal Skills. Critical thinking in Written Communication is evaluated by the creation of a journal and multimedia project regarding personal skills and talents, planning and organizing a meeting agenda using proper format, present reports for committee work and creating eye-catching, effective posters by evaluating the audience of the poster. During Interviewing Skills, students demonstrate confidence and attentiveness, understand the importance of appropriate and professional appearance, practice preparing and asking valuable questions, and know how to research the desired position. Public Speaking includes students practicing speaking clearly, holding a microphone at an appropriate distance while using a loud, clear voice, demonstration of style and enthusiasm, learning how to motivate an audience, demonstration of appropriate pacing and tempo, creating eye contact, and knowing the audience and purpose of whom they are speaking. Crowd control will include students understanding the importance of providing a safe location for the number in attendance, creation of appropriate comments to encourage cooperation, knowledge of when and who to talk to for questions and assistance, how to plan ahead for potential problems, and the preparation of location and manpower. Conflict Resolution includes students either solving the problem or leading those in conflict to the appropriate person, openly discussing problems and concerns being faced by the group or individuals, understanding the importance of coming to a solution in a variety of ways, and understanding the hierarchical nature of persons in charge. Creative Thinking includes students creating ways to grab an audience's attention by evaluating the audience, participating in brainstorming ideas, and planning timely events suitable

for a particular audience. Through Evaluation, providing feedback in a constructive manner is essential, along with using appropriate positive and negative prompts to bring about constructive change. Interpersonal Skills include demonstration of teamwork and consensus building, showing knowledge of when to take each role, treating others the way they wish to be treated, listen to a variety of points of view, use constructive criticism, communicate using "I" statements, using appropriate body language, taking on a task without being asked, establish and practice guidelines and rules, accept constructive criticism and acknowledge the strengths and accomplishments of others.

Assignments –

1. Rally project – Students will work in groups of 6-7 to plan all components of a rally: theme, logistics, crowd control, volunteers, games, sound, publicity, and script. Each member of the group will have a specific assignment, and will be graded through a teacher rubric to measure completion of responsibility, a peer evaluation, and a self-evaluation, each comprising 33% of student grade. Student groups will have the opportunity to complete two rally projects per year. This assignment will provide students with the experience of communication within a group, a class, and the entire school community, help them to increase their leadership skills, find their particular leadership strength, and serve their fellow students through a special event.
2. Reflection Journal – Each student will be responsible for 2 journal entries per week. One of these entries will be in consideration of a teacher-generated leadership question highlighted in the student reading assignment, and one of them will be in response to a student-generated event such as a rally or an assembly. The journal will be graded at the end of each term, according to a rubric that includes content, grammar, and relevance.

LEADERSHIP RESEARCH PAPER/PROJECT

The research paper/project unit focuses on the elements of argumentative writing based on research. It will involve the process of research, critical thinking, source evaluation, organization, and composition. Students will explore, interpret, and evaluate sources related to a specific topic (leadership), then outline, draft, revise, edit, and proofread their composition. This paper is designed for students to support their stand on an issue. The argumentative research paper analysis uses information as evidence to support its point. Objectives include: synthesizing a limited number of a variety of sources, evaluating sources, writing a thesis statement, citing sources properly, avoiding plagiarism, drawing a conclusion, producing a limited research paper.

Assignment -

1. Research paper - Students will choose a book from a teacher-generated list of books on the themes of leaders and leadership. Student will read the book, and will choose a research path from a list of guiding and reflective questions. Student will research the chosen topic, and will filter sources through the evaluation process, choosing at least 5 sources for citation in the paper. The argumentative paper will explore the answers to the questions through the theme of the book and the leadership experiences of the student. The paper will be at least 1500 words in length, written in ELA documentation style, and will be graded using the accepted English department rubric for research papers including content, citation, grammar, thesis, and strength of argument. Students will, after completing the research and the paper, present their findings to the student government class through a multimedia presentation. They will present facts and findings, and will answer questions about their chosen topic.

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ourse Materials

Textbooks

itle	Author	Publisher	Edition	Website	Primar
uilding the World's reatest High School tudent Leader	Richard Parkhous, Guy E. White, Ed.D	Triumphant Heart Internationl	1st/2016	www.worldsgreatesthighschool.com	Yes
eadership for Teenagers	Carol Carter, Maureen Breeze	Lifebound	1st/2011	www.lifebound.com	Yes

Manuals

itle	Author	Publisher	Edition	Website	Read ir entiret
pirit Works....Turn it On!	Bob Burton	SpiritWorks	5th	[empty]	No
A Association of Directors or Activities Leadership and tudent Activities Standards Manual	[empty]	CA Association of Directors of Activities	2001	www,cada1.org	Yes
obert's Rules of Order Newly evised	Henry M Robert III, Daniel H. Honemann, and Thomas J. Balch	Da Capo Press	2nd	[empty]	No
e What You Want to See	Mike Smith	DiffernceMakers, LTD	1st/2015	www.DifferenceMakers.com	No
9 Nuggets	Bob Burton	Spiritworks	2nd/2011	www.spiritworks.com	No

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Course Outline

Leadership (ASB)

Description of Target Group

Open to students in grades 10, 11, and 12. Must hold an ASB Class Office and must have completed the Leadership (curriculum) course and have instructor's prior approval.

Purpose

This yearlong course emphasizes advanced leadership skills, which are implemented into everyday student government life.

Activities

Project planning, poster making, marquee set-up, and activity planning to mention a few. There will be a lot of class participation and hands-on participation.

Course Outline

Leadership (Curricular)

Description of Target Group

Open to all students, grades 9 through 12 (Course should not be repeated).

Purpose

This is a two-semester course emphasizing basic leadership skills, which will include: Self-esteem, stress management, time-management, value clarification, team building, communication skills, goal setting, and more. The skills that the students learn from this course will be most rewarding and can be put to real life situations in their future.

Course Title

Mexican/American Studies (CP) (Replacing Chicano Studies)

Description of Target Group

This course is for 10th, 11th, and 12th grade students. It is recommended that the student have completed 5 (five) unites in any course that deals with the history of the United States before enrolling in this course.

Purpose

The purpose of Mexican/American Studies (CP) is to create an awareness of the historical background of the Spanish speaking people and their cultural contributions to the United States. This is a one semester elective course.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Explain the racial composition of present-day Mexican and Mexican-American people.
2. Relate the contributions of the Aztecs and other early ancestors of the Mexican/Americans.
3. Relate the historical sequence of events that led to the Spanish conquest of the Aztec Empire.
4. Explain the historical significance of “el 16 de septiembre.”
5. Explain the historical significance of “el 5 de mayo”.
6. Explain the historical significance of “el 20 de noviembre,” the start of the Mexican Revolution of 1910.
7. Recall persons associated with major events in Mexican history.
8. Describe the Mexican settlement of the southwest.
9. Identify major elements in the loss of “Aztlan.”
10. Explain the provisions of the “Treaty of Guadalupe Hidalgo.”
11. Understand the emergence of the Mexican/American movement of the early 1970’s.
12. Explain the beginnings of the farm labor movement and the people associated with this movement.
13. List the characteristics necessary in understanding racial prejudice: stereotyping, myth of the master race, scapegoating, etc.
14. Discuss current Mexican/American issues at the local, state, and national level.

Instructional Materials

Texts and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

The Mexican Heritage, Carlos M. Jimenez, Tonatiuh-Quinto Sol International pub., c.1994.

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
Modern World History A (AP)

2. Transcript Title(s) / Abbreviation(s)
Md Wld Hist A (AP)

3. Transcript Course Code(s) / Number(s)
SS 2040

4. School
Santa Maria HS/Pioneer HS/RHS

5. District
Santa Maria Joint Union High School Dist.

6. City
Santa Maria, CA 93455

7. School / District Web Site
http://www.smjuhsd.k12.ca.us

8. School Course List Contact

Name: Jim Armstrong

Title/Position: Asst. Supt. Curriculum & Instruction

Phone: 805-922-4573 **Ext.:** 4211

E-mail: jarmstrong@smjuhsd.org

9. Subject Area

- [X] History/Social Science
- [ ] English
- [ ] Mathematics
- [ ] Laboratory Science
- [ ] Language other than English
- [ ] Visual & Performing Arts
  - [ ] Intro [X] Advanced
- [ ] College Prep Elective

10. Grade Level(s) for which this course is designed

[ ] 9 [X] 10 [ ] 11 [ ] 12

11. Seeking "Honors" Distinction?

[ ] Yes [ ] No

12. Unit Value

- [ ] 0.5 (half year or semester equivalent)
- [x] 1.0 (one year equivalent)
- [ ] 2.0 (two year equivalent)
- [ ] Other: _____

13. Is this an Internet-based course? [ ] Yes [ ] No

If "Yes", who is the provider? [ ] UCCP [ ] PASS/Cyber High [ ] Other _____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- [ ] A course reinstated after removal within 3 years. Year removed from list? _____
  Same course title? [ ] Yes [ ] No
  If no, previous course title? _____
- [X] An identical course approved at another school in same district. Which school? **Ernest Righetti**
  Same course title? [X] Yes [ ] No
  If no, course title at other school? _____
- [ ] Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- [ ] Approved UC College Prep (UCCP) Online course
- [ ] Year-long VPA course replacing two approved successive semester courses in the same discipline
- [ ] Approved P.A.S.S./Cyber High course
- [ ] Approved ROP/C course. Name of ROP/C? _____
- [ ] Approved CDE Agricultural Education course
- [ ] Other. Explain: approved CDE Agriculture Education course

15. Is this course modeled after an UC-approved course from another school outside your district? ☐ Yes ☒ No

If so, which school(s)?

Course title at other school:

16. Pre-Requisites

17. Co-Requisites

18. Is this course a resubmission? ☐ Yes ☒ No

If yes, date(s) of previous submission? _____

Title of previous submission? _____

19. Brief Course Description

This course is a social science course intended to prepare students to pass the Advanced Placement examination in World History. Dealing with the time period 1000 AD to present, the course focuses on the impact of interactions among major societies, the relationship of change and continuity across the world during these time periods, the impact of technology and demography on people and environment, systems of social structure and gender structure, cultural and intellectual developments and interactions among and within societies, and changes in functions and structure of states and in attitudes toward states and political identities including the emergence of the nation state.

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

21. Course Objectives

22. Course Outline

23. Texts & Supplemental Instructional Materials

24. Key Assignments

25. Instructional Methods and/or Strategies

26. Assessment Methods and/or Tools

C. HONORS COURSES ONLY

Please refer to instructions

27. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

28. Context for Course (optional)

29. History of Course Development (optional)

Course Title

Modern World History A (AP)

Description

This course is a social science course intended to prepare students to pass the Advanced Placement examination in World History. Dealing with the time period 1000 AD to present, the course focuses on the impact of interactions among major societies, the relationship of change and continuity across the world during these time periods, the impact of technology and demography on people and environment, systems of social structure and gender structure, cultural and intellectual developments and interactions among and within societies, and changes in functions and structures of states and in attitudes toward states and political identities including the emergence of the nation state.

Target Group

This course is designed for 10th grade students seeking Advanced Placement credit.

Course Adoption: Submit for A-G requirements

Purpose

The course will provide students with the comprehensive knowledge of World History as well as an opportunity to hone their critical reading, essay writing and test-taking skills.

Prerequisites: None

Standards of Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Identify basic features of world geography (continents, oceans, key political units prior to 1000)
2. Explain the Crises of Late Antiquity (third to eighth centuries), including:
    a) Movements of people
    b) Collapse of empires
    c) Emergence of new empires and political systems
3. Identify and explain key cultural, social, and economic systems.
4. Analyze the basic features of major world belief systems prior to 1000 and where each belief system applied by 1000.
5. Describe the principal international connections that had developed between 700-1000.
6. Interpret and distinguish between the development and shifts in an interregional network of trade, technology, cultural exchange, and communications.
7. Describe the nature of philosophy and knowledge.
8. Explain and distinguish China's internal and external expansion.
9. Explain the role of Islam as a unifying cultural force in Eurasia and Africa.

10. Determine the impact of migrations and religious reform movements in expanding Islamic society.
11. Explain the restructuring of European society, including the growth of central monarchies in the West.
12. Identify the division of Christendom into Eastern and Western Christian cultures.
13. Identify demographic and environmental changes, including:
    a) The impact of the nomadic migrations on Afro-Eurasia.
    b) The migration of agricultural peoples.
    c) The consequences of plague pandemics in the fourteenth century.
14. In addition, all district approved state standards will be observed in this course.

Methods of Assessment of Student Learning

Students will write quizzes, take multiple-choice examinations, participate in debates and critical thinking exercises, and create projects.

Instructional Material

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Slide, lectures, simulated historical experiences, note taking, critical thinking analysis, create projects and presentations to demonstrate learning, maintain interactive notebooks and create a current events portfolio.

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
Modern World History B (AP)

2. Transcript Title(s) / Abbreviation(s)
Md Wld Hist B (AP)

3. Transcript Course Code(s) / Number(s)
SS 2041

4. School
Santa Maria HS/Pioneer HS/RHS

5. District
Santa Maria Joint Union High School Dist.

6. City
Santa Maria, CA 93455

7. School / District Web Site
http://www.smjuhsd.k12.ca.us

8. School Course List Contact

Name: Jim Armstrong

Title/Position: Asst. Supt. Curriculum & Instruction

Phone: 805-922-4573 **Ext.:** 4211

E-mail: jarmstrong@smjuhsd.org

9. Subject Area

- [X] History/Social Science
- [ ] English
- [ ] Mathematics
- [ ] Laboratory Science
- [ ] Language other than English
- [ ] Visual & Performing Arts
  - [ ] Intro [X] Advanced
- [ ] College Prep Elective

10. Grade Level(s) for which this course is designed

[ ] 9 [X] 10 [ ] 11 [ ] 12

11. Seeking "Honors" Distinction?

[ ] Yes [ ] No

12. Unit Value

- [ ] 0.5 (half year or semester equivalent)
- [X] 1.0 (one year equivalent)
- [ ] 2.0 (two year equivalent)
- [ ] Other: _____

13. Is this an Internet-based course? [ ] Yes [ ] No

If "Yes", who is the provider? [ ] UCCP [ ] PASS/Cyber High [ ] Other _____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- [ ] A course reinstated after removal within 3 years. Year removed from list? _____
  Same course title? [ ] Yes [ ] No
  If no, previous course title? _____
- [X] An identical course approved at another school in same district. Which school? **Ernest Righetti**
  Same course title? [X] Yes [ ] No
  If no, course title at other school? _____
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- [ ] Approved UC College Prep (UCCP) Online course
- [ ] Year-long VPA course replacing two approved successive semester courses in the same discipline
- [ ] Approved P.A.S.S./Cyber High course
- [ ] Approved ROP/C course. Name of ROP/C? _____
- [ ] Approved CDE Agricultural Education course
- [ ] Other. Explain: approved CDE Agriculture Education course

15. Is this course modeled after an UC-approved course from another school outside your district? ☐ Yes ☒ No

If so, which school(s)?

Course title at other school:

16. Pre-Requisites

17. Co-Requisites

18. Is this course a resubmission? ☐ Yes ☒ No

If yes, date(s) of previous submission? _____

Title of previous submission? _____

19. Brief Course Description

This course is a social science course intended to prepare students to pass the Advanced Placement examination in World History. Dealing with the time period 1000 AD to present, the course focuses on the impact of interactions among major societies, the relationship of change and continuity across the world during these time periods, the impact of technology and demography on people and environment, systems of social structure and gender structure, cultural and intellectual developments and interactions among and within societies, and changes in functions and structure of states and in attitudes toward states and political identities including the emergence of the nation state.

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

21. Course Objectives

22. Course Outline

23. Texts & Supplemental Instructional Materials

24. Key Assignments

25. Instructional Methods and/or Strategies

26. Assessment Methods and/or Tools

C. HONORS COURSES ONLY

Please refer to instructions

27. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

28. Context for Course (optional)

29. History of Course Development (optional)

Course Title:

Modern World History B (AP)

Department:

ERHS Social Studies

Description:

This course is a social science course intended to prepare students to pass the Advanced Placement examination in World History. Dealing with the time period 1000 AD to present, the course focuses on the impact of interactions among major societies, and relationship of change and continuity across the world during these time periods, the impact of technology and demography on people and environment, systems of social structure and gender structure, cultural and intellectual developments and interactions among and within societies, and changes in functions and structure of states and in attitudes toward states and political identities including the emergence of the nation state.

Target Group:
This course is designed for 10th grade students seeking Advanced Placement credit.

Course Adoption:
Submit for A-G requirements

Purpose:
The course will provide students with the comprehensive knowledge of World History as well as an opportunity to hone their critical reading, essay writing and test-taking skills.

Prerequisites:
Completion of Modern World History A (AP)

Standards of Student Achievement:

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1) Identify the cultural and intellectual developments of:
   a) The Scientific Revolution
   b) The Enlightenment
   c) Neoconfucianism
2) Critically debate the timing and extent of European dominance in the world market.
3) Critically compare European monarchies with land-based Asian empires, general empire building, and Russia's interactions with the West.

Modern World History B (AP) (continued)

4) Describe global changes in commerce, communications and technology as they relate to patterns of world trade and the Industrial Revolution.

5) Explicate the social tensions that rose as a result of the emancipation of serfs/slaves and the changing social order accompanying industrialization.
6) Describe the revolutions, independence movements and new political ideas of:
   a) Latin America
   b) The major revolutions (United States, France, etc.)
   c) The rise of democracy and its limitations
   d) Overlaps between nations and empires
7) Explain and deliberate the rise of Western dominance of political, economic, and social and cultural ideas.
8) Explain the causes and outcomes of the World Wars, the Cold War, nuclear weaponry, international organizations and their impact on the global framework.
9) Perceive new patterns of nationalism, especially outside the West by investigating decolonization, genocide, the Holocaust, etc.
10) Explain the global impact of the Great Depression, technology, Pacific Rim, and multinational corporations.
11) Identify the demographic and environmental changes of:
   a) Migrations
   b) Changes in birth rates and death rates
   c) New forms of urbanization
   d) Deforestation
   e) Green/environmental movements

Methods of Assessment of Student Learning

Students will write quizzes, take multiple-choice examinations, participate in debates and critical thinking exercises, and create projects.

Instructional Material

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Slide lectures, simulated historical experiences, note taking, critical thinking analysis, create projects and presentations to demonstrate learning, maintain interactive notebooks and create a current events portfolio.

Course Title

Modern World History A (AP)

Description

This course is a social science course intended to prepare students to pass the Advanced Placement examination in World History. Dealing with the time period 1000 AD to present, the course focuses on the impact of interactions among major societies, the relationship of change and continuity across the world during these time periods, the impact of technology and demography on people and environment, systems of social structure and gender structure, cultural and intellectual developments and interactions among and within societies, and changes in functions and structures of states and in attitudes toward states and political identities including the emergence of the nation state.

Target Group

This course is designed for 10th grade students seeking Advanced Placement credit.

Course Adoption: Submit for A-G requirements

Purpose

The course will provide students with the comprehensive knowledge of World History as well as an opportunity to hone their critical reading, essay writing and test-taking skills.

Prerequisites: None

Standards of Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Identify basic features of world geography (continents, oceans, key political units prior to 1000)
2. Explain the Crises of Late Antiquity (third to eighth centuries), including: a) Movements of people
   b) Collapse of empires
   c) Emergence of new empires and political systems
3. Identify and explain key cultural, social, and economic systems.
4. Analyze the basic features of major world belief systems prior to 1000 and where each belief system applied by 1000.
5. Describe the principal international connections that had developed between 700-1000.
6. Interpret and distinguish between the development and shifts in an interregional network of trade, technology, cultural exchange, and communications.
7. Describe the nature of philosophy and knowledge.
8. Explain and distinguish China's internal and external expansion.
9. Explain the role of Islam as a unifying cultural force in Eurasia and Africa.
10. Determine the impact of migrations and religious reform movements in expanding Islamic society.

11. Explain the restructuring of European society, including the growth of central monarchies in the West.
12. Identify the division of Christendom into Eastern and Western Christian cultures.
13. Identify demographic and environmental changes, including:
    a) The impact of the nomadic migrations on Afro-Eurasia.
    b) The migration of agricultural peoples.
    c) The consequences of plague pandemics in the fourteenth century.
14. In addition, all district approved state standards will be observed in this course.

Methods of Assessment of Student Learning

Students will write quizzes, take multiple-choice examinations, participate in debates and critical thinking exercises, and create projects.

Instructional Material

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Slide, lectures, simulated historical experiences, note taking, critical thinking analysis, create projects and presentations to demonstrate learning, maintain interactive notebooks and create a current events portfolio.

Course Title

Modern World History A (Honors)

Description of Target Group

This course is for 10th grade students.

Purpose

The purpose of Modern World History A is to acquaint the student with the major political, social, religious, and economic changes in world history during the late 18th, 19th, and 20th centuries. This is the first semester of a one-year course. It is a required course.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Explain how the Scientific Revolution and the Age of Enlightenment of the 16th and 17th centuries contributed to the political revolutions of the 18th century (i.e. French).
2. 2.Explain how the Industrial Revolution transformed society and led to Empire Building and Imperialism.
3. Evaluate the role of militarism, nationalism, and imperialism as they affected Europe, Asia, Africa, and Latin America.

Instructional Materials

District approved textbooks, videos, historical slides, Teachers Curriculum Institute World History units, and California Model Framework units.

Activities

Slide lectures, simulated historical experiences, note taking, critical thinking analysis, authentic assessment, (brochures, simile posters, debates), interactive notebooks.

Modern World History B (Honors)

Description of Target Group

This course is for 10th grade students.

Purpose

The purpose of Modern World History B is to acquaint the student with the major political, social, religious, and economic changes in world history during the 20th century. This is the second semester of a one-year course. It is a required course.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Understand the causes and effects of the Russian Revolution.
2. Discuss the causes and effects of World War I, including nationalism, the formation of the alliance system, the Treaty of Versailles and modern warfare.
3. Discuss the causes and effects of World War II, including totalitarianism, the alliance system, the war in Europe, the war in the Pacific, the Holocaust and the atomic bomb.
4. Evaluate the problems created by the rift in the United States and Soviet relations during the Cold War and its aftermath.
5. Evaluate the economic and political developments in developing nations during the later half of the 20th Century.

Instructional Materials

District approved textbooks, videos, historical slides, Teachers Curriculum Institute World History units, and California Model Framework units.

Activities

Slide lectures, simulated historical experiences, note taking, critical thinking analysis, authentic assessment, (brochures, simile posters, debates), interactive notebooks.

Course Title

Modern World History A (P)

Description of Target Group

This course is for 10th grade students.

Purpose

The purpose of Modern World History A is to acquaint the student with the major political, social, religious, and economic changes in world history during the late 18th, 19th, and 20th centuries. This is the first semester of a one year course. It is a required course.

Standard of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Explain how the Scientific Revolution and the Age of Enlightenment of the 16th and 17th centuries contributed to the political revolutions of the 18th century (i.e. French).

2. Explain how the forces of nationalism is Europe and America had their roots in the French Revolution.

3. Explain how the industrial revolution transformed society.

4. Evaluate the role of militarism, nationalism, and imperialism as they affected Europe, Asia, Africa and Latin America.

Instructional Materials

Videos, historical slides, Teachers Curriculum Institute World History Units, California Model Framework units.

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Slide lectures, simulated historical experiences, note taking, critical thinking analysis, authentic assessment (brochures, simile posters, debates), interactive notebooks.

Course Title

Modern World History B (P)

Description of Target Group

This course is for 10th grade students.

Purpose

The purpose of Modern World History B is to acquaint the student with the major political, social, religious and economics changes in world history during the 20th century. This is the second semester of a one year course. It is a required course.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Discuss the causes and effects of World War I, including nationalism, the formation of the alliance system, the Treaty of Versailles and modern warfare.

2. Discuss the causes and effects of World War II, including totalitarianism; the alliance system, the war in Europe, the war in the Pacific, the Holocaust and the atomic bomb.

3. Evaluate the problems created by the rift in the U.S. and the Soviet relations during the Cold War and its aftermath.

4. Evaluate the economic and political developments in developing nations during the later half of the 20th Century.

Instructional Materials

Videos, historical slides, Teachers Curriculum Institute World History Units, California Model Framework units.

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Slide lectures, simulated historical experiences, note taking, critical thinking analysis, authentic assessment (brochures, simile posters, debates), interactive notebooks.

Course Title

MODERN WORLD HISTORY A

Description of Target Group

This course is for 10th grade students.

Purpose

The purpose of MODERN WORLD HISTORY A is to acquaint the student with the major political, social, religious, and economic changes in world history during the late 18th, 19th, and 20th centuries This is the first semester of a one year course. It is a required course.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Understand how the past relates to the present.
2. Trace the political and economic development of the United States.
3. Understand the reasons behind revolution in Europe during this period and its relationship to United States diplomacy policies.
4. Discuss the social and political philosophies developed/practiced during this period.
5. Trace the development of nationalism and the growth of democracy.
6. Describe the rise of "industrialism" and the significant people involved.
7. Discuss "imperialism" and its affect on the United States, Asia, and Africa.

Instructional Materials

District approved textbooks, videos, historical slides, Teachers Curriculum Institute World History Units, California Model Framework units.

Activities

Slide lectures, simulated historical experiences, note taking, critical thinking analysis, authentic assessment (brochures, simile posters, debates), interactive notebooks.

Course Title

MODERN WORLD HISTORY B

Description of Target Group

This course is for 10th grade students.

Purpose

The purpose of MODERN WORLD HISTORY B is to acquaint the student with the major political, social, religious and economics changes in world history during the 20th century. This is the second semester of a one year course. It is a required course.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Understand how the past relates to the present.
2. Discuss the causes and results of World War I & II.
3. Describe the development of the United Nations.
4. Trace the development of the Cold War and the Age of Detente.
5. Describe the emergence of modern China, Africa, Asia, Latin America and the Middle East.
6. Discuss achievements in worldwide technology.
7. Understand a global concept and the interdependence of nations.
8. Discuss the importance of individual participation in society's growth and changes.

Instructional Materials

District approved textbooks, videos, historical slides, Teachers Curriculum Institute World History Units, California Model Framework units.

Activities

Slide lectures, simulated historical experiences, note taking, critical thinking analysis, authentic assessment (brochures, simile posters, debates), interactive notebooks.

Course Title:

Modern World History B (AP)

Department:

ERHS Social Studies

Description:

This course is a social science course intended to prepare students to pass the Advanced Placement examination in World History. Dealing with the time period 1000 AD to present, the course focuses on the impact of interactions among major societies, and relationship of change and continuity across the world during these time periods, the impact of technology and demography on people and environment, systems of social structure and gender structure, cultural and intellectual developments and interactions among and within societies, and changes in functions and structure of states and in attitudes toward states and political identities including the emergence of the nation state.

Target Group:
This course is designed for 10th grade students seeking Advanced Placement credit.

Course Adoption:
Submit for A-G requirements

Purpose:
The course will provide students with the comprehensive knowledge of World History as well as an opportunity to hone their critical reading, essay writing and test-taking skills.

Prerequisites:
Completion of Modern World History A (AP)

Standards of Student Achievement:

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1) Identify the cultural and intellectual developments of:
   a) The Scientific Revolution
   b) The Enlightenment
   c) Neoconfucianism
2) Critically debate the timing and extent of European dominance in the world market.
3) Critically compare European monarchies with land-based Asian empires, general empire building, and Russia's interactions with the West.

Modern World History B (AP) (continued)

4) Describe global changes in commerce, communications and technology as they relate to patterns of world trade and the Industrial Revolution.

5) Explicate the social tensions that rose as a result of the emancipation of serfs/slaves and the changing social order accompanying industrialization.
6) Describe the revolutions, independence movements and new political ideas of:
   a) Latin America
   b) The major revolutions (United States, France, etc.)
   c) The rise of democracy and its limitations
   d) Overlaps between nations and empires
7) Explain and deliberate the rise of Western dominance of political, economic, and social and cultural ideas.
8) Explain the causes and outcomes of the World Wars, the Cold War, nuclear weaponry, international organizations and their impact on the global framework.
9) Perceive new patterns of nationalism, especially outside the West by investigating decolonization, genocide, the Holocaust, etc.
10) Explain the global impact of the Great Depression, technology, Pacific Rim, and multinational corporations.
11) Identify the demographic and environmental changes of:
   a) Migrations
   b) Changes in birth rates and death rates
   c) New forms of urbanization
   d) Deforestation
   e) Green/environmental movements

Methods of Assessment of Student Learning

Students will write quizzes, take multiple-choice examinations, participate in debates and critical thinking exercises, and create projects.

Instructional Material

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Slide lectures, simulated historical experiences, note taking, critical thinking analysis, create projects and presentations to demonstrate learning, maintain interactive notebooks and create a current events portfolio.

Course Title

Psychology A

Description of Target Group

This course is for 11th and 12th grade students.

Purpose

The purpose of Psychology A is to acquaint the student with psychology as a scientific field of study and its principles and applications as applied to human behavior and interaction, with emphasis on learning and cognitive processes, how functions of the body affect the mind, and psychological development during the life span of an individual. This is the first semester of a one-year elective course.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Define psychology as an empirical science.
2. Describe human learning mechanisms.
3. Discuss the influences of heredity and environment on human behavior.
4. Demonstrate knowledge of the effect of substance abuse on human behavior and current therapies utilized to correct the abuse.
5. Identify the different stages of psychological development during the life of a human being.
6. Demonstrate ability to apply material studied to student's personal life.

Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Individual work, lectures, class participation, audiovisual materials, small group activities, and outside resource people.

Course Title

Psychology B

Description of Target Group

This course is for 11th and 12th grade students.

Purpose

The purpose of Psychology B is to acquaint the student with psychology as a scientific field of study and its principles and applications as applied to human behavior and interaction, with emphasis on psychological testing, societal adjustment, categorizing, and diagnosing mental disorders, application and results of past and present "therapies", and the emotional states related to interpersonal relationships. This is the second semester of a one-year elective course.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Discuss the various personality theories and identify their founders.
2. Describe the basic types of psychological testing, their reliability and methods of doing psychological research.
3. Discuss the causes and effects of stress, and useful copying strategies.
4. Demonstrate knowledge of types of abnormal behavior.
5. Identify the various types of psychotherapy; their uses and relative merits.
6. Describe human interaction as it relates to the need for other people in one's life.
7. Discuss the effect of attitudes and social influence on human relationships.
8. Demonstrate ability to apply material studied to student's personal life.

Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Individual work, lectures, class participation, audiovisual materials, small group activities, and outside resource people.

Socidogy A/B

UC Doorways Online Update Template

(Required Information needed to prepare for course submission)

- **School Information**

NOTE: The School Information must be updated / verified as accurate at the start of each submission cycle. This must be completed before the system will allow any course submissions.

School Information

School Name: Pioneer Valley High school

High School District: Santa Maria Joint union

City: Santa Maria

School Course List Contact Information

First Name: John

Last Name: Davis

Position/Title:

Phone Number: Ext.:

E-mail:

Teacher Contact Information

First Name: Jeff

Last Name: Monteiro

Position/Title: Teacher

Phone Number: 922-1305 Ext.: 5605

E-mail: jmonteiro@smjuhsd.org

For Preparation Only

- **Previously Approved Courses**

NOTE: Complete outlines are not needed for courses previously approved by UC. Courses that are defined as "previously approved" are courses from programs (Advanced Placement, International Baccalaureate, ROP courses, etc.), courses from within the same district, courses that have been removed within a three-year window and are being reinstated, and courses from UC-approved online providers. Courses modeled after courses from outside the school district are also defined as "previously approved" but a complete course description will be required for submission. Each section below represents an individual page on the electronic submission site.

Was this course "Previously Approved" by UC? X Yes ____ No

If "No", proceed to the **Course Description** section.

If "Yes," please indicate which category applies:

Has this course been provided program status, is not an online course, and is it listed below?

____ Yes X No

If "Yes," select an option from the Program Status list:

_____ AVID Program

_____ Advanced Placement (AP)

_____ Advanced Placement (AP)

_____ California Partnership Academies (CPA)

_____ CDE Agricultural Education

_____ Center for Advanced Research and Technology (CART)

_____ CSU Early Assessment Program (EAP)

_____ International Baccalaureate (IB) Program

_____ National Academy Foundation (NAF)

_____ Project Lead the Way

_____ ROP/C Organization Name of ROP/C: NA

_____ University of California Curriculum Integration (UCCI) Institute

If "Advanced Placement", has it been authorized by the College Board through the AP Audit Process?

_____ Yes _____ In Progress

NOTE: UC will only allow Advanced Placement courses that have passed or are in the AP Audit process. UC requires all AP courses on your list, including those approved in prior years, to be verified via the College Board AP Audit process. UC will run quarterly reports based on AP Audit data. AP courses not listed on the AP Audit list will be removed.

If "In Progress," date submitted to AP: _____ (MM/DD/YY)

Exact Program Course Title: _____

Is this course provided by a UC-approved online course publisher listed below?

_____ Yes __X__ No

If "Yes", select an option from the Online Provider list:

_____ Academic Advantage Online

_____ Accelerate Education/Accelerate Online Academy

_____ Advanced Academics

_____ Apex Learning/Apex Learning Virtual School

_____ Alpha Omega Academy

_____ Aventa Learning

_____ Class.com

_____ CompassLearning/Odyssey

_____ Connections Academy

_____ Edgenuity, Inc. (formerly Education2020)

_____ Edmentum, Inc. (formerly PLATO Learning

_____ FlipSwitch

_____ Florida Virtual School (FVS)

_____ Jesuit Virtual Learning Academy

_____ K12, Inc.

_____ Middlebury Interactive Languages

_____ National University System

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_____ OdysseyWare, Inc.

_____ Pamoja Education Unlimited

_____ Pearson Education (GradPoint)

_____ Scout from University of California

_____ Thesys International

_____ VHS, Inc. Virtual High School Global Consortium

Exact Course Title: _____

Is this course modeled after an identical course approved for the current year at another school in the same comprehensive school district?

__X__ Yes _____ No

If "Yes," which school? Santa Maria High School

Exact Course Title: Sociology A/B

Is this course being reinstated after removal within 3 years?

_____ Yes __X__ No

If "Yes," what year was the course removed from the list? _____

Exact Course Title: _____

Is this course modeled after a UC-approved course from another school outside your district?

_____ Yes __X__ No

NOTE: If "Yes," you will be required to submit a complete course description. UC will review the previous submission, if available, to assist in our review process.

If "Yes," which school and ATP code? _____

Exact Course Title: _____

- **Course Description**

Course Title: Sociology A/B

NOTE: Courses that are "previously approved" must use the same exact course title as the previously approved course.

Transcript Title(s)/Abbreviation(s): Sociology A/B

Course Code(s): ?

Seeking "Honors" Distinction

NOTE: To receive "honors" distinction, the course submission must satisfy certain requirements. For information about these requirements, please visit the a-g Guide: http://www.ucop.edu/agguide/a-g-requirements/honors/index.html. For "previously approved" courses (including AP and IB), the honors information will be pre-populated as applicable.

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X No

_____ Yes, AP

_____ Yes, IB (Higher Level)

_____ Yes, IB (Standard Level)

_____ Yes, Other Honors

NOTE: Defined as a course specifically designed by the school with distinctive features which sets it apart from regular high school courses in the same discipline areas. Course should be seen as comparable in terms of workload and emphasis to AP, IB, or introductory college courses in the subject. Honors courses must be designed for the 11th and 12th grade level and require a comprehensive, year-long, written final exam. In addition to AP and IB higher level courses, high schools may certify as honors level courses *not more than one unit in each of the following subject areas only*: history, English, advanced mathematics, each laboratory science, each language other than English, and each of the four VPA disciplines. If there are no AP or IB higher level courses in a given subject area, the high school may certify up to, but not more than, two units at the honors level in that area.

Subject Area and Category

_____ "a" – History / Social Science

- _____ U.S. History
- _____ American Government / Civics
- _____ World History / Geography / Cultures

_____ "b" – English

- _____ English
- _____ English-ESL/ELD

_____ "c" – Mathematics

- _____ Algebra 1; Yr 1 of 2
- _____ Algebra 1; Yr 2 of 2
- _____ Algebra 1
- _____ Integrated Math 1
- _____ Geometry; Yr 1 of 2
- _____ Geometry; Yr 2 of 2
- _____ Geometry
- _____ Integrated Math 2
- _____ Algebra 2; Yr 1 of 2
- _____ Algebra 2; Yr 2 of 2
- _____ Algebra 2
- _____ Integrated Math 3
- _____ Algebra 2/Trigonometry
- _____ Advanced Mathematics
- _____ Statistics

_____ "d" – Laboratory Science

- _____ Biological Science
- _____ Chemistry
- _____ Physics
- _____ Integrated Science

NOTE: Students electing to enroll in an integrated-science program (ISP) are strongly advised to complete the entire three-year sequence. In most cases, the first year of an integrated-science sequence fulfills only the "g" elective requirement; the second and third years of the sequence then fulfill the two-year "d" laboratory science requirement. Accordingly, if only ISP I is successfully completed, then two courses

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from the categories of Biology, Chemistry, or Physics in the "d" subject area must be completed. If ISP I and only one of ISP II or ISP III are completed, then one additional course from the categories of Biology, Chemistry, or Physics from the "d" subject area must be taken to fulfill the "d" requirement.

_____ Interdisciplinary Science

NOTE: This category demonstrates that the course is cross-disciplinary and is often used for advanced science courses such as AP Environmental Science or Biochemistry.

_____ "e" – Language Other than English

- _____ LOTE Year 1
- _____ LOTE Year 2
- _____ LOTE Year 3
- _____ LOTE Year 4+

Language:

- _____ ASL
- _____ Chinese
- _____ French
- _____ German
- _____ Hebrew
- _____ Italian
- _____ Japanese
- _____ Latin
- _____ Other
- _____ Russian
- _____ Spanish

_____ "f" – Visual & Performing Arts

- _____ Dance (Intro)
- _____ Dance (Advanced)
- _____ Music (Intro)
- _____ Music (Advanced)
- _____ Theater Arts (Intro)
- _____ Theater Arts (Advanced)
- _____ Visual Arts (Intro)
- _____ Visual Arts (Advanced)

X "g" – Elective

- X History / Social Science
- _____ English
- _____ English-ESL/ELD
- _____ Math
- _____ Statistics
- _____ Science-Biological
- _____ Science-Integrated
- _____ Science-Physical

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_____ LOTE

_____ VPA

_____ Interdisciplinary

_____ Other

Grade Level: _____ 9 __X__ 10 __X__ 11 __X__ 12

NOTE: Grade level pertains to which grades the course has been designed. 9th grade cannot be selected for Advanced VPA. 9th and 10th grades cannot be selected for honors courses.

Unit Value: _____ 0.5 (half year or semester equiv.) __X__ 1.0 (one year, 2 semesters or 3 trimesters equiv.)

- **Course Attributes**

Is this course, or any separate section of this course, taught in an online learning environment?

_____ Yes __X__ No

If "Yes," has this course been certified by the California Learning Resource Network (CLRN)?

_____ Yes _____ No

If "No," has your institution conducted a self-assessment of the online course against the iNACOL Standards for Quality Online Courses?

_____ Yes __X__ No

If "Yes," does the course fulfill all 15 UC-identified power standards from the iNACOL Standards for Quality Online Courses?

_____ Yes _____ No

If "Yes," how many of the remaining 37 standards from the iNACOL Standards for Quality Online Courses does the course satisfy? _____

If "Yes," please attach a copy of your completed Online Course Self-Assessment Form.

Is this course classified as a Career Technical Education course?

_____ Yes __X__ No

If "Yes," please select the name of the Industry Sector and Career Pathway:

_____ Agriculture and Natural Resources

_____ Agricultural Business

_____ Agricultural Mechanics

_____ Agriscience

_____ Animal Science

_____ Forestry and Natural Resources

_____ Ornamental Horticulture

_____ Plant and Soil Science

_____ Arts, Media, and Entertainment

_____ Media and Design Arts

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_____ Performing Arts

_____ Production and Managerial Arts

_____ Building and Construction

_____ Cabinetmaking and Wood Products

_____ Engineering and Heavy Construction

_____ Mechanical Construction

_____ Residential and Commercial Construction

_____ Education, Child Development and Family Services

_____ Child Development

_____ Consumer Services

_____ Education

_____ Family and Human Services

NA

_____ Energy and Utilities

_____ Electromechanical Installation and Maintenance

_____ Energy and Environmental Technology

_____ Public Utilities

_____ Residential and Commercial Energy and Utilities

_____ Engineering and Design

_____ Architectural and Structural Engineering

_____ Computer Hardware, Electrical, and Networking Engineering

_____ Engineering Design

_____ Engineering Technology

_____ Environment and Natural Science Engineering

_____ Fashion and Interior Design

_____ Fashion Design, Manufacturing, and Merchandising

_____ Interior Design, Furnishings, and Maintenance

_____ Finance and Business

_____ Accounting Services

_____ Banking and Related Services

_____ Business Financial Management

_____ Health Science and Medical Technology

_____ Biotechnology Research and Development

_____ Diagnostic Services

_____ Health Information

_____ Support Services

_____ Therapeutic Services

_____ Hospitality, Tourism, and Recreation

_____ Food Service and Hospitality

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_____ Food, Science, Dietetics, and Nutrition

_____ Hospitality, Tourism, and Recreation

_____ Information Technology

_____ Information Support and Services

_____ Media Support and Services

_____ Network Communications

_____ Programming and Systems Development

_____ Manufacturing and Product Development

_____ Graphic Arts Technology

_____ Integrated Graphics Technology

_____ Machine and Forming Technology

_____ Welding Technology

_____ Marketing, Sales, and Service

_____ E-Commerce

_____ Entrepreneurship

_____ International Trade

_____ Professional Sales and Marketing

_____ Public Services

_____ Human Services

_____ Legal and Government Services

_____ Protective Services

_____ Transportation

_____ Aviation and Aerospace Transportation Services

_____ Collision Repair and Refinishing

_____ Vehicle Maintenance, Service, and Repair

Final Preparation Only

- **Catalog Description**

Brief Course Description

NOTE: Briefly (in a short paragraph) describe the course, focusing on content, rather than instructional strategies, assessments, or rationale. If school has a catalog, enter the description that is in the catalog.

Sociology the purpose of sociology is to answer questions on how students and groups interact with one another. Through the study of institutions and social organizations of society the student will become aware of the complexities of human relations.

Pre-Requisites: none Required _____ Recommended _____

NOTE: Laboratory science and Advanced VPA courses require a pre-requisite. Submissions will not be allowed if this is not included. Some courses, particularly in the mathematics subject areas, require appropriate pre-requisites. For further explanation, refer either to the "Guide to a-g Requirements" document or the "a-g" Guide web site at www.ucop.edu/agGuide.

Co-Requisites: none Required _____ Recommended _____

- **Background Information**

NOTE: Do not include information that could identify your school or district.

Context for Course (optional) **REQUIRED FOR CTE COURSES**

NOTE: In order to understand the context for a new course, sometimes it is helpful for UC to understand the broader educational program and/or reform efforts of the school. How does this course fit into broader departmental and/or pathway structure? How does it fit into the overall school restructuring plans? Is the course intended to be a core course or supplemental? What are the student/school/community needs met by this course?

History of Course Development (optional) **REQUIRED FOR CTE COURSES**

NOTE: Likewise, it is sometimes helpful for UC to know the origins of a course and who was involved in its development. Did you consult with UC Admissions personnel or UC professors? If so, what was the nature of such consultation and what was the result? Was this course modeled after another course at another school? If so, is that course UC approved? How does the course being submitted differ from the course after which it was modeled? Has this course received any special recognitions, designations or awards? Has it been articulated to local community colleges or universities?

- **Textbooks**

NOTE: Include list of Primary and Secondary Texts. Make sure to note the books that will be read entirely and those that will be as excerpts. Textbook information is not necessary if your course is a Visual and Performing Arts, Advanced Placement or an International Baccalaureate course. Online texts or non-standard text materials should include a link to the online text.

Textbook

Title: Society The Basics

Edition: 13th ed

Publication Date: 2015

Publisher: Prentice Hall

Author(s):

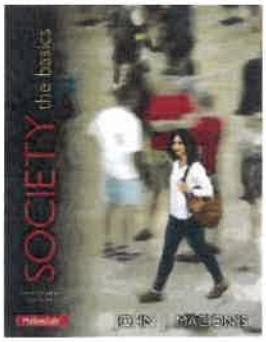
URL Resource(s):

Usage: ____ Primary Text X Read in entirety or near entirety

(Be sure to list any additional textbooks that are used for the class.)

Supplemental Instructional Materials: *Please describe. If using online text or non-standard material, please provide the title of the material or webpage and the URL link.*

For Preparation Only



Society the Basics 13Th Edition (New black & red cover)

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World History, Cultures, and Historical Geography Subject Template

(Required Information needed to prepare for course submission)

Sociology

- **Course Guidance**

GENERAL HISTORY/SOCIAL SCIENCE: WORLD HISTORY, CULTURES, AND HISTORICAL GEOGRAPHY GUIDANCE

- World history courses do not need to cover every culture or period in the history of humankind. A suitable course could be an in-depth study of a single culture, such as a yearlong study of Chinese civilization. Alternatively, several cultures might be studied and compared, as in a more traditional world history, culture and historical geography course.
- An important element of appropriate courses is that the focus be outside the United States and, whenever possible, away from cultures very similar to our own, e.g. England and Canada.
- May be a single yearlong course or two one-semester courses.

HONORS HISTORY/SOCIAL SCIENCE GUIDANCE

- History/Social Science Honors courses are expected to provide both breadth and depth of exploration in the subject area, developing writing, research, and analytical skills. Specific detailed evidence must be included in the course outline.
- The courses must offer content and/or experience that are demonstrably more challenging than what is offered through the regular college preparatory courses in the same field.
- Factors considered for UC-approved honors courses that satisfy the "a" requirement include but are not limited to the assignment and evaluation of one long or numerous short, challenging, and properly-annotated research papers and a comprehensive final examination. Specific details of each of these assignments is required.
- The use of college-level textbooks is encouraged.
- Regular college preparatory courses in the subject areas should be offered. If regular non-honors courses are not offered, a strong justification for the lack of a regular course is required.
- In addition to AP and IB higher level courses, high schools may certify as honors level courses **not more than one unit** in history/social science.
- A single, written, comprehensive, full year final exam must be administered that encompasses all the material that has been covered for the entire year.

- **Course Content**

NOTE: The following questions are subject specific and ask for detailed information regarding the course curriculum. Since UC has developed their own criteria for the review of curricula, it is not necessary (and preferred) that the State Standards are not listed when submitting course descriptions to the University. When preparing the course submission, keep in mind that your audience is the UC High School Articulation unit and UC faculty. Include relevant information that would assist those reviewing the course and provide UC a better understanding and clarity about the intent of the curriculum. UC expects to see information that would show specific, detailed evidence of the course rigor and development of essential skills and habits of mind. Course template components need to be more expository and illustrative of the integration of each course component and how the overarching goals are being accomplished. The text boxes below will expand to accommodate additional text.

Course Purpose: *What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. (How these will be accomplished should be reserved for the Course Outline, Key and Written assignments, Assessments, and/or Instructional Methods.)*

NOTE: More specificity than a simple recitation of the State Standards is needed.

Introductory Sociology course is designed to introduce students to the sociological study of society. Sociology focuses on the systematic understanding of social interaction, social organization, social institutions, and social change. Major themes in sociological thinking include the interplay between the individual and society, how society is both stable and changing, the causes and consequences of social inequality, and the social construction of human life. Understanding sociology helps discover and explain social patterns and see how such patterns change over time and in different settings. By making vivid the social basis of everyday life, sociology also develops critical thinking by revealing the social structures and processes that shape diverse forms of human life.

Course Outline: A *detailed descriptive summary of all topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered. A mere listing of topics in outline form is not sufficient (i.e. textbook table of contents or California State Standards).*

The course introduces students to the sociological imagination, or "the quality of mind essential to grasp the interplay of individual and society, of biography and history, of self and the world," as C. Wright Mills described it. The enduring value of a sociological imagination is to help students situate peoples' lives and important events in broader social contexts by understanding how political, economic, and cultural forces constitute social life. Sociology explores minute aspects of social life (microsociology) as well as global social processes and structures (macrosociology). **Topics covered vary from semester to semester, but may include: socialization, suburbanization and housing, culture, race, ethnicity, gender, sexuality, class stratification, deviance and crime, economic and global inequality, families and intimate relationships, education, religion, and globalization.**

Writing Assignments: *Give examples of all Writing Assignments and the use of critical analysis within the writing assignments. Be sure to include the topics or focus of the assignments, the intent of the assignments, and the length of each assignment. It is not appropriate or necessary to include instructions given to students regarding the execution of assignments (formatting, timeliness, etc.)*

1. Visit the Dead Sociologists' Society and select one of the theorists discussed in Chapter 1. Gather material for a brief report on the sociologist's personal background, ideas, and writing. Present your findings in a brief written report.

2. Go to the Sociological Tour Through Cyberspace Page and look at some of the links. Based on these, write a brief essay describing the breadth of sociology and the possible uses to which it can be put. How do these perceptions of what sociology is differ from your perception of what sociology is, or what it should be?

Key Assignments: *Detailed descriptions of all Key Assignments which should incorporate activities and projects, as well as, short answers and essay questions. How do assignments incorporate topics? Include all assignments that students will be required to complete. Assignments should be linked to components mentioned in the course outline. It is not appropriate or necessary to include instructions given to students regarding the execution of assignments (formatting, timeliness, etc.). Do not include exams or assessments in this section.*

- Show the relevance and reality of structural factors in social life
- Place an issue in a larger context (identify systemic elements; identify stakeholders; list unintended consequences)
- Describe, explain, and predict aspects of social problems
- Debunk individualistic explanations of behavior and identify social patterns
- Recognize the difference between dispositional and sociological explanations
- Recognize the difference between empirical and normative statements
- Identify and offer explanations for social inequality
- Analyze labor force issues
- Perform a content analysis of texts or news to identify possible sources of bias
- Critique the media
- Transform a topic of interest into a researchable, sociological question
- Describe the elements of the scientific method in the social sciences

- Understand basic elements of an ethical code of conduct for social scientists
- Unpack the "causal nexus", e.g., correlation, time order, elimination of alternative explanations
- Interpret descriptive statistics
- Evaluate the methodological processes and limits of research (e.g., bias, generalizability)
- Critically assess web sites and electronic resources
- Set up a data table properly and read and interpret a table correctly
- Distinguish levels of analysis
- Posit intervening factors and spurious relationships in social life
- Show awareness of probabilities and contingencies
- Recognize that counterfactual anecdotes do not invalidate sociology
- Understand the intersection of biography and history
- Take the role of the other
- Describe various career trajectories for sociologists at different degree levels; where sociologists work and what they do
- Position personal life choices and chances in a demographic context
- Compare and contrast one's own context with those in other parts of the U.S. and the world
- Describe the tension between generalization and stereotyping; social forces and determinism
- Appreciate the role of human agency in social change

Instructional Methods and/or Strategies: *Indicate how the Instructional Methods and/or Strategies support the delivery of the curriculum. What portions of the Course Outline are supported by the methods and strategies?*

Class will consist of lecture, group discussion, and supplementary materials such as pertinent documentary films, and modern media representations. Exams are designed to be a motivating and learning experience for the student and they allow the instructor to assess the student's understanding of the material. The instructor will strive to make the course clear, interesting, and useful. The instructor will return performance evaluations and feedback in a timely manner.

Assessments Including Methods and/or Tools: *Indicate how the Instructional Methods and/or Strategies support the delivery of the curriculum. What portions of the Course Outline are supported by the methods and strategies?*

Evaluation Methods and Criteria: The final course grade will be determined by your performance on multiple exams, quiz's, six short assignments, and class participation. There is no comprehensive final exam in this course; exams will cover the material from lectures, select readings, case studies, side-by-side comparisons and any additional materials noted by the instructor. Exams will consist of multiple choice, true-false type and short answer questions and will cover the assigned readings, class lectures. Each exam is worth 100 points. Quiz's are worth 10 points and one will be given before the first exam so students will have an idea of the type of questions to expect on the exam. The six assignments are worth 15 points each for a total of 90 points. Class participation is worth 100 points for a grand total of 400 points.

NOTE: If "Yes" is selected for "Seeking 'Honors' Distinction" on the "Course Description" page of the "New Course" submission process, please complete the remaining 2 text boxes below.

Corresponding Non-Honors Course: *Indicate the name of the regular non-honors course corresponding to this proposed honors course.*

NA

Differences in Honors/Non-Honors Courses: *Describe in detail how this honors course differs from the regular course offered in the same subject area. Be specific. UC assumes Honors submissions will have increased level of reading and writing. Please be specific and descriptive regarding precisely how these increase the rigor of the course beyond merely increased amounts of work.*

NA

Course Title

Sociology

Description of Target Group

This course is for 10th to 12th grade students.

Purpose

The purpose of Sociology is to answer questions on how students and groups interact with one another. Through the study of institutions and social organizations of society, the student will become aware of the complexities of human relations. This is a one-semester course. It is an elective course.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Define:
   a. culture traits
   b. hypothesis
   c. heredity
   d. assimilation
   e. propaganda
2. Describe the effect of geography, climate, and natural resources on the development of cultural variations (i.e. Social, economic, political).
3. Discuss various societal lifestyles in relationship to their effect on the earth's ecosystem.
4. Discuss probable causes and solutions for selected problems in various cultures today.
5. Discuss the factors that influence population growth and decline, and the ways that population density affects human behavior.
6. Trace how cultural norms have affected individual and group relationships as cultures develop and change.
7. Describe the differences between prejudice and discrimination.
8. Identify the differences in rural and urban communities in the United States, in our past and today.

Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Course Title

Study Skills

Description of Target Group

This course is for all grade levels.

Purpose

The purpose of Study Skills is to promote success in the curriculum. It is designed as a Social Studies elective. The primary focus is to assist students in skills, school orientation, motivation, and organization. This is a one-semester course.

Standards of Expected Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Establish academic and personal goals.
2. Prepare a calendar to monitor goals.
3. Utilize time management and organizational skills.
4. Develop and apply critical thinking skills through oral and written communication.
5. Develop note taking, outlining, paraphrasing, and summarizing skills.
6. Learn to prepare and interpret graphs.
7. Develop computer research skills.
8. Demonstrate knowledge of effective referencing skills: map reading, library research, and use of reference material.
9. Demonstrate effective preparation and test taking skills.
10. Identify and use school and community resources.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Integrated performance activities, lectures, class participation, demonstrations, audio visual materials, field trips, cooperative learning activities, and outside resource people.

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
United States Economics

2. Transcript Title / Abbreviation
United States Economics/ US ECON (P), US ECON (P) L2

3. Transcript Course Code / Number
UsEcon/4041

4. School

5. District
Santa Maria Joint Union

6. City
Santa Maria

7. School / District Web Site
Pioneer Valley High/www.smjuhsd.org

8. School Course List Contact

Name: Dee Ringstead

Title/Position: Principal

Phone: (805) 922-1305 **Ext.:**

E-mail: dringstead@smjuhsd.org

9. Subject Area

- [X] History/Social Science
- [ ] English
- [ ] Mathematics
- [ ] Laboratory Science
- [ ] Language other than English
- Visual & Performing Arts
- [ ] College Prep Elective

10. Grade Level(s) for which this course is designed
12

11. Seeking "Honors" Distinction?

- [ ] Yes
- [X] No

12. Unit Value

- [ ] 0.5 (half year or semester equivalent)
- [X] 1.0 (one year equivalent)
- [ ] 2.0 (two year equivalent)
- [ ] Other: _____

13. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- [ ] A course reinstated after removal within 3 years. Year removed from list? _____
  Same course title? [ ] Yes [ ] No
  If no, previous course title? _____
- [X] An identical course approved at another school in same district. Which school? Santa Maria High
  Same course title? [X] Yes [ ] No
  If no, course title at other school? _____
- [ ] Alternative course title for course with identical content at this school
  Title of previously-approved identical course: _____
- [ ] Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- [X] Approved UC College Prep (UCCP) Initiative course
- [ ] Approved P.A.S.S. course
- [ ] Approved ROP/C course. Name of ROP/C? _____
- [ ] Combining two UC-approved semester VPA courses into a single, year-long VPA course
  Titles of previously-approved semester courses: _____
- [ ] Other. Explain: _____

14. Is this course modeled after an UC-approved course from another school outside your district? ☐ Yes ☒ No

If so, which school(s)? _____

Course title at other school _____

15. Pre-Requisites

None

16. Co-Requisites

None

17. Brief Course Description

This course allows students the opportunity to understand the principles of economics and of our economic system. Students will compare our system to those of other countries and make reasoned judgments about economic questions.

B. COURSE CONTENT

Please refer to instructions

18. Course Goals and/or Major Student Outcomes

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Fundamental economic concepts and terms.
2. The tools of analysis such as charts and graphs.
3. Economic indicators such as gross domestic products, inflation, and measures of Unemployment.
4. Understanding basic economic problems facing society such as scarcity of resources.
5. All societies have economic systems determining choice of production.
6. U.S. economy characterized by competition and market structure.
7. Individual should use economic concepts in making consumer decisions.
8. Role that labor, agriculture, and business organizations have played in U.S. Economy.
9. Role of government in market economy and establishing monetary policy.
10. Role of financial institutions.
11. Understanding business cycles with periods of inflation, deflation, and unemployment.
12. U.S. economic history.
13. Importance of international trade and migration across international borders.
14. How values influence monetary spending and opportunities for students to develop creative thinking skills.

19. Course Objectives

The purpose of this course is to allow students the opportunity to develop their ability to comprehend, apply and synthesize complex economic terms and concepts. Students will learn to apprehend and appreciate the economic structures which surround individuals on both the micro-economic and macro-economic levels. Also, students will be directed toward the recognition of

economic problems with the desire to construct creative, yet tenable, solutions to these problems. Students will be provided exposure to a dynamic and profitable career in economics or the related fields of business, accounting and marketing. Students will prepare for the Advanced Placement Examination.

20. Course Outline

21. Texts & Supplemental Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

22. Key Assignments

23. Instructional Methods and/or Strategies

Using a variety of mediums including, but not limited to, textbooks, periodicals, videos, debates, kinesthetic and collective projects students would proceed through aforementioned topics. These will be evidenced via frequent written examinations.

24. Assessment Methods and/or Tools

Student achievement will be measured using a combination of portfolios, peer-editing, and teacher-generated tests.

C. HONORS COURSES ONLY

Please refer to instructions

25. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

26. Context for Course (optional)

27. History of Course Development (optional)

Course Title

United States History A (AP)

Description of Target Group

United States History A (AP) is designed as the first semester of a two-semester course for 11th grade students who plan to attend a four-year college or university.

Purpose

This course is designed to present a survey of the emergencies of the federal republic-from attention to developments in colonial thinking through national expansion-Civil War and reunion. The aspirations, beliefs and basic values which guided early settlers and which are reflected in the Declaration of Independence and the Constitution are analyzed. Focus is on researching the growth of political freedom and the exercise of responsibility that must accompany liberty.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Analyze the reasons for the occurrence of the Age of Discovery.
2. Compare and contrast the settlements of the Spaniards, French, and English as to motives, methods, and successes.
3. Explain the implications of the political experiments that characterized the English settlements.
4. Analyze the American and British attitudes which lead to the American Revolution.
5. Analyze the Declaration of Independence and discuss its relevancy to future revolutionary movements.
6. List specific provisions of our Constitution that are necessary to the understanding of United States history.
7. Analyze and evaluate the importance of the traditions and customs that were initiated under the Federalists.
8. Evaluate the War of 1812 as the "Second War for Independence."
9. Compare and contrast sectionalism and nationalism.
10. Analyze and interpret the importance of Jackson's "New Democracy."
11. Present arguments in support of and in opposition to reform proposals of the 1830's, 40's, and 50's.
12. Analyze the reasons for our westward expansion.
13. Analyze the reasons and results of the Mexican-American War.
14. Differentiate between northern and southern viewpoints with relation to slavery issue as exemplified in the Missouri Compromise and the Compromise of 1850.

United States History A (AP)

15. Analyze realistic causes of the Civil War.
16. Discuss current matters – international, national, and local.
17. Develop bibliographical materials on subjects relating to United States history from 1492 through 1865.
18. Take notes and outline.
19. Read and interpret two books in United States history relating to the period from 1492 through 1865.
20. Present a research paper on topic relating to the course content in proper form with footnotes, bibliographical material, and correct grammatical construction.
21. Answer data based on questions successfully.

Instructional Material

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Lectures, discussions, films, filmstrips, field trips, and library periods.

Course Title

United States History A

Description of Target Group

This course is designed as the first semester of a two-semester course for 10th and 11th grade students who plan to attend college, community college, or technical school upon graduation from high school.

Purpose

This course is designed to give an overview of the events that gave rise to a spirit of exploration and expansion into an uncharted unknown. The course will trace the development of the United States into a nation through events such as its colonization period, its independence from England, and into the formation of a national identity. The course will include a study of the Civil War.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Recognize why movements such as the Renaissance, Crusades, and the Commercial Revolution gave rise to a spirit of exploration.
2. Analyze the main reasons why European explorers and discoverers were eager to sail.
3. Compare and contrast the differences in approach to colonization by the major European nations such as Spain, France, and England.
4. Analyze the events and causes leading to the American Revolution in 1776.
5. Analyze the Declaration of Independence as a revolutionary document delineating a course for independence and understand the impact of its ideals in the American mind.
6. Analyze the Constitution and i8ts framework and understand its historical and practical significance to the United States citizen.
7. Discuss the differences between the concepts of nationalism and sectionalism.
8. Understand the concept of "Manifest Destiny" as a rationale for territorial expansion by the United State and recognize how the concept for formulated.
9. Analyze the causes of the Mexican War by contrasting the points of view of the Mexican government and the United State government.
10. Differentiate between the northern and southern viewpoints regarding the Clay Compromise of 1850.
11. Analyze the causes and the results of the American Civil War.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Lectures, discussions, group projects, simulations, speakers, research, video-tape, films, filmstrips, and field trips.

Course Title

United States History B (AP)

Description of Target Group

United States History B (AP) is designed as the second semester of a two-semester course for 11th grade students who plan to attend a four-year college or university.

Purpose

This course is designed to present an overview of the Civil War with the main focus on researching the difficulties experienced by our political system during Reconstruction, continuing with an in-depth analysis and evaluation on the social, political, and industrial changes in the United States in the late 19th and early 20th centuries.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Analyze and interpret the conflicting roles of the presidency and the Congress as represented in the Reconstruction period.
2. Evaluate the role of big business and its impact on the economic and political life in the United States in the 19th century.
3. Analyze the major factors that led to the Progressive reforms of the late 19th and early 20th centuries.
4. Analyze the effectiveness of the reform movement on the economic and political life in the United States.
5. Evaluate and discuss our real purpose for going to war with Spain and interpret the results of the war on our international policy.
6. Discuss our political and economic relations with Latin America and understand the effects of such policies in such fields as economic penetration, political implication through the CIA and other agencies, and present role of the United States in such agencies as O.A.S.
7. Evaluate the reasons for entry into World War I and understand our failure to join the League and its consequences in world affairs.
8. Analyze why the “Golden Twenties” turned into or caused the “Tragic 30’s”.
9. Evaluate the Roosevelt era of the “New Deal” to include the results and present impact.
10. Compare and evaluate the events of the 1930’s that led to the United States entry into World War II.
11. Compare and contrast the role of the United States during World War II and the United Nations with that of World War I and the League.
12. Recognize and discuss the factors that led to the confrontation with the Russians in the Cold war period.

13. Compare our reasons for entering the Korean War with our involvement in Vietnam.
14. Make comparisons with the Eisenhower's Middle-of-the-Road policy with those of Kennedy and Johnson in the 1960's
15. Evaluate the civil rights movement from 1954 to the present.
16. Discuss and evaluate the role of Watergate in determining the role of the American presidency.
17. Analyze current events on the international, national, and local levels.
18. Develop bibliographical materials on United States historical subjects.
19. Take notes and outline.
20. Read and interpret two books on United States history relating to the period from 1865 to present.
21. Present a research paper on a topic relating to the course content in proper form with footnotes, bibliographical material, and correct grammatical construction.
22. Answer databased on questions successfully.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Lectures, discussions, films, filmstrips, records, field trips, and library periods.

Course Title

United States History B

Description of Target Group

This course is designed as the second semester of a two-semester course for 10th and 11th grade students who plan to attend college, community college, or technical school upon graduation from high school.

Purpose

This course is designed to give an overview of the post Civil War period with focus on difficulties experienced by the United States political system during Reconstruction and an overview of other historical events causing social, political, and industrial changes in the United States in the late 19th, and 20th centuries. The course will conclude with a study of the current social, political, and economic trends.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Analyze and interpret the conflicting roles of the presidency and the Congress during the Reconstruction period.
2. Evaluate the role of big business and its impact on the economic and political life in the United States in the 19th century.
3. Identify the major factors that led to the Progressive movements of the late 19th and early 20th centuries.
4. Evaluate the reasons behind the United States growing interest in overseas expansion starting at the time of the Spanish American War in 1898.
5. List the reasons for the failure of the United States to join the League of Nations and its consequences.
6. Evaluate the fundamental reasons for the United States entry into World War I and understand that those fundamental causes persist in international rivalry.
7. Explain how and why the “Golden Twenties” turned into or caused the “Tragic 30’s”
8. Evaluate the Roosevelt era of the “New Deal” to include the results and present impact.
9. Compare and evaluate the events of the 1930’s that led to the United States entry into World War II.
10. Recognize and explain the factors that lead to the confrontation with the Soviet Union in the “Cold War” period.
11. Trace the movement for civil rights from 1954 to the present.
12. Discuss current events on the local, national, and international levels.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

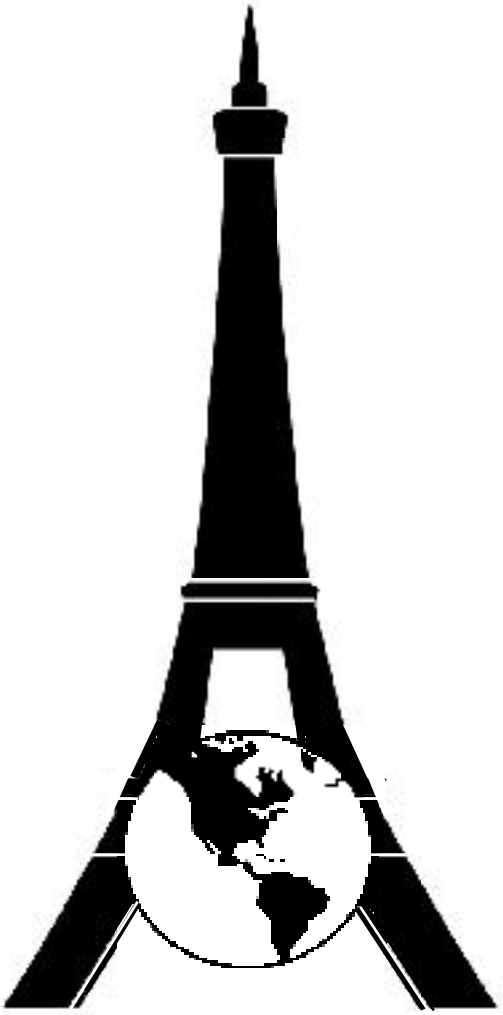
Activities

Lectures, discussions, group projects, simulations, speakers, research, videotape, films, filmstrips, and field trips.

STUDENT'S FRIEND

WORLD HISTORY

French Revolution to the present



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The Student's Friend

WORLD HISTORY & GEOGRAPHY 2

since the French Revolution



HISTORY

What is history?
History is the story of humankind.

Why study history?
- History shows us how the world works.
- History shows us what it means to be human.
- History affects our lives directly or indirectly every day.
- History helps us make judgments about current and future events.
- History is a fascinating story of human treachery and achievement.



GEOGRAPHY

What is geography?
Geography is the study of our home, the surface of the planet Earth.

Why study geography?
- Geography is a major factor affecting human history and development.
- Humans are a major factor affecting the future of planet Earth.

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Unit 3 - 1900-1925: World War I and the rise of communism.....Page 10-12
Unit 4 - 1925-1945: The rise of fascism and World War II .....Page 13-16
Unit 5 - 1945 to the present: Cold War and the Space Age.....Page 17-19
Unit 6 - Current Issues: Toward a new world order.....Page 20-22

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Unit 1 - The 1700s: Age of Enlightenment and Revolution

MAP IDENTIFICATION: Russia, Moscow, Egypt, Belgium, Great Britain, Portugal, Austria, Brazil

Age of Enlightenment

The Scientific Revolution sparked a major change in the way people looked at the world. Back in the Middle Ages people often did not understand the causes of phenomena they experienced; events were often attributed to God, superstition, witchcraft or mysterious forces such as spontaneous generation. Because of the Scientific Revolution, people began to think that nature followed rules such as Isaac Newton's Laws of Motion. Ignorance and superstition came under attack as people tried to use reason to answer questions not only in science, but also in society, religion and politics. "Dare to know" became the slogan of the age.

Many educated middle class people rejected traditional religion, becoming **Deists** who believed in God and emphasized morality but did not accept church authority or rituals. Deists found God in nature and accepted only those religious beliefs that agreed with scientific knowledge.

During this "Age of Reason" writers and thinkers began to question why nations should be ruled by monarchs who came to power through an accident of birth. Philosophers including **John Locke** in England (late 1600s) and **Voltaire** in France (mid-1700s) wrote of "natural laws" and "self-evident truths" that required more democratic forms of government. Old ideas, such as serfdom and absolute monarchy, were considered to be part of the outdated **"Ancien Regime"** (Old Regime). Taken together, these new ideas about reason, freedom and democracy came to be known as the Enlightenment, an extremely powerful force in the 1700s which would provide the philosophical basis for the **Age of Revolution** to come.

American Revolution

One important Enlightenment idea was a concept called the **Social Contract** which proposed that people in society agree to live together by following rules that benefit everyone. If anyone violates these rules, that person should be outlawed. If a ruler violates the Social Contract, the people have a natural right to overthrow him.

Ideas such as this found fertile ground in the British colonies of America where influential leaders such as Benjamin Franklin, Thomas Jefferson, and George Washington were Enlightenment thinkers and Deists. Americans felt Britain had violated the Social Contract with America by passing unfair laws, so Americans were justified in throwing off British rule. The American Revolution in 1776 made a big impression on many people in Europe who saw it as a turning point in history; Americans had enforced the social contract, ended foreign rule and established the first national democracy since ancient times.

The Declaration of Independence, written largely by Thomas Jefferson, began with a restatement of the Enlightenment ideas of British philosopher John Locke, "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness." By demonstrating that Enlightenment ideas could be used to govern a nation, the young democracy in America became the model for a better world.

British Parliament

In contrast to America, revolution against the monarchy in England was a long process that proceeded in stages over several centuries. In 1215, English nobles forced King John to sign the Magna Carta which gave important powers to the "Great Council," a group of nobles, government officials, and important land owners. The Magna Carta decreed that the king could not levy taxes unless the Great Council approved. Over the years, the Great Council evolved into the British Parliament which is a law-making body, or legislature, similar to Congress in the United States.

Parliament made large gains against the British monarchy in the 1600s. When the king abused his power in the middle of the century, Parliament raised an army which defeated and executed the king. Parliament's military leader during this **English Civil War** was Oliver Cromwell who served as a dictator until his death, when a new English king was crowned to lead the country.

In the late 1600s, Parliament removed the reigning king during the nearly bloodless **Glorious Revolution.** He was replaced with a king and queen who agreed to follow a new set of laws laid down by Parliament. Called the English Bill of Rights, these laws were influenced by John Locke's Enlightenment views on government. Although the British monarch remained as head of state, Parliament became the true power in Great Britain. Still, England was not yet a democracy because Parliament was controlled by the nobility, and few people had the right to vote.

Many aspects of the U.S. government had their origins in the British system such as the U.S. Constitution (Magna Carta), Bill Of Rights (English Bill of Rights), and Congress (Parliament).

Third Estate

In France of the late 1700s, there was no national parliament, but the nobility had gained enough power to prevent the king from raising taxes without their approval. French society was made up of three distinct classes or "estates." One estate was the nobility, another was the clergy, and the Third Estate was everybody else, the common people. Although the nobles and the clergy totaled only two percent of the population, they owned one-third of the land and they paid no taxes.

It was the commoners of the Third Estate who paid the taxes that ran France's government. The Third Estate included rural peasants who worked the land, other workers and craftsmen, the urban poor and the middle class which was called the **bourgeoisie** (burzh-wah-zee). The bourgeoisie were people such as large land owners, merchants, manufacturers, government officials, doctors, lawyers and scholars. These were successful and intelligent people who believed in Enlightenment ideas. They had wealth and economic power, but they had little political power in France. It was middle class people such as these who led the revolution in America.

In 1789, France's King Louis XVI (the Sun King's great, great, great grandson) called representatives from France's three estates to the palace at Versailles for a meeting of the Estates General, an old institution from medieval times that had met only once in the past three centuries. The king needed cash.

French Revolution

France had spent large sums of money supporting the Americans in their revolution against the British, and France was deeply in debt. King Louis XVI convened the Estates General because he wanted approval to raise taxes. Although the nobility and clergy were much smaller in number than the Third Estate, they combined their votes to deny a voice to the common people, the very people who would have to pay any new taxes.

Frustrated by this situation, the bourgeoisie declared that the Third Estate was the nation's parliament which they called the "National Assembly." They took an oath not to go home until France had a modern constitution. The king called out the army.

In 1789 France was ripe for revolution. Not only were the bourgeoisie angry, the peasants and the urban poor were hungry after two years of bad harvests. When mobs in Paris demanded cheaper bread, Queen Marie Antoinette is said to have replied, "Let them eat cake." (Cake wasn't dessert; it was the hard crusts left over from baking that were usually fed to livestock.) As the king's troops marched toward Paris, the enraged people of the city stormed and captured the **Bastille**, a prison that represented the Ancien Regime. (Today, July 14th is Bastille Day, the French independence day.)

The French Revolution was underway. The mayor of Paris was executed and his head was paraded through the streets on a pole. Hungry women marched to Versailles and forced the king to return to Paris where they could keep an eye on him. Throughout the countryside, peasants attacked the nobility and burned feudal documents. The National Assembly abolished feudalism in France, and in the streets the common people shouted, "Liberte', Egalite', Fraternite'!" (Liberty, Equality, Brotherhood). Inspired by the American Declaration of Independence, the French issued the "Declaration of the Rights of Man and of the Citizen." Feudalism and the Ancien Regime were gone, but what would replace them?

Reign of Terror

Many of France's nobles fled to other countries where they encouraged foreign kings to stop the French Revolution before it could spread. After Prussia and Austria made threats against France, the French raised an army of volunteers that went to war against the two countries in 1792. The following year, France declared war on Britain, Spain and the Netherlands.

France was now at war with most of Europe and being threatened with invasion on all fronts. France began to draft all able-bodied men into the military and soon had an army of nearly one million men. With French armies suffering defeats in battle, and food shortages and economic problems at home, a group of **radicals** took control of the revolution.

The radicals began to take extreme measures against their enemies, real or imagined. After the king and queen were caught attempting to flee from France, they were marched to the guillotine and beheaded. Members of the nobility and the clergy were beheaded. The radicals accused other revolutionaries of not being revolutionary enough and beheaded them. Some 17,000 people were beheaded, and another 23,000 were killed in other ways, during France's bloody "Reign of Terror."

Napoleon

After five years of struggle, the people of France realized that their revolution was spinning out of control. Rather than allowing France to return to the Ancien Regime, the army took over, and France's new leader became a young general and hero of the revolution, Napoleon Bonaparte, who became dictator of France. (A dictator is one who rules with absolute power, but was not born to the position like a king.) Because the French Revolution had swept away the nobility, the army chose its officers based on ability, not noble birth. Leading a capable, dedicated, and battle-hardened army, Napoleon easily conquered much of the European continent, eventually proclaiming himself emperor of Europe.

In **Egypt**, Napoleon's armies defeated the ruling Turks, and Napoleon sent scholars and artists to study Egyptian antiquity. Their reports caused an Egyptian sensation back in Europe. It was Napoleon's soldiers who discovered the Rosetta Stone, unlocking the secrets of Egyptian hieroglyphics. It is said that Napoleon sat in the shade of the great pyramid at Giza and calculated there was enough stone in the pyramid to build a wall around France one foot wide and ten feet tall.

In the lands conquered by Napoleon, feudalism and serfdom were abolished, freedom of religion was established, and a uniform legal system, the **Napoleonic Code**, was adopted. Based on Roman law, the Napoleonic Code was perhaps Napoleon's greatest legacy. He might have acquired his interest in law from his father who was a lawyer. The Napoleonic Code guaranteed liberty and legal equality for men. Equality was virtually unknown in history; it was a new, exciting and radical idea. Equality for women, however, would have to wait another century.

Battle of Trafalgar

England was one of the few countries in Europe not conquered by Napoleon, largely because of the British naval victory at Trafalgar. In 1805, a combined French and Spanish fleet of 33 warships set sail from Spain planning to attack England. In the way stood a British fleet of 27 warships under the command of **Admiral Horatio Nelson**.

Nelson was an extraordinary sailor. Wounded in a naval battle about ten years earlier, Nelson lost the use of his right eye. In another sea battle three years later, he lost his right arm. The following year, Nelson defeated a French fleet at "The Battle of the Nile," forcing Napoleon to withdraw from Egypt. Three years after that, he was in the midst of a battle against a Dutch fleet when he was informed that the British commander had given the signal to withdraw. Nelson put the telescope to his blind eye and said he could see no such signal. Nelson went on to destroy the Dutch fleet.

The Battle of Trafalgar would be Nelson's greatest victory and his last. Before the battle, he told his sailors "England expects that every man will do his duty." In one of the most celebrated naval engagements in history, Nelson's British fleet engaged the larger French and Spanish fleet at Trafalgar off the southwest coast of Spain. When the smoke cleared, 20 French and Spanish ships had been destroyed or captured without the loss of a single British vessel. Admiral Nelson, however, was shot by a French rifleman and died aboard his flagship, the *H.M.S. Victory*. Before he died, Nelson knew the British had won the battle, and he declared, "Thank God I have done my duty."

With the triumph at Trafalgar, Britain continued to rule the waves. The British victory wrecked Napoleon's plans to invade England and it gave Britain naval supremacy throughout the remainder of the 1800s. Today, the main square in the British capital of **London** is named Trafalgar Square, and it features a tall column topped by a statue of Lord Nelson.

Napoleon's invasion of Russia

Napoleon's downfall began with his biggest military mistake, an attempt to invade and conquer the vast empire of **Russia**. The Russians knew they couldn't defeat Napoleon's huge and powerful **Grand Army** of more than 600,000 soldiers, so they burned everything in his path to deny his army food and shelter.

Napoleon eventually took the Russian capital of **Moscow,** but it was empty. Knowing that his army could not survive the coming winter in Russia, Napoleon had to retreat. As the Grand Army made its way back to France, temperatures dropped to 30 degrees below zero during the bitter cold Russian winter of 1812. Between the cold, starvation, Russian attacks and desertion, only 30,000 of Napoleon's original soldiers returned to France. It was one of the worst disasters in military history.

Battle of Waterloo

Disgraced by the ruin of his Grand Army, then defeated in battles by an alliance of European nations, Napoleon was forced to give up power and go into exile on the small island of Elba off the coast of Italy. It wasn't long, however, until Napoleon escaped and returned to France where he raised another army. Napoleon met his final defeat at the hands of an allied army under the command of the British general **Wellington** near the town of Waterloo, **Belgium** in 1815. Napoleon's disaster at Waterloo was so complete that Waterloo has become a synonym for any crushing defeat. Again Napoleon was exiled, this time to St. Helena, a remote island in the South Atlantic, where he died of stomach cancer, or possibly arsenic poisoning, in 1821.

Napoleon remains one of history's most fascinating figures. He didn't care for fancy clothes or fine food, and he worked himself day and night. Beethoven said of Napoleon, "He understood art and science and despised ignorance." Most observers consider Napoleon to be a military genius and his defenders believe he was a champion of equality and the common man. Others, however, see Napoleon as an egotistical and power hungry tyrant. Napoleon himself said, "Power is my mistress." One thing is certain; after Napoleon ended feudalism and extended equality in the countries he conquered, the monarchies of Europe would never be the same. People had tasted liberty and equality, and they liked it.

Still, after twenty-five years of revolution, the Reign of Terror and the Napoleonic Wars, France was ready for a period of calm. France again looked to the monarchy for stability, and a new French king was made head of state...but the state had changed since the revolution. Unlike the Sun King, France's new king was controlled by a modern constitution, and he wore a business suit - not a curly wig and tights. France was now a **constitutional monarchy**.

Simon Bolivar

The revolutions in the United States and France inspired the people of **Latin America** to seek their independence from foreign control. The well-educated son of a wealthy family from Venezuela, Simon Bolivar, became "South America's George Washington." After studying Enlightenment ideas at home and in Europe, Bolivar returned to Venezuela and raised an army to fight for South American independence from Spain. After achieving victory in his native Venezuela, Bolivar went on to defeat the Spanish in what is now Columbia, Ecuador, Bolivia and Peru. But, Bolivar failed to bring South America together in a union, and he died a discouraged man. Nonetheless, today he is called "The Liberator," and the country of Bolivia is named in his honor.

At the same time Bolivar was fighting for South American independence, countries in Central America and Mexico were also fighting for their independence from Spain. Meanwhile, Brazil declared its independence from Portugal. In a period of just twenty years, the three-hundred-year European domination of Latin America came to an end. Unfortunately, since gaining independence many Latin American countries have been dominated by dictators and various strong men resulting in unstable governments and weak economies. These countries now rank among the world's poorest.

Unit 2 - The 1800s:
Industrial Revolution, nationalism, and imperialism

MAP IDENTIFICATION: Denmark, India, Cuba, Philippines, Latin America, Canada, Australia, Pakistan

conservative versus liberal

Europe had weathered another storm of history, and it was ready for a period of calm. After the monarchies of Europe finally defeated Napoleon, they wanted no more of revolution and war. Leaders representing the "Great Powers" of Europe met in Vienna, Austria, to hammer out an agreement meant to undo the changes brought about by the French Revolution, return kings to their thrones and maintain a lasting peace by restoring a **balance of power** among European nations.

Delegates to the **Congress of Vienna** were members of the **aristocracy** (upper class) who felt that the revolutionary ideas of the Enlightenment had nearly destroyed civilization. They wanted a return to the old order in which monarchs and the upper class controlled a stable society. People such as these, who resist change and try to preserve traditional ways, are called conservatives.

Although conservatives were in control in 1815, many common people still believed in the Enlightenment ideas of democracy, equality and personal freedom. People such as these, who want to adopt new methods for improving society, are often called liberals. Liberals are said to be on the political "left" while conservatives are on the political "right." (The political labels of conservative and liberal are very much with us today in American politics; the Democratic Party is generally considered to be more liberal than, and to the left of, the more conservative Republican Party.)

The conservative delegates to the Congress of Vienna were successful in preventing an outbreak of general war in Europe for a century. Nonetheless, liberal revolts erupted repeatedly in the Western world as people continued to seek the Enlightenment goals of freedom and equality.

Industrial Revolution

Civilization was made possible by agriculture, and in every civilization from Mesopotamia through the Middle Ages agriculture was the main source of wealth. This began to change as an economy based on agriculture was being replaced by an economy that used machines to produce goods in large quantities by big industries. This Industrial Revolution began in the late 1700s in Britain's textile (cloth) mills and it spread to other countries during the 1800s. It was given a huge boost by the invention of the steam engine which led to the invention of the train and steamship, both of which could move manufactured goods long distances more quickly and cheaper than ever before.

The Industrial Revolution was made possible by **technology** which is different from **science**. Science is the study of the basic principles of how the world works. Technologies are the tools that put scientific knowledge to use, tools such as the steam engine and electrical motors. Therefore, it was the Scientific Revolution that paved the way for the Industrial Revolution that followed.

The Industrial Revolution had both positive and negative consequences. Factories could produce goods more cheaply than hand labor which meant people could buy more goods, resulting in a higher **standard of living**. But, factories also put many craftsmen out of work. Factories required large numbers of workers which caused huge migrations of people from the countryside to the city where they often worked long hours for low wages while living in crowded and unsanitary conditions. Small children worked as much as sixteen hours a day becoming so tired that they fell into machinery and were crippled or killed. The Industrial Revolution was a huge technological, economic and social upheaval.

Impressionism

In addition to factories, the steam engine and new construction methods, the Industrial Revolution brought many other technological marvels such as antiseptics to kill bacteria in hospital operating rooms, vaccinations to prevent the spread of deadly diseases, the telegraph, telephone, electric light bulb, automobile, airplane and the camera. This last invention, the camera, had a profound affect on the world of art in the late 1800s.

Since the camera could now reproduce scenes from life much more accurately than any artist could, the artist needed to find a new mission in life. Artists began to paint their "impressions" of a scene rather than trying to accurately reproduce the scene itself. Art changed dramatically as artists became freer to put their own ideas and feelings into their work.

In order to capture the changing qualities of light, artists such as Monet and Renoir worked quickly using short, choppy brushstrokes to form vibrant mosaics of color. Later artists such as Cezanne and van Gogh experimented with distorted images. Many art lovers consider the paintings of this period to be among the finest and most beautiful art works ever produced.

Once again art had changed to reflect its own time. The Impressionist movement was the greatest artistic revolution since the Renaissance, and it was the beginning of modern art.

socialism

The Industrial Revolution had changed the world. In a period of seventy years, world population tripled, and each person's consumption of goods nearly doubled. People moved off the land and went to cities to work in factories.

In fifty years, the English manufacturing city of Liverpool grew from 82,000 to 376,000 people. Many cities could not cope with the huge influx of workers. A dozen people might be crowded together in one small room in a run-down apartment building called a tenement. Due to a lack of sewage facilities, filth was everywhere, and infectious disease killed one child in four before the age of five. In books such as *Oliver Twist*, Charles Dickens portrayed the difficult lives faced by the working poor of England. The Industrial Revolution was making a few people very rich creating a new nobility of wealth, but countless others were poor and living in squalid conditions.

Under these circumstances, many working-class people adopted the ideas of socialism, a philosophy that called for a more even distribution of wealth. Under socialism, important businesses would be owned by the public (or government), not by a few wealthy individuals. Some socialist thinkers even proposed creating a **utopia**, an ideal society where entire communities would be owned by the workers who lived and worked in them. Robert Owen, a English industrialist, set up a utopian community in the United States at New Harmony, Indiana. The experiment failed because the residents of New Harmony turned out to be not very harmonious, arguing among themselves and some refusing to work.

Despite setbacks such as this, socialist ideas encouraged numerous social reforms in the 1800s and 1900s which helped to improve the lives of working class people of many nations.

social reform

In 1776, a Scottish philosopher named **Adam Smith** published an influential book that is still studied and quoted today. In *The Wealth of Nations*, Smith said that society would work best if government did not interfere in business. According to Smith, the economy is best regulated by the "invisible hand" of supply and demand in a free market. This economic philosophy came to be known as **laissez faire** (LES-ay-fair), which is French for "leave it alone."

Workers who lost their jobs to machines didn't much agree with the idea of leaving business alone, and some took matters into their own hands. The **Luddites** were a group of masked workers who attacked textile mills smashing machinery to bits and striking fear in the hearts of every factory owner in England. Recognizing that there is strength in numbers, other workers began to form **labor unions** that called strikes shutting down factories until owners agreed to better pay and working conditions. (Strikes are are still used by labor unions today for very similar reasons.) Meanwhile, socialists were demanding that government take over ownership of major industries such as banking, railroads and factories.

Governments responded to these pressures unleashed by the Industrial Revolution not by adopting socialism, but by passing social reform laws to improve the lives of workers. Reforms were encouraged by **universal male suffrage** which granted all men (but not women yet) the right to vote in many western countries. Germany led the way in social reform legislation. In the mid-1880s Germany adopted laws that insured workers against accidents and sickness, limited working hours and provided old age benefits. France and Italy soon passed similar laws. The British Parliament passed the Factory Act which prohibited the employment of children under the age of nine, and four years later Britain required these children to attend free elementary schools. Britain was the first nation to adopt a work week of 5-1/2 days, which gave workers more leisure time to attend theaters, play sports and ride their newly-invented bicycles.

nationalism

Nationalism is a deep devotion to one's country. An early stage of nationalism is the desire to form a country free from foreign control. The first modern nations of England and France were formed during the Hundred Years' War in the late Middle Ages when people developed loyalties to their countries, rather than to local feudal lords. Nationalism came to the Americas in the late 1700s and early 1800s when European colonies threw off foreign control. In 1830, Greece gained its independence from the Ottoman Empire of Turkey. But, in the early 1800s, much of Europe was still divided into an assortment of small kingdoms, baronies, and dukedoms. Italy and Germany, for example, did not yet exist as nations.

Due to marriages between the royal families of Europe, people often found themselves ruled by foreigners who didn't even speak the same language as the people they governed. Inspired by Enlightenment ideas and hopes for democracy, people hungered for change. People wanted to belong to nations that reflected their own culture, history, language, religion, and traditions. Nationalism became the strongest political force of the 1800s. Much of the century's history is a story of people struggling to be free of foreign control.

Italy

In the mid-1800s, the Italian peninsula was a collection of kingdoms and city-states. Much of northern Italy was ruled by the Austrian royal family while much of southern Italy was ruled by the Spanish royal family. The people of Italy wanted their own nation. The writer, Mazinni, gave voice to these nationalistic yearnings by reminding Italians that their Roman ancestors had ruled the ancient world and that Italy was the birthplace of the Renaissance. There were bitter struggles as royal rulers crushed uprisings by Italian patriots.

In the entire Italian region there was only one native-born monarch, King Victor Emmanuel II of Sardinia, so it was natural that **unification** of the Italians would begin there. Victor Emmanuel had a clever **prime minister** named Cavour who helped to unite northern Italy. Meanwhile, a popular revolutionary general, Giuseppe Garibaldi, called for volunteers to fight in the south. He said, "I offer neither pay nor provisions; I offer hunger, thirst, forced marches, battles and death. Let him who loves his country in his heart follow me." Garibaldi sailed to the island of Sicily (the "football" being kicked by the Italian "boot") with his army of a thousand "red shirts" and they brought southern Italy into the Italian union. Victor Emmanuel was proclaimed king of Italy in 1861. A few years later, the states of central Italy voted to join the union and Italian unification was complete by 1870.

(A prime minister, such as Cavour, serves as the head of a country's government. In modern times, prime ministers have powers similar to American presidents. Unlike American presidents, however, prime ministers are not elected to their jobs. In England, and in other countries with parliaments, the leader of the strongest political party in parliament becomes the prime minister.)

Germany

In 1850, Germany was made up of 39 small countries. One of the largest and most powerful was the eastern kingdom of Prussia. Prussia's prime minister, **Otto von Bismark**, was one of the greatest political geniuses of all time. Bismark was a master of **realpolitik**, politics in which law and principles are less important than success. Bismark developed a machiavellian plan to unify all of Germany under the leadership of Prussia by any means necessary.

The Industrial Revolution had made Prussia wealthy, and Bismark set out to build Prussia's military strength; he believed German unification would be achieved only through war. He said, "Not by speeches and majority votes are the great questions of the day decided, but by blood and iron."

Using a step-by-step approach, Bismark started and won three separate wars against Denmark, Austria, and France, each war bringing him closer to his goal. By 1870, Germany was unified and Prussia's king was crowned as kaiser (emperor) over all of Germany. Germany's militaristic government was the strongest in the world, a situation which caused concern among the other Great Powers of Europe.

Social Darwinism

In the early part of the 1800s, nationalism was associated with positive ideas such as freedom and independence from foreign control. The last half of the century, however, saw the emergence of a darker side of nationalism which glorified war and military conquest. This extreme form of nationalism often encouraged **racism** which is a belief that one's own country or race is superior to all others. Racism was supported by the philosophy of Social Darwinism.

Charles Darwin was an English scientist who developed the Theory of Natural Selection which proposes that an animal species may change over time as the fittest members survive and the less successful members die out. Social Darwinists attempted to apply Darwin's theory to human societies claiming that the world's more technologically advanced races were intended by nature to dominate "lesser" races. Governments began to take a new interest in the health of their citizens, encouraging workers to get outside and play games to improve the nation's "fitness." Organized sports began to play a big role in Western culture; the Olympic Games were revived in 1896.

The philosophy of Social Darwinism and "survival of the fittest" was also adopted by rich industrialists who believed their wealth proved they were superior examples of the human species which meant it was perfectly acceptable for them to enjoy their vast riches while keeping their inferior workers living in poverty. The leaders of industry and banking by now had formed a new aristocracy of wealth and power to replace the nobility of earlier ages.

imperialism

After the Industrial Revolution gave Western nations wealth and technology that could be used to overpower less advanced societies, the Great Powers went on a binge of empire-building in Asia and Africa. When one country sets out to dominate and control another land, it is called imperialism. In 1800, Western powers controlled 35 percent of the world's land surface; by 1914 they controlled 84 percent. There were several factors that encouraged imperialism, but probably the most important was greed. The Industrial nations wanted overseas colonies to supply cheap raw materials for European factories, and they wanted new markets where they could sell finished goods produced by those factories.

Nationalism was another factor. Spurred on by intense feelings of patriotism, the countries of Europe tried to increase their power and prestige by adding new territories. To be a Great Power required overseas possessions. Nations competed with one another to grab territories before other powers could get them, provoking a series of international conflicts. Even the United States, which had fought for its own independence from colonial rule, joined the imperialist feeding frenzy.

Racism was another factor that promoted imperialism. With their advanced technology, and a belief in the theory of Social Darwinism, many people in the Western world felt they were superior to all others. They believed the white man had a natural right to dominate "backward" people and was actually doing them a favor by bringing them Western technology, religion and education. This attitude was expressed in a famous poem by Rudyard Kipling which encouraged Western man to "Take up the White Man's Burden." Imperialism served to place millions of black and brown people under the control of white people.

India

The country of India was a creation of British imperialism. Britain became involved with India on the last day of 1600 when Queen Elizabeth I chartered a joint-stock company, the English East India Company, to establish trade with India. At the time there was no country of India; only a number of kingdoms controlled by regional rulers. Before long, the English were importing millions of yards of calico cloth every year from India along with sugar, silk, and tea.

In the early days of capitalism, business competition could be even more brutal than today. It was not uncommon for trading companies from different countries to battle each other for control of trade in a region. Britain took control of India when the English trading company defeated France's trading company in a battle in the late 1700s.

During two centuries of British rule, relations between Indians and the British were often strained. The clash of cultures led to a rebellion in the mid-1800s by Indian soldiers serving in the British army. Although their Hindu religion taught Indians not to cross open water, Indian soldiers could be required to serve overseas. In addition, army riflemen at this time had to bite off the tops of greased cartridges to load their rifles. Indian soldiers believed the cartridges were sealed with beef fat although cows are sacred to Hindus. Angered by British indifference to their cultural beliefs, the Indian soldiers rebelled, and they were joined by other members of Indian society. After putting down the uprising, Britain tightened its control over India.

The British brought many advancements to India including a postal service, telegraph, good roads and a large railroad network. But British technology also harmed India. The spinning of cotton in Indian homes had long been a source of income for peasants until they were put out of work by inexpensive cotton cloth imported from England's textile mills.

The Scramble for Africa

Slavery came to an end in most of the world by the mid-1800s. Despite its encounter with the slave trade, African society remained largely intact. There were many successful and prosperous native kingdoms in Africa such as the Ashanti kingdom of western Africa and the powerful Zulu nation of southern Africa. This would soon change as the imperialist powers of Europe began to covet Africa for its raw materials and potential new markets. The scramble for Africa was on. To avoid serious conflicts in the competition for pieces of Africa, the major Western powers met at a conference in Berlin in 1884 where they drew lines on a map dividing the continent among themselves. The Africans were not invited to attend.

With that settled, the imperialist powers set about the task of defeating the local rulers in Africa, a chore made much easier with modern weapons. During a battle in 1898, for example, a British army using machine guns lost only 28 soldiers while slaughtering more than 10,000 African warriors. Still, conquering the Africans wasn't always easy, and sometimes it took years. In Ethiopia, an Italian army was confronted by African soldiers carrying modern weapons. The Africans defeated the Italians, and Ethiopia maintained its independence.

Eventually seven European powers carved Africa into a number of countries with artificial boundaries that bore little relationship to the cultural groups living there. The Europeans set up various types of colonial governments to extract rubber, copper, gold, diamonds, and crops such as cotton and peanuts. Some colonial governments were more harsh than others, but all had one thing in common: whites owned the land and blacks worked it. Men were often separated from their families and sent to work in distant locations, a practice that weakened African village and family life. The European domination of Africa stopped the development of Africa in its tracks, nearly destroying African culture in the process. Imperialism denied the people of Africa the opportunity to grow their own institutions to carry Africa into the twentieth century.

Spanish-American War

The United States was becoming a major world power and it, too, felt the need to join in the imperialist Monopoly game of collecting overseas possessions. America's chance came with the Spanish-American War. Many people in the U.S. were genuinely concerned about Spain's brutal treatment of Cuba following a revolt by Cubans against Spanish rule. During a visit to Cuba in 1898, the U.S. battleship *Maine* blew up in Havana harbor killing 266 American sailors. Although the explosion was probably an accident not involving the Spanish, extensive coverage by American newspapers inflamed public opinion until the U.S. declared war on Spain. "Remember the Maine," was America's war slogan.

In a war that lasted only four months, the American navy destroyed two decrepit Spanish fleets, one in the Philippines and one near Cuba. Theodore Roosevelt and his band of "Rough Riders" became heroes after newspapers reported their daring cavalry charge at San Juan Hill in Cuba. Spain's defeat meant that Spain could no longer be considered a major European power. The American victory in this "splendid little war" gave the United States its first overseas possessions, Puerto Rico, Guam, and the Philippines, although it was a very small empire by European standards.

Later in the same year, in a separate move, the United States took control of Hawaii. Now, the U.S. had a foothold in Asia where it joined other Western powers in pushing around China and Japan, forcing them to sign trade agreements favorable to the West. Five years later, the hero of San Juan Hill, Theodore Roosevelt, was president of the United States and he declared that the U.S. would take control of any Latin American country that didn't run its government the way the United States thought it should. This arrogant U.S. attitude toward its neighbors in Latin America created resentment that persists to this day.

Victorian Age

It was during the reign of Queen Victoria in the late 1800s that England rose to the height of its power, controlling a vast colonial empire that included Canada, Australia, India and large chunks of Africa. During the Victorian Age it was said, "The sun never sets on the British Empire."

During Victoria's reign, democracy was greatly expanded in Britain when the nation adopted the secret ballot and universal male suffrage. It was also during Victoria's reign that the British monarchy became little more than the powerless figurehead it is today. Although Queen Victoria was interested in political matters, she left the affairs of government to Parliament and able prime ministers similar to American presidents. She was careful not to show favoritism toward either of Britain's major political parties, the Conservatives and the Liberals.

The greatest writer of the Victorian Age was Charles Dickens whose novels portrayed the poverty and desperation of lower class urban life during the British Industrial Revolution. Because the reign of Queen Victoria was also a time of conservative morality in England, the term "Victorian" has come to mean repressed or prudish attitudes.

Unit 3 - 1900 to 1925: World War I and the rise of communism

MAP IDENTIFICATION: The Balkans, Hungary, Switzerland

entangling alliances

As the twentieth century arrived, the Western world was at peace and people were optimistic about the future. Americans were proud of their new Panama Canal which was dug across the **isthmus** of Panama to link the Atlantic and Pacific Oceans. Beneath the surface, however, an explosion was brewing in Europe, just waiting for a spark to ignite it. European nations were strengthening their armies and navies and forming alliances so they would have friends in case of war. As it turned out, these alliances would be the cause of the greatest war the world had ever seen.

The alliance system began because both France and Germany claimed the territory of Alsace-Lorraine which lay between them. Germany took control of the territory during the wars of German unification, and Bismark was afraid that France might try to get it back. To prevent this, Germany formed an alliance with Italy and Austria-Hungary. The three countries agreed that if one of them was attacked, the others would come to its aid.

Fearful of Germany's growing industrial and military power, France formed its own alliances with Great Britain and Russia. These entangling alliances meant that a war between any two nations could erupt into a much wider conflict involving many more countries. Meanwhile, nationalism and imperialism increased tensions and conflict in Europe as the Great Powers competed against one another for military strength, prestige, and colonial possessions.

World War I

The spark that ignited World War I came from the **Balkans**, a region of many cultures and ethnic groups located north of Greece which included the nation of Serbia. Members of a Serbian nationalist movement hoped that Serbs living in Austria-Hungary would break away and join Serbia. In 1914, a young Serbian nationalist, hoping to trigger a Serbian uprising against Austria, assassinated Archduke Francis Ferdinand, the heir to the throne of Austria-Hungary. Austria blamed Serbia for the shooting and declared war on Serbia.

Because Russia had close ties to Serbia, Russia started mobilizing its forces (getting them ready for war) against Austria-Hungary. This is when the system of entangling alliances kicked in, trapping the major powers of Europe in an unstoppable chain of events.

With Russia threatening war against Austria, Austria's ally, Germany, declared war on Russia and on Russia's ally, France. Britain then joined the war on the side of its allies, Russia and France. Less than six weeks after the shooting of Archduke Francis Ferdinand, most of the major powers of Europe and several smaller nations were embroiled in World War I. The alliance led by France, Britain, and Russia came to be known as the **Allies** while the alliance led by Germany, Austria-Hungary, and the Turkish Ottoman Empire came to be knows as the **Central Powers**. With enemies on both sides, the Central Powers had to fight a war on two fronts. The fighting in Belgium and France was the Western Front while the war with Russia was the Eastern Front. Many patriotic young men from both sides, bored with their quiet civilian lives, eagerly enlisted for the fight which they expected to be over by Christmas.

trench warfare

The American Civil War of the 1860s was one of the last major conflicts that was fought in the old style of battle that saw soldiers lining up in open fields to attack one another in individual combat. War had always been a battle of men, but now it was becoming a battle of machines. During World War I, five new technologies of the Industrial Revolution changed the nature of warfare; they were the airplane, the tank, the submarine, poison gas and the machine gun. Of these, the machine gun was the most devastating.

At the beginning of the war, generals familiar with the earlier style of combat hurled heroic cavalry and infantry charges against the enemy, but horses and human flesh offered little resistance to machine gun bullets. As the first winter of the war approached, soldiers on the Western Front began digging hundreds of miles of muddy, rat-infested trenches where they could temporarily hide from machine guns and exploding artillery shells. Between the trenches of the opposing armies lay a "**no man's land**" of barbed wire, shattered trees, shell craters and rotting corpses.

When ordered to attack, soldiers climbed out of their trenches, ran across no man's land toward the enemy trenches and were mowed down like fields of wheat by machine gun, rifle and artillery fire. In just one engagement, the Battle of the Somme in northern France, 1,100,000 soldiers died. For three long years, generals kept demanding more soldiers and ordering more massive ground assaults. Young men were dying by the hundreds of thousands, but neither side was gaining ground. It was a stalemate.

The *Lusitania*

The United States tried to keep out of the war, but it became increasingly difficult as the war dragged on. Britain and France spread **propaganda** portraying the war against the German kaiser as a battle for democracy. (Propaganda is information designed to influence the opinions of others.) American public opinion further turned against Germany due to unrestricted submarine warfare. The Germans were using their U-Boats (undersea boats) to sink ships carrying supplies to the Allies.

In 1915, without warning, a German U-Boat sank the British passenger liner, *Lusitania*, which was carrying weapons, as well as passengers, from the United States to England. Of the 1200 people killed in the attack, 128 were Americans, mostly women and children. Americans were outraged by the sinking, and there was a public outcry against the Germans. Economic interests also pushed America closer to war. American banks had made large loans to the Allies, and if the Allies lost the war, bankers knew their loans would never be repaid.

The United States declared war in 1917 "to make the world safe for democracy" in the words of President Woodrow Wilson. Germany responded by mounting a large offensive designed to win the war before American troops could be trained and sent to the front. The German attack pushed back French and British troops, and it looked as though Germany was about to achieve victory when a million American troops began arriving in France. The American reinforcements made the difference. The Allies launched a massive counterattack that soon defeated the Central Powers. When the fighting stopped, soldiers from both sides came out of their trenches and cheered. That day, November 11, is now observed as Veteran's Day in the United States.

During the war, women had gained political strength as they filled jobs of men who left for the front. Women soon had their own reason to cheer as they finally won the right to vote.

Treaty of Versailles

The peace treaty ending the war between the Allies and Germany was signed at the Palace of Versailles in June of 1919. The war had changed the political landscape of Europe. The decaying Ottoman Empire centered in Turkey was gone as was the empire of Austria-Hungary. Russia had lost its emperor, and Germany's Kaiser had been replaced by a newly formed German republic with its capital in the city of Weimar. The **Great War,** as it was called, nearly wiped-out an entire generation of young men in Europe. Almost 30 million people were killed or wounded, and over a million civilians died as a result of the fighting. The huge numbers of both military and civilian casualties made World War I the first **total war**.

France was especially bitter because much of the fighting took place on French soil and France suffered great loss of life. The Treaty of Versailles punished the Germans by giving Alsace-Lorraine back to France, taking away Germany's overseas territories and limiting the size of Germany's army and navy. Worse for the Germans, the Allies forced Germany to make large payments for war damages. Called **reparations**, these payments were resented by the German people who pointed out that Germany was not the only country to start the war. The Germans said the reparations were greater than they could afford to pay, and the payments would make it harder for Germany's new **Weimar Republic** to survive.

The Treaty of Versailles also established the **League of Nations**, an assembly of sixty countries which agreed to work together for world peace. The League was the idea of American President Woodrow Wilson who hoped the Great War would be "the war to end all wars." The United States Senate, however, refused to ratify the treaty because many people in America wanted no more foreign entanglements, an attitude called **isolationism**. Although the League of Nations was not successful in maintaining world peace, it became the forerunner of today's **United Nations**.

Soviet Union

Although Russia joined the Great War on the side of the Allies, Russia was not a democracy. Earlier Russian czars (emperors) such as Peter the Great and Catherine the Great had tried to modernize Russia, but at the time of World War I Russia remained a largely feudal society with rich landowners and poor peasants or serfs. Russia was ruled by a monarch, Czar Nicholas II.

World War I did not go well for the Russians. After early victories, the Russian army began to fall apart. The army was poorly fed and poorly equipped. Soldiers were sent into battle with no weapons and told to pick up the rifles of the dead. Because of hunger and shortages, poor leadership, and heavy battle losses, the morale (enthusiasm and confidence) of Russian soldiers was low.

Shortages hurt the civilian population as well. When soldiers were ordered to shoot women textile workers rioting for more food, the soldiers opened fire on their own officers instead. As the rioting spread, Czar Nicholas was forced to step down as Russian emperor in 1917. Into this power vacuum stepped a well-organized group of socialist revolutionaries known as Bolsheviks who promised land for the peasants and better working conditions for workers in the factories. After the **Bolshevik Revolution** succeeded in taking control of the Russian Empire, it was renamed the Union of Soviet Socialist Republics (USSR), or the Soviet Union for short.

communism

There are many varieties of socialism; the Bolsheviks based their political system on an extreme form of socialism called communism in which all property and all means of production (such as farms and industries) are owned by the community. In practice, this has meant ownership by the government. The concept of communism was developed by the German philosopher **Karl Marx** who was troubled by the working class poverty of the Industrial Revolution.

Borrowing Hegel's idea of the dialectic (conflict between opposites), Marx said all of history could be seen as a "class struggle" between the owners of production (whom he called the bourgeoisie) and the workers (whom he called the proletariat). Marx named his philosophy **dialectical materialism**, meaning that the dialectic in history has always been a struggle between people who possessed material wealth and those who did not, the "haves" versus the "have-nots." Only two generations had passed since liberal revolutions in Europe and the Americas had forced the nobility to turn over political power to the middle class, but now Marx was saying that the middle class, or bourgeoisie, had become the enemy of the people and should be overthrown.

Marx said religion was "the opiate of the masses," meaning that religion, by promising a better life in heaven, discouraged people from trying to improve their lives on Earth. Marx predicted that a working class revolution would eventually overthrow the capitalist system and replace it with communism. In the *Communist Manifesto,* published with Frederick Engels in 1848, Marx wrote, "The proletarians have nothing to lose but their chains...They have a world to win. Workers of the world, unite!" Although Marx's predictions have not come true, his ideas were adopted in many countries including the Soviet Union, China, and Cuba. Communist governments such as these have tended to limit personal freedoms and exert strong control over the lives of their people.

Lenin

The Bolshevik Revolution, also called the **Russian Revolution**, was led by Vladimir Ilyich Lenin. Lenin became a revolutionary at a young age after his older brother was killed in a plot against the czar. After studying the ideas of Karl Marx, Lenin dedicated his life to overthrowing the czar and setting up a socialist government in Russia. Lenin left Russia after spending five years in prison for his political activities, and he was living in the neutral country of Switzerland when the Russian czar was overthrown during World War I. Germany, hoping to further weaken its Russian enemy, provided transportation for Lenin to return to Russia. The German plan worked; after the Bolsheviks took power, Russia signed a peace treaty with Germany which ended the fighting on Germany's Eastern Front. The Russian negotiator was a Bolshevik leader named **Leon Trotsky.**

Lenin, Trotsky, and the Bolsheviks found that taking control of Russia was easier than keeping it. Several foreign governments supported a civil war that broke out against the Bolsheviks. Believing that harsh measures were needed to save the revolution, Lenin established a dictatorship and executed tens of thousands of Russians suspected of opposing communism. Among those killed were Czar Nicholas, his wife Alexandria, and their children. The Bolshevik "Red Army," under the capable but ruthless command of Trotsky, eventually won the civil war and preserved the revolution.

Lenin's next big challenge was saving the Russian economy. After his government banned all political parties except the Communists, Lenin took over the banks, major industries and communications. The strain of the revolution took its toll on Lenin's health, and he died in 1924. Although Lenin hoped Trotsky would succeed him, leadership of the Soviet Union passed to another of Lenin's followers, the son of a shoemaker, **Joseph Stalin**.

totalitarian government

A totalitarian government is one that takes nearly total control over the lives of its people. The Soviet Union became a totalitarian state under Stalin, a brutal dictator who ruled the USSR from the early 1920s to the early 1950s. His name means "man of steel." Announcing that his country must modernize because it was "50 or 100 years behind the advanced countries," Stalin set up a series of ambitious "Five-Year Plans" intended to quickly increase the Soviet Union's industrial and agricultural production. Stalin expected every citizen to sacrifice as if Russia were still at war.

Stalin's plans included combining individual farms into large units called "collective farms" owned by the Soviet government. Many farmers resisted giving up their land, often killing their livestock rather than turning it over to the state. In the 1920s and 1930s, some ten million peasants were tortured, killed, or sent to prison camps, and Soviet agricultural production plummeted.

Although his own people were starving, Stalin exported food to other countries to finance new steel factories and hydroelectric power plants. As millions of Russians died, even some Communist Party members thought Stalin had gone too far. Stalin responded by killing or imprisoning those who disagreed with him. Stalin exiled his chief rival, Leon Trotsky, and then had him murdered in Mexico. Anyone who spoke against the government could expect a knock on the door in the middle of the night from the Soviet secret police. The Soviet Union had become a totalitarian state. (**Authoritarian** government is similar, but the term implies less control by the state)

appeasement

Hitler promised Germans that he would destroy the Treaty of Versailles, and he began by rebuilding the German army in violation of the treaty. Although Britain and France condemned German rearmament, they did nothing to stop it. The following year, Hitler sent troops into the Rhineland, an area on the French border which was supposed to remain free of soldiers under terms of the treaty. It was a risky move, but Hitler calculated that nobody would stop him, and he was right. Encouraged by this success, Hitler brought Germany and Austria together in a political and military union although this, too, was forbidden by the treaty.

England and France were following a policy of appeasement, which means they were giving in to Hitler's demands to avoid conflict and the possibility of another terrible war. Meanwhile, Hitler's army was growing stronger and each success made Hitler bolder. Next, he threatened war on neighboring Czechoslovakia unless Germany were given the German-speaking Sudatenland region. When Hitler promised to seek no more territory, France and England agreed. Six months later, Hitler's armies invaded and conquered all of Czechoslovakia, and still there was no response from the rest of the world.

Six months after that, Hitler's armies invaded Poland. The invasion of Poland finally forced France and England to declare war on Germany. World War II began on September 3, 1939. The alliance of France and England (later joined by Russia and the United States) was called the **Allies** while Germany, Italy (and later Japan) were known as the **Axis** powers. Many historians consider World War II to be a continuation of World War I because the opposing sides in both wars were similar and because German discontent over the Treaty of Versailles set the stage for World War II.

blitzkrieg

To overcome the stalemate of trench warfare, Hitler's military planners developed a new kind of battle called blitzkrieg or "lightning war." Blitzkrieg meant attacking quickly with a strong force of concentrated troops supported by artillery, tanks and air power. The Blitzkrieg was highly effective. When World War II broke out, Hitler's powerful German military used the blitzkrieg to quickly conquer Poland, Denmark, Norway, Belgium, the Netherlands and Luxembourg. Next would be France.

The French had prepared for war against Germany by building a large army of their own and a physical barrier of strong forts along France's eastern border with Germany. The German army simply went around these defenses and attacked France through the forests of Belgium. The French army melted away before the German blitzkrieg. Soon, a large force of British, French, and Belgian soldiers were cut off and trapped at the French town of **Dunkirk** on the English Channel. Every available English boat sailed to Dunkirk to save the stranded soldiers. In one of the strangest events of World War II, an oddball armada of fishing boats, yachts, tugboats, merchant ships, and navy destroyers managed to rescue all 335,000 Allied soldiers just ahead of the invading German army. Dunkirk provided a tremendous boost to British morale. Nonetheless, Nazi troops rolled into Paris in June of 1940. It had taken the Germans only seven weeks to defeat the powerful nation of France.

Battle of Britain

With France defeated, Hitler turned his attention to Great Britain. Britain had a new prime minister, **Winston Churchill**, who refused to surrender to Germany. Hitler responded by ordering massive air attacks against Britain in preparation for a planned invasion. These were dark days for the British people, and Churchill told his countrymen, "I have nothing to offer but blood, toil, tears, and sweat." Nearly every day German bombers attacked British factories, seaports and airfields in what came to be known as "the Blitz."

Then Hitler threw the full power of his air force against the British capital of London. Although German bombs pounded London for 57 straight nights, the citizens of London refused to give in, and they kept their city functioning. Meanwhile, British Royal Air Force (RAF) *Spitfires* challenged the Luftwaffe in the skies over England. The RAF was aided by **radar**, a new technology that allowed the British military to spot German aircraft approaching the British coast.

Although the Luftwaffe succeeded in destroying large areas of British cities, German aircraft losses became so great that Hitler was forced to abandon his plan to invade England. Winston Churchill acknowledged the bravery of RAF pilots by declaring,"Never, in the field of human conflict, was so much owed by so many to so few." In winning the Battle of Britain, the British dealt Hitler his first major defeat of World War II. Britain's survival meant that British warships continued to control Atlantic shipping lanes despite deadly attacks from German U-boats. Although the U.S. was not in the war, America shipped large quantities of supplies across the Atlantic to aid Britain.

Pearl Harbor

Just as Hitler wanted to dominate Europe, Japan wanted to control Asia. Japan was a nation open to new ideas, and it had learned much from the West about modern industry, military power and imperialism. Before World War II began, Japan's strong military had already conquered Korea and large portions of China. With the European Allies busy fighting Hitler, Japan took advantage of the situation and snapped up European colonies in Asia. Only one barrier stood in the way of Japanese plans for complete domination of Asia, the U.S. Navy's Pacific fleet with its headquarters at Pearl Harbor, Hawaii.

After Japan joined the Axis powers and marched into Southeast Asia, the United States imposed an **embargo** which stopped most American trade with Japan. Furthermore, the U.S. insisted that Japan withdraw from China and Southeast Asia. Japanese leaders became convinced that war with the U.S. was inevitable, and American war planners suspected that the Japanese might try to attack American bases.

Just before 8:00 am on December 7, 1941, the quiet of a Sunday morning at Pearl Harbor was shattered when 350 Japanese warplanes suddenly appeared in the skies overhead raining bombs and cannon fire onto ships of the U.S. Pacific fleet. The attack, launched from Japanese aircraft carriers, came as a complete surprise. Neither side had declared war, and the U.S. naval base at Pearl Harbor was considered safe from a military strike. The attack destroyed or disabled 18 U.S. warships and killed 3,500 Americans. In just two hours, U.S. naval power in the Pacific was crippled. Despite the successful attack, the Japanese commander warned, "I fear we have awakened a sleeping giant."

The next day, President Franklin Roosevelt went before the American Congress and declared that December 7th would be a "date which will live in infamy." Both the United States and Britain declared war on Japan. A few days later, Germany and Italy declared war on the United States. Now, we were in it.

the arsenal of democracy

Even before the attack on Pearl Harbor, President Roosevelt had said that America must become "the great arsenal for democracy." After the attack, the U.S. immediately switched to a war footing. Factories began operating 24-hours a day, seven days a week. Chrysler stopped making cars and started making tanks. As American men were called away to fight, American women went to work in war plants making everything from socks to aircraft carriers. Within a year, U.S. war production equaled that of Japan, Italy and Germany combined. This "miracle" of production, as *Time* magazine called it, would have been impossible without "Rosie the Riveter," the nickname given to American women fighting the war on the home front.

The U.S. built enough ships to replace those sunk by German submarines, permitting American-made supplies to flow uninterrupted across the Atlantic to the Allies. In the Pacific, the U.S. fleet recovered sufficiently from the attack at Pearl Harbor to stop a Japanese advance toward Australia. The Battle of the Coral Sea was the first sea battle in history in which ships didn't fire a single shot; all the fighting was done by carrier-based aircraft. A month later, after breaking Japanese radio codes, the U.S. Pacific Fleet surprised a massive Japanese naval task force near Midway Island, not far from Hawaii. Aircraft from three U.S. carriers sunk four Japanese carriers and five other warships giving the United States naval supremacy in the Pacific for the remainder of the war. The giant was awake.

the Holocaust

At its high point, Hitler's empire stretched from Scandinavia to North Africa and from the Atlantic Ocean to Russia. People in lands conquered by the Nazis were expected to serve the German "master race." "Inferior" peoples such as Poles, Russians, gypsies, and Jews were to be enslaved or eliminated. Anyone considered a threat to the Nazis, such as political leaders or teachers, were also rounded-up and sent to **concentration camps**.

The Nazis reserved their harshest treatment for the Jews. Hitler's plan for the Jews was called the "Final Solution," which meant complete extermination of the Jewish people. All over Europe Jews were arrested and sent to concentration camps where they were forced to work or were systematically executed. Children, being too young to work, were killed immediately. About two million people died at Auschwitz (OSH-vitz) in Poland, the most notorious of the death camps. The commander of Auschwitz later said that, "Women would hide their children under their clothes, but of course when we found them, we sent the children to be exterminated." Hitler's Final Solution was effective; of Europe's eight million Jews, the Nazis succeeded in murdering six million, an event which came to be known as the Holocaust.

Late in the war, when Allied soldiers liberated Nazi concentration camps, the world became aware of the full extent of Hitler's criminal madness. A new word was invented to describe it, **genocide,** which means the intentional and systematic destruction of an entire racial or cultural group.

Hitler's invasion of Russia

Hitler was about to make his biggest mistake of the war, the very same mistake made by Napoleon more than a century earlier. When Hitler couldn't conquer England, he turned to the east. Despite a peace treaty between Germany and the Soviet Union, Hitler launched a three-pronged attack against the Soviets in June of 1941. Hitler wanted to acquire Soviet territory to provide growing room for Germany, a place where Germans could expand and build new settlements. Hitler also wanted Russia's wheat, oil and coal to supply his war machine.

Hitler's massive blitzkrieg caught Stalin and the Soviets by surprise. In little more than two weeks, the Germans captured 300,000 Soviet soldiers and destroyed 1,000 tanks and thousands of Soviet aircraft. As the Soviets retreated, they adopted the same **scorched-earth** policy used by the czar's soldiers against Napoleon; they burned everything in Hitler's path to deny his troops food and shelter. Britain and the United States began sending supplies to the Soviet Union.

The turning point in the Russian fighting – and in World War II – came at the **Battle of Stalingrad** (now Volgograd). After fierce house-to-house combat, the Germans captured Stalingrad, but outside the city the Soviets organized a successful counterattack in early 1943 that captured an entire German army. With a seemingly endless supply of troops and tanks, the Soviets began to push the Germans back. From then on, Germany and Italy started losing the war. The Russians, however, paid a terrible price in stopping Hitler, suffering an incredible 23 million dead.

Normandy Invasion

While fighting raged in Russia, the Pacific, and North Africa, **Resistance** movements sprung up in European countries under German occupation. Resistance fighters were ordinary men and women who lived dangerous secret lives spying on the Nazis, assassinating German officials, blowing up trains and sabotaging factories. In 1943, Allied forces advanced into Italy after winning hard-fought battles in North Africa. From airfields in England, British and American long range heavy bombers, such as the B-17 *Flying Fortress*, began pounding cities and factories inside Germany. Entire German cities, including Hamburg and Dresden, were wiped-out killing hundreds of thousands of civilians. Hitler was on the defensive but his military remained formidable.

After months of planning and preparation, the Allies launched a massive invasion of western Europe in June of 1944; it was meant to be the beginning of a final push toward Germany. On **D-Day**, the day the invasion began, an enormous fleet of Allied ships supported by thousands of aircraft crossed the English Channel carrying American, British, Canadian and Free French soldiers who stormed ashore at five beaches on the coast of Normandy in northern France. At Omaha Beach, German machine gun and artillery fire were so intense that countless American soldiers died in the water before reaching shore.

Nonetheless, the invasion of Normandy succeeded. The Germans were now trapped between Allied forces approaching from the west and Russian soldiers closing in from the east. Three months later, American troops were in Paris heading for the German border. On April 30, 1945, with Russian troops only a few blocks from his underground bunker in Berlin, Adolph Hitler committed suicide. The day Germany surrendered, one week later, was called V-E Day for victory in Europe.

Hiroshima

Meanwhile in the Pacific, fierce fighting continued. American troops fought and won savage battles against determined Japanese forces trying desperately to hold strategic islands including Saipan, the Philippines, Iwo Jima and Okinawa. The Americans succeeded in cutting Japan's vital supply lines, and American bombers began striking inside Japan. By the summer of 1945, many Japanese cities had been leveled, nearly half of the capital of Tokyo was destroyed, and Japan was on the verge of collapse; yet Japan refused to surrender.

While the U.S. military was readying plans for an invasion of Japan, a team of scientists in New Mexico perfected the atomic bomb. Hoping to avoid a costly invasion, President Harry Truman ordered the atomic bomb used against Japan. The first bomb destroyed the city of Hiroshima where 200,000 were killed immediately or died later. Three days later, a second bomb was dropped on the city of Nagasaki with similar results. The next day, Japan asked to end the war. Japanese officials surrendered aboard the U.S. battleship *Missouri* in Tokyo Bay on V-J Day, September 2, 1945. World War II was over; in cities across America strangers hugged and kissed each other in the streets.

Controversy still surrounds the decision to use atomic weapons against Japan. Critics point out that Japan was never told about the bomb before it was used. They say a demonstration of the awesome power of the weapon might have convinced Japan to surrender without the deaths of more innocent civilians.

World War II marked a fundamental shift in the nature of warfare. In modern times, most people killed in war had been combatants (military personnel). Of the fifty million people killed in World War II, however, more than two-thirds were civilians. The invention of the atomic bomb meant that any future world war might kill everyone.

Unit 4 - 1925-1945: The rise of fascism and World War II

MAP IDENTIFICATION: Poland, Luxembourg, Japan, Southeast Asia, Hawaii, Normandy, Norway

fascism

Russia was not the only country in Europe facing food shortages and economic problems following World War I. In Italy there wasn't enough to eat, prices were rising, unemployment was widespread, and people wanted a change. Membership in socialist political parties was growing which worried business and property owners who feared losing everything in a Russian-style revolution.

Amid this turmoil, a strong political leader emerged who promised to stop socialism and restore Italy's greatness. His name was **Benito Mussolini**, leader of the fascists which was an anti-communist political movement that emphasized patriotism, nationalism and obedience to the state. (Fascist leaders have generally been dictators who liked to wear showy military uniforms.) After taking power, Mussolini succeeded in modernizing agriculture and improving the economy. He proclaimed that Italy would become the new Roman Empire. To strengthen his control, Mussolini made himself dictator; he seized the news media and he set up his own secret police.

Germany, too, had economic problems following the Great War. The Kaiser had been replaced by the weak Weimar Republic which was not able to stop runaway **inflation** that made German currency nearly worthless. Inflation got so bad at one point that it took bushels of money to buy a loaf of bread. The life savings of many Germans were wiped out. Then, in 1929, Germany was hit hard by the **Great Depression**, a worldwide economic downturn that threw half of Germany's labor force out of work and caused the failure of banks and industries. As did the Italians, the Germans looked for a strong leader to fix their economic problems. As did the Italians, Germany chose a fascist, Adolph Hitler.

Hitler

Adolph Hitler was twice honored for bravery while fighting for Germany during World War I. Following the war he joined a fascist political party called the National Socialist German Worker's Party, or **Nazis**. Due to his talents as an organizer and inspiring public speaker, Hitler quickly became the leader of the Nazi Party.

With crowds of Germans wildly cheering Hitler in huge parades and rallies, the Nazi party grew in strength until the Nazis tried to overthrow the government of the German province of Bavaria. Hitler was arrested and sent to jail where he wrote his famous book, *Mein Kamph* ("My Struggle"), which described Hitler's views on nationalism and racism. He said Germans were a "master race" giving them the right to dominate "inferior" races such as Jews. Hitler blamed Jews for all of Germany's problems, from the defeat in World War I, to the Great Depression to the spread of communism. Hitler also told Germans that they must win back lands lost under the Treaty of Versailles and build a new German empire in Europe.

Hitler's flaming patriotism and nationalist ideas took hold in Germany which felt humiliated by the Treaty of Versailles. Germans were fed up with being told how big their army could be and with paying war reparations. With the backing of powerful anti-communist businessmen, Hitler was given absolute power by the Weimar parliament. He quickly moved to revive the German economy, and in just five years unemployment fell from six million to almost nothing, and the German standard of living rose. Hitler also used his absolute power to ban all political parties except the Nazis, set up a secret police called the Gestapo, kill and torture his enemies, and persecute Jews who were stripped of their German citizenship and their businesses. Hitler said, "Power creates justice."

Spanish Civil War

The years between World War I and World War II were a difficult time for democracies all over Europe as they faced economic problems and were challenged by socialism on the left and fascism on the right. Not only were republics overthrown in Italy and Germany, most of the democracies of eastern and central Europe also fell during this period. Shortly before the outbreak of World War II, fascists led by Francisco Franco tried to take control of Spain from the legally elected republican government. Volunteers from many countries, including the U.S., formed "International Brigades" which went to Spain to fight on the side of the Spanish Republic.

The fascists, however, were supported by Mussolini and Hitler. Hitler used the opportunity to test his modern German air force, the **Luftwaffe**, against human targets. A disturbing painting by Pablo Picasso portrays the bombing of the defenseless people of the Spanish town of **Guernica** where a thousand residents were killed by German bombers during one night of terror. This was the first time in history that a massive air attack was directed against a civilian population. It would not be the last. After three years of fighting, Franco's fascists succeeded in defeating the republicans. Franco remained dictator until his death in 1975 when King Juan Carlos reestablished democracy in Spain.

Unit 5 - 1945 to the present: Cold War and the Space Age

MAP IDENTIFICATION: Eastern Europe, Berlin, Pakistan, Taiwan, China, Korea, Vietnam

Cold War

Another of history's storms had swept the world. Following World War II, Japan, Germany and much of Europe were in ruins. After 500 years as the dominant region of the world, Western Europe had surrendered that position to the United States and the Soviet Union. Although the Soviets had suffered the greatest losses ever suffered by any country in any war, it was the only power left in Europe and Asia. The United States ended the war with the strongest economy in the world. These two "superpowers" represented a new international balance of power.

Russia was determined to prevent any future invasions from Europe after fighting off armies of Napoleon in the 19th century and Hitler in the 20th. To give itself a protective barrier, the Soviet Union took control of eight Eastern European countries on its western border. Stalin installed communist governments in these nations and cut off most contacts with the West. The Soviet Union and its "satellites" came to be known as the Eastern bloc or the Soviet bloc.

Although Britain and the U.S. had been allies of the Soviet Union during the war, they were never comfortable with the Soviet Union's communist form of government. When Stalin took control of Eastern Europe following the war, the Western capitalist countries became alarmed at the spread of communism and Soviet power toward the west. Britain's Winston Churchill declared that "an iron curtain has descended across the continent." The United States created a program called the **Marshall Plan** that sent billions of dollars in aid to Western Europe to rebuild economies crippled by the war and to strengthen them against communism.

This was the beginning of an intense 45-year political struggle between the Western capitalist democracies and the communist Soviet bloc. Capitalism and communism were seen as more than just competing economic theories; they became belief systems, or **ideologies**, that people were willing to kill and die for. Because the conflict remained largely a war of words and threats, rather than a shooting war between the superpowers, it was called the Cold War.

Berlin Wall

Nowhere was East-West tension greater than in the German capital of Berlin. Following World War II, Germany was divided into zones occupied by the four major Allied powers. Britain, France, and the U.S. soon agreed to combine their zones and return control to the Germans. The Soviet Union, fearing that a unified Germany might again threaten Russia, chose to keep its zone separate. The Soviet zone became the communist country of East Germany, while the other zones became capitalist West Germany. Although Berlin was located a hundred miles inside East Germany, it, too, was divided. West Berlin was a capitalist island in the midst of communist East Germany.

In 1948, the Soviets tried to force the Allies out of West Berlin by blocking all roads and railways into the city. Within two days, the **Berlin Airlift** began. For over a year, U.S. Air Force transport planes landed in Berlin every one to two minutes around the clock supplying the needs of the city of two million people. Realizing his plan had failed, Stalin ended the blockade in 1949. Prompted by the Berlin blockade and fear of Eastern bloc military power, the U.S. and Western Europe formed a military alliance called the North Atlantic Treaty Organization, or **NATO**.

By 1952, the Marshall Plan had helped restore prosperity to Western Europe. In the communist countries, however, economic conditions were not as good, and many East Germans began seeking a better life in the West. To prevent emigration, East German officials erected a wall in 1961 which separated East from West Berlin. The East German side was patrolled by soldiers with machine guns and attack dogs. The western side was covered with anti-communist graffiti. More than 170 people died trying to escape from East Germany by crossing over the 26-mile long concrete wall. The Berlin Wall became the most prominent symbol of the Cold War.

nuclear arms race

The United States was the only nation to possess atomic weapons at the end of World War II, but the Soviet Union managed to develop its own atomic bomb in only four years. Cold War competition soon turned into a race to see which nation could develop the most deadly weapons of mass destruction. In 1952, the United States detonated the first hydrogen bomb with 1000 times the power of the bomb dropped on Hiroshima. A year later, the Soviets had their own H-bomb.

Then, both countries developed long-range missiles that could fly across the Earth to rain nuclear destruction on one another. Missiles were placed on submarines that could escape detection, lie in wait and wipe-out large cities in minutes. The superpowers developed the capacity to destroy each other many times over and to turn the Earth into a dead wasteland. Weapons had finally become too terrible to use, a situation termed "mutual assured destruction" or MAD. Fear of a nuclear holocaust preyed on the mind of man, and that fear kept the peace.

People's Republic of China

During World War II Japan took control of much of China. Within China two groups resisted the Japanese occupiers, and when World War II ended with Japan's defeat, these two Chinese armies fought each other for control of China. The winners were the Chinese communists, led by **Mao Zedong**, who established the People's Republic of China in 1949. The losers fled to the island of **Taiwan,** off the coast of China, where they set up an anti-communist government that exists today and receives military support from the United States. Until 1979, the United States recognized the government on Taiwan, not the People's Republic, as the legitimate government of China. (The People's Republic still considers Taiwan to be part of China and expects to get it back.)

Communists were now in control of the world's largest country, the Soviet Union, and the world's most populous country, China. Many in the West feared the Chinese might try to take control of East Asia much as the Soviets had taken control of Eastern Europe. Meanwhile, a Soviet leader, Nakita Kruschev, placed Soviet missiles in Cuba only ninety miles of the coast of Florida, and he boasted to the West, "We will bury you." In America of the 1950s and 1960s, politics were driaven by a genuine fear of communist world domination.

containment

The United States set out to do everything in its power to stop the spread of communism, a policy called containment. Western leaders feared that if one country fell to communism, more countries might topple like a row of dominoes; this was called the "Domino Theory."

The containment policy got its first big test in 1950 when communist North Korea, backed by the Soviets, invaded South Korea, which was backed by the United States. This was also the first big test for the **United Nations,** which had been formed at the end of World War II to promote world peace and cooperation. With the Soviet Union absent during the vote, the United Nations approved a U.S. resolution to send troops (mostly American) to repel the North Korean invaders. China was reluctantly drawn into the war in support of North Korea. After three years of back-and-forth fighting in which both sides gained and lost much ground, the **Korean War** ended with North and South Korea occupying much the same territory they held when it began.

The Cold War turned hot again in Asia in the mid-1960s when the United States sent troops to prevent a communist takeover in South Vietnam. The U.S. had difficulty fighting the **Vietnam War** because it was a **guerrilla war** with no front lines and few large-scale battles; the enemy would attack and disappear into the mountains or jungle. Meanwhile, the U.S. was trying to prop-up a series of unstable and ineffective South Vietnamese governments. The United States saw Vietnam as a battle against communism, while the other side saw it as a nationalist struggle against an imperialist power trying to control half their country. As the fighting dragged on for eight years, and the American death toll mounted, public opinion in the United States turned against the war. With no end in sight, the U.S. finally withdrew and allowed the communists to take full control of Vietnam in 1975.

modern art

Modern art began with the Impressionists who were freed by the camera to portray their own impressions of reality rather than trying to copy it. Although the art world has split off in a hundred different directions since then, one thing remains consistent; modern art usually doesn't look much like the real world. Consequently, modern art can be difficult for people to understand and appreciate.

Modern art is divided into two major categories, expressive and abstract. Expressive art includes the work of the Impressionists and later artists such as Van Gogh and Picasso. The subject of the painting is recognizable, but it has been distorted to express the artist's personal feelings and point-of-view. Abstract art, on the other hand, makes no attempt to portray the real world at all. It tries to offer a more basic view of beauty, or reality, by reducing art to its primary elements of line, shape, and color.

Reflecting its own time in history, much modern art has been concerned with the anxiety of a century terrified by two world wars and the threat of nuclear annihilation. Edvard Munch's expressionist painting, "The Scream" has become a symbol of the horrors of the twentieth century. Pablo Picasso used a blend of expressive and abstract styles to convey his horror at the first bombing of a civilian population by the Nazis at Guernica during the Spanish Civil War. Picasso's broken and disturbing images suggest a chaotic world in which principles of morality and human decency have been shattered and civilization is reduced to a pile of rubble.

At the middle of the twentieth century, art moved toward the abstract and it was no longer limited to paintings and sculpture; it began to show up on TV screens and computer monitors. Art could be playful; Claus Oldenburg created giant vinyl hamburgers and baseball mitts, and Christo hung a huge orange curtain across Rifle Gap in the Colorado mountains and called it environmental art. Some scholars believe the most important art form of our age is motion pictures which combine visual images with elements of literature, music and the performing arts.

independence movements

Although the twentieth century saw history's worst instances of man's inhumanity toward man, humans also made great strides during the century. It has been said the amount of change that occurred during the twentieth century equaled that of the preceding nineteen centuries combined. Discoveries in the fields of health and medicine increased life expectancy, the standard of living rose for people in much of the world, and democracy triumphed as ever more people were living in societies where they could choose their own leaders.

The twentieth century also saw the end of imperialism. After World War II, it became unacceptable for one country to dominate another. Colonies in Asia and Africa, one after another, demanded an end to foreign control. **Mahandas Gandhi** won the respect of the world by using non-violent means to gain India's independence from Great Britain. Gandhi and his followers were willing to accept pain in their struggle for independence, but they were unwilling to inflict it. Adopting a tactic called **civil disobedience**, members of the Indian independence movement disobeyed British laws which they felt were unjust; they accepted arrest and they went to jail. When India achieved independence in 1947, it was divided into two countries, Hindu India and Muslim Pakistan. (Martin Luther King later adopted Gandhi's strategy of non-violent civil disobedience during the American Civil Rights movement of the 1960s.)

Most of the countries of Africa gained their independence from European control in the 1950s and 1960s, some by peaceful means and others after violent struggles. Portugal, the first European country to explore Africa, held its colonies into the 1970s. It wasn't until 1993 that white minority rule ended in South Africa when **Nelson Mandela** was elected as that country's first black president. Many of the countries freed from European colonial rule after World War II are among the world's poorest, a group of nations that are called "developing nations" or the **Third World**.

Space Age

The United States and the Soviet Union carried their Cold War rivalry into outer space competing in a space race that was closely related to the arms race because it was long-range missile technology that made space flight possible. The Space Age began in October of 1957 when the Soviets launched the first man-made satellite, **Sputnik,** into Earth orbit.

The Soviet achievement caught America off-guard, and the U.S. rushed to develop its own space program which, after a number of failures, succeeded in launching satellites into orbit. Then, in 1961, the Soviets launched the first man into space. The U.S. followed with its own manned space missions. The United States finally overtook Russia in the space race when an American astronaut, Neil Armstrong, became the first human to set foot on the moon in July of 1969, an event which future historians may view as one of the major turning points in history.

Something unexpected happened when humans stepped off the Earth and we got our first good look at our home planet. We had never seen anything like it before. In contrast to the dead moon and other lifeless worlds visible in the heavens, Earth appeared as a lovely blue sphere floating in space with white clouds swirling over pinkish continents. A water-covered world teeming with life appeared so extraordinary against the dark, lonely, vastness of space. We began to understand how unusual and precious our planet is. This new view of Earth may have been the most profound shift in human perspective since the Renaissance, and it came at a time when that beautiful blue sphere was being threatened with nuclear and environmental destruction by one of its own species.

collapse of the Soviet Union

In 1985, a younger communist leader with new ideas came to power in the Soviet Union. **Mikhail Gorbachev** believed that progress in his huge nation depended on making fundamental changes to the Soviet system. Although communism sounded great in theory, it wasn't working very well in practice because people had little incentive to work hard and improve their products. Gorbachev called for economic reforms that looked a lot like capitalism. Gorbachev also signed agreements with the United States to limit the spread of nuclear weapons, and he surprised the world by giving up Soviet control over the satellite countries of Eastern Europe.

In a wave of rebellion, most of the countries of Eastern Europe threw off their communist governments in 1989, and the Berlin Wall was joyously smashed to pieces. Germany was reunified the following year. Back in the Soviet Union, the forces unleashed by Gorbachev's reforms were spinning out of his control; regions of the Soviet Union itself were now breaking away and setting up independent republics. In 1991, the Soviet Union ceased to exist and was replaced by fifteen new nations, the largest of which is Russia. These new countries had little idea how to survive without their old communist economies, and for many people life grew even harder.

The collapse of the Soviet Union meant that the Cold War was over, and there was only one remaining superpower, the United States.

Unit 6 - Current Issues: toward a new world order

MAP IDENTIFICATION: Serbia, Israel, Egypt, Iran, Iraq.

the new world order

For nearly a half century, the world had been divided into pro-Soviet and pro-American camps. When the Cold War ended, there was no longer a balance of power between the countries of the world; one country was dominant, and the world had to find a new way to organize itself. American President George Bush, Senior. said there was a "new world order."

Although the threat of nuclear war between Russia and the U.S. has diminished, the world after the Cold War remains a dangerous place. One of the biggest threats facing the new world order is an ancient one, the hatred of one ethnic group for another often based on religious differences. History shows that difference can be deadly; it led to the Crusades in the Middle Ages and the Religious Wars of the Renaissance. Ethnic hatred triggered World War I and it fueled World War II. Since **ethnic violence** can have such grave consequences for the people of the world, how should the nations of the world deal with it?

In 1999, Serbia was accused of **ethnic cleansing** in the Serbian province of Kosovo. Reports from Kosovo indicated that Christian Serbs were brutally forcing Muslims out of Serbia, killing many Muslims in the process. The countries of NATO, led by the United States, went to war against Serbia to stop ethnic cleansing in Kosovo. Today, soldiers from several nations, including Russia and the U.S., are in Kosovo trying to maintain peace between Muslims and Serbs.

Was NATO justified in going to war against Serbia? Did NATO have the right to interfere in the internal affairs of Serbia? Does the world have a responsibility to stop atrocities such as ethnic cleansing? Who should enforce international morality? Does the United States, as the world's strongest nation, have a special responsibility? Is warfare acceptable under any circumstances and, if so, under what circumstances? Will humans ever be able to cure the plague of war as they have cured other deadly afflictions such as the Black Death and polio? These are some of the questions that the nations of the world are struggling to answer as they seek to understand the new world order at the beginning of the 21st century.

nuclear threats

Although the United States and Russia are no longer bitter enemies, the nuclear threat has not ended. Each country still has thousands of nuclear warheads which, if launched intentionally or by mistake, would likely result in the extinction of most life on Earth. Some observers believe the threat of accidental nuclear war is greater now than during the Cold War because the Russian military is in poor condition, and its nuclear control systems may not be as effective.

In addition to the U.S. and Russia, six other nations have officially joined the "nuclear club" and several more countries are suspected of developing nuclear weapons including North Korea, Libya and Iraq which are non-democratic nations with aggressive leaders. One of the most important issues left over from the Cold War is how to contain the spread of nuclear weapons (called nuclear proliferation).

South Asia is a region of special concern. Ethnic violence has flared between Muslims and Hindus since 1947 when Britain gave up control of India and the country was divided into two nations, Hindu India and Muslim Pakistan. This long-running ethnic struggle is now centered in the mountainous border region of Kashmir which is claimed by both sides. Although Indian and Pakistani armies have fought several sharp wars in Kashmir over the years, the situation turned more dangerous when both sides acquired nuclear weapons.

A different kind of nuclear threat is posed by the dismantling of nuclear weapons in countries which were part of the Soviet Union. As governments changed hands, controls over bomb-making materials weakened, and some nuclear materials were lost. Police in several countries have seized illegal shipments of nuclear materials from the former Soviet Union. There is concern that bomb-making materials might be acquired by leaders of unstable countries or by international terrorists.

terrorism

Terrorism is the systematic use of violence to achieve a goal. A terrorist usually does not work for a government, and the violence is often directed against civilians. Modern technology and communications have made it possible for terrorists to strike anywhere in the world including the United States where Islamic terrorists have twice attacked the World Trade Center in New York and where American anti-government terrorists destroyed the federal building in Oklahoma City.

Thus far, terrorists have not successfully used weapons of mass destruction (WMDs) such as nuclear, biological, or chemical weapons. There is growing concern, however, that terrorists - including religious or political groups, organized criminals or narcotics traffickers - might gain access to weapons of mass destruction in the future.

the Middle East

Because the world depends on the Middle East for oil, industrialized nations such as the United States are very interested in what happens there. The Middle East has been a trouble spot since the end of World War II when the Jewish nation of Israel was established in Palestine, an Arab region at the eastern end of the Mediterranean Sea. Neighboring Arab countries did not recognize Israel's right to exist, and they tried to destroy the new Jewish state in a series of wars that stretched from the 1940s to the 1970s. Israel managed to win the wars and expand its territory.

Israel's relations with its Arab neighbors began to improve in 1979 when Egypt became the first Arab country to recognize Israel and establish normal diplomatic relations. Other Arab countries followed, and Israel has also signed agreements with the Palestinian Liberation Organization (PLO), a group that represents the Palestinians left homeless by the creation of Israel. Implementing the agreements between Israel and the PLO has proved difficult, however, and the peace process has broken down. Terrible violence continues between Israelis and Palestinians .

Meanwhile, trouble broke out in other areas of the Middle East. A new Islamic government in Iran held a number of Americans hostage for over a year, then Iran fought an eight-year war with neighboring Iraq. After the Iran-Iraq war ended, Iraq invaded its neighbor, the oil-rich kingdom of Kuwait. In 1991, the U.S. led a United Nations military force that expelled Iraq from Kuwait during the **Gulf War**. In 2003, President George W. Bush ordered an invasion of Iraq to seize suspected weapons of mass destruction. American forces quickly toppled the government of Saddam Hussein and began an occupation of Iraq that continues to this day. The invasion was opposed by most nations of the world, and it became more controversial when no WMDs were found. The U.S. has installed a new government in Iraq, but American troops continue to battle nationalist fighters.

Governments in the Middle East tend to be authoritarian, limiting the freedoms of their people. Poverty and despair have fueled resentment against rich Western nations. Young men with little hope for the future have been willing to die in terrorist attacks in Israel, the U.S., and elsewhere.

Africa

In the 20th century, the arts of sub-Saharan Africa strongly influenced Western culture. African religious art inspired Modern Art, and African music formed the roots of the blues, jazz, and rock-and-roll. Although Africa has greatly enriched the West culturally, Africa is the poorest and most troubled region of the world.

During the Scramble for Africa of the late 1800s, the imperialist powers of Europe destroyed Africa's native governments. The Great Powers created artificial new countries which included people of various ethnic groups, customs and languages. When African countries gained their independence from colonial rule in the mid-1900s, they had little experience in self-government, but they had to deal with the difficult problem of ethnic divisions within their countries and between neighboring countries. Recurring violence and warfare between ethnic groups remains one of the biggest problems facing Africa today.

Many countries in Africa lack adequate farmland and natural resources, making them among the world's poorest countries. During times of drought or violence, farming and food distribution are disrupted which can lead to famine. International relief agencies try to help by bringing in emergency food supplies, but warfare can make it impossible to get food to the people who are starving. If these problems weren't enough, Africa has the world's most severe epidemic of AIDS. Faced with adverse circumstances such as these, many African nations have found it difficult to establish stable governments since gaining their independence.

China

Will the 21st century be China's century? China has the world's largest population and some observers believe that China's huge army, labor force, and consumer markets could make China the next great superpower. As with the Soviet Union, China under communism had a weak economy. After the death of Mao Zedong, Chinese leaders encouraged their people to start businesses and make money. China now has a mixed communist and free market economy that grows stronger yearly.

When the Chinese economy started to open up, many people in China hoped for greater political freedoms as well. In 1989, the year the Berlin Wall fell, thousands of students and workers gathered peacefully at Tienanmen Square in Beijing to call for democratic reforms. The Chinese government responded by sending in troops and tanks. The world was shocked as the army killed hundreds of demonstrators, and student leaders were arrested and executed. Chinese officials said they had to crack down so China would not fall apart like the Soviet Union.

Although relations appear to have improved recently between the People's Republic and the United States, the two countries have had a tense relationship over the years due in part to their differing political systems, friction over Taiwan, and perhaps because China still resents being treated badly by Western powers during the age of imperialism. The U.S. has urged China to extend greater human rights to its citizens, which has been another source of friction between the two countries.

globalism

International trade, communications and mass media (radio, TV, movies, the Internet) are drawing the world together in ways that we don't fully understand yet, a phenomenon called globalism. We can sit down at our computers and easily contact people anywhere around the globe. Is the so-called "Global Village" changing the way the world works? Surely it must be

Some people think globalism is good. The more we trade and communicate with one another around the world, the less likely we are to distrust people of different nations and ethnic groups and want to go to war with them. In Europe, countries that were enemies during World War II have joined together in an economic union that has adopted a common currency called the "Euro."

Other people have concerns about globalism. One concern is that countries will lose their distinct identities in a world dominated by Americanized Western culture. Will Paris and Tokyo come to resemble American cities complete with Wal-Marts and McDonalds? Another concern is that the rich industrialized nations of the world are controlling the global economy, consuming the world's resources, polluting the Earth and leaving little behind for the poorer Third World countries. It is another case of the "haves" versus the "have-nots."

One of the challenges of the 21st Century will be to achieve economic justice among the peoples of the world. James Wolfensohn, president of the World Bank has said, "There isn't a wall around the United States or any of the developed countries...If you have inequity on a global scale, if you have people who are dissatisfied and unhappy, these are the breeding grounds of discontent." Wolfensohn says reducing poverty is the best way to bring peace to the world.

the environment

The environment is the system of living things in which we live. Our environment is Earth. All things in the environment are connected; power plants in England cause acid rain that can kill fish in Norway and trees in Germany. The destruction of rain forests in Brazil affects the entire planet's supply of oxygen and carbon dioxide. Life is made possible by a complex system of interactions between the atmosphere, weather, temperature and chemical compounds. Concern is growing that humans are interfering with this balance, over-populating the Earth, polluting air and water and reducing the number of living species. Some people fear the Earth may be facing a great extinction..

One of today's greatest environmental concerns is **global warming**. The surface of the Earth is maintained at an average 59 degree temperature by gases in the atmosphere which trap the sun's heat much as the glass of a greenhouse holds in heat allowing plants to grow. Without this **greenhouse effect**, the average surface temperature of the Earth would be below freezing. When we burn gasoline in our cars and coal in our power plants, carbon monoxide and other pollutants are released into the atmosphere. It is feared the increase in greenhouse gasses is trapping too much heat causing the Earth to become warmer, melting polar ice caps, raising sea levels, disrupting agriculture and upsetting the environmental balance of the planet.

Scientists agree that the Earth's average temperature is rising, but it has not been proven that this rise is caused by burning **fossil fuels** (fuels formed in the Earth from plant or animal remains) such as gasoline and coal. Nonetheless, most of the major Western industrial nations – but not the United States – have signed agreements to reduce their emissions of greenhouse gasses.

biotechnology

Biotechnology is a term for technologies that can change how plant or animal life functions. We are familiar with biotechnologies that modify crops or cure diseases. Recent advancements in science are taking biotechnology into new and unfamiliar territory, which holds great promise for improving human life but also poses difficult questions about the future of human life.

Genetic engineering is the field of biotechnology that deals with genes, which are building blocks in the cells that determine what we are - for example, whether we are tall or short, have brown eyes or blue and whether we are likely to contract diseases such as Alzheimers.

Doctors have already begun to treat disease by using drugs to modify or repair human genes, and soon it may be possible to develop gene-based treatments for nearly every disease allowing people to live longer and healthier lives. But, the same technology will make it possible to modify genes such as those for skin color, muscle mass and intelligence. Will people be tempted to alter themselves or their children to make them more attractive and smarter? Might future humans choose to genetically alter themselves to the point where they are no longer human beings?

Since the Stone Age, technology has changed daily life more than any other factor. How will technology affect life during the twenty-first century? When your grandchildren are in history class, will they think kindly of power plants and genetic engineering as we think kindly of steam engines and the automobile? Or, will new technologies become menaces like machine guns and hydrogen bombs? As a citizen in a democracy, it will be your job to help make the right decisions about the uses of technology and other important issues that will affect the future of life on planet Earth.

Course Title

World Geography A

Description of Target Group

This course is for 9th to 12th grade students.

Purpose

The purpose of World Geography A is to acquaint the student with the basics of physical and cultural geography and specified world culture regions (North American, South America, Western Europe, Eastern Europe, and the Soviet Region). This is the first semester of a one-year course. It is an elective course.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. A knowledge of the five (5) themes of geography:

    a. Location: Absolute location, longitude and latitude, and relative location.
    b. Place: Physical and cultural- characteristics, climate, landform, vegetation, and cultural and economic activities of an area.
    c. Human/Environment Interactions: Change and adaptation of people to the environment and consequences of interaction with the environment, ie. pollution.
    d. Movement: Migration, spread of information and ideas, transportation of goods and people, and reasons for movement.
    e. Region: Similarities, differences, and dividing and joining.

2. Utilize the information learned to identify:

    a. A specific geographic location.
    b. The twenty-four time zones.
    c. Major land masses and water bodies.
    d. Religion, language, political, and economic systems for specific geographic locations.

3. Describe:

    a. The causes of different seasons
    b. Natural resources in specific geographical locations and their affect on the area specified.
    c. The concept of a "developing" nation.

World Geography A (continued)

Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary books Used in the Santa Maria Joint Union High School District.

Activities

1. Individual work
2. Lectures
3. Class participation
4. Demonstrations
5. Audio-visual materials
6. Field trips
7. Small group activities
8. Outside resource people

Course Title

World Geography B

Description of Target Group

This course is for 9th to 12th grade students.

Purpose

The purpose of World Geography B is to acquaint the student with the basics of physical and cultural geography and specified world culture regions (North African/Southwest Asian, Asian, South Asian, Southeast Asian, East Asian, African, Australia/New Zealand, and the Pacific). This is the second semester of a one-year course. It s an elective course.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. A knowledge of the five (5) themes of geography:

    a. Location: Absolute location, longitude and latitude, and relative location.
    b. Place: Physical and cultural characteristics, climate, landform, vegetation, and cultural and economic activities of an area.
    c. Human/Environment Interactions: Change and adaptation of people to the environment and consequences of interaction with the environment, ie. pollution.
    d. Movement: Migration, spread of information and ideas, transportation of goods and people, and reasons for movement.
    e. Region: Similarities, differences, and dividing and joining.

2. Utilize the information learned to identify:

    a. A specific geographic location.
    b. The twenty-four time zones.
    c. Major land masses and water bodies.
    d. Religion, language, political, and economic systems for specific geographic locations.

3. Describe:

    a. The causes of different seasons
    b. Natural resources in specific geographical locations and their affect on the area specified.

c. The concept of a "developing" nation.

Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary books Used in the Santa Maria Joint Union High School District.

Activities

1. Individual work
2. Lectures
3. Class participation
4. Demonstrations
5. Audio-visual materials
6. Field trips
7. Small group activities
8. Outside resource people

Course Title

Ancient World History: Ancient

Description of Target Group

This course is for 10th to 12th grade students.

Purpose

The purpose of World History, Ancient is to acquaint the student with the history of the world from prehistoric times to the Middle Ages. This is a one semester elective course.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Understand how the past relates to the present.
2. Trace the development of civilization.
3. Understand the reasons behind the development of the Greek City states.
4. Trace the development of the Roman republic.
5. Examine the political, economic, and social philosophies developed/practiced during the Greek and Roman period.
6. Understand the factors causing the decline of the Roman Empire and identify significant people involved.
7. Trace the development of the Feudal System and its affect on Europe.
8. Discuss the spread of Christianity and its relationship to the political systems of the period.
9. Describe new styles of art developed during the period.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Textbook materials will be supplemented with lectures, slides, movies, and filmstrips.

Course Title

Ancient World History: Ancient

Description of Target Group

This course is for 10th to 12th grade students.

Purpose

The purpose of World History, Ancient is to acquaint the student with the history of the world from prehistoric times to the Middle Ages. This is a one semester elective course.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Understand how the past relates to the present.
2. Trace the development of civilization.
3. Understand the reasons behind the development of the Greek City states.
4. Trace the development of the Roman republic.
5. Examine the political, economic, and social philosophies developed/practiced during the Greek and Roman period.
6. Understand the factors causing the decline of the Roman Empire and identify significant people involved.
7. Trace the development of the Feudal System and its affect on Europe.
8. Discuss the spread of Christianity and its relationship to the political systems of the period.
9. Describe new styles of art developed during the period.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Textbook materials will be supplemented with lectures, slides, movies, and filmstrips.

Course Title

World History: Medieval

Description of Target Group

This course is for 9th to 12th grade students.

Purpose

The purpose of World History, Medieval is to acquaint the student with the history of Europe during the Renaissance, with emphasis on the development of civilizations beyond Europe from prehistoric times to the Renaissance. This is a one semester elective course.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Understand how the past relates to the present.
2. Trace the development of civilization in the Near East, Far East, and the Americas.
3. Discuss the political, economic, and social philosophies developed/practiced during 16th and 17th centuries throughout the world.
4. Trace European exploration in the Americas.
5. Understand the changes brought about by the Renaissance.
6. Understand the factors behind the growth of European States and significant people involved.
7. Trace the development of the Enlightenment and its affect on Europe.
8. Describe scientific developments of the 16 and 17th centuries.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Textbook materials will be supplemented with lectures, slides, movies, and filmstrips.

Course Outline

Youth and the Law

Description of Target Group

Youth and the Law is a one-semester course designed as an elective course in Social Studies. It is open to all students interested in developing an understanding of our laws and courts.

Purpose

This course is designed to assist students in developing an understanding of our laws and courts and familiarize students with their rights and responsibilities in a democratic society.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Discuss the court system of our country explaining the differences between juvenile hearings and the formal court procedures.
2. Trace the source of their civil and criminal rights through the Bill of Rights.
3. Explain the evolution of many civil rights that people enjoy today through a study of selected court cases.
4. Explain the evolution of many civil rights that people enjoy today through a study of selected court cases.
5. Discuss "student rights" as listed in the Education Code of California through written tests.
6. Develop and use vocabulary unique to the course.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Field trips to courts, sheriff's department, juvenile detention home, guest lectures by member of the bar and law enforcement agencies, class simulation of court cases, individual rights, and values.



SMJUHSD

SPECIAL EDUCATION



Course Title

Physical Education, Adaptive (X)

Description of Target Group

This course is designed for students, 9th through 12th grades who have a diagnosed physical disability of a long-term nature (permanent or longer than one semester) and who present a physician's request for minimal or limited participation for a specified period of time (physician's request must be renewed yearly). Such students must be placed by the School Assessment Team representing Special Education.

Purpose

Adaptive Physical Education is a service provided to all students meeting long term requirements and placement procedures. Adaptive Physical Education provides individualized plans designed to meet the needs of the individual student based upon the disability he/she possesses and the recommendations provided by his physician. The student's physical development and progress shall be evaluated by the instructor and reviewed by the School Assessment Team as needed, but not less than once per year.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Attend regularly.
2. Be on time.
3. Dress appropriately for the day's activities.
4. Show competency in the use and care of equipment.
5. Follow individualized instructions.
6. Actively participate in course activities assigned.
7. Exhibit good sportsmanship.
8. Accomplish needed correction for physical condition(s), which can be improved or removed.
9. Develop skill in several carry-over and recreational activities within the limits of the identified disability.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Activities are designed for each student based upon medical needs determined by a physician.

Course Title

Basic Math A/B (X)

Description of Target Group

This course is for 9th through 12th grade students.

Purpose

The purpose of Basic Math is to provide students with individualized opportunities to improve basic mathematic survival skills, with emphasis on practical application with use of a calculator. This is a one-year course and may be repeated.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Ability to add whole numbers. *
2. Ability to subtract whole number. *
3. Ability to multiply whole numbers. *
4. Ability to divide whole numbers. *
5. Recognize operations and fractions such as +, -, ÷, %, √, ½, etc.
6. Ability to measure in inches, yards and dry, liquid measures.
7. Ability to calculate change.
8. Ability to calculate time.

*Optional use of calculator.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Lectures, class participation, demonstrations, audiovisual materials, field trips, small group activities and outside resource people

COURSE DESCRIPTION

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title Bridge to English

2. Transcript Title(s) / Abbreviation(s)

3. Transcript Course Code(s) / Number(s)

4. School Pioneer Valley High School

5. District SMJUHSD

6. City Santa Maria

7. School / District Web Site www.smjuhsd.K12.ca.US

8. School Course List Contact

Name: Shayne MacCuish

Title/Position: SPED Coordinator

Phone: 922-1305 **Ext.:** 5746

E-mail: smaccuish@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☒ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Visual & Performing Arts
  - ☐ Intro ☐ Advanced
- ☐ College Prep Elective

10. Grade Level(s) for which this course is designed

☒ 9 ☒ 10 ☒ 11 ☒ 12

11. Seeking "Honors" Distinction?

☐ Yes ☒ No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Is this an Internet-based course? ☐ Yes ☒ No

If "yes", who is the provider? ☐ UCCP ☐ PASS/Cyber High ☐ Other _____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- ☐ A course reinstated after removal within 3 years. Year removed from list? _____
  - Same course title? ☐ Yes ☐ No
  - If no, previous course title? _____
- ☐ An identical course approved at another school in same district. Which school? _____
  - Same course title? ☐ Yes ☐ No
  - If no, course title at other school? _____
- ☐ Year-long VPA course replacing two approved successive semester courses in the same discipline
- ☐ Approved Advanced Placement (AP) OR International Baccalaureate (IB) course
- ☐ Approved UC College Prep (UCCP) Online course
- ☐ Approved CDE Agricultural Education course
- ☐ Approved P.A.S.S./Cyber High course
- ☐ Approved ROP/C Course. Name of ROP/C? _____
- ☐ Approved A.V.I.D. course
- ☐ Approved C.A.R.T. course
- ☐ Approved Project Lead the Way Course
- ☐ Other. Explain: _____

15. **Is this course modeled after an UC-approved course from another school outside your district?** ☐ Yes ☒ No

If so, which school(s)? _____

Course title at other school _____

16. **Pre-Requisites**

None

17. **Co-Requisites**

18. **Is this course a resubmission?** ☐ Yes ☒ No

If yes, date(s) of previous submission? _____

Title of previous submissions? _____

19. **Brief Course Description** Read to Achieve: Narrative bridges the gap between SRA Reach Reading and English 1. Program covers all the basic literary components necessary to be successful in Regular English. Character, Plot, Setting, Summarizing, Predicting.

B. COURSE CONTENT

Please refer to instructions

20. **Course Goals and/or Major Student Outcomes**
21. **Course Objectives**
22. **Course Outline**
23. **Texts & Supplemental Instructional Materials**
24. **Key Assignments**
25. **Instructional Methods and/or Strategies**
26. **Assessment Methods and/or Tools**

C. HONORS COURSES ONLY

Please refer to instructions

27. **Indicate how this honors course is different from the standard course.**

D. OPTIONAL BACKBROUND INFORMATION

Please refer to instructions

28. **Context for Course (optional)**
29. **History of Course Development (optional)**

20) Read to Achieve teaches real-world comprehension strategies relevant to English language art programs, such as how to identify and take notes about the main character. setting and plot as well as other story components such as theme and mood. Students will use PQCS (Predict, Question, Clarification and Summarization) strategies when reading stories. See attached "Major Comprehension Skills/Strategies"

21) The goal of Read to Achieve is generalization. Skills and strategies are taught and folded into more complex strategies for maximum use.

22) Course Outline: See attached copy of Scope and Sequence

23) Teacher edition, Professional Development Guide, Assessment Blackline Master, Transparencies, Teaching Tutor CD, e-Presentation CD, Student Anthology, Workbook, Hatchet (paperback novel).

24) Hot and Cold Fluency Checkouts, Prediction Charts, Question Charts, Clarification Charts, Summarization Charts, Think Pair Share, Character Development, Plot Development, Setting Analysis Charts

25) Read to Achieve has 3 levels of teacher support (strong, moderate, student independence) that are clearly defined within the program. When introducing new concepts there is a high level of direct instruction, as the students begin mastery material the level of instruction begins to fade. Also see attached "Instructional Sequence"

26) Formative assessment is conducted. Students complete Workbook, sticky-note-based, and notepaper-based activities, unit assessments, standardized-test practice, and fluency checks on a frequent basis to inform instructional practices. Fluency goal lines equivalent to the fiftieth, seventy-fifth, and ninetieth percentiles for middle school are used by Hasbrouck and Tindal's 2006 oral-reading fluency norm data.

SRA Read to Achieve

Address the skills required for comprehending academic and narrative text with two unique courses

Comprehending Content-Area Text	Comprehending Narrative Text
Number of Lessons • 25 units (125 lessons) • 45–55 minutes per lesson	**Number of Lessons** • 15 units (75 lessons) • 45–55 minutes per lesson
Lexile® Levels • Units 1–6: 700–900 • Units 7–12: 900–1000 • Units 13–20: 1000–1100	**Lexile® Levels** • Units 1–2: 700–900 • Units 3–4: 800–1000 • Units 5–6: 900–1100 • Units 7–8: 1000–1100 • Units 9–12 (*Hatchet*): 1020
What Students Read • Science: Living Things, Ecosystems, Atmosphere • Social Studies: Roman Empire, Panama Canal, American Revolution • Written to look like popular textbooks	**What Students Read** • Excerpts from: - *No End in Sight* - *Trial by Ice* - *Princess of the Press* - *Phineas Gage* • *Hatchet* (full novel)
Three Part Lesson • Vocabulary • Comprehension • Fluency	**Two Part Lesson** • Vocabulary/Comprehension • Fluency
Major Comprehension Skills/Strategies • Use text features • Identify lesson topics • Activate/use prior knowledge • Recognize text structure—cause/effect, order/sequence, compare/contrast, description/list • Use graphic organizers • Identify and retell new information • SQ3R—Survey, Question, Read, Reflect, Review • QHL—Questions I have, How I'll find the answers, What I've Learned	**Major Comprehension Skills/Strategies** • Survey beginning, middle, and end • Use text features • Activate/use prior knowledge • Recognize story structure/literary elements • Use mental imagery • Use graphic organizers • Summarize main idea • Recall important events and retell in sequence • PQCS—Prediction, Question Generation, Clarification, Summarization
Teacher Materials • Teacher's Edition • Professional Development Guide • Assessment Blackline Masters • Transparencies • Teaching Tutor CD-ROM • e-Presentation CD-ROM • eSuite with ePlanner (sold separately)	**Teacher Materials** • Teacher's Edition • Professional Development Guide • Assessment Blackline Masters • Transparencies • Teaching Tutor CD-ROM • e-Presentation CD-ROM • eSuite with ePlanner (sold separately)
Student Materials • Content Reader • Workbook	**Student Materials** • *Above and Beyond: A Nonfiction Anthology* • *Hatchet* (paperback novel) • Workbook
Concluding Activities • Units 21–25, students' own science and social studies textbook	**Concluding Activities** • Units 14 and 15, teacher selected book

Visit SRADirectInstruction.com for research, samples, and more!

Making the Difference

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The McGraw-Hill Companies

Scope and Sequence

SKILLS	Unit 1					Unit 2					Unit 3					Unit 4				
Lessons	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
NARRATIVE TEXT	NO END IN SIGHT										TRIAL BY ICE									
VOCABULARY AND COMPREHENSION STRATEGIES																				
TEXT FEATURES	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
STORY STRUCTURE																				
Characters	✻	✻	✻	✻		✻	✻	✻	✻	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔
Setting		✻	✻	✻		✻	✻	✻	✻	✔	✻	✣	✣	✣	✔	✣	✣	✣	✣	✔
Plot			✻	✻		✻	✻	✻	✻	✔	✻	✻	✣	✣	✔	✣	✣	✣	✣	✔
Other Story Components (Author, Illustrator, Genre, Theme, Perspective, Mood, Author's Purpose)									✻										✻	
MENTAL IMAGERY	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
SPECIFIC-WORD INSTRUCTION	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
PQCS STRATEGY																				
Prediction											✻	✻	✻	✻		✻	✻	✻	✻	✔
Preview											✻	✻	✻	✻		✻	✻	✻	✻	✔
Establish Purpose											✻	✻	✻	✻		✻	✻	✻	✻	✔
Activate Prior Knowledge											✻	✻	✻	✻		✻	✻	✻	✻	✔
Predict/Verify											✻	✻	✻	✻		✻	✻	✻	✻	✔
Question Generation																✻	✻	✻	✻	
Generate Literal Questions																✻	✻	✻	✻	
Generate Inferential Questions																				
Clarification *(begins at Unit 5)*																				
Reread and Adjust Reading Rate																				
Decode Multipart Words																				
Use Word-Learning Strategies (Context Clues, Glossary Use, Dictionary/ Online-Dictionary Use)																				
Summarization *(begins at Unit 6)*																				
Retell What Happened																				
Develop Gist																				
RECIPROCAL TEACHING *(begins at Unit 9)*																				
STRATEGY BOOKMARK *(begins at Unit 9)*																				
HIGHER-ORDER THINKING																				
Bloom's Taxonomy			✔		✔			✔		✔			✔		✔	✔	✔	✔	✔	✔
Graphic Organizer	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Metacognition	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
FLUENCY STRATEGIES																				
Oral Reading	✔			■	✔	✔			■	✔	✔			■	✔	✔			■	✔
Silent Reading		■	■				■	■				■	■				■	■		
DIFFERENTIATED INSTRUCTION/RESPONSE TO INTERVENTION																				
Strategies and Tips									■						■					■

✻ = Strong Teacher Support ✣ = Moderate Teacher Support ✣ = Student Independence ■ = Practiced ✔ = Knowledge/Evaluative Check

SKILLS	Unit 5					Unit 6					Unit 7					Unit 8				
Lessons	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
NARRATIVE TEXT	PRINCESS OF THE PRESS										PHINEAS GAGE									
VOCABULARY AND COMPREHENSION STRATEGIES																				
TEXT FEATURES	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
STORY STRUCTURE																				
Characters	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔
Setting	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔
Plot	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔
Other Story Components (Author, Illustrator, Genre, Theme, Perspective, Mood, Author's Purpose)									✲	✔					✔				✲	✔
MENTAL IMAGERY	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
SPECIFIC-WORD INSTRUCTION	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
PQCS STRATEGY																				
Prediction																				
Preview	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔
Establish Purpose	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔
Activate Prior Knowledge	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔
Predict/Verify	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔
Question Generation																				
Generate Literal Questions	✲	✲	✲	✲	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔
Generate Inferential Questions	✲	✲	✲	✲	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔
Clarification																				
Reread and Adjust Reading Rate	✱	✱	✱	✱		✲	✲	✲	✲	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔
Decode Multipart Words	✱	✱	✱	✱		✲	✲	✲	✲	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔
Use Word-Learning Strategies (Context Clues, Glossary Use, Dictionary/ Online-Dictionary Use)	✱	✱	✱	✱		✲	✲	✲	✲	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	
Summarization																				
Retell What Happened						✱	✱	✱	✱		✲	✲	✲	✲	✔	✣	✣	✣	✣	
Develop Gist						✱	✱	✱	✱		✲	✲	✲	✲	✔	✣	✣	✣	✣	
RECIPROCAL TEACHING *(begins at Unit 9)*																				
STRATEGY BOOKMARK *(begins at Unit 9)*																				
HIGHER-ORDER THINKING																				
Bloom's Taxonomy	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Graphic Organizer	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Metacognition	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
FLUENCY STRATEGIES																				
Oral Reading	✔			■	✔	✔			■	✔	✔			■	✔	✔			■	✔
Silent Reading		■	■				■	■				■	■				■	■		
DIFFERENTIATED INSTRUCTION/RESPONSE TO INTERVENTION																				
Strategies and Tips					■					■					■					■

✱ = Strong Teacher Support ✲ = Moderate Teacher Support ✣ = Student Independence ■ = Practiced ✔ = Knowledge/Evaluative Check

SKILLS	Unit 9					Unit 10					Unit 11					Unit 12				
Lessons	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
NARRATIVE TEXT	HATCHET																			
VOCABULARY AND COMPREHENSION STRATEGIES																				
TEXT FEATURES	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
STORY STRUCTURE																				
Characters	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔
Setting	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔
Plot	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔
Other Story Components (Author, Illustrator, Genre, Theme, Perspective, Mood, Author's Purpose)					✔					✔					✔					✔
MENTAL IMAGERY	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
SPECIFIC-WORD INSTRUCTION	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
PQCS STRATEGY																				
Prediction																				
Preview	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔
Establish Purpose	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔
Activate Prior Knowledge	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔
Predict/Verify	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔
Question Generaion																				
Generate Literal Questions	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔
Generate Inferential Questions	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔
Clarification																				
Reread and Adjust Reading Rate	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔
Decode Multipart Words	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔
Use Word-Learning Strategies (Context Clues, Glossary Use, Dictionary/ Online-Dictionary Use)	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔
Summarization																				
Retell What Happened	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔
Develop Gist	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔
RECIPROCAL TEACHING	✱	✱	✱	✱		✱	✲	✲	✲		✲	✲	✣	✣		✣	✣	✣	✣	
STRATEGY BOOKMARK	✲	✲	✲	✲	✔	✲	✣	✣	✣	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔
HIGHER-ORDER THINKING																				
Bloom's Taxonomy	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Graphic Organizer	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Metacognition	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
FLUENCY STRATEGIES																				
Oral Reading	✔			■	✔	✔			■	✔	✔			■	✔	✔			■	✔
Silent Reading		■	■				■	■				■	■				■	■		
DIFFERENTIATED INSTRUCTION/RESPONSE TO INTERVENTION																				
Strategies and Tips					■					■					■					■

✱ = Strong Teacher Support ✲ = Moderate Teacher Support ✣ = Student Independence ■ = Practiced ✔ = Knowledge/Evaluative Check

SKILLS	Unit 13					Unit 14					Unit 15				
Lessons	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
NARRATIVE TEXT	HATCHET					TEACHER-SELECTED BOOK									
VOCABULARY AND COMPREHENSION STRATEGIES															
TEXT FEATURES	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
STORY STRUCTURE															
Characters	✣	✣	✣	✣	✔	✲	✲	✲	✲	✔	✣	✣	✣	✣	✔
Setting	✣	✣	✣	✣	✔	✲	✲	✲	✲	✔	✣	✣	✣	✣	✔
Plot	✣	✣	✣	✣	✔	✲	✲	✲	✲	✔	✣	✣	✣	✣	✔
Other Story Components (Author, Illustrator, Genre, Theme, Perspective, Mood, Author's Purpose)				✣	✔									✣	✔
MENTAL IMAGERY	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
SPECIFIC-WORD INSTRUCTION	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
PQCS STRATEGY															
Prediction															
Preview	✣	✣	✣	✣	✔	✲	✲	✲	✲	✔	✣	✣	✣	✣	✔
Establish Purpose	✣	✣	✣	✣	✔	✲	✲	✲	✲	✔	✣	✣	✣	✣	✔
Activate Prior Knowledge	✣	✣	✣	✣	✔	✲	✲	✲	✲	✔	✣	✣	✣	✣	✔
Predict/Verify	✣	✣	✣	✣	✔	✲	✲	✲	✲	✔	✣	✣	✣	✣	✔
Question Generation															
Generate Literal Questions	✣	✣	✣	✣	✔	✲	✲	✲	✲	✔	✣	✣	✣	✣	✔
Generate Inferential Questions	✣	✣	✣	✣	✔	✲	✲	✲	✲	✔	✣	✣	✣	✣	✔
Clarification															
Reread and Adjust Reading Rate	✣	✣	✣	✣	✔	✲	✲	✲	✲	✔	✣	✣	✣	✣	✔
Decode Multipart Words	✣	✣	✣	✣	✔	✲	✲	✲	✲	✔	✣	✣	✣	✣	✔
Use Word-Learning Strategies (Context Clues, Glossary Use, Dictionary/ Online-Dictionary Use)	✣	✣	✣	✣	✔	✲	✲	✲	✲	✔	✣	✣	✣	✣	✔
Summarization															
Retell What Happened	✣	✣	✣	✣	✔	✲	✲	✲	✲	✔	✣	✣	✣	✣	✔
Develop Gist	✣	✣	✣	✣	✔	✲	✲	✲	✲	✔	✣	✣	✣	✣	✔
RECIPROCAL TEACHING	✣	✣	✣	✣		✲	✲	✲	✲		✣	✣	✣	✣	
STRATEGY BOOKMARK	✣	✣	✣	✣	✔	✲	✲	✲	✲	✔	✣	✣	✣	✣	✔
HIGHER-ORDER THINKING															
Bloom's Taxonomy	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Graphic Organizer	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Metacognition	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
FLUENCY STRATEGIES															
Oral Reading	✔			■	✔	✔			■	✔	✔			■	✔
Silent Reading		■	■				■	■				■	■		
DIFFERENTIATED INSTRUCTION/RESPONSE TO INTERVENTION															
Strategies and Tips					■					■					■

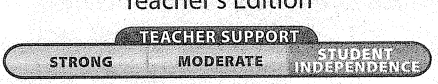
✱ = Strong Teacher Support ✲ = Moderate Teacher Support ✣ = Student Independence ■ = Practiced ✔ = Knowledge/Evaluative Check

Instructional Sequence

Instructional-Sequence Chart

The following chart illustrates how instruction is sequenced in ***Read to Achieve*** and how this sequence is labeled using teacher-support bars (Teacher's Edition) and Scope and Sequence symbols (Teacher's Edition and pages 16–19 of this guide). Teacher-support bars are found at the beginning of each activity in the Teacher's Edition; the appropriate level of teacher support is highlighted in red. The program provides strong teacher support when a skill or strategy is first taught. Over time, collaborative learning allows the level of support to fade until the student performs the skill or strategy with a partner or as a key part of a small group (as in reciprocal teaching).

Instructional-Sequence Chart

Level of Support	*Description*
Strong Teacher Support Teacher's Edition  Scope and Sequence 	Teacher provides an explanation, models a think-aloud, instructs students to copy what the teacher writes on the transparencies or what appears in the ePresentation, conducts instruction with the group, explains and answers questions or steps with students, and instructs students to say when they would use the skill or strategy and why they should use the skill or strategy. Strong teacher support is typically used across one unit.
Moderate Teacher Support Teacher's Edition  Scope and Sequence 	Teacher assigns student partners or small groups, reads aloud the questions or steps, instructs students to read aloud the questions or steps, instructs students to complete the parts or steps one at a time (followed by discussion), instructs students to complete all the parts or steps (followed by discussion), and writes the answers on the transparencies or types into the ePresentation. Beginning in Unit 14, moderate teacher support involves more intentional teacher supervision and careful guidance because students are performing all activities using a new teacher-selected fiction or nonfiction book. Moderate teacher support is typically used across one unit.
Student Independence Teacher's Edition  Scope and Sequence 	First level: Teacher assigns student partners or small groups, instructs students to discuss and to answer with their partners or group members all the questions or steps, monitors and guides students as needed, and writes the answers on the transparencies or types into the ePresentation. Second level: Teacher assigns student partners or small groups, monitors and guides students as needed, and writes the answers on the transparencies or types into the ePresentation as needed. Activities with student independence typically appear across one unit.

Instructional-Sequence Chart

Level of Support	Description
Review Teacher's Edition TEACHER SUPPORT: STRONG / MODERATE / STUDENT INDEPENDENCE Scope and Sequence	Teacher assigns student partners or small groups, instructs students to discuss and to answer all the parts or steps, monitors and guides students as needed, and writes the answers on the transparencies or types into the ePresentation as needed. Review activities typically appear every week until the skills are integrated into strategies.
Evaluation Scope and Sequence	Teacher instructs students to complete formative assessment activities.

Program Examples

The following lesson examples illustrate how teacher support is faded over time for all activities—in this case, for question generation as part of the PQCS strategy.

Strong Teacher Support

Teacher support is strong at the beginning of the program (Unit 4, Lessons 1–4), when students have not learned to generate questions.

Unit 4, Lesson 1, PQCS Strategy (question generation) has strong teacher support and explicit instruction.

Activity — TEACHER SUPPORT: STRONG / MODERATE / STUDENT INDEPENDENCE

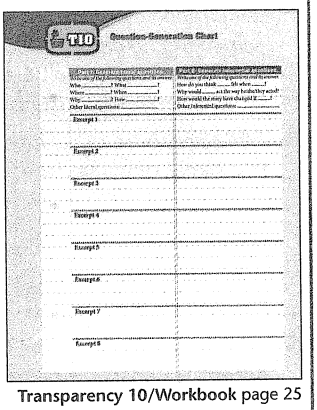
PQCS Strategy: Question Generation

1. **Show** T8. You've learned that each letter of the PQCS strategy stands for something. **Point** to each part of the strategy as you read. The *P* stands for "Prediction." The *Q* stands for "Question Generation." The *C* stands for "Clarification." And the *S* stands for "Summarization." Now you'll learn more about question generation.

2. When you generate questions, you make up your own questions and answers about the text. There are two types of questions you can generate. One type of question is literal; the answers to literal questions can be found in the text. When you ask details about characters, settings, and plot, you're most likely asking literal questions. These questions include who, what, where, when, why, or how questions such as "Who was the main character in *No End in Sight?*" or "Where did Shackleton hope to travel?" Why do you think generating literal questions and their answers helps improve your comprehension? **Accept** reasonable responses.

3. A second type of question is inferential; the answers to inferential questions are not found in the text. You must infer, or think of, the answers to these questions based on your opinion of what is happening. Your opinion is based on what you already know from reading the story. When you ask about the character, setting, and plot details that can't be found directly in the book, you're most likely asking inferential questions. These questions include "How would the story have changed if Rachael's vision could have been corrected with surgery?" or "How do you think Shackleton felt when he was knighted by King Edward VII?" These questions may be something you wondered about when you were reading. Why do you think generating inferential questions and their answers helps improve your comprehension? **Accept** reasonable responses.

4. WB **Direct** students to **Workbook** page 25. **Show** Transparency 10: Question-Generation Chart (T10). Today you'll use the Question-Generation Chart in your **Workbook**. This chart will help you keep track of questions you'll develop. You'll use this same Question-Generation Chart for the last four excerpts of *Trial by Ice.*



Transparency 10/Workbook page 25

Course Title

Career Prep A (X)

Description of Target Group

This course is designed for 9th and 10th grade students, but open to 9th through 12th grades.

Purpose

The purpose of Career Prep A is to introduce students to the world of work. It includes an assessment of their work skills, career search, and employability skills. This is a one-semester course and may be repeated.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Complete an interest inventory.
2. Analyze their work skills and begin a self-directed career search.
3. Discuss values as related to work, family, career, and lifestyle.
4. List the variety of roles people play at work and at home.
5. Describe how success at school and work are related.
6. Complete a resume.
7. Accurately complete forms commonly used by employers.
8. Describe examples of skilled and unskilled jobs.
9. List five possible training routes.
10. Discuss negative and positive attitudes towards school, work and leisure.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Individual work, class discussions, demonstrations, audio visual materials, role playing, field trips, outside speakers, and use of the Career Center.

Course Title

Career Prep B (X)

Description of Target Group

This course is designed for 9th and 10th grade students, but open to 9th through 12th grades.

Purpose

The purpose of Career Prep B is to improve employability skills. This is a one-semester course.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Describe the importance of personal hygiene and good grooming at work.
2. Demonstrate appropriate interpersonal work skills.
3. Demonstrate interviewing skills.
4. Complete an informal interview.
5. Describe job benefits and their importance.
6. Demonstrate how to terminate a job appropriately.
7. List qualities an employee needs to keep a job.
8. Discuss labor laws affecting youth.
9. Discuss the purpose and importance of unions.
10. List community jobs that are available for their age group.
11. Develop behavior traits that could lead to a promotion.
12. List community resources that could assist in a job search/placement.
13. Complete a checking account unit, which includes writing checks, filling out deposit slips, maintain a check register, and reconciling bank statements.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Individual work, class discussions, demonstrations, audio visual materials, role playing, field trips, outside speakers, and use of the Career Center.

Course Title

Communication Skills (X)

Description of Target Group

This course is designed for 10th through 12th grade students.

Purpose

The purpose of Communication Skills is to develop proficiency in the student's speaking and listening skills through group discussions, individualized work, and the study of current events. This is a one-semester course and may be repeated.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Ability to listen and follow oral directions.
2. Paraphrase, from discussion, what a previous speaker has said.
3. Ability to show understanding and acknowledgement through body language.
4. Listen attentively and offer constructive criticism.
5. Be familiar with, and be able to discuss current events.
6. Ability to use proper work usage and grammar in everyday verbal communication.
7. Ability to complement others in an appropriate manner.
8. Dealing effectively with being left out.
9. Ability to express anger appropriately.
10. Expression of ability to cope with aggression from others skillfully.
11. Understanding of when to offer assistance when a situation calls for it.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Individual work, lectures, class discussions, demonstrations, role playing, small group work, reports, and interviews.

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
Comprehension A

2. Transcript Title(s) / Abbreviation(s)

3. Transcript Course Code(s) / Number(s)

4. School
Pioneer Valley High School

5. District
SMJUHSD

6. City
Santa Maria

7. School / District Web Site
www.smjuhsd.k12.ca.us

8. School Course List Contact

Name: Shayne MacCuish

Title/Position: Special Ed. Dept. Head

Phone: 922-1305 **Ext.: 5625**

E-mail: smaccuihs@smjuhsd.org

9. Subject Area

- [ ] History/Social Science
- [x] English
- [ ] Mathematics
- [ ] Laboratory Science
- [ ] Language other than English
- [ ] Visual & Performing Arts
  - [ ] Intro [ ] Advanced
- [ ] College Prep Elective

10. Grade Level(s) for which this course is designed

[x] 9 [x] 10 [x] 11 [x] 12

11. Seeking "Honors" Distinction?

[ ] Yes [x] No

12. Unit Value

- [ ] 0.5 (half year or semester equivalent)
- [x] 1.0 (one year equivalent)
- [x] 2.0 (two year equivalent)
- [ ] Other: _____

13. Is this an Internet-based course? [ ] Yes [x] No

If "Yes", who is the provider? [ ] UCCP [ ] PASS/Cyber High [ ] Other _____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- [ ] A course reinstated after removal within 3 years. Year removed from list? _____
  - Same course title? [ ] Yes [ ] No
  - If no, previous course title? _____
- [ ] An identical course approved at another school in same district. Which school? _____
  - Same course title? [ ] Yes [ ] No
  - If no, course title at other school? _____
- [ ] Year-long VPA course replacing two approved successive semester courses in the same discipline
- [ ] Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- [ ] Approved UC College Prep (UCCP) Online course
- [ ] Approved CDE Agricultural Education course
- [ ] Approved P.A.S.S./Cyber High course
- [ ] Approved ROP/C course. Name of ROP/C? _____
- [ ] Approved A.V.I.D. course
- [ ] Approved C.A.R.T. course
- [ ] Approved Project Lead the Way course
- [ ] Other. Explain: _____

15. Is this course modeled after an UC-approved course from another school outside your district? ☐ Yes ☒ No

If so, which school(s)? _____

Course title at other school _____

16. Pre-Requisites

Take Corrective Reading placement test

17. Co-Requisites

Daily regular attendance is required.

18. Is this course a resubmission? ☐ Yes ☒ No

If yes, date(s) of previous submission? _____

Title of previous submission? _____

19. Brief Course Description

The purpose of this course is to provide students with an opportunity to improve their comprehension skills through a research based Direct Instruction reading program. Lessons are designed to maximize instructional time, so that all students have an opportunity to learn and apply concepts. Students are homogenously grouped to facilitate efficient and effective instruction.

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

Comprehension level A teaches basic reasoning skills that form a framework for learning information. It also fills in crucial gaps in students' background knowledge. Students are taught thinking operation they can use to solve problems in any content area. They practice organizing groups of related facts and develop basic logic skills such as making inferences.

21. Course Objectives

Students will be bale to complete simple analogies, identify synonyms, recite poems, and follow instructions. The will have mastered some higher order thinking skills mad established a foundation on which to build.

22. Course Outline

See Teachers guide pages 74-84

23. Texts & Supplemental Instructional Materials

Corrective Reading Comprehension level A Teacher Guide

Corrective Reading Comprehension level A Teacher Presentation Book

Corrective Reading Comprehension level A Student Workbook

Corrective Reading Comprehension level A Student Book

24. Key Assignments

Students will complete Daily lessons, independent work and mastery tests.

25. Instructional Methods and/or Strategies

Direct Instruction, guided practice, independent work, small group work, power point presentations

26. Assessment Methods and/or Tools

Teachers will use the following informal in class assessments to monitor student mastery;

- Choral response
- Independent work

- Vocabulary tests

Teachers use a formal in program Mastery test to measure student mastery. When mastery is not met, the teacher re-teaches concepts until students obtain mastery.

C. HONORS COURSES ONLY

Please refer to instructions

27. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

28. Context for Course (optional)

29. History of Course Development (optional)

All Direct Instruction courses are field tested before publication to insure 85% mastery on each lesson. This insures that all students enrolled in the course and attending daily will have the opportunity to achieve mastery and in turn improve their reading achievement skills.

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
Comprehension B1

2. Transcript Title(s) / Abbreviation(s)

3. Transcript Course Code(s) / Number(s)

4. School
Pioneer Valley High School

5. District
SMJUHSD

6. City
Santa Maria

7. School / District Web Site
www.smjuhsd.k12.ca.us

8. School Course List Contact

Name: Shayne MacCuish

Title/Position: Special Ed. Dept. Head

Phone: 922-1305 **Ext.: 5625**

E-mail: smaccuihs@smjuhsd.org

9. Subject Area

- [ ] History/Social Science
- [x] English
- [ ] Mathematics
- [ ] Laboratory Science
- [ ] Language other than English
- [ ] Visual & Performing Arts
  - [ ] Intro [ ] Advanced
- [ ] College Prep Elective

10. Grade Level(s) for which this course is designed

[x] 9 [x] 10 [x] 11 [x] 12

11. Seeking "Honors" Distinction?

[ ] Yes [x] No

12. Unit Value

- [ ] 0.5 (half year or semester equivalent)
- [x] 1.0 (one year equivalent)
- [x] 2.0 (two year equivalent)
- [ ] Other: _____

13. Is this an Internet-based course? [ ] Yes [x] No

If "Yes", who is the provider? [ ] UCCP [ ] PASS/Cyber High [ ] Other _____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- [ ] A course reinstated after removal within 3 years. Year removed from list? _____
  - Same course title? [ ] Yes [ ] No
  - If no, previous course title? _____
- [ ] An identical course approved at another school in same district. Which school? _____
  - Same course title? [ ] Yes [ ] No
  - If no, course title at other school? _____
- [ ] Year-long VPA course replacing two approved successive semester courses in the same discipline
- [ ] Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- [ ] Approved UC College Prep (UCCP) Online course
- [ ] Approved CDE Agricultural Education course
- [ ] Approved P.A.S.S./Cyber High course
- [ ] Approved ROP/C course. Name of ROP/C? _____
- [ ] Approved A.V.I.D. course
- [ ] Approved C.A.R.T. course
- [ ] Approved Project Lead the Way course
- [ ] Other. Explain: _____

15. Is this course modeled after an UC-approved course from another school outside your district? ☐ Yes ☒ No

If so, which school(s)? _____

Course title at other school _____

16. Pre-Requisites

Take Corrective Reading placement test or successfully pass comprehension A mastery test

17. Co-Requisites

Daily regular attendance is required.

18. Is this course a resubmission? ☐ Yes ☒ No

If yes, date(s) of previous submission? _____

Title of previous submission? _____

19. Brief Course Description

The purpose of this course is to provide students with an opportunity to improve their comprehension skills through a research based Direct Instruction reading program. Lessons are designed to maximize instructional time, so that all students have an opportunity to learn and apply concepts. Students are homogenously grouped to facilitate efficient and effective instruction.

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

Comprehension level B1 teaches many separate skills necessary to read content area textbooks, learn new information, and respond to written questions that involve deductions and rules applications. Upon completion of Level B1 students have learned basic strategies that allow them to read for information in academic subjects and learn new facts and vocabulary.

21. Course Objectives

Lessons focus on developing the background knowledge, vocabulary and thinking skills needed to construct meaning from written text. Reasoning and analysis strategies are taught in content rich contexts, enabling students to transfer these strategies to many subject areas.

22. Course Outline

See Teachers guide pages 56-67

23. Texts & Supplemental Instructional Materials

Corrective Reading Comprehension level B1 Teacher Guide

Corrective Reading Comprehension level B1 Teacher Presentation Book

Corrective Reading Comprehension level B1 Student Workbook

Corrective Reading Comprehension level B1 Student Book

24. Key Assignments

Students will complete Daily lessons, independent work and mastery tests.

25. Instructional Methods and/or Strategies

Direct Instruction, guided practice, independent work, small group work, power point presentations

26. Assessment Methods and/or Tools

Teachers will use the following informal in class assessments to monitor student mastery;

- Choral response
- Independent work

- Vocabulary tests

Teachers use a formal in program Mastery test to measure student mastery. When mastery is not met, the teacher re-teaches concepts until students obtain mastery.

C. HONORS COURSES ONLY

Please refer to instructions

27. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

28. Context for Course (optional)

29. History of Course Development (optional)

All Direct Instruction courses are field tested before publication to insure 85% mastery on each lesson. This insures that all students enrolled in the course and attending daily will have the opportunity to achieve mastery and in turn improve their reading achievement skills.

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
Comprehension B2

2. Transcript Title(s) / Abbreviation(s)

3. Transcript Course Code(s) / Number(s)

4. School
Pioneer Valley High School

5. District
SMJUHSD

6. City
Santa Maria

7. School / District Web Site
www.smjuhsd.k12.ca.us

8. School Course List Contact

Name: Shayne MacCuish

Title/Position: Special Ed. Dept. Head

Phone: 922-1305 **Ext.: 5625**

E-mail: smaccuihs@smjuhsd.org

9. Subject Area

- [ ] History/Social Science
- [x] English
- [ ] Mathematics
- [ ] Laboratory Science
- [ ] Language other than English
- [ ] Visual & Performing Arts
  - [ ] Intro [ ] Advanced
- [ ] College Prep Elective

10. Grade Level(s) for which this course is designed

[x] 9 [x] 10 [x] 11 [x] 12

11. Seeking "Honors" Distinction?

[ ] Yes [x] No

12. Unit Value

- [ ] 0.5 (half year or semester equivalent)
- [x] 1.0 (one year equivalent)
- [x] 2.0 (two year equivalent)
- [ ] Other: _____

13. Is this an Internet-based course? [ ] Yes [x] No

If "Yes", who is the provider? [ ] UCCP [ ] PASS/Cyber High [ ] Other _____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- [ ] A course reinstated after removal within 3 years. Year removed from list? _____
  - Same course title? [ ] Yes [ ] No
  - If no, previous course title? _____
- [ ] An identical course approved at another school in same district. Which school? _____
  - Same course title? [ ] Yes [ ] No
  - If no, course title at other school? _____
- [ ] Year-long VPA course replacing two approved successive semester courses in the same discipline
- [ ] Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- [ ] Approved UC College Prep (UCCP) Online course
- [ ] Approved CDE Agricultural Education course
- [ ] Approved P.A.S.S./Cyber High course
- [ ] Approved ROP/C course. Name of ROP/C? _____
- [ ] Approved A.V.I.D. course
- [ ] Approved C.A.R.T. course
- [ ] Approved Project Lead the Way course
- [ ] Other. Explain: _____

15. Is this course modeled after an UC-approved course from another school outside your district? ☐ Yes ☒ No

If so, which school(s)? _____

Course title at other school _____

16. Pre-Requisites

Take Corrective Reading placement test or successfully pass comprehension B1 mastery test

17. Co-Requisites

Daily regular attendance is required.

18. Is this course a resubmission? ☐ Yes ☒ No

If yes, date(s) of previous submission? _____

Title of previous submission? _____

19. Brief Course Description

The purpose of this course is to provide students with an opportunity to improve their comprehension skills through a research based Direct Instruction reading program. Lessons are designed to maximize instructional time, so that all students have an opportunity to learn and apply concepts. Students are homogenously grouped to facilitate efficient and effective instruction.

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

Comprehension level B2 teaches many separate skills necessary to read content area textbooks, learn new information, and respond to written questions that involve deductions and rules applications. Upon completion of Level B2 students have learned basic strategies that allow them to read for information in academic subjects and learn new facts and vocabulary.

21. Course Objectives

Lessons focus on developing the background knowledge, vocabulary and thinking skills needed to construct meaning from written text. Reasoning and analysis strategies are taught in content rich contexts, enabling students to transfer these strategies to many subject areas.

22. Course Outline

See Teachers guide pages 54-63

23. Texts & Supplemental Instructional Materials

Corrective Reading Comprehension level B2 Teacher Guide

Corrective Reading Comprehension level B2 Teacher Presentation Book

Corrective Reading Comprehension level B2 Student Workbook

Corrective Reading Comprehension level B2 Student Book

24. Key Assignments

Students will complete Daily lessons, independent work and mastery tests.

25. Instructional Methods and/or Strategies

Direct Instruction, guided practice, independent work, small group work, power point presentations

26. Assessment Methods and/or Tools

Teachers will use the following informal in class assessments to monitor student mastery;

- Choral response
- Independent work

- Vocabulary tests

Teachers use a formal in program Mastery test to measure student mastery. When mastery is not met, the teacher re-teaches concepts until students obtain mastery.

C. HONORS COURSES ONLY

Please refer to instructions

27. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

28. Context for Course (optional)

29. History of Course Development (optional)

All Direct Instruction courses are field tested before publication to insure 85% mastery on each lesson. This insures that all students enrolled in the course and attending daily will have the opportunity to achieve mastery and in turn improve their reading achievement skills.

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
Comprehension C

2. Transcript Title(s) / Abbreviation(s)

3. Transcript Course Code(s) / Number(s)

4. School
Pioneer Valley High School

5. District
SMJUHSD

6. City
Santa Maria

7. School / District Web Site
www.smjuhsd.k12.ca.us

8. School Course List Contact

Name: Shayne MacCuish

Title/Position: Special Ed. Dept. Head

Phone: 922-1305 **Ext.: 5625**

E-mail: smaccuihs@smjuhsd.org

9. Subject Area

- [ ] History/Social Science
- [x] English
- [ ] Mathematics
- [ ] Laboratory Science
- [ ] Language other than English
- [ ] Visual & Performing Arts
  - [ ] Intro [ ] Advanced
- [ ] College Prep Elective

10. Grade Level(s) for which this course is designed

[x] 9 [x] 10 [x] 11 [x] 12

11. Seeking "Honors" Distinction?

[ ] Yes [x] No

12. Unit Value

- [ ] 0.5 (half year or semester equivalent)
- [x] 1.0 (one year equivalent)
- [x] 2.0 (two year equivalent)
- [ ] Other: _____

13. Is this an Internet-based course? [ ] Yes [x] No

If "Yes", who is the provider? [ ] UCCP [ ] PASS/Cyber High [ ] Other _____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- [ ] A course reinstated after removal within 3 years. Year removed from list? _____
  - Same course title? [ ] Yes [ ] No
  - If no, previous course title? _____
- [ ] An identical course approved at another school in same district. Which school? _____
  - Same course title? [ ] Yes [ ] No
  - If no, course title at other school? _____
- [ ] Year-long VPA course replacing two approved successive semester courses in the same discipline
- [ ] Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- [ ] Approved UC College Prep (UCCP) Online course
- [ ] Approved CDE Agricultural Education course
- [ ] Approved P.A.S.S./Cyber High course
- [ ] Approved ROP/C course. Name of ROP/C? _____
- [ ] Approved A.V.I.D. course
- [ ] Approved C.A.R.T. course
- [ ] Approved Project Lead the Way course
- [ ] Other. Explain: _____

15. Is this course modeled after an UC-approved course from another school outside your district? ☐ Yes ☒ No

If so, which school(s)? _____

Course title at other school _____

16. Pre-Requisites

Take Corrective Reading placement test or successfully pass comprehension B2 mastery test

17. Co-Requisites

Daily regular attendance is required.

18. Is this course a resubmission? ☐ Yes ☒ No

If yes, date(s) of previous submission? _____

Title of previous submission? _____

19. Brief Course Description

The purpose of this course is to provide students with an opportunity to improve their comprehension skills through a research based Direct Instruction reading program. Lessons are designed to maximize instructional time, so that all students have an opportunity to learn and apply concepts. Students are homogenously grouped to facilitate efficient and effective instruction.

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

Comprehension level C teaches students to use thinking skills independently. Students move from basic reasoning skills to higher order thinking skills. Students will be able to apply analytical skills to real life situations and answer literal and inferential questions based on passage read.

21. Course Objectives

Students learn to infer definitions from context, read for basic information, write precise directions, recognize the main idea of a passage, draw conclusions from basic evidence and identify contradictions and faulty logic.

22. Course Outline

See Teachers guide pages 70-81

23. Texts & Supplemental Instructional Materials

Corrective Reading Comprehension level C Teacher Guide

Corrective Reading Comprehension level C Teacher Presentation Book

Corrective Reading Comprehension level C Student Workbook

Corrective Reading Comprehension level C Student Book

24. Key Assignments

Students will complete Daily lessons, independent work and mastery tests.

25. Instructional Methods and/or Strategies

Direct Instruction, guided practice, independent work, small group work, power point presentations

26. Assessment Methods and/or Tools

Teachers will use the following informal in class assessments to monitor student mastery;

- Choral response
- Independent work

- Vocabulary tests

Teachers use a formal in program Mastery test to measure student mastery. When mastery is not met, the teacher re-teaches concepts until students obtain mastery.

C. HONORS COURSES ONLY

Please refer to instructions

27. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

28. Context for Course (optional)

29. History of Course Development (optional)

All Direct Instruction courses are field tested before publication to insure 85% mastery on each lesson. This insures that all students enrolled in the course and attending daily will have the opportunity to achieve mastery and in turn improve their reading achievement skills.

SMJUHSD Course Description

(Must be accompanied by a Course Adoption Form)

Full Course Title: Comprehension Skills 1 A/B

School Associated with course: ☑ DHS ☑ ERHS ☑ PVHS ☑ SMHS

School Contact PVHS/SMHS/RHS

Name: Tonya Dias/Kristie Van Horn **Title/Position:** SpED Teacher/Department Chair

E-mail: tdias@smjuhsd.org **Phone:** 805-922-1305 **Ext:** 5464

Department:
Special Education

Transcript Course Code(s) / Number(s):
EN7582/EN7583

Subject Area:

- [x] English Requirement
- [ ] World History
- [ ] US History
- [ ] Government
- [ ] Economics
- [ ] Mathematics
- [ ] Physical Science
- [ ] Life Science
- [ ] Physical Education
- [ ] Visual & Performing Arts
- [ ] Foreign Language
- [ ] CTE
- [ ] Health
- [ ] Elective

Grade Level(s)

[x] 9 [x] 10 [x] 11 [x] 12

Vocational Education (CTE) [ ] Yes [x] No

Career Pathway:

Industrial Sector:

[ ] **Concentrator** [ ] **Completer**

Unit Value

- [ ] Semester (5 units)
- [x] Year A/B (5 units per semester)
- [ ] Year A/B (two-period course, 10 units per semester)

Pre-Requisites:
none

Co-Requisites:
none

Course Purpose: *What is the purpose of this course?*

To provide 5 units of English credits per semester for Special Education students.

B. COURSE CONTENT

Course Outline: A *detailed descriptive summary of all topics covered. All historical knowledge is expected to be empirically based, give examples. (i.e. California State Standards).*

Teaches students to use thinking skills independently. Students move from basic reasoning skills to higher order thinking skills. Students will be able to apply analytical skills to real life situations and answer literal and inferential questions based on passage read, to infer definitions from context, read for basic information, write percise directions, regonize the main ideas of a passage, draw conclusions from basic evidence and identify contradictions and faulty logic.

Book Title: | **Course:**

Type of book adoption request:
- ☐ Basic/Multiple Textbook
- ☐ Supplementary Textbook
- ☐ Reference Book
- ☐ Curriculum Software ☐ NEW ☐ REPLACE

Aligned with Standards? ☐ YES ☐ NO

Replacement for*(Book title & copyright)*:

Author: _____ Edition: _____

Publisher: _____ Copyright: _____

Student's Edition: List Price: $_____ ISBN #: _____

Teacher's Edition: List Price: $_____ ISBN #: _____

Book Title: | **Course:**

Type of book adoption request:
- ☐ Basic/Multiple Textbook
- ☐ Supplementary Textbook
- ☐ Reference Book
- ☐ Curriculum Software ☐ NEW ☐ REPLACE

Aligned with Standards? ☐ YES ☐ NO

Replacement for*(Book title & copyright)*:

Author: _____ Edition: _____

Publisher: _____ Copyright: _____

Student's Edition: List Price: $_____ ISBN #: _____

Teacher's Edition: List Price: $_____ ISBN #: _____

Book Title: | **Course:**

Type of book adoption request:
- ☐ Basic/Multiple Textbook
- ☐ Supplementary Textbook
- ☐ Reference Book
- ☐ Curriculum Software ☐ NEW ☐ REPLACE

Aligned with Standards? ☐ YES ☐ NO

Replacement for*(Book title & copyright)*:

Author: _____ Edition: _____

Publisher: _____ Copyright: _____

Student's Edition: List Price: $_____ ISBN #: _____

Teacher's Edition: List Price: $_____ ISBN #: _____

The following teacher has reviewed the above text(s) and finds it appropriate for the course.

_____

Recommending Teacher Signature School Date

Supplemental Instructional Material: *Please Describe. If using online text or non-standard material, please provide the title of the material or webpage and the URL link.*

Research based materials including but not limited to: Read180 or Systems 44 or Flex Literacy or Read to Achieve or Language!

Instructional Methods and/or Strategies:

Word Attack, Group Reading, Individual Reading Checkouts, Thinking Operations, Workbook Exercises, Information Exercises, and Project Based Learning.

Assessment Methods and/or Tools:

Students will be assessed through assignments, projects, quizzes, tests, and classroom participation.

Activities: *(If applicable)*

Certificate: *(If applicable)*

SMJUHSD Course Description

(Must be accompanied by a Course Adoption Form)

Full Course Title: Comprehension Skills 1 Lab A/B

School Associated with course: ☑ DHS ☑ ERHS ☑ PVHS ☑ SMHS

School Contact PVHS/SMHS/RHS

Name: Tonya Dias/Kristie Van Horn **Title/Position:** SpED Teacher/Department Chair

E-mail: tdias@smjuhsd.org **Phone:** 805-922-1305 **Ext:** 5464

Department:
Special Education

Transcript Course Code(s) / Number(s):
EN7574/EN7575

Subject Area:

- ☐ English Requirement
- ☐ World History
- ☐ US History
- ☐ Government
- ☐ Economics
- ☐ Mathematics
- ☐ Physical Science
- ☐ Life Science
- ☐ Physical Education
- ☐ Visual & Performing Arts
- ☐ Foreign Language
- ☐ CTE
- ☐ Health
- ☒ Elective

Grade Level(s)

☒ 9 ☒ 10 ☒ 11 ☒ 12

Vocational Education (CTE) ☐ Yes ☒ No

Career Pathway:

Industrial Sector:

☐ **Concentrator** ☐ **Completer**

Unit Value

- ☐ Semester (5 units)
- ☒ Year A/B (5 units per semester)
- ☐ Year A/B (two-period course, 10 units per semester)

Pre-Requisites:
none

Co-Requisites:
none

Course Purpose: *What is the purpose of this course?*

To provide 5 units of ~~English~~ Elective credits per semester for Special Education students.

B. COURSE CONTENT

Course Outline: A *detailed descriptive summary of all topics covered. All historical knowledge is expected to be empirically based, give examples. (i.e. California State Standards).*

Teaches students to use thinking skills independently. Students move from basic reasoning skills to higher order thinking skills. Students will be able to apply analytical skills to real life situations and answer literal and inferential questions based on passage read, to infer definitions from context, read for basic information, write percise directions, regonize the main ideas of a passage, draw conclusions from basic evidence and identify contradictions and faulty logic.

Book Title: | **Course:**

Type of book adoption request:
- ☐ Basic/Multiple Textbook
- ☐ Supplementary Textbook
- ☐ Reference Book
- ☐ Curriculum Software ☐ NEW ☐ REPLACE

Aligned with Standards? ☐ YES ☐ NO

Replacement for*(Book title & copyright)*:

Author: _____ Edition: _____

Publisher: _____ Copyright: _____

Student's Edition: List Price: $_____ ISBN #: _____

Teacher's Edition: List Price: $_____ ISBN #: _____

Book Title: | **Course:**

Type of book adoption request:
- ☐ Basic/Multiple Textbook
- ☐ Supplementary Textbook
- ☐ Reference Book
- ☐ Curriculum Software ☐ NEW ☐ REPLACE

Aligned with Standards? ☐ YES ☐ NO

Replacement for*(Book title & copyright)*:

Author: _____ Edition: _____

Publisher: _____ Copyright: _____

Student's Edition: List Price: $_____ ISBN #: _____

Teacher's Edition: List Price: $_____ ISBN #: _____

Book Title: | **Course:**

Type of book adoption request:
- ☐ Basic/Multiple Textbook
- ☐ Supplementary Textbook
- ☐ Reference Book
- ☐ Curriculum Software ☐ NEW ☐ REPLACE

Aligned with Standards? ☐ YES ☐ NO

Replacement for*(Book title & copyright)*:

Author: _____ Edition: _____

Publisher: _____ Copyright: _____

Student's Edition: List Price: $_____ ISBN #: _____

Teacher's Edition: List Price: $_____ ISBN #: _____

The following teacher has reviewed the above text(s) and finds it appropriate for the course.

_____ _____ _____

Recommending Teacher Signature School Date

Supplemental Instructional Material: *Please Describe. If using online text or non-standard material, please provide the title of the material or webpage and the URL link.*

Research based materials including but not limited to: Read180 or Systems 44 or Flex Literacy or Read to Achieve or Language!

Instructional Methods and/or Strategies:

Word Attack, Group Reading, Individual Reading Checkouts, Thinking Operations, Workbook Exercises, Information Exercises, and Project Based Learning.

Assessment Methods and/or Tools:

Students will be assessed through assignments, projects, quizzes, tests, and classroom participation.

Activities: *(If applicable)*

Certificate: *(If applicable)*

SMJUHSD Course Description

(Must be accompanied by a Course Adoption Form)

Full Course Title: Comprehension Skills 2 A/B

School Associated with course: ☑ DHS ☑ ERHS ☑ PVHS ☑ SMHS

School Contact PVHS/SMHS/RHS

Name: Tonya Dias/Kristie Van Horn **Title/Position:** SpED Teacher/Department Chair

E-mail: tdias@smjuhsd.org **Phone:** 805-922-1305 **Ext:** 5464

Department:
Special Education

Transcript Course Code(s) / Number(s):
EN7584/EN7585

Subject Area:

- [x] English Requirement
- [ ] World History
- [ ] US History
- [ ] Government
- [ ] Economics
- [ ] Mathematics
- [ ] Physical Science
- [ ] Life Science
- [ ] Physical Education
- [ ] Visual & Performing Arts
- [ ] Foreign Language
- [ ] CTE
- [ ] Health
- [ ] Elective

Grade Level(s)

[x] 9 [x] 10 [x] 11 [x] 12

Vocational Education (CTE) [ ] Yes [x] No

Career Pathway:

Industrial Sector:

[ ] **Concentrator** [ ] **Completer**

Unit Value

- [ ] Semester (5 units)
- [x] Year A/B (5 units per semester)
- [ ] Year A/B (two-period course, 10 units per semester)

Pre-Requisites:
none

Co-Requisites:
none

Course Purpose: *What is the purpose of this course?*

To provide 5 units of English credits per semester for Special Education students.

B. COURSE CONTENT

Course Outline: A *detailed descriptive summary of all topics covered. All historical knowledge is expected to be empirically based, give examples. (i.e. California State Standards).*

This course is an advanced portion of Comprenhension Skills 1 A/B. This course teaches students to use thinking skills independently. Students move from basic reasoning skills to higher order thinking skills. Students will be able to apply analytical skills to real life situations and answer literal and inferential questions based on passage read, to infer definitions from context, read for basic information, write percise directions, regonize the main ideas of a passage, draw conclusions from basic evidence and identify contradictions and faulty logic.

Book Title: | **Course:**

Type of book adoption request:
- ☐ Basic/Multiple Textbook
- ☐ Supplementary Textbook
- ☐ Reference Book
- ☐ Curriculum Software ☐ NEW ☐ REPLACE

Aligned with Standards? ☐ YES ☐ NO

Replacement for*(Book title & copyright)*:

Author: _____ Edition: _____

Publisher: _____ Copyright: _____

Student's Edition: List Price: $_____ ISBN #: _____

Teacher's Edition: List Price: $_____ ISBN #: _____

Book Title: | **Course:**

Type of book adoption request:
- ☐ Basic/Multiple Textbook
- ☐ Supplementary Textbook
- ☐ Reference Book
- ☐ Curriculum Software ☐ NEW ☐ REPLACE

Aligned with Standards? ☐ YES ☐ NO

Replacement for*(Book title & copyright)*:

Author: _____ Edition: _____

Publisher: _____ Copyright: _____

Student's Edition: List Price: $_____ ISBN #: _____

Teacher's Edition: List Price: $_____ ISBN #: _____

Book Title: | **Course:**

Type of book adoption request:
- ☐ Basic/Multiple Textbook
- ☐ Supplementary Textbook
- ☐ Reference Book
- ☐ Curriculum Software ☐ NEW ☐ REPLACE

Aligned with Standards? ☐ YES ☐ NO

Replacement for*(Book title & copyright)*:

Author: _____ Edition: _____

Publisher: _____ Copyright: _____

Student's Edition: List Price: $_____ ISBN #: _____

Teacher's Edition: List Price: $_____ ISBN #: _____

The following teacher has reviewed the above text(s) and finds it appropriate for the course.

_____

Recommending Teacher Signature School Date

Supplemental Instructional Material: *Please Describe. If using online text or non-standard material, please provide the title of the material or webpage and the URL link.*

Research based materials including but not limited to: Read180 or Systems 44 or Flex Literacy or Read to Achieve or Language!

Instructional Methods and/or Strategies:

Word Attack, Group Reading, Individual Reading Checkouts, Thinking Operations, Workbook Exercises, Information Exercises, and Project Based Learning.

Assessment Methods and/or Tools:

Students will be assessed through assignments, projects, quizzes, tests, and classroom participation.

Activities: *(If applicable)*

Certificate: *(If applicable)*

SMJUHSD Course Description

(Must be accompanied by a Course Adoption Form)

Full Course Title: Comprehension Skills 2 Lab A/B

School Associated with course: ☑ DHS ☑ ERHS ☑ PVHS ☑ SMHS

School Contact PVHS/SMHS/RHS

Name: Tonya Dias/Kristie Van Horn **Title/Position:** SpED Teacher/Department Chair

E-mail: tdias@smjuhsd.org **Phone:** 805-922-1305 **Ext:** 5464

Department:
Special Education

Transcript Course Code(s) / Number(s):
EN7576/EN7577

Subject Area:

- ☐ English Requirement
- ☐ World History
- ☐ US History
- ☐ Government
- ☐ Economics
- ☐ Mathematics
- ☐ Physical Science
- ☐ Life Science
- ☐ Physical Education
- ☐ Visual & Performing Arts
- ☐ Foreign Language
- ☐ CTE
- ☐ Health
- ☒ Elective

Grade Level(s)

☒ 9 ☒ 10 ☒ 11 ☒ 12

Vocational Education (CTE) ☐ Yes ☒ No

Career Pathway:

Industrial Sector:

☐ **Concentrator** ☐ **Completer**

Unit Value

- ☐ Semester (5 units)
- ☒ Year A/B (5 units per semester)
- ☐ Year A/B (two-period course, 10 units per semester)

Pre-Requisites:
none

Co-Requisites:
none

Course Purpose: *What is the purpose of this course?*

To provide 5 units of ~~English~~ Elective credits per semester for Special Education students.

B. COURSE CONTENT

Course Outline: A *detailed descriptive summary of all topics covered. All historical knowledge is expected to be empirically based, give examples. (i.e. California State Standards).*

This course is an advanced portion of Comprenhension Skills 1 A/B. This course teaches students to use thinking skills independently. Students move from basic reasoning skills to higher order thinking skills. Students will be able to apply analytical skills to real life situations and answer literal and inferential questions based on passage read, to infer definitions from context, read for basic information, write percise directions, regonize the main ideas of a passage, draw conclusions from basic evidence and identify contradictions and faulty logic.

Book Title: | **Course:**

Type of book adoption request:
- ☐ Basic/Multiple Textbook
- ☐ Supplementary Textbook
- ☐ Reference Book
- ☐ Curriculum Software ☐ NEW ☐ REPLACE

Aligned with Standards? ☐ YES ☐ NO

Replacement for*(Book title & copyright)*:

Author: _____ Edition: _____

Publisher: _____ Copyright: _____

Student's Edition: List Price: $_____ ISBN #: _____

Teacher's Edition: List Price: $_____ ISBN #: _____

Book Title: | **Course:**

Type of book adoption request:
- ☐ Basic/Multiple Textbook
- ☐ Supplementary Textbook
- ☐ Reference Book
- ☐ Curriculum Software ☐ NEW ☐ REPLACE

Aligned with Standards? ☐ YES ☐ NO

Replacement for*(Book title & copyright)*:

Author: _____ Edition: _____

Publisher: _____ Copyright: _____

Student's Edition: List Price: $_____ ISBN #: _____

Teacher's Edition: List Price: $_____ ISBN #: _____

Book Title: | **Course:**

Type of book adoption request:
- ☐ Basic/Multiple Textbook
- ☐ Supplementary Textbook
- ☐ Reference Book
- ☐ Curriculum Software ☐ NEW ☐ REPLACE

Aligned with Standards? ☐ YES ☐ NO

Replacement for*(Book title & copyright)*:

Author: _____ Edition: _____

Publisher: _____ Copyright: _____

Student's Edition: List Price: $_____ ISBN #: _____

Teacher's Edition: List Price: $_____ ISBN #: _____

The following teacher has reviewed the above text(s) and finds it appropriate for the course.

_____

Recommending Teacher Signature School Date

Supplemental Instructional Material: *Please Describe. If using online text or non-standard material, please provide the title of the material or webpage and the URL link.*

Research based materials including but not limited to: Read180 or Systems 44 or Flex Literacy or Read to Achieve or Language!

Instructional Methods and/or Strategies:

Word Attack, Group Reading, Individual Reading Checkouts, Thinking Operations, Workbook Exercises, Information Exercises, and Project Based Learning.

Assessment Methods and/or Tools:

Students will be assessed through assignments, projects, quizzes, tests, and classroom participation.

Activities: *(If applicable)*

Certificate: *(If applicable)*

Course Title

Connecting Math Concepts (Special Education Pilot Course)

Replacing an Existing Course

Basic Math and Math A (depending on the level)

Target Group

Students who demonstrate deficiencies in their basic math skills and those students who need course preparation for a basic pre-algebra course. Level F provides a more complete mathematical foundation including decimal operations, the coordinate system, multi-step problems, volume, signed numbers and exponents.

Purpose

a. Length of course: Levels A - E are 120 lessons, Bridging is 70 lessons and Level F is 100 lessons. Each lesson takes approximately 30 to 35 minutes plus the independent work.

b. Units: 5

The purpose of this course is to provide students with an opportunity to develop their math skills under the Direct Instruction method. Lessons are organized around a number of topics rather than a single topic. Connections are made between important concepts. Lessons are designed to maximize instructional time, so that all students have an opportunity to learn and apply concepts. Concepts are introduced at a reasonable rate with guided and independent practice. Students are also homogeneously grouped to facilitate efficient and effective instruction.

Prerequisites

Students need to pass the placement test associated with each level. In the case of Level F, students will need to have successfully completed level E or Bridging. Another option would be to have the student take the level F post-test. If they fail the level F post-test and pass the Bridging Placement test, the student will then be put in the Bridging section

Connecting Math Concepts (continued)

Standards of Expected Student Achievement

Students are expected to meet the specified criterion for each test, which is given after every tenth lesson. If more than one quarter of the students miss a particular part of a test then previous exercises are presented. If only a few students regularly fail to meet the criterion listed, then a closer examination needs to take place to make sure the student was placed in the proper level. Most of the time the listed criterion is 90 to 100% accuracy.

Methods of Assessment of Student Learning

During structured activities, the teacher will firm the students and make sure that students can run each activity quickly and accurately (if not on the first trial, then after the firming has been provided). Students' independent work will also be monitored. Specifically, no more than 30 percent of the students should make mistakes on any independent activity. Additionally, after every tenth lesson a criterion-referenced test is given.

Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Each lesson has an extension activity that the teacher may choose to present. They include the following: Addition, collecting and analyzing data from tables, communication, cooperative learning, coordinate system, estimation, division, fractions, geometry, greater than / less than, measurement, mental math, money, method of calculation, number relationships, place value, problem solving, patterns, subtraction, and time.

Course Title

Consumer Math A/B (X)

Description of Target Group

This course is for 9th through 12th grade students.

Purpose

The purpose of Consumer Math A/B (X) is to develop proficiency in consumer problem solving such as: wage, income, and deductions; sales tax; buy problems; making change; figuring unit price and buying fractions of a unit. This is a one-year course that can be repeated.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Ability to add and subtract decimals, as it applies to money. *
2. Ability to multiply and divide decimals, as it applies to money. *
3. Ability to compute percentages, as it pertains to everyday life. *
4. Ability to compare and evaluate various advertising materials.
5. Ability to identify and calculate gross and net pay.
6. Ability to write checks and keep a running balance.
7. Calculate total cost of five (5) to ten (10) items with sales tax.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Individual work, lectures, class participation, demonstrations, audio visual materials, field trips, small group activities, and outside resource people.

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
Decoding A

2. Transcript Title(s) / Abbreviation(s)

3. Transcript Course Code(s) / Number(s)

4. School
Pioneer Valley High School

5. District
SMJUHSD

6. City
Santa Maria

7. School / District Web Site
www.smjuhsd.k12.ca.us

8. School Course List Contact

Name: Shayne MacCuish

Title/Position: Special Ed. Dept. Head

Phone: 922-1305 **Ext.: 5625**

E-mail: smaccuihs@smjuhsd.org

9. Subject Area

- [ ] History/Social Science
- [x] English
- [ ] Mathematics
- [ ] Laboratory Science
- [ ] Language other than English
- [ ] Visual & Performing Arts
  - [ ] Intro [ ] Advanced
- [ ] College Prep Elective

10. Grade Level(s) for which this course is designed

[x] 9 [x] 10 [x] 11 [x] 12

11. Seeking "Honors" Distinction?

[ ] Yes [x] No

12. Unit Value

- [ ] 0.5 (half year or semester equivalent)
- [x] 1.0 (one year equivalent)
- [x] 2.0 (two year equivalent)
- [ ] Other: _____

13. Is this an Internet-based course? [ ] Yes [x] No

If "Yes", who is the provider? [ ] UCCP [ ] PASS/Cyber High [ ] Other _____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- [ ] A course reinstated after removal within 3 years. Year removed from list? _____
  - Same course title? [ ] Yes [ ] No
  - If no, previous course title? _____
- [ ] An identical course approved at another school in same district. Which school? _____
  - Same course title? [ ] Yes [ ] No
  - If no, course title at other school? _____
- [ ] Year-long VPA course replacing two approved successive semester courses in the same discipline
- [ ] Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- [ ] Approved UC College Prep (UCCP) Online course
- [ ] Approved CDE Agricultural Education course
- [ ] Approved P.A.S.S./Cyber High course
- [ ] Approved ROP/C course. Name of ROP/C? _____
- [ ] Approved A.V.I.D. course
- [ ] Approved C.A.R.T. course
- [ ] Approved Project Lead the Way course
- [ ] Other. Explain: _____

15. Is this course modeled after an UC-approved course from another school outside your district? ☐ Yes ☒ No

If so, which school(s)? _____

Course title at other school _____

16. Pre-Requisites

Take Corrective Reading placement test

17. Co-Requisites

Daily regular attendance is required.

18. Is this course a resubmission? ☐ Yes ☒ No

If yes, date(s) of previous submission? _____

Title of previous submission? _____

19. Brief Course Description

The purpose of this course is to provide students with an opportunity to develop their reading skills through a research based Direct Instruction reading program. Lessons are designed to maximize instructional time, so that all students have an opportunity to learn and apply concepts. Students are homogenously grouped to facilitate efficient and effective instruction.

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

Upon completion of Decoding A, students should be able to do the following activities;

- Read sentences such as *She was a master at planning trees*.
- Read short selections
- Read common irregular words such *as, what, was, do, said, to, of, you*
- Read words that begin with difficult letter combinations such as *st, bl, sl, fl, pl, sw, cl, tr, dr*
- Read words that end with difficult letter combination such as *nt, nd, st, ts, mp, ps, cks, ls, ms, th, er, ing, ers, y*
- Pronounce commonly confused word parts such as the *k* sound in *trick*, the *e* sound in *set*, and the *s* ending sound in *mats, runs*, and *munches*
- Spell simple words that have a clear sound-symbol relationship
- Independently perform various simple activities, such as matching sounds and completing words with missing letters

21. Course Objectives

Students will learn to;

- Identify the sounds of letters
- Sound out words that are presented orally and then say them fast
- Sound out and identify written words that are spelled regularly
- Decode irregularly spelled words
- Reading words “the fast way”
- Reading sentences
- Reading short selections
- Spelling

22. Course Outline

See Teachers guide pages 58-59

23. Texts & Supplemental Instructional Materials

Corrective Reading Decoding level A Teacher Guide

Corrective Reading Decoding level A Teacher Presentation Book

Corrective Reading Decoding level A Student Workbook

24. Key Assignments

Students will complete Daily lessons, independent work and mastery tests.

25. Instructional Methods and/or Strategies

Direct Instruction, guided practice, independent work, small group work, power point presentations

26. Assessment Methods and/or Tools

Teachers will use the following informal in class assessments to monitor student mastery;

- Choral response
- Fluency chart
- Independent work

Teachers use a formal in program Mastery test to measure student mastery. When mastery is not met, the teacher re-teaches concepts until students obtain mastery.

C. HONORS COURSES ONLY

Please refer to instructions

27. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

28. Context for Course (optional)

29. History of Course Development (optional)

All Direct Instruction courses are field tested before publication to insure 85% mastery on each lesson. This insures that all students enrolled in the course and attending daily will have the opportunity to achieve mastery and in turn improve their reading achievement skills.

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
Decoding B1

2. Transcript Title(s) / Abbreviation(s)

3. Transcript Course Code(s) / Number(s)

4. School
Pioneer Valley High School

5. District
SMJUHSD

6. City
Santa Maria

7. School / District Web Site
www.smjuhsd.k12.ca.us

8. School Course List Contact

Name: Shayne MacCuish

Title/Position: Special Ed. Dept. Head

Phone: 922-1305 **Ext.: 5625**

E-mail: smaccuihs@smjuhsd.org

9. Subject Area

- [ ] History/Social Science
- [x] English
- [ ] Mathematics
- [ ] Laboratory Science
- [ ] Language other than English
- [ ] Visual & Performing Arts
  - [ ] Intro [ ] Advanced
- [ ] College Prep Elective

10. Grade Level(s) for which this course is designed

[x] 9 [x] 10 [x] 11 [x] 12

11. Seeking "Honors" Distinction?

[ ] Yes [x] No

12. Unit Value

- [ ] 0.5 (half year or semester equivalent)
- [x] 1.0 (one year equivalent)
- [x] 2.0 (two year equivalent)
- [ ] Other: _____

13. Is this an Internet-based course? [ ] Yes [x] No

If "Yes", who is the provider? [ ] UCCP [ ] PASS/Cyber High [ ] Other _____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- [ ] A course reinstated after removal within 3 years. Year removed from list? _____
  - Same course title? [ ] Yes [ ] No
  - If no, previous course title? _____
- [ ] An identical course approved at another school in same district. Which school? _____
  - Same course title? [ ] Yes [ ] No
  - If no, course title at other school? _____
- [ ] Year-long VPA course replacing two approved successive semester courses in the same discipline
- [ ] Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- [ ] Approved UC College Prep (UCCP) Online course
- [ ] Approved CDE Agricultural Education course
- [ ] Approved P.A.S.S./Cyber High course
- [ ] Approved ROP/C course. Name of ROP/C? _____
- [ ] Approved A.V.I.D. course
- [ ] Approved C.A.R.T. course
- [ ] Approved Project Lead the Way course
- [ ] Other. Explain: _____

15. Is this course modeled after an UC-approved course from another school outside your district? ☐ Yes ☒ No

If so, which school(s)? _____

Course title at other school _____

16. Pre-Requisites

Take Corrective Reading placement test or pass Level A mastery test

17. Co-Requisites

Daily regular attendance is required.

18. Is this course a resubmission? ☐ Yes ☒ No

If yes, date(s) of previous submission? _____

Title of previous submission? _____

19. Brief Course Description

The purpose of this course is to provide students with an opportunity to improve their reading skills through a research based Direct Instruction reading program. Lessons are designed to maximize instructional time, so that all students have an opportunity to learn and apply concepts. Students are homogenously grouped to facilitate efficient and effective instruction.

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

Upon completion of Decoding B1, students should be able to do the following activities;

- Read 90 words per minute with 98 percent accuracy
- Read at the 3.9 grade level

21. Course Objectives

Students will learn to;

- Identify the sounds of letters or letter combinations
- Practicing pattern drills that demonstrate consistent phonic relationships
- Read isolated words composed of sounds and sound combinations that they have learned
- Increase fluency reading rates
- Increase accuracy reading rates
- Increase comprehension skills

22. Course Outline

See Teachers guide pages 52-68

23. Texts & Supplemental Instructional Materials

Corrective Reading Decoding level B1 Teacher Guide

Corrective Reading Decoding level B1 Teacher Presentation Book

Corrective Reading Decoding level B1 Student Workbook

Corrective Reading Decoding level B1 Student Book

24. Key Assignments

Students will complete Daily lessons, independent work and mastery tests.

25. Instructional Methods and/or Strategies

Direct Instruction, guided practice, independent work, small group work, power point presentations

26. Assessment Methods and/or Tools

Teachers will use the following informal in class assessments to monitor student mastery;

- Choral response
- Fluency chart
- Independent work

Teachers use a formal in program Mastery test to measure student mastery. When mastery is not met, the teacher re-teaches concepts until students obtain mastery.

C. HONORS COURSES ONLY

Please refer to instructions

27. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

28. Context for Course (optional)

29. History of Course Development (optional)

All Direct Instruction courses are field tested before publication to insure 85% mastery on each lesson. This insures that all students enrolled in the course and attending daily will have the opportunity to achieve mastery and in turn improve their reading achievement skills.

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
Decoding B2

2. Transcript Title(s) / Abbreviation(s)

3. Transcript Course Code(s) / Number(s)

4. School
Pioneer Valley High School

5. District
SMJUHSD

6. City
Santa Maria

7. School / District Web Site
www.smjuhsd.k12.ca.us

8. School Course List Contact

Name: Shayne MacCuish

Title/Position: Special Ed. Dept. Head

Phone: 922-1305 **Ext.: 5625**

E-mail: smaccuihs@smjuhsd.org

9. Subject Area

- [ ] History/Social Science
- [x] English
- [ ] Mathematics
- [ ] Laboratory Science
- [ ] Language other than English
- [ ] Visual & Performing Arts
  - [ ] Intro [ ] Advanced
- [ ] College Prep Elective

10. Grade Level(s) for which this course is designed

[x] 9 [x] 10 [x] 11 [x] 12

11. Seeking "Honors" Distinction?

[ ] Yes [x] No

12. Unit Value

- [ ] 0.5 (half year or semester equivalent)
- [x] 1.0 (one year equivalent)
- [x] 2.0 (two year equivalent)
- [ ] Other: _____

13. Is this an Internet-based course? [ ] Yes [x] No

If "Yes", who is the provider? [ ] UCCP [ ] PASS/Cyber High [ ] Other _____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- [ ] A course reinstated after removal within 3 years. Year removed from list? _____
  - Same course title? [ ] Yes [ ] No
  - If no, previous course title? _____
- [ ] An identical course approved at another school in same district. Which school? _____
  - Same course title? [ ] Yes [ ] No
  - If no, course title at other school? _____
- [ ] Year-long VPA course replacing two approved successive semester courses in the same discipline
- [ ] Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- [ ] Approved UC College Prep (UCCP) Online course
- [ ] Approved CDE Agricultural Education course
- [ ] Approved P.A.S.S./Cyber High course
- [ ] Approved ROP/C course. Name of ROP/C? _____
- [ ] Approved A.V.I.D. course
- [ ] Approved C.A.R.T. course
- [ ] Approved Project Lead the Way course
- [ ] Other. Explain: _____

15. Is this course modeled after an UC-approved course from another school outside your district? ☐ Yes ☒ No

If so, which school(s)? _____

Course title at other school _____

16. Pre-Requisites

Take Corrective Reading placement test or pass Level B1 mastery test

17. Co-Requisites

Daily regular attendance is required.

18. Is this course a resubmission? ☐ Yes ☒ No

If yes, date(s) of previous submission? _____

Title of previous submission? _____

19. Brief Course Description

The purpose of this course is to provide students with an opportunity to improve their reading skills through a research based Direct Instruction reading program. Lessons are designed to maximize instructional time, so that all students have an opportunity to learn and apply concepts. Students are homogenously grouped to facilitate efficient and effective instruction.

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

Upon completion of Decoding B2, students should be able to do the following activities;

- Read 120 words per minute with 98 percent accuracy
- Read at the 4.9 grade level

21. Course Objectives

Students will learn to;

- Identify the sounds of letters combinations and read words with the combinations
- Read lists of isolated regularly spelled and irregularly spelled words
- Read words that contain difficult consonant blends, word endings, silent e and compound words
- Increase fluency reading rates
- Increase accuracy reading rates
- Increase comprehension skills

22. Course Outline

See Teachers guide pages 46-61

23. Texts & Supplemental Instructional Materials

Corrective Reading Decoding level B2 Teacher Guide

Corrective Reading Decoding level B2 Teacher Presentation Book

Corrective Reading Decoding level B2 Student Workbook

Corrective Reading Decoding level B2 Student Book

24. Key Assignments

Students will complete Daily lessons, independent work and mastery tests.

25. Instructional Methods and/or Strategies

Direct Instruction, guided practice, independent work, small group work, power point presentations

26. Assessment Methods and/or Tools

Teachers will use the following informal in class assessments to monitor student mastery;

- Choral response
- Fluency chart
- Independent work

Teachers use a formal in program Mastery test to measure student mastery. When mastery is not met, the teacher re-teaches concepts until students obtain mastery.

C. HONORS COURSES ONLY

Please refer to instructions

27. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

28. Context for Course (optional)

29. History of Course Development (optional)

All Direct Instruction courses are field tested before publication to insure 85% mastery on each lesson. This insures that all students enrolled in the course and attending daily will have the opportunity to achieve mastery and in turn improve their reading achievement skills.

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
Decoding C

2. Transcript Title(s) / Abbreviation(s)

3. Transcript Course Code(s) / Number(s)

4. School
Pioneer Valley High School

5. District
SMJUHSD

6. City
Santa Maria

7. School / District Web Site
www.smjuhsd.k12.ca.us

8. School Course List Contact

Name: Shayne MacCuish

Title/Position: Special Ed. Dept. Head

Phone: 922-1305 **Ext.: 5625**

E-mail: smaccuihs@smjuhsd.org

9. Subject Area

- [ ] History/Social Science
- [x] English
- [ ] Mathematics
- [ ] Laboratory Science
- [ ] Language other than English
- [ ] Visual & Performing Arts
  - [ ] Intro [ ] Advanced
- [ ] College Prep Elective

10. Grade Level(s) for which this course is designed

[x] 9 [x] 10 [x] 11 [x] 12

11. Seeking "Honors" Distinction?

[ ] Yes [x] No

12. Unit Value

- [ ] 0.5 (half year or semester equivalent)
- [x] 1.0 (one year equivalent)
- [x] 2.0 (two year equivalent)
- [ ] Other: _____

13. Is this an Internet-based course? [ ] Yes [x] No

If "Yes", who is the provider? [ ] UCCP [ ] PASS/Cyber High [ ] Other _____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- [ ] A course reinstated after removal within 3 years. Year removed from list? _____
  - Same course title? [ ] Yes [ ] No
  - If no, previous course title? _____
- [ ] An identical course approved at another school in same district. Which school? _____
  - Same course title? [ ] Yes [ ] No
  - If no, course title at other school? _____
- [ ] Year-long VPA course replacing two approved successive semester courses in the same discipline
- [ ] Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- [ ] Approved UC College Prep (UCCP) Online course
- [ ] Approved CDE Agricultural Education course
- [ ] Approved P.A.S.S./Cyber High course
- [ ] Approved ROP/C course. Name of ROP/C? _____
- [ ] Approved A.V.I.D. course
- [ ] Approved C.A.R.T. course
- [ ] Approved Project Lead the Way course
- [ ] Other. Explain: _____

15. Is this course modeled after an UC-approved course from another school outside your district? ☐ Yes ☒ No

If so, which school(s)? _____

Course title at other school _____

16. Pre-Requisites

Take Corrective Reading placement test or pass Level B2 mastery test

17. Co-Requisites

Daily regular attendance is required.

18. Is this course a resubmission? ☐ Yes ☒ No

If yes, date(s) of previous submission? _____

Title of previous submission? _____

19. Brief Course Description

The purpose of this course is to provide students with an opportunity to improve their reading skills through a research based Direct Instruction reading program. Lessons are designed to maximize instructional time, so that all students have an opportunity to learn and apply concepts. Students are homogenously grouped to facilitate efficient and effective instruction.

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

Upon completion of Decoding C, students should be able to do the following activities;

- Read 150 words per minute with 98 percent accuracy
- Read at the 7.0 to 8.0 grade level

21. Course Objectives

Students will;

- Review words containing letter combinations
- Learn the meanings of more than 500 vocabulary words
- Learn the Affixes; *ex, ly, un, re, dis, pre, tri, sub, less, ness, able*
- Read selections that are; factual, fictional, that contain a high percentage of new words, and on grade level
- Increase fluency reading rates
- Increase accuracy reading rates
- Increase comprehension skills

22. Course Outline

See Teachers guide pages 52-75

23. Texts & Supplemental Instructional Materials

Corrective Reading Decoding level C Teacher Guide

Corrective Reading Decoding level C Teacher Presentation Book

Corrective Reading Decoding level C Student Workbook

Corrective Reading Decoding level C Student Book

24. Key Assignments

Students will complete Daily lessons, independent work and mastery tests.

25. Instructional Methods and/or Strategies

Direct Instruction, guided practice, independent work, small group work, power point presentations

26. Assessment Methods and/or Tools

Teachers will use the following informal in class assessments to monitor student mastery;

- Choral response
- Fluency chart
- Independent work

Teachers use a formal in program Mastery test to measure student mastery. When mastery is not met, the teacher re-teaches concepts until students obtain mastery.

C. HONORS COURSES ONLY

Please refer to instructions

27. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

28. Context for Course (optional)

29. History of Course Development (optional)

All Direct Instruction courses are field tested before publication to insure 85% mastery on each lesson. This insures that all students enrolled in the course and attending daily will have the opportunity to achieve mastery and in turn improve their reading achievement skills.

Course Title

Driver's Education (X)

Description of Target Group

This course is for 10th through 12th grade students.

Purpose

The purpose of Driver's Education is to concentrate on the student's responsibilities toward driving, and an understanding of the legal and natural forces related to driving. Bicycle safety will also be stressed. This is a one-semester course and may be repeated.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Pass a standardized test with a grade of 70%, showing an understanding of the natural forces affecting driving.
2. Pass a test with a grade of 70%, showing an understanding of the theory of starting and maneuvering a car.
3. Pass a test with a score of 70% or better, showing an understanding of the principles of defensive driving.
4. Pass a test with a score of 70%, showing an understanding of the principle of how a car operates, buying, insuring, and maintaining an automobile.
5. Pass a test with a score of 70%, showing an understanding of the principles of motorcycle riding.
6. Achieve a grade of 80% or better on the California Student Driver Examination of the California Vehicle Code.
7. Pass a test with a score of 70%, showing an understanding of the principles of bicycle safety.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Individual work, lectures, class discussions, audio visual materials, role playing, and field trips to the Department of Motor Vehicles.

Course Title

Ecology (X)

Description of Target Group

This course is for 9th through 12th grade students.

Purpose

The purpose of Ecology is to introduce students to the Earth, as a planet with limited resources and escalating needs. Individual responsibilities will be emphasized in conservation, recycling, environmental hazards, and energy needs. This is a one-semester course and may be repeated.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Recognize that Earth is part of a solar system.
2. Recognize alternative energy sources.
3. Identify reasons for space exploration.
4. Discuss weather as an influencing factor in everyday life.
5. Develop a personal plan for the reduction of pollution by recycling, conserving energy, and avoiding environmental hazards.
6. Discuss current energy and natural resource needs, such as water and floor, in light of our limited resources.

Instructional Materials

Text and Supplementary Materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Lectures, class participation, demonstrations, audiovisual materials, field trips, small group activities, and outside resource people.

Course Title

History A/B

Description of Target Group

This course is for 11th and 12th graders, but open to 9th through 12th.

Purpose

The purpose of this one-year course, History A/B, is to relate American History to the present by studying the major historical events and literature of each period.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Discuss other types of governments.
2. Describe what type of people came to the New World and why.
3. Discuss what happened and why in World Wars II and I.
4. Discuss the possibilities of World War III.
5. Describe the basic concept of a revolution and the causes of the American Revolution.
6. List different people in history and what they contributed including: various presidents, ethnic, and religious figureheads, and living presidents.
7. Identify their own nationality and ancestry.
8. Understand the concept of supply and demand in a capitalistic society.
9. Discuss the cause and results of the Civil War.
10. Describe Manifest Destiny.
11. Describe how literature reflects its period in time.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Individual work, lectures, class participation, demonstrations, audiovisual materials, and role-playing.

Course Title

Individualized Critical Skills Model (X)

Description of Target Group

This course is for students with moderate to severe disabilities.

Purpose

The purpose of Individualized Critical Skills is to develop skills to prepare an individual with disabilities to function independently in post high school environments. Curriculum content is determined by a home interview with the student's parents or car provider. High priorities are targeted and brought to the Individual Education Plan (I.E.P.) meeting. Main domains of curriculum content are:

1. Community Skills (Community Based Instruction) C.B.I.
2. Independent Living Skills
3. Vocational Academics
4. Functional Academics
5. Self Advocacy Skills across environments

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills to the best of their ability:

1. COMMUNITY SKILLS
    a. Mobilize in the community safely using the Santa Maria Area Transit (SMAT) system, walk, or ride a bike.
    b. Utilize a public phone booth properly and relay messages or where-abouts in a clear concise manner.
    c. Select and purchase needed items independently in a grocery, retail, or department store.
    d. Utilize the public library appropriately.
    e. Utilize recreational/leisure environments appropriately.
    f. Utilize problem solving and emergency skills when needed.
2. INDEPENDENT LIVING SKILLS
    a. Be able to prepare a nutritionally balanced meal independently, utilizing all kitchen facilities safely.
    b. Be able to clean dishes and a kitchen environment to maintain proper health standards.
    c. Be able to take care of self-grooming skills, including personal hygiene.
    d. Utilize problem solving and emergency skills when needed.

Individualized Critical Skills Model (X) (continued)

3. VOCATIONAL SKILLS
    a. Develop work and job related skills, which will lead to paid employment.
    b. Develop work etiquette.
    c. Independently get to and from work.
    d. Develop work experience resume to create a broad base of skills.
    e. Utilize problem solving and emergency skills when needed.
4. FUNCTIONAL ACADEMIC SKILLS
    a. Develop ability to use minimal academics in a wide variety of environments (reading, math, writing, etc).
    b. Utilize adaptive devices to enable independence when academic skills are needed.
    c. Utilize problem-solving skills when needed.
5. SELF ADVOCACY SKILLS
    a. Identify safe people to confide in when needed.
    b. Utilize problem-solving skills when encountering new situations and new people across environments.
    c. Identify safe people to accept rides with when in the community.
    d. Identify acceptable touching in one's and other's bodies and personal belongings.
    e. Utilize emergency skills when needed.
    f. Identify main support people in life.

Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

1. Teacher Developed Individualized Curriculum
2. Instruction for Independent Living, publ., Que.

Activities

1. Community based instruction
2. Classroom functional academic activities
    a. computer
    b. worksheets
    c. class discussion
    d. personal counseling
3. Audio visual materials
4. Field trips
5. Role playing
6. Work experience in the community
7. Self advocacy mock situations
8. Demonstrations

9. Outside speakers
10. Situational assessments

Classroom Expectations

1. Every student in their seat and quiet by 8:00 a.m. bell.
2. Every student has their home/school communication notebook in the tray by 8:00 a.m. bell.
3. Every student has their homework completed and in the tray by the 8:00 a.m. bell.
4. Students are to dress appropriately for class/community activities.
5. Students are to come to school clean and groomed.
6. Students are to raise their hand when needing assistance.
7. Students are to be polite and well mannered with all staff and other students.
8. Students are to behave appropriately.
9. Students are to keep hands, feet, and other objects off of other people and property and to respect all individuals in the classroom.
10. When returning from Community Based Instruction, students are to enter room quietly.
11. Students are to maintain picture identification and SMAT card in an appropriate way and to bring to school daily.

Grading Procedures

1. Point system for Classroom Expectations 1,2, and 3 will be maintained. Students will be graded on a points accumulated/points possible basis, straight percentage scale. The grade will account for the First Period grade.
2. Point system for Classroom Expectations 3 and 8 will be maintained. Students will be graded on a points accumulated/points possible basis, straight percentage scale. This will account for the Sixth Period grade.
3. Second through Fourth Period grades will be given on a Credit/No Credit basis, depending on achievement of Individualized Education Plan Goals.

Course Title

Introduction to Home Living (X)

Description of Target Group

This course is designed for those Special Education students who want to participate in activities related to Home Living Skills

Purpose

The purpose of Introduction to Home Living is to develop a basic understanding of individual and interpersonal relationships, decision making concepts for the efficient use of personal and family resources, and to develop skill in the use of the small and large equipment and tools customarily used in food preparation.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Identify and give proper use of the kitchen equipment.
2. The rules needed for safety and sanitation when working in a food preparation situation.
3. Proper techniques for measuring food ingredients.
4. Plan a balanced menu based on the four basic food groups.
5. Plan and prepare a breakfast, lunch, and dinner and/or guest entertainment.
6. Identify the basic human needs, which affect personal relationships.
7. Gain an economic understanding and consumer competency to make wise decisions in the use of their resources as related to home living skills.
8. Grooming:
    a. Select suitable hairstyles for different face shapes.
    b. Select garments suitable for different figure shapes.
    c. Designate which garment colors will be suitable for different hair colors and complexions.
9. Improve house-cleaning skills.

Instructional Materials

Text and Supplementary Materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Lectures, class participation, demonstrations, audio visual materials, field trips, small books and magazines, miscellaneous equipment, laboratory work, and outside resource people.

Course Title

Introduction to Social Studies A/B (X)

Description of Target Group

This course is for 9th through 12th grade students.

Purpose

The purpose of Introduction to Social Studies is to teach civic literacy by examining juvenile laws, school rules, and regulations, individual rights and responsibilities, basic geography skills, and the functions of local, state, and federal governments. This is a one-year course and may be repeated.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Discuss the school's rules and regulations and the consequences involved for the infraction thereof.
2. Students will be able to find all-important locations on the campus by using a school map.
3. Demonstrate the order of things numerically, chronologically, and alphabetically.
4. Demonstrate directionality: left, right, up, down, Northwest, Southeast.
5. Develop an awareness of majority rule in a democracy.
6. Understand and discuss the functions and laws of local, state, and federal government.
7. Discuss their individual responsibilities and participants in our society.
8. Describe what crimes warrant a juvenile record and how juvenile records are sealed.
9. List laws concerning marriage and divorce in California.
10. Describe the Bill of Rights and how it affects the lives of the American citizen.

Instructional Materials

Text and Supplementary Materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Individual work, lectures, class participation, demonstrations, audio visual materials, field trips, small group activities, role playing, and outside resource people.

Course Title

Life Science A/B (X)

Description of Target Group

This course is designed for students in 9th through 12th grades.

Purpose

The purpose of Life Science is to introduce students to the biological, emotional, and social aspects of the following stages: infancy, childhood, adolescence, adulthood, and old age. This is a one-year course and may be repeated.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Name several physical and emotional needs of an infant.
2. Discuss the major physical and mental stages of development from childhood to adulthood.
3. Demonstrate a number of decision-making methods that will be applicable to real life decisions.
4. Describe the responsibilities of the marriage relationship.
5. Discuss alternative life styles such as being single, married, divorced, in a group home, etc.
6. Describe the physical, emotional, and mental efforts of aging.
7. Develop an awareness of death and prepare a tentative plan in the event that a family member dies.
8. Develop an awareness of sexually transmitted diseases including AIDS.

Instructional Materials

Text and Supplementary Materials.

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Individual work, lectures, class participation, demonstrations, audio visual materials, field trips, experiments, role playing, and outside speakers on aging and child development.

Course Title: Pre-Algebra A
Replacing and existing course? No

To be submitted for A-G? No

Department: Math

Career Path: None

Description of Target Group: This course is designed for students that need a review of basic concepts of math and an introduction to algebra concepts. This course will prepare students to enter Algebra 1 and/or provide an introduction to using basic algebra concepts in real life and the world of work. The first semester of this course will cover Algebra and whole numbers, using decimals, number theory, rational numbers and fractions, basic operations and rational expressions, and ratios, proportions, and percents.

Purpose:

- This is the first semester of a one year course.
- This course will provide five units of elective credit.

Prerequisites: None

Standards of Expected Student Achievement:

Students will be able to

1. Add, subtract, multiply and divide whole numbers.
2. Estimate sums, differences, products, and quotients.
3. Recognize and evaluate algebraic and numerical expressions.
4. Identify place values of decimals and to add, subtract, multiply and divide decimals.
5. Change decimals to fractions and rename percents a decimals.
6. Evaluate algebraic expressions with decimals.
7. Identify and use divisible numbers, prime numbers, and composite numbers.
8. Use the distributive property to multiply or factor expressions.
9. Use scientific notation for large and small numbers.
10. Identify proper and improper fractions and mixed numbers.
11. Write equivalent fractions, express fractions in their simplest form and compare and order fraction.
12. Add, subtract, multiply, and divide fractions and mixed numbers.
13. Use the order of operations to solve problems correctly.
14. Evaluate and solve algebraic equations
15. Solve algebraic equations through substitution and by adding and subtracting.
16. Multiply rational expressions.
17. Express rations in different forms

18. Solve problems using proportions
19. Change fractions and decimals to percents and solve problems using percents.

Methods of Assessment of Student Learning: Students will be assessed through assignments, projects, quizzes, tests, and classroom participation.

Instructional Materials:
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities:

- Classroom Instruction
- Guided Practice
- Homework Assignments
- Use of everyday materials to apply the knowledge and skills
- Utilization of the library and reference materials
- Quizzes and Tests
- Projects

Course Title: Pre-Algebra B
Replacing and existing course? No

To be submitted for A-G? No

Department: Math

Career Path: None

Description of Target Group: This course is designed for students that need a review of basic concepts of math and an introduction to algebra concepts. This course will prepare students to enter Algebra 1 and/or provide an introduction to using basic algebra concepts in real life and the world of work. This semester will deal with Integers, exponents, square roots, and the Pythagorean Theorem, equations from Geometry, Graphing, Geometry, and Data, statistics, and Probability.

Purpose:

- This is the second semester of a one year course.
- This course will provide five units of elective credit.

Prerequisites: None

Standards of Expected Student Achievement:

Students will be able to

1. Identify the absolute vale of integers and compare the values of negative and positive whole numbers.
2. Add, subtract, multiply, and divide integers.
3. Find the value of numbers raised to a certain power.
4. Multiply and divide terms with exponents, and find the area and volume using number with exponents.
5. Find the square roots of numbers.
6. Use the Pythagorean Theorem to solve problems.
7. Find the perimeters and calculate the areas of regular and irregular polygons.
8. Use formulas to find the volumes of cubes, rectangular prisms, and square pyramids.
9. Determine the circumferences and areas of circles.
10. Use formulas to find the volumes of cylinders and spheres.
11. Graph solutions to equalities and inequalities on number lines.
12. Identify and graph ordered pairs of values.
13. Determine and graph points of a linear equation.
14. Identify the slope of a line and determine values of slope, the y-intercept, and the x-intercept.
15. Measure and classify angles and triangles.

16. Find the measures of angles in triangles.
17. Identify quadrilaterals.
18. Determine the number of degrees in polygons.
19. Construct graphs and interpret information illustrate by them.
20. Record and understand data in a frequency table.
21. Solve problems involving probability and the fundamental principle of counting.

Methods of Assessment of Student Learning: Students will be assessed through assignments, projects, quizzes, tests, and classroom participation.

Instructional Materials:
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities:

- Classroom Instruction
- Guided Practice
- Homework Assignments
- Use of everyday materials to apply the knowledge and skills
- Utilization of the library and reference materials
- Quizzes and Tests
- Projects

Course Title

Social Psychology A/B (X)

Description of Target Group

This is designed for 9th through 12th grade students.

Purpose

The purpose of Social Psychology is to answer questions involving why humans behave as they do including: what is happening inside of themselves; how to change undesirable habits; how to improve themselves and be successful; how to get along with other people; how to cope with frustrations and how to make decisions. This is a one-year course and may be repeated.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Recognize and verbalize their own "true" feelings in a group setting.
2. Describe steps in conflict resolutions.
3. Identify several defense mechanisms commonly used to hide hurt, disappointment, and failure.
4. Identify several of their own undesirable habits and make a plan for changing them.
5. List behaviors that would increase the student's chances of making and keeping friends, being successful at school, at home, and at work.
6. Describe appropriate ways a person can handle frustrations and anger.
7. Demonstrate decision-making skills in situations at home, school, and work.
8. List positive traits about themselves and others.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Individual work, lectures, class participation, demonstrations, audiovisual materials, field trips, small group activities, outside resource people, and role-playing.

SMJUHSD Course Description

(Must be accompanied by a Course Adoption Form)

Full Course Title: Study Skills (Special Education)

School Associated with course: ☑ DHS ☑ ERHS ☑ PVHS ☑ SMHS

School Contact

Name: Frances Evans **Title/Position:** Director, Special Education

E-mail: fevans@smjuhsd.org **Phone:** 805-922-4573 **Ext:** 4221

Department:
Special Education

Transcript Course Code(s) / Number(s):
EC7630

Subject Area:

- ☐ English Requirement
- ☐ World History
- ☐ US History
- ☐ Government
- ☐ Economics
- ☐ Mathematics
- ☐ Physical Science
- ☐ Life Science
- ☐ Physical Education
- ☐ Visual & Performing Arts
- ☐ Foreign Language
- ☐ CTE
- ☐ Health
- ☒ Elective

Grade Level(s)

☒ 9 ☒ 10 ☒ 11 ☒ 12

Vocational Education (CTE) ☐ Yes ☒ No

Career Pathway:

Industrial Sector:

☐ **Concentrator** ☐ **Completer**

Unit Value

- ☒ Semester (5 units)
- ☐ Year A/B (5 units per semester)
- ☐ Year A/B (two-period course, 10 units per semester)

Pre-Requisites:
None

Co-Requisites:
None

Course Purpose: *What is the purpose of this course?*

The Study Skills course is a support service class designed to provide students with an Individual Education Plan (IEP) access to the general education curriculum by addressing specific goals and objectives identified in the student's IEP. The Study Skills course will support the students current level of knowledge and reinforce concepts and/or assignments presented in the general curriculum. Students have the opportunity to develop and strengthen good study habits and learning strategies through a variety of instructional methods and strategies.

B. COURSE CONTENT

Course Outline: A *detailed descriptive summary of all topics covered. All historical knowledge is expected to be empirically based, give examples. (i.e. California State Standards).*

In collaboration with the general education teachers, the special education teacher will develop appropriate study strategies that best meet students academic needs.

Content skills that will be taught in the Study Skills course that align with common core standards and instruction in general education core courses:

1. Communciation Skills (e.g., speaking, listening and messaging)
2. Problem-solving Skills (e.g., analyzing information, evaluating solutions)
3. Reasoning Skills (e.g., critical thinking, forming arguments, using logic)
4. Teamwork/Collaboration (e.g., working in groups, goal setting)
5. Research skills (e.g., gathering and analyzing information and sources)
6. Time management skills (e.g., developing goals, prioritizing tasks)

Additional support : Organization skills, note-taking strategies, test taking strategies, and self advocacy.

Book Title: No Curriculum Book | **Course:**

Type of book adoption request:

- ☐ Basic/Multiple Textbook
- ☐ Supplementary Textbook
- ☐ Reference Book
- ☐ Curriculum Software ☐ NEW ☐ REPLACE

Aligned with Standards? ☐ YES ☐ NO

Replacement for *(Book title & copyright)*:

Author: _____ Edition: _____

Publisher: _____ Copyright: _____

Student's Edition: List Price: $_____ ISBN #: _____

Teacher's Edition: List Price: $_____ ISBN #: _____

Book Title: No Curriculum Book | **Course:**

Type of book adoption request:

- ☐ Basic/Multiple Textbook
- ☐ Supplementary Textbook
- ☐ Reference Book
- ☐ Curriculum Software ☐ NEW ☐ REPLACE

Aligned with Standards? ☐ YES ☐ NO

Replacement for *(Book title & copyright)*:

Author: _____ Edition: _____

Publisher: _____ Copyright: _____

Student's Edition: List Price: $_____ ISBN #: _____

Teacher's Edition: List Price: $_____ ISBN #: _____

Book Title: No Curriculum Book | **Course:**

Type of book adoption request:

- ☐ Basic/Multiple Textbook
- ☐ Supplementary Textbook
- ☐ Reference Book
- ☐ Curriculum Software ☐ NEW ☐ REPLACE

Aligned with Standards? ☐ YES ☐ NO

Replacement for *(Book title & copyright)*:

Author: _____ Edition: _____

Publisher: _____ Copyright: _____

Student's Edition: List Price: $_____ ISBN #: _____

Teacher's Edition: List Price: $_____ ISBN #: _____

The following teacher has reviewed the above text(s) and finds it appropriate for the course.

_____

Recommending Teacher Signature School Date

Supplemental Instructional Material: *Please Describe. If using online text or non-standard material, please provide the title of the material or webpage and the URL link.*

Students may use their district issued personal device or classroom computer. Students are required to bring all academic books, and materials necessary to complete general education course assignments

Instructional Methods and/or Strategies:

Instructional methods and strategies as outlined in student's IEP.

Assessment Methods and/or Tools:

No formal or informal assessment for the Study Skills course.

Activities: *(If applicable)*

Not applicable

Certificate: *(If applicable)*

Not applicable

Course Title

Vocational Writing Skills (X)

Description of Target Group

This course is for 9th through 12th grade students.

Purpose

The purpose of Vocational Writing Skills is to develop the student's proficiency in the following skills: capitalization, abbreviation, punctuation, corrects spelling, proper grammar, dictionary use, and practical writing tasks. This is a one-year course and may be repeated.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Ability to capitalize words beginning a sentence and proper nouns.
2. Ability to use end punctuation, abbreviations, punctuation, and apostrophes in simple contractions (i.e. won't, isn't, can't, etc).
3. Demonstrate proper word usage and grammar in everyday written communication.
4. Improve spelling, alphabetizing, and dictionary skills.
5. Improve letter/note writing skills in the composition of:
    a. telephone messages
    b. letter of application
    c. placing catalog/mail orders
    d. friendly letter
    e. business letter
    f. response to an advertisement in the paper

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Individual work, lectures, class participation, demonstrations, audiovisual materials, field trips, role playing, and small group activities.



SMJUHSD

VISUAL & PERFORMING ARTS



Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
3 Dimensional Design A/B

2. Transcript Title(s) / Abbreviation(s)
3D Design A/B

3. Transcript Course Code(s) / Number(s)
VP6748 VP6749

4. School
Ernest Righetti High School

5. District
Santa Maria Joint Union High School District

6. City
Santa Maria, CA 93455

7. School / District Web Site
http://www.smjuhsd.k12.ca.us

8. School Course List Contact

Name: Jim Armstrong

Title/Position: Asst. Supt. Curric/Instruction

Phone: 922-4573 **Ext.:** 4211

E-mail: jarmstrong@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Language other than English
- ☒ Visual & Performing Arts
  - ☐ Intro ☐ Advanced
- ☐ College Prep Elective

10. Grade Level(s) for which this course is designed
10, 11, 12

11. Seeking "Honors" Distinction?
No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Is this an Internet-based course? No

If "Yes", who is the provider? ☐ UCCP ☐ PASS/Cyber High ☐ Other _____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- ☐ A course reinstated after removal within 3 years. Year removed from list? _____
  - Same course title? ☐ Yes ☐ No
  - If no, previous course title? _____
- ☐ An identical course approved at another school in same district. Which school? _____
  - Same course title? ☐ Yes ☐ No
  - If no, course title at other school? _____
- ☐ Year-long VPA course replacing two approved successive semester courses in the same discipline
- ☐ Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- ☐ Approved UC College Prep (UCCP) Online course
- ☐ Approved CDE Agricultural Education course
- ☐ Approved P.A.S.S./Cyber High course
- ☐ Approved ROP/C course. Name of ROP/C? _____
- ☐ Approved A.V.I.D. course
- ☐ Approved C.A.R.T. course
- ☐ Approved Project Lead the Way course
- ☐ Other. Explain: _____

15. Is this course modeled after an UC-approved course from another school outside your district? No

If so, which school(s)? _____

Course title at other school _____

16. Pre-Requisites

Intro to Art A/B

17. Co-Requisites

None

18. Is this course a resubmission? Yes

If yes, date(s) of previous submission? February 28, 2006

Title of previous submission? 3 Dimensional Design A/B

19. Brief Course Description

This one-year course will give the 3-Dimensional Design student the opportunity to develop their design, sculpture, and construction skills. The student will understand the principles and elements of design as they apply to three-dimensional forms. They will explore three-dimensional design as a means of personal expression and communication.

This course will promote an appreciation of sculpture, theatrical sets and props, architectural forms, interior design, landscape design, and the work of the master sculptors, as well as the influence of culture on the production of three-dimensional art. Students will become aware of the historical impact of Western European art history on current trends in three-dimensional art, as well as the influence of other cultures, including China, Japan, India, Africa, and Mesoamerica.

This course will enable students to understand and appreciate artistic expression and, where appropriate, to talk and write with discrimination about the artistic material studied.

B. COURSE CONTENT

20. Course Goals and Major Student Outcomes

Upon the completion of this course, students should be able to successfully demonstrate the following skills:

- Acquire a working knowledge of a variety of traditional and contemporary sculpture styles as it applies to the art history of various cultures.
- Obtain a basic knowledge of various techniques, methods, and observational processes as they apply to different sculptural problems.
- Gain a basic understanding of artistic values and critical criteria that apply to three-dimensional forms.
- Increase vocabulary and ability to analyze, understand, and articulate responses to various sculptural forms.
- Demonstrate knowledge of care of equipment, tools, and working environment.
- Demonstrate an appreciation and understanding of three-dimensional artistic expression through oral and written critiques.

21. Course Objectives

Objective	California State Standard for the Visual Arts, Grades Nine Through Twelve Proficient and Advanced
▪ Students will demonstrate an understanding of the artistic process through the creation of their own original three-dimensional works of art.	**2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.**
▪ Students will participate in regular in-class critiques of their own artwork and that of their peers, focusing on content and technique, and using art vocabulary.	**4.4 Apply various art-related theoretical perspectives to their own works of art and the work of others in classroom critiques.**
▪ Students will demonstrate proficiency is the use of the following media, applying specific techniques applicable to the creation of three-dimensional art, including: wood, clay, metal, plaster, fiber, new media, and found objects.	**2.1 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.**
▪ Students will visit a fine art galley and assist with the planning, set up, display, and break down of a visual arts exhibition, either at school or within the community.	**2.3 Assemble and display objects or works of art as a part of a public exhibition.**
▪ Students will write a research paper about a historically significant artist of their choice including: a short biography, the style and content of the artist's work, a critical analysis of the artist's work and their impact on the history of art.	**3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.**

22. Course Outline

3-Dimensional Design is a comprehensive design and sculpture class, with a specific goal of giving students a broad exposure to all aspects of three-dimensional art making and it's applications to a variety of other art forms. Initially, it will begin with the more simple forms and move into increasing levels of complexity, allowing students' increasing skill to facilitate more complex forms of expression. Following is a roughly chronological list of skills to be taught and areas on which this course will focus over the school year.

- Basic Three-Dimensional Forms: introduction to the construction of the five basic three-dimensional forms- sphere, cone, cylinder, cube, and pyramid. Students build a sculpture

using these forms and discuss the variety of views possible and start thinking about the idea that sculptures are seen from multiple perspectives.

- Minimalism: a project focusing on shape, clean minimal forms, and the use of positive and negative space.
- Mold Making (clay, wax, plaster, rubber): broad unit covering a variety of mold making techniques including making plaster positives from clay negative low relief molds, plaster and rubber release molds from clay positives, lost wax molds, and the use of repetitious forms in three-dimensional art.
- Wire Sculpture: basic wire working techniques are initially focused on as students build skill. The idea of wire as three-dimensional line is applied in thumbnail drawings and in gestural wire sculptures of animals and people, using the work of Calder for examples.
- Architectural Design: a broad overview of architectural history used as a starting point for an architectural sculpture. Issues of location and function are key factors in the design of the structures.
- Found Objects: a discussion of the found objects used by Duchamp and Ernst is the starting point for a unit on the art in daily life. Sculptures will be made from found objects, as well as discussing the beauty in common objects.
- Collaborative Sculpture: creation of a collaborative sculpture that is the result of teams of students working together from the conceptual stage through the final stages of construction.
- Sculpture in other cultures: an overview of traditional forms of sculpture in non-Western cultures, as well as the impact of certain cultures on Western art history.
- Contemporary Sculpture: review of current trends on sculpture and construction of a sculpture in the style of a contemporary three-dimensional artist from *Art News* or *Sculpture* magazine.
- Digital Media & Sculpture: the use of programs such as Photoshop, iMovie, and PowerPoint to turn environments into artwork. The viewer as an active participant in environmental art is reviewed. Students will identify and describe the role and influence of new technologies on contemporary works of art.
- Kinetic Art: an evaluation of the incorporation of movement into sculpture and the use of a variety of forces to create motion including gravity, wind, water, and electricity.
- Paper Mache: the use of wire mesh armatures as supports for Paper Mache forms. Applications of the Paper Mache medium in 3D art forms.
- Installation Art: analysis of this contemporary art form and construction of mini-installations. Discussion of the sculpture as an environment for the viewer and the impact of new technologies on installation art.
- Theater Set Design: design and construct a small scale set for a specific performance. Focus on functionality and aesthetics.
- Texture: the use of texture in three-dimensional work and its visual and tactile impact on the viewer.
- Figure Sculpture: complete review and construction of all steps in figure sculpture. Focus on building armatures, bone and muscle structure in the human body, proportion and handling surface textures such as skin and hair.
- Conceptual Art: focus on the importance of the artist's concept to the overall perceived meaning of a work of art.
- Fiber Arts: use of natural materials to create works of art. Discussion of the Arts and Crafts movement and its impact on art history.
- Portfolio Shooting and Construction: basic techniques of portfolio construction, shooting, and arrangement for maximum viewer impact.
- Three-dimensional design as applied to performance art: creation and impact of environments for performance art of all forms.

- On-going art history units including the use of video, the Internet, lectures, and *Scholastic Art Magazine*.
- Artist Research Paper: Students will write a research paper about a historically significant artist of their choice including: a short biography, the style and content of the artist's work, a critical analysis of the artist's work and their impact on the history of art. One research paper required for each semester for a total of two per academic year.

23. Texts & Supplemental Instructional Materials

Living With Art
Scholastic Art Magazine
Sculpture Magazine

Instructional materials to be assigned accordingly to students as needed. This would include such materials as pencils, papers, X-Acto knives, adhesives, clay, plaster, wood, wax, various hand tools, wire, string, natural fibers, pigments, and Internet access.

24. Key Assignments

Focus	Assignment
▪ Mold construction ▪ Positive vs. Negative forms ▪ Mold making materials ▪ Mold casting materials ▪ Historical use of molds and casting in art ▪ Use of high and low (bas) relief ▪ Function of repetition in art	Mold Making (clay, wax, plaster, rubber): broad unit covering a variety of mold making techniques including making plaster positives from clay negative low relief molds, plaster and rubber release molds from clay positives, lost wax molds, and the use of repetitious forms in 3 dimensional art.
▪ Human anatomy ▪ Accurate proportion ▪ Bone structure ▪ Muscle attachment ▪ Visual vs. actual balance ▪ Texture and its impact on realistic sculpture ▪ Working from life ▪ Capturing natural poses	Figure Sculpture: complete review and construction of all steps in figure sculpture. Focus on building armatures, bone and muscle structure in the human body, proportion and handling surface textures such as skin and hair. Students work from live models to create accurate, proportional, expressive sculptures of the human form.
▪ Review of historically significant artists ▪ Impact of cultural perceptions ▪ Perceived artistic value of given artist to art history ▪ Impact on the work of other artists ▪ Visual appeal vs. content of a work	Students will write a research paper about a historically significant artist of their choice including: a short biography, the style and content of the artist's work, a critical analysis of the artist's work and their impact on the history of art. One research paper required for each semester for a total of two per academic year.

25. Instructional Methods and Strategies

Students will receive direct instruction via lectures, participation in class discussions, videos, and field trips. Demonstration of every required skill, followed by activities in the form of lessons designed to develop the student's ability to construct three-dimensional forms that are realistic and from their imagination. The successful completion of a portfolio and participation in critiques to further develop oral vocabulary and analytical skills.

Students will utilize all current technology to access information pertaining to all areas within the course.

26. Assessment Methods and Tools

- The completion of all assigned work.
- The organization and presentation to class of a portfolio of class assignments for each grading period.
- Students will select and present two pieces of work from scheduled art showings: school and community.
- Oral and written tests from Scholastic Art Magazine articles, class art videos and other visual arts materials.
- Evaluation of research project produced with PowerPoint and/or Hyper studio as it relates to three-dimensional form.
- Participation in class wide and/or individual critiques of both in-progress and completed assigned work.

C. HONORS COURSES ONLY

Not Applicable

D. OPTIONAL BACKGROUND INFORMATION

None

Course Title

Video Production/Filmmaking, ROP (Advanced)

Description of Target Group

Advanced Video Production/Filmmaking is a two hour, year long (10 unit) Fine Arts elective open to students in grade levels 10 – 12 who have had at least one year of Video Production/Filmmaking A/B. The class is also an ROP course.

Prerequisites: Video Production/Filmmaking A/B or permission of instructor

Purpose

The class provides a continuation of the filmmaking/broadcasting class started in Video Production/Filmmaking A/B. The class is intended for the student who is interested in pursuing the field of filmmaking or broadcasting at an institution of higher learning. The class is also intended for those students who have decided to pursue filmmaking or broadcasting as a career.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully:

1. Have knowledge of the position of film director
2. Have knowledge of the position of television director
3. Have knowledge of the position of film producer and broadcasting producer
4. Produce a video or film project from conception to completion
5. Write a treatment
6. Write a script
7. Storyboard the script
8. Produce a shooting log
9. Produce an editing log
10. Videograph a script
11. Successfully edit a film/video project using the nonlinear method
12. Have a working knowledge of special effects software such as Adobe Premier, Adobe PhotoShop and Adobe Aftereffects
13. Discuss the history of film
14. Have a working knowledge of broadcast production

15. Produce television commercials
16. Work well within a film/broadcasting crew environment
17. Have the necessary entry level skills to enter the market in the field of filmmaking or television broadcasting
18. Demonstrate an awareness of career opportunities in both the television and film industry
19. Have the necessary classroom experience/knowledge to continue the study of filmmaking/television broadcasting at an institution of higher learning such as the UC or CSU system

Assessment

The student's film project will be reviewed and judged as to the student's ability to demonstrate knowledge of the techniques and theories discussed and demonstrated in class. The student's script will be reviewed and an assessment will be made as to the student's grasp of the theories and practical knowledge needed to produce work of high quality, which have been discussed and demonstrated.

Instructional Materials

Textbooks: Refer to: Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District.

Activities

Demonstrations, lectures, guest speakers, produce a daily news broadcast program to be shown to the entire campus.

AERIES FORM

(Must be completed for all new courses)

Course Title Long: Empowering Entrepreneurs A/B **State Code:** 4218

Course Title Short (maximum of 15 characters): Sc

Grade Range: 11 - 12 **Default Credit Value:** 10 units

Length: ☐ Year (two period course, 10 units per semester) ☑ Year (A/B) (5 units per semester) ☐ Semester

UC/CSU Approved for honors credit (AP) ☐ Yes **(Pending)** ☐ No

UC/CSU Approved as College Preparatory ☑ Yes **(Pending)** ☐ No

Subjec Area – Mark at least 2 for credit assignments			
Pri	**Sec**	**Ter**	
☑	☐		English Requirement
☐	☑		World History
☐	☐		US History
☐	☐		Government
☐	☑		Economics
☐	☐		Mathematics
☑	☐		Science-Physical
☑	☑		Science-Life
☑	☐		Physical Education
☑	☐		Vis & Per Arts/Foreign Lang
☑	☐		Health
☑	☐		Elective Credit

Vocational Education	☑ **YES**	☐ **NO**
☐	**01**	Introduction
☐	**02**	Concentration
☐	**03**	Capstone

Course Type (Leave blank if **NOT** Voc. Ed)		
☐	**11**	High School Skills/Independent Study
☐	**30**	ROC/P
☐	**31**	Vocational Ed: Sex Equity non-trad.
☐	**32**	Technical Prep (Higher Ed Inst)
☐	**33**	Technical Prep and ROC/P

Prerequisite Course #(s) ***(if applicable):***

☐ ***Teacher recommendation***

SMJUHSD Department		
☐	**A**	Agriculture
☐	**C**	Business
☐	**E**	English
☐	**J**	Family & Consumer Science
☐	**G**	International Language
☑	**H**	Health
☐	**K**	Industrial Arts/Technology
☐	**M**	Mathematics
☐	**N**	Music
☐	**Y**	Non-Academic/Non-Departmental
☐	**P**	Physical Education
☐	**W**	ROP
☑	**Q**	Science
☐	**S**	Social Science
☐	**B**	Visual/Performing Arts
☐	**Z**	TA/Non-Schedule

Course Level		
☐	30.	Advanced Placement
☐	31.	Basic (PreK – 12)
☐	32.	General (PreK – 12)
☐	33.	Gifted & Talented
☐	34.	Other Honors (non-UC)
☐	35.	Remedial (PreK – 12)
☐	36.	Special Education
☐	39.	UC Certified Level
☑	40.	College Level

CSF List		
☐	**A**	List 1/A
☐	**B**	List II/B
☐	**C**	List III/C

NCLB CORE ☐ Yes ☑ No (If "yes" select core area)		
☐	**AR**	Art
☑	**EC**	Economics
☐	**EN**	English
☐	**FL**	Foreign Language
☐	**GE**	Geography
☐	**GV**	Civics & Government
☐	**MT**	Mathematics
☐	**RL**	Reading/Lang Arts
☑	**SC**	Science
☐	**SS**	Social Studies

UC/CSU Graduation A-G Requirements		
☐	A	History/Social Science
☐	B	English
☐	C	Mathematics
☑	D	Laboratory Science
☐	E	Foreign Language
☐	F	Visual/Performing Arts
☐	G	Elective Credits

Course Naming Convention	
0001-0999	Remediation
1000-1999	Freshman Level - *required*
2000-2999	Sophomore Level - *required*
3000-3999	Junior Level - *required*
4000-4999	Senior Level - *required*
5000-5999	High School-at-College
☑ **6000-6999**	Non-level/Elective
7000-7499	ROP
7500-7999	Special Education
8000-8999	Reserved for Future
9000-9999	Independent Study

Approved by: _____ Date Oct. 7, 2016

Entered by: _____ Date _____

Course Number(s) VP6557 _____

Course Description

A. COVER PAGE

1. Course Title
Art 1 A/B

2. Transcript Title / Abbreviation
art-1ab-(p)

3. Transcript Course Code / Number
VP6500 / VP 6501

4. School
Santa Maria High School

5. District
Santa Maria Joint Union High School District

6. City
Santa Maria, California

7. School / District Web Site
http://smjuhsd.k12.ca.us

8. School Contact

Name: Ester Prieto - Chavez

Title/Position: Assistant Principal

Phone: (805) 925-2567 **Ext. 3707**

Fax: (805) 922-0215

E-mail: echavez@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Language other than English
- ☒ Visual & Performing Arts (for 2003)
- ☐ College Prep Elective

10. Grade Level(s)
9th – 12th grade

11. Seeking "Honors" Distinction?

☐ Yes ☒ No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Date of School Board Approval
January 22, 2003

14. Was this course previously approved by UC? ☐ Yes ☒ No If so, year removed from list? _____

Under what course title? _____

15. Is this course modeled after an UC-approved course from another school? ☒ Yes ☐ No

If so, which school(s)? Sample Course outline form is based on Los Alamitos HS

16. Pre-Requisites
None

17. Co-Requisites
(not applicable)

18. Brief Course Description

Art 1 A/B is a year-long introductory course for students who would like to learn the basics of visual art. Students will learn how to analyze and appreciate art from different cultures as a means of self expression through the creation of their own original art works through in-class discussion, critiques, written responses, and a series of "hands-on" projects that will enable the student to explore his own visual creativity, and also develop the ability to discuss, analyze, and understand historical and contemporary works of art.

B. COURSE CONTENT

Please refer to instructions

19. Course Goals and/or Major Student Outcomes

- Demonstrate the ability to analyze and evaluate, both written and verbal, their own artwork and the work of others based on a knowledge of the elements and principles of design.
- Students will gain an understanding of the goals and objectives of a variety of artists from different cultures through reading and class critiques that will include written and verbal responses.
- Students will produce artwork that demonstrates an ability to solve problems creatively and critically, and examine more than one solution to a visual problem.
- Students will explore how the visual arts connect to other areas in the curriculum.
- Through the use of reproductions, videos, slides and texts, students will study periods of art history.

20. Course Objectives

- Students will produce their own works of art based on an understanding of the elements and principles of design.
- Student will be able to discuss their work, and the work of others based on an understanding of a basic art vocabulary, verbal, written, and analytical skills are emphasized.
- Students will create a sketchbook, which will include written assignments as well as homework and daily art work, this collection will demonstrate their understanding of the class content.
- Students will have the opportunity to work in a variety of art materials and techniques which will include: pencil, watercolor, collage, oil pastel, ink and charcoal.

21. Course Outline – See Appendix "A"

See attached course outline based on: State Standards: Artistic Perception, Creative Expression**,** Historical and Cultural Content Aesthetic Valuing, and Connections, Relationships, Application.

23. Key Assignments

Topics/Units/Themes	Key Activities/Assignments
▪ Self-Portrait (colored pencil)	• Self Portrait using only symbols
▪ Doodle into Art (drawing)	• Images from squiggles
▪ Elements & Principles of Design	• Sketchbook interpretations
▪ Pattern Cover	• Element of pattern-ink on sketchbook
▪ Abstract word	• Word communication/elements only
▪ Analysis of "Old Master" work	• Written critique based on elements
▪ Alter "Old Master" work	• Original art – based on old
▪ Color Harmonies	• Student examples in sketchbook
▪ Pointillism Tondo	• Watercolor – George Seurat technique
▪ Imaginary Machine	• Combine several elements in one work
▪ Template Drawing	• Value study – getting rid of lines
▪ Drawing series – Still Life	• Learning to draw 3 D objects
▪ Hands of Emotion	• Contour drawing – emotional subject
▪ Objects in Space	• Realistic drawing – hand held objects
▪ Shell Triptych	• Contour Ink – organic subject
▪ Perspective series	• Drawing dimensional scene
▪ Abstract Drawing	• Change, alter, simplify realistic objects
▪ Self Portrait	• Realistic rendering
▪ Fantasy Self Portrait	• Change, alter, add to image
▪ Montage Drawing	• Combination of image techniques

24. Instructional Methods and/or Strategies

- Lectures and demonstrations
- Class discussions and critiques
- Projects
- Homework assignments
- SSR in-class readings and written responses
- Peer Critiques
- Sketchbook
- Pair and small group work

25. Assessment Methods and/or Tools

- Projects
- Homework assignments
- Critiques (oral and written)
- Class participation
- Sketchbook
- Student/teacher critique

Students point scale:

10 Superior: High quality
9 Excellent: High competence
8 Strong: Good solution
7 Successful: Good work
6 Above Average
5 Average: Fulfills assignment
4 Below average: complete, problem
3 Weak: Incomplete
2 Inadequate: Incomplete
1 Poor: Lesson not understood

100-90=A
89-80=B
79-70=C
69-60=D
59-50=F

C. HONORS COURSES ONLY

Please refer to instructions

26. Indicate how this honors course is different from the standard course.

Not applicable

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

27. Context for Course (optional)

The class is recommended for all students interested in studying the fine arts including those planning to take Photography 1, Jewelry, and Craft courses. It is also suggested if students plan to take Commercial Art, or a Technical Drawing course this class would be advised.

28. History of Course Development (optional)

Art 1 has been designed as an introduction to the visual arts. This course is often the only art course many Juniors and Seniors will take therefore it has been designed to first study of the structure of art and design. Through the making of original art that emphasizes the individual artist, students study the context of art through a comprehensive examination of design, drawing, and history by discussing, reading, writing, and completing projects that focus on artists and periods of art history.

Project Sequence:	*Visual Art Standard 1: Artistic Perception*	*Visual Art Standard 2: Creative Expression*	*Visual Art Standard 3: Historical and Cultural*	*Visual Art Standard 4: Aesthetic Valuing*	*Visual Art Standard 5: Connections. Relations Applications*
Self Portrait: Students drawing combines their name with images that represent their interests.	Students create a center of interest in the composition by placing their name in the center of the images.	Students choose pictures and objects from their experiences that illustrate their individuality.	Discussion of pictures and symbols as a universal visual language is discussed. Artist Keith Haring is featured.	The nature of art: Through a verbal critique students share their work--can they share something about themselves through art?	Students are asked to write in their sketchbook reaction to the question: Can Ideas and emotions be expressed through pictures?
Doodle into Art Students evolve simple line doodles into recognizable pictures.	From simple lines and shapes students draw small pictures and cartoons that the doodle lines suggest.	Objects are created that reflect the individual interests of the student.	Artists and cultures that use symbols in their work: Salvadore Dali, Native American Indian pictographs are shared and discussed	Written response: Sketchbook: What makes pictures art?	Discussion: Art as a universal language that can communicate philosophies of many cultures. Shared human experiences.
Elements and Principles of Art First of a series of exercises in personal sketchbook	After a film on the basics of art structure students draw examples of each element and principle in their sketchbook.	Students demonstrate their understanding of the elements and principles of art by use of drawing and collage in their sketchbooks.	Discuss with class a link to contemporary art and design.. How artists use art structure to control how an artwork is perceived.	Students share their understanding of art structure by explaining one element or principle to the class. Is the art successful?	Students connect what they have learned about successful design to the evaluation of the design of ordinary objects.
Pattern cover for class sketchbook	Reclaim a discarded book to serve as a class sketchbook, which will include Individual daily and homework class assignments.	The nature of pattern. Repetition is explored and positive and negative space is created in spontaneous ink study.	Students see examples of contemporary and historical sketchbooks from many artists, cultures and historical periods.	How variety and imagination can help the artist create a successful cover design. Compare covers.	Sketchbook is added to as the student progresses through the course. The book becomes a record of his/her artistic work in the class, both visual and written entries.
Abstract Word Design is based on communication of a word with only colors and shapes to work with	Students choose a word to communicate to the class --using only colors shapes and composition to describe it.	Discussion: Can feelings be expressed with only color and shape--could this be the basis for a universal language?	The works of the Abstract Expressionists are discussed: Steuart Davis, Joseph Albers, Hans Hoffman, and Jacson Pollock,	Critique: Students try to guess the word in each artwork--can a feeling or emotion be communicated visually?	Sketchbook response: Could there be a universal language that communicates with color and shape, and does not depend on ethnic or cultural differences?

Project Sequence:	*Visual Art Standard 1: Artistic Perception*	*Visual Art Standard 2: Creative Expression*	*Visual Art Standard 3: Historical and Cultural Context*	*Visual Art Standard 4: Aesthetic Valuing*	*Visual Art Standard 5: Connections. Relations Applications*
Analysis of an 'old master' painting	Students apply their knowledge of the structure of art and design to the structure and meaning of an artists work from another time.	Students analyze the creative expression of an another artist. The student will then complete a series of written questions in their sketchbook.	While examining a work from the past--students look for clues about the culture and time in which the art was created.	In their opinion is this a 'good' work of art? Critique response: How did the artist communicate his individual ideas in the artwork?	Discussion of how artists are able to control how we perceive their work--based on the elements and principles of design --how can we 'read' a work of art produced in our own time?
Alter an old master'work Students change original work of art into a new painting.	Students create a new work, but through re-drawing, painting and changing the original they gain a new appreciation of that artwork.	How slight alterations of the subject matter of a historical artwork can dramatically affect the perception of that work.	Written response: When art is taken out of original context--changing setting, clothing, time, how does the original objective of the art change?	Students share through critique of their work to class. How does the new work compete with the old as a work of art?	Students share the old and new versions of the artwork to the class--students observe many artists and time periods of the history of art through these presentations.
Color Harmonies Kaleidoscopic design and color wheel in sketchbook	Color vocabulary study- emphasis on learning the language of color by completion of colorwheel sample in sketchbook.	Students mix their own colors from the primaries then cut-out and mount color samples to create a color wheel and color harmony study.	In sketchbook students examine how the Impressionists and Fauves used color to express emotion.	After completing a Kaleidoscope design using a specific color harmony--students evaluate the works success to the class.	Discussion of the science of color (Seurat), and the emotional use of color in art (Vincent Van Gogh).
Pointillism Tondo A celebration of the work of George Seurat	Students explore the technique of pointillism--the optical mix of pure colors--that mix when viewed from a distance.	Students choose a view of the art class that interests them as the basis of their round pointillist painting.	The paintings of Post-Impressionist George Seurat are studied and emulated in an original interpretation of his unique style.	Written response: How does this unusual painting technique affect the viewers perception of the image?	Critique: Students share their reaction to the painting technique, and their individual painting of a room view to the class.
Imaginary Machine Drawing Objects go through a metamorphosis as the move through machine	Students design and draw a machine using their knowledge of the elements of design to imagine a machine that transforms one object into another.	The nature of machinery as interpreted by the student. The ability of machines to change, modify, and alter existing objects and materials.	Historical examination of man made objects: functions, types, and individual parts that compose 'machinery'.	Critique: Students describe the journey an object would take to change into something else. Compare finished artworks.	Sketchbook response: Students write how they used their knowledge of the elements of design to create an interesting drawing. They evaluate their success.

Project Sequence:	*Visual Art Standard 1: Artistic Perception*	*Visual Art Standard 2 Creative Expression*	*Visual Art Standard 3: Historical and Cultural Context*	Visual Art *Standard 4: Aesthetic Valuing*	*Visual Art Standard 5: Connections. Relations Applications*
Object Template Drawing Students trace a variety of objects on division page in their sketchbook	Emphasis on black and white value study in a flat drawing. Students assign a variety of values to overlapping shapes-- lines will disappear.	Objects that are traced are personal: keys, toys, jewelry, combs etc. In drawing them they are overlapped to create new shapes.	Students examine the work of artists who use the element of line as a major part of their work: Haring, Miro, and Matisse.	Written response: What objects are still recognizable when the drawing is complete? What do they say about the artist?	Critique: Students share and compare the objects depicted in the works-- what do the choices of objects say about the individual artist?
Drawing series still life A series of several works that explore visual drawing.	Students explore a variety of media and drawing techniques to accurately depict what they see.	By choosing a particular composition and media--students can express a point of view with the objects they have drawn.	By choosing a particular composition and media--students can express a point of view with the objects they have drawn.	Written response: Is it necessary for objects in the drawings to look exactly like the 'real' objects they are modeled on to be successful?	Critique: Which works clearly represent the objects in the still life--and do they communicate something unique about the culture that they come from?
Hands of Emotion Students draw three hands in contour- line.	Using oil pastel students draw three views of their own hand--showing a variety of emotions-- Happiness, hate, support, etc.	The hands are then cut out and arranged on another piece of paper so they will communicate an emotional state: Helping, love, fear, solidarity, etc.	Students examine the work of Albrect Durer, and other Renaissance masters who used hands in their work to convey emotion.	Written response: Students write in sketchbook— describe what emotional state the three hands communicate.	Discussion: How hands can be a universal symbol--accusing, welcoming, condemning. Is it important that the drawn hands be 'realistic' to communicate human emotion?
Objects In Space Pencil drawing	Students render at least 7 personal objects floating in space. They choose a composition that is directional, radial, or centered.	Objects that belong to the student are chosen--their most revered are worked into the composition.	Students create the illusion of deep space and a feeling of action by the placement of the objects on their paper. The works of Church, and Duchamp are shared.	Discussion: Are the objects that mean the most to the artist drawn with more care and attention?	Written response: Is there a difference between just naming the objects (identification) or learning visually about them by drawing them?
Shell Triptych Ink Drawing 3 views of one object	Students choose a seashell to draw using ink contour line. The views are whole shell, half of shell, and a micro view of same shell.	Using contour ink line students describe the outside surface of the shell in black ink line.	The triptych examined from different historical periods. Artwork can show three different views of a scene--or three views of the same scene	Discussion: Did the amount of time spent drawing affect the final artwork? Or is time a factor in producing good art?	Sketchbook response: If you where to use the contour ink technique to draw any object of your choice--what would it be and why?

Project Sequence:	*Visual Art Standard 1:*	*Visual Art Standard 2:*	*Visual Art Standard 3:*	*Visual Art Standard 4:*	*Visual Art Standard 5:*
Perspective Series One and two-point perspective views of the school and classroom	Class is shown video: Masters of Illusion then completes a series of drawn perspective studies based on what they learned.	Students explore one and two point perspective by drawing from actual locations both interior and exterior views.	Discussion of artists who have used linear perspective in their work to create the illusion of deep space: Dali, Di Venci, and Church	Critique: Based on the theory of linear perspective students evaluate their work and accuracy of their observations.	Discuss how artists, including photographers and architects through history, have used linear perspective to convey space and depth in their works.
Abstract Drawing Organic and man made diptych	Students discuss works by abstract artists, and try to define the nature of reality in art.	Students express and explore the similarities and differences between organic and mechanical objects in an abstract painting.	Class will view the works of artists that have explored abstraction by focusing on organic or mechanical subjects: O'Keefe, and Sheeler.	Sketchbook: Students describe their two paintings-differences and similarities of the two panels.	Critique: Students compare each artwork--how do the versions of nature and man-made objects vary between works?
Self Portrait Visual Drawing: Ourselves	Using a mirror the student observes his/herself in a drawing that focuses on visual accuracy.	How artists can communicate more than surface information by relating differences in facial expression and emotion in their self-portrait.	Students are shown and discuss portraits and self portraits through art history as records of individuals and of specific periods of time.	Written response: Is it possible to show something about you that is beyond the visual representation of your face?	Discussion: Compare the similarities and differences of self-portraits from different artists: Rembrandt. Van Gogh, and contemporary artist Chick Close.
Fantasy Self Portrait Alter and change your face in a second work	Students work from tracing of original portrait, but change and alter original into a new work with ol pastels.	Students change portrait by deletion, addition, and use of fantasy elements to express new ideas and meanings in their portrait.	Students see examples of contemporary and historical portraits from many artists, cultures and historical periods. The portraits of the German Expressionists will be featured.	Written response: Does this drawing communicate something about the person that could not be done in a photograph?	Discussion: Can a fantasy portrait portray a world of the past or future? Can art be humorous and still be considered art? Share examples.
Montage Drawing In the form of a fantasy landscape--or a collection of individual drawings.	Final class drawing based on a selection of many sketchbook images to be organized into a Surreal landscape of montage.	Students create one work out of a collection of many drawings and collages. Images not usually seen together.	The works of the Surrealists are shared: Dali, Magritte, Miro, Gorky, and kahlo are discussed with the class.	Critique: Does this collection of unrelated objects work as one artwork? What does the selection of the images say about the artist?	Sketchbook response: Challenge reality--How do we feel about these changes in what we know as reality in our world? What is reality?

Course Title

Art D (Independent Study)

Description of Target Group

This course is designed for any student who has successfully completed one year of Drawing and Painting Workshop A/B and has the instructor's permission.

Purpose

This one-semester course is designed to give advanced students the opportunity to work independently in developing their personal art skills. Work to be assigned by instructor according to student's needs and abilities.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Personal discipline and responsibility will be demonstrated through:
   A. Regular attendance
   B. Planning and execution of projects within specific time frames
   C. High quality of finished product

2. Students will be expected to complete one well-researched and well-written topical term paper.

3. Students will be expected to attend local events and to watch assigned TV specials and to report to instructor.

Instructional Materials

To be assigned according to individual need.

Activities

Individual work, lectures, participation in class discussions, demonstrations, experiments, films, filmstrips, and field trips.

Course Title

Art Studio (AP)

Description of Target Group

This course is recommended for 11th and 12th grade students who have successfully completed courses such as Art A, B, and C, Photography 1A, and 1B, Ceramics A and B, Video, Beginning and Video, Advanced.

Purpose

The purpose of Art Studio (AP) is to prepare students who anticipate going to the University of California or California State University system, or other four-year schools, which require one year of art. This is a one-year course. It emphasizes the development of a portfolio, which will satisfy the requirements of the UC system and the AP examination. There shall be a strong emphasis on quality throughout the year-the quantity will accumulate over the ensuing nine months. Activities shall include: the keeping of a journal reflecting the research of various style in one's field, the developing of one's style, and the finalization of a portfolio for Advanced Placement testing in the spring. Credit will constitute the A-F college entrance requirements.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Understanding of the various styles in one's field.
2. Progressive development of one's style.
3. Completion of a portfolio for Advanced Placement testing.

Instructional Materials

Materials shall be determined ultimately by the enrollees. They would include such materials as paints, brushes, photo papers, mount and overmat boards, glazes, ceramic tools, video tapes, etc.

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District, Fieldman, Edmund Burke Varieties of Visual Experience Art as Image and Idea, Prentice Hall, N.J. Harry N. Abrams. Library of Congress # 71-174223

Art Studio (AP) (continued)

Activities

1. Visit local artists, art shows and museums for interviews and empirical research for their journals.
2. Individual work
3. Field trip to Los Angeles County for visits to the Huntington Library, Norton Simon Museum, Contemporary Art Museum of LA, LA County Museum of Art, and the Getty Museum of Art for the examination of major art and themes of world class art.
4. Research, examine and critique data, which will help the individual in the preparation of his/her portfolio for the AP portfolio examination in the spring.
5. Guest speakers and resource people shall complete the student's exposure to resources in preparation for work on their portfolios.

Course Title

Art 1A (Design)

Description of Target Group

Beginning students grades 10 through 12. (This course may be repeated once.)

Purpose

This one term/semester course is designed to give the student an understanding of the various techniques and applications of good design.

Prerequisite: None

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Make aesthetic judgements.
2. Demonstrate self-reliance and independent initiative.
3. Understand and use specialized art vocabulary in both verbal and written work.
4. Demonstrate knowledge and application of color theory.
5. Demonstrate knowledge and application of design theory, including perspective.
6. Understand the scope of career opportunities as it relates to design.
7. Increase awareness of good design in advertising and utilitarian objects.
8. Understand the use, care and appreciation of artists' tools, supplies, and the work environment.
9. Develop ability to enlarge or reduce a subject by using a grid technique.

Assessment of Student Learning

1. Students will complete all course work.
2. Students will present examples of acquired skills in a portfolio.
3. Students will complete a written self-evaluation of his/her work.
4. Student will complete homework assignments for above 'C' grades.
5. Assessment through teacher observations of work in class, and handout sheets.
6. Student will be graded based on check off of weekly assignments.

Text and Supplementary Materials:

Historical and contemporary design in the form of printed matter, video tapes, class discussion, and computer hardware.

Activities

Individual class work, lectures, group presentations, visiting artists, demonstrations, experiments, videos, and field trips.

Course Title

Art 1B (Drawing)

Description of Target Group

Beginning students grades 10 through 12.
(This course may be repeated once.)

Purpose

This one term/semester course is designed to provide the student the necessary skills that will enable him/her to draw basic objects realistically, and create fantasy drawing based on imaginative sources.

Prerequisite: None

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Demonstrate an improved ability to see and record observations through drawing.
2. Demonstrate the use of basic drawing techniques in a variety of media.
3. Demonstrate the ability to draw objectively objects from 'life'.
4. Demonstrate the ability to draw from the imagination.
5. Demonstrate the ability to enlarge or reduce a subject by the use of a grid technique.
6. Demonstrate the ability to organize space (composition) on a picture plane.
7. Demonstrate knowledge of the care of tools and equipment.
8. Demonstrate an appropriate written and oral art vocabulary.
9. Demonstrate personal responsibility toward care and maintenance of the work environment.

Assessment of Student Learning

1. The completion of all assigned work.
2. The organization and presentation to class of a portfolio of class assignments.
3. Students will complete a written portfolio evaluation of term progress.
4. The completion of homework assignments for above 'C' grades.
5. Teacher observation of improvement during course.
6. Assessment based on checkoff of weekly assignments.

Text and Supplementary Materials

Historical and contemporary of excellent drawing in the form of student work, reproductions, instructional videotapes, class discussion, and interactive computer hardware.

Activities

Daily drawing activities in form of lessons designed to develop the students ability to record what he/she observes. The organization of an individual portfolio for presentation to the class and a variety of field trips.

Ballet Folklórico 2 A/B

Ernest Righetti High School (053303)

Submitted: Apr 29, 2019
Decision: May 2, 2019

ubmission Feedback

PPROVED

asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
rnest Righetti High School (053303)	Classroom Based	**Abbreviation**	**Course Code**
		Ballet Folk 2A	VP6503
		Ballet Folk 2B	VP6504

Title:	Ballet Folklórico 2 A/B
Length of course:	Full Year
Subject area:	Visual & Performing Arts (F) / Dance
UC honors designation?	No
Prerequisites:	Ballet Folklórico I (Required)
Co-requisites:	None
Integrated (Academics / CTE)?	Yes: Performing Arts
Grade levels:	10th, 11th, 12th

ourse Description

urse overview:

Ballet Folklórico 2 (CTE Capstone) A/B is a yearlong, advanced performing dance class which serves as a Capstone Class in the CTE Career Pathway for Arts, Media & Entertainment - Performing Arts: Dance. Students study the historical background of a variety of regional Mexican dance styles, refine their footwork and stage presence, apply choreographic skills, learn production elements and business/managerial skills, and develop a professional career plan.

This course provides the opportunity for students from all backgrounds to experience and understand dance as a component of Mexican heritage, giving Mexican-American students, in particular, a special opportunity to learn about, identify with, and express pride in their culture. A central purpose of this course is to prepare a quality performing arts group to present for local schools, civic organizations and community events, exposing our audiences to the rich and vibrant world of traditional Mexican folk dance, thereby fostering the appreciation and pride in Mexican tradition and culture.

urse content:

Dance Repertoire & Development of Stage Presence

Classroom Hours: 110 **Lab/Work Based Learning:** 220

A central purpose of this class is to prepare a quality performing arts group to present for local schools, civic organizations and community events, exposing our audiences to the rich and vibrant world of traditional Mexican folk dance, thereby fostering the appreciation and pride in Mexican tradition and culture. This class often does 25-40 performances a year both on and off campus including two big shows, one in winter and the other in spring, in which professional lighting and sound are employed.

As each year's performing group's repertoire is prepared for performance students will learn to identify and apply basic music principles such as rhythm, meter, and tempo. Students have the opportunity to learn works from several choreographers and are charged with performing these dances communicating the original intent of the work while employing personal artistic intent and interpretation. Students create and teach choreographies that utilize an established dance style or genre and employ choreographic principles and aesthetics. As most folklórico dances are couple-dances, the development of partner skills is paramount.

Each year students will learn 6-10 suites (three to four dances) from a variety of Mexico's 31 states or their sub-regions. Students are expected to learn all presented dances to a high degree of proficiency including steps, rhythm, posture, hand/arm position, skirt work, choreography, style, etc.

Frequent choices include, but are not limited to Jalisco, Veracruz, Chihuahua, Tamaulipas, Nuevo León, Baja California, Oaxaca, Chiapas, Guerrero, Sinaloa, Yucatán, and Nayarit.

Several of the dance genres/styles studied will include:

- Norte: polca, redova, chotís,
- Este: huapangos, son jarocho

- Sur: gusto, son, jarabe
- Oeste: son, banda, jarabe

Students will also work on developing stage presence through consistent desired facial expression (e.g. smiling, eye contact), poise, posture, grace, partner interaction, ánimo, gritos, and costume/hair appearance.

Common Core Academic Standards

CCSS.ELA-Literacy.L.11-12.6

CCSS.ELA-Literacy.RST.11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.9, 11-12.10

California State Academic Content Standards for Visual and Performing Arts

Artistic Perception – 1.1, 1.2, 1.3, 1.4, 1.5

Creative Expression – 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7

Aesthetic Valuing – 4.1, 4.2, 4.3, 4.4, 4.5

Connections, Relationships, Applications – 5.3

CTE Arts, Media & Entertainment Knowledge and Performance Anchor Standards

Problem Solving and Critical Thinking – 5.1, 5.2

Health and Safety – 6.2, 6.3, 6.4

Responsibility and Flexibility – 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7

Ethics and Legal Responsibilities – 8.3, 8.4, 8.5, 8.6

Leadership and Teamwork – 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7

Technical Knowledge and Skills – 10.1, 10.2, 10.3, 10.4

Demonstration and Application – 11.1, 11.2

CTE Performing Arts: Dance/ Choreography Pathway Standards

Artistic Response – B1.0, B1.1, B1.2, B1.3, B1.4, B1.5, B1.6, B1.7

Application of Artistic Skills – B4.0, B4.1, B4.2, B4.3, B4.4, B4.5, B4.6, B4.7

Aesthetic Values – B8.1, B8.2, B8.3, B8.4

⮒ Unit Assignment(s):

- Learn Dances and Regional Styles
- Dance Quizzes
- Performances (School, Civic Organizations, Community Events)
- Critique of our “Celebration of Mexican Culture” and “Big Show” Performances
    - Written 2-3 page essay using modified Feldman Model for Art Criticism
- Critique of other Marimba Band/Mariachi Performance

    - Written 1-2 page essays utilizing appropriate vocabulary & terms
- Response to Critique of “Me”
- Collaborative-Learning Choreography Project

Students will be evaluated using rubrics on the degree to which they meet expectations for (1) learning the repertoire of dance including steps, rhythm, posture, hand/arm position, skirt work, choreography, style, etc., (2) demonstrating good stage presence through consistent desired facial expression (e.g. smiling, eye-contact), poise, posture, grace, partner interaction, *ánimo*, *gritos*, and costume/hair appearance, (3) attending performances, practices, and rehearsals as well as being responsible for costumes and group property.

Dance Vocabulary and Historical/Cultural Understanding

Classroom Hours: 40 **Lab/Work Based Learning:** 0

Historical perspectives and cultural context of folklórico dance are focused on in a variety of readings and discussions on topics such as:

- How/Why El Jarabe Tapatío became the National Folk Dance par excellence?
- The Dilemma of Authenticity v. Artistic License. García, Dancing Across Borders, pp. 230-231.
- “The Ballet Folklórico de Mexico and the Construction of Mexican Nation Through Dance” by Sydney Hutchinson, Dancing Across Borders pp. 206-225.
- “Staging Authenticity: Theorizing the Development of Mexican Folklórico Dance” by Olga Nájera-Ramírez, Dancing Across Borders, pp. 277-292.
- “Folklorico in the United States: Cultural Preservation and Disillusion” by Russel Rodríguez, Dancing Across Borders, pp. 335-358.
- History of Folk Dance, Ballet, and Romantic Nationalism

In addition, the following assignments will challenge students to demonstrate their understanding of the historical and cultural context of folklórico dance.

- Historical & Cultural Quizzes/Tests
    - Students are tested on historical and cultural components from readings, discussions and lectures on each of the dance regions learned.
- Reflection of How This Affects “My” Performance
    - Students will write a reflection of how new historical and cultural learnings affect how they perform.

Common Core Academic Standards

CCSS.ELA-Literacy.L.11-12.1, 11-12.2, 11-12.3, 11-12. 4, 11-12.6

CCSS.ELA-Literacy.RI.11-12.1, 11-12.2, 11-12.3, 11-12. 4, 11-12.6

CCSS.ELA-Literacy.RH.11-12.2, 11-12.3, 11-12.4, 11-12.7, 11-12.9

CCSS.ELA-Literacy.RST.11-12.2, 11-12.3, 11-12.4, 11-12.6, 11-12.7, 11-12.9, 11-12.10

CCSS.ELA-Literacy.WHST.11-12.1, 11-12.2, 11-12.4, 11-12.7, 11-12.9

CDE History-Social Science – 7.7, 7.11, 8.5, 8.8, 8.12.7, 10.4, 10.6.4, 10.10, 10.11, 11.3, 11.5.5, 11.5.6, 11.8.2, 11.8.8, 11.11

California State Academic Content Standards for Visual and Performing Arts

Historical & Cultural Context – 3.1, 3.2, 3.3, 3.4

Aesthetic Valuing – 4.4

CTE Arts, Media & Entertainment Knowledge and Performance Anchor Standards

Technology – 4.1, 4.3, 4.5

CTE Performing Arts: Dance/ Choreography Pathway Standards

Historical and Cultural Perspective – B7.2

Unit Assignment(s):

- Readings and Discussions on Historical and Cultural Development of Ballet Folklórico
  - Students are tested on historical and cultural components from readings, discussions and lectures on each of the music genres studied.
- Fiestas: Traditional Celebrations Project
  - Group research and presentational project

Professional/Career Development

Classroom Hours: 30 **Lab/Work Based Learning:** 0

Students learn production elements including staging, lighting, and sound and business/managerial skills as well as dance company organization and management.

Students develop their professional skills and demonstrate proficiency in an artistic career pathway through the following projects:

- Collaborative-Learning Choreography Project
- Professional Career Plan Project
- Audition/Choreographic Portfolio

Common Core Academic Standards

CCSS.ELA-Literacy.L.11-12.1, 11-12.2, 11-12.3, 11-12.6

CCSS.ELA-Literacy.RI.11-12.2

CCSS.ELA-Literacy.W.11-12.2

CCSS.ELA-Literacy.WHST.11-12.4, 11-12.7, 11-12.8

California State Academic Content Standards for Visual and Performing Arts

Artistic Perception – 1.1, 1.2, 1.3, 1.4, 1.5

Creative Expression – 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7

Aesthetic Valuing – 4.1, 4.2, 4.3, 4.5

Connections, Relationships, Applications – 5.1, 5.2, 5.3, 5.4, 5.5

CTE Arts, Media & Entertainment Knowledge and Performance Anchor Standards

Career Planning and Management – 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8, 3.9

Leadership and Teamwork – 9.4, 9.5

Technical Knowledge and Skills – 10.1, 10.3, 10.4

Demonstration and Application – 11.1, 11.2, 11.3, 11.4, 11.5

CTE Performing Arts: Dance/ Choreography Pathway Standards

Artistic Response – B1.0, B1.1, B1.3, B1.4, B1.5, B1.6, B1.7

Application of Artistic Skills – B4.0, B4.1, B4.2, B4.3, B4.4, B4.5, B4.6, B4.7, B4.8, B4.9

Artistic Preparation and Professional Practices – B9.0, B9.1, B9.2, B9.3, B9.4, B9.5, B9.6

Unit Assignment(s):

- Professional Career Plan Project
- Audition/Choreographic Portfolio

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ourse Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primar
Dancing Across Borders: Danzas y Bailes Mexicanos	Ramírez, Olga, Norma Elia Cantú, and Brenda M. Romero, eds.	Urbana: University of Illinois Press	2009	[empty]	Yes

Additional Information

Course Author:

Ricardo Gabaldon
Teacher
rgabaldon@righetti.us
(559372051 ext. 2502

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Course Title

Ballet Folklorico, Advanced

Description of Target Group

This course is designed for all 9th, 10th, 11th, and 12th grade students.

Purpose

The purpose of this class is to produce a performing arts group (The Righetti High School Ballet Folklorico) which will conduct performances for local schools, civic organizations, and community events and celebrations.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Participate regularly in assigned activities (performances).
2. Demonstrate the ability to be on time.
3. Demonstrate the ability to work effectively with others and in small and large groups.
4. Learn the geography associated with each dance region.
5. Learn the history related to each dance.
6. Learn the cultural origins and influences of each dance and region.
7. Learn the cultural dance steps, choreography, and hand or shirt movements for assigned dances.
8. Learn the quality of proper stage performance.
9. Demonstrate concern and competency in the use and care of dance costumes.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Class lectures, discussion, demonstration, video tapes, and performance related to dance.

Course Title

Ballet Folklorico, Beginning & Intermediate

Description of Target Group

This course is designed for all 9th, 10th, 11th, and 12th grade students.

Purpose

The purpose of this class is to teach students the fundamentals of Mexican folk dance and to allow interested students the opportunity to prepare and audition for the Righetti Ballet Folklorico.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Participate regularly in assigned activities.
2. Demonstrate the ability to work effectively with others and in small and large groups.
3. Learn the geography associated with each dance region.
4. Learn the history related to each dance.
5. Learn the cultural origins and influences of each dance and region.
6. Learn the cultural dance steps, choreography, and hand or shirt movements for assigned dances.
7. Learn the quality of proper stage performance.
8. Demonstrate the ability to dance.
9. Learn the proper care for dance costumes, props and sound equipment.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Class lectures, discussion, demonstration, video tapes, and performance related to dance.

Course Title

Ballet Folklorico, Beginning & Intermediate

Description of Target Group

This course is designed for all 9th, 10th, 11th, and 12th grade students.

Purpose

The purpose of this class is to teach students the fundamentals of Mexican folk dance and to allow interested students the opportunity to prepare and audition for the Righetti Ballet Folklorico.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Participate regularly in assigned activities.
2. Demonstrate the ability to work effectively with others in small and large groups.
3. Learn the geography associated with each dance region.
4. Learn the history related to each dance.
5. Learn the cultural origins and influences of each dance and region.
6. Learn the correct dance steps, choreography, hand or skirt movements for assigned dances.
7. Learn the qualities of proper stage performance.
8. Demonstrate the ability to dance.
9. Learn the proper care of dance costumes, props and sound equipment.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Class lectures, discussion, demonstration, videotapes, and performance related to dance.

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
COURSE ADOPTION FORM
(Submit to the Assistant Superintendent / Instruction)

School associated with this course:

☐ Delta ☐ Pioneer ☐ Righetti ☑ Santa Maria ☐ District Office

School Contact/Teacher initiating request:

Name: Ulises Valdivia Title/Position: Director of Bands

Department: VPA Phone: 805-925-2567 Ext: 3321

☐ New ☒ Revising/Replacing/Title change Band(Intermediate) A &B (Current course title) Course #(s) VP6721

Full Title of Proposed Course: Intermediate Band

Abbreviated Title for AERIES: Band (Inter)
(15 characters maximum including spaces & punctuation)

What is the major purpose for the course being added to the curriculum?

Type of course adoption requested: ☒ Meets State Standards ☐ Required for graduation ☒ Elective course

Grade Level(s): ☐ 9 ☐ 10 ☐ 11 ☐ 12 **Unit Value:** ☐ .5 (semester/term) ☒ 1.0 (one year equivalent)

Submit for A-G? ☐ Yes ☒ No

Subject Area:

☐ **A.** History/Social Science ☐ **B.** English ☐ **C.** Mathematics ☐ **D.** Laboratory Science

☐ **E.** Foreign Language ☒ **F.** Visual & Performing Arts _____ Intro _____ Advanced ☐ **G.** Elective Course

If course was previously approved please indicate which category:

☐ Reinstated after 3 years ☐ UC ☐ PASS ☐ ROP ☐ AP or IB

☐ **CTE (CDE)** _____ Intro _____ Concentrator _____ Completer Department _____

☐ Approved at another school in the same district. Which School(s)? _____

☐ Another school outside SMJUHSD? Which School(s)? _____

☐ Other Explain _____

NAMES OF RECOMMENDING MEMBERS: *(signatures are required only if submitting a new course)*

Department Chair/ERHS	Date	Principal/ERHS	Date
Department Chair/PVHS	Date	Principal/PVHS	Date
Department Chair/SMHS	3/26/14 Date	Principal/SMHS	Date
	3·26·14	Principal/DHS	Date
Assistant. Superintendent of C & I	Date	Board Approval Date	

Revised: 12/4/13

COURSE DESCRIPTION - **DISTRICT**

(Must be accompanied by a Course Adoption Form & Textbook Adoption Form)

Full Title of Proposed Course: Band (Intermediate) A & B

Abbreviated Title for AERIES: Band (Inter) A & B
(15 characters maximum including spaces & punctuation)

Subject Area: Music **Category: VPA** ☐ **Intro** ☐ **Advanced**

Is this course classified as a CTE Course? If "yes" please select the following:

Department: _____ _____ Intro _____ Concentrator _____ Completer

Industry Sector: _____ Career Pathway: _____

Grade Level(s): ☒9 ☒10 ☒11 ☒12 **Unit Value:** ☐.5 (semester/term) ☒1.0 (one year equivalent)

Brief Course Description

This class is designed for students in grades 9 through 12 who have had previous musical experience. Students must have had two to three years of grade school music training Can be placed in this group.

Pre-Requisites: Junior High Band Required _____ Recommended ✓

Co-Requisites: _____ Required _____ Recommended _____

COURSE CONTENT

Course Goals and/or Major Student Outcomes

This course will provide students with an opportunity to further individual and group musical competencies.

Course Objectives

The objective for this class is for students to have enough musicianship skills for Marching Band, Concert Band, and Jazz Ensemble.

Course Outline

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1.Follow a musical part.
2.Develop the technique of performing on a musical instrument.
3. Develop an awareness that each person will contribute to the group performance (teamwork and pride).
4. Perform Major and Minor (Melodic and Harmonic) scales, scales in different intervals and rhythm patterns.
5. Develop and experience the aesthetic response in listening and performing music
6.Value music as an artistic and creative endeavor and appreciate the role of the musician in society.
7.Learning to read and recognize musical terms.
8. Above course standards require individual practice outside the classroom daily.

Text(s)

Title: **Essential Elements 2000 Book 12, and 3**,by Tim Lautzenheiser, Hal Leonard Corporation, 1999
Exercises for Ensemble Drill arranged for Band by Raymond C. Fussell
Sheet Music

COURSE DESCRIPTION - **DISTRICT**

(Must be accompanied by a Course Adoption Form & Textbook Adoption Form)

Full Title of Proposed Course: Band (Intermediate) A & B

Abbreviated Title for AERIES: Band (Inter) A & B
(15 characters maximum including spaces & punctuation)

Subject Area: Music **Category: VPA** ☐ **Intro** ☐ **Advanced**

Is this course classified as a CTE Course? If "yes" please select the following:

Department: _____ _____ Intro _____ Concentrator _____ Completer

Industry Sector: _____ Career Pathway: _____

Grade Level(s): ☒9 ☒10 ☒11 ☒12 **Unit Value:** ☐.5 (semester/term) ☒1.0 (one year equivalent)

Brief Course Description

This class is designed for students in grades 9 through 12 who have had previous musical experience. Students must have had two to three years of grade school music training Can be placed in this group.

Pre-Requisites: Junior High Band Required _____ Recommended ✓

Co-Requisites: _____ Required _____ Recommended _____

COURSE CONTENT

Course Goals and/or Major Student Outcomes

This course will provide students with an opportunity to further individual and group musical competencies.

Course Objectives

The objective for this class is for students to have enough musicianship skills for Marching Band, Concert Band, and Jazz Ensemble.

Course Outline

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1.Follow a musical part.
2.Develop the technique of performing on a musical instrument.
3. Develop an awareness that each person will contribute to the group performance (teamwork and pride).
4. Perform Major and Minor (Melodic and Harmonic) scales, scales in different intervals and rhythm patterns.
5. Develop and experience the aesthetic response in listening and performing music
6.Value music as an artistic and creative endeavor and appreciate the role of the musician in society.
7.Learning to read and recognize musical terms.
8. Above course standards require individual practice outside the classroom daily.

Text(s)

Title: **Essential Elements 2000 Book 12, and 3**,by Tim Lautzenheiser, Hal Leonard Corporation, 1999
Exercises for Ensemble Drill arranged for Band by Raymond C. Fussell
Sheet Music

Course Title

Band, Intermediate

Description of Target Group

This class is designed for students in grades 9 through 12 who have had previous musical experience. Ninth grades with two to three years of grade school music training are placed in this group.

Purpose

This course will provide students with an opportunity to further individual and group musical competencies.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Follow a musical part.
2. Develop the technique of performing on a musical instrument.
3. Develop awareness that each person ahs a contribution to the group performance (teamwork and pride).
4. Perform scales and rhythm patterns.
5. Develop and experience the aesthetic response in listening and performing music
6. Value music as an artistic and creative endeavor and appreciate the role of the musician in society.
7. Learning to read and recognize musical terms.
8. Above course standards require individual practice outside the classroom.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Classroom participation in preparation for more advanced musical groups.

Course Title

Band, Beginning

Description of Target Group

This course is designed as an elective for students of any grade level. No prior music study is necessary.

Purpose

This class provides an opportunity for students to begin instrumental study even at this late stage. It is especially valuable to those who, for some reason, have not had a previous opportunity. Very often it provides an opportunity for students of piano or voice to begin the study of a band or orchestral instrument. Promotion to intermediate band after one year is possible if the student has sufficient talent, studies, and practices with average or better industry.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Preparatory tones, tones in unison, proper attack, duration concept
2. Note (whole through sixteenth, including rests), counting rhythms
3. Phrases
4. Harmony in parts
5. Signatures (key and time) and elementary theory pertaining to the same
6. Pick-up notes, repetitions, sequence, form
7. Articulations
8. Dynamics, nuance, tone expression

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

In instrumental music, the criterion presented is not ordinarily presented in "units" except for a very small portion of the course at the very beginning. The criteria or phrases in the study of applied instrumental music are usually taught and presented simultaneously but from the elementary to advanced. A great deal of the work at the beginning is necessarily individual. In instrumental music, there is no one stage of development more important than another. The very beginning requires just as correct and meticulous endeavor on the part of the teacher as the most advanced.

Course Title

Band, Concert

Description of Target Group

This course is designed as an elective for students of grades 10 through 12 who have successfully auditioned prior to enrollment in the course.

Purpose

This one-semester course is designed for students who will further their competence as individual players, broaden their appreciation of music and experience music as an art. They will also reap the many benefits, musical and otherwise, from participating as a member of a successful orchestra.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Developing their individual showmanship ability
2. Developing their ability to work in a group for a common goal
3. Broadening their musical experience
4. Heightening their personal musical performance level

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

The student will study some of the most famous compositions in musical literature. The student will participate in many musical performances contributing to the good of the band, the school and the community. During the year, the group will march in various parades and perform in football halftime and shows.

Course Title

Band, Intermediate

Description of Target Group

This class is designed for students in grades 9 through 12 who have had previous musical experience. Ninth grades with two to three years of grade school music training are placed in this group.

Purpose

This course will provide students with an opportunity to further individual and group musical competencies.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Follow a musical part.
2. Develop the technique of performing on a musical instrument.
3. Develop awareness that each person ahs a contribution to the group performance (teamwork and pride).
4. Perform scales and rhythm patterns.
5. Develop and experience the aesthetic response in listening and performing music
6. Value music as an artistic and creative endeavor and appreciate the role of the musician in society.
7. Learning to read and recognize musical terms.
8. Above course standards require individual practice outside the classroom.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Classroom participation in preparation for more advanced musical groups.

Course Title

Band, Jazz

Description of Target Group

This class is designed for students in grades 9 through 12 who have successfully completed an audition of minimum basic skills.

Purpose

This one-semester course will provide the students with the opportunity to further individual and group competencies.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Follow a musical part.
2. Develop and expand instrumental music skills.
3. Perform scales, solos, and rhythm patterns.
4. Demonstrate an understanding of the language of stage band music.
5. Learn to read and recognize musical terms.
6. Demonstrate poise and self-confidence by participation in performance.
7. Above course standards require individual practice outside the classroom.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Participate in concerts, festivals and any other performances or trips that are scheduled for the class.

Course Title

Band, Marching

Description of Target Group

This course is designed as an elective for all 10th, 11th, and 12th grade students.

Purpose

This course is designed to provide physical education credit for students participating during the fall semester only. Students are provided this time to prepare and practice special activities planned for fall sporting events. Stress will be placed on the creative development of activities, which lead to the individual student's gain of confidence, poise and self-satisfaction through the development of school spirit.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Attend regularly and on time.
2. Participate in course activities.
3. Adhere to all School Board student behavior policies.
4. March the equivalent of at least 30 minutes a day.
5. Demonstrate knowledge of specific routines.
6. Participate in performances.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Learning new routines, participation in all required games and participation in all parades and competitions.

Course Title

Band, Marimba

Description of Target Group

This course is designed for students of any grade level or cultural background who have successfully completed an audition of basic minimum skills.

Purpose

The purpose of this course is to develop a performing arts group, which will reflect Mexican/Latin culture and which will instill in the participants a positive self-image of their cultural heritage.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Develop the technique of performing on a musical instrument native to Mexican/Latin music.
2. Participate in celebrations, festivals, concerts, etc that are scheduled for the group.
3. Recognize major types of rhythms used in Mexican/Latin music.
4. Demonstrate an understanding of elementary musical theory.
5. Develop a sense of responsibility to the group and a desire to contribute to its improvement.
6. Demonstrate an understanding of the history of Mexican/Latin music and how each different type developed.
7. Develop a positive attitude toward self and others, a sense of self-worth and identity, and motivation to accomplish personal goals.
8. Develop a desire to perform quality music and a desire to continue learning more about this art, especially the point of developing an orientation towards a career as a professional musician.
9. Demonstrate qualities of good citizenship and responsibility in the care of musical instruments, costumes and materials.
10. Demonstrate poise and self-confidence by participation in performances.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Small group seminars, individualized learning, field trips, performances.

Course Title

Basic Brass Performance

Description of Target Group

This course is designed as an elective for students at any grade level with an interest in playing a brass instrument. No experience is necessary.

Purpose

This class provides an opportunity for students to begin instrumental study even at this late stage. It is especially valuable to those who, for some reason, have not had a previous opportunity. It also can be valuable for students who may have started instrumental study in the lower grades, and dropped out for a few years. This course will also provide an instrumental opportunity for students who presently sing or play the piano.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

Basic Brass instrument facility
1. Tone production
2. Use of air
3. Embouchure
4. Fingering
5. Basic Range

Basic musical ability
1. Ability to read music
2. Proficiency in listening to surrounding musicians
3. Familiarity with basic conducting signals, rehearsal techniques

Instructional Materials

Brass Instrument

Some of these may be provided by the school, some will have to be rented by the student, depending on the instrument chosen and availability.

Text and Supplementary Materials provided by instrumental music department.

Activities

In the beginning, a great deal of individual work will be done, to enable each student to acquire good basic skills. The emphasis in this course will be on kinesthetic learning. As the course progresses, students will be brought together more as a group, toe experience ensemble rehearsal and performance techniques. It is expected that by the end of this course, students will be able to join the concert band (see course description for *Band, Intermediate*).

Course Title

Basic Percussion Performance

Description of Target Group

This course is designed as an elective for students at any grade level with an interest in playing percussion instruments. No experience is necessary.

Purpose

This class provides an opportunity for students to begin instrumental study even at this late stage. It is especially valuable to those who, for some reason, have not had a previous opportunity. It also can be valuable for students who may have started instrumental study in the lower grades, and dropped out for a few years. This course will also provide an instrumental opportunity for students who presently sign or play the piano.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

Basic Percussion Instrument Facility

1. Knowledge of instrument
2. Hand position
3. Posture
4. Sticking

Basic Musical Ability

1. Ability to read music
2. Proficiency in listening to surrounding musicians
3. Familiarity with basic conducting signals, rehearsal techniques

Instructional Materials

Percussion Instrument

Some of these may be provided by the school, some will have to be rented by the student, depending on instrument chosen and availability.

Text and Supplementary Materials provided by instrumental music department.

Activities

In the beginning, a great deal of individual work will be done, to enable each student to acquire good basic skills. The emphasis in this course will be on kinesthetic learning. As the course progresses, students will be brought together more as a group, to experience ensemble rehearsal and performance techniques. It is expected that by the end of this course, students will be able to join the concert band (see course description for "*Band, Intermediate*").

Course Title

Basic Woodwind Performance

Description of Target Group

This course is designed as an elective for students at any grade level with an interest in playing a woodwind instrument. No experience is necessary.

Purpose

This class provides an opportunity for students to begin instrumental study even at this late stage. It is especially valuable to those who, for some reason, have not had a previous opportunity. It also can be valuable for students who may have started instrumental study in the lower grades, and dropped out for a few years. This course will also provide an instrumental opportunity for students who presently sing or play the piano.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

Basic Woodwind Instrument Facility

1. Tone production
2. Use of air
3. Embouchure
4. Fingering
5. Basic range

Basic Musical Ability

1. Ability to read music
2. Proficiency in listening to surrounding musicians
3. Familiarity with basic conduction signals, rehearsal techniques

Instructional Materials

Woodwind Instrument

Some of these may be provided by the school, some will have to be rented by the student, depending on instrument chosen and availability.

Texts and Supplementary Materials provided by instrumental music department.

Activities

In the beginning, a great deal of individual work will be done, to enable each student to acquire good basic skills. The emphasis in this course will be on kinesthetic learning. As the course progresses, students will be brought together more as a group, to experience ensemble rehearsal and performance techniques. It is expected that by the end of this course, students will be able to join the concert band (see course description for "*Band, Intermediate*").

Course Title

Cartooning and Illustration

Description of Target Group

This one term/semester course is designed for student's grades 10 through 12, who would like to learn the basics of cartoon drawing and illustration.

Purpose

This one-semester course is designed to give the student an understanding of the various techniques and applications of good design.

Prerequisite: Art 1A (Design), or Art 1B (Drawing), or Advanced Drawing A/B

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Demonstrate a basic knowledge of the history of the cartoon used as both entertainment and as political satire.
2. Demonstrate an ability to draw and design original cartoon characters and illustrations in a variety of media.
3. Demonstrate the ability to incorporate a variety of inking techniques to original illustrations and cartoons.
4. Demonstrate the ability to construct a simple storyboard.
5. Demonstrate the ability to critique and discuss their drawings with others.
6. Demonstrate the ability to write simple captions and short descriptions.
7. Demonstrate basic ink lettering techniques with a speedball pen.
8. Create a portfolio of illustrations and cartoon projects that show a variety of techniques.

Assessment of Student Learning

1. Students will present evidence of learning by presenting a portfolio of class work.
2. Students will share portfolios with class and prepare a written self-critique of their work.
3. Teacher observations.
4. Students will present evidence of learning by the completion of all class assignments that demonstrate basic knowledge of cartooning techniques.
5. Student's progress will be evaluated weekly-by means of a 1-10 maximum point system.

Cartooning and Illustration (continued)

Instructional Materials

Historical and contemporary caricature and illustration in the form of printed matter, video tapes, class discussion, and computer hardware.

Activities

Individual class work, group projects, visiting artists, demonstrations, experiments, videos, and design competitions.

Course Title

Ceramics 1A

Description of Target Group

This one-semester course in ceramics is designed for 10th, 11th, and 12th grade students who have an interest in developing skills related to ceramics.

Purpose

To acquaint the student to the handling of clay as a means to make useful objects.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Construct slab sculpture with surface decoration, 6 inches high.
2. Construct thrown pots, 6 inches high.
3. Construct coil pots, 8 inches high.
4. Construct self-designed pot.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Lectures, participation in class discussions, demonstrations, experiments, films, individualized learning and small group seminars.

Course Title

Ceramics 1B

Description of Target Group

This one-semester course in ceramics is designed for 10th, 11th, and 12th grade students who have completed Ceramics 1A and have an interest in developing skills related to ceramics.

Purpose

To acquaint the student to the handling of clay as a means to make useful objects.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Construct slab sculpture, 10 inches high.
2. Construct thrown pots, 8 inches high.
3. Construct coil pots, 10 inches high.
4. Construct a pot with a lid.
5. Construct self-designed pot.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Lectures, participation in class discussions, demonstrations, experiments, films, individualized learning and small group seminars.

Course Title

Ceramics 2A

Description of Target Group

This one-semester course in ceramics is designed for 11th, and 12th grade students who have completed Ceramics 1A/B and have an interest in developing skills related to ceramics.

Purpose

To acquaint the student to the handling of clay as a means to make useful objects.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Construct slab sculpture, 12 inches high.
2. Construct thrown pots, 10 inches high.
3. Construct coil pots, 12 inches high.
4. Construct a teapot.
5. Construct self-designed pot.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Lectures, participation in class discussions, demonstrations, experiments, films, individualized learning and small group seminars.

Course Title

Ceramics 2B

Description of Target Group

This one-semester course in ceramics is designed for 11th and 12th grade students who have completed Ceramics 2A and have an interest in developing skills related to ceramics.

Purpose

To acquaint the student to the handling of clay as a means to make useful objects.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Construct slab sculpture, 12 inches high.
2. Construct thrown pots, 12 inches high.
3. Construct tea set (pot and six matching cups).
4. Construct self-designed pot.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Lectures, participation in class discussions, demonstrations, experiments, films, individualized learning and small group seminars.

Course Title

Chorale (Vocal)

Description of Target Group

This course is designed for students of the 10th through 12th grade levels who have had previous vocal training and successfully completed an audition of minimum basic skills.

Purpose

The student will develop a continuing interest in good music through the singing of good choral literature. The student will experience the pleasures and enjoyments of self-expression through music. Students will give public service through performance. The class will provide the opportunity for public performance and participation and adjudication in festivals with similar groups.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Develop vocal technique (posture, tone, diction, breath control, balance & blend of voices), sight reading and ensemble through songs.
2. Develop skills necessary for the continued enjoyment and participation in a profitable leisure time activity.
3. Develop skills necessary for the continued enjoyment and participation in a profitable leisure time activity.
4. Follow a vocal music score, understand and use basic music fundamentals of notation, vocabulary, terminology, and symbols.
5. Demonstrate an understanding of rhythm, harmonic and melodic movement.
6. Memorize most materials to be programmed.
7. Demonstrate poise and self-confidence by participation in performance.
8. Demonstrate the qualities of good citizenship and responsibility in the care of music materials, equipment and costume.
9. Develop a basic understanding and appreciation for various forms and styles of quality choral music.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

The student will review the basic techniques of voice production and sight-reading. Students will prepare and perform a large number of songs, which may be used in public performance. They will participate in music festivals with other choirs.

Course Title

Chorus (Vocal)

Description of Target Group

This course is designed as an elective for students of any grade level, and the student need not have prior music training.

Purpose

The student will develop an understanding of an appreciation for music and the role music plays in our lives. He will develop his interest in music and experience the pleasures and enjoyments of self-expression through music.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Develop vocal technique (posture, tone, diction, breath control, balance and blend of voices), sight reading and ensemble singing through songs.
2. Develop a spirit of teamwork and cooperation through signing together.
3. Develop a basic musical vocabulary.

Instructional Materials

Text: None

Supplementary Materials: a variety of final vocal music

Activities

Students will prepare and present programs and concerts, festivals and vocal competitions.

Course Title

Commercial Art and Design

Purpose

This two-semester course is designed for student's grades 10-12 who would like to learn the basic techniques of graphic design and advertising.

Prerequisite: None, suggested for students who have had Drawing, but not required.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Demonstrate knowledge of the elements and principals of design.
2. Demonstrate an ability to use design to organize and connect many visual elements together in a variety of practical graphic solutions.
3. Demonstrate the ability to work with the client to produce practical design solutions.
4. Demonstrate the ability to connect many ideas into one visual statement.
5. Demonstrate the ability to critique and discuss their designs with others.
6. Develop a vocabulary of design and graphic terms and techniques that verbally describe the elements of a poster, CD cover, brochure, etc.
7. Develop the skill of working with a variety of commercial art media.
8. Create a graphic portfolio of projects that show a variety of technique and solutions to design problems.

Instructional Materials

Historical and contemporary graphic design in the form of printed matter, video presentations, and class discussions, and work on a MAC computer.

Activities

Individual class work, projects in groups, class critiques, visiting artists, and design contests.

Course Title

Crafts, Advanced

Description of Target Group

Advanced Crafts is designed for 10th, 11th, and 12th grade students who have completed the Crafts class with a passing grade.

Purpose

This one-semester course is designed to offer experience in crafts and may be repeated with teacher permission.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Develop skill in one or more media the instructor finds is of current interest.
2. Demonstrate originality and craftsmanship.
3. Demonstrate ability to work with a variety of projects.
4. Demonstrate the safe use of tools and equipment.
5. Express knowledge of terms and vocabulary associated with individual craft areas.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District

Activities

Lectures, participation in class discussion, demonstrations, experiments, films, individualized learning, small group seminars.

Course Title

Crafts

Description of Target Group

This course is designed for 10th through 12th grade students who are interested in developing a variety of craft skills. No prerequisite is required.

Purpose

This one-semester course is designed to offer experience in crafts and provide a basic understanding of design principles.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

Develop basic craft skills in two or more of the following media: sketching, ceramics, weaving, printmaking, mosaics, leather, sculpture or any other media the instructor finds is of current interest.

1. Demonstrate originality and craftsmanship.
2. Demonstrate ability to work with a variety of media.
3. Demonstrate the safe use of tools and equipment.
4. Express knowledge of terms and vocabulary associated with individual craft areas, design principles, and color theory.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District

Activities

Lectures, participation in class discussions, demonstrations, experiments, films, field trips, individualized learning, small group seminars.

Course Title

Design A (Beginning)

Description of Target Group

Beginning students grades 9 through 12.

Purpose

This one-semester course is designed to give the student an understanding of the various techniques and applications of good design.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Make aesthetic judgements.
2. Demonstrate self-reliance and independent initiative.
3. Understand and use specialized art vocabulary in both verbal and written work.
4. Demonstrate knowledge and application of color theory.
5. Demonstrate knowledge and application of design theory, including perspective.
6. Understand the scope of career opportunities as it relates to design.
7. Increase awareness of good design as a consumer.
8. Understand the use, care, and application of artist tools, supplies, and environment.
9. Develop ability to enlarge or reduce a subject by using a grid technique.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District

Activities

Individual work, lectures, participation in class discussions, demonstrations, experiments, videos, CD-ROMs, and field trips.

Course Title

Design B (Intermediate)

Description of Target Group

Design A must be completed with a grade 'C' or better to take Design B.

Purpose

Students will apply the knowledge gained from Design A and apply it to problems of Graphic Art design, collage work, commercial design problems, and use the principles and elements of design to produce fine art.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Make aesthetic judgements.
2. Demonstrate self reliance and independent initiative
3. Understand and use specialized art vocabulary in both verbal and written work.
4. Demonstrate knowledge and application of color theory.
5. Demonstrate knowledge and application of design theory, including perspective.
6. Understand the scope of career opportunities as it relates to design.
7. Increase awareness of good design as a consumer.
8. Understand the use, care, and appreciation of the artist tools, supplies, and environment.
9. Develop ability to enlarge or reduce a subject by using a grid technique.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District

Activities

Individual work, lectures, participation in class discussions, demonstrations, experiments, videos, CD-ROMs, and field trips.

CP VISUAL & PERFORMING ARTS COURSE DESCRIPTION TEMPLATE

NEW DOORWAYS TEMPLATES
DECEMBER 28, 2007

1. SCHOOL INFORMATION

School Information
School:
District: Santa Maria Joint Union High School District
City: Santa Maria, CA 93455

School / District Web Site: http://www.smjuhsd.k12.ca.us

School Course List Contact
Name: John Davis
Title/Position: Assistant Superintendent, Curriculum & Instruction
Phone: 805-922-4573 Ext.: 4211
E-mail: jdavis@smjuhsd.org

Teacher Contact:
Name: Eric G. Farnsworth
Title/Position: Visual & Performing Arts Instructor
Phone: 805-922-2567 Ext.: 3222
E-mail: efarnsworth@smjuhsd.org

2. PREVIOUSLY APPROVED COURSES

Complete outlines are not needed for courses that were previously approved by UC. Was this course previously approved? ___Yes X No

If yes, indicate category which applies.

A course reinstated after removal within 3 years.
Year removed from list? _____
Same course title? ___Yes ___No
If no, previous course title? _____

___An identical course approved at another school in same district.
Which school? _____
Same course title? ___Yes ___No
If no, course title at other school? _____

___Approved International Baccalaureate (IB) course

___Approved CDE Agricultural Education course

___Approved P.A.S.S./Cyber High course

___Approved ROP/C course. Name of ROP/C? _____

___Approved A.V.I.D. course

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___Approved C.A.R.T. course

___Approved Project Lead the Way course

___CSU Expository Reading and Writing course

___Other. Explain: _____

___Advanced Placement Course
If Advanced Placement, has it been authorized by the College Board through the AP Audit process?
___Yes ___No If not, please explain why._____

Is this course a resubmission?
___Yes X No
If yes, date(s) of previous submission? _____
Title of previous submission? _____

Is this an Internet-based course?
___Yes X No
If "Yes", who is the provider?
___PASS/Cyber High ___Other_____

Is this course modeled after an UC-approved course from another school outside your district?
___Yes X No
If yes, which school(s)? _____

Course title at other school _____

Is this course classified as a Career Technical Education? Yes ____ No X
If Yes:
Name of Industry Sector _____
Name of Career Pathway_____

3. COURSE DESCRIPTION

Course Title: Digital Arts 1AB

Transcript Title(s) / Abbreviation(s): Digital Arts 1A & Digital Arts 1B

Transcript Course Code(s) / Number(s): VP6006 & VP6007

Grade Level(s) for which this course is designed
__9 X 10 X 11 X 12

Unit Value
__0.5 (half year or semester equivalent)
X 1.0 (one year equivalent)
__Other: _____

For preparation Only

4. CATALOG DESCRIPTION

Brief Course Description (If school has a catalog, the description that is in the catalog. If not, a brief description of the course) (NOTE: DO NOT INCLUDE INFORMATION THAT COULD IDENTIFY YOUR SCHOOL OR DISTRICT.)

Digital Art (10-12) For students who have shown interest in the field of fine arts and the use of digital imaging technology. Learn a variety of method s of expression by means of electronic (digital) equipment.

This course is designed for all students interested in fine arts and in exploring and/or developing their experience, knowledge, and skills in this area by means of digital equipment and media. Students will use a variety of current digital technology to create individual expressive artwork. Students will employ universal elements and principals of art in their creation of original work utilizing a wide variety of digital hardware and software.

Pre-Requisites

Art 1AB	___ Required X Recommended
	___ Required ___ Recommended

Co-Requisites

	___ Required ___ Recommended
	___ Required ___ Recommended

5. OPTIONAL BACKGROUND INFORMATION

Context for Course (optional). (NOTE: DO NOT INCLUDE INFORMATION THAT COULD IDENTIFY YOUR SCHOOL OR DISTRICT.)

History of Course Development (optional) (NOTE: DO NOT INCLUDE INFORMATION THAT COULD IDENTIFY YOUR SCHOOL OR DISTRICT.)

6. **Texts and Supplemental Instructional Materials**: Include list of Primary and Secondary Texts. Make sure to note the books that will be read entirely and those that will be as excerpts. For the Visual and Performing Arts subject area (f), textbooks are not required, but if textbooks are used, please complete the information below.

Textbook(s)

TEXTBOOK 1.

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CP VISUAL & PERFORMING ARTS COURSE DESCRIPTION TEMPLATE

Title_____
Edition_____
Publication Date_____
Publisher_____
Author(s)_____

Usage:
__Primary Text __Supplementary or Secondary Text

__Read in entirety or near entirety __Excerpts (approximate number of pages_____)

TEXTBOOK 2 (etc)

Supplemental Instructional Materials (please describe)

Supplementary Materials: art and design-specific software, example and instructional images and videos, digital hardware (computers, digital cameras, scanners, printers), LCD-projected material and lessons (PowerPoint, video, etc.), art & design publications (magazines/periodicals), internet sources, class discussion, guest speakers, oral and written instructions.

7. Please indicate the subject and discipline proposed for this course.

Seeking "Honors" Distinction?
___Yes X No

8. If Not Seeking Honors Distinction:

__ a-History/Social Science
__ b-English
__ c-Mathematics
__ d-Laboratory Science
__ e-Language Other Than English
X f-Visual and Performing Arts
__ g-College Prep Elective – History/Social Science
__ g-College Prep Elective – English
__ g-College Prep Elective – Mathematics
__ g-College Prep Elective – Science
X g-College Prep Elective – Visual and Performing Arts
__ g-College Prep Elective – Interdisciplinary
__ g-College Prep Elective – Other

9. If Seeking Honors Distinction:
__ a-History/Social Science Honors
__ b-English Honors
__ c-Mathematics Honors

Staff preparation Only

__ d-Laboratory Science Honors
__ e-Language Other Than English Honors
__ f-Visual and Performing Arts Honors

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8. COURSE CONTENT – COLLEGE PREP ELECTIVE: VISUAL AND PERFORMING ARTS

[If g-College Prep Elective: Visual and Performing Arts" is selected]

GENERAL COLLEGE PREP ELECTIVE GUIDANCE
The intent of the college preparatory elective requirement is to encourage prospective UC students to fill out their high school programs with courses that will meet one or more of a number of objectives:

- To strengthen general study skills, particularly analytical reading, expository writing, and oral communications
- To provide an opportunity to begin work that could lead directly into a major program of study at the University, and
- To experience, in some depth, new areas of academic disciplines that might form the basis for future major or minor studies at the University

Quality. All courses selected to meet the "g" elective requirement are expected to meet standards of quality similar to those required for the "a-f" requirements. Courses acceptable for the "g" elective area should be advanced courses designed for the 11th and 12th grade level and/or have appropriate prerequisites. Elective courses should present material at a sufficient depth to allow students to achieve mastery of fundamental knowledge that prepares them for University work or a future career path.

COLLEGE PREP ELECTIVE: VISUAL AND PERFORMING ARTS GUIDANCE
- Advanced courses in the Visual & Performing Arts can be considered to meet the "g" elective requirement but must still address the five component strands of the state VPA standards.
- Advanced courses should enable students to understand and appreciate artistic expression and, where appropriate, to talk and write with discrimination about the artistic material studied.
- Courses devoted to artistic performance and developing creative artistic ability should have prerequisites (either one year of introductory coursework or experience approved by the instructor) and should assume proficiency beyond the introductory level.
- Courses must require on the average the equivalent of a five-period class per week.
- Work outside of the class must be required (e.g., portfolio/performance preparation, reading, writing, research projects, and critical listening/viewing).
- Advanced VPA courses that are a semester in length, will only be considered for the "g" elective area, not the "f" VPA area, which must be satisfied by completing an appropriate, sequential, year-long course.

GENERAL VISUAL AND PERFORMING ARTS GUIDANCE
Courses in the following categories are acceptable: dance, drama/theater, music, or visual art.
- The intention is to provide a meaningful experience and breadth of knowledge of the arts so that students may apply their knowledge and experience to the creation of art and are better able to understand and appreciate artistic expression on the basis of that experience and knowledge.
- The intent of approved VPA courses must be directed at acquiring concepts, knowledge, and skills in the arts disciplines, rather than to utilize artistic activities to fulfill non-artistic course objectives.

For Preparation Only

- Acceptable Introductory courses need NOT have any prerequisite courses.
- Co-Curricular Work outside of class must be required, for example, portfolio/performance preparation, reading, writing, research projects, and/or critical listening/viewing.
- Courses should provide students with an experience in the arts that implements the intent of the California State Board of Education approved Visual and Performing Arts (VPA) Content Standards. Curriculum must be designed to include the VPA Content Standards at, at least, the proficiency level in each of the five component strands. Each VPA course shall sufficiently address the state content standards under all five component strands, listed below.

  California State Board of Education approved Visual and Performing Arts (VPA) Content Standards.
  1. ***Artistic Perception***: Processing, analyzing, and responding to sensory information through the language and skills unique to a given art.
  2. ***Creative Expression***: Creating, performing, and participating in a given art.
  3. ***Historical and Cultural Context***: Understanding historical contributions and cultural dimensions of a given art.
  4. ***Aesthetic Valuing***: Responding to, analyzing, and making critical assessments about works of a given art form.
  5. ***Connections, Relationships, and Applications***: Connecting and applying what is learned in a given art form to learning in other art forms, subject areas, and careers.

  For a more detailed description of the VPA Standards, go to www.cde.ca.gov/shsd/arts/standards.htm .
- Courses which are primarily recreational, athletic or body conditioning, or for social entertainment, are NOT acceptable visual or performing arts courses. Commercial courses or courses specifically designed for training for a profession in these areas are not acceptable. See specific examples below.
- **Dance.** *Examples of acceptable courses include* ballet, modern dance, jazz, and ethnic dance, choreography and improvisation, dance history, dance production/performance. *Examples of unacceptable courses include* aerobics, drill team, cheerleading, recreational dance, and ballroom dance.
- **Drama / Theater.** *Examples of acceptable courses include* acting, directing, oral interpretation, dramatic production, dramaturgy/history/theory, and stage/lighting/costume design. *Examples of unacceptable courses include* speech, debate, or courses in other disciplines that require students to perform occasional skits.
- **Music.** *Examples of acceptable courses include* band (concert, symphonic, jazz), orchestra, choir (e.g., concert, jazz, soul, madrigal), music history/appreciation, and music theory/composition. *Examples of unacceptable courses include* a musical group, which performs primarily for sporting events, parades, competitive field events, and/or community/civic activities.
- **Visual Art.** *Examples of acceptable courses include* painting, drawing, sculpture, art photography, printmaking, video/film production as an art form, contemporary media, ceramics, and art history. *Examples of unacceptable courses include* craft courses, mechanical drafting, web page development, yearbook, and photography offered as photojournalism (i.e., as a component of yearbook or school newspaper publication).
- **Performance, Production, and Studio Courses.** Courses emphasizing performance and/or production (e.g., drama, dance, music, visual arts, and video production) must include appropriate critical/theoretical and historical/cultural content, as referenced in the state VPA Content Standards. Such courses should emphasize creative expression, not rote memorization and/or technical skills.
- **Appreciation, History, and Theory Courses.** Appreciation, history, and theory courses should focus on the ability to make aesthetic judgments about art works and performances and must include all component strands of the state VPA content standards, including creative expression.

For information only

- **Design Courses.** Visual and performing arts courses in design are expected to provide substantial time for students to understand, learn, and experience the elements of art and principles of design that underlie the medium/media addressed. Design courses must also include standards from all five component strands of the VPA content standards. (Refer to the Design Course Resources available on the a-g Guide web site.)
- **Technology Courses.** Visual and performing arts courses that utilize technology must focus primarily on arts content. If the technology (i.e., software, equipment) is used as a tool of artistic expression, as a paintbrush would be used in a painting course, and all other component strands are adequately met, then such courses are acceptable. If the technology/software is so complex that the primary concern becomes learning the technology, then the course will not be approved to meet the VPA requirement.

COURSE CONTENT

A. Course Purpose. What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.

Digital Art encourages students to reevaluate traditional and consider alternative, innovative solutions to creating art. As digital formats and methods become more commonplace, and indeed in some cases, the norm or standard, students learn contemporary techniques and processes for accomplishing their artistic goals.
This course provides student exposure to various contemporary methods and media, all electronic, including but not limited to digital versions of illustration (drawing and painting), photography, two-dimensional & three-dimensional animation, three-dimensional modeling, storage, and presentation.

B. Course Outline. Detailed description of topics covered.

COURSE OUTLINE

Course Title
Digital Art 1A/B

Department
Visual and Performing Arts

Description of Target Group
This year long course is designed for 10th through 12th grade students who have shown an interest in the field of fine arts and the use of digital imaging technology.

Purpose
The purpose of this class is to provide students interested in two-dimensional fine art an opportunity to learn a variety of methods of expression by means of electronic (digital) equipment and media. The course will introduce students to, or allow for expansive experience in, fine arts.

Prerequisites
Students in 10th, 11th, or 12th grade qualify for this class, or may be admitted with pre-approval of instructor.

Standards of Expected Student Achievement

Upon successful completion of this course, students will be able to demonstrate the following knowledge/skills:

For preparation only

1. Demonstrate knowledge of the elements and principles of art.
2. Employ elements and principles of art in the creation of individual works.
3. Utilize a variety of digital equipment and media to create expressive, individual, original works of art.
4. Demonstrate appreciation for and ability to understand and critique current and historical artwork, as well as peer (student) work.
5. Demonstrate knowledge and application of appropriate art vocabulary.
6. Demonstrate appropriate use and care of equipment/resources and respect for the work environment.

Speaking Skills

--Give oral reports to the class in the form of explanatory dissertations of student's individual work as well as of peers' work (critique)
--Participate in class discussions, critiques, and interactive lectures

Listening Skills

--Listen to and follow oral directions
--Take notes from lectures and demonstrations
--Listen attentively to lectures and student presentations

Reading Skills

--Read printed instructions for lessons, techniques, and procedures
--Read related publications (i.e. magazines, periodicals, newspaper, etc), both in print and online
--Read critique summaries written by peers

Writing Skills

--Write at least one process paper per class specifying the details of student's individual work

Methods of Student Assessment

Teacher assessment through rubric
Participation in class critiques
Portfolio of work produced in class
School-wide writing rubric will be used to assess writing

Instructional Materials

Text: None

Supplementary Materials: art and design-specific software, example and instructional images and videos, digital hardware (computers, digital cameras, scanners, printers), LCD-projected material and lessons (PowerPoint, etc.), art & design publications (magazines/periodicals), internet sources, class discussion, guest speakers, oral and written instructions.

Activities

Brainstorming, developing, and execution of individual interpretations of assigned conceptual tasks.

The aforementioned goals to be accomplished by use of:

- Personal computers
- Digital cameras and related hardware and software
- Scanners and related hardware and software
- Specialized art and design software
- Book, magazine, and internet sources

Investigation of historical and current works as they relate to specific class assignments
Refinement of individual student's work

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Presentation of individual student's work to instructor and class
Critique (oral exercise investigating the validity of individual work and the work of peers)
Writing projects related to in-class work and current and historical work outside of class
Reading of related publications (magazines, periodicals, and news articles)
Vocabulary development activities related to the subject of fine art

C. Key Assignments: Detailed descriptions of the Key Assignments including tests, and quizzes, which should incorporate writing responses. How do assignments incorporate topics? Include all assignments that students will be required to complete.

Students will engage in sequential activities and assignments designed to develop students' abilities to successfully execute individual expressionistic work. Students will present individual work to class for peer critique, and will assemble collective work into an individual portfolio and present to class for further critique and for teacher assessment.

Vocabulary- Subject-specific vocabulary tests on weekly basis.

(see also F – J)

Digital Signature - Students create a logo-like digital signature mimicking pencil, pen or brush to be placed on all of student's subsequent class artwork *(basic drawing & painting software).* Students create the effect of traditional art materials using line, shape, & texture. Students exercise principles of proportion and emphasis to mimic hand lettering and compose individual signatures. Proportion & emphasis are examined. Students use software to digitally create and manipulate images working two-dimensionally with mouse/stylus-drawn and edited with tools. Signatures of well-known artists and other famous persons are examined. Visual and emotional impact of handwriting is discussed. The finished signature serves as a consistent representation of the student. Students utilize creative process by developing from several designs through brainstorming and revision. Students select from a variety of options, eventually refining work into a final product. Digital signature appears on all subsequent artwork that is viewed, discussed, and critiqued by class. Signature serves as a unique artistic and graphic label representing student's self and identifying a creative object.

Brain Map - Students create an original composition as a representational image (map) of their brain *(basic drawing & painting software).* Students create a composition revealing individual thoughts, concerns, and interests. Composition relies on proportions revealing significance of issues by size, color, etc. Diagram of brain is designed using line, shape, color, texture, and attention to balance and emphasis. Freehand drawing with stylus and/or mouse. Students learn/improve digital drawing skills. Historical & contemporary cartooning styles are examined. Encouragement is given to emphasizing humor. Students' individual social and personal issues are expressed. Proportion, size, color, etc. express importance and create emphasis. Students prewrite personal issues, interests, preoccupations, and concerns to influence design of map.

Sequencing - Students create a visual interpretation of a written story *(photographs, slideshow software).* Students create a story within parameters of numbered events, first by writing, then by illustrating with photographic imagery. Slideshow method is used for visual expression. Students create, appropriate, edit, and apply imagery in slideshow program. Emphasis on composition within picture plane. Sufficient information must occur within each frame. Comparisons are made between written literature, illustration, comics, and video methods of storytelling. Students personally interpret from ambiguous prompts. Story develops through selection of particular elements. Photographic proximity & angles are considered. Students pre-write story with set (given) number of elements to be illustrated. Graphic novels, comic strips, & editorial cartoons are examined.

Vector Practice - Overlay tracing of appropriated photo *(vector drawing software).* Students

Information Only

draw over a photo with vector lines & shapes to isolate shape & color to improve or modify composition. Students use software to digitally create and manipulate images working two-dimensionally with mouse/stylus-drawn and edited with tools. Historical illustrative styles are examined. Students completed works are compared to original underlay for effect. Post-work discussion of comparison between original image and vector style illustration. Illustration-related occupations are examined and discussed.

Vector Illustration - Original freehand using vector program *(vector drawing software).* Idiosyncrasies of vector illustration are discussed and observed. Students use software to digitally create and manipulate images working two-dimensionally with mouse/stylus-drawn and edited with tools. Illustrative styles are examined. Students completed works are compared to original underlay for effect. Post-work discussion of comparison between original image and vector style illustration. How does symmetry and lack of such affect self-perception? Illustration-related occupations are examined and discussed.

Self Symmetry - A self portrait of left sides and right sides *(photography, photo editing software).* Using original photography, students create self-study in symmetry by assembling 2 left and 2 right side faces of themselves. Students use software to digitally create and manipulate images working two-dimensionally with mouse/stylus-drawn and edited with tools. Contemporary software and tools allow for accurate investigation of symmetry. Students display and share their finished work with class for discussion and criticism. Students write post-work description of creation process.

Layer Illusion - Students place themselves in unusual places and/or in unusual scale *(photography, photo editing software).* Using original photography, students create illusions that subvert normal scale and placement of people and objects. Focus is given to compositional issues of dominance and subordination. Students use software to digitally create and manipulate images working two-dimensionally with mouse/stylus-drawn and edited with tools. Contemporary software and tools allow for extreme range of possible illusions. Discussion of traditional methods of photo retouching. Surrealist painters are examined. Students express meaning through placement, scale gesture, & setting. Factors of lighting & angle are examined, as are techniques of layering & blending so as to affect successful illusion. Students pre-write 2 descriptions of their proposed illusions and write post-work description of creation process. Evolution of student's design is affected by imaginative use of available imagery.

Chimera - Students create an creature made from a combination of 3 different animals *(photography, photo editing software).* Students research images of mythical creatures (paintings, sculpture, pottery) and create individual creature from photography, using at least 4 separate images (3 animals and environment). Students use software to digitally create and manipulate images working two-dimensionally with mouse/stylus-drawn and edited with tools. Traditional creature myths are examined (i.e. chimera, griffin, minotaur) . Contemporary imagery is compared and contrasted with ancient. Discussion of the reason & purpose of mythical creatures in past and present culture. Emphasis on imaginative invention. Focus on texture, color, lighting, & form to create successful illusion (blending of animals). Students pre-write description of their creature and write post-work description of creation process.

Morph - illustrating relation of concepts through multiple images *(photography, morphing software).* Examples of traditionally illustrated works are examined. Students plan multiple images that morph through eight stages into each other. Students use software to digitally create and manipulate images working two-dimensionally with mouse/stylus-drawn and edited with tools. Contemporary software is used to create student-controlled effect. Existing examples of morphing are examined. Morph examples may include real-to-fantasy, human-to-animal, young-to-old. Designs are developed from storyboard "sketches" to final imagery. Students pre-write description of their morph elements and write post-work description of creation process. Class discussion: contrasting changes incurred between images.

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The Ring - Students design jewelry (a ring) *(3-D modeling software).* Students research historical ring designs. Student designs use materials to express meaning/concepts through (virtual) 3-dimensional symbolism (sculpture). Students use software to digitally create and manipulate images working two-dimensionally with mouse/stylus-drawn and edited with tools. Contemporary software is used to create a "virtual" three-dimensional ring. Ring must express meaning through use of form (without text) as "finger sculpture". Issues of symbolism, fashion, and precious value are related to students' designs. Students pre-write description of their ring and its symbolic significance, and write post-work description of creation process. Connections are made to jewelry design as occupation.

Action Figures - (stop action animation) Toys move and interact as if alive *(photography, video software).* Students create a script and storyboard. Camera composition and shot technique examples are examined. Students use software to digitally create and manipulate images working two-dimensionally with mouse/stylus-drawn and edited with tools. Traditional methods of animation are examined and contemporary methods are employed. Designs are developed from individual storyboard "sketches" to final imagery. Students pre-write script, create digital storyboard, and write post-work description of creation process. Professional examples of stop action animation are examined.

2-D Animation - A simple object (i.e. ball, stick) is animated in a scene to move and evoke emotion *(2-D animating software).* Students are given a script and use a simple object (ball, stick) to express particular emotional concepts using only visuals (no sound). Students use software to digitally create and manipulate images working two-dimensionally with mouse/stylus-drawn and edited with tools. Traditional methods of animation are examined and contemporary methods are employed. Students express imagination through given, abstract concepts (moods, etc.) by creating virtual physical movement of object. Attention is given to sequencing, POV, camera angles, and effective animation speed. Students pre-write script, create digital storyboard, and write post-work description of creation process. Professional examples of 2-D animation are examined.

3-D Animation - A scene is built where object and camera move throughout *(3-D animating software).* Students create a script and storyboard. Camera composition and shot technique examples are examined. Students use software to digitally create and manipulate images working two-dimensionally with mouse/stylus-drawn and edited with tools. Traditional methods of animation are viewed and contemporary methods are employed to create an original video. Designs are developed from individual written description to final imagery. Students pre-write script, create digital storyboard, and write post-work description of creation process. Professional examples of stop action animation are examined.

Fictional Building - Create illusion of imaginary structure located within school site *(3-D modeling & photo editing software, photography).* Students write descriptions of proposed building prior to visual/physical work. Architectural styles and architects are studied and site-specific issues are addressed. Building site is given to students. Structure is conceptualized to suit particular purpose and location (what kind of building does this school need?). Students use original photography and software to digitally manipulate images working two-dimensionally with mouse/stylus-drawn and edited with tools. The advantages of creating a "virtual building" are acknowledged. 3-D modeling is used to create a building "armature" to which photos are applied. Form follows function; emphasis is given to appropriate architecture for application. Students present their work by LCD projection for class critique. Class votes for one building that could become part of campus. Winner's imagery is distributed electronically campus-wide. Students pre-write description of their building and write post-work description of creation process. Architectural career options are examined & discussed.

Portfolio - Collection of all finished work from class is assembled and presented to class *(slideshow software).* Comparisons are made between traditional and electronic portfolios. What is an art portfolio? What does it tell us? Students create and present electronic portfolio of

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classwork. Students use software to digitally manipulate images working two-dimensionally with mouse/stylus-drawn and edited with tools. Practical purposes and applications for portfolios are discussed. Issues of choosing appropriate selections for portfolios are discussed. Examples of portfolios are examined. Students present their work by LCD projection for class critique. Students complete peer-evaluations focusing on strengths & weaknesses of portfolios. The importance of portfolio's role in promotion and employment are discussed.

D. Instructional Methods and/or Strategies

Students will be challenged by assignments that demand individual, unique solutions to be accomplished by creative method. Students will learn by creating, critiquing, and refining beyond initial implementation to ensure thorough exercise and involvement.

- Direct instruction - Examples of student and professional artists, methods, processes, and demonstrations shown by instructor.
- Assignment outlines – Students are provided with written instructions containing adequate instructional information allowing for independent progress through assignments. Instructor “checks” are required to allow students’ progress through stages of each assignment.
- Guided practice – Students work with cameras and computer software with instructor’s guidance.
- Computer-Assisted – Specific tutorials for software use.
- Posted progress – Whiteboard notes and instruction, information on progress, and reminders regarding current assignments.
- Brainstorming – (sketching) Students work through several possible solutions to realize completed concept.
- Abstracting – students create artwork from original concepts and from teacher prompts.
- Effort is made for active learning assignments (culture-related, age-related or personally-related)
- Competition – Finished work is submitted for adjudicated response.
- Group critiques – Both verbal and written responses.
- Group discussions – Involving introductions to concepts, development stages, and evaluation of completed projects

E. Assessment Methods and/or Tools

- Grading by assignment-specific rubrics

- Students are required to create:
  - Pre-written concepts and desired outcomes
  - Written narratives (pre or post),
  - Post-completion summaries
  - Written critique responses
- Students are required to participate in:
  - Class discussions
  - Verbal critique responses

F. Artistic Perception. Courses must include processing, analyzing, and responding to sensory information through the language and skills unique to a given art. Describe in detail how the class satisfies the Artistic Perception requirement.

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CP VISUAL & PERFORMING ARTS COURSE DESCRIPTION TEMPLATE

Project Sequence:	***Visual Standard 1: Artistic Perception***
Digital Signature - Students create a logo-like digital signature mimicking pencil, pen or brush to be placed on all of student's subsequent class artwork. *(basic drawing & painting software)*	1.4, 1.6 - Students create the effect of traditional art materials using line, shape, & texture. Students exercise principles of proportion and emphasis to mimic hand lettering and compose individual signatures. Proportion & emphasis are examined.
Brain Map - Students create an original image as a representational image (map) of their brain. *(basic drawing & painting software)*	2.1 - Students create a composition revealing individual thoughts, concerns, and interests. Composition relies on proportions revealing significance of issues by size, color, etc.
Sequencing - Students create a visual interpretation of a written story. *(photographs, slideshow software)*	1.5 - Students create a story within parameters of numbered events, first by writing, then by illustrating with photographic imagery
Vector Practice - overlay tracing of appropriated photo. *(vector drawing software)*	1.1, 1.2, 1.4, 1.6 - Students draw over a photo with vector lines & shapes to isolate shape & color to improve or modify composition.
Vector Illustration - original freehand using vector program. *(vector drawing software)*	1.1, 1.2, 1.4, 1.6 - Idiosyncrasies of vector illustration are discussed and observed.
Self Symmetry - A self portrait of left sides and right sides. *(photography, photo editing software)*	1.4 - Using original photography, students create self study in symmetry by assembling 2 left and 2 right side faces of themselves.
Layer Illusion - Students place themselves in unusual places and/or in unusual scale. *(photography, photo editing software)*	1.1, 1.2, 1.4, 1.6 - Using original photography, students create illusions that subvert normal scale and placement of people and objects. Focus is given to compositional issues of dominance and subordination.
Chimera - Students create an creature made from a combination of 3 different animals. *(photography, photo editing software)*	1.6 - Students research images of mythical creatures (paintings, sculpture, pottery) and create individual creature from photography, using at least 4 separate images (3 animals and environment).
Morph - illustrating relation of concepts through multiple images. *(photography, morphing software)*	1.1, 1.2, 1.4, 1.6 - Examples of traditionally illustrated works are examined. Students plan multiple images that morph through eight stages into each other.

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Action Figures - (stop action animation) Toys move and interact as if alive. (photography, video software)	1.1, 1.2, 1.4 - Students create a script and storyboard. Camera composition and shot technique examples are examined.
2-D Animation - A simple object (i.e. ball, stick) is animated in a scene to move and evoke emotion . (2-D animating software)	1.1, 1.2, 1.4 - Students are given a script and use a simple object (ball, stick) to express particular emotional concepts using only visuals (no sound).
3-D Animation - A scene is built where object and camera move throughout. (3-D animating software)	1.1, 1.2, 1.4 - Students create a script and storyboard. Camera composition and shot technique examples are examined.
Fictional Building - Create illusion of imaginary structure located within school site. *(3-D modeling & photo editing software, photography)*	1.1, 1.3, 1.6 - Students write descriptions of proposed building prior to visual/physical work. Architectural styles and architects are studied and site-specific issues are addressed.
Portfolio - Collection of all finished work from class is assembled and presented to class. *(slideshow software)*	1.6 - Comparisons are made between traditional and electronic portfolios. What is an art portfolio? What does it tell us?

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G. Creative Expression. Courses must include creating, performing, and participating in a given art. Describe in detail how the class satisfies the Creative Expression requirement.

Project Sequence:	***Visual Standard 2: Creative Expression***
Digital Signature - Students create a logo-like digital signature mimicking pencil, pen or brush to be placed on all of student's subsequent class artwork. *(basic drawing & painting software)*	2.3, 2.4 - Students use software to digitally create and manipulate images working two-dimensionally with mouse/stylus-drawn and edited with tools.
Brain Map - Students create an original image as a representational image (map) of their brain. *(basic drawing & painting software)*	2.1, 2.3, 2.4, 2.5, 2.6 - Diagram of brain is designed using line, shape, color, texture, and attention to balance and emphasis. Freehand drawing with stylus and/or mouse.
Sequencing - Students create a visual interpretation of a written story. *(photographs, slideshow software)*	2.1, 2.3 - Slideshow method is used for visual expression. Students create, appropriate, edit, and apply imagery in slideshow program. Emphasis on composition within picture plane. Sufficient information must occur within each frame.
Vector Practice - overlay tracing of appropriated photo. *(vector drawing software)*	2.3, 2.4 - Students use software to digitally create and manipulate images working two-dimensionally with mouse/stylus-drawn and edited with tools.
Vector Illustration - original freehand using vector program. *(vector drawing software)*	2.3, 2.4 - Students use software to digitally create and manipulate images working two-dimensionally with mouse/stylus-drawn and edited with tools.
Self Symmetry - A self portrait of left sides and right sides. *(photography, photo editing software)*	2.3, 2.4 - Students use software to digitally create and manipulate images working two-dimensionally with mouse/stylus-drawn and edited with tools.
Layer Illusion - Students place themselves in unusual places and/or in unusual scale. *(photography, photo editing software)*	2.3, 2.4 - Students use software to digitally create and manipulate images working two-dimensionally with mouse/stylus-drawn and edited with tools.
Chimera - Students create an creature made from a combination of 3 different animals. *(photography, photo editing software)*	2.3, 2.4 - Students use software to digitally create and manipulate images working two-dimensionally with mouse/stylus-drawn and edited with tools.
Morph - illustrating relation of concepts through multiple images. *(photography, morphing software)*	2.3, 2.4 - Students use software to digitally create and manipulate images working two-dimensionally with mouse/stylus-drawn and edited with tools.
The Ring - Students design jewelry (a ring). *(3-D modeling software)*	2.3, 2.4 - Students use software to digitally create and manipulate images working two-dimensionally with mouse/stylus-drawn and edited with tools.
Action Figures - (stop action animation) Toys move and interact as if alive. (photography, video software)	2.3, 2.4 - Students use software to digitally create and manipulate images working two-dimensionally with mouse/stylus-drawn and edited with tools.
2-D Animation - A simple object (i.e. ball, stick) is animated in a scene to move and evoke emotion . (2-D animating software)	2.3, 2.4 - Students use software to digitally create and manipulate images working two-dimensionally with mouse/stylus-drawn and edited with tools.

Sample Only

3-D Animation - A scene is built where object and camera move throughout. (3-D animating software)	2.3, 2.4 - Students use software to digitally create and manipulate images working two-dimensionally with mouse/stylus-drawn and edited with tools.
Fictional Building - Create illusion of imaginary structure located within school site. *(3-D modeling & photo editing software, photography)*	2.1, 2.2, 2.3, 2.4, 2.6 - Building site is given to students. Structure is conceptualized to suit particular purpose and location (what kind of building does this school need?). Students use original photography and software to digitally manipulate images working two-dimensionally with mouse/stylus-drawn and edited with tools.
Portfolio - Collection of all finished work from class is assembled and presented to class. *(slideshow software)*	2.2, 2.3, 2.4 - Students create and present electronic portfolio of classwork. Students use software to digitally manipulate images working two-dimensionally with mouse/stylus-drawn and edited with tools.

H. Historical and Cultural Context. Courses must include understanding historical contributions and cultural dimensions of a given art. Describe in detail how the class satisfies the Historical and Cultural Context requirement.

Project Sequence:	***Visual Standard 3: Historical & Cultural Context***
Digital Signature - Students create a logo-like digital signature mimicking pencil, pen or brush to be placed on all of student's subsequent class artwork. *(basic drawing & painting software)*	3.2 - Signatures of well-known artists and other famous persons are examined. Visual and emotional impact of handwriting is discussed. The finished signature serves as a consistent representation of the student.
Brain Map - Students create an original image as a representational image (map) of their brain. *(basic drawing & painting software)*	3.2 - Students learn/improve digital drawing skills. Historical & contemporary cartooning styles are examined. Encouragement is given to emphasizing humor.
Sequencing - Students create a visual interpretation of a written story. *(photographs, slideshow software)*	3.2 - Comparisons are made between written literature, illustration, comics, and video methods of storytelling.
Vector Practice - overlay tracing of appropriated photo. *(vector drawing software)*	3.2, 3.3, 3.4 - Historical illustrative styles are examined. Students completed works are compared to original underlay for effect.
Vector Illustration - original freehand using vector program. *(vector drawing software)*	3.2, 3.3, 3.4 - Illustrative styles are examined. Students completed works are compared to original underlay for effect.
Self Symmetry - A self portrait of left sides and right sides. *(photography, photo editing software)*	3.2 - Contemporary software and tools allow for accurate investigation of symmetry.
Layer Illusion - Students place themselves in unusual places and/or in unusual scale. *(photography, photo editing software)*	3.2 - Contemporary software and tools allow for extreme range of possible illusions. Discussion of traditional methods of photo retouching. Surrealist painters are examined.
Chimera - Students create an creature made from a combination of 3 different animals. *(photography, photo editing software)*	3.2, 3.4 - Traditional creature myths are examined (chimera, griffin, minotaur) . Contemporary imagery is compared and contrasted with ancient.

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Morph - illustrating relation of concepts through multiple images. *(photography, morphing software)*	3.2, 3.3 - Contemporary software is used to create student-controlled effect. Existing examples of morphing are examined. Morph examples may include real-to-fantasy, human-to-animal, young-to-old.
The Ring - Students design jewelry (a ring). *(3-D modeling software)*	3.2 - Contemporary software is used to create a "virtual" three-dimensional ring. Ring must express meaning through use of form (without text) as "finger sculpture".
Action Figures - (stop action animation) Toys move and interact as if alive. (photography, video software)	3.2 - Traditional methods of animation are examined and contemporary methods are employed.
2-D Animation - A simple object (i.e. ball, stick) is animated in a scene to move and evoke emotion . (2-D animating software)	3.2 - Traditional methods of animation are examined and contemporary methods are employed.
3-D Animation - A scene is built where object and camera move throughout. (3-D animating software)	3.2 - Traditional methods of animation are viewed and contemporary methods are employed to create an original video.
Fictional Building - Create illusion of imaginary structure located within school site. *(3-D modeling & photo editing software, photography)*	3.2 - The advantages of creating a "virtual building" are acknowledged. 3-D modeling is used to create a building "armature" to which photos are applied. Form follows function; emphasis is given to appropriate architecture for application.
Portfolio - Collection of all finished work from class is assembled and presented to class. *(slideshow software)*	3.4 - Practical purposes and applications for portfolios are discussed. Issues of choosing appropriate selections for portfolios are discussed. Examples of portfolios are examined.

I. Aesthetic Valuing. Courses must include responding to, analyzing, and making critical assessments about works of a given art form. Describe in detail how the class satisfies the Aesthetic Valuing requirement.

Project Sequence:	***Visual Standard 4: Aesthetic Valuing***
Digital Signature - Students create a logo-like digital signature mimicking pencil, pen or brush to be placed on all of student's subsequent class artwork. *(basic drawing & painting software)*	4.4 - Students utilize creative process by developing from several designs through brainstorming and revision. Students select from a variety of options, eventually refining work into a final product.
Brain Map - Students create an original image as a representational image (map) of their brain. *(basic drawing & painting software)*	4.1 - Students' individual social and personal issues are expressed. Proportion, size, color, etc. express importance and create emphasis.
Sequencing - Students create a visual interpretation of a written story. *(photographs, slideshow software)*	4.1 - Students personally interpret from ambiguous prompts. Story develops through selection of particular elements. Photographic proximity & angles are considered.
Vector Practice - overlay tracing of appropriated photo. *(vector drawing software)*	4.3, 4.5 - Post-work discussion of comparison between original image and vector style illustration.

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Vector Illustration - original freehand using vector program. *(vector drawing software)*	4.3, 4.5 - Post-work discussion of comparison between original image and vector style illustration. How does symmetry and lack of such affect self-perception?
Self Symmetry - A self portrait of left sides and right sides. *(photography, photo editing software)*	4.3, 4.5 - Students display and share their finished work with class for discussion and criticism.
Layer Illusion - Students place themselves in unusual places and/or in unusual scale. *(photography, photo editing software)*	4.1 - Students express meaning through placement, scale gesture, & setting. Factors of lighting & angle are examined as are techniques of layering & blending so as to affect successful illusion.
Chimera - Students create an creature made from a combination of 3 different animals. *(photography, photo editing software)*	4.1, 4.2 - Discussion of the reason & purpose of mythical creatures in past and present culture. Emphasis on imaginative invention. Focus on texture, color, lighting, & form to create successful illusion (blending of animals).
Morph - illustrating relation of concepts through multiple images. *(photography, morphing software)*	4.4 - designs are developed from storyboard "sketches" to final imagery.
The Ring - Students design jewelry (a ring). *(3-D modeling software)*	4.1, 4.2 - Issues of symbolism, fashion, and precious value are related to students' designs.
Action Figures - (stop action animation) Toys move and interact as if alive. (photography, video software)	4.4 - designs are developed from individual storyboard "sketches" to final imagery.
2-D Animation - A simple object (i.e. ball, stick) is animated in a scene to move and evoke emotion . (2-D animating software)	4.1 - Students express imagination through given, abstract concepts (moods, etc.) by creating virtual physical movement of object. Attention is given to sequencing, POV, camera angles, and effective animation speed.
3-D Animation - A scene is built where object and camera move throughout. (3-D animating software)	4.4 - designs are developed from individual written description to final imagery.
Fictional Building - Create illusion of imaginary structure located within school site. *(3-D modeling & photo editing software, photography)*	4.3, 4.5 - Students present their work by LCD projection for class critique. Class votes for one building that could become part of campus. Winner's imagery is distributed electronically campus-wide.
Portfolio - Collection of all finished work from class is assembled and presented to class. *(slideshow software)*	4.3, 4.5 - Students present their work by LCD projection for class critique. Students complete peer-evaluations focusing on strengths & weaknesses of portfolio.

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J. Connections, Relationships, and Applications. Courses must include connecting and applying what is learned in a given art form to learning in other art forms, subject areas, and careers. Describe in detail how the class satisfies the Connections, Relationships, and Applications requirement.

Project Sequence:	***Visual Standard 5: Connections, Relations, Applications***
Digital Signature - Students create a logo-like digital signature mimicking pencil, pen or brush to be placed on all of student's subsequent class artwork. *(basic drawing & painting software)*	Digital signature appears on all subsequent artwork which is viewed, discussed, and critiqued by class. Signature serves as a unique artistic and graphic label representing student's self and identifying a creative object.
Brain Map - Students create an original image as a representational image (map) of their brain. *(basic drawing & painting software)*	Students prewrite personal issues, interests, preoccupations, and concerns to influence design of map.
Sequencing - Students create a visual interpretation of a written story. *(photographs, slideshow software)*	Students pre-write story with set (given) number of elements to be illustrated. Graphic novels, comic strips, & editorial cartoons are examined.
Vector Practice - overlay tracing of appropriated photo. *(vector drawing software)*	Illustration-related occupations are examined and discussed.
Vector Illustration - original freehand using vector program. *(vector drawing software)*	Illustration-related occupations are examined and discussed.
Self Symmetry - A self portrait of left sides and right sides. *(photography, photo editing software)*	Students write post-work description of creation process.
Layer Illusion - Students place themselves in unusual places and/or in unusual scale. *(photography, photo editing software)*	Students pre-write 2 descriptions of their proposed illusions and write post-work description of creation process. Evolution of student's design is affected by imaginative use of available imagery.
Chimera - Students create an creature made from a combination of 3 different animals. *(photography, photo editing software)*	Students pre-write description of their creature and write post-work description of creation process.
Morph - illustrating relation of concepts through multiple images. *(photography, morphing software)*	Students pre-write description of their morph elements and write post-work description of creation process. Class discussion: contrasting changes incurred between images.
The Ring - Students design jewelry (a ring). *(3-D modeling software)*	Students pre-write description of their ring and it's symbolic significance, and write post-work description of creation process. Connections are made to jewelry design as occupation.
Action Figures - (stop action animation) Toys move and interact as if alive. (photography, video software)	Students pre-write script, create digital storyboard, and write post-work description of creation process. Professional examples of stop action animation are examined.

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2-D Animation - A simple object (i.e. ball, stick) is animated in a scene to move and evoke emotion . (2-D animating software)	Students pre-write script, create digital storyboard, and write post-work description of creation process. Professional examples of 2-D animation are examined.
3-D Animation - A scene is built where object and camera move throughout. (3-D animating software)	Students pre-write script, create digital storyboard, and write post-work description of creation process. Professional examples of stop action animation are examined.
Fictional Building - Create illusion of imaginary structure located within school site. *(3-D modeling & photo editing software, photography)*	Students pre-write description of their building and write post-work description of creation process. Architectural career options are examined & discussed.
Portfolio - Collection of all finished work from class is assembled and presented to class. *(slideshow software)*	Importance of portfolio's role in promotion and employment are discussed.

K. Corresponding Non-Honors Course. Indicate the name of the regular non-honors course corresponding to this proposed honors course.

L. Differences in Honors/Non-Honors Courses. Describe in detail how this honors course differs from the regular course offered in the same subject area. Be specific.

For preparation Only

CP VISUAL & PERFORMING ARTS COURSE DESCRIPTION TEMPLATE

NEW DOORWAYS TEMPLATES
DECEMBER 28, 2007

1. SCHOOL INFORMATION

School Information
School: Santa Maria High School
District: Santa Maria Joint Union High School District
City: Santa Maria, CA 93455

School / District Web Site: http://www.smjuhsd.k12.ca.us

School Course List Contact
Name: John Davis
Title/Position: Assistant Superintendent, Curriculum & Instruction
Phone: 805-922-4573 Ext.: 4211
E-mail: jdavis@smjuhsd.org

Teacher Contact:
Name: Eric G. Farnsworth
Title/Position: Visual & Performing Arts Instructor
Phone: 805-922-2567 Ext.: 3231
E-mail: efarnsworth@smjuhsd.org

2. PREVIOUSLY APPROVED COURSES

Complete outlines are not needed for courses that were previously approved by UC. Was this course previously approved? ___Yes X No

If yes, indicate category which applies.

A course reinstated after removal within 3 years.
Year removed from list? _____
Same course title? ___Yes ___No
If no, previous course title? _____

___An identical course approved at another school in same district.
Which school? _____
Same course title? ___Yes ___No
If no, course title at other school? _____

___Approved International Baccalaureate (IB) course

___Approved CDE Agricultural Education course

___Approved P.A.S.S./Cyber High course

___Approved ROP/C course. Name of ROP/C? _____

___Approved A.V.I.D. course

___Approved C.A.R.T. course

___Approved Project Lead the Way course

___CSU Expository Reading and Writing course

___Other. Explain: _____

___Advanced Placement Course
If Advanced Placement, has it been authorized by the College Board through the AP Audit process?
___Yes ___No If not, please explain why._____

Is this course a resubmission?
___Yes X No
If yes, date(s) of previous submission? _____
Title of previous submission? _____

Is this an Internet-based course?
___Yes X No
If "Yes", who is the provider?
___PASS/Cyber High ___Other_____

Is this course modeled after an UC-approved course from another school outside your district?
___Yes X No
If yes, which school(s)? _____

Course title at other school _____

Is this course classified as a Career Technical Education? Yes ____ No X
If Yes:
Name of Industry Sector _____
Name of Career Pathway_____

3. COURSE DESCRIPTION

Course Title: Digital Arts 2AB

Transcript Title(s) / Abbreviation(s): **Digital Arts 2A** & **Digital Arts 2B**

Transcript Course Code(s) / Number(s): **VP6011** & **VP6012**

Grade Level(s) for which this course is designed
__9 X 10 X 11 X 12

Unit Value
__0.5 (half year or semester equivalent)
X 1.0 (one year equivalent)
__Other: _____

4. CATALOG DESCRIPTION

Brief Course Description (If school has a catalog, the description that is in the catalog. If not, a brief description of the course) (NOTE: DO NOT INCLUDE INFORMATION THAT COULD IDENTIFY YOUR SCHOOL OR DISTRICT.)

Digital Art 2AB (10-12) For students who have shown continued interest in the field of fine arts and the use of digital imaging technology, learn a variety of methods of expression by means of electronic (digital) equipment, and especially for students who desire to pursue art or art-related careers.

This course is designed for all students interested in fine arts and in exploring, developing, and furthering their experience, knowledge, and skills beyond the introductory course of Digital Arts 1AB. Students will enhance their abilities and awareness in this area by means of digital equipment and media. It is especially suited for students with an interest in pursuing a college major or career in the arts, and especially digital arts. Students will use a variety of current digital technology to create individual expressive artwork. Students will employ universal elements and principals of art in their creation of original work utilizing a wide variety of digital hardware and software. Students will create portfolios of their individual, original artwork and prepare them for submission to post-secondary learning institutions.

Pre-Requisites

Digital Art 1AB	X_ Required ___Recommended
Basic computer and keyboard usage	___ Required X Recommended

Co-Requisites

Reading/research	X Required ___ Recommended
Writing assignments	X Required ___ Recommended

5. OPTIONAL BACKGROUND INFORMATION

Context for Course (optional). (NOTE: DO NOT INCLUDE INFORMATION THAT COULD IDENTIFY YOUR SCHOOL OR DISTRICT.)

History of Course Development (optional) (NOTE: DO NOT INCLUDE INFORMATION THAT COULD IDENTIFY YOUR SCHOOL OR DISTRICT.)

Digital Arts 2AB was developed over a 2-year period to address a continuation of the curriculum initiated with *Digital Arts 1AB*. *Digital Arts 1AB* was developed by three active teachers in Fine Arts (drawing and painting), Photography, and Technology. It served to succeed a long-standing, traditional (film developing and printing) photography class, which fulfilled the Fine Arts requirement for high school graduation and A-G. The previous photography class, though relevant and extremely popular, became difficult to facilitate and required inordinate effort of continued purchasing and maintaining of film-based lab and equipment. The decision was made to transform the facility and curriculum to a wider spectrum, expanding from exclusively photography, and in a digital format. A grant was procured and with it a digital lab was established to enable the change, and during this process a curriculum was designed. *Digital Arts 2AB* intends to fulfill the need for students interested in furthering their interest, knowledge, and skills in art, especially through electronic media, and to facilitate student interest in post-

secondary education and careers in art and art-relate fields.

6. **Texts and Supplemental Instructional Materials**: Include list of Primary and Secondary Texts. Make sure to note the books that will be read entirely and those that will be as excerpts. For the Visual and Performing Arts subject area (f), textbooks are not required, but if textbooks are used, please complete the information below.

Textbook(s)

TEXTBOOK 1.
Title_____
Edition_____
Publication Date_____
Publisher_____
Author(s)_____

Usage:
__Primary Text __Supplementary or Secondary Text

__Read in entirety or near entirety __Excerpts (approximate number of pages_____)

TEXTBOOK 2 (etc)

Supplemental Instructional Materials (please describe)

Supplementary Materials: *Supplementary Materials: art and design-specific software, example and instructional images and videos (tutorials), digital hardware (computers, digital cameras, scanners, printers), LCD-projected material and lessons (PowerPoint, video, etc.), art & design publications (magazines/periodicals), internet sources, class discussion, student presentations, field trips, guest speakers, and oral and written instructions.*

7. Please indicate the subject and discipline proposed for this course.

Seeking "Honors" Distinction?
___Yes X No

8. If Not Seeking Honors Distinction:

__ a-History/Social Science
__ b-English
__ c-Mathematics
__ d-Laboratory Science
__ e-Language Other Than English
X f-Visual and Performing Arts

__ g-College Prep Elective – History/Social Science
__ g-College Prep Elective – English
__ g-College Prep Elective – Mathematics
__ g-College Prep Elective – Science
X g-College Prep Elective – Visual and Performing Arts
__ g-College Prep Elective – Interdisciplinary
__ g-College Prep Elective – Other

9. If Seeking Honors Distinction:
__ a-History/Social Science Honors
__ b-English Honors
__ c-Mathematics Honors
__ d-Laboratory Science Honors
__ e-Language Other Than English Honors
__ f-Visual and Performing Arts Honors

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8. COURSE CONTENT – COLLEGE PREP ELECTIVE: VISUAL AND PERFORMING ARTS

[If g-College Prep Elective: Visual and Performing Arts" is selected]

See "A-G Digital Arts 2AB" attached excel worksheet file

GENERAL COLLEGE PREP ELECTIVE GUIDANCE
The intent of the college preparatory elective requirement is to encourage prospective UC students to fill out their high school programs with courses that will meet one or more of a number of objectives:

- To strengthen general study skills, particularly analytical reading, expository writing, and oral communications
- To provide an opportunity to begin work that could lead directly into a major program of study at the University, and
- To experience, in some depth, new areas of academic disciplines that might form the basis for future major or minor studies at the University

Quality. All courses selected to meet the "g" elective requirement are expected to meet standards of quality similar to those required for the "a-f" requirements. Courses acceptable for the "g" elective area should be advanced courses designed for the 11th and 12th grade level and/or have appropriate prerequisites. Elective courses should present material at a sufficient depth to allow students to achieve mastery of fundamental knowledge that prepares them for University work or a future career path.

COLLEGE PREP ELECTIVE: VISUAL AND PERFORMING ARTS GUIDANCE
- Advanced courses in the Visual & Performing Arts can be considered to meet the "g" elective requirement but must still address the five component strands of the state VPA standards.
- Advanced courses should enable students to understand and appreciate artistic expression and, where appropriate, to talk and write with discrimination about the artistic material studied.
- Courses devoted to artistic performance and developing creative artistic ability should have prerequisites (either one year of introductory coursework or experience approved by the instructor) and should assume proficiency beyond the introductory level.

- Courses must require on the average the equivalent of a five-period class per week.
- Work outside of the class must be required (e.g., portfolio/performance preparation, reading, writing, research projects, and critical listening/viewing).
- Advanced VPA courses that are a semester in length, will only be considered for the "g" elective area, not the "f" VPA area, which must be satisfied by completing an appropriate, sequential, year-long course.

GENERAL VISUAL AND PERFORMING ARTS GUIDANCE

Courses in the following categories are acceptable: dance, drama/theater, music, or visual art.

- The intention is to provide a meaningful experience and breadth of knowledge of the arts so that students may apply their knowledge and experience to the creation of art and are better able to understand and appreciate artistic expression on the basis of that experience and knowledge.
- The intent of approved VPA courses must be directed at acquiring concepts, knowledge, and skills in the arts disciplines, rather than to utilize artistic activities to fulfill non-artistic course objectives.
- Acceptable Introductory courses need NOT have any prerequisite courses.
- Co-Curricular Work outside of class must be required, for example, portfolio/performance preparation, reading, writing, research projects, and/or critical listening/viewing.
- Courses should provide students with an experience in the arts that implements the intent of the California State Board of Education approved Visual and Performing Arts (VPA) Content Standards. Curriculum must be designed to include the VPA Content Standards at, at least, the proficiency level in each of the five component strands. Each VPA course shall sufficiently address the state content standards under all five component strands, listed below.

  California State Board of Education approved Visual and Performing Arts (VPA) Content Standards.

  1. ***Artistic Perception***: Processing, analyzing, and responding to sensory information through the language and skills unique to a given art.
  2. ***Creative Expression***: Creating, performing, and participating in a given art.
  3. ***Historical and Cultural Context***: Understanding historical contributions and cultural dimensions of a given art.
  4. ***Aesthetic Valuing***: Responding to, analyzing, and making critical assessments about works of a given art form.
  5. ***Connections, Relationships, and Applications***: Connecting and applying what is learned in a given art form to learning in other art forms, subject areas, and careers.

  For a more detailed description of the VPA Standards, go to www.cde.ca.gov/shsd/arts/standards.htm .
- Courses which are primarily recreational, athletic or body conditioning, or for social entertainment, are NOT acceptable visual or performing arts courses. Commercial courses or courses specifically designed for training for a profession in these areas are not acceptable. See specific examples below.
- **Dance.** *Examples of acceptable courses include* ballet, modern dance, jazz, and ethnic dance, choreography and improvisation, dance history, dance production/performance. *Examples of unacceptable courses include* aerobics, drill team, cheerleading, recreational dance, and ballroom dance.
- **Drama / Theater.** *Examples of acceptable courses include* acting, directing, oral interpretation, dramatic production, dramaturgy/history/theory, and stage/lighting/costume design. *Examples of unacceptable courses include* speech, debate, or courses in other disciplines that require students to perform occasional skits.
- **Music.** *Examples of acceptable courses include* band (concert, symphonic, jazz), orchestra, choir (e.g., concert, jazz, soul, madrigal), music history/appreciation, and music theory/composition. *Examples of unacceptable courses include* a musical group, which

performs primarily for sporting events, parades, competitive field events, and/or community/civic activities.

- **Visual Art.** *Examples of acceptable courses include* painting, drawing, sculpture, art photography, printmaking, video/film production as an art form, contemporary media, ceramics, and art history. *Examples of unacceptable courses include* craft courses, mechanical drafting, web page development, yearbook, and photography offered as photojournalism (i.e., as a component of yearbook or school newspaper publication).
- **Performance, Production, and Studio Courses.** Courses emphasizing performance and/or production (e.g., drama, dance, music, visual arts, and video production) must include appropriate critical/theoretical and historical/cultural content, as referenced in the state VPA Content Standards. Such courses should emphasize creative expression, not rote memorization and/or technical skills.
- **Appreciation, History, and Theory Courses.** Appreciation, history, and theory courses should focus on the ability to make aesthetic judgments about art works and performances and must include all component strands of the state VPA content standards, including creative expression.
- **Design Courses.** Visual and performing arts courses in design are expected to provide substantial time for students to understand, learn, and experience the elements of art and principles of design that underlie the medium/media addressed. Design courses must also include standards from all five component strands of the VPA content standards. (Refer to the Design Course Resources available on the a-g Guide web site.)
- **Technology Courses.** Visual and performing arts courses that utilize technology must focus primarily on arts content. If the technology (i.e., software, equipment) is used as a tool of artistic expression, as a paintbrush would be used in a painting course, and all other component strands are adequately met, then such courses are acceptable. If the technology/software is so complex that the primary concern becomes learning the technology, then the course will not be approved to meet the VPA requirement.

COURSE CONTENT

A. Course Purpose. What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.

Purpose

The purpose of *Digital Arts 2AB*, a one-year (two-semester,10 unit) course, is to allow students to further their knowledge and skills from a more expansive experience in fine arts and through the continued utilization of digital equipment and media. *Digital Arts 2AB* continues from *Digital Arts 1AB* curriculum to provide further exposure to the world of art, practice and experience creating art, and to allow enhanced preparation for careers in art, including readiness for pursuing post-secondary education through creation and assembly of a personal portfolio.

This class provides for students interested in two-dimensional fine art and offers opportunity to learn a variety of methods of creation, awareness, and expression by means of electronic (digital) equipment and media.

Digital Art 2AB encourages students to reevaluate traditional methods and consider alternative, innovative solutions to creating art. As digital formats and methods become more commonplace, and indeed in some cases, the norm or standard, students learn new and contemporary techniques and processes for accomplishing their artistic goals.

This course provides student exposure to various contemporary methods and media, all electronic, including, but not limited to, digital versions of illustration (drawing and painting), photography, two-dimensional & three-dimensional animation, three-dimensional modeling, storage, and online presentation and publishing. The curriculum also provides experience in the

exhibiting of artwork, curating of exhibits, and viewing of exhibits both in and outside of the school setting.

Goals and Expected Outcomes

Upon successful completion of this course, students will be able to demonstrate the following knowledge/skills:

1. Demonstrate knowledge and understanding and properly apply the elements and principles of art.
2. Employ elements and principles of art in the creation of individual works.
3. Utilize a variety of digital equipment and media to create expressive, individual, original works of art.
4. Demonstrate appropriate use and care of equipment/resources and respect for the work environment.
5. Demonstrate appreciation for and ability to understand and critique current and historical artwork, as well as peer (student) work.
6. Demonstrate proficiency in formal and conceptual understanding and demonstrate knowledge and application of appropriate art vocabulary in writing and by presenting individual works.
7. Create a portfolio appropriate for career or college application.

Speaking Skills

--Give oral reports to the class in the form of explanatory dissertations of student's individual work as well as of peers' work (critique)
--Participate in class discussions, critiques, and interactive lectures
--Address inquiries made to displayed artwork as facilitating art exhibits

Listening Skills

--Listen to and follow oral directions
--Take notes from lectures and demonstrations
--Listen attentively to lectures and student presentations

Reading Skills

--Read printed instructions for lessons, techniques, and procedures
--Read related publications (i.e. magazines, periodicals, newspaper, etc), both in print and online
--Read critique summaries written by peers

Writing Skills

--Write at least one process paper per class specifying the details of student's individual work

B. Course Outline. Detailed description of topics covered.

Introduction

Classroom Guidelines and Procedures

- Seating
- Class Rules
- Behavior
- Attendance
- Grading

Lecture – *Art History*; Comparative overview of artistic media from ancient to contemporary. Tribal & hula dance to modern interpretive, ancient mudras to sign language, petroglyphs & cave paintings to murals, ancient rock carving to contemporary monuments, native American sand painting to contemporary sand works, ancient tombstone carving to contemporary styles, pottery, monumental carving, etc. Review history of computers as they have evolved to contemporary "personal" tools that can now create art. Electronically-created art, including drawing, painting, photography, animation, video, and music which are affected by the differences inherent within such media.

Vocabulary – Weekly tests; one word per day, five words per test. Students must record words and definitions during lecture, then later recall and write words from instructor's oral prompt, then match scrambled definition.

- Examples include, but not limited to:

Art, Digital, Picture Plane, Composition, Relief, Intaglio, Value, Facture, Texture, Bas Relief, Depth, Atmospheric, Transparent, Balance, Opaque, Concept, Pixel, Fill, Weight, Resolution, Clipboard, Unity, Proximity, Impressionism, Expressionism, Aesthetic, Conceptual, NURBS, Virtual, Keystroke, Path, Retrieve, Critique, Crop, Contrast, P.O.V., Rhythm, Duplicate, Layer, Diminuation, Color, Constrain, Background, Symbolism, Layer, Content, Context, Milieu, Merge, Static, Candid, Composite, Manipulate, Gesture, Proportion, Dynamic, Pan, Lead Room, Mask, Invert, Stamp, Texture, Emphasis, Default, Saturation, Narrative, Recede, Advance, Symmetry, Asymmetry, Form, Format, Integrate, Animate, Tolerance, Select, ppi, BMP, JPEG, GIF, PDF, Convert, Compatible, CMYK, RGB, TIFF, Precision, Mise en scene, Establish, Pan, Zoom, Wide angle, Telephoto, Close-up, Oblique, Appropriate, Assemble, Raster, Scan

Unit 1. Digital Seal

Lecture/Discussion – *Artist identity*; signing your work; personal identity; the use of personal identity; expressive lettering/signatures and marks (of illiteracy); potters' marks, stamps and seals as a tradition; historical use; compare and contrast traditional and digital media; observe examples of traditionally used seals (e.g., China, Japan). *Elements: line, shape, texture. Principles: contrast, movement, rhythm, unity.*

Demonstration – projected example of process shown below using specific software. Example of creative process (concept, brainstorm, refine, commit); Introduce rubric.

Assignment - Students create a logo-like digital "stamp"; a "potter's mark" or Asian-style "seal", only using western text & stylized imagery mimicking carving. The finished seal serves as a consistent representation of the student's identity, and is to be placed on all of student's subsequent class artwork. *(basic drawing & painting software)*

- Brainstorm; use mouse and electronic stylus; create multiple possible designs, exploring varieties of styles; use initials and symbolic image; modify and enhance line quality to create effect of tool movement, surface quality, gouges, nicks, etc.
- Choose favorite seal design from multiple possibilities
- Edit for effect; attempt to achieve appearance of tooling and facture.
- Proper archiving for later application
- Submit for assessment

Unit 2. Hemispheres

Lecture/Discussion – *Brain function;* how does your brain function? What specific functions do parts of the brain serve? How do we know? Scientific brain research and brain scan images, including serious, pseudo, and humorous, of brain activity. Right brain vs. Left brain tendencies. Visualizing a brain as tendencies manifest in abstract or non-representational imagery. *Elements: line, shape, color, value, texture. Principles: balance, rhythm, contrast, unity, harmony.*

Demonstration – projected example of process shown below using specific software. Introduce rubric.

Assignment - Students create an original image as a representational image (map) of their brain. *(word processing & basic drawing & painting software).*

- Take online analytical self-test to determine individual right brain/left brain tendencies. Submit writing for assessment before next step

- Students identify any results from test that seem accurate.
- Create list of possible symbolic imagery to represent tendencies.
- Students create multiple electronic "sketches" with stylus of possible compositions
- Create final image; use line, color, shape, texture to attempt unique, creative solution
- Place *Digital Seal* onto finished piece
- Exercise proper archiving
- Submit for assessment

Critique – Student works are projected for class response; written and oral responses are required.
Exhibition – Students organize and execute exhibit in school gallery

Unit 3. Right Brain Re-res
Lecture/Discussion – *Shape, proportion, and value identification;* "seeing shape and value in two-dimensional space, and assigning proportion accurately to create realistic illusion. Students attempt to duplicate their perceptions as they observe a projected, but out-of-focus, upside-down image which becomes increasingly, but incrementally sharper until recognizable and completely resolved. Students duplicate blurry areas and shapes as seen on projection, incrementally resolving as image becomes more in focus. Students are unaware of eventually identifiable image until late in the process, so rational brain function does not allow for "presumptive" drawing (students see only shape, contrast, and value). Image is black and white photograph, from socially-conscious photographer *(Lewis Hine, Dorothea Lang, Gordon Parks)*; careers involving photo repair and restoration. *Principles: contrast, emphasis, proportion. Elements: shape, value, form*
Demonstration – projected blurry image. Set up grid. Duplicate blurry grey areas as seen. As image sharpens, reevaluate and react to changes in areas and shapes. Introduce rubric.
Assignment – Students duplicate image shown with projection, attempting to accurately recreate shape, value, and proportion as seen on projection screen. *(digital stylus and painting software).*

- Students set-up appropriate picture plane (size, proportion, and resolution)
- Use grid method for accurate two-dimensional proportioning
- "Paint" shapes and areas to duplicate projected image
- Adjust painting tools as necessary to create appropriate effect
- Adjust painted area as it incrementally resolves
- When completed rotate image 180 to correct orientation
- Place *Digital Seal*
- Proper archiving
- Submit for assessment

Critique – Student works are projected for class response; written and oral responses are required.
Exhibition – Students organize and execute exhibit in school gallery

Unit 4. Tablet Life
Lecture/Discussion – *Representation of landscape;* evolution of landscape painting; sentimental and romanticist bucolic painters *(JMW Turner, John Constable)*, Impressionism *(Monet, Pissarro),* Fauvism *(Matisse, Derain),* and more recent/contemporary landscapes and cityscapes *(Robert Beck, Richard Diebenkorn, Wayne Theibaud)*; realistic color vs. impressionistic vs. expressive; composition; chosen subject views (rural to urban - changing norm). Introduce use of viewfinder/grid method. *Elements: line, shape, color, value, form, texture. Principles: balance, contrast, unity, harmony, proportion.*
Demonstration – projected example of process shown below using specific software. Introduce rubric.
Assignment – Students create landscape painting using tablet and stylus and/or fingers. Paintings are done plein air, Students choose view from available on campus (their known environment). *(tablet, stylus, painting software).*

- Students determine view for their composition on campus (their known

environment)
- Use viewfinder/grid for accuracy
- Use tablet, stylus and/or fingers to create composition with painting software
- Re-work if necessary
- Multiple versions if necessary
- Place *Digital Seal*
- Proper archiving
- Submit for assessment

Critique – Student works are projected for class response; written and oral responses are required.
Exhibition – Students organize and execute exhibit in school gallery

Unit 5. Personality Composite
Lecture/Discussion – *Multiple photographic images composited for single effect;* personality traits and tendencies; causes – inherited vs. influenced vs. contrived; how much can be revealed in a photograph? Examples of psychologically revealing photographs are shown and discussed *(Diane Arbus, Irving Penn)*; careers involving photo repair, restoration, and compositing. *Elements: color, value. Principles: balance, contrast, unity, harmony, proportion.*
Demonstration – projected example of process shown below using specific software. Introduce rubric.
Assignment – Students create a composite image assembled from parts of multiple photographs taken of classmates. *(word processing, digital camera, & photo editing software).*
- Interview classmates regarding psychological tendencies
- Pre-write personality statements which inspire imagery
- Photograph (facial close-ups) of subject classmates
- Transfer photo files to computer
- Create composite image by separating, layering, and assembling chosen facial features to represent "composite person"
- Place *Digital Seal*
- Students present "composite person" by projecting image to class while reading personality statement (description of "composite person")
- Proper archiving
- Submit for assessment

Critique – Student works are projected for class response; written and oral responses are required.
Exhibition – Students organize and execute exhibit in school gallery

Unit 6. Dreamtime
Lecture/Discussion – *Surrealism and Photomontage; representation and interpretation of dreams;* dreams vs. reality; psychology of dreams; representation of dreams in drawing, painting, film and TV; surrealistic photography work is examined and discussed *(Man Ray, Maurice Tabard, Erik Johansson)*; journaling practices are discussed; *Elements: shape, color, value, form. Principles: balance, contrast, unity, proportion.*
Demonstration – projected example of process shown below using specific software. Introduce rubric.
Assignment – Students maintain dream journal for extended period of time, then create surrealistic image reflecting dream content. *(photography, photo editing software).*
- Students initiate dream journal (kept for extended time)
- Write narrative of significant dream or series of dreams
- Pre-write description of surrealistic dream image to be created
- Use digital cameras to capture images for use in composite image
- Transfer photo files to computer
- Use photo editing software to create composite image as described by separating, layering, and assembling
- Place *Digital Seal*
- Students present dream image by projecting image to class while reading

narrative description statement
- Proper archiving
- Submit for assessment

Critique – Student works are projected for class response; written and oral responses are required.
Exhibition – Students organize and execute exhibit in school gallery

Unit 7. Vector 1-Point
Lecture/Discussion – *Depth and environment;* history and evolution of perspective - linear and preceding; medieval through renaissance techniques; one-point perspective technique; atmospheric effects; fantasy environments; movie *(Avatar)*, cartoon, and video game environmental design; specific video game designers are examined and discussed *(Blizzard Entertainment , Mojang)*; occupations related to game design. *Elements: line, shape, form, color, value, texture. Principles: balance, contrast, unity, harmony, proportion, emphasis.*
Demonstration – projected example of process shown below using specific software. Introduce rubric.
Assignment – Students use vector drawing program to create an original fantasy view image with effective depth using one-point perspective technique. *(word processing software, vector drawing software).*
- Students pre-write a narrative description of fantasy environment, including topography, weather, and structures
- Vector drawing software is used to create a view of their fantasy environment
- Software tools are used to create accurate shape, distortion, fill (value and texture), and atmospheric effects
- Edit, layer, and adjust for desired effect
- Place *Digital Seal*
- Students present fantasy image by projecting image to class while reading narrative description statement
- Proper archiving
- Submit for assessment

Critique – Student works are projected for class response; written and oral responses are required.
Exhibition – Students organize and execute exhibit in school gallery

Unit 8. Vector 2-Point
Lecture/Discussion – *Continuation of Unit 7 - Depth and environment;* history and evolution of perspective - linear and preceding; Illustrations using isometric and one-point perspective are examined and discussed (Escher); two-point perspective technique; atmospheric effects; fantasy environments; movie, cartoon, and video game environmental design; specific video game designers are examined and discussed *(Blizzard Entertainment, Mojang)*; occupations related to game design. *Elements: line, shape, form, color, value, texture. Principles: balance, contrast, unity, harmony, proportion, emphasis.*
Demonstration – projected example of process shown below using specific software. Introduce rubric.
Assignment – Students use vector drawing program to create an original fantasy view image with effective depth using one-point perspective technique. *(word processing software, vector drawing software).*
- Students refer to previous narrative description of fantasy environment, including topography, weather, and structures
- Vector drawing software is used to create a view of their fantasy environment
- Software tools are used to create accurate shape, distortion, fill (value and texture), and atmospheric effects
- Edit, layer, and adjust for desired effect
- Place *Digital Seal*
- Students present fantasy image by projecting image to class while reading narrative description statement

- Proper archiving
- Submit for assessment

Critique – Student works are projected for class response; written and oral responses are required.
Exhibition – Students organize and execute exhibit in school gallery

Unit 9. Bling
Lecture/Discussion – *Jewelry design;* past and current practices and traditions of wearing pendants and medals; message, meaning, and symbolism; historical and contemporary styles *(low & bas relief)* of pendant imagery are examined and discussed *(Egyptian, Roman, Catholic, Masonic, Olympic, military)*; occupations related to jewelry design. *Elements: line, shape, color, value, form. Principles: balance, unity, harmony, proportion.*
Demonstration – projected example of process shown below using specific software. Introduce rubric.
Assignment – Students create an original design for a virtual pendant or medal from their original concept *(word processing software, illustration software, 3-D modeling software).*

- Students pre-write narrative describing an original ideal
- Develop ideas for imagery using symbolism
- Brainstorm several visual solutions for ideal
- Create 2-D image with illustration software
- Import 2-D image to 3-D modeling software
- Edit and adjust for desired relief surface effect
- Create chain with 3-D modeling software (repeated array on path)
- Place *Digital Seal*
- Proper archiving
- Submit for assessment

Critique – Student works are projected for class response; written and oral responses are required.
Exhibition – Students organize and execute exhibit in school gallery

Unit 10. Monumental
Lecture/Discussion – *Monument design/public art;* purposes and incentives for creating monuments are discussed; monuments, past through present, are examined and discussed *(Pyramids of Giza, Buddhas of Bamiyan, Taj Mahal, Viet Nam Memorial, Washington, DC, Soviet era, Ground Zero, NYC)*; occupations related to architecture and environmental design. *Elements: value & form. Principles: balance, emphasis, unity, harmony, proportion.*
Demonstration – projected example of process shown below using specific software. Introduce rubric.
Assignment – Students design and create virtual monument, from their individual identification of a need, and specific to an actual site. *(word processing software, Google Maps, 3-D modeling software, Google SketchUp).*

- Students pre-write proposal for desired concept for memorialization
- Develop appropriate imagery using symbolism
- Determine specific, actual location appropriate for concept *(Google Maps)*
- Brainstorm several visual solutions for ideal
- Create 3-D model expressing concept
- Edit and adjust for desired effect
- Place *Digital Seal* onto surface of monument
- Use 3-D model to create site (monument location)
- Place 3-D model into site
- Create animated “tour”, showing visual effect on and implications of site (immediate environment)
- Proper archiving
- Submit for assessment

Critique – Student works are projected for class response; written and oral responses are required.
Exhibition – Students organize and execute exhibit in school gallery

Unit 11. Animated GIF
Lecture/Discussion – *Visual interpretation – limited time;* quick messaging (billboards, bumper stickers, memes, animated GIFs); how much time is necessary/how much time is available for transmission of message? Effective body language, gesture, and facial expressions; animated GIF examples are examined and discussed; successful messaging; occupations related to animation. *Elements: shape, color, value. Principles: emphasis, balance, contrast, unity, harmony, proportion.*
Demonstration – projected example of process shown below using specific software. Introduce rubric.
Assignment – Students create a short, animated GIF image expressing assigned concept(s). *(digital cameras, photo editing software, video editing software).*

- Students are assigned one or more specific concepts to illustrate (based on humor, frustration, sadness, etc.)
- Storyboard is created to plan for shot(s)
- Digital camera is used to capture imagery
- Imagery is transferred to computer
- Photo editing software is used for desired effects
- Video editing software is used to edit and create loop
- Text is used (if necessary or assigned)
- Proper archiving
- Submit for assessment

Critique – Student works are projected for class response; written and oral responses are required.
Exhibition – Students organize and execute posting of GIFs on class webpage/school website

Unit 12. Green Screen
Lecture/Discussion – *Storytelling;* oral tradition; engagement of audience; contemporary storyline structure; dramatic arc (Freytag's Pyramid); evolution of special effects and visual effects in film and video; examples of techniques - forced perspective, green screen, and digital compositing *(King Kong, Vertigo by Hitchcock, Star Wars)*; occupations in scriptwriting, editing, videography, special & visual effects, and cinematography. *Elements: shape, color, value, form. Principles: movement, balance, unity, harmony, emphasis.*
Demonstration – projected example of process shown below using specific software. Introduce rubric.
Assignment – Students create a storytelling video. *(word processing software, drawing software, digital camera, video editing software).*

- Students work in teams to write script of an original short story
- Teams create storyboard with drawing software (team will jigsaw for efficiency)
- Shot list is created
- Teams; use digital cameras and tripods to photograph scenes
- Transfer files to computer
- Students use video editing software to accomplish desired outcome
- Edit and adjust for desired effect
- Place *Digital Seal* for each team member into credits
- Proper archiving
- Submit for assessment

Critique – Student works are projected for class response; written and oral responses are required.
Exhibition – Students organize and execute exhibit in school gallery

Unit 13. Soundtrack
Lecture/Discussion – *Music and sound application – continuation of previous (Green Screen) assignment;* effect of sound on environment and concentration (loud vs. quiet places); effect of music and sound with video (same video with and without); emotional content of music; instrumentation; examples of sound and music (or absence of) in film *(Kubric, Bay)*; occupations in music, sound editing, and foley are discussed. *Elements: shape, color, value, form. Principles: movement, balance, unity, harmony, emphasis.*
Demonstration – projected example of process shown below using specific software. Introduce rubric.
Assignment – Create an appropriately expressive soundtrack for previous *(Green Screen)* assignment by sampling, recording, composing, and editing tracks for final product. *Music composing and editing software).*

- Teams from previous *Green Screen* assignment analyze emotional content of pre-produced video
- Write linear plan for soundtrack (music & effects)
- Record foley sounds and create aligned soundtrack for existing video
- Use music editing software to compose music/sounds for desired effects (from plan) and apply to soundtrack
- Proper archiving
- Submit for assessment

Critique – Student works are projected for class response; written and oral responses are required.
Exhibition – Students organize and execute exhibit in school gallery

Unit 14. Gallery Visitation
Outside of classroom, off-campus activity – *Observance and critique*
Lecture/Discussion – *Environmental design & exhibit design;* Galleries worldwide and their interior environments and displaying techniques are examined and discussed *(SFMOMA, NY Metropolitan, Louvre, Tate Modern)*. Discussion of effective/successful and ineffective/less successful viewing venues; occupations in gallery design and curation are discussed. *Elements: color, value, texture, form. Principles: balance, contrast, unity, harmony, proportion.*
Demonstration – projected example of process shown below using specific software. Introduce rubric.
Assignment – Visit a gallery or museum and write a critique about the effectiveness of the exhibit. *(word processing software, digital camera).*

- Students prepare an evaluation form outlining features (lighting, viewing space, ambient sound, surfaces, temperature, etc)
- Students visit a museum or gallery and complete their evaluation form on site
- Photograph exhibit *(if possible)*
- Submit evaluation form for assessment
- Orally present to class opinion of exhibit and project photographs of exhibit *(if photographs are allowed)*
- Proper archiving of evaluation and photographs
- Submit for assessment

Unit 15. Curator
Lecture/Discussion – *Gallery Exhibit Design;* continuation of previous lesson *(Gallery Visitation)*; group discussion and brainstorming; evaluation of school gallery space; past exhibits in school gallery space; applying observations from previous visitations at local galleries/museums; occupations in gallery design and curation are discussed. *Elements: color, value, texture, form. Principles: balance, contrast, unity, harmony, proportion.*
Demonstration – projected examples of previous school gallery exhibits are examined and discussed. Introduce rubric.

Assignment – Plan, design, and execute an exhibition in school gallery (several exhibits completed by teams over entire school year). *(word processing software, digital photography).*

- Students develop a written proposal (plan) for exhibit including:
  - theme based on exhibited work
  - amount of work to be exhibited
  - audience
  - gallery space
  - promotion of exhibit
  - timetable for student docents
  - register for exhibit visitors (commentary)
- Proper archiving
- Submit for assessment

Critique – Class meets in gallery to critique complete and current exhibit. Written and oral responses are required by remainder of students (those not involved with exhibit). Commentary from visitors is reviewed and considered.

Unit 16. Portfolio

Lecture/Discussion – Examine and discuss trends and changes in portfolio presentation, from actual, tactile objects, to electronic, virtual images. Comparisons are made between traditional and electronic portfolios.

Demonstration – projected examples of portfolios are examined and discussed; quality of presentation; "good" vs. "bad" presentation; consideration of portfolio audience. Introduce rubric.

Assignment – Collection of all finished work from class is electronically organized, assembled, archived, and otherwise prepared for exposure to class and for submittal to post-secondary education establishments and/or career opportunities*.*
(word processing software, digital photography, slideshow software).

- Students convert files to variety of formats to ensure compatibility
- Organize files into folders by category/assignment
- Create slideshow for class presentation and for institutional/occupational viewing
- Proper archiving
- Submit for assessment

Critique – Student works are projected for class response; written and oral responses are required.

Student Viewing – in addition to class critiques and class-wide projections, students have universal viewing accessibility to classmates' projects on classroom server. School art gallery is curated by teams of students as overseen by instructor. Artwork from Digital Arts classes and other on-campus art classes are also organized and displayed by Digital Arts 2 student for school-wide and community-wide viewing.

C. Key Assignments: Detailed descriptions of the Key Assignments including tests, and quizzes, which should incorporate writing responses. How do assignments incorporate topics? Include all assignments that students will be required to complete.

Students will engage in sequential activities and assignments designed to develop students' abilities to successfully execute individual expressionistic work. Students will present individual work to class for peer critique, will participate in schoolwide exhibitions, and will assemble collective work into an individual portfolio and present to class for further critique and for teacher assessment.

Vocabulary- Subject-specific vocabulary tests on weekly basis.

Digital Seal - Students create a logo-like, "Asian-inspired" personal seal, but using western text & stylized imagery, mimicking a carved stamp, to be placed on all of student's subsequent class artwork *(drawing & painting software).* Students create the effect of traditional art materials using line, shape, & texture. Students exercise principles of proportion and emphasis to mimic hand carving and stamping, and compose individual identifications. Proportion & emphasis are examined. Students use software to digitally create and manipulate images working two-dimensionally with mouse/stylus-drawn and edited with tools. Seals from antiquity are examined and discussed. The finished seal serves as a consistent representation of the student. Students utilize creative process by developing from several designs through brainstorming and revision. Students select from a variety of options, eventually refining work into a final product. Digital seal appears on all subsequent artwork that is viewed, discussed, and critiqued by class. Seal serves as a unique artistic and graphic label representing student's self and identifying a creative object. Student works are projected for class response (critique). Written and oral responses are required. Careers in graphic design are discussed.

Hemispheres - Students create an original composition as a representational image of their brain *(word processing software, digital stylus, & painting software).* Right/Left Brain tendencies are examined; students take online analytical self-exam to determine their individual tendencies, and respond in writing to test results. Students create diptych images based on test results and their written responses, visually expressing the brain's tendencies as well as their individual strengths and tendencies. Students create a composition revealing individual right/left brain tendencies. Composition relies on emphasis and movement to reveal significance of issues by size, color, etc. Image of brain is designed using line, shape, color, texture, and attention to balance and emphasis. Freehand drawing with stylus and/or mouse. Students improve digital painting skills. Both representational and abstract imagery express concept, importance, and create emphasis. Student works are projected for class response (critique). Written and oral responses are required. Careers in painting and related fields are discussed.

Right Brain Re-res - Students attempt to duplicate their perceptions as they observe an out-of-focus, upside-down image which becomes increasingly, but incrementally sharper until recognizable and completely resolved. *(digital stylus & painting software)*. Students observe areas and shapes of varying value, which are initially shown extremely out of focus and upside-down. Image is slowly, incrementally brought into focus, eventually revealing a completely resolved photograph. Students constantly address the changing image, relying on analytical skills and tendencies to objectively duplicate what is displayed at any particular moment of the exercise. Students respond to changing value, shape, and form. Resolved photograph has cultural significance and is discussed in class. Student works are projected for class response (critique). Written and oral responses are required. Careers in photo repair are discussed.

Tablet Life - Students create an original image/series of landscape images from life (location outside of classroom) directly onto electronic tablet with a stylus and/or fingers. *(digital illustration/painting software on tablet)*. Styles of landscape painting are examined, and class has discussion of composition, color use, and painting style. Desired effects of software are emphasized to create desired outcome (smudging, bleeding, etc.). Students work plein air, on school site. Re-working of images and multiple versions of same scene is encouraged. Student works are projected for class response (critique). Written and oral responses are required. Careers in painting and related fields are discussed.

Personality Composite – Photo composite image *(photography, photo editing software).* Students begin by interviewing classmates to learn personalities. Students pre-write personality statements about their classmates, which inspire an image. Photographic ability to reveal personality (emotion, attitude, etc.) is examined and discussed. Image is a composite photograph, created from multiple original photographs, that combines facial features of several classmates. Students then write a "composite personality" statement about the composite "person" they have created. Student works are projected for class response (critique). Written

and oral responses are required. Photo compositing and related careers are discussed.

Dreamtime – (surrealism) Students keep a dream journal from (beginning of course). Original image is created to reflect actual dream content from journal, preferably unusual places, occurrences, and/or in unusual scale. Photo compositing techniques are learned. *(photography, photo editing software)*. Surrealism and German expressionism (painting and film), and Works of surrealist photographers *Man Ray, Maurice Tabard, & Erik Johansson* are examined. Ability to express emotion and unreal environment in a single image is examined and discussed. Possible societal concerns and influences for student dreams will be investigated. Students will use their aesthetic judgement to create their work, deciding composition, imagery, and symbols to be used for conceptual meaning. Student works are projected for class response (critique). Written and oral responses are required. Photo compositing, illustration, and related careers are discussed.

Vector 1-Point – Students create a one-point perspective image. View of image is created from students' imagination (a fantasy view) *(vector drawing software)*. Students create, in their work, emotional content through their image. Through pre-writing, students create a fantasy locale and create the virtual physical environment with their perspective image. Form, color, atmosphere, and lighting are used to create mood. Historical context of the evolution of perspective styles, and references of current popular game designs are identified. Students will consider the effectiveness of the illusion of linear perspective, and how the illusion can be effective for conveying increased or decreased emphasis. The use of depth as a tool for the illusion of three-dimensional space will be discussed. The creation of a virtual "place" and its effect on the viewer will be examined and discussed. Student works are projected for class response (critique). Written and oral responses are required. Illustration and related careers are discussed.

Vector 2-Point – *(continuation of previous assignment – Vector 1-Point)* Students create a two-point perspective image of fantasy environment *(vector drawing software)*. Examples of two-point vs. isometric perspective are examined and discussed *(Escher)*. Enhancement of atmospheric effects is encouraged. Students further develop fantasy space. The creation of a virtual "place", its effect on the viewer, and its utility in storytelling will be examined and discussed. Student works are projected for class response (critique). Written and oral responses are required. Illustration and related careers are discussed.

Bling - Students design symbolic jewelry, specifically, a pendant on a chain *(illustration & 3-D modeling software)*. Students research historical jewelry and pendant/medal designs. The class explores, examines, and discusses past and current practices and traditions, from varying cultures around the world, of pendants and medals, including membership, religion, etc. Class investigates and discusses messages and symbolism of jewelry (medals and pendants) and use in society. Olympic, religious, and military medals are researched and compared, specifically low-relief and bas-relief styles. Student designs use particular materials, shape, and form to express content and concepts through virtual 3-dimensional symbolism, as small-scale sculpture. Students create emotional content through their image. Through pre-writing, students create a concept representing an original ideal. Shape & form are used to create an image which represents their ideal. Student works are projected for class response (critique). Written and oral responses are required. Jewelry design and related careers are discussed.

Monumental - Students will identify a particular need for memorializing, then design a structure to memorialize the concept and, after completion, animate a virtual "tour". *(Google Earth, 3-D modeling software).* Students pre-write descriptions in the form of an artist's statement (a proposal) of a structure prior to visual/physical work. Designs of extant monuments *(Great Pyramids, Taj Mahal, Giant Buddhas, Viet Nam Memorial, etc.)* and their designers are studied. Expressive content is created assigning specific concept for memorializing. A variety of known and possible construction materials are examined. Building site is researched and chosen by students. The structure, its form, location, and materials are chosen to suit the student's stated concept purpose and location. Site-specific issues (integration into a specific site) are addressed. Student works are projected for class response (critique). Written and oral responses are

required. Architecture, environmental design, and related careers are discussed.

Animated GIF – Students create a series of short loop animations expressing assigned concepts *(digital camera, photo and video editing software)*. Expressive content is created using photographic (video) imagery. Several concepts (frustration, joy, boredom, panic, etc.) are assigned, which students illustrate through original video photography (short, animated GIF loops). Class explores, examines, and discusses current trends of memes and animated GIF productions, and their prevalence and effect on recent culture. Class discusses effectiveness of animated GIFs for entertainment, social messaging, political content, etc., and discusses the effectiveness in communicating a universal vs. specific concept with limited means (a short time). Class critique requires students to present their work, explaining their narrative and justifying their aesthetic and conceptual decisions. Written and oral responses are required. Film and video editing and related careers are discussed.

Green Screen – (composite video) Team project - Students create a story-telling video. A simple story line is developed using the "dramatic arc" (Freytag's pyramid), and students act-out, record, and edit parts before a green screen background *(digital photography & video software)*. Class explores, examines, and discusses past and current trends of storyline and cinemagraphic techniques *(King Kong, Vertigo by Hitchcock, Star Wars)*. Examine and discuss the dramatic arc *(Freytag's Pyramid)*. Class discusses the effectiveness of video and visual/special effects for entertainment, social messaging, political content, etc. Students create emotional and expressive content through composition and editing. Pre-written concepts are developed by teams in the form of a script. Teams develop storyboards, create a shot list (plan), record scenes, and edit for a final product. Students through original, multiple, images with video. Original student concepts are developed which students illustrate using imagery from their point of view. Early (older) examples of green screen video are compared with contemporary to show advancement and advantages of the technique. Class critique requires students to present their work, explaining their narrative and justifying their aesthetic and conceptual decisions. Written and oral responses are required. Film and video editing and related careers are discussed.

Soundtrack – Students compose and/or sample and mix musical and effects soundtrack. Students create a soundtrack for their green screen video which is inspired by their video project. *(music composing and editing software)*. Rhythm, tempo, and instrumentation are investigated for their effect on mood. Use of classical music *(John Williams)* in vintage films versus contemporary use of heavy metal *(i.e. Tom Holkenborg)* is examined. Use of evocative music and effectiveness of silence are discussed and examined, from classic and contemporary examples*. Kubric, Bay*, and other filmmakers are examined and discussed for their application of soundtracks, including silence, ambient, punctuating, etc. Silent film (early film) sound treatments are compared to contemporary techniques. Students create emotional content through original music and/or with assembled sampled music and/or sound effects. Prompted and inspired by their completed Green Screen assignment, students (working in same pairs or teams) develop a soundtrack for their Green Screen video. Utilizing ques from the dramatic arc *(exposition, rising action, climax, falling action, resolution)* and resulting action shown in their video, students express, with sound, the concepts visualized in their video. Class critique requires students to present their work, explaining their narrative and justifying their aesthetic and conceptual decisions. Written and oral responses are required. Film and video editing and related careers are discussed.

Gallery Visitation – *Outside of class activity.* Students visit a gallery or exhibit within the timeframe of this course, and report on their experience *(word processing software, digital photography)*. Galleries worldwide, their interior environments, and displaying techniques are examined and discussed *(SFMOMA, NY Metropolitan, Louvre, Tate Modern*). Class investigates and discusses the effectiveness of gallery viewing space, and how differing environments can affect the viewing experience. Students write a critique (review) of the exhibited artist and of the exhibit's effectiveness. Students proffer opinions on successes or improvements for exhibit, based on an existing evaluation form, which considers viewing space, lighting, noise, etc.

Students respond to exhibition with analytical writing which expresses their impressions and opinions of both the artwork on display and the effectiveness execution of the exhibition. Class critique (discussion) requires students to present opinions, explaining and justifying their aesthetic and conceptual judgments. Written and oral responses are required. Gallery curation, management, and environmental design as careers are discussed.

Curator – Gallery exhibition activity where students organize and execute (curate) an exhibit in the school gallery. Students will assemble, display, and facilitate, one or more exhibits during the course of the class *(word processing software, digital photography)*. Exhibits will be themed according to assignments, and will be designed specifically to best show the content of student work. Students, working in teams, will plan an exhibition for school gallery. Students will use pre-writing to express their proposals for an effective exhibition. Proposals will include promotion of the exhibition, display plans, and reception plans. Students will create and store a written proposal and record resulting exhibition records with written material (notes, sign-in log) and photos. Local galleries and museums and their environments and displaying techniques are examined and discussed. Observations are applied while considering school gallery exhibitions. Students will refer to previous discussion and examination of the effectiveness of gallery viewing space *(Gallery Visitation lesson)*, and how differing environments can affect the viewing experience. Students apply what has been observed and deduced to school site gallery space. Class critique requires students to present their work, explaining their narrative and justifying their aesthetic and conceptual decisions. Gallery curation, management, and environmental design as careers are discussed.

Portfolio – Students assemble a collection of all finished work from class. Work is both printed (when appropriate) and/or stored as digital files. Files are duplicated into a variety of formats for assured compatibility. Students' portfolios are presented to class using slideshow software. Students are encouraged to submit portfolios to universities and/or colleges, and/or career opportunities, and are allowed to do so during class. Students write a personal statement regarding the collection of their work contained in the portfolio. Statements will declare, using appropriate artistic language, personal agenda, style, and goals. Class examines and discusses trends and changes in portfolio presentation, from actual, tactile objects, to electronic, virtual images. Comparisons are made between traditional and electronic portfolios. Students complete peer-evaluations (critiques) focusing on strengths & weaknesses of portfolios. Class critique requires students to present their work, explaining their narrative and justifying their aesthetic and conceptual decisions, justifying each piece's validity for its place in their portfolio (based on post-secondary institutions' criteria for acceptance).

D. Instructional Methods and/or Strategies

Students will be challenged by assignments that demand individual, unique solutions to be accomplished by creative method. Students will learn by creating, critiquing, and refining beyond initial implementation to ensure thorough exercise and involvement. Students will organize, execute, and participate in schoolwide exhibitions.

- Direct instruction - Examples of student and professional artists, methods, processes, and demonstrations shown by instructor.
- Assignment outlines – Students are provided with written instructions containing adequate instructional information allowing for independent progress through assignments. Instructor “checks” are required to allow students’ progress through stages of each assignment.
- Guided practice – Students work with styli, cameras, tablets, and computer software with instructor’s guidance.
- Computer-Assisted – Specific tutorials for software use.
- Posted progress – Whiteboard notes and instruction, information on progress, and reminders regarding current assignments. Students are made aware of, and required

to check on, online grade status.
- Brainstorming – (sketching) Students work through several possible solutions to realize completed concept.
- Abstracting – students create artwork from original concepts and from teacher prompts.
- Effort is made for active learning assignments (culture-related, age-related or personally-related)
- Competition – Finished work is submitted for adjudicated response.
- Group critiques – Both verbal and written responses.
- Group discussions – Involving introductions to concepts, development stages, and evaluation of completed projects
- Exhibitions – Students organize, execute, and participate in schoolwide exhibits

Activities:
- Brainstorming, developing, and execution of individual interpretations of assigned conceptual tasks.
  The aforementioned goals to be accomplished by use of:
  - ✓ Personal computers
  - ✓ Digital cameras and related hardware and software
  - ✓ Scanners and related hardware and software
  - ✓ Specialized art and design software
  - ✓ Book, magazine, and internet sources
- Investigation of historical and current works as they relate to specific class assignments
- Refinement of individual student's work
- Presentation of individual student's work to instructor, class, and school (through exhibit)
- Critique (oral exercise investigating the validity of individual work and the work of peers)
- Writing projects related to in-class work and current and historical work outside of class
- Reading of related publications (blogs, magazines, periodicals, and news articles)
- Vocabulary development activities related to the subject of fine art

E. Assessment Methods and/or Tools

Teacher assessment through assignment-specific rubrics

**Class review of rubric criteria occurs at initiation of assignments in order to alert students to expected outcomes prior to any creative effort*

Assessment criteria for all assignments will include:
- Imagination & Creativity
- Individual interpretation/response
- Effort & Perseverance
- Mastery of skills
- Adherence to assignment requirements & concept(s)
- Presentation of work

School-wide writing rubric will be applied to assess writing

Students are required to create:
- *Pre-written concepts and/or desired outcomes*
- *Written narratives (pre or post),*
- *Written critique responses*

Students are required to participate in:
- Class discussions
- Verbal critique responses
- Class exhibits

Final portfolio of work produced in class by each student

F. Artistic Perception. Courses must include processing, analyzing, and responding to sensory information through the language and skills unique to a given art. Describe in detail how the class satisfies the Artistic Perception requirement.

Digital Seal: 1.1 & 1.3 - Expressive imagery is created through style and symbols chosen by students to represent individual identity. 1.4 - Asian stamp seals are compared to western style signatures and potters' marks. 1.6 - Students create the effect of traditional art materials using line, shape, & texture. Students exercise principles of proportion and emphasis to mimic hand carving (of a stamp) and compose individual seals. Proportion & emphasis are examined.

Hemispheres: 1.1 & 1.3 - Expressive imagery is created through color, style, and symbols chosen by students to represent individual identity through right or left brain tendencies. 1.5 - Students exercise principle of proportion and use distortion to create emphasis for individual, particular right or left brain tendencies. 1.6 - Students create imagery using line, shape, color, value, and texture.

Right Brain Re-res: 1.3 - Within the range of possible duplication, discuss the appearance of individual drawing style as it manifests in student work. 1.6 - Observe and discuss how shape, value, and texture combine and can be duplicated with illustration to create a photographic illusion.

Tablet Life: 1.1 - Emphasis on color use; local color; color achieved through mixing; RGB vs CMYK. Discuss use of color, shape, and texture to evoke differing effects of a landscape image. 1.4 - Styles of landscape painting are examined (realism, impressionists, fauvism).

Personality Composite: 1.1 - Expressive/interpretive content is created using manipulated photographic imagery. Psychological impressions are expressed based on input from peers. 1.5 - Assembled composite faces, from several different people, are combined to create a "new" visual identity, exercising the principle of proportion and using distortion to create emphasis and effect.

Dreamtime: 1.1 - Expressive/interpretive content is created using manipulated photographic imagery. Surrealism is employed to create accurate dream recollections (per journals). 1.4 - Surrealism and German expressionism (painting and film) are investigated. 1.5 - Students exercise principle of proportion and use distortion to create emphasis and effect. 1.6 - Use of black-and-white vs color is examined to create and control mood.

Vector 1-Point: 1.1 - Emphasis on aspects of convergence, stacked space, and diminuation involved with graphical, geometric-based perspective. Discuss and examine atmospheric effects in perspective. 1.4 - Examine changes in representation during medieval through renaissance. 1.5 - Distortion of shape necessary to achieve one-point perspective illusions are examined and practiced.

Vector 2-Point: 1.1 - Emphasis on aspects of convergence, stacked space, and diminuation involved with graphical, geometric-based perspective. Discuss and examine atmospheric effects in perspective. 1.4 - Examine changes in representation during medieval through renaissance. 1.5 - Distortion of shape necessary to achieve one-point perspective illusions are examined and practiced.

Bling: 1.1 - Advantages of virtual imagery are discussed and investigated. 1.4 - Students research historical jewelry and pendant/medal designs. Olympic, religious, and military medals are researched and compared, specifically low-relief and bas-relief styles. 1.6 - Student designs

use particular materials, shape, and form to express content and concepts through (virtual) 3-dimensional symbolism (sculpture).

Monumental: 1.1 - Advantages of virtual imagery vs real modeling are discussed and investigated. Expressive content is created assigning specific concept for memorializing (students' choice). 1.4 - Monuments use of form and material from Soviet era are compared with U.S. works. 1.8 - Works of Maya Lin are examined for formal material use and conceptual content.

Animated GIF: 1.1 - Expressive content is created using photographic (video) imagery. Several concepts (frustration, joy, boredom, panic, etc.) are assigned, which students illustrate through original video photography (short, animated GIF loops). 1.2 - Students' works are critiqued to discover successful aspects of each GIF. 1.3 - During critique, original vs cliché solutions are examined.

Green Screen: 1.1 - Expressive content is created using photographic (video) imagery. Pre-written concepts are illustrated through original video photography. 1.2 - Students' works are viewed and critiqued to discover successful aspects of each video. 1.3 - During critique, original vs cliché solutions are examined. 1.4 - Early (older) examples of green screen video are compared with contemporary to show advancement and advantages of the technique.

Soundtrack: 1.1 - Rhythm, tempo, and instrumentation are investigated for their effect on mood. 1.4 - Use of classical music in vintage films versus contemporary use of heavy metal (i.e. Tom Holkenborg) is examined. 1.8 - John Williams' compositions for Star Wars movies are examined for effect of mood.

Gallery Visitation: 1.8 - Students write a critique (review) of the exhibited artist and of the exhibit's effectiveness. Students will proffer opinions on successes or improvements for exhibit.

Curator: 1.1 - Exhibits will be themed according to assignments. Exhibits will be designed specifically to best show content of student work in exhibit.

Portfolio: 1.2 & 1.3 & 1.7 - Students shall write a personal statement regarding the collection of their work contained in the portfolio. Statements will declare, using appropriate artistic language, personal agenda, style, and goals.

G. Creative Expression. Courses must include creating, performing, and participating in a given art. Describe in detail how the class satisfies the Creative Expression requirement.

Digital Seal: 2.2 & 2.4 - Students will use their aesthetic judgement to design their image, deciding the arrangement of letters (initials) and choosing symbol(s) to use for conceptual meaning. 2.6 - Students use computer software to digitally create and manipulate images, working two-dimensionally with a mouse and/or stylus to draw and edited electronically with tools. Students will use illustration software to create the composite image, and store image onto personal classroom computer and classroom server. If desired, students may transmit to personal home computer or to personal tablet and/or cell phone.

Hemispheres: 2.2 & 2.4 - Students will use their aesthetic judgement to design their image, deciding color, shape, texture, etc. and symbols to be used for conceptual meaning. 2.6 - Students use computer software to digitally create and manipulate images, working two-dimensionally with a mouse and/or stylus to draw and edited electronically with tools. Students will use illustration software to create the image, and store image onto personal classroom computer and classroom server. If desired, students may transmit to personal home computer or to personal tablet and/or cell phone.

Right Brain Re-res: 2.6 - Students use computer software to digitally create and manipulate an image, working two-dimensionally with a mouse and/or stylus to draw and edited electronically with tools. Students will use painting software to create the image, and store image onto personal classroom computer and classroom server. If desired, students may transmit to personal home computer or to personal tablet and/or cell phone.

Tablet Life: 2.2 - Students shall attempt, in their work, color theory as shown in examples (realism, impressionism, fauvism) for the purpose of expressing emotional content through their image. 2.6 - Students shall create a landscape from life using an electronic tablet and stylus and/or fingers. Students use computer software to digitally create and manipulate images, working two-dimensionally with a mouse and/or stylus to draw and edited electronically with tools. Students will use painting software to create the image, and store image onto personal classroom computer and classroom server. If desired, students may transmit to personal home computer or to personal tablet and/or cell phone.

Personality Composite: 2.1 & .2 - Students shall create a photographic composite that expresses their impression of the personalities of several classmates. 2.4 - Students will use their aesthetic judgement to assemble the composite image, deciding between facial features arrangement and emphasis. 2.6 - Students use computer software to digitally create and manipulate images, working two-dimensionally with a mouse and/or stylus to draw and edited electronically with tools. Students will use digital cameras and photo editing software to create the composite image, and store image onto personal classroom computer and classroom server. If desired, students may transmit to personal home computer or to personal tablet and/or cell phone.

Dreamtime: 2.1 & 2.2 - Students will interpret their dream image and use original digital photography and photo software, accompanied with illustration and/or painting software to create an image that illustrates the interpretation. 2.2 & 2.4 - Students will use their aesthetic judgement to create their work, deciding composition, imagery, and symbols to be used for conceptual meaning. 2.6 - Students use computer software to digitally create and manipulate images, working two-dimensionally with a mouse and/or stylus to draw and edited electronically with tools. Students will use illustration software to create the image, and store image onto personal classroom computer and classroom server. If desired, students may transmit to personal home computer or to personal tablet and/or cell phone.

Vector 1-Point: 2.2, 2.4 & 2.5 - Students shall create, in their work, emotional content through their image. Through pre-writing, students create a fantasy locale and create the virtual physical environment with their perspective image. Form, color, atmosphere, and lighting are used to create mood. 2.6 - Students shall create an environment from fantasy using vector computer software. Students use computer software to digitally create and manipulate images, working two-dimensionally with a mouse and/or stylus to draw and edited electronically with tools. Students will use vector software to create the

image, and store image onto personal classroom computer and classroom server. If desired, students may transmit to personal home computer or to personal tablet and/or cell phone.

Vector 2-Point: 2.2, 2.4 & 2.5 - Students shall create, in their work, emotional content through their image. Through pre-writing, students create a fantasy locale and create the virtual physical enviroment with their perspective image. Form, color, and lighting are used to create mood. 2.6 - Students shall create an environment from fantasy using vector computer software. Students use computer software to digitally create and manipulate images, working two-dimensionally with a mouse and/or stylus to draw and edited electronically with tools. Students will use vector software to create the image, and store image onto personal classroom computer and classroom server. If desired, students may transmit to personal home computer or to personal tablet and/or cell phone.

Bling: 2.2, 2.4 & 2.5 - Students shall create, in their work, emotional content through their image. Through pre-writing, students create a concept representing an original ideal. Shape & form are used to create an image which represents their ideal. 2.6 - Students shall create a symbolic image using vector computer software. Completed vector image is imported into 3-D software and is converted into a low or bas relief form. Students use computer software to digitally create and manipulate images, working two-dimensionally (and virtually three dimensionally) with a mouse and/or stylus to draw and edited electronically with tools. Students will use vector and 3-D software to create the image, and store image onto personal classroom computer and classroom server. If desired, students may transmit to personal home computer or to personal tablet and/or cell phone.

Monumental: 2.1, 2.2, 2.4 & 2.5 - Students shall create, in their work, emotional content through their image. Through pre-writing, students create a concept representing a cultural ideal of their choosing. Form is used to create a virtual three-dimensional structure (a monument) which represents their ideal. Building site is researched and chosen by students. The structure, its form, location, and materials are chosen to suit the student's stated concept purpose and location. Students use three-dimensional software and digital photography to create and manipulate virtual images. Students work two-dimensionally (and virtually three dimensionally) with mouse/stylus-drawn and edit with program tools. 2.6 - Students shall create a symbolic form using 3-D computer software. Students use computer software to digitally create and manipulate images, working two-dimensionally (and virtually three dimensionally) with a mouse and/or stylus to draw and edited electronically with tools. Students will use 3-D software to create the form, and store image onto personal classroom computer and classroom server. If desired, students may transmit to personal home computer or to personal tablet and/or cell phone.

Animated GIF: 2.1, 2.2, 2.4 & 2.5 - Students shall create, in their work, emotional content through original, multiple, images with video. Several concepts (frustration, joy, boredom, panic, etc.) are assigned which students illustrate using imagery from their point of view. Students use video editing software and digital photography to create and manipulate video images. Students work two-dimensionally with mouse/stylus-drawn and edit with program tools. 2.6 - Students shall create a symbolic images (video) using video editing computer software. Students use computer software to digitally create and manipulate (video) images, working two-dimensionally with a mouse and/or stylus to draw and edited electronically with tools. Students will use digital cameras and video editing software to create the imagery, and store imagery onto personal classroom computer and classroom server. If desired, students may transmit to personal home computer or to personal tablet and/or cell phone.

Green Screen: 2.1, 2.2, 2.4 & 2.5 - Students shall create, in their work, emotional content through original, multiple, images with video. Original student concepts are developed which students illustrate using imagery from their point of view. Students use video editing software and digital photography to create and manipulate video images. Students work two-dimensionally with mouse/stylus-drawn and edit with program tools. 2.6 -Early (older) examples of green screen video are compared with contemporary to show advancement and advantages of the technique., working two-dimensionally with a mouse and/or stylus to draw and edited electronically with tools. Students will use digital cameras and video editing software to create the imagery, and store imagery onto personal classroom computer and classroom server. If desired, students may transmit to personal home computer or to personal tablet and/or cell

phone.

Soundtrack: 2.1, 2.2, 2.4 & 2.5 - Students shall create, in their work, emotional content through original music and/or with assembled sampled music and/or sound effects. Prompted and inspired by their completed Green Screen assignment, students (working in same pairs or teams) develop a soundtrack for their Green Screen video. Utilizing ques from the dramatic arc (exposition, rising action, climax, falling action, resolution) and resulting action shown in their video, students express, with sound, the concepts visualized in their video. Students use music creating and editing software to create and manipulate soundtrack. Students work with mouse to edit with program tools. 2.6 - Students shall create an expressive/symbolic soundtrack using music composing and editing computer software. Students use music composing/editing software to create soundtrack, working with a mouse to edit electronically with tools. Students will store soundtrack onto personal classroom computer and classroom server. If desired, students may transmit to personal home computer or to personal tablet and/or cell phone.

Gallery Visitation: 2.3 - Students respond to exhibition with analytical writing which expresses their impressions and opinions of both the artwork on display and the effectiveness execution of the exhibition. 2.6 - Students will create and store written product onto personal classroom computer and classroom server. If desired, students may transmit to personal home computer or to personal tablet and/or cell phone.

Curator: 2.3 - Students, working in teams, will plan an exhibition for school gallery. Students will use pre-writing to express their proposals for an effective exhibition. Proposals will include promotion of the exhibition, display plans, and reception plans. 2.6 - Students will create and store written proposal and record resulting exhibition records with written material (notes, sign-in log) and photos onto personal classroom computer and classroom server. If desired, students may transmit to personal home computer or to personal tablet and/or cell phone.

Portfolio: 2.1 - Students create and present electronic portfolio of their own, original work. 2.2, 2.4 & 2.5 - Portfolios must include work from Digital Arts 2AB. 2.6 - Students use software to digitally record (scan if necessary) and assemble images. Portfolio images (files) are archived in a variety of file formats to ensure compatibility and options across a variety of viewing formats.

H. Historical and Cultural Context. Courses must include understanding historical contributions and cultural dimensions of a given art. Describe in detail how the class satisfies the Historical and Cultural Context requirement.

Digital Seal: 3.1 & 3.3 - History of identity through various methods through history are examined, including royalty heralds, roman coins, military units, and automobile manufacturers. Signatures of well-known artists and other famous persons are examined. Traditional seals from Europe and Asia are compared. Symbolism used in examples is interpreted.

Hemispheres: 3.2 - The work of several well-known, contemporary artists is examined. Using information regarding left/right brain tendencies, students shall use writing to surmise left/right brain tendencies of these artists.

Right Brain Re-res: 3.2 & 3.3 - Photography of socially-conscious artists is examined (Lewis Hine, Dorothea Lang, Gordon Parks). Methods of capturing meaningful moments are examined and discussed.

Tablet Life: 3.2 - Imagery in the work of recent and contemporary landscape artists (Robert Beck, Richard Diebenkorn, Wayne Theibaud) is examined and compared older work (Pieter Brueghel, J.M.W. Turner, John Constable). Change in actual landscape (urbanization) is examined through images and data (population, environmental encroachment). 3.3 - Purpose of landscape painting is discussed (sentimentality & bucolic portrayal vs realistic & contemporary)

Personality Composite: 3.1 & 3.2 - Works of photographers Diane Arbus and Irving Penn are examined. Ability to capture attitude and personality in a single image is examined and discussed.

Dreamtime: 3.1 & 3.2 - Works of surrealist photographers Man Ray, Maurice Tabard, & Erik Johansson are examined. Ability to express emotion and unreal environment in a single image is examined and discussed.

Vector 1-Point: 3.2 - Video game virtual environments by current designers are examined (Blizzard Entertainment, Mojang). Societal and ethical investigations of themes and imagery use in popular video games are also analyzed. 3.4 - Historical context and references of current popular game designs are identified.

Vector 2-Point: 3.2 - Illustrations using isometric and 2-point perspective are examined and discussed (Escher). Video game virtual environments by current designers are examined (Blizzard Entertainment, Mojang). Societal and ethical investigations of themes and imagery use in popular video games are also analyzed. 3.4 - Historical context and references of current popular game designs are identified.

Bling: 3.1 & 3.3 - Explore, examine, and discuss past and current practices and traditions, from varying cultures around the world, of pendants and medals; membership, religion, etc.

Monumental: 3.2 - The advantages of creating a "virtual" structure are acknowledged. 3-D modeling is used to create a virtual structure and site model to which plug-in surfaces (textures) are applied. Students create (or recreate actual) virtual "site" location to allow for exposing impact on visual environment. A virtual "tour" is created by students using 3-D animation to move around and through site exposing all angled views in context of proposed site.

Animated GIF: 3.1 - Explore, examine, and discuss current trends of memes and animated GIF productions. 3.3 - Discuss effectiveness for entertainment, social messaging, political content, etc.

Green Screen: 3.1 - Explore, examine, and discuss past and current trends of storyline and cinemagraphic techniques (King Kong, Vertigo by Hitchcock, Star Wars). Examine and discuss the dramatic arc (Freytag's Pyramid). 3.3 - Discuss effectiveness for entertainment, social messaging, political content, etc.

Soundtrack: 3.1 - Use of evocative music and effectiveness of silence are discussed and examined, from classic and contemporary examples. 3.2 - Kubric, Bay, and other filmmakers are examined and discussed for their application of soundtracks, including silence, ambient, punctuating, etc. 3.4 - Silent film (early film) sound treatments are compared to contemporary techniques.

Gallery Visitation: 3.1 & 3.2 - Galleries worldwide and their interior environments and displaying techniques are examined and discussed (SFMOMA, NY Metropolitan, Louvre, Tate Modern).

Curator: 3.1 & 3.2 - Local galleries and museums and their environments and displaying techniques are examined and discussed. Observations are applied while considering school gallery exhibitions.

Portfolio: 3.1 & 3.2 - Local galleries and museums and their environments and displaying techniques are examined and discussed. Observations are applied while considering school gallery exhibitions.

I. Aesthetic Valuing. Courses must include responding to, analyzing, and making critical assessments about works of a given art form. Describe in detail how the class satisfies the Aesthetic Valuing requirement.

Digital Seal: 4.1 - Traditional techniques of carving and stamping are compared to digital techniques. Students attempt to affect "hand-made", antique appearance by mimicking toolmarks, facture of printed surface, etc. 4.4 - Class critique requires students to present their work, explaining their narrative and justifying their aesthetic and conceptual decisions.

Hemispheres: 4.2 - Effectiveness of symbolism is examined and discussed. Students are encouraged to control exposition of their work; a level between obvious and obscure. 4.4 - Class critique requires students to present their work, explaining their narrative and justifying their aesthetic and conceptual decisions.

Right Brain Re-res: 4.3 - Discuss how the exposure of socially expository photography can change narrative over time. 4.4 - Class critique requires students to present their work, explaining their technique and justifying their aesthetic and formal decisions.

Tablet Life: 4.1 - Techniques of brushwork (synthesized with stylus/finger), and use of color are discussed as to how the finished work is received by the viewer; how mood and emotion can be communicated with both or either. 4.3 - Observe how the effect of interpretation of landscape can vary by portraying a range from bucolic to urban. 4.4 - Class critique requires students to present their work, explaining their narrative and justifying their aesthetic and conceptual decisions.

Personality Composite: 4.1 - Students make subjective decisions about which features to choose, referring to their subject's personality statement. Students subjectively decide emphasis and the effect of their judgment on the viewer. 4.4 - Class critique requires students to present their work, explaining their narrative and justifying their aesthetic and conceptual decisions.

Dreamtime: 4.1 - Students exercise judgement when deciding content specifics and composition of their work. Students must speculate on how the image will be received by the viewer. 4.3 - Possible societal concerns and influences for student dreams will be investigated. 4.4 - Class critique requires students to present their work, explaining their narrative and justifying their aesthetic and conceptual decisions.

Vector 1-Point: 4.1 - Students will consider the effectiveness of the illusion of linear perspective, and how the illusion can be effective for conveying increased or decreased emphasis. 4.2 - The use of depth as a tool for the illusion of three-dimensional space will be discussed. The creation of a virtual "place" and its effect on the viewer will be examined and discussed. 4.4 - Class critique requires students to present their work, explaining their narrative and justifying their aesthetic and conceptual decisions.

Vector 2-Point: 4.1 - Students will consider the effectiveness of the illusion of linear perspective, and how the illusion can be effective for conveying increased or decreased emphasis. 4.2 - The use of depth as a tool for the illusion of three-dimensional space will be discussed. The creation of a virtual "place" and its effect on the viewer will be examined and discussed. 4.4 - Class critique requires students to present their work, explaining their narrative and justifying their aesthetic and conceptual decisions.

Bling: 4.3 - Investigate and discuss message and symbolism of jewelry (medals and pendants) design and use in society. 4.4 - Class critique requires students to present their work, explaining their narrative and justifying their aesthetic and conceptual decisions.

Monumental: 4.1, 4.2 & 4.3 - Investigate and discuss symbolism in public art and monuments and the successes or failures thereof (examples: Pyramids of Giza, Buddhas of Bamiyan, Taj Mahal, Viet Nam War Memorial, Washington, DC, Ground Zero, NYC). 4.4 - Class critique

requires students to present their work, explaining their narrative and justifying their aesthetic and conceptual decisions.

Animated GIF: 4.1 - Discuss effectiveness in communicating a universal vs. specific concept with limited means (short time). 4.3 - Investigate and discuss the advent of animated GIFs and memes, their prevalence and effect on recent culture. 4.4 - Class critique requires students to present their work, explaining their narrative and justifying their aesthetic and conceptual decisions.

Green Screen: 4.1 - Discuss effectiveness in communication; pacing, intensity, etc. 4.3 - Investigate and discuss most recent trends in film. 4.4 - Class critique requires students to present their work, explaining their narrative and justifying their aesthetic and conceptual decisions.

Soundtrack: 4.1 - Examine and discuss how sound effects the viewer by experiencing video with no sound and then with sound. 4.4 - Class critique requires students to present their work, explaining their narrative and justifying their aesthetic and conceptual decisions.

Gallery Visitation: 4.1 - Investigate and discuss the effectiveness of gallery viewing space; how differing environments can affect the viewing experience. 4.4 - Class critique requires students to present their work, explaining their narrative and justifying their aesthetic and conceptual decisions.

Curator: 4.1 - Refer to previous discussion and examination of the effectiveness of gallery viewing space (Gallery Visitation); how differing environments can affect the viewing experience. Apply what has been observed and deduced to site gallery space. 4.4 - Class critique requires students to present their work, explaining their narrative and justifying their aesthetic and conceptual decisions.

Portfolio: 4.1 - Students present their work by LCD projection for class critique. Students complete peer-evaluations focusing on strengths & weaknesses of portfolios. 4.4 - Class critique requires students to present their work, explaining their narrative and justifying their aesthetic and conceptual decisions. 4.6 - Students assemble work for their portfolio, collected from work produced in this class, justifying each piece's validity for its place in their portfolio. Based on post-secondary institutions' criteria for acceptance.

J. Connections, Relationships, and Applications. Courses must include connecting and applying what is learned in a given art form to learning in other art forms, subject areas, and careers. Describe in detail how the class satisfies the Connections, Relationships, and Applications requirement.

Digital Seal: 5.1 - Examine and discuss how archaic methods (i.e. carved seal) are no longer state of the art, and how electronically-generated artwork has changed the appearance of "hand-generated" work. 5.2 - Compare and contrast ancient seal designs and their meanings with those of the class. 5.3 - Student artwork will be part of portfolio at conclusion of class, designed to be used for application to post-secondary educational institutions and/or career possibilities (see "Portfolio" assignment). 5.4 - Examine and discuss the difference in tools, materials, and techniques between traditional methods of carving and stamping (printing), and the possible implications thereof.

Hemispheres: 5.1 - Discuss how technology used in art has caused shifts toward different modalities of artists; how right/left brain tendencies have affected artists, their work, and the promotion and exposure of their work. 5.2 - In a critique, compare and discuss symbolism used in student work. 5.3 - Student artwork will be part of portfolio at conclusion of class, designed to be used for application to post-secondary educational institutions and/or career possibilities (see "Portfolio" assignment). 5.4 - Examine and discuss the difference in tools, materials, and techniques between traditional drawing and painting, and the possible implications thereof.

Right Brain Re-res: 5.3 - Student artwork will be part of portfolio at conclusion of class, designed to be used for application to post-secondary educational institutions and/or career possibilities (see "Portfolio" assignment). 5.4 - Examine and discuss the difference in tools, materials, and techniques between traditional drawing and painting, and the possible implications thereof.

Tablet Life: 5.1 - Examine and discuss how traditional methods (i.e. brush and canvas) can be substituted, and how electronically-generated artwork has changed the appearance of "hand-generated" work. 5.2 - Compare and contrast earlier landscape images, their meanings in context with contemporary work and with those of the class. 5.3 - Student artwork will be part of portfolio at conclusion of class, designed to be used for application to post-secondary educational institutions and/or career possibilities (see "Portfolio" assignment). 5.4 - Examine and discuss the difference in tools, materials, and techniques between traditional landscape painting and tablet capabilities, and possible implications thereof.

Personality Composite: 5.1 - Examine and discuss how traditional methods*, and how electronically-generated artwork has changed the appearance of "hand-generated" work. 5.2 - Compare and contrast work from traditional methods with those of contemporary methods and with those done in class. 5.2 - In a critique, compare and discuss apparent personality traits and symbolism used in student work. 5.3 - Student artwork will be part of portfolio at conclusion of class (see "Portfolio" assignment). 5.4 - Examine and discuss the difference in tools, materials, and techniques between traditional photo-compositing*, and digital compositing, and the possible implications thereof. *i.e. cut-and-paste, frisket film, airbrush retouching.

Dreamtime: 5.1 - Examine and discuss how traditional methods (i.e. cut-and-paste, frisket film, airbrush retouching) are no longer state of the art, and how electronically-generated artwork has changed/improved the appearance of "hand-generated" work. 5.2 - Compare and contrast work from traditional methods with those of contemporary methods and with those done in class. 5.2 - In a critique, compare and discuss apparent and possible meanings and symbolism used in student work. 5.3 - Student artwork will be part of portfolio at conclusion of class, designed to be used for application to post-secondary educational institutions and/or career possibilities (see "Portfolio" assignment). 5.4 - Discuss how technological advances (voice recorders/voice recognition) have facilitated journaling, and thereby accuracy. Examine and discuss the difference in tools, materials, and techniques between traditional photo-compositing (cut, paste,

frisket masks, airbrush retouching), and digital compositing, and the possible implications thereof.

Vector 1-Point: 5.1 - Examine and discuss how traditional methods (i.e. paper, pencil, straightedge) are no longer state of the art, and how electronically-generated artwork has changed/improved the capabilities and appearance of "hand-generated" work. 5.2 - Compare and contrast work from traditional methods with those of contemporary methods and with those done in class. 5.2 - In a critique, compare and discuss apparent and possible meanings and symbolism used in student work. 5.3 - Student artwork will be part of portfolio at conclusion of class, designed to be used for application to post-secondary educational institutions and/or career possibilities*. 5.4 - Discuss how technological advances (computer-aided illustration and modeling) have facilitated illustration ease and accuracy. Examine and discuss the difference in tools, materials, and techniques between traditional drawing and painting, and digital illustration and modeling, and the possible implications thereof. *see "Portfolio" assignment.

Vector 2-Point: 5.1 - Examine and discuss how traditional methods (i.e. paper, pencil, straightedge) are no longer state of the art, and how electronically-generated artwork has changed/improved the capabilities and appearance of "hand-generated" work. 5.2 - Compare and contrast work from traditional methods with those of contemporary methods and with those done in class. 5.2 - In a critique, compare and discuss apparent and possible meanings and symbolism used in student work. 5.3 - Student artwork will be part of portfolio at conclusion of class, designed to be used for application to post-secondary educational institutions and/or career possibilities (see "Portfolio" assignment). 5.4 - Discuss how technological advances (computer-aided modeling) have facilitated design and production ease and accuracy. Examine and discuss the difference in tools, materials, equipment, and techniques between traditional drawing and painting, and digital modeling and production (NURBS, CNC, etc.), and the possible implications thereof.

Bling: 5.1 - Examine and discuss how traditional methods of pre-production designing (i.e. paper drawing and drafting) are no longer state of the art, and how electronically-generated planning has changed/improved capabilities and accuracy. 5.2 - Compare and contrast work from traditional methods with those of contemporary methods and with those done in class. 5.2 - In a critique, compare and discuss apparent and possible meanings and symbolism used in student work. 5.3 - Student artwork will be part of portfolio at conclusion of class, designed to be used for application to post-secondary educational institutions and/or career possibilities (see "Portfolio" assignment). 5.4 - Discuss how technological advances (computer-aided illustration and modeling) have facilitated illustration ease and accuracy. Examine and discuss the difference in tools, materials, equipment, and techniques between traditional and digital drawing, painting, and modeling, and the possible implications thereof.

Monumental: 5.1 - Examine and discuss how traditional methods of pre-production designing (i.e. paper drawing and drafting) are no longer state of the art, and how electronically-generated planning has changed/improved capabilities and accuracy. 5.2 - Compare and contrast work from traditional methods with those of contemporary methods and with those done in class. 5.2 - In a critique, compare and discuss apparent and possible meanings and symbolism used in student work. 5.3 - Student artwork will be part of portfolio at conclusion of class, designed to be used for application to post-secondary educational institutions and/or career possibilities (see "Portfolio" assignment). 5.4 - Discuss how technological advances (computer-aided illustration and modeling) have facilitated illustration ease and accuracy. Examine and discuss the difference in tools, materials, equipment, and techniques between traditional and digital filming (video recording) and editing, and the possible implications thereof.

Animated GIF: 5.1 - Examine and discuss how traditional methods of animation (i.e. paper & cell drawing & painting, rotoscoping) are no longer state of the art, and how electronically-generated animation has changed/improved capabilities and accuracy. 5.2 - Compare and contrast work from traditional methods with those of contemporary methods and with those done in class. 5.2 - In a critique, compare and discuss apparent and possible meanings and symbolism used in

student work. 5.3 - Student artwork will be part of portfolio at conclusion of class, designed to be used for application to post-secondary educational institutions and/or career possibilities (see "Portfolio" assignment). 5.4 - Discuss how technological advances (digital animation and editing) have facilitated illustration ease and accuracy. Examine and discuss the difference in tools, materials, equipment, and techniques between traditional and digital filming (video recording) and editing, and the possible implications thereof.

Green Screen: 5.1 - Examine and discuss how earlier methods of film compositing have improved through technological advances, and how electronically-generated animation has changed/improved capabilities, accuracy, and improved illusion. 5.2 - Compare and contrast work from traditional methods with those of contemporary methods and with those done in class. 5.2 - In a critique, compare and discuss apparent and possible meanings and symbolism used in student work. 5.3 - Student artwork will be part of portfolio at conclusion of class, designed to be used for application to post-secondary educational institutions and/or career possibilities (see "Portfolio" assignment). 5.4 - Discuss how technological advances (digital video recording, editing, & compositing) have facilitated illustration ease and accuracy. Examine and discuss the difference in tools, materials, equipment, and techniques between traditional and digital recording and editing, and the possible implications thereof.

Soundtrack: 5.1 - Examine and discuss how traditional methods of sound reproduction (i.e. analog recording, magnetic tape, manual splicing, etc.) are no longer state of the art, and how digital recording and editing has changed/improved capabilities and accuracy. 5.2 - Compare and contrast work from traditional methods with those of contemporary methods and with those done in class. 5.2 - In a critique, compare and discuss apparent and possible meanings and symbolism used in student work. 5.3 - Student artwork will be part of portfolio at conclusion of class, designed to be used for application to post-secondary educational institutions and/or career possibilities (see "Portfolio" assignment). 5.4 - Discuss how technological advances (digital audio recording, editing) have facilitated illustration ease and accuracy. Examine and discuss the difference in tools, materials, equipment, and techniques between traditional and digital recording and editing, and the possible implications thereof.

Gallery Visitation: 5.3 - Student artwork will be part of portfolio at conclusion of class, designed to be used for application to post-secondary educational institutions and/or career possibilities (see "Portfolio" assignment).

Curator: 5.3 - Student artwork will be part of portfolio at conclusion of class, designed to be used for application to post-secondary educational institutions and/or career possibilities (see "Portfolio" assignment).

Portfolio: 5.3 - Student artwork will be assembled into a portfolio at conclusion of class, designed to be used for application to post-secondary educational institutions and/or career possibilities. 5.4 - Discuss how technological advances (digital imaging and archiving) have facilitated illustration ease and accuracy. Examine and discuss the difference in tools, materials, and techniques between traditional portfolio design and presentation, and the possible implications thereof.

K. Corresponding Non-Honors Course. Indicate the name of the regular non-honors course corresponding to this proposed honors course.

L. Differences in Honors/Non-Honors Courses. Describe in detail how this honors course differs from the regular course offered in the same subject area. Be specific.

Course Description

A. COVER PAGE

Date of Submission: November, 2013

1. Course Title
Digital Art 2 AB

2. Transcript Title / Abbreviation
Digital Art 2 AB

3. Transcript Course Code / Number
VP6011 / VP6012

4. School
Santa Maria High School

5. District
Santa Maria Joint Union High School

6. City
Santa Maria

7. School / District Web Site
www.smjuhsd.k12.ca.us

8. School Contact

Name: Eric Farnsworth

Title/Position: Department Co-Chair and Instructor / VPA

Phone: (805) 925-2567 **Ext.: 3222**

E-mail: efarnsworth@smjuhsd.org

9. Subject Area

- [ ] History/Social Science
- [ ] English
- [ ] Mathematics
- [ ] Laboratory Science
- [ ] Language other than English
- [x] Visual & Performing Arts
- [ ] College Prep Elective

10. Grade Level(s)

[ ] 9 [ ] 10 [x] 11 [x] 12

11. Seeking "Honors" Distinction?

[ ] Yes [x] No

12. Unit Value

- [ ] 0.5 (half year or semester equivalent)
- [x] 1.0 (one year equivalent)
- [ ] 2.0 (two year equivalent)
- [ ] Other: _____

15. Is this course modeled after an UC-approved course from another school? [ ] Yes [x] No

If so, which school(s)? _____

16. Pre-Requisites

This course is designed for 11th & 12th grade students who have completed Digital Arts 1 AB with a letter grade of B or better

17. Co-Requisites

18. Is this course a resubmission? [ ] **Yes** [X] **No**

19. Brief Course Description

This course is designed for all students interested in fine arts and in exploring, developing, and furthering their experience, knowledge, and skills in this area by means of digital equipment and media. It is especially suited for students with an interest in pursuing a college major or career in the arts, and especially digital arts. Students will use a variety of current digital technology to create individual expressive artwork. Students will employ universal elements and principals of art in their creation of original work utilizing a wide variety of digital hardware and software.

B. COURSE CONTENT

20. Course Goals and/or Major Student Outcomes

Purpose
The purpose of Digital Art 2 AB, a one-year (two-term, 10 unit) course, is to allow students a more expansive experience in fine arts through the continued utilization digital equipment and media.

Standards of Expected Student Achievement
Upon successful completion of this course, students will be able to demonstrate the following knowledge/skills:

1. *Demonstrate knowledge and understanding of properly apply the elements and principles of art.*
2. *Employ elements and principles of art in the creation of individual works.*
3. *Utilize a variety of digital equipment and media to create expressive, individual, original works of art.*
4. *Demonstrate appropriate use and care of equipment/resources and respect for the work environment.*
5. *Demonstrate appreciation for the ability to understand and critique current and historical artwork, as well as peer (student) work.*
6. *Demonstrate proficiency in formal and conceptual understanding and demonstrate knowledge and appreciation of appropriate art vocabulary by presenting individual works.*
7. *Create a portfolio appropriate for career or college application.*

21. Course Objectives

22. Course Outline

23. Text & Supplemental Instructional Materials

Text: None

Supplementary Materials: art and design-specific software, example and instructional images and videos, digital hardware (computers, digital cameras, scanners, printers), LCD projected material and lessons (PowerPoint, etc.), art & design publications (magazines/periodicals), internet sources, class discussion, student presentations, guest speakers, oral and written instructions.

24. Key Assignments
Sequential activities and assignments designed to develop students' abilities to successfully execute individual expressionistic work. Students will present individual work to class for peer critique. Students will assemble collective work into an individual portfolio and present to class for further critique and for teacher assessment.

25. Instructional Methods and/or Strategies
Students will be challenged by assignments that demand individual, unique solutions to be accomplished by "creative method". Students will learn by creating, critiquing, and refining beyond initial implementation to esure through exercise and involvement.

26. Assessment Method and/or Tools

1. *Students will present evidence of learning by cooperating with group or individual assignments and presentations based on individual works.*
2. *Students will present evidence of learning by presenting ideas, solutions and conclusions assigned concepts.*
3. *Students will present evidence of learning through teacher observations.*
4. *Students will present evidence of learning through quizzes, tests and homework.*
5. *Students will present evidence of learning through instructor evaluations.*
6. *Students will present evidence of learning through student presentations.*
7. *Students will present evidence of learning through class critique as evidenced by peer feedback.*

COURSE OUTLINE

Course Title
Digital Art 2 A/B

Department
Visual and Performing Arts

Description of Target Group
This year long course is designed for 11th and 12th grade students who have shown interest and ability in the field of fine arts and the continuing use of digital imaging technology.

Purpose
The purpose of this class is to provide students interested in tow-dimensional fine art and an opportunity to continue learning through a variety of methods of expression by means of electronic (digital) equipment and media. The course, as a continuation of Digital Arts1 AB, will allow for a more expansive experience in fine arts, and is designed for all students interested in fine arts and in exploring, developing, and furthering their experience, knowledge, and skills in this area by means of digital equipment and media. It is especially suited for students with an interest in pursuing a college major or career in the arts, and especially digital arts. Students will use a variety of current digital technology to create individual expressive artwork. Students will employ universal elements and principals of art in their creation of original work utilizing a wide variety of digital hardware and software.

Prerequisites
Students in 11th, or 12th grade who have completed Digital Arts 1 AB with a B or better grade qualify for this class, or may be admitted with pre-approval of instructor.

Standards of Expected Student Achievement
Upon successful completion of this course, students will be able to demonstrate the following knowledge/skills:

1. Demonstrate knowledge and understanding of properly apply the elements and principles of art.
2. Employ elements and principles of art in the creation of individual works.
3. Utilize a variety of digital equipment and media to create expressive, individual, original works of art.
4. Demonstrate appropriate use and care of equipment/resources and respect of the work environment.
5. Demonstrate appreciation for the ability to understand and critique current and historical artwork, as well as peer (student) work.
6. Demonstrate proficiency in formal and conceptual understanding and demonstrate knowledge and application of appropriate for career or college application.

Speaking Skills
- Give oral reports to the class in the form of explanatory dissertations of student's individual work as well as peers' work (critique)
- Participate in class discussions and interactive lectures.

Listening Skills

- Listen to and follow oral directions
- Take notes from lectures and demonstrations
- Listen attentively to lectures and student presentations

Reading Skills

- Read related publications (i.e. magazines, periodicals, newspaper, etc), both in print and online
- Read critique summaries written by peers

Writing Skills

- Write at least one process paper per class specifying the details of student's individual work

Methods of Student Assessment

Teacher assessment through rubric
Participation in class critiques
Portfolio of work produced in class
School-wide writing rubric will be used in assess writing

Instructional Materials

Text: None

Supplementary Materials: art and design-specific software, example and instructional images and videos, digital hardware (computers, digital cameras, scanners, printers), LCD-projected material and lessons (PowerPoint, etc.), art & design publications (magazines/periodicals), internet sources, class discussions, guest speakers, oral and written instructions.

Activities

Brainstorming, developing, and executing of individual interpretations of assigned conceptual tasks.

The aforementioned goals to be accomplished by use of:

- Personal computers
- Digital cameras and related hardware and software
- Scanners and related hardware and software
- Specialized art and design software
- Book, magazine, and internet source

Investigation of historical and current works as they relate to specific class assignments
Refinement of individual student's work
Presentation of individual student's work to instructor and class
Critique (oral exercise investigating the validity of individual work and the work of peers)
Writing projects related to in-class work and current and historical work outside of class
Reading of related publications (magazines, periodicals and news articles)
Vocabulary development activities related to the subject of fine art
Assembly of comprehensive portfolio of individual works

Course Title

Drama 1A

Description of Target Group

This course is designed as an elective for any student of any grade level.

Purpose

This one-semester course will enable students to develop an appreciation for the theater arts.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Develop individual confidence, personality, and poise.
2. Make honest artistic commitments in physicalizing and expressing feelings and emotions.
3. Develop awareness of the body as a means of expression.
4. Develop vocal skills.
5. Participate in exercises to develop (1) quick responses, (2) problem solving, (3) group cooperation, and (4) emotional interaction.
6. Experience and understand basic acting skills.
7. Develop an understanding of story structure, plot, and conflict through improvisation, story dramatization and play writing.
8. Write scripts for story dramatizations.
9. Perform scenes from scripts.
10. View theatrical productions.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Pantomimes, improvisations, voice exercise, play writing, scene design, creative movement, dance, and memorization of acting scenes.

Course Title

Drama 1B

Description of Target Group

This course is designed as an elective for any student of any grade level.

Purpose

This one-semester course will enable students to develop an appreciation for the theater arts.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Develop individual confidence, personality, and poise.
2. Make honest artistic commitments in physicalizing and expressing feelings and emotions.
3. Develop awareness of the body as a means of expression.
4. Develop vocal skills.
5. Participate in exercises to develop (1) quick responses, (2) problem solving, (3) group cooperation, and (4) emotional interaction.
6. Experience and understand basic acting skills.
7. Develop an understanding of story structure, plot, and conflict through improvisation, story dramatization and play writing.
8. Write scripts for story dramatizations.
9. Perform scenes from scripts.
10. View theatrical productions.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Pantomimes, improvisations, voice exercise, play writing, scene design, creative movement, dance, and memorization of acting scenes.

Course Title

Drama 2A

Description of Target Group

This course is recommended as an elective for students of the 10th through 12th grade levels who have completed Drama 1B.

Purpose

This course is designed to provide the student with theatrical abilities through practical application of theater techniques.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Develop more professional theater knowledge and skills.
2. Develop his/her own personality and poise.
3. Develop his/her own theatrical and physical awareness more fully.
4. Intensity and further develop all standards of expected achievement for the Drama 1 course.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Pantomimes, improvisations, voice exercise, play writing, scene designing, creative movement, dance, acting of scenes, and visiting theater productions.

Course Title

Drama 2B

Description of Target Group

This course is recommended as an elective for students of the 10th through 12th grade levels who have completed Drama 2A.

Purpose

This course is designed to provide the student with theatrical abilities through practical application of theater techniques.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Develop more professional theater knowledge and skills.
2. Develop his/her own personality and poise.
3. Develop his/her own theatrical and physical awareness more fully.
4. Intensity and further develop all standards of expected achievement for the Drama 1 course.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Pantomimes, improvisations, voice exercise, play writing, scene designing, creative movement, dance, acting scenes, and visiting outside theater productions.

Course Title

Drawing 2A/B (replacing Experimental Drawing)

Purpose

This two-semester course is designed for students in grades 10-12 who would like to explore drawing as a means of communication. Use of journals, mural projects, and multimedia drawing will be explored.

Prerequisite: Drawing course (1 semester)

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Demonstrate knowledge in the three basic areas of drawing: Contour, Gesture, and Modeled.
2. Demonstrate an ability to use drawing to comment on personal and topical themes.
3. Demonstrate the ability to draw both realistic subjects and those from the imagination.
4. Demonstrate the ability to develop many visual ideas into one original visual statement.
5. Demonstrate the ability to critique and discuss their artwork with others.
6. Develop a vocabulary of art terms and techniques that verbally describe the student's artwork.
7. Develop an individual confidence about the ability to use images from a variety of sources to communicate ideas.
8. Develop a portfolio of several drawings that show a selected variety of drawing media and the communication of ideas.

Instructional Materials

Video programs of contemporary artwork, slides, posters, and examples of past student work.

Activities

Individual class work, in-groups, mural drawings, lectures, class critiques, demonstrations, and field trips (Santa Maria Museum Art Center).

Course Title

Drawing A (Beginning)

Description of Target Group

This course is designed for 9th through 12th grade students.

Purpose

This one-semester course is designed to provide the student in depth work with various drawing tools, styles, and techniques and will promote an appreciation of the work of master artists.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Demonstrate an improved ability to see.
2. Demonstrate the use of basic drawing techniques in all media.
3. Demonstrate the ability to draw objectively.
4. Demonstrate the ability to draw subjectively and imaginatively.
5. Demonstrate the ability to enlarge or reduce a subject by using a grid technique.
6. Demonstrate the ability to organize on a two-dimensional plane.
7. Demonstrate knowledge of and care of basic tools.
8. Demonstrate an appropriate written and oral vocabulary.
9. Demonstrate receptiveness to and ability to take part in constructive criticism of student work.
10. Demonstrate personal responsibility toward care and maintenance of the work environment.

Instructional Materials

Text and Supplementary Materials.

Refer to: Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District

Activities

Individual work, lectures, participation in class discussions, demonstrations, experiments, videos, CD-ROMs, and field trips.

Course Title

Drawing A/B (Advanced)

Purpose

This one term/semester course is designed for student's grades 10-12 who would like to explore drawing as a means of communication. Use of journals, mural projects, and multimedia drawing will be explored.

Prerequisite: Art 1B (Drawing) or Drawing.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Demonstrate knowledge in the three basic areas of drawing: Contour, Gesture, and Modeled.
2. Demonstrate an ability to use drawing to comment on personal and topical themes.
3. Demonstrate the ability to draw both realistic subjects and those from the imagination.
4. Demonstrate the ability to develop many visual ideas into one original visual statement.
5. Demonstrate the ability to critique and discuss their artwork with others.
6. Develop a vocabulary of art terms and techniques that verbally describe the students work.
7. Develop an individual confidence about the ability to use images from a variety of sources to communicate ideas.
8. Develop a portfolio of several drawings that show a selected variety of drawing media and the communication of ideas.

Assessment of Student Learning

1. Students will present evidence of learning by presenting a portfolio of term work to the class.
2. Students will select and present five pieces of art to display in the gallery.
3. Students will prepare a written self-evaluation of term work.
4. Students will create and present an individual project of their choice.
5. Students will be checked off for weekly assignments.
6. Grades of 'B' or better will require some out of schoolwork.

Instructional Materials

Video programs of contemporary artwork, slides, posters, and examples of past student work.

Activities

Individual class work, in-groups, mural drawings, lectures, class critiques, demonstrations, and field trips.

Course Title

Drawing Workshop A

Description of Target Group

This course is designed for 10th through 12th grade students who have taken both Design A/B and Drawing A/B and earned a grade of 'B' or better. Entry is also determined by student portfolio and instructor's permission.

Purpose

This one-semester course is designed as an advanced drawing class for students to further develop their drawing techniques in a variety of drawing mediums.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Make aesthetic judgements.
2. Demonstrate self-reliance and independent initiative.
3. Understand and use specialized art vocabulary in both verbal and written work.
4. Understand the use, care and appreciation of the art tools, supplies, and equipment.
5. Understand the scope of career opportunities as it relates to drawing.
6. Demonstrate the knowledge and application of design and color theory.
7. Become aware of the different drawing techniques and their relationship to style.
8. Demonstrate craftsmanship in preparing drawing surfaces.
9. Demonstrate the ability to successfully participate in a classroom critique and to produce a student portfolio of their drawings.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District

Activities

Individual work, lectures, participation in class discussions, demonstrations, experiments, videos, CD-ROMs, and field trips.

Course Title

Drawing Workshop B

Description of Target Group

This course is designed for 10th through 12th grade students who have taken both Design A/B and Drawing A/B and earned a grade of 'B' or better. Entry is also determined by student portfolio and instructor's permission.

Purpose

This one-semester course is designed to further develop the student's skills in a variety of painting techniques and mediums.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Make aesthetic judgements.
2. Demonstrate self-reliance and independent initiative.
3. Understand and use specialized art vocabulary in both verbal and written work.
4. Understand the use, care and appreciation of the art tools, supplies, and equipment.
5. Understand the scope of career opportunities as it relates to painting.
6. Demonstrate the knowledge and application of design and color theory.
7. Become aware of the different drawing techniques and their relationship to style.
8. Demonstrate craftsmanship in preparing drawing surfaces.
9. Demonstrate the ability to successfully participate in a classroom critique and to produce a student portfolio of their drawings.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District

Activities

Individual work, lectures, participation in class discussions, demonstrations, experiments, videos, CD-ROMs, and field trips.

Course Title

Drawing

Purpose

This one-semester course is designed for all students' grades 10-12 who would like to learn the art of drawing what they see.

Prerequisite: None, designed for grades 10-12.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Demonstrate basic drawing techniques in a variety of media.
2. Demonstrate an increase in the student's visual perception skills by drawing realistic subject matter.
3. Demonstrate the ability to draw using the imagination as a point of departure.
4. Demonstrate knowledge of the basic elements and principles of design by their successful incorporation into the student's artwork.
5. Demonstrate the ability to talk and write about their artwork and the work of others.
6. Critique and evaluate drawings from the history of art. Analyze technique, and examine differences and similarities between artists and periods.
7. Develop an appropriate art vocabulary as it pertains to the language of drawing.
8. Create a portfolio of several drawings that demonstrate the student's knowledge of basic techniques, representational work, and drawings from the imaginations.

Instructional Materials

Films, prints, video programs, and examples of past student work.

Activities

Individual work, lectures, class critiques, demonstrations, field trips (Museum Art Center).

Course Title

Graphic Arts Production A

Description of Target Group

This is the first term of a two term (one year) course for 10th through 12th grade students wanting to learn advanced levels of Graphic Design. A lab fee may be required.

Prerequisite: none

Purpose

This course is designed to allow students to apply knowledge from previous Graphics and related courses (if taken). Progressively more advanced levels of visual design and an expanded scope of applications will be experienced. Projects will involve students in more challenging, problem-solving situations through extensive, personal collaboration with High School staff and/or community organizations. This is a 5-unit course.

Standards of Expected Student Achievement

Upon successful completion of this course, each student will be able to demonstrate competency in the following:

1. Making critical aesthetic judgments
2. Self-reliance and independent thinking
3. Solving problems individually and/or in small teams
4. Understand and use specialized Graphic Arts production terms and vocabulary both verbally and in written work
5. Demonstrate a working knowledge of the safe and correct applications and operations of Graphic Arts production equipment
6. Demonstrate a working knowledge of various styles, compositions and layouts of Graphic Arts

Methods of Assessment of Student Learning

1. Class participation
2. Quizzes covering each main module.
3. Teacher evaluation.

Graphic Arts Production A (continued)

4. Independent projects.
5. Final examination.
6. Cooperative work with other students.

Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District.

1. Software Instructional Materials (printed/multimedia interactive)
2. Supplementary Video
3. Trade Publications

Activities

1. Individual Work (projects)
2. Service Learning Projects
3. Lectures
4. Class laboratory shop work
5. Teacher & Student Demonstrations
6. Student Presentations
7. Small group activities
8. Class Critiques
9. Outside resource people
10. Field Trips

Course Title

Graphic Arts Production B

Description of Target Group

This is the second term of a two term (one year) course for 10th through 12th grade students wanting to learn advanced levels of Graphic Design. A lab fee may be required.

Prerequisite: Graphic Arts Production A

Purpose

This course is designed to allow students to continue and expand on applied knowledge from Graphic Arts Production A. Progressively more advanced levels of visual design and an expanded scope of applications will be experienced. Projects will involve students in more challenging, problem-solving situations through extensive, personal collaboration with High School staff and/or community organizations. This is a 5-unit course.

Standards of Expected Student Achievement

Upon successful completion of this course, each student will be able to demonstrate competency in the following:

1. Work with the high schools staff and/or community business Graphic Arts production needs
2. Work with computers and current software as it is related to Graphic Arts production
3. Understand the safe use, care, and maintenance of equipment and supplies used in Graphic Arts production.
4. Expanded use of specialized Graphic Arts production terms and vocabulary both verbally and in written work
5. Demonstrate a working knowledge of the safe and correct applications and operations of Graphic Arts production equipment
6. Organization and execution of Graphic Design projects from inception to completion
7. Understanding the career opportunities in Graphic Arts production

Graphic Arts Production B (continued)

Methods of Assessment of Student Learning

1. Class participation
2. Quizzes covering each main module.
3. Teacher evaluation.
4. Independent projects.
5. Final examination.
6. Cooperative work with other students.

Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District.

1. Software Instructional Materials (printed/multimedia interactive)
2. Supplementary Video
3. Trade Publications

Activities

1. Individual Work (projects)
2. Service Learning Projects
3. Lectures
4. Class laboratory shop work
5. Teacher & Student Demonstrations
6. Student Presentations
7. Small group activities
8. Class Critiques
9. Outside resource people
10. Field Trips

Course Description

A. COVER PAGE

1. Course Title
Guitar I

2. Transcript Title / Abbreviation
Guitar 1

3. Transcript Course Code / Number

4. School Righetti High School/Santa Maria HS

5. District Santa Maria Joint Union High School District

6. City Santa Maria

7. School / District Web Site
SMJUHSD.K12.CA.US

8. School Contact

Name: Ted Zalkind

Title/Position: Instrumental Music Director

Phone: (805) 937-2051 ext. 2331
Ext.:

Fax:

E-mail: tzalkind@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Language other than English
- ☒ Visual & Performing Arts (for 2003-04)
- ☐ College Prep Elective

10. Grade Level(s)
9-12

11. Seeking "Honors" Distinction?
☐ Yes ☒ No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Date of School Board Approval

14. Was this course previously approved by UC? ☐ Yes ☒ No If so, year removed from list? _____
Under what course title?
_____

15. Is this course modeled after an UC-approved course from another school? ☐ Yes ☒ No
If so, which school(s)?
_____

16. Pre-Requisites
None

17. Co-Requisites
None

18. Brief Course Description
This course is open to all students interested in learning to play the guitar or to improve their existing skills. Individuals as well as groups will work on learning the fundamentals of playing the guitar, music fundamentals including music reading, and basic music theory. Students will also work on learning advanced chords, finger picking, and working with different musical styles. In addition, students will learn the history of the guitar and related instruments.

[redacted]

B. Course Content

19. Course Goals and/or Major Student Outcomes

1. Students will learn the fundamentals of playing the guitar.
2. Students will be able to execute and perform basic chords and pick patterns on the guitar.
3. Students will learn music-reading skills through performance on their guitar.
4. Students will learn about the historical development of the guitar as well as instruments that are related to the guitar.
5. Student will learn about different styles of guitar performance and their relationships to different styles of music.

20. Course Objectives

1. Students will be able to play accompaniment patterns on their guitars to various types of song styles using chords and pick patterns.
2. Students will demonstrate their ability to read music through performance on their guitars.
3. Students will learn to perform both as individuals and as members of small ensembles.
4. Students will demonstrate knowledge of the historical development of the guitar and related instruments through research papers and/or Power Point presentations.
5. Students will demonstrate knowledge of different music styles and their relationship to the guitar through performance and research presentations.

21. Course Outline

	CALIFORNIA DEPARTMENT OF EDUCATION MUSIC STANDARDS GRADES 9-12 PROFFICIENT		CONTENT/SKILLS/ACTIVITIES
			Performing and Creating
			a. Demonstrate various guitar techniques: strumming, picking, and chording.
	2.4, 2.8, 3.3, 3.4, 4.1, 4.2		b. Perform a varied repertoire of instrumental literature with expression and technical accuracy.
	2.5		c. Perform alone and in ensembles with one or more students on a part.
	1.2		d. Improvise stylistically appropriate harmonic, melodic, and rhythmic variations.
	2.6, 2.7		e. Compose and arrange music in specified styles, demonstrating creativity in using the elements of music.
	1.3		f. Demonstrate ability to read tablature and standard notation for guitar.
	5.1		g. Explain characteristics of two or more arts, detailing their similarities and differences.
	3.2, 5.1, 5.2,		h. Investigate careers in music fields.
	3.1, 3.4		History and Culture a. Study guitar literature and methods representative of various musical styles.
	3.1, 3.3, 3.4, 3.5		b. Classify by style and by historical period or culture unfamiliar but representative examples of guitar music and explain their classifications.
	3.1, 3.2		c. Identify sources of specific American genres, trace their evolution, and cite musicians associated with them.
			Evaluation and Analysis
			a. Understand guitar styles and terminology.
	1.3, 1.5, 1.6, 2.9, 2.10		b. Demonstrate proper care and maintenance of the guitar. b. Understand basic theory necessary to play the guitar: I, IV, V, and V 7 chords in various major and minor keys.
			c. Develop technique in a variety of major and minor scales and modes.
	4.1, 4.2		d. Analyze aural examples of a varied repertoire of guitar music representing diverse genres and cultures, by describing the uses of elements of music.

	4.1, 4.2		e. Develop specific criteria for making informed, critical evaluations of the quality of performances, compositions, arrangements, and improvisations, and apply the criteria in personal participation.
	4.1, 4.2		f. Evaluate a performance or composition by comparing it to similar or exemplary models.

			Aesthetic Appreciation a. Develop and maintain individual practice discipline for self-enrichment.
	4.3		b. Explain how elements, processes, and organizational principles are used in similar and distinctive ways in the various arts.
	4.1		c. Prepare self-chosen musical selection for performance.

22. Texts & Supplemental Instructional Materials – Text books will be chosen that will meet the curriculum outlined above.

23. Key Assignments

Students will:

1. Learn proper techniques for holding and playing the guitar.
2. Learn proper position for left hand and fingers on the fingerboard.
3. Learn the names of the six strings on a guitar and where those notes are located on a
4. music staff (treble clef).
5. Learn basic theory and gain an understanding of how chords are built.
6. Learn how to read music and melodies on a guitar.
7. Research and learn about the history of the guitar and related instruments.
8. Research and learn about the history of guitar performance.

24. Instructional Methods and/or Strategies

Primary instructional methods will include group and individual instruction on the guitar as well as working in small groups. Other methods will include demonstrations on different playing techniques, listening to recorded examples of guitar performances, internet and library research, videos, and listening assignments.

25. ASSESSMENTS

1. Proficiency exams, playing tests
2. Progress reports
3. Self-evaluation
4. Research reports

C. OPTIONAL BACKGROUND INFORMATION

26. History of Course Development

This course is currently offered at Arroyo Grande High School and San Luis Obispo High School. I would like to see students at Righetti have the same opportunity to learn and enjoy the guitar as well as develop a deeper appreciation of music. In addition, this course will give students an opportunity to learn to play instruments that have had no previous music experience.

Course Title

Hands on Art History A/B (P)

Description of Target Group

This course is designed for students who are interested in the study of art history through written, verbal, and performance activities in drawing, painting, and three-dimensional artwork. Hands on Art History is designed for 10th, 11th, and 12th grade, college preparatory students.

Purpose

The purpose of this course is to have both an art lecture and activity format that will allow the student to respond to the study of the history of art through written, verbal, and artistic projects. Both groups and individual activities will be assigned.

Standards of Expected Student Achievement

Upon completion of this course, students will demonstrate the following skills:

ARTISTIC

A variety of art projects will be produced that will demonstrate the student's understanding of various art media as they pertain to the development of art history.

- Identify elements and principals of design in painting, drawing, and sculptures.
- Identify the specific art media used in historic works of art.
- Demonstrate practical knowledge of basic drawing, painting, and 3-D techniques found in the history of western art.
- Recognize the different painting styles of various historical periods, and be able to paint an original work in one of those styles.
- Participate in an exhibit of individual work from the class to be shown in the gallery.
- Discuss how subject matter has been a reflection of the time and culture it originates from.
- List the major movements of twentieth century art.
- Recognize differences and similarities in the art of many cultures.
- Demonstrate an ability to analyze and critique works of art based on established criteria.
- Identify and discuss major works of art from specific periods of art history.
- Recognize the role of the artist in our society, and comment on current trends in art today.

WRITING

Students will be expected to demonstrate the following skills:

- Present an idea clearly and persuasively
- Use logic and relevant illustrations to support ideas
- Use conventions of good writing
- Use research information to validate points
- State and develop an argument

Students will demonstrate the ability to write the following types of discourse:

- Analysis
- Comparison and Contrast
- Report
- Evaluation

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Students will have a variety of written and artistic experiences to better understand the history of art, which will include lectures, discussions, art projects, written papers, and attending exhibits at the Museum Art Center. Examinations will be written and will also include the creation of art objects.

DISTRICT
Course Description

(Must be accompanied by a Course Adoption form & Textbook Adoption Form)

Full Course Title: Intermediate Guitar

School Associated with course: ☐ DHS ☐ ERHS ☐ PVHS ☑ SMHS

School Contact

Name: John Van Wie **Title/Position:** Guitar and Choir Director

E-mail: Jvanwie@smjuhsd.org **Phone:** 805-925-2567 **Ext:** 3113

Department: Visual and Performing Arts

Transcript Course Code(s) / Number(s):

Subject Area

- ☐ English Requirement
- ☐ World History
- ☐ US History
- ☐ Government
- ☐ Economics
- ☐ Mathematics
- ☐ Physical Science
- ☐ Life Science
- ☐ Physical Education
- ☑ Visual & Performing Arts
- ☐ Health
- ☐ Elective

Grade Level(s)

☑ 9 ☑ 10 ☑ 11 ☑ 12

Vocational Education (CTE) ☐ Yes ☐ No

Career Pathway:

Industrial Sector:

☐ **Introduction** ☐ **Concentration** ☐ **Capstone**

Unit Value

- ☒ Semester (5 units)
- ☐ Year A/B (5 units per semester)
- ☐ Year A/B (two period course, 10 units per semester)

Comments:

Course Purpose: *What is the purpose of this course?*

Music is intertwined with our culture in innumerable ways – it reflects us, our struggle, or economics, our politics; music permeates every aspect of our media-dominated environment. Understanding music, learning to read music, interpret it, and ultimately, to play it, is akin to learning a language that you always found lovely to listen to, but you didn ' t quite understand. Education in music can open avenues for expression in students, enabling them to put a world of emotions into the notes that they play, and to interpret a world of emotion by learning the language of the musician. Interpreting a piece is, in this a way, like cracking a history book.

The purpose of the SMHS Intermediate Guitar course is to introduce and foster more advanced study of music using the guitar. It will provide expert level knowledge of the general framework requirements and to hone student musical abilities in ensembles and classical genres. As the guitar is an instrument with a rich history that also acted as the crux of much of modern music, study will include jazz, blues, world music and newer forms of progressive music from the 20th and 21st centuries.

This will provide a foundation for their post-high school education, appreciation and enjoyment of music. Students will develop skills in reading, writing, and performing guitar music – which will provide them with a new language – a new means of communicating with the world around

B. COURSE CONTENT

Course Outline: A *detailed descriptive summary of all topics covered. All historical knowledge is expected to be empirically based, give examples. (i.e. California State Standards).*

Intermediate Guitar is a performing arts class where the emphasis is on learning how to play the guitar. Students will further their study of the many styles and techniques that are found in guitar playing. Students will continue to read music notation, guitar tablature, play chords, accompany other musicians, play in orchestration, as well as improvise. Students will also learn applicable music theory that accompanies being a successful guitarist at a more advanced level. The course will also continue to present the history of the guitar, its significance in the music world, and how the instrument is featured in many of the music cultures around the world. There will also be a strong song writing and recording component. Students will be able to further grow and explore through the guitar curriculum by performing in small and large ensembles that are relevant to the guitar player. Emphasis in performance will center around multiple styles of music: Classical guitar, pop, blues, jazz, and rock techniques.

GENERAL GOALS AND OBJECTIVES:

Students will read about, write about, talk about, and reflect upon topics pertaining to the guitar.
Students will learn more about the history of the guitar, the musicians, bands, and artists who have made an impact on the guitar world.
Students will work as a class, independently and collaboratively in learning about the guitar.
Students will learn how to play chords, note-reading, tablature, and the technical skills that are needed in playing the guitar.
Students will learn more advanced music theory that pertains to successful guitar playing, improvisation, creating melodies, and composing.
Students will learn basic song-writing skills.
Students will analyze and compare the different styles of guitar playing found in our music world.
Students will learn about career possibilities related to the guitar.
Students will develop creative skills in problem solving, communication and time management.
Students will learn the music concepts and vocabulary of guitar playing in order to write about, read about, and discuss with fellow students.
Students will use many of today ' s music technology in aiding them to become successful guitar players and musicians. (Pro-Tools studio, MIDI, guitar pods, amplifiers, notation/tablature software, internet sites) Students will acquire the discipline of regular individual practice.

STUDENT READING COMPONENT:

Students will be assigned readings from an array of sources including method books, guitar-related magazines/publications, and internet sites/articles.
Students will be required to follow written instructions on assignments and projects.

STUDENT WRITING COMPONENT:

Students will describe, analyze, critique and write about music selections that will be heard during class through " active listening " assignments.
Students will compare and contrast the different styles found in many of the significant guitar players in the music world.
Students will write an essay/research paper on a musician that is significant in the guitar-world.

STUDENT ORAL COMPONENT:

Students will perform for each other the pieces of music that will be studied in class. Students will express and present the concepts being learned.
Students will often work in groups- performing and presenting to the class an explanation of the process involved.
Students will orally respond to musical pieces, examples, demonstrations, performances, etc. using vocabulary, concepts, and terms appropriate to guitar.
Regular in-class discussions will be conducted in order to assess the student ' s understanding of new concepts that have been introduced.

DETAILED UNITS OF INSTRUCTION

Text(s): Title: Solo Guitar Playing

Edition: 4th Edition Publication Date: 2008

Publisher: Music Sales America Author (s): Frederick Noad

URL Resource(s)

☑ Usage ☐ Primary Text ☐ Read in entirety or near entirety

Pre-Requisites
Beginning Guitar or Audition
Co-Requisites

Supplemental Instructional Material: *Please Describe. If using online text or non-standard material, please provide the title of the material or webpage and the URL link.*

Finale 2014, Songsterr.com, Chordie.net, Youtube and multiple other sites

Instructional Methods and/or Strategies:

Multiple; one on one, group, lecture, etc

Assessment Methods and/or Tools:

Weekly and biweekly formal and informal assessments

Activities: *(if applicable)*

Individual and group rehearsals and support, performances and competitions

Certificate: *(if applicable)*

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

TEXTBOOK ADOPTION FORM

(Submit to the Assistant Superintendent of Instruction)

Textbook must accompany this form

School initiating request: ☐ *Delta* ☐ *Pioneer* ☐ *Righetti* ☑ *Santa Maria*

Teacher initiating request: John Van Wie **Department:** Visual & Performing Arts

Book Title:	**Course:**
Type of book adoption request: ☑ Basic/Multiple Textbook ☐ Supplementary Textbook ☐ Reference Book ☐ Curriculum Software ☑ NEW ☐ REPLACE **Aligned with Standards?** ☑ YES ☐ NO	**Replacement for***(Book title & copyright)*: Solo Guitar Playing Book I
Author: Frederick Noad	Edition: 4th Edition
Publisher: Music Sales America	Copyright: 2008
Student's Edition: List Price: $ 29.99	ISBN #: 0825636795
Teacher's Edition: List Price: $	ISBN #:

The following teacher has reviewed the above text and finds it appropriate for the course.

Nichael Nigro — Vanguar — 10/2

Recommending Teacher — School — Date

Only the Principal's and Department Chair's signatures of school requesting the textbook adoption are required.

Department Head/**PVHS**	Date	Principal/**PVHS**	Date
Department Head/**RHS**	Date	Principal/**RHS**	Date
Department Head/**SMHS** 10-30-17	Date	Principal/**SMHS** 10-30-17	Date
Department Head/**DHS**	Date	Principal/**DHS**	Date

Asst. Superintendent of Instruction — Date — Board Approval Date*

***Needed for Basic/Multiple Textbooks only**

Entered in database

Revised 5/17/15

Course Title

Intermediate Drawing A

Description of Target Group

10 - 12
An appropriate lab fee will be charged for drawing equipment.
The student will keep the equipment and may be required to provide basic personal materials.

Length of Course: 1 semester- 5 units

Purpose

After the successful completion of Introduction to Art, students will continue learning more about the drawing process will have the opportunity to further learn technique, successful usage of a variety of medium which will enhance individual creativity while developing individual skills.

Students will learn how to produce drawings, which will rely heavily upon sight and object drawing as well as creating work based upon imagination.

Emphasis will continue to refine traditional style and methods of drawing as well as creating work in abstract form such as cubism and surrealism.

Students will explore drawing as a means of communication and visual thinking. This course will promote an understanding and appreciation of the work of master artists, and the influence of culture on art. The course will enable students to understand and appreciate diverse forms of artistic expression and, where appropriate, exhibit skills of visual analysis and critical perception in written, oral, and individual work. Students will utilize all current technology to access information pertaining to all areas within the course.

Prerequisites: Successful completion of Introduction to Art A and B, or recommendation of the instructor based upon the student's portfolio.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the ability to:

1. See and record observations through freehand drawing.
2. Use basic drawing techniques with a variety of mediums.

Intermediate Drawing A (continued)

3. Draw objectively objects from “sight” as well as from imagination.
4. Enlarge or reduce a subject using grid technique.
5. Organize space (composition) on a picture plane.
6. Develop an appropriate written and oral art vocabulary.
7. Appreciate and understand various forms of artistic expression.
8. Exhibit skills in oral, written, and visual expression.
9. To discuss various master artists and periods of Art History.

Methods of Assessment of Student Learning

1. The completion of all assigned work.
2. The organization and presentation to class of a portfolio of class assignments for each grading period.
3. Students will select and present two pieces of work for scheduled art showings: school and community.
4. Oral and written Tests from the Scholastic Art magazine and other sources.
5. Articles, and class art videos and other visual art materials.

Instructional Materials

To be assigned according to individual project. This would include such materials as pencils, erasers, colored pencils, paints, paper, glue, scholastic magazine, art videos, access to the internet for art research, reports, and a portfolio.

Refer to: Secondary Adopted texts and approved supplementary books used in the Santa Maria Joint Union High School District.

Activities

Individual work, lectures, participation in class discussions, videos, and field trips. Daily drawing activities in form of lessons designed to develop the student’s ability to draw realistic and from their imagination continuing to learn new technique and medium. Students will also be responsible for producing all required work to the best of their ability and to properly present assignments in portfolio form.

Type of course adoption requested: **Required** for graduation

Major purpose for adding this course to curriculum: To meet the state criteria for standards articulation and to also meet the fall semester of the A - G University of California requirements and the California State University freshmen entrance requirements.

Course Title

Drawing B (Intermediate)

Description of Target Group

10 -1 2

An appropriate lab fee will be charged for drawing equipment. The student will keep the Equipment. Students may be required to provide basic personal materials.

Length of Course: 1 semester - 5 units

Course Objectives

After the successful completion of Intermediate Drawing A, students will continue learning more about the drawing process to further learn technique, successful usage of a variety of medium which will enhance individual creativity while continuing to develop and refine individual skills.

Students will learn how to produce drawings that will rely heavily upon sight and object drawing as well as creating work based upon imagination.

Emphasis will continue to refine style and methods of drawing as well as creating work in abstract form such as cubism and surrealism.

Students will explore drawing as a means of communication and visual thinking. This course will promote an understanding and appreciation of the work of master artists, and the influence of culture on art. The course will enable students to understand and appreciate diverse forms of artistic expression and, where appropriate, exhibit skills of visual analysis and critical perception in written, oral, and individual work. Students will utilize all current technology to access information pertaining to all areas within the course.

Prerequisites

Successful completion of Introduction to Art A and B, Intermediate Drawing A, or recommendation of the instructor based upon the student's portfolio. Intermediate Drawing A and B must be completed in order to be eligible for CSU / UC freshmen entrance requirements.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the ability to:

Intermediate Drawing B (continued)

1. See and record observations through freehand drawing.
2. Use basic drawing techniques with a variety of mediums.
3. Draw objectively objects from "sight" as well as from imagination.
4. Enlarge or reduce a subject using grid technique.
5. Organize space (composition) on a picture plane.
6. Develop an appropriate written and oral art vocabulary.
7. Appreciate and understand various forms of artistic expression.
8. Exhibit skills in oral, written, and visual expression.
9. To discuss various master artists and periods of Art History.

Methods of Assessment of Student Learning

1. The completion of all assigned work.
2. The organization and presentation to class of a portfolio of class assignments for each grading period.
3. Students will select and present two pieces of work for scheduled art showings: school and community.
4. Oral and written Tests from the Scholastic Art magazine and other sources. articles, and class art videos and other visual art materials.

Instructional Materials

To be assigned according to individual project. This would include such materials as pencils, erasers, colored pencils, pencils, paper, glue, scholastic magazine, art videos, access to the internet for art research, reports, and a portfolio.

Refer to: Secondary Adopted texts and approved supplementary books used in the Santa Maria Joint Union High School District.

Activities

Individual work, lecture participation in class discussions, videos, and field trips. Daily drawing activities in form of lessons designed to develop the students ability-to-draw-realistic and from their imagination continuing to learn new technique and medium. Students will also be responsible for producing all required work to the best of their ability and to properly present assignments in portfolio form.

Type of course adoption requested: Required for graduation

Major purpose for adding this course to curriculum

To meet the state criteria for standards articulation and to also meet the spring semester of the A - G University of California requirements and the California State University freshmen entrance requirements in conjunction with intermediate Drawing A (fall semester).

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
Introduction to Art A/B

2. Transcript Title / Abbreviation
Intro to Art A Intro to Art B

3. Transcript Course Code / Number
VP6420
VP6421

4. School
Pioneer Valley High

5. District
Santa Maria Joint Union

6. City
Santa Maria

7. School / District Web Site
Pioneer Valley High/www.smjuhsd.org

8. School Course List Contact

Name: Dee Ringstead

Title/Position: Principal

Phone: (805) 922-1305 **Ext.:**

E-mail: dringstead@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Language other than English
- ☒ Visual & Performing Arts
- ☒ College Prep Elective

10. Grade Level(s) for which this course is designed

9 10 11 12

11. Seeking "Honors" Distinction?

☐ Yes ☒ No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- ☐ A course reinstated after removal within 3 years. Year removed from list? _____
  Same course title? ☐ Yes ☐ No
  If no, previous course title? _____
- ☒ An identical course approved at another school in same district. Which school? Santa Maria High
  Same course title? ☒ Yes ☐ No
  If no, course title at other school? _____
- ☐ Alternative course title for course with identical content at this school
  Title of previously-approved identical course: _____
- ☐ Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- ☒ Approved UC College Prep (UCCP) Initiative course
- ☐ Approved P.A.S.S. course
- ☐ Approved ROP/C course. Name of ROP/C? _____
- ☐ Combining two UC-approved semester VPA courses into a single, year-long VPA course
  Titles of previously-approved semester courses: _____
- ☐ Other. Explain: _____

14. Is this course modeled after an UC-approved course from another school outside your district? ☐ Yes ☒ No

If so, which school(s)? _____

Course title at other school _____

15. Pre-Requisites

None

16. Co-Requisites

None

17. Brief Course Description

This course allows students to explore the fundamentals of drawing and design, with an emphasis on art appreciation and art history of various cultures. Students will be expected to learn the process of oral and written communication and refine their skills. Students will utilize all current technology to access information pertaining to all areas within the course.

B. COURSE CONTENT

Please refer to instructions

18. Course Goals and/or Major Student Outcomes

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Knowledge of elements and principles of drawing and design.
2. Understand and apply basic drawing and design.
3. Choose and evaluate a range of subject matter, symbols, and ideas as it applies to individual work.
4. Understand visual arts in relation to history and culture.
5. Evaluate individual work and works of others.
6. Understand how the visual arts connect to other disciplines.
7. Cooperative learning in small group settings on projects.

19. Course Objectives

This purpose of this course is to allow students to explore the fundamentals of drawing and design, with an emphasis on art appreciation and art history of various cultures. Students will be expected to learn the process of oral and written communication and refine their skills. Students will utilize all current technology to access information pertaining to all areas within the course.

20. Course Outline

21. Texts & Supplemental Instructional Materials

To be assigned according to individual project. This would include such materials as pencils, erasers, colored pencils, paints, paper, glue, Scholastic Arts Magazine, art videos, access to the

Internet for art research and reports, portfolio, articles, and class art videos and other visual art materials.

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

22. Key Assignments

23. Instructional Methods and/or Strategies

Understanding the process of visualization
Learning to "see" and interpret visually what is seen and what is known

- Sight drawing
- Creating competition

Understanding Basic shape, form, volume

- Successfully create the 2 and 3 dimensional basic shapes in a variety of techniques, with a variety of mediums.

Learning about color

- Primary, secondary, tertiary knowledge
- Complementary, analogous, etc.
- Hue, value, saturation of color

Shading in various techniques and mediums:

- Smooth value, line, stipple, hatching, crosshatching, high contrast, texture
- Pencil, charcoal, colored pencil, pen, ink wash, pastel, watercolor

Proportion, depth, and scale and point of view

- Sight measurement, enlargement with projection and also traditional grid
- Perspective 1,2,3 point
- Proportions pertaining to human figure

Understanding the elements of design

- Series of assignments
  - Structure
  - Pattern
  - Progression
  - Color theory
  - Dominance

Understanding the process of sketching

- Combining basic shapes to create objects
- Stick figures, gesture drawings
- Animals
- Cartooning
- Landscape
- Architecture

Exploring the medium of collage

Exploring 3 dimensional art forms

- Hands on sculpture project

24. Assessment Methods and/or Tools

1. The completion of all assigned work.
2. The organization and presentation to class of a portfolio of assignments for each grading period.
3. Students will select and present two pieces of work for scheduled art showings: school and community.
4. Oral and written quizzes from the Scholastic Art magazine and other sources.
5. Oral and written critiques of work, in progress and final evaluation.

C. HONORS COURSES ONLY

Please refer to instructions

25. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

26. Context for Course (optional)

27. History of Course Development (optional)

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
Introduction to Filmmaking/Video Production

2. Transcript Title(s) / Abbreviation(s)

3. Transcript Course Code(s) / Number(s)
VP 6790 VP 6791

4. School
Ernest Righetti High School

5. District
Santa Maria Joint Union High School

6. City
Santa Maria

7. School / District Web Site

8. School Course List Contact

Name: Steve Molina

Title/Position: Vice Principal

Phone: 805-937-2051 **Ext.: 2705**

E-mail:

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Language other than English
- ☒ Visual & Performing Arts
  - ☐ Intro ☐ Advanced
- ☐ College Prep Elective

10. Grade Level(s) for which this course is designed

☒ 9 ☒ 10 ☒ 11 ☐ 12

11. Seeking "Honors" Distinction?

☐ Yes ☒ No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Is this an Internet-based course? ☐ Yes ☒ No

If "Yes", who is the provider? ☐ UCCP ☐ PASS/Cyber High ☐ Other _____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

☐ A course reinstated after removal within 3 years. Year removed from list? _____

Same course title? ☐ Yes ☒ No

If no, previous course title? _Introduction to Filmmaking/video production_____

☐ An identical course approved at another school in same district. Which school? _____

Same course title? ☐ Yes ☒ No

If no, course title at other school? _____

☐ Approved Advanced Placement (AP) or International Baccalaureate (IB) course

☐ Approved UC College Prep (UCCP) Online course

☐ Year-long VPA course replacing two approved successive semester courses in the same discipline

☐ Approved P.A.S.S./Cyber High course

☐ Approved ROP/C course. Name of ROP/C? _____

☐ Approved CDE Agricultural Education course

☐ Other. Explain: _____

15. Is this course modeled after an UC-approved course from another school <u>outside</u> your district? ☒ Yes ☐ No

If so, which school(s)? _____

Course title at other school _____

16. Pre-Requisites

None, Teacher Approval

17. Co-Requisites

18. Is this course a resubmission? ☐ Yes ☒ No

If yes, date(s) of previous submission? _____

Title of previous submission? _____

19. Brief Course Description: The Course is intended for the student that is interested in learning the process of Filmmaking/Video Production and wishes to continue his education in Filmmaking/Video production in the Advanced Film Class here and in College. The student will learn to use the computer as a tool in producing Films. The student will learn the vocabulary of Cinema and Television which meets the *Standards1.o, Artistic Expression and 4.0 Aesthetic Valuing*. The student will read, write, and discuss Film history, meeting *Standard 3.0, Historical and Cultural Context*. Students will create and present individual projects, meeting *Standard 2.0, Creative Expression*. Students will gain better understanding of the importance of graphics in advertising, animation and computer art, *Standard 5.0, Connections, Relationships, and Applications*. The student will learn to work with structure and lens design, *Standard 2.0, Creative Expression*. The student will develop potentials and realize true abilities through academic counseling with the teacher and other students, *Standard 5.0, Connections, Relationships, Applications* The student will be evaluated on his progress and enthusiasm through artistic perception, overall work and evaluation. The student's grade will be evaluated heavily by the essays, film scripts, and film/video projects and presentations that are throughout the semester.

B. COURSE CONTENT

Course Description

Course Title:	Introduction to Filmmaking/Video Production 1A/1B
Transcript Title:	Filmmaking/Video production
Transcript Course Code:	VP7097
School:	Ernest Righetti High School
District:	Santa Maria Joint Union High School
City:	Santa Maria, California
School Contact:	Steve Molina, Vice Principal
	Ph. 805-937-2051 ext. 2705
Subject Area:	Visual & Performing Arts
Grade Level:	9-12
Unit Value:	10 units – One year
Date of School Approval:	June 2001
Pre-requisites:	None/Teacher approval

COURSE DESCRIPTION:

The Introduction to Video Production/Filmmaking 1A/1B course is intended for the student who wishes to learn about the process of video production/filmmaking and learn about the history of Cinema. This hands-on course will introduce the students to the computer and its use and relationship to cinema. It will emphasize the changes that have taken place in film and special effects throughout the years. Students will be taught the elements and principles of art and how to apply them to their film and video projects. Students will be able to critique their work with appropriate art vocabulary and sensory images. Students will be able discus their films with the appropriate cinematic terms and aesthetics. Students will work with Adobe Premiere, Adobe PhotoShop, Adobe Audition, a music/sound program, and Scriptwriting software as well as ACID Music programs. Students will produce Films and a Television news program from concept to viewing. Students will also learn to exchange files between the programs; create special effects, graphics; add audio tracks to video projects and create QuickTime movies. Students will learn the history of cinema and its relation to world

events. Students that intend to go to college; this course will allow the students to succeed in several courses that require graphics, artistic skill and basic computer skills.

STUDENT OUTCOMES:

- Students will be introduced to the vocabulary of cinema and television including genre, period, style mood and pacing. The student's appreciation of the cinema, television, art and aesthetic movements in drama and everyday life will broaden. Students will learn to make the connections between film and computer technology throughout the last 50 years and its importance to our history. This will be done through lecture, example such films and television programming and through textbooks**. (Standard 1.0, Artistic Expression and 4.0, Aesthetic Valuing)**
- Students will read, write, and discuss the history of the Cinema, its reflection of society and its impact on society and world culture. This will be done by viewing films directed/produced by the masters of Filmmaking such as DW Griffith, Charlie Chaplain, Orson Welles, Scorcese, Coppola, etc. **(Standard 3.0, Historical and cultural Context)**
- Students will learn elements of dramatic structure by analyzing plots and plot devices used in films, looking at linear and non-linear time lines, genres, etc. **(Standard 4.0, Aesthetic Valuing)**
- Students will create and present individual projects from what was learned by class critiques with an emphasis on artistic expression. This will be done through the use of various editing programs such as Adobe Premiere, PhotoShop, Aftereffects, etc. Through research and instruction, students will compare and contrast various designs, compositional, cinematic and art techniques and apply these in their own work. These will be comprised of Documentaries, Film autobiographies, and narrative films. **(Standard 2.0, Creative Expression)**
- Students will gain a better understanding of the importance of graphics in advertising, animation, and computer art. Students will learn to recognize and use the creative color palettes and toolbox in PhotoShop, Premiere, and AfterEffects**. (Standard 5.0, Connections, Relationships, Applications.)**
- Students will learn to work with structure and lens design. Gain knowledge on how to use a video camera with appropriate lighting, audio and camera viewpoints. Exchange information between various applications. Edit, view and save a created video project. Compile a video project into a movie. Add transitions between video

clips in movie projects. Work with various filters that can be applied to video clips. Adding audio and being able to modify it in the movie projects. Creating artistic titles and credits in a movie project. Superimpose video clips in a video project. Add text and graphics into a video project and applying motion to them. Work with advanced editing techniques like virtual clips, trimming and multitracking. Create sound files using single and multiple tracks and learn to distinguish between various sound file formats. **(Standard 2.0, Creative Expression)**

- Students will develop potentials and realize true abilities through academic counseling both with the teacher and other students. Students will learn to utilize their time by working on organizational skills, through communication, teacher observation, and time management. Students will learn respect for themselves and for others around them by making them accountable for their own work. **(Standard 5.0, Connections, Relationships, Applications)**

STUDENT ASSESSMENT:

The student will be evaluated on his progress and enthusiasm through artistic perception, overall work and evaluation. The student's grade will be influenced heavily by the essays, film scripts, and video/film projects and presentations that are due throughout the course. Students will present assigned video taped projects, which require several techniques and tools that have been learned. Students, using appropriate artistic vocabulary must present their projects to the class. Students have quizzes and tests as well as oral exams that assess their knowledge of film history, film vocabulary, art vocabulary and computer technology. The teacher will assess students on "in" and "out of class" participation with daily observations.

COURSE CONTENT:

The course is designed to introduce the student to the use of the computer as a creative tool in the creation and presentation of graphic images. Through aesthetic values, such as composition, analysis and interpretation, students will learn to identify the elements and principles of art and sensory images in previous artwork, and films as their own creations. Students will learn the history of film and computer technology. Students will learn the importance of cast and crew, camera function and operation, the function of video recorder, camera structure, and the process of video editing. Students will learn design, composition and will produce film projects such commercials, documentaries,

and narrative films. Several programs such as Adobe Photoshop, Illustrator, Premiere and After Effects will be introduced and used to create the computer projects. Projects will be critiqued and presented to assess student's knowledge and creativity in video production and filmmaking.

TEACHING STRATEGIES:

The teacher will act as a mentor and supervisor. Teacher will lecture, hand out quizzes and check daily to make sure students are on task and progressing satisfactorily. The teacher will show clips from the history of filmmaking and students will be assessed on the changes due to computers in film today. The student will work independently in the chosen area of study. Students must write evaluations to explain their process in the films/video projects they have produced; additionally they must explain what it represents and why it translates the appropriate feeling. The evaluation will explain their motives for producing the film or video project.

CLASS ASSIGNMENTS:

The assignments are intended to familiarize the student with the use of the camera as tool in storytelling. The student will also use software such as Adobe Premiere Pro, Adobe PhotoShop, Final Draft, and various other software as tools to tell a visual story. The assignments are also intended to give the student the experience of working within a group environment and to teach the student the importance of co-operation.

First assignment: Students will form groups of four and produce a written story using prompts supplied by the instructor, with each student contributing. Upon completion the group will then choose a spokesperson to read the story to the class. **(Standard 5.0, Connections, Relationships, Applications)**

- **Second assignment: The Twelve Shot Assignment.** The purpose of the assignment is to familiarize the student will the basic angles, i.e. wide shot, full shot, and close up. The students will also learn the camera moves such as zooms, pans, and tilts. The students will each write a short story that uses the aforementioned. **(Standard 2.0, Creative Expression)**

Students will draw slips of different colored papers, the film crews will be formed of students that have drawn similar colors. The crews will then choose a director, cinematographer, talent, and production assistant. The crew will the then choose who will be the first to produce their film. Each crew will produce four short, 60 seconds, films

with crewmembers rotating positions so that each student will produce a film. **(Standard 5.0, Connections, Relationships, Applications)**

Third Assignment: Numbers video: The assignment is intended to give the students experience in editing to music. The assignment is also intended to expose the student to the idea of a beginning, middle and end. The assignment will also give the student the opportunity to work with the camera and the editing program.

This is an individual assignment. The student will record numbers or any facsimile of a number. They are to record the numbers as a static, do a zoom, pan and a tilt on each number. The student will then choose music and use 90 seconds of the song and edit the numbers to the beat of the music.

Fourth Assignment: The music video: This is an assignment intended to give the student further experience in the art of editing and editing to music. The experience will also expose the student to use of music in films.

The student will rip scenes from sources such as movies, television or any other source to use for the video clip. Music will be provided for the student, this gives the students the experience of working with material that is not of their choosing which is what happens often in the business of cinema.

Fifth Assignment: 2nd Semester, The Basic Sequence: the purpose of the assignment is to familiarize the student with the technique of recording and editing the concept of the basic sequence. The student will work with a crew composed of students chosen at random. Each student will write a story and then turn that story into a script. They will then storyboard the script, plan out a shot plot, scout the location, shoot the story and edit the source material into a visual representation of their script. . The film will then be turned in for critique and discussion. **(Standard 5.0, Connections, Relationships, Applications)**

Sixth assignment: The cutting on the action film: The assignment is intended to give the student experience in the production of a film that demonstrates the technique of cutting on the action and clean exit and clean entrance.

The student will stay with the same crew of the previous assignment.

Each student will write a story, turn it into a script, storyboard the script, do a shot plot, then shoot and edit the source material into a visual representation of their script. The student will then submit the finished film for critique and discussion. **(Standard 5.0, Connections, Relationships, Applications)**

Seventh assignment: The final project: the student will continue with same crew from previous assignments.

Each student will write a story, then a script, storyboard of the script, shot plot, then shoot and edit the source material. The film with utilize all the techniques studied throughout the year. **(Standard 5.0, Connections, Relationships, Applications) (Standard 2.0, Creative Expression) (Standard 4.0, Aesthetic Valuing)**

This will be the final project of the year and will count for their final evaluation.

- **Film Essays:** there will be at least five films viewed throughout the year. The students will then write an essay discussing the film's place in film history as well as the significance of the film. The student will also discuss the various techniques used in the film as they relate to the material discussed in class. . **(Standard 3.0, Historical and cultural Context) (Standard 4.0, Aesthetic Valuing)**

MATERIALS OF INSTRUCTION:

Adobe Premiere Pro Classroom in a book by Adobe

Adobe Aftereffects 5.0 Classroom in a book by Adobe

Adobe Photoshop 7.0 Classroom in a book by Adobe

Textbooks:

The Bare Bones Camera Course for Film and Video

Flashback, a brief history of film

Supplemental textbooks:

Film Directing, Cinematic Motion, a workshop for staging scenes by Steven d. Katz 1992

Film Directing, Shot by Shot, visualizing from concept to screen by Steven d. Katz 1991

You stand there, Making Music Video, by David Kleiler & Robert Moses 1997

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title
Introduction to Filmmaking/Video Production

2. Transcript Title(s) / Abbreviation(s)
Intro Film/Vid Prod

3. Transcript Course Code(s) / Number(s)
VP6792 VP6793

4. School
Ernest Righetti High School

5. District
Santa Maria Joint Union High School District

6. City
Santa Maria, CA 93455

7. School / District Web Site
http://www.smjuhsd.k12.ca.us

8. School Course List Contact

Name: Jim Armstrong

Title/Position: Asst. Supt. Curric/Instruction

Phone: 922-4573 **Ext.:** 4211

E-mail: jarmstrong@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Language other than English
- ☒ Visual & Performing Arts
  - ☐ Intro ☐ Advanced
- ☐ College Prep Elective

10. Grade Level(s) for which this course is designed
9 10 11 12

11. Seeking "Honors" Distinction?
No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Is this an Internet-based course? No

If "Yes", who is the provider? ☐ UCCP ☐ PASS/Cyber High ☐ Other _____

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- ☐ A course reinstated after removal within 3 years. Year removed from list? _____
  - Same course title? ☐ Yes ☐ No
  - If no, previous course title? _____
- ☐ An identical course approved at another school in same district. Which school? _____
  - Same course title? ☐ Yes ☐ No
  - If no, course title at other school? _____
- ☐ Year-long VPA course replacing two approved successive semester courses in the same discipline
- ☐ Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- ☐ Approved UC College Prep (UCCP) Online course
- ☐ Approved CDE Agricultural Education course
- ☐ Approved P.A.S.S./Cyber High course
- ☐ Approved ROP/C course. Name of ROP/C? _____
- ☐ Approved A.V.I.D. course
- ☐ Approved C.A.R.T. course
- ☐ Approved Project Lead the Way course
- ☐ Other. Explain: _____

15. Is this course modeled after an UC-approved course from another school outside your district? No

If so, which school(s)? _____

Course title at other school _____

16. Pre-Requisites

None. Teacher approval.

17. Co-Requisites

18. Is this course a resubmission? Yes

If yes, date(s) of previous submission? February 2006

Title of previous submission? Introduction to Filmmaking/Video Production

19. Brief Course Description

The course is intended for the student that is interested in learning the process of Filmmaking/Video Production and wishes to continue his education in Filmmaking/Video Production in the Advanced Film class here and in college. The student will learn to use the computer as a tool in producing films. The student will learn the vocabulary of cinema and television which meets the Standards 1.0, Artistic Expression and 4.0, Aesthetic Valuing. The students will read, write and discuss film history, meeting Standard 3.0 Historical and Cultural Context. Students will create and present individual projects, meeting Standard 2.0, Creative Expression. Students will gain better understanding of the importance of graphics in advertising, animation and computer art, Standard 5.0, Connections, Relationships, and Applications. The student will learn to work with structure and lens design, Standard 2.0, Creative Expression. The student will develop potentials and realize true abilities through academic counseling with the teacher and other students, Standard 5.0, Connections, Relationships, Application. The student will be evaluated on his progress and enthusiasm through artistic perception, overall work and evaluation. The student's grade will be evaluated heavily by the essays, film scripts, and film/film projects and presentations that are due throughout the semester.

B. COURSE CONTENT

Please refer to instructions

20. Course Goals and/or Major Student Outcomes

21. Course Objectives

22. Course Outline

23. Texts & Supplemental Instructional Materials

24. Key Assignments

25. Instructional Methods and/or Strategies

26. Assessment Methods and/or Tools

C. HONORS COURSES ONLY

Please refer to instructions

27. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

28. Context for Course (optional)

29. History of Course Development (optional)

Course Description

Course Title:	Introduction to Filmmaking/Video Production 1A/1B
Transcript Title:	Filmmaking/Video production
Transcript Course Code:	VP6792 VP6793
School:	Ernest Righetti High School
District:	Santa Maria Joint Union High School
City:	Santa Maria, California
School Contact:	Steve Molina, Vice Principal
	Ph. 805-937-2051 ext. 2705
Subject Area:	Visual & Performing Arts
Grade Level:	9-12
Unit Value:	10 units – One year
Date of School Approval:	June 2001
Pre-requisites:	None/Teacher approval

Course Description:

The Introduction to Video Production/Filmmaking 1A/1B course is intended for the student who wishes to learn about the process of video production/filmmaking and learn about the history of Cinema.

This hands-on course will introduce the students to the computer and its use and relationship to cinema. It will emphasize the changes that have taken place in film and special effects throughout the years. Students will be taught the elements and principles of art and how to apply them to their film and video projects. Students will be able to critique their work with appropriate art vocabulary and sensory images. Students will be able discus their films with the appropriate cinematic terms and aesthetics. Students will work with Adobe Premiere, Adobe PhotoShop, Adobe Audition, a music/sound program, and Scriptwriting software as well as ACID Music programs. Students will produce Films and a Television news program from concept to viewing. Students will also learn to exchange files between the programs; create special effects, graphics; add audio tracks to video projects and create QuickTime movies. Students will learn the history of cinema and its relation to world events. Students that intend to go to college; this course will allow the students to succeed in several courses that require graphics, artistic skill and basic computer skills.

Student Outcomes:

- Students will be introduced to the vocabulary of cinema and television including genre, period, style mood and pacing. The student's appreciation of the cinema, television, art and aesthetic movements in drama and everyday life will broaden. Students will learn to make the connections between film and computer technology throughout the last 50 years and its importance to our history. This will be done through lecture, example such films and television programming and through textbooks**. (Standard 1.0, Artistic Expression and 4.0, Aesthetic Valuing)**
- Students will read, write, and discuss the history of the Cinema, its reflection of society and its impact on society and world culture. This will be done by viewing films directed/produced by the masters of Filmmaking such as DW Griffith, Charlie Chaplain, Orson Welles, Scorcese, Coppola, etc. **(Standard 3.0, Historical and cultural Context)**
- Students will learn elements of dramatic structure by analyzing plots and plot devices used in films, looking at linear and non-linear time lines, genres, etc. **(Standard 4.0, Aesthetic Valuing)**
- Students will create and present individual projects from what was learned by class critiques with an emphasis on artistic expression. This will be done through the use of various editing programs such as Adobe Premiere, PhotoShop, Aftereffects, etc. Through research and instruction, students will compare and contrast various designs, compositional, cinematic and art techniques and apply these in their own work. These will be comprised of Documentaries, Film autobiographies, and narrative films. **(Standard 2.0, Creative Expression)**
- Students will gain a better understanding of the importance of graphics in advertising, animation, and computer art. Students will learn to recognize and use the creative color palettes and toolbox in PhotoShop, Premiere, and AfterEffects**. (Standard 5.0, Connections, Relationships, Applications.)**

- Students will learn to work with structure and lens design. Gain knowledge on how to use a video camera with appropriate lighting, audio and camera viewpoints. Exchange information between various applications. Edit, view and save a created video project. Compile a video project into a movie. Add transitions between video clips in movie projects. Work with various filters that can be applied to video clips. Adding audio and being able to modify it in the movie projects. Creating artistic titles and credits in a movie project. Superimpose video clips in a video project. Add text and graphics into a video project and applying motion to them. Work with advanced editing techniques like virtual clips, trimming and multitracking. Create sound files using single and multiple tracks and learn to distinguish between various sound file formats. **(Standard 2.0, Creative Expression)**
- Students will develop potentials and realize true abilities through academic counseling both with the teacher and other students. Students will learn to utilize their time by working on organizational skills, through communication, teacher observation, and time management. Students will learn respect for themselves and for others around them by making them accountable for their own work. **(Standard 5.0, Connections, Relationships, Applications)**

STUDENT ASSESSMENT:

The student will be evaluated on his progress and enthusiasm through artistic perception, overall work and evaluation. The student's grade will be influenced heavily by the essays, film scripts, and video/film projects and presentations that are due throughout the course. Students will present assigned video taped projects, which require several techniques and tools that have been learned. Students, using appropriate artistic vocabulary must present their projects to the class. Students have quizzes and tests as well as oral exams that assess their knowledge of film history, film vocabulary, art vocabulary and computer technology. The teacher will assess students on "in" and "out of class" participation with daily observations.

COURSE CONTENT:

The course is designed to introduce the student to the use of the computer as a creative tool in the creation and presentation of graphic images. Through aesthetic values, such as composition, analysis and interpretation, students will learn to identify the elements and principles of art and sensory images in previous artwork, and films as their own creations. Students will learn the history of film and computer technology. Students will learn the importance of cast and crew, camera function and operation, the function of video recorder, camera structure, and the process of video editing. Students will learn design, composition and will produce film projects such commercials, documentaries, and narrative films. Several programs such as Adobe Photoshop, Illustrator, Premiere and After Effects will be introduced and used to create the computer projects. Projects will be critiqued and presented to assess student's knowledge and creativity in video production and filmmaking.

TEACHING STRATEGIES:

The teacher will act as a mentor and supervisor. Teacher will lecture, hand out quizzes and check daily to make sure students are on task and progressing satisfactorily. The teacher will show clips from the history of filmmaking and students will be assessed on the changes due to computers in film today. The student will work independently in the chosen area of study. Students must write evaluations to explain their process in the films/video projects they have produced; additionally they must explain what it represents and why it translates the appropriate feeling. The evaluation will explain their motives for producing the film or video project.

CLASS ASSIGNMENTS:

The assignments are intended to familiarize the student with the use of the camera as tool in storytelling. The student will also use software such as Adobe Premiere Pro, Adobe PhotoShop, Final Draft, and various other software as tools to tell a visual story. The assignments are also intended to give the student the experience of working within a group environment and to teach the student the importance of co-operation.

First assignment: Students will form groups of four and produce a written story using prompts supplied by the instructor, with each student contributing. Upon completion the group will then choose a spokesperson to read the story to the class.

Second assignment: The Twelve Shot Assignment. The purpose of the assignment is to familiarize the student will the basic angles, i.e. wide shot, full shot, and close up. The students will also learn the camera moves such as zooms, pans, and tilts. The students will each write a short story that uses the aforementioned.

Students will draw slips of different colored papers, the film crews will be formed of students that have drawn similar colors. The crews will then choose a director, cinematographer, talent, and production assistant. The crew will the then choose who will be the first to produce their film. Each crew will produce four short, 60 seconds, films with crewmembers rotating positions so that each student will produce a film.

Third Assignment: Numbers video: The assignment is intended to give the students experience in editing to music. The assignment is also intended to expose the student to the idea of a beginning, middle and end. The assignment will also give the student the opportunity to work with the camera and the editing program.

This is an individual assignment. The student will record numbers or any facsimile of a number. They are to record the numbers as a static, do a zoom, pan and a tilt on each number. The student will then choose music and use 90 seconds of the song and edit the numbers to the beat of the music.

Fourth Assignment: The music video: This is an assignment intended to give the student further experience in the art of editing and editing to music. The experience will also expose the student to use of music in films.

The student will rip scenes from sources such as movies, television or any other source to use for the video clip. Music will be provided for the student, this gives the students the experience of working with material that is not of their choosing which is what happens often in the business of cinema.

Fifth Assignment: 2nd Semester, The Basic Sequence: the purpose of the assignment is to familiarize the student with the technique of recording and editing the concept of the basic sequence. The student will work with a crew composed of students chosen at random. Each student will write a story and then turn that story into a script. They will then storyboard the script, plan out a shot plot, scout the location, shoot the story and edit the source material into a visual representation of their script. . The film will then be turned in for critique and
discussion.

Sixth assignment: The cutting on the action film: The assignment is intended to give the student experience in the production of a film that demonstrates the technique of cutting on the action and clean exit and clean entrance.

The student will stay with the same crew of the previous assignment.

Each student will write a story, turn it into a script, storyboard the script, do a shot plot, then shoot and edit the source material into a visual representation of their script. The student will then submit the finished film for critique and discussion.

Seventh assignment: The final project: the student will continue with same crew from previous assignments.

Each student will write a story, then a script, storyboard of the script, shot plot, then shoot and edit the source material. The film with utilize all the techniques studied throughout the year.

This will be the final project of the year and will count for their final evaluation.

Film Essays: there will be at least five films viewed throughout the year. The students will then write an essay discussing the film's place in film history as well as the significance of the film. The student will also discuss the various techniques used in the film as they relate to the material discussed in class.

MATERIALS OF INSTRUCTION:

Adobe Premiere Pro Classroom in a book by Adobe

Adobe Aftereffects 5.0 Classroom in a book by Adobe

Adobe Photoshop 7.0 Classroom in a book by Adobe

Textbooks:

The Bare Bones Camera Course for Film and Video

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Supplemental textbooks:

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Film Directing, Shot by Shot, visualizing from concept to screen by Steven d. Katz 1991

You stand there, Making Music Video, by David Kleiler & Robert Moses 1997

Introduction to Video/Film Production

Ernest Righetti High School, Santa Maria, California

Course Description

Course Overview:

This course is an introduction to the art of filmmaking. This course focuses on the necessary skills to provide the student with a perceptual bas leading to comprehension of visual artistic communications, creative expression, historical and cultural context; aesthetic valuing and connections, relations, and applications of the Motion Pictures arts. Students will learn the equipment, techniques, technology and potential application in other subject areas and in careers. The elements, techniques, and styles serve as a foundation for each unit covered. Selected historical or cultural contexts will be applied with attention to analysis, interpretation, and relationship to student work as well as appreciation of motion picture works from other cultures and times. This filmmaking course will meet the SMJUHSD VPA graduation requirements as well as the VPA requirements for admission at CSU system.

The course is meant to expose students to the art of filmmaking. It focuses on the necessary skills to provide the student with a perceptual base leading to comprehension of visual artistic communication, creative expression, historical and cultural context; aesthetic valuing and connections, relations, and applications of the Motion Picture arts. Students will learn the equipment, techniques, and styles serve as a foundation for each unit covered. Selected historical or cultural contexts will be applied with attention to analysis, interpretation, and relationship to student work as well as appreciation of motion picture works from other cultures and times.

Prerequisites:

None

Co-requisite:

None

Course content:

- Technical ability and improvement 10%
- Class participation 10%
- Group Project 60%
- Three Shooting Exercises: 10%
- Homework, Narrative creation, storyboarding, inspiration project, class presentations 10%

Course Outline

A. Non-fiction Filmmaking and Digital Video Production

Unit 1 Introduction-Course Overview

- Seminal Documentary Filmmakers

- The history of Documentary Films
- Discuss different methods in theory and practice

Unit II The art of capturing Reality, Who, What, Where, When

- Documentary Interview Techniques, styles and form

Unit III Media Literacy

- Learning how to decode media messaging, propaganda styles and marketing techniques
- Connotative vs. denotative meaning
- The responsibility of the filmmaker
- Civic engagement and the role of media in effecting social change
- Identifying market, ideals, cultures-pop, sub & counter

Unit IV Autobiographies

- The line between fiction and non-fiction
- Exploring the personal story as a form of inspiration
- Finding the universal meaning in the personal story

Unit V Listening & creating soundtracks

- Three modes & sounds Physical properties, casual, semantic & reduced
- The power of sound as an element in story-telling
- Creating a soundtrack, gathering Foley sound and composing original music

Unit VI Pre-Production procedures

- Treatments, script formats & formulas, storyboarding, shot list, shooting schedules, roles & responsibilities

Unit VII Post Production, software programs

- Adobe Premier Pro, Adobe Audition, Adobe Encore, Adobe Photo Shop, Final Draft
- Post-Production procedures – importing, editing, saving, rendering, exporting, etc.

Unit VII Production, use of hardware

- Cameras, computers, microphones, digital converters, cables, and eternal peripherals
- Techniques of production – camera shots, camera angles, lighting, sound, etc.

Unit IX fiction Storytelling

- Discuss creating a compelling story and the history of how stories shape culture and our value system
- Four categories of film and they intersect
- Discuss genres & formulas
- Story structure – plot, inciting incident, time/space continuum, story events, scene shifts/beats
- Inventing characters that resonate with an audience, characterization vs character revelation

- Story values – discuss morals, change and conflict as essential elements to creating an interesting and worthwhile movie
- Production value – working with a Rodriquez list i.e. working with what we have. Discuss using pooled resources to create compelling sets costumes and props

Unit X Acting for the camera

- Introduction to methods; Sense memory, act as if, physicality

Unit XI Visual language of storytelling through editing

- Rhythm and timing
- Transitions, cutaways, inserts, split screens
- Small group and private instruction
- Teacher student editing meetings
- Lectures, group, and individual camera/editing time
- Hands-on learning with camera's and editing
- Peer mentoring and critiques of individual projects and ideas
- Independent discovery in the film making process
- We create a safe environment for learning and experimentation
- As teaching mentors we aim to provide our students with hands-on experiences and guidance in developing our greatest gift – the imagination. Instructors facilitate the learning experience through visual aids, various creative workshops, and helping students explore their ability to create a world through the technical manipulation of images. We aim to inspire each student to become a critical thinker of the media they are present with and to learn to enjoy communicating through a visual medium. Ultimately, we will focus on providing new skills in communicating, group cooperation, improvisation, and problem solving skills.

Standard I Artistic Perception: Language and skills unique to a given art.

Motion Descriptor: Students discover how to watch and respond to motion picture media by looking at elemental parts used to create the final product. They learn the purpose, effect, and terms for different elemental tools in motion picture production.

Processing, analyzing, and responding to sensory information through the *Develop Perceptual Skills and develop motion picture vocabulary.*

1.1 Recognize, analyze, and discuss story elements of a sample motion picture such as character, plot, catalytic action, twists, and climax.
1.2 Recognize, analyze and discuss elemental methods used to illustrate the story such as the cinematography, camera work, pacing, sound, and soundtrack.
1.3 Research the mis-en-scene of a Director and ow his stylistic use of specific elements change the mood of a film.
1.4 Research different directors who use similar methods to obtain different results.

Standard II Creative Expression:

Motion Picture Descriptor: The students develop the technical skills and knowledge to realize their potential in filmmaking. With these tools they bring an original story to life effectively using every element to creatively and artistically illustrate the story.

Creating, performing, and participating in a given art.

Expression, Story Development and Creative use of the Medium.

2.1Develop a coherent story and script with a catalytic action, climax and resolution.

2.2 Design a storyboard or shot list that uses shots appropriate to the desired tone of each scene.

Skills, Process, Scheduling, and Equipment Control.

2.3 Plan and organize logistics of shooting each scene including, location, character, props, costumes, etc.

2.4 Creatively and efficiently use the camera, lighting, locations, costumes, props and other elements to soot the raw footage.

2.5 Edit together footage, apply sound effects and a sound track so that the final product clearly communicates to the audience all of the subtle aspects of the story.

Sample Evidence of meeting standards:

- Culminating Narrative Film project applies to 2.1,-2.5
- The seminal style project applies to 2.2-2.4
- The editing projects applies to 2.5

Standard III Historical and cultural context: Dimensions of a given art.

Motion Picture descriptor: The students look into the role the motion picture has played in our culture since its invention and the ways in which it has evolved into the present da. They also look at the shapes and styles it has taken in different cultures around the world today.

Understanding historical contributions and cultural.

Themes Form, and Effects of Motion Pictures Throughout History

3.1 Examine the stories behind and the significance of the same of the first films ever made, by the Lumiere Brothers.

3.2 Identify the different forms motion pictures have taken throughout history and how they have each affected the culture of the times.

3.4 Look at the film styles of Europe, Latin America, India, and East Asia noting style and subject matter differences form culture to culture.

Sample evidence of meeting standard:

- Students will do presentations on key historical players or in film history and the effect they had on the society of the time. Applies to 3.2

- Students will make their own short films in the same style of the Lumiere brothers. Applies to 3.1
- Students will watch, analyze, and compare and contrast different motion pictures form American modern culture to films of the past. Applies to 3.2, 3.3
- Students will watch, analyze and discuss the styles and themes of Motion Pictures of other cultures. Applies to 3.4
- The class will examine the presence of motion picture media in today's culture specifically noting its use for advertising. Applies to 3.3

Standard IV Aesthetic Valuing: of a given art form.

Motion Picture descriptor: Students critically and analytically watch a motion picture, including their own, and asses it relevancy, meaning, and the effectiveness of the piece.

Responding to analyzing, and making critical assessments about works.

Derive meaning and relevancy

1.1 Watch a motion picture and assess a meaning and relevancy based on personal experience.
1.2 Examine and articulate how the meaning and relevancy might change considering the personal experience and socio-economic status of the filmmaker at the time of production.
1.3 Compare how historical films were received originally to how they are today, noting how current events, values, and modern culture effect point of view.

Judge Effectiveness and Artistic Merit.

1.4 Judge a motion picture by looking at the elements used and articulate effectiveness using the vocabulary learned in class.
1.5 Watch their own films and make the same judgments.

Sample evidence of meeting standards:

- Students will at their own films with the instructor, scrutinize every element, and judge their effectiveness within the context of the scene and within the works as a whole. They will also consider the meaning relevancy their work has, and consider interpretations other viewers might have. Applies to 1.2, 1.3, 1.5
- Student swill critically analyze films and TV episodes deriving meaning from the work and judging its effectiveness in according to its use of motion picture elements. Applies to 1.1, 1.4.
- The class will watch classic films and compare the meaning, relevancy they personally derive and compare it to the significance it original held. Applies to 1.3.

Standard V Connections, Relationships, and Applications: Learned in a given art for to learning in other art forms, subject areas and careers.

Motion Picture Descriptor Students develop a variety of skills such as communicating with peers and with the pubic, time and resource management, storytelling, group cooperation, task delegation, and creative problem solving. They also gain an insight into how to create a project with a third party audience in mind.

Connecting and applying what is.

Applications and Life Skills.

5.1 Collaborate in a creative and logistically complicated group endeavor.

5.2 Communicate their ideas clearly and with sensitivity to other members of their group.

5.3 communicate professionally and politely with the public.

5.4 Objectively distance themselves from their work, in order to look at it as an audience might.

Career Related Applications.

5.5 Pitch an original short film to the class.

5.6 Design an advertising campaign for a school event or club.

5.7 Demonstrate an understanding of the duties of each job on a set.

Sample evidence of meeting standards:

- Students will successfully collaborate with a group of their peers to co-create a narrative film that incorporates both storytelling and filming techniques. Applies to 5.1, 5.5, 5.7.
- Students will need to communicate and cooperate with people when filming in a public space. Applies 5.3.
  Students will present a three commercial advertising campaign that includes storyboards and treatments. Applies to 5.6.

- Seminal Style Video: Students choose from the styles of various directors and use similar language and sensory elements to produce a sort experimental video. Students choose their own topic based on their interest. (1.4, 1.5, 1.6, 2.3, 2.5)
- Documentary Interviews: This video requires in camera edit with timely B-Roll and scripted Voiceover. Students learn how to develop questions, listen actively and respond to interviewees in a manner that makes them comfortable and speak openly and honestly. They learn to use setting and other props to present a coherent story. (2.3, 2.6)
- Adbuster Commercials: Students produce an advertisement that challenges societal norms, popular culture, and media, dissecting the market and its ideals. Student watch films that use convincing and persuasive language, and then apply that vocabulary to their own commercial. (1.3, 2.3, 2.6, 3.1, 4.1, 4.4)
- Propaganda Video: Based on models from historical examples of propaganda including speeches from current politicians and historical figures (aka Communist leaders, Hitler), advertisements and short films, etc. students produce a video that addresses a social issue, incorporating at least two rhetorical devices commonly used to promote propaganda. (2.3, 2.6, 4.1, 4.4)
- Public Service Announcement: Students choose a topic they believe the public needs to be informed and educated. They research the information that they need to communicate, as well

as develop strategies for communicating that information effectively. They integrate the information and strategy in a two minute PSA. (2.6, 4.1, 4.4)

- Autobiography: Students produce a one-minute video that tells their personal story in a compelling way. Through extensive peer editing, the videos focus on the most inspiring points in students' lives, and highlight themes that may be applicable to their peers. (2.3, 4.1, 4.4)
- Hollywood Formula: Students learn to identify which common Hollywood "formulas" are used in a variety of films. They critically analyze why those formulas are so effective. Based on their analysis, they produce a one-minute video that mocks but also leverages those techniques. (3.3, 4.1, 4.2, 4.5)
- Character Vide: Students produce a short video that reveals a character's true nature. They will use techniques to uncover the character's objective, motivation, and desire, such that the audience feels they understand who the character really is. (2.3)
- Story Value Video: Students create s short video in which there is an obvious conflict caused by a significant change. They will explore the morals and values that are the heart of the conflict, use these to create a compelling story.
- Acting Skill Development: Students form small groups and read through example scripts, block and stage each one, and then rehearse. Groups perform for the whole class, and use peer feedback as means of developing acting skills (4.2)
- Video Editing: Students se stock/lesson footage to create a short montage that conveys a particular emotion and is set to music. (4.2, 3.3, 1.5)
- Time/Space Continuum: students produce a video that requires moving back and forth in time to properly tell a story or set context for the story. They use transitions, cutaways, inserts, split screens, and flashbacks to create suspense, and challenge assumptions. (2.2)
- Narrative Film: This is the culminating assignment which incorporates all theory and practice learned throughout the course. Students may choose a true story that they want to tell or create their own fictional script. They will integrate both storytelling techniques as well as filming techniques to fully convey the mood, characters, and themes of the film. (2.2)
- Short Documentary: Using the elements of a good story and visual media techniques, students will use a storyboard to plan and produce a short documentary (no longer than 5 minutes). Students collaborate as a group to develop a documentary that is important and engage to each of them, and to which they contribute equitably. (2.6, 4.1, 4.2. 4.3)

Course Materials

Supplement Materials A: Handouts

- Documentary Interviewing Techniques
- Media Literacy Worksheet & Terms
- Propaganda Methods
- Seminal Styles of Documentary Filmmaking
- Cinema Verite & Direct Cinema – Things to Know
- What is listening?
- Story Structure – Key Elements

- The Physical Properties of Sound
- Adobe Premier Pro Handbook
- Example Treatments, Scripts & Storyboards

B. Screenings & Films

- The Art of Capturing Reality – HBO
- Lumiere Brothers – Collected Works
- Kino Pravda & Man with a Movie Camera – Dziga Vertov
- Nanook of the North – Flaherty
- Triumph of the Will – Leni Riefenstahl
- Monterey Pop Festival Documentary
- Propaganda Examples
- Collection of Short Public Service Announcements
- Emmy Award Winning Commercials
- Montage of Great Movie Moments
- Academy Award Winning Movie Trailer – spoof on Hollywood Formulas
- Clips from Avatar, Terminator, Little Shop of Horrors
- Sunset Boulevard
- Montage of Characters Revealing their True Nature

Course Title

Introduction to Art A

Description of Target Group

9-12
Length of Course: 1 semester (fall)-5 units

Purpose

Designed as a hands-on course for the fall semester, which would allow students to explore the fundamentals of drawing and design, with an emphasis on art appreciation and art history of various cultures. Students will be expected to learn the process of oral and written communication and refine their skills. Students will utilize all current technology to access information pertaining to all areas within the course.

Prerequisites**:** None

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate:

1. Knowledge of elements and principles of drawing and design
2. Understand and apply basic drawing and design techniques and processes
3. Choose and evaluate a range of subject matter, symbols, ideas as it applies to individual work
4. Understand visual arts in relation to history and culture
5. Evaluate individual work and works of others
6. Understand how the visual arts connect to other disciplines
7. Cooperative learning in small group settings on projects

Methods of Assessment of Student Learning

1. The completion of all assigned work.
2. The organization and presentation to class of a portfolio of assignments for each grading period.
4. Students will select and present two pieces of work for scheduled art showings: school and community.
5. Oral and written quizzes from the Scholastic Art magazine and other sources.
6. Oral and written critiques of work, in progress and final evaluation.

Instructional Materials

To be assigned according to individual project. This would include such materials as pencils, erasers, colored pencils, paints, paper, glue, Scholastic Arts Magazine, art videos, access to the internet for art research and reports, portfolio, articles, and class art videos and other visual art materials.

Refer to: Secondary Adopted texts and approved supplementary books used in the Santa Maria Joint Union High School District.

Activities

Understanding the process of visualization
Learning to "see" and interpret visually what is seen and what is known

- Sight drawing
- Creating composition

Understanding Basic shape, form, volume

- Successfully create the 2 and 3 dimensional basic shapes in a variety of technique, with a variety of mediums

Learning about color

- Primary, secondary, tertiary knowledge
- Complementary, analogous, etc.
- Hue, value, saturation of color

Shading in various techniques and mediums:

- Smooth value, line, stipple, hatching, crosshatching, high contrast, texture
- Pencil, charcoal, colored pencil, pen, ink wash, pastel, watercolor

Proportion, depth, and scale and point of view

- Sight measurement, enlargement with projection and also traditional grid
- Perspective 1, 2, 3 point
- Proportions pertaining to human figure

Understanding the elements of design

- Series of assignments
  - structure
  - pattern
  - progression
  - color theory
  - dominance

Introduction to Art A

Understanding the process of sketching

- Combining basic shapes to create objects
- Stick figures, gesture drawings
- Animals
- Cartooning
- Landscape
- Architecture

Exploring the medium of collage

Exploring 3 dimensional art forms

- Hands on sculpture project

All major sections would have a strong art history, art appreciation unit in conjunction with actual hands on projects.

Type of course adoption requested: Required for graduation

Major purpose for adding this course to curriculum: To meet the state criteria for standards articulation and to also meet the fall semester of the A - G University of California requirements and the California State University freshmen entrance requirements in conjunction with Intro to Art B.

Course Title

Introduction to Art B

Description of Target Group

9-12
Length of Course: 1 semester (spring)-5 units

Purpose

Designed as a hands-on course for the spring semester which would allow students to continue to explore the fundamentals of drawing and design, with an emphasis on art appreciation and art history of various cultures. Students will be expected to learn the process of oral and written communication and refine their skills. Students will utilize all current technology to access information pertaining to all areas within the course.

Prerequisites**:** None

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate:

1. Knowledge of elements and principles of drawing and design
2. Understand and apply basic drawing and design techniques and processes
3. Choose and evaluate a range of subject matter, symbols, ideas as it applies to individual work
4. Understand visual arts in relation to history and culture
5. Evaluate individual work and works of others
6. Understand how the visual arts connect to other disciplines
7. Cooperative learning in small group settings on projects

Methods of Assessment of Student Learning

1. The completion of all assigned work.
2. The organization and presentation to class of a portfolio of assignments for each grading period.
3. Students will select and present two pieces of work for scheduled art showings: school and community.
4. Oral and written quizzes from the Scholastic Art magazine and other sources.
3. Oral and written critiques of work, in progress and final evaluation.

Introduction to Art B (continued)

Instructional Materials

To be assigned according to individual project. This would include such materials as pencils, erasers, colored pencils, paints, paper, glue, Scholastic Arts Magazine, art videos, access to the internet for art research and reports, portfolio, articles, and class art videos and other visual art materials.

Refer to: Secondary Adopted texts and approved supplementary books used in the Santa Maria Joint Union High School District.

Activities

Understanding the process of visualization
Learning to "see" and intrepret visually what is seen and what is known
- Sight drawing
- Creating composition

Understanding Basic shape, form, volume
- Successfully create the 2 and 3 dimensional basic shapes in a variety of technique, with a variety of mediums

Learning about color
- Primary, secondary, tertiary knowledge
- Complementary, analogous, etc.
- Hue, value, saturation of color

Shading in various techniques and mediums:
- Smooth value, line, stipple, hatching, crosshatching, high contrast, texture
- Pencil, charcoal, colored pencil, pen, ink wash, pastel, watercolor

Proportion, depth, and scale and point of view
- Sight measurement, enlargement with projection and also traditional grid
- Perspective
  - 1, 2, 3 point
- Proportions pertaining to human figure

Understanding the elements of design
- Series of assignments
  - structure
  - pattern
  - progression
  - color theory
  - dominance

Introduction to Art B (continued)

Understanding the process of sketching

- Combining basic shapes to create objects
- Stick figures, gesture drawings
- Animals
- Cartooning
- Landscape
- Architecture

Exploring the medium of collage

Exploring 3 dimensional art forms

- Hands on sculpture project

All major sections would have a strong art history, art appreciation unit in conjunction with actual hands on projects.

Type of course adoption requested: Required for graduation

Major purpose for adding this course to curriculum: To meet the state criteria for standards articulation and to also meet the spring semester of the A - G University of California requirements and the California State University freshmen entrance requirements in conjunction with Intro to Art A.

Course Title

Jazz Choir A (Vocal Ensemble)

Description of Target Group

This 5-unit course is designed for students of the 10th through 12th grade level with advanced musical background and/or training and exceptional vocal talent. Students will be responsible for covering any fees necessary for their individual concert attire.

Purpose

The first semester of a one-year course. It is proposed that this advanced level performance group fits the F-G requirements for UC and CSU Freshmen eligibility. Course will be based upon creative expression and will include the historical and cultural context of jazz as a unique American genre with roots in African and European musical heritage. Aesthetic valuing will occur through festival competition performances. Students receive adjudicator ratings and consider, watch, and listen to performances by other student choirs, as well as by professional jazz groups.

The student will develop a knowledge and appreciation of vocal jazz as a unique musical genre. The student will continue to develop his/her existing musical talent within this challenging genre. The student will expand his/her awareness of the world of jazz performance, which demands exceptional talent, musical creativity and innovation, and a high level of musicianship. The course will provide a challenging and stimulating outlet for the outstanding vocal students. The course will feature public performances and festival competitions.

The addition of this course will expand the current music program. This ensemble of advanced vocal students can inspire less musically experienced or skilled students to participate in other school choral groups as well as to aspire to be part of this jazz choir.

Prerequisites: Students must audition to be a part of this ensemble and have instructor's consent to enroll. It is highly desirable that students have at least one semester of previous experience in a choral performance group.

Standards of Expected Student Achievement

Upon completion of this course, students will be successful in their demonstration of the following skills:

1. Demonstrate effective vocal technique (posture, tone, diction, breath control, balance, blend of voices) through singing of jazz arrangements.
2. Demonstrate the ability to sight sing and to read rhythmic notation (including syncopation) and to follow vocal music scores with comprehension of notation, terminology, various musical symbols, and other indications.
3. Demonstrate ability to improvise and scat sing on a given section of a song.
4. Demonstrate an appreciation and (developed) knowledge of various jazz styles.

5. Recognize important jazz musicians (vocal and instrumental) who have made significant contributions to the genre (i.e. John Coltrane, Ella Fitzgerald, etc.)
6. Memorize most materials to be performed.
7. Demonstrate a high level of responsibility and dependability in meeting rehearsal and performance requirements and in caring for music equipment, materials and performance attire.
8. Demonstrate poise and self-confidence and appropriate stage presence through participation in performances.
9. Demonstrate knowledge of microphone technique and basic running of vocal sound system.
10. Demonstrate good citizenship by serving the community through public performance.

Methods of Assessment of Student Learning

1. Students will perform jazz style vocal music in several parts with correct rhythm, pitch, blend, and vocal style.
2. Each student will perform individually demonstrating vocal improvisation and scat-singing skills.
3. Students will be videotaped and write as well as discuss assessment of their own performance.
4. Students will listen to professional jazz recordings and respond with observations in writing as well as orally.
5. Students will clap and count notated rhythms.
6. Students will sight sing given vocal lines.
7. Students will watch videos on particular jazz artists and/or styles and respond in writing by taking notes, completing worksheets, and writing paragraphs.
8. Students will be adjudicated in jazz festival competitions by professional jazz artists and educators.
9. Students will be tested on music fundamentals and knowledge of basic jazz harmonies.
10. Students will use microphones in rehearsal and performance, adjusting volume as they hear themselves on a monitor.

Instructional Materials

Text and Supplementary Materials

Includes: Jamey Aebersold improvisation accompaniments. Music from UNC Jazz Press and A Cappella Catalog and Jazz Times Magazine

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Possible use of video "Bird" ("R" rated)

Activities

1. Rehearsals in preparation for performances include vocal jazz warm-ups, learning of music with piano accompaniment, practice of individual vocal lines and part-singing.
2. Listening to examples of jazz styles by professional jazz artists
3. Instruction and practice in reading and performing syncopated rhythms
4. Instruction and practice in vocal improvisation and scat-singing
5. Instruction and practice in ear-training, with emphasis on jazz chords
6. Instruction and practice in microphone techniques and use of sound system
7. Participation in public performances and festival competitions and clinics
8. Attendance at jazz performances and workshops
9. Writing responses to listening examples and other information given
10. Watching videos covering jazz artists and styles
11. Reading materials, discussing jazz styles and artists and other musically relevant information
12. Instruction in and use of musical and jazz terminology

Course Title

Jazz Choir B (Vocal Ensemble)

Description of Target Group

This 5-unit course is designed for students of the 10th through 12th grade level with advanced musical background and/or training and exceptional vocal talent. Students will be responsible for covering any fees necessary for their individual concert attire.

Purpose

This is the second semester of a one-year course. It is proposed that this advanced level performance group fits the F-G requirements for UC and CSU Freshmen eligibility. Course will be based upon creative expression and will include the historical and cultural context of jazz as a unique American genre with roots in African and European musical heritage. Aesthetic valuing will occur through festival competition performances, as students receive adjudicator ratings and consider, watch, and listen to performances by other student choirs, as well as by professional jazz groups.

The student will develop a knowledge and appreciation of vocal jazz as a unique musical genre. The student will continue to develop his/her existing musical talent within this challenging genre. The student will expand his/her awareness of the world of jazz performance, which demands exceptional talent, musical creativity and innovation, and a high level of musicianship. The course will provide a challenging and stimulating outlet for the outstanding vocal students. The course will feature public performances
and festival competitions.

The addition of this course will expand the current music program. This ensemble of advanced vocal students can inspire less musically experienced or skilled students to participate in other school choral groups as well as to aspire to be part of this jazz choir.

Prerequisites: JAZZ CHOIR A or audition and instructor's consent.

Standards of Expected Student Achievement

Upon completion of this course, students will be successful in their demonstration of the following skills:

1. Demonstrate effective vocal technique (posture, tone, diction, breath control, balance, blend of voices) through singing of jazz arrangements.
2. Demonstrate the ability to sightsing and to read rhythmic notation (including syncopation) and to follow vocal music scores with comprehension of notation, terminology and various musical symbols and other indications.
3. Demonstrate ability to improvise and scat sing on a given section of a song.
4. Demonstrate an appreciation and (developed) knowledge of various jazz styles.
5. Recognize important jazz musicians (vocal and instrumental) who have made significant contributions to the genre (ie. John Coltrane, Ella Fitzgerald, etc.)

Jazz Choir B (continued)

6. Memorize most materials to be performed.
7. Demonstrate poise and self-confidence and appropriate stage presence through participation in performances.
8. Demonstrate a high level of responsibility and dependability in meeting rehearsal and performance requirements and in caring for music equipment, materials and performance attire.
9. Demonstrate knowledge of microphone technique and basic running of vocal sound system.
10. Demonstrate good citizenship by serving the community through public performance.

Methods of Assessment of Student Learning

1. Students will perform jazz style vocal music in several parts with correct rhythm, pitch, blend, and vocal style.
2. Each student will perform individually demonstrating vocal improvisation and scat-singing skills.
3. Students will be videotaped and write as well as discuss assessment of their own performance.
4. Students will listen to professional jazz recordings and respond with observations in writing as well as orally.
5. Students will clap and count notated rhythms.
6. Students will sightsing given vocal lines.
7. Students will watch videos on particular jazz artists and/or styles and respond in writing by taking notes, completing worksheets, and writing paragraphs.
8. Students will be adjudicated in jazz festival competitions by professional jazz artists and educators.
9. Students will be tested on music fundamentals and knowledge of basic jazz harmonies.
10. Students will use microphones in rehearsal and performance, adjusting volume as they hear themselves on a monitor.

Instructional Materials

Text and Supplementary Materials

Includes:

Jamey Aebersold improvisation accompaniments

Music from UNC Jazz Press and A Cappella Catalog and Jazz Times Magazine

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Possible use of video "Bird" ("R" rated)

Activities

1. Rehearsals in preparation for performances include vocal jazz warm-ups, learning of music with piano accompaniment, practice of individual vocal lines and part-singing
2. Listening to examples of jazz styles by professional jazz artists
3. Instruction and practice in reading and performing syncopated rhythms
4. Instruction and practice in vocal improvisation and scat-singing
5. Instruction and practice in ear-training, with emphasis on jazz chords
6. Instruction and practice in microphone techniques and use of sound system
7. Participation in public performances and festival competitions and clinics
8. Attendance at jazz performances and workshops
9. Writing responses to listening examples and other information given
10. Watching videos covering jazz artists and styles
11. Reading materials discussing jazz styles and artists and other musically relevant information
12. Instruction in and use of musical and jazz terminology.

Course Description

A. COVER PAGE

1. Course Title
Jazz Ensemble A/B

2. Transcript Title / Abbreviation
Jazz Ensemble A/B

3. Transcript Course Code / Number
VP 6550 / VP 6551

4. School
Ernest Righetti High School/Pioneer Valley

5. District
Santa Maria Joint Union High School District

6. City
Santa Maria, California

7. School / District Web Site
http://smjuhsd.k12.ca.us/

8. School Contact

Name: Ted Zalkind

Title/Position: Band Director

Phone: 805 937-2051 **Ext.:** 2331

Fax: 925-833-3322

E-mail: tzalkind@smjuhsd.org

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Language other than English
- ☒ Visual & Performing Arts (for 2003)
- ☐ College Prep Elective

10. Grade Level(s)
9-12

11. Seeking "Honors" Distinction?
☐ Yes ☒ No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☒ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

13. Date of School Board Approval
Spring 1979

14. Was this course previously approved by UC? ☐ Yes ☒ No If so, year removed from list? _____
Under what course title? _____

15. Is this course modeled after an UC-approved course from another school? ☐ Yes ☒ No
If so, which school(s)? _____

16. Pre-Requisites
Audition and Teacher recommendation

17. Co-Requisites
Concurrent enrollment in Advanced Band preferred but not required.

18. Brief Course Description
Jazz Ensemble is for the most advanced instrumental musicians. The Jazz Ensemble performs intermediate to advanced level literature from various selected eras of musical histories including ragtime, Dixieland, swing, big band, boogie-woogie, Latin jazz, modern jazz and rock. In addition to the techniques of rehearsal and performance, the students learn the theory and history of the music performed. The director schedules required performances. The course may be repeated for additional credit.

COURSE TITLE: Jazz Ensemble A/B

LENGTH OF COURSE: One year (10 credits)

GRADE LEVEL: 9 - 12

PREREQUISITES: Audition and Teacher recommendation. Concurrent enrollment in Advanced Band is preferred but not required.

TEXTBOOK: None

SUPPLEMENTARY MATERIALS: None

INSTRUCTIONAL MATERIALS: A wide variety of Jazz sheet music and method books. Recordings of a wide variety of Jazz performances

COURSE DESCRIPTION

Jazz Ensemble is for the most advanced instrumental musicians. The Jazz Ensemble performs intermediate to advanced level literature from various selected eras of musical histories including ragtime, Dixieland, swing, big band, boogie-woogie, Latin jazz, modern jazz and rock. In addition to the techniques of rehearsal and performance, the students learn the theory and history of the music performed. The director schedules required performances. The course may be repeated for additional credit.

UNIT SEQUENCE

Unit I - Technical Mechanics of Sound production and Related Music Theory

A. Sound
    1. Sound generation of instruments and related physics
    2. Sound modifications of advanced level
B. Musical Elements
    1. Pitch
    2. Rhythm
    3. Harmony
    4. Form
    5. Texture
    6. Tempo and dynamics
    7. Timber

C. Notation symbols
    1. Reading and writing, transposition, multi-part
D. Creating
    1. Improvisations, composing
E. Listening
    1. Compare, contrast, analyze

Unit II - Historical and Multi Cultural: Social and historical influences of selected music

A. Multicultural musical contributions
    1. Analyzing distinctive cultural musical idioms
B. Personal heritage
    1. Comparing individual heritages in music

Unit III - Performance

A. Selection of music
B. Rehearsal techniques
    1. Set-up
    2. Warm-up
    3. Interpret and perform
    4. Closure - clean up
C. Evaluation of performance
    1. Analyze and rationalize group performance
    2. Self analyzation of performances

METHODS OF EVALUATION

1. Written and playing tests
2. Audio portfolio
3. Required practices and performances
4. Recording and video observations of performances and practices
5. Observation of instructor

Standard I - Artistic Perception: Processing, analyzing and responding to sensory information through the language and skills unique to arts.

Music Descriptor: Students listen to, analyze and describe music using music terminology. They read and notate music.

9-12 Benchmarks

9-12.1 The student demonstrates an understanding of music by analyzing and interpreting specific musical works using the vocabulary of music.

9-12.2 The students will read jazz band sheet music and describe how the elements of music and the standard notation symbols are used.

Bench-mark	The student will be able to:	Sample tasks providing some evidence of meeting standards:
1	Demonstrate an understanding of music by analyzing and interpreting specific musical works using the vocabulary of music.	Students analyze standard musical elements of pieces they are performing using very basic music terminology.
1	Comprehend and relate human factors in jazz literature.	Students describe and analyze the emotional nuances and feeling of the music they are performing.
1	Compare and contrast music using historical and geographic descriptors.	Each student will analyze the musical elements of the music they are performing in a basic cultural context.
2	Read jazz sheet music and describe how the elements of music and the standard notation symbols are used.	Each student will demonstrate the ability to read his own jazz sheet music and describe how all the musical elements are used, as well as interrelate to other parts.

Standard II - Creative Expression: Creating, performing, and participating in the arts.

Music Descriptor: Students develop performance skills in order to perform a varied repertoire. They compose and arrange music and improvise melodies and variations.

9-12 Benchmarks

9-12.1 The student performs with expression and technical accuracy, a varied repertoire of jazz literature, including music performed from memory.

9-12.2 the student composes and arranges music for instrumentalists.

9-12.3 The student demonstrates an understanding of the forms and elements of music used to express ideas, feelings, and interpretations of the musician/performer and composer/arranger.

Bench-mark	**The student will be able to:**	**Sample tasks providing some evidence of meeting standards:**
1	Perform with expression and technical accuracy, a varied repertoire of jazz literature, including music performed from memory.	Students demonstrate instrumental skills and perform music graded within their ability.
1	Perform small jazz combo music.	Students perform simple solos or in small ensembles.
1	Understand scales, harmonization, and ornamentation relative to jazz performance.	Students improvise melodies to all levels of music.
2	Compose and arrange music instruments.	Students compose melodies and harmonies for their instrumental jazz parts.
2	Demonstrate compositional idioms through performance.	Students will improvise various style changes to written music.
3	Demonstrate an understanding of the forms and elements of music used to express ideas, feelings, and interpretations of the musician/performer and composer/arranger.	Each student will be able to demonstrate simple unwritten musical nuance and expression on melody and harmony lines of written music.

Standard III - Historical and Cultural Context: Understanding historical and cultural dimensions of the arts.

Music Descriptor: Students develop knowledge and skills necessary to understand and perform jazz music from all parts of the world. They investigate the relationship of music to history and culture.

9-12 Benchmarks

9-12.1 The students compares and contrasts examples of music and singing styles from a variety of cultures, times and places.

9-12.2 The students understand that music reflects, plays a role in, and influences culture.

Bench-mark	The student will be able to:	Sample tasks providing some evidence of meeting standards:
1	Compare and contrast examples of music and jazz styles from a variety of cultures, times, and places.	Students play with expression and technical accuracy a varied repertoire of jazz literature from diverse cultures, times, or places.
2	Understand that music and musicians reflect, play a role in, and influence culture.	Students will perform “landmarks” of jazz literature, in their original form and original level of difficulty, that had a significant impact on the history and culture of that particular era.

Standard IV - Aesthetic Valuing: Responding to, analyzing and making judgments about works in the arts.

Music Descriptor: Students describe, analyze, interpret, and derive meaning from musical works. They develop criteria, then make critical judgments about and determine the quality of musical experiences and performances based on elements and principles of music.

9-12 Benchmarks

9-12.1 The student evaluates a performance, composition, or arrangement by comparing it to exemplary models, using criteria developed prior to the experience.

9-12.2 The student develops specific criteria for making informed, critical judgments about the quality and effectiveness of performances, compositions, arrangements, and improvisations.

9-12.3 The student musician compares formal classical criteria for evaluation with the criteria he/she developed for the evaluation of a variety of musical works.

Bench-mark	**The student will be able to:**	**Sample tasks providing some evidence of meeting standards:**
1	Evaluate a performance, composition, or arrangement by comparing it to exemplary models, using criteria developed prior to the experience.	Students compare a recording of a judged performance by their ensemble to a recording of a professional ensemble performing the same work.
2	Develop specific criteria for making informed, critical judgments about the quality and effectiveness of performances, compositions, arrangements, and improvisations.	Students write a criterion for evaluating the music they or other groups are performing.
3	Compare formal classical criteria for evaluation with the criteria he/she developed for the evaluation of a variety of musical works.	Students compare their performances using their criteria to those evaluations done by musical professionals.

Standard V - Connections, Relations, Applications: Connecting and applying what is learned in each art form to learning in other art forms, subject areas, and careers.

Music Descriptor: Students apply what is learned in music to learning in other subject areas. They develop competencies in problem solving, communications skills, working with others, and management of the time and resources, all of which contribute to lifelong learning and career skills.

9-12 Benchmarks

9-12.1 Students will study the commonalties in all areas of the arts; Artistic Perception, Creative Expression, Historical and Cultural Context and Aesthetic Valuing.

9-12.2 Students study foreign languages as they learn musical terms in French, German and Italian.

9-12.3 Students will practice mathematics as they study rhythms, counting phrases, time signatures and meters.

9-12.4 Students will study Physics as they learn about sound produce, sound waves and intonation.

9-12.5 Students will study History and Social Studies as they explore not only the history of the composer but also how music reflexes the cultural and social atmosphere of the time in which it was composed.

9-12.6 Students will study Anatomy as they learn proper body alignment for posture as well as muscular support needed for proper tone production.

9-12.7 Students research traditional and emerging career opportunities in music.

Bench-mark	**The student will be able to:**	**Sample tasks providing some evidence of meeting standards:**
1	Explain ways in which the principles and subject matter of various disciplines are interrelated with those of music.	Students learn leadership skills using the motivation skill, practice habits, work ethics, and responsibility factors they have learned through music.
2	Research traditional and emerging career opportunities in music.	Students investigate and prepare the necessary performance requirements for an audition for a musical, opera, or like professional jazz performance group.

Course Title

Madrigals (Vocal Ensemble)

Description of Target Group

This course is designed for students of the 10th through 12th grade levels. The number of students is limited and selection of students is made by audition.

Purpose

This course is designed for students with advanced music training and exceptional talent. The course will provide further musical outlets for the outstanding vocal students. It will provide the opportunity for frequent performance.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Develop vocal technique (posture, tone, diction, breath control, balance, and blend of voices), sight reading and ensemble through songs.
2. Develop a spirit of teamwork and cooperation through singing together.
3. Develop skills necessary for the continued enjoyment and participation in a profitable leisure time activity.
4. Follow a vocal music score, understand and use basic music fundamentals of notation, vocabulary, terminology, and symbols.
5. Demonstrate an understanding of rhythm, harmonic and melodic movement.
6. Memorize most materials to be programmed.
7. Demonstrate poise and self-confidence by participation in performance.
8. Demonstrate the qualities of good citizenship and responsibility in the care of music materials, equipment and costume.
9. Develop a basic understanding and appreciation for various forms and styles of quality choral music.
10. Develop citizenship by service to the community through public performance.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

The student will prepare for and present various school programs, festivals, and vocal competitions, and local, concerts and programs.

A-G Courses Manager

Reference List
2023-24

Magazine Journalism, Editing, and Design

Santa Maria Joint Union High School District

New Course Approved

Jul 15, 2016
Irma Martinez

asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	Local Course Code(s)
rnest Righetti High School (053303)	Classroom Based	MagJournedesgnA MagJournedesgnB	VP6009 VP6010

Title: Magazine Journalism, Editing, and Design

Length of course: Full Year

Subject area: College-Preparatory Elective (G) / Interdisciplinary

UC honors designation? No

Prerequisites: "C" or higher in English 3-4; Teacher Recommendation (Recommended)

Co-requisites: None (Recommended)

Integrated (Academics / CTE)? No

Grade levels: 10th, 11th, 12th

ourse Description

urse overview:

Magazine Journalism, Editing, and Design is a two semester course, combining the high level critical thinking, reading and writing skills of print journalism with artistic, creative and aesthetic skills of the visual and graphic arts. Students master the writing and editing of the most common forms of journalism stories; read and analyze relevant literature through expository writing; learn and practice the basics of design and layout; analyze and evaluate images based on a set of given values; learn communication, management, and evaluation skills for individuals and small teams; use of state of the art word processing and design software including the Adobe creative Suite (InDesign, Photo shop, illustrator and/or other software used by the professional graphic design community; and demonstrate knowledge and understanding of ethical responsibilities and communications law. This course will sharpen students' thinking and expression, widen their experience with people and communication, provide an environment for self-directed learning and give them confidence in their ability to see their creative ideas to completion.

urse content:

Unit 1 - What is Journalism?

Introduce basic terminology and concepts as related to journalism

Introduce and analyze new values

Introduce and discuss various aspects of print and broadcast journalism

Introduce and discuss editorial positions and job duties

Publication organization

Introduce AP style through Goldstein, Norm's "AP Stylebook and Briefing on Media Law"

Use AP style quizzes to monitor progress as well as areas of need

Unit II - Sales and Management

Advertising sales: how and why?

Unit III - Gathering Data

Primary Sources: how to conduct an interview

Secondary Sources: how to research and develop topics

Conducting a survey

Organizing and maintaining information

Unit IV - Journalistic Writing

Introduce Associated Press (AP) style and its usage

Introduce and analyze a variety of articles including several Bobby Hawthorne's "The Radical What" "The St. Petersburg Times," and sources from the supplemental reading lists.

Introduce and practice structural elements of journalistic writing

Caption writing

The importance of editing

Unit V - Photojournalism

Camera usage and maintenance

Elements of photo composition

Ethics in photojournalism

Unit VI - Graphic Design

Elements of graphic art and design

Refer to David Carter's "The Little Book of Layouts: Good Designs and Why They Work" to show examples of good design

Study the work of David Carson and other contemporary artists

Watch Gary Hustwit's documentary film "Helvetica" t study the culture an impact of graphic design

Introduce and analyze different graphic elements

The function of design

How to create Layouts and design

InDesign and Photoshop training

Unit VII - Laws of the Student Press

The First Amendment

The rights and responsibilities of student journalist

Ethics in the student press

Copyright and fair use laws

Plagiarism

Unit VIII - Critical Media Literacy

Analysis of the impact of media on "norming" society by over portraying certain demographics in media and under portrayal

Analysis of ethos, pathos, logos in advertising and how it affects credibility

Analysis of these of subliminals in print and through graphic design elements

Teacher observation

Practice and production assignments

Research and interview assignments

Rubrics (assignments and portfolio, Grading Policy (assignments and deadlines)

AP style quizzes and tests

The Standards by which work samples will be evaluated shall include:

1. Gather, analyze and organize back ground and foundational information from primary and secondary sources using a variety of methods.

2. Use information gathered through primary and secondary sources to write articles for publication
3. Edit and revise writing for the purpose and adherence to AP format
4. Critique and apply beginning and advanced layout and graphic design techniques
5. Work cooperatively and collaborative within an established editorial leadership structure to produce a high quality, generated publication.

Rubric for Evaluation:

Advanced

Work samples:

- There are at least two sets of samples for each standard
- Each Sample demonstrates mastery of each standard
- Each set comes with a reflection explaining how student worked through the writing and design process, achieving mastery of each step

Reflection:

- Specifically describes the assignment and the role the student played in its production.
- Describes how the assignment helped the student learn to meet the standard.
- Specifically explains how the work sample demonstrates mastery of the standards
- Written with proper grammar and spelling.

Proficiency

Work Samples:

- There is at least one set of samples for each standard.
- Each sample demonstrates mastery of each standard.
- Each set comes with a reflection explaining how student worked through the writing and design process.

Reflection:

- Describes the assignment and the role the student played in its production.
- Explains how the work sample demonstrates mastery of the standards.
- Mostly written with proper grammar and spelling.

Not Proficient

Work Samples:

- There is not a t least one set of sample of each standard of each standard.
- Samples does not demonstrate master of each standard
- Reflection is missing at least one standard/sample.

Reflection:

- Does not describe the assignment and the role the student played in its production
- Does not explain how the work sample demonstrates master of the standards.
- Many mistakes in grammar and spelling.

Students will compile a portfolio of projects (Minimum of two per semester) they have created for publication. Each work sample will include research notes, drafts and edited copies, as well as the final page as submitted for publication. For each sample, students will attach a reflection, which describes the assignment and its contribution to the finished publication. The student will explain the process they followed in creating the sample, as explanation of how the sample demonstrates mastery of the standards and how the work helped the student meet the standards.

AP style quizzes and tests will be used to define areas of need and to reinforce student's grasp of journalistic style.

All writing assignments will go through at least four drafts before publication. Principles of scholastic journalism, ethics, and Associated Press style editing will be emphasized in all written assignments which include:

- Feature writing: in depth reporting and coverage of selected issues will include a wide range of challenges, struggles, accomplishments, pain, failures, successes and joy.
- Profile stores: students will accomplish story-telling through the eyes of another individual incorporating intense interviewing as well as detailed observation. Students will develop investigative as well as listening skills.
- Sports stories: Students will capture the essence of athletic events both on and off the court, including highlights of individual games as well as feature-style reporting on individual athletes, coaches, support staff, and fans. Students will be encouraged to attend multiple practices as well as homes and away games to see the team in action in a variety of venues.
- Academic Writing: Beat-style reporting will be used to follow the activities and events integral to the learning process in every academic domain. Students will also focus on various learning and teaching styles in covering academics fully from all angles.
- Fine arts stories: Coverage of fine arts classes and events will include activities in and out of the classroom, major events, art shows, drama and music performances, and feature reports on individual performers. Students will cover such events for a variety of angels in order to find the best way to tell their stories.
- Along with the information gathering, interviewing, editing, and cop writing (including headlines, subheads and captions) involved in scholastic journalism, students will also tell their stories through visuals via photojournalism and graphic design. The resulting presentations of content through a marriage of elements will create a single, unified concept to tell a story fully both verbally and visually.
- Know and understand terminology and concepts related to all aspects of journalism and publication production.
- Read and understand a variety newspaper, magazine and journal articles to analyze content and structure similarities and differences.
- Read and understand longer works of nonfiction, comparing and contrasting the events and ideas to other articles and factual documents.
- Prepare and analysis of a work for nonfiction focusing on similarities and differences in information obtained from primary and secondary and secondary sources and their relationship tot he overall topic.
- Writing captions according to acceptable style that are an extension of the photograph and stand on their own as mini stories.
- Write attractive and suitable headlines and subheads.
- Prepare interview questions that will elicit responses sufficient to write a comprehensive story, and conduct interviews.
- Gather, analyze and organize background and foundational information from primary and secondary sources using a variety of methods.
- Use information gathered through primary and secondary sources to write articles for publication.
- Edit and revise writing for purpose and adherence to AP format.
- Understand and apply the legal and ethical considerations for journalism when selecting topics and writing.
- Critique and apply beginning and advanced layout and graphic design techniques.
- Develop interpersonal and communication skills through spoken and written communication.
- Apply conventions of typography as a dynamic design element for readability, legibility and aesthetic appeal.
- Work cooperatively within an established editorial leadership structure to produce a high quality, student generated publication.
- Delegate responsibility with an awareness of job specifications.
- Use backwards planning techniques to structure deadlines for successful completion of publication.
- Schedule and balance personal and academic demands for effective time management.
- Establish, communicate and follow a collective editorial vision for the publication.
- Know and fulfill the business related responsibilities of a successful and financially sound publication.
- Students know and understand terminology and concepts related to all aspects of journalism and publication

ourse Materials

Textbooks

itle	Author	Publisher	Edition	Website	Primar
P Guide to Photojournalism	Brian Horton	McGraw-Hill	2nd/2001	[empty]	Yes
he Student Newspaper Survival Guide	Rachelle Kanigel	John Wiley & Sons, LTd	2nd/2012	[empty]	Yes
eacher's Workbook and Teacher's Guide for chool Journalism	Homer L. Hall/Logan H. Aimone	Rosen Publishing	2008	[empty]	No

Other

itle	Authors	Date	Course material type	Websit
P Stylebook and Briefing on Media Law	[empty]	[empty]	(ISBN - 13 978-0465062942)	[empty]
he Radical Write: A Fresh Approach to Journalistic Writing for tudents.	[empty]	[empty]	(ISBN - 0878331018)	[empty]
aw of the Student Press	[empty]	[empty]	(SIN BOONBES80)	[empty]
dobe InDesigh	[empty]	[empty]	Software	[empty]
dobe Photoshop	[empty]	[empty]	Software	[empty]
dobe Illustrator	[empty]	[empty]	Software	[empty]
lew York Times	[empty]	[empty]	Periodicals	[empty]
olling Stone Magazine	[empty]	[empty]	Periodicals	[empty]

Title	Authors	Date	Course material type	Website
ime Magazine	[empty]	[empty]	Periodicals	[empty]
anta Maria Times	[empty]	[empty]	Periodicals	[empty]
anta Maria Sun	[empty]	[empty]	Periodicals	[empty]
os Angeles Times	[empty]	[empty]	Periodicals	[empty]
IFE, 75 Years, The Very Best of Life	[empty]	[empty]	Periodicals	[empty]

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Marching Band

Santa Maria Joint Union High School District

Submitted: Sep 14, 2018

Decision: Sep 21, 2018

Submission Feedback

APPROVED

Basic Course Information

School(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)
Ernest Righetti High School (053303)	Classroom Based	Abbreviation: March Band; Course Code: VP6463
Santa Maria High School (053305)	Classroom Based	Abbreviation: March Band; Course Code: VP6463
Pioneer Valley High School (053847)	Classroom Based	Abbreviation: March Band; Course Code: VP6463

Title:	Marching Band
Length of course:	Half Year
Subject area:	Visual & Performing Arts ("f") / Music
UC honors designation?	No
Prerequisites:	None

Co-requisites:	**None**
Integrated (Academics / CTE)?	**No**
Grade levels:	**9th, 10th, 11th, 12th**

Course Description

Course overview:

Marching Band is a participation based class involving performances at football games, local parades, community events, and state-wide competitions. Students will achieve an advanced level of performance skills on their instruments. Individual instrumental technique growth, group dynamics and introduction to leadership skills will be emphasized. May be repeated for credit.

Through standards based instruction, the goals of the marching band include proficiency in musical concepts and ideas and an understanding of musical aesthetics by performing varied styles of music and repertoire. The students will be able to perform and analyze music through various competitions throughout the season. Goals of the class include the ability to perform in a public setting with good musical quality and professionalism.

Course objectives include ability to perform and analyze music. Ability to perform music with expression and technical accuracy. Perform on their instrument with each other and solo. Ability to critically analyze their own performance using musical terms and ideas including blend, balance, intonation and ensemble playing.

Course content:

Introduction to Musical Performance
Introduction to Musical Performance Students develop the following technical skills: posture, breath support, tone quality, articulation, lip and finger flexibility and dexterity. Aural skills: listening to one self and others, audition, intonation, recognizing chord and interval function. Rhythmic skills: feeling pulse accurately, learning about meters and subdivision. Literacy skills: music notation, ability to read music, music terms and symbols. Structural elements: interval and chord knowledge, harmony, counterpoint, form, phrase structure. Expressive skills: dynamics, tension/release patterns (melodically, harmonically, rhythmically).

Standards Covered within this unit:

1.0 ARTISTIC PERCEPTION

- **Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music**
- **Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.**
- **1.1 Read an instrumental or vocal score of up to four staves and explain how the elements of music are used**
- **1.3 Sight-read music accurately and expressively (level of difficulty: 3 on a scale of 1-6).**

2.0 CREATIVE EXPRESSION

- **Creating, Performing, and Participating in Music**
- **Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.**
- **Apply Vocal and Instrumental Skills**
  - **2.2 Sing music written in three or four parts with and without accompaniment.**
  - **2.4 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 4 on a scale of 1-6).**
  - **2.5 Perform on an instrument in small ensembles, with one performer for each part.**

3.0 HISTORICAL AND CULTURAL CONTEXT

- **Understanding the Historical Contributions and Cultural Dimensions of Music**
- **Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.**
  - **Role of Music**
  - **3.1 Identify the sources of musical genres of the United States, trace the evolution of those genres, and cite well-known musicians associated with them.**

4.0 AESTHETIC VALUING

- **Responding to, Analyzing, and Making Judgments About Works of Music**
- **Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.**
  - **Analyze and Critically Assess**
  - **4.1 Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply those criteria in personal participation in music.**
  - **4.2 Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.**

- Derive Meaning
  - 4.4 Describe the means used to create images or evoke feelings and emotions in musical works from various cultures.

💻 Unit Assignment(s):

1) Sight-read music accurately and expressively (level of difficulty: 3 on a scale of 1-6) during a selected time after class. Student will learn about sight-reading on an individual/solo level as opposed to a group level.

2) In small groups during class, students critique each other on posture, breath support, tone quality,
and articulation. Students will learn about proper technique and how to notice mistakes.

3) Analyze a piece of music during class by notating on the music itself, chord function, phrase structure, and form. Students will learn about the form of the music without having played it while following the phrase structure.

tudent Focused Practice Strategy

Introduction to Student Led Focused Practice Strategies to develop the following technical skills: lip and finger flexibility and dexterity, identifying trouble spots, proper warm ups, tone quality, and repetition. Aural Skills: listening to one self, recognizing interval function, and tuning capabilities. Rhythmic Skills: feeling pulse accurately, subconscious subdivision, and internal pulse. Literacy Skills: ability to read music, music terms and symbols, and music notation. Structural elements: interval and chord knowledge, harmony, counterpoint, form, phrase structure. Expressive skills: dynamics, tension/release patterns (melodically, harmonically, rhythmically).

💻 Unit Assignment(s):

1) Students will produce a home practice evaluation sheet completed outside of class time. Students will learn the proper skills needed for a positive practice time.

2) Students will perform memorize selected major and chromatic scales outside of class. Students will learn skills needed for memorization of music.

3) Students will record practice sessions outside of class to write a reflection on. Students will learn to critique orally and carry discussions about improvements to be made.

Course Materials

No course materials have been added to this course.

Additional Information

Course Author:

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Marimba Band 2 A/B

Ernest Righetti High School (053303)

Submitted: Apr 29, 2019
Decision: May 29, 2019

ubmission Feedback

PPROVED

asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
rnest Righetti High School (053303)	Classroom Based	Abbreviation	Course Code
		Marimba Band 2A	VP6505
		Marimba Band 2B	VP6506

Title: Marimba Band 2 A/B

Length of course: Full Year

Subject area: Visual & Performing Arts (F) / Music

UC honors designation? No

Prerequisites: Marimba Band 1A/B (Required)

Co-requisites: None

Integrated (Academics / CTE)? Yes: Performing Arts

Grade levels: 10th, 11th, 12th

ourse Description

urse overview:

Marimba Band 2 (CTE Capstone) A/B is a yearlong, performing music ensemble class. Traditional and contemporary music from Latin America with an emphasis on Mexican music genres are explored. Students study the historical background of the music genres, develop playing and singing skills and performance skills, apply musical arranging skills, learn production elements and business/managerial skills, and develop a professional career plan. It also provides instruction on the aesthetic, cultural and historical dimensions of Latin American music.

This class allows students from all backgrounds to experience and understand music as a component of Mexican/Latino culture. The central purpose of this class is to prepare a quality performing arts group to present for local schools, civic organizations and community events, exposing our audiences to the rich and vibrant world of traditional and contemporary Latin American music, thereby fostering the appreciation and pride in Latino/Mexican tradition and culture.

urse content:

Music Repertoire and Performance Technique & Stage Presence

Classroom Hours: 110 **Lab/Work Based Learning:** 120

A central purpose of this class is to prepare a quality performing arts group to present for local schools, civic organizations, and community events, exposing our audiences to the rich and vibrant world of traditional and contemporary Latin American and Mexican music, thereby fostering the appreciation and pride in Latino tradition and culture. This class often does 25-40 performances a year both on and off campus including two big shows, one in winter and the other in spring, in which professional lighting and sound are employed.

As each year's performing group's repertoire is prepared for performance, students develop technical accuracy, tone quality, and articulation in vocal and instrumental performance, and learn to identify and apply basic music principles such as rhythm, meter, tempo, and timbre. Students have the opportunity to learn works from several composers and are charged with performing these compositions communicating the original intent of the work while employing personal artistic intent and interpretation. Students are also given the opportunity to transcribe music, transpose music, arrange music for voice and acoustic as well as digital instruments, and improvise solos over given chord progressions.

Each year students learn 6-10 suites (three to four songs) from a variety of Latin American and Mexican music genres. Students are expected to learn all selections to a high degree of proficiency including notes, chords, rhythm, style, etc.

Frequent choices include, but are not limited to *música ranchera*, *polca ranchera*, *mariachi*, *cumbia*, *tropical*, *chachachá*, *mambo*, *balada*, *bolero*, *corrido*, and *rock en español*.

Students also work on developing stage presence through consistent desired facial expression (e.g. smiling, eye contact), poise, posture, and costume/hair appearance.

Common Core Academic Standards

CCSS.ELA-Literacy.L.11-12.6

CCSS.ELA-Literacy.RST.11-12.4, 11-12.5, 11-12.6

California State Academic Content Standards for Visual and Performing Arts, Music

Artistic Perception – 1.1, 1.2, 1.3, 1.4, 1.6

Creative Expression – 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8, 2.9

Aesthetic Valuing – 4.1, 4.2, 4.3, 4.4

CTE Arts, Media & Entertainment Knowledge and Performance Anchor Standards

Problem Solving and Critical Thinking – 5.1, 5.2

Health and Safety – 6.2, 6.3, 6.4, 6.5, 6.6

Responsibility and Flexibility – 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7

Ethics and Legal Responsibilities – 8.3, 8.4, 8.5, 8.6

Leadership and Teamwork – 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7

Technical Knowledge and Skills – 10.1, 10.2, 10.3, 10.4

Demonstration and Application – 11.1, 11.2

CTE Performing Arts: Dance/ Choreography Pathway Standards

Artistic Response – B2.0, B2.1, B2.2, B2.3, B2.4, B2.5, B2.7

Application of Artistic Skills – B5.0, B5.1, B5.2, B5.4, B5.5, B5.6, B5.7

Aesthetic Values – B8.1, B8.2, B8.3, B8.4

Unit Assignment(s):

- Learn Songs and Genres
- Music Quizzes
- Performances (School, Civic Organizations, Community Events)
- Critique of our “Celebration of Mexican Culture” and “Big Show” Performances
    - Written 2-3 page essay using modified Feldman Model for Art Criticism
- Critique of other Marimba Band/Mariachi Performance
    - Written 1-2 page essays utilizing appropriate vocabulary & terms
- Response to Critique of “Me”

Students will be evaluated using rubrics on the degree to which they meet expectations for (1) learning the repertoire of music including stenotes/chords, rhythm, style, etc., (2) demonstrating good stage presence through consistent desired facial expression (e.g. smiling, eye-contact), posture, and costume/hair appearance, (3) attending performances, practices, and rehearsals as well as being responsible for costumes and group property.

Historical/Cultural Understanding

Classroom Hours: 40 **Lab/Work Based Learning:** 0

Students learn about and discuss how culture, ethnicity, identity, migration and media influences have played a role in the development of the contemporary music practices in Latin America. Students explore how each music genre both reflects and influences gender roles, cultural identity, and a variety of social concerns that transcend borders.

Common Core Academic Standards

CCSS.ELA-Literacy.L.11-12.1, 11-12.2, 11-12.3, 11-12. 4, 11-12.6

CCSS.ELA-Literacy.RI.11-12.1, 11-12.2, 11-12.3, 11-12. 4, 11-12.6

CCSS.ELA-Literacy.RH.11-12.2, 11-12.3, 11-12.4, 11-12.7, 11-12.9

CCSS.ELA-Literacy.RST.11-12.2, 11-12.3, 11-12.4, 11-12.6, 11-12.7, 11-12.9, 11-12.10

CCSS.ELA-Literacy.WHST.11-12.1, 11-12.2, 11-12.4, 11-12.7, 11-12.9

CDE History-Social Science – 7.7, 7.11, 8.5, 8.8, 8.12.7, 10.4, 10.6.4, 10.10, 10.11, 11.3, 11.5.5, 11.5.6, 11.8.2, 11.8.8, 11.11

California State Academic Content Standards for Visual and Performing Arts, Music

Historical & Cultural Context – 3.1, 3.2, 3.3, 3.4

Aesthetic Valuing – 4.4

CTE Arts, Media & Entertainment Knowledge and Performance Anchor Standards

Technology – 4.1, 4.3, 4.5

CTE Performing Arts: Dance/ Choreography Pathway Standards

Historical and Cultural Perspective – B7.3

⮒ Unit Assignment(s):

Historical perspectives and cultural context of Mexican & Latin-American music are focused on in a variety of readings and discussions on topics such as:

- The History of Mariachi Music and Culture
- The Modern Mariachi
- The Value of Tradition
- Women in Mariachi
- Mariachi as a Product and a Profession
- Aesthetic Principles in Mariachi Performance
- The Role and Function of Music in Radio, Television, and Advertising

In addition, the following assignments challenge students to demonstrate their understanding of the historical and cultural context of Mexican & Latin-American music.

- Historical & Cultural Quizzes/Tests

    - Students are tested on historical and cultural components from readings, discussions and lectures on each of the music genres studied.
- Reflection of How This Affects “My” Performance
    - Students write a reflection of how new historical and cultural learnings affect their interpretation of the music and their performance.

Professional/Career Development

Classroom Hours: 30 **Lab/Work Based Learning:** 0

Students learn production elements including staging, lighting, and sound and business/managerial skills. Guest speakers in the professional music field are brought in. Students complete a career plan in the arts field. Students develop their professional skills and demonstrate proficiency in an artistic career pathway through the following projects:

- Collaborative-Learning Choreography Project
- Professional Career Plan Project
- Audition/Choreographic Portfolio

Common Core Academic Standards

CCSS.ELA-Literacy.L.11-12.1, 11-12.2, 11-12.3, 11-12.6

CCSS.ELA-Literacy.RI.11-12.2

CCSS.ELA-Literacy.W.11-12.2

CCSS.ELA-Literacy.WHST.11-12.4, 11-12.7, 11-12.8

California State Academic Content Standards for Visual and Performing Arts, Music

Artistic Perception – 1.1, 1.2, 1.3, 1.4, 1.6

Creative Expression – 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8, 2.9

Aesthetic Valuing – 4.1, 4.2, 4.3, 4.4

Connections, Relationships, Applications – 5.1, 5.2, 5.3

CTE Arts, Media & Entertainment Knowledge and Performance Anchor Standards

Career Planning and Management – 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8, 3.9

Leadership and Teamwork – 9.4, 9.5

Technical Knowledge and Skills – 10.1, 10.3, 10.4

Demonstration and Application – 11.1, 11.2, 11.3, 11.4, 11.5

CTE Performing Arts: Dance/ Choreography Pathway Standards

Artistic Response – B2.0, B2.1, B2.2, B2.3, B2.4, B2.5, B2.7

Application of Artistic Skills – B5.0, B5.1, B5.2, B5.4, B5.5, B5.6, B5.7

Historical and Cultural Perspective – B7.3

Aesthetic Values – B8.0, B8.1, B8.2, B8.3, B8.4

Artistic Preparation and Professional Practices – B9.0, B9.1, B9.2, B9.3, B9.4, B9.5, B9.6

Unit Assignment(s):

- Professional Career Plan Project
- Audition Portfolio

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ourse Materials

Textbooks

itle	Author	Publisher	Edition	Website	Primar
Mariachi Music n America: xperiencing Music, xpressing ulture	Sheehy, Daniel H.	Oxford University Press	2005	http://global.oup.com/us/companion.websites/9780195141467/	Yes

dditional Information

urse Author:

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acher

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Course Title

Music Appreciation

Replacing an existing course? No

To be submitted for A-G? This class is being submitted as an A-G approved course and will be part of the Visual and Performing Arts Department.

Description of Target Group

This course is targeting students who are not currently enrolled in our Band and Choral classes. Those students can enroll in this course and would benefit from taking the course, but it is geared towards non-music students. There are no lab fees though students may be given the option to purchase certain books or materials if they choose to do so.

Prerequisites: There are no prerequisites.

Purpose

This is a one-semester course. This course is designed to help students understand how to listen to a musical selection. Using the book What to Listen for in Music by Aaron Copland, students will learn clues to listen for in a music selection to help them understand possible motives that the composers had for creating the music and why the music has an effect on us.

Standards of Student Achievement

Students will listen to examples of music literature from the list in the text as well as other examples selected by the instructor. Students will respond to the music in both aural responses and written responses. Students will analyze the use of musical elements and expressive devices and understand how they help the music have more effect on the listener.

Instructional Methods and/or Strategies

Instructional methods will include reading from the book and other handouts along with lecture/discussion with the instructor prior to listening to musical works. Follow up methods after listening to the musical selection may include class discussion, study guides/questions related to the musical work, and quizzes at the end of chapters or sections of the class. Internet research on composers, musical styles, and related materials will be utilized along with other research methods.

Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Assessment Methods and/or Tools

The students will be assessed based on their ability to listen and analyze musical selections using appropriate terminology and musical terms. These assessments will be in the form of written reports and oral responses/reports given in class. Assessments will also be compiled based on students' scores on quizzes and related research projects.

Assessment criteria – The instructor will evaluate if student responses and written work successfully describe the musical selections using appropriate musical terms and analytical methodologies.

California Content Standards for Music
Associated with Music Appreciation

***Music*— GRADES NINE THROUGH TWELVE—PROFICIENT**
ARTISTIC PERCEPTION
1.0 Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Listen to, Analyze, and Describe Music
1.4 Analyze and describe the use of music elements and expressive devices (e.g., articulation,dynamic markings) in aural examples in a varied repertoire of music representing
diverse genres, styles, and cultures.
1.5 Identify and explain a variety of compositional devises and techniques used to provide
unity, variety, tension, and release in aural examples.

HISTORICAL AND CULTURAL CONTEXT
3.0 Understanding the Historical Contributions and Cultural Dimensions of Music
3.1 Identify sources of music genres of the United States, trace the evolution of those genres,
and cite well-known musicians associated with them.
3.2 Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.

AESTHETIC VALUING
4.0 Responding to, Analyzing, and Making Judgments About Works of Music
Students critically assess and derive meaning from works of music and the performance of musicians in a cultural context according to the elements of music and aesthetic qualities.
Analyze and Critically Assess
4.1 Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply those criteria in personal participation in music.
4.2 Evaluate a performance, composition, arrangement, or improvisation by comparing it to
exemplary models.

CONNECTIONS, RELATIONSHIPS, APPLICATIONS
5.0 Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers
Connections and Applications
5.2 Analyze the role and function of music in radio, television, and advertising.
Careers and Career-Related Skills

:

Music Appreciation Standards
Utah Department of Education
(Also used for Music Appreciation Course at Righetti High School)

Core Standards of the Course

TOPIC: Music

STANDARD: 1700 - 01

The students will identify elements and styles of music and characteristics of instruments and voices. (Observer/Listener, Critic)

PURPOSE:

OBJECTIVES:

1700-0101

Identify the basic characteristics of rhythm; e.g., pulse, meter, and pattern.

1700-0102

Describe the various properties of sound; e.g., pitch, duration, and timbre.

1700-0103

Identify the basic characteristics of melody; e.g., register, contour, and point of climax.

1700-0104

Listen to various types and styles of music such as rock, folk, jazz, oratorio, electronic, mass, symphonic, opera, and avant-garde.

1700-0105

Recognize that harmony consists of two or more pitches that produce tension and release, dissonance and consonance.

1700-0106

Identify the unique characteristics of individual instruments and voices and understand their function in an ensemble.

1700-0107

Recognize the historical background of various types and styles of music.

1700-0108

Identify such elements as contrast, balance, unity, variety, and repetition in musical form.

SKILLS AND STRATEGIES:

TOPIC: Music

STANDARD: 1700 - 02

The students will evaluate recordings, and electronic equipment and identify skills used in a music career. (Observer/Listener, Critic)

PURPOSE:

OBJECTIVES:

1700-0201

Evaluate various products such as electronic equipment, recordings, tape decks, etc., for personal use.

1700-0202

Identify the skills necessary for a musical career.

SKILLS AND STRATEGIES:

TOPIC: Music

STANDARD: 1700 - 03

The students will learn to evaluate musical experiences by demonstrating appropriate behavior and by verbalizing ideas and feelings that music can communicate. (Observer/Listener, Critic)

PURPOSE:

OBJECTIVES:

1700-0301

Describe why certain musical experiences and activities may be preferred to others.

1700-0302

Describe ways various types of music have influence society and how society has influenced music; e.g., jazz, rock, folk, country-western, and classical.

1700-0303

Demonstrate responsibility as a musician by:

- Coming prepared to class.
- Caring for music department physical facilities and equipment.
- Reacting appropriately to various music activities.

1700-0304

Describe the contributions of composers, performers, technicians, craftsmen, and others in developing and promoting music.

1700-0305

Describe the different ideas and feelings that music can communicate.

SKILLS AND STRATEGIES:

Course Title

Music History A (P)

Description of Target Group

This course is the first semester of a two-semester course designed for students interested in studying and experiencing the history of classical music from ancient times through the Classicism of the later 1700's. Music History A is designed for 10th, 11th, and 12th grade, college-preparatory students.

Purpose

The purpose of Music History A is to develop a sense of the historical role of music, the function of ancient and modern instruments, the forms of classical music, and the characteristics of a classical composer. Students will also develop music listening skills.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Recognize the various brass, percussion, stringed, keyboard, and woodwind instruments.
2. Recognize the various instruments by their sounds.
3. Recognize the forms of music including Gregorian, chamber, orchestral, choral, operatic, oratorial, symphonic, sonata, canon, and fugue.
4. Demonstrate the contributions to music from Greek, Roman, Egyptian, Palestinian, Chinese, and Indian cultures.
5. Demonstrate knowledge of the roles of church, and secular music in the Middle Ages.
6. Participate once in a performing instrumental group.
7. Participate once in a performing vocal group-specifically a madrigal
8. List the contributions of the following composers: Palestrina, Tallis, Byrd, Monteverdi, Lully, Schultz, Scarlatti, Corelli, Vivaldo, Couperin, Rameau, Purcell, Bach, Handel, Haydn, Bluck, and Mozart.
9. Recognize form, title, composer, and/or time of a composition when a recording of it is played.
10. Discuss the difference between the movements of the sonata form.
11. List the characteristics of the symphonic form.

Instructional Materials

Text and Supplementary Materials
Refer to: Secondary Adopted Text and Approved Supplementary Books used in the Santa Maria Joint Union High School District

Activities

Students will be provided with a variety of experiences: lectures, discussions, listening to recordings, using the library for research, writing papers, hearing speakers and performers. Students will also make an instrument and perform once. Students will sing once both acapella and accompanied. Students will attend local performances. Examinations will be in essay form and will incorporate listening skills.

Course Title

Music History B (P)

Description of Target Group

This course is the second semester of a two-semester course designed for students interested in studying and experiencing the history of classical music from the Romanticism of the early 1800's to present. Music History B is designed for 10th, 11th, and 12th grade, college-preparatory students.

Purpose

The purpose of Music History B is to develop a sense of the historical role of music, the function of the various instruments, the forms of classical music, and the characteristics of a classic composer. Students will also develop music listening skills.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Recognize the various brass, percussion, stringed, keyboard, and woodwind instruments.
2. Recognize the various instruments by their sounds.
3. Recognize the forms of music including orchestral, choral, operatic, symphonic, sonata, concerto, suite, free form, and tone poem.
4. Demonstrate knowledge of the contributions of the Romantic and Nationalist composers to modern music.
5. Demonstrate knowledge of the characteristic of polyphonic music.
6. Demonstrate knowledge of the characteristics of atonal music.
7. Participate once in a performing instrumental group.
8. Participate once in a performing vocal group.
9. List the contributions of at least twenty of the modern composers.
10. Recognize form, title, composer, and/or time of a composition when a recording of it is played.
11. Discuss the differences between operatic compositions and orchestral compositions.
12. List the characteristics of a tone poem.

Instructional Materials

Text and Supplementary Materials
Refer to: Secondary Adopted Text and Approved Supplementary Books used in the Santa Maria Joint Union High School District

Activities

Students will be provided with a variety of experiences: lectures, discussions, listening to recordings, using the library for research, writing papers, hearing speakers and performers. Students will also learn the basics of one instrument and perform once. Students will sing one solo and one duet. Students will attend local performances. Examinations will be in essay form and will incorporate listening skills.

Course Title

Painting A

Description of Target Group

11 - 12
An appropriate lab fee will be charged for materials and equipment.
The student will keep the equipment. Students may be required to provide basic personal materials.

Length of Course: 1 semester (fall) 5 units

Purpose

This 1 semester course will give the serious art student the opportunity to learn how to develop their knowledge and application of fundamental painting skills. Students should be able to understand the color wheel and color theory, have a basic knowledge of mixing colors, to understand color relationships, such as analogous hues and triad prior to taking the course. Students will learn to use basic painting mediums and learn the fundamental techniques necessary to work with a fluid medium. Students will explore and understand painting as a means of visual communication.

This course will promote an appreciation of the work of master artists, and the influence of culture on art. The course should enable students to understand and appreciate artistic expression and, where appropriate, to exhibit skills of visual analysis and critical perception in written, oral, and individual work. Students will utilize all current technology to access information pertaining to all areas within the course.

Students will refine and prepare for presentation a quality portfolio of their work to show for admission to collegiate art programs.

Prerequisites: Successful completion of Introduction to Art, Intermediate Drawing A and B, or recommendation of the instructor based upon the student's portfolio.

Standards of Expected Student Achievement

Upon completion of this course, students should be able to successfully demonstrate the following skills:

1. Demonstrate an improved ability to understand color theory and it's application to Drawing and Painting.
2. Demonstrate the use of basic painting techniques.
3. Demonstrate the ability to paint objectively objects from "life."
4. Demonstrate the ability to enlarge or reduce a subject by use of a grid technique in order to paint on a larger scale.

Painting A (continued)

5. Demonstrate the ability to organize space (composition) on a picture plane.
6. Demonstrate knowledge of the care of tools and equipment, and the work environment.
7. Demonstrate an appropriate written and oral art vocabulary.
8. Demonstrate an appreciation and understanding of artistic expression. Also to be able to discuss various master artists and periods of Art History.

Methods of Assessment of Student Learning

1. The completion of all assigned work.
2. The organization and presentation to class of a portfolio of class assignments for each grading period.
3. Students will select and present at least one finished piece of work for scheduled art showings: school and community.
4. Oral and written critique on all work, in progress and at completion.
5. Final presentation of completed work in a portfolio, which shows continuity in presentation and a successful knowledge of material taught.

Instructional Materials

To be assigned according to the individual need. This would include such materials as pencils, erasers, brushes, pallets, paints, paper, and glue, Scholastic Magazine, art videos, access to the Internet for art research and reports and a portfolio.

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Activities

Individual work, lectures, participation in class discussions, videos, field trips. Activities in form of projects designed to develop the students ability to create a strong emphasis and knowledge of the elements associated with painting. Students will also be responsible for producing all required work to the best of their ability and to properly present assignments in portfolio form.

Type of course adoption requested: Required for graduation

Major purpose for adding this course to curriculum: To meet the state criteria for standards articulation and to also meet the fall semester of the A-G University of California requirements and the California State University freshmen entrance requirements.

Successful completion of this course could result in receiving additional units through articulation with the art curriculum at Allan Hancock College.

Course Title

Painting B

Description of Target Group

11 - 12
An appropriate lab fee will be charged for materials and equipment.
The student will keep the equipment. Students may be required to provide basic personal materials.

Length of Course: 1 semester (spring) 5 units

Purpose

This is a one-semester course, which will give the serious art student the opportunity to develop and refine their painting skills. Students should be able to understand the color wheel and color theory, have a basic knowledge of mixing colors, to understand color relationships, such as analogous hues and triad prior to taking the course. Students will learn to use more advanced painting mediums and technique. Students will explore and understand painting as a means of visual communication.

This course will promote an appreciation of the work of master artists, and the influence of culture on art. The course should enable students to understand and appreciate artistic expression and, where appropriate, to exhibit skills of visual analysis and critical perception in written, oral, and individual work. Students will utilize all current technology to access information pertaining to all areas within the course.

Students will refine and prepare for presentation a quality portfolio of their work to show for admission to collegiate art programs.

Prerequisites: Successful completion of Introduction to Art, Intermediate Drawing, or recommendation of the instructor based upon the student's portfolio.

Standards of Expected Student Achievement

Upon completion of this course, students should be able to successfully demonstrate the following skills:

1. Demonstrate an improved ability to understand color theory and it's application to Drawing and Painting.
2. Demonstrate the use of basic painting techniques in a variety of media.
3. Demonstrate the ability to paint objectively objects from "life."
4. Demonstrate the ability to paint from imagination.
5. Demonstrate the ability to enlarge or reduce a subject by use of a grid technique in order to paint on a larger scale.

6. Demonstrate the ability to organize space (composition) on a picture plane.
7. Demonstrate knowledge of the care of tools and equipment, and the work environment.
8. Demonstrate an appropriate written and oral art vocabulary.
9. Demonstrate an appreciation and understanding of artistic expression. Also to be able to discuss various master artists and periods of Art History.

Methods of Assessment of Student Learning

1. The completion of all assigned work.
2. The organization and presentation to class of a portfolio of class assignments for each grading period.
3. Students will select and present at least one finished piece of work for scheduled art showings: school and community.
4. Oral and written critique on all work, in progress and at completion.
5. Final presentation of completed work in a portfolio, which shows continuity in presentation and a successful knowledge of material taught.

Instructional Materials

To be assigned according to the individual need. This would include such materials as
Pencils, erasers, brushes, pallets, paints, paper, glue, Scholastic Magazine, art
Videos, access to the Internet for art research and reports and a portfolio.

Refer to: Secondary Adopted texts and approved supplementary books used in the Santa Maria Joint Union High School District.

Activities

Individual work, lectures, participation in class discussions, videos, field trips. Activities inform of projects designed to develop the student's ability to create a strong emphasis and knowledge of the elements associated with painting. Students will also be responsible for producing all required work to the best of their ability and to properly present assignments in portfolio form.

Type of course adoption requested: Required for graduation

Major purpose for adding this course to curriculum: To meet the state criteria for standards articulation and to also meet the spring semester of the A - G University of California requirements and the California State University freshmen entrance requirements in conjunction with Painting A fall semester.)

Course Title

Photography 1A

Prerequisites : None

Course Adoption: Required for district graduation, Submit for UC / CSU “a-g” inclusion

Lab Fee: Yes

Instructional Materials

- (Refer to the *Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District*)

Purpose/Course Description

Course Length is one semester targeting students in grades 9-12. This is the first semester of a year-long, “hands-on”, introductory course in photography. Students will study photographs from the entire range and history of the medium to use as starting points for their own creative work. A variety of photographic assignments will provide training and experience in the basic technical and artistic elements of black-and-white photography. Students will see how their own intuitive ideas are linked to the universal principals of art from different cultures and time periods; developing their ability to discuss, produce, and enjoy art. Total of 5 units of credit.

Standards of Expected Student Achievement / Course Goals and Objectives

Upon completion of this course, students will be able to successfully:

1. Demonstrate a knowledge of the elements of visual art and the principals of design.
2. Integrate the use of photographic equipment, materials, and methods with the elements of art and principals of design to create a portfolio of original works of art.
3. Illustrate the interrelationship between the visual arts and historical and cultural trends and developments.
4. Appreciate, analyze, and critique masterworks of photography, as well as original student work.
5. Relate the broader lessons of the visual arts to other subjects and fields of endeavor.

Course Outline/Activities

(Standard #s refer to the Calif. Dept. of Educ.VPA Standards for Visual Arts Grades 9 - 12 Proficient)

Photography 1A (continued)

Units / Topic	Standards/Objectives
Introduction to Photography	
• Functions of Photography	3.5
• History of Photography	3.4, 3.1, 3.2
• Recent Developments in Photography	3.2
• Types of Cameras	1.4
• Photography and "Imaging"	1.4, 1.5
Single Lens Reflex and Its Use	
• Parts and Their Functions	2.1 - 2.3
• Basic Camera Care	2.1 - 2.3
• Camera Handling	2.1 - 2.3
• Focusing Systems	2.1 - 2.3
• Exposure	
• Four Factors That Influence Exposure	2.1 - 2.3
• Using a Built-in Light Meter	2.1 - 2.3
Film and Film Processing	
• Film and Imaging Media	2.1 - 2.3
• 'Seeing' in Black-and-White	2.1 - 2.3
• How Does Film Work?	2.1 - 2.3
• Film Speed	2.1 - 2.3
• B & W Film Chemistry and Processing	2.1 - 2.3
• Evaluating Your Negatives	2.1 - 2.3
Basic Printmaking	
• The Enlarger - Parts and Functions	2.1 - 2.3
• Print Chemistry and Processing	2.1 - 2.3
• Contact Prints and Proof Sheets	2.1 - 2.3
• Enlargements	2.1 - 2.3
• Test Strips & Test Prints	2.1 - 2.3
• Cropping	2.1 - 2.3
• Print Processing Standards	2.1 - 2.3
Working with Natural Light	
• Outdoor Light Conditions	2.1 - 2.3
• Qualities of Light & Shadow	2.1 - 2.3
- intensity	
- direction	
- specular vs. diffused Light	
- color	
- spotlighting	
Composition	
• Perception	1.1 - 1.3, 2.1 - 2.3, 2.5, 2.6

- Composition

Photography 1A (continued)

- Snapshot vs. Art - Making Decisions
- Horizontal & Vertical Framing 1.1 - 1.3, 2.1 - 2.3, 2.5, 2.6
  - dominant & subordinant elements
  - shape & form - 2 & 3-dimensional objects
  - line
- Simplicity 1.1 - 1.3, 2.1 - 2.3, 2.5, 2.6
  - space / "negative space"
  - dominant & subordinant elements
    - Visual Weight
  - Contrast
  - Unity
- The Rule of Thirds 1.1 - 1.3, 2.1 - 2.3, 2.5, 2.6
  - balance
    - symmetry
    - asymmetry
  - movement
- Lines & Designs 1.1 - 1.3, 2.1 - 2.3, 2.5, 2.6
  - abstraction
  - line & implied line
  - repetition
    - pattern
    - theme & variation
    - rhythm
      - regular
      - irregular
  - texture
- Unusual Viewpoint 1.1 - 1.3, 2.1 - 2.3, 2.5, 2.6
  - point of view / camera angle
  - emphasis

Equivalent Exposure

- Reciprocity Law 2.1 - 2.3
- Movement 1.1 - 1.3, 2.1 - 2.3, 2.5, 2.6
  - varying shutter speed to express movement in a still photograph
- Depth of Field 1.1 - 1.3, 2.1 - 2.3, 2.5, 2.6
  - varying aperture size to increase or decrease the zone of focus
  - perspective
  - directing the viewer's eye
  - isolating elements vs. showing relationships between elements

Analysis & Critique

- What Makes a Photograph Good? 1.2, 1.3, 3.1, 4.1 - 4.4
- Content - "Telling a 'Story'" 1.3, 4.1 - 4.3, 4.5

• Visual Language	1.1
- A Glossary of the Elements of Art and Principals of Design	
• Reading a Photograph	1.1 - 1.3, 3.1 - 3.5, 4.1 - 4.5, 5.1, 5.2
• 1A Self-Evaluation Assignment Sheet	1.1, 1.3, 4.5
• Group/Class Critiques	
- Master Photographers and Their Photographs	1.1 - 1.4, 3.1 - 3.5, 4.1 - 4.5, 5.1, 5.2
- Student Photographs	1.1, 1.3, 4.1 - 4.5
• Classroom Display of Student Work	1.1, 1.3, 4.1 - 4.5
• Art Shows of Student Work	1.1, 1.3, 4.1 - 4.5

Instructional Strategies

The following instructional methods and strategies are used:

- Lecture with student note-taking, employing photographic or video examples
- Computer presentation software, such as Microsoft PowerPoint
- Teacher demonstration
- Student-led demonstration or presentation
- Lab work
- Class exercises / guided practice
- Class discussion
- Critiques
- Question-and-Answer
- Reading textbook passages or chapters, articles from periodicals
- Class begins with a written Daily Warm-Up activity, which can be used for review or to activate prior knowledge or to respond to photographs or quotations or ideas
- Expository writing
- Research in classroom resources, library, Internet
- Individual work
- Pair or small group work
- Test and quizzes

Methods and Criteria of Assessment

1. Photographic assignments are assessed first by the student, then by the teacher using an itemized rubric on artistry (35%), technical excellence (35%), presentation (15%), and written analysis (10%). Attributed and unattributed student work is regularly critiqued in class and small group sessions.
2. Notebook / Portfolio are assessed with a itemized rubric on content (50%), organization (25%), and presentation (25%).
3. Written assignments and oral presentations are assessed on quality and accuracy of ideas (50%), organizational clarity (25%), expression and grammar (15%), and presentation (10%).
4. Initial and intermediate assessments of student understanding are conducted through discussion and question-and-answer with individual students, small groups, and the entire class.
5. Tests and Quizzes are constructed with a variety of question types, including multiple-choice, true or false, short answer, fill-in-the-blank

Course Title

Photography 1B

Prerequisites: Photography 1A

Course Adoption: Required for district graduation. Submit for UC / CSU "a-g" inclusion

Major Purpose for Course Adoption
Inclusion on the UC / CSU "a -g Approved List.
(This has been a district approved course of long-standing.)

Lab Fee: Yes

Instructional Materials

- (Refer to the *Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District*)

Purpose/Course Description

This "hands-on", intermediate-level class in photography constitutes the second semester of the full-year course. Students will continue their study of photographs from the entire range and history of the medium, using them as starting points for their own creative work. A variety of photographic assignments in traditional and digital photography will expand from the compositional and technical foundations established in the previous semester. Students will see how their own intuitive ideas are linked to the universal principles of art from different cultures and time periods; developing their ability to discuss, produce, and enjoy art.

Standards of Expected Student Achievement / Course Goals and Objectives

Upon completion of this course, students will be able to successfully:

1. Demonstrate knowledge of the elements of visual art and the principles of design.
2. Integrate the use of photographic equipment, materials, and methods with the elements of art and principles of design to create a portfolio of original works of art.
3. Illustrate the interrelationship between the visual arts and historical and cultural trends and developments.
4. Appreciate, analyze, and critique masterworks of photography, as well as original student work.
5. Relate the broader lessons of the visual arts to other subjects and fields of endeavor.

Course Outline/Activities

(Standard #s refer to the Calif. Dept. of Educ.VPA Standards for Visual Arts Grades 9 - 12 Proficient)

Units / Topic	Standards/Objectives
Lighting	
• Spotmetering	1.1 - 1.3, 2.1 - 2.3, 2.5, 2.6
- spotlighting	
- backlighting	
• Artificial Lighting - Flash	1.1 - 1.3, 2.1 - 2.3, 2.5, 2.6
- Manual Mode	
- Automatic Mode	
- Bounce Head	
Portraiture	
• Head Shot	1.1 - 1.3, 2.1 - 2.3, 2.5, 2.6
• Hands 1.1 - 1.3, 2.1 - 2.3, 2.5, 2.6	
• Abstract Portrait	1.1 - 1.3, 2.1 - 2.3, 2.5, 2.6
• Enhanced Portrait	1.1 - 1.3, 2.1 - 2.3, 2.5, 2.6
• Environmental Portrait	1.1 - 1.3, 2.1 - 2.3, 2.5, 2.6
Fine Art Presentation	
• Spotting	2.2, 2.3
• Dry mounting	2.2, 2.3
• Burning and Dodging	2.2, 2.3
Specialized Photographic Equipment	
• Special Lenses	1.1 - 1.3, 2.1 - 2.3, 2.5, 2.6
- Wide-angle, telephoto, & macro lenses	
- perspective	
• Digital Imaging 1	1.1 - 1.3, 2.1 - 2.8
- Introduction to Operating Systems	
- Mac OS	
-	
- Windows	
- Introduction to Adobe Photoshop	
- Using a Digital Camera	
- Using Scanners	
- Create an Original Digital Image	

Multiple Photograph Projects

- Photo Essay — 1.1 - 1.3, 2.1 - 2.8
  - Real World Examples
  - Organization and Layouts
  - Five Successful Approaches

Natural Forms

- Landscape — 1.1 - 1.3, 2.1 - 2.3, 2.5, 2.6
- Still life — 1.1 - 1.3, 2.1 - 2.3, 2.5, 2.6

Inspiration from Other Art Forms

- Photograph to accompany a poem or piece of music — 1.1 - 1.3, 2.1 - 2.3, 2.5, 2.6

Analysis & Critique

- Content - "Telling a 'Story'" (cont. from Photo 1A) — 1.3, 4.1 - 4.3, 4.5
- Visual Language (cont. from Photo 1A) — 1.1
  - A Glossary of the Elements of Art and Principals of Design
- Reading a Photograph (cont. from Photo 1A) — 1.1 - 1.3, 3.1 - 3.5, 4.1 - 4.5, 5.1, 5.2
- 1B Self-Evaluation Assignment Sheet — 1.1, 1.3, 4.5
- Group/Class Critiques
  - Master Photographers and Their Photographs — 1.1 - 1.4, 3.1 - 3.5, 4.1 - 4.5, 5.1, 5.2
  - Student Photographs — 1.1, 1.3, 4.1 - 4.5
- Classroom Display of Student Work — 1.1, 1.3, 4.1 - 4.5
- Art Shows of Student Work — 1.1, 1.3, 4.1 - 4.5

Instructional Strategies

The following instructional methods and strategies are used:

- Lecture with student note-taking, employing photographic or video examples
- Computer presentation software, such as Microsoft PowerPoint
- Teacher demonstration
- Student-led demonstration or presentation
- Lab work
- Class exercises / guided practice
- Class discussion
- Critiques
- Question-and-Answer
- Reading textbook passages or chapters, articles from periodicals
- Class begins with a written Daily Warm-Up activity, which can be used for review or to activate prior knowledge or to respond to photographs or quotations or ideas
- Expository writing
- Research in classroom resources, library, Internet

- Individual work
- Pair or small group work

- Test and quizzes

Methods and Criteria of Assessment

1. Photographic assignments are assessed first by the student, then by the teacher using an itemized rubric on artistry (35%), technical excellence (35%), presentation (15%), and written analysis (10%). Attributed and unattributed student work is regularly critiqued in class and small group sessions.
2. Notebook / Portfolio are assessed with a itemized rubric on content (50%), organization (25%), and presentation (25%).
3. Written assignments and oral presentations are assessed on quality and accuracy of ideas (50%), organizational clarity (25%), expression and grammar (15%), and presentation (10%).
4. Initial and intermediate assessments of student understanding are conducted through discussion and question-and-answer with individual students, small groups, and the entire class.
5. Tests and Quizzes are constructed with a variety of question types, including multiple-choice, true or false, short answer, fill-in-the-blank

Course Outline

Photography 2A

Description of Target Group

This course is designed for the student of photography in grades 11 and 11 who have completed Photography 1.

Purpose

This course is the first of a two-semester course designed to assist students in developing an appreciation of photographic equipment and increasing their understanding of photographic processes.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Review basic photography skills.
2. Learn correct use of advanced equipment.
3. Learn zone system and chemical manipulation.
4. Complete assigned projects.

Instructional Materials

Texts and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Lectures, laboratory work, field trips, project presentation and audio/visual presentation.

Course Outline

Photography 2B

Description of Target Group

This course is designed for the student of photography in grades 11 and 11 who have completed Photography 2A.

Purpose

This course is the second-semester of a one-year course designed to assist students in acquiring technical skills of photography and to increase students' talents in sensitometry, optics, mechanics, and vision.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Complete photo journalism and photo essays.
2. Learn color study techniques.
3. Learn movie study techniques.
4. Complete major projects.

Instructional Materials

Texts and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Lectures, laboratory work, field trips, project presentation and audio/visual presentation.

Course Outline

Photography Independent Study

Description of Target Group

This course is designed for students who have completed Photography 1A/B and Photography 2A/B.

Purpose

To complete a personal exploration of a particular photography project.

(One to five units of credit can be earned for this course.)

Standards of Expected Student Achievement

The student and teacher shall enter into a personal contract, which shall be signed, and approved by the student, the teacher, a counselor, and a school site administrator. This contract shall state the length of the course, goals, and objectives, details of the project(s) to be completed, and the number of units to be earned.

Course Title

Play Writing

Description of Target Group

This two term or semester long course is designed for students from grades 9-12 who have an interest in writing. Students interested in this course must have had a grade of C or better in their previous English class and a teacher recommendation.

Purpose

This course is designed to strengthen student-writing skills through play writing. The course will develop skills in research, reading and analyzing literature, and oral presentation skills. Listening and speaking will be exercised in group and individual projects. Students will participate in playwriting exploration, and have a greater awareness of playwrights in recent centuries.

Standards of Expected Student Achievement

A variety of mediums will be used. Students will be expected to demonstrate the following skills:

-Understand the styles of playwrights throughout history
-Write monologues
-Write short scenes
-Write and direct a one act play
-Understand the process of writing a research paper

Listening Skills:

-Listen to and follow oral directions
-Take notes from lectures
-Listen attentively to lectures, student presentations, and performances

Speaking Skills:

-Participate in class discussions.
-Give oral reports to the class.
-Perform in plays for the class.

Reading Skills:

-Read about famous playwrights
-Read several plays
-Read plays written by other students in the class
-Identify elements of plays and playwrights

Play Writing (continued)

Writing Skills:

-Develop writing skills, which involve stages: brainstorming, drafting, clarifying, developing, revising, and finally editing
-Journal writing
-Write plays for the theater as well as screenplays
-Research projects
-Evaluate and edit their work as well as that of others

Activities

Term A
Students will write in their journals. They will research the lives of famous playwrights and their plays. Students will read, analyze, and discuss different styles of plays.

Term B
Students will write in their journals. They will write several short plays and at least one one-act play. Each student will choose one of their original plays to be performed by students in the advanced drama class.

Instructional Materials:

Text and Supplementary Materials

Assessment

-Journal entries
-Oral presentations individually and in group
-Written tests and quizzes
-Creative writing ability
-Portfolios of written plays with multiple drafts showing improvement

Course Outline

Publications A

Description of Target Group

This course is designed as the first semester of a two-semester course for all students interested in various phases of publication.

Purpose

Publications A is designed to facilitate the production of a high school yearbook.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Demonstrate understanding of specialized graphic art vocabulary.
2. Demonstrate ability to work cooperatively with other students.
3. Demonstrate ability to distinguish between superior and inferior page design.
4. Ability to crop and proportion photographs into existing formats.
5. Ability to write descriptive headlines and copy.
6. Recognize the role of advertising in publications.
7. Understand the importance of quality photography in publications.
8. For photographer, ability to photograph on assignment, develop, print, and submit finished photographs.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District

Activities

Lectures, demonstrations, workshops, laboratory work, individualized learning, field trips.

Course Outline

Publications B

Description of Target Group

Publications B is designed as the second semester of a two-semester course for all students interested in various phases of publication.

Purpose

Publications B is designed to facilitate the production of a high school yearbook.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Demonstrate understanding of specialized graphic art vocabulary.
2. Demonstrate ability to work cooperatively with other students.
3. Demonstrate ability to distinguish between superior and inferior page design.
4. Ability to crop and proportion photographs into existing formats.
5. Ability to write descriptive headlines and copy.
6. Recognize the role of advertising in publications.
7. Understand the importance of quality photography in publications.
8. For photographer, ability to photograph on assignment, develop, print, and submit finished photographs.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District

Activities

Lectures, demonstrations, workshops, laboratory work, individualized learning, field trips.

Course Title

Studio Art A

Description of Target Group

11 - 12
An appropriate lab fee will be charged for materials and equipment.
The student will keep the equipment. Students may be required to provide basic personal materials.

Length of Course: 1 semester (fall)-5 units

Purpose

This semester length course will allow students to continue exploring and developing their individual styles of drawing and painting using a variety of media, with an emphasis on two and three-dimensional composition.

Students will learn how to produce accurate drawings and paintings based upon sight rendering as well as creating work from imagination. Emphasis will continue to teach refinement of traditional style and methods of drawing and painting, composition, as well as allowing individuals to experiment with different techniques.

Students will explore drawing and painting as a means of communication and visual thinking. They will exhibit skills of visual analysis and critical perception in written, oral, and individual work. This course will promote an appreciation of the work of master artists, and the influence of culture on art. The course will enable students to understand and appreciate various forms of artistic expression.

Students will prepare for presentation a quality portfolio of their work to show for admission to collegiate art programs.

* Studio Art A will replace Advanced Studies Art.

Prerequisites: Successful completion of Introduction to Art, Intermediate Drawing A and B, Painting or recommendation of the instructor based upon the student's portfolio.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the ability to:

1. See and record observations through drawing and painting.
2. Use advanced drawing and painting techniques.
3. Draw objectively objects from "sight" as well as from imagination.
4. Use appropriate technology for successful project completion.
5. Organize composition on a picture plane.

Studio Art A (continued)

6. Develop an appropriate written and oral art vocabulary.
7. Appreciate and understand various forms of artistic expression.
8. Exhibit skills in oral, written, and visual expression.
9. To discuss various master artists and periods of Art History.

Methods of Assessment of Student Learning

1. The completion of all assigned work.
2. The organization and presentation to class of a portfolio of class assignments for each grading period.
3. Students will select and present several pieces of work for scheduled art showings: school and community.
4. Oral and written critique on all work, in progress and at completion.
5. Final presentation of completed work in a portfolio.

Instructional Materials

To be assigned according to individual project. This would include such materials as pencils, erasers, colored pencils, paints, paper, art videos, access to the Internet for art research and reports and a portfolio.

Refer to: Secondary Adopted texts and approved supplementary books used in the Santa Maria Joint Union High School District.

Activities

Individual work, lecture participation in class discussions, videos, and field trips. Activities in form of projects designed to develop the students ability to create realistic and from their imagination while continuing to learn new technique and medium. Students will also be responsible for producing all required work to the best of their ability and to properly present assignments in portfolio form.

Type of course adoption requested: Required for graduation

Major purpose for adding this course to curriculum: To meet the state criteria for standards articulation and to also meet the fall semester of the A - G University of California requirements and the California State University freshmen entrance requirements.

Successful completion of this course could result in receiving additional units through articulation with the art curriculum at Allan Hancock College.

Course Title

Studio Art B

Description of Target Group

11 - 12
An appropriate lab fee will be charged for materials and equipment.
The student will keep the equipment. Students may be required to provide basic personal materials.

Length of Course: 1 semester (spring)-5 units

Purpose

This second semester course will allow students to continue exploring and developing their individual styles of drawing and / or painting using a variety of media, with an emphasis on two and three-dimensional composition.

Students will learn how to produce quality drawings and paintings based upon sight rendering as well as creating work from imagination. Emphasis will continue to refine traditional style and methods of drawing and painting, composition, as well as allowing individuals to experiment with different techniques while continuing to develop their own personal means of artistic expression.

Students will explore drawing and painting as a means of communication and visual thinking. They will exhibit skills of visual analysis and critical perception in written, oral, and individual work. This course will promote an appreciation of the work of master artists, and the influence of culture on art. The course will enable students to understand and appreciate various forms of art.

Students will refine and prepare for presentation a quality portfolio of their work to show for admission to collegiate art programs.

* Studio Art will replace Advanced Studies Art.

Prerequisites: Successful completion of Introduction to Art, Intermediate Drawing A and B, Painting or recommendation of the instructor based upon the student's portfolio.

Students using this course to meet University of California requirements and the California State University freshmen entrance requirements must also successfully complete Studio Art A with a grade of B or better.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the ability to:

1. See and record observations through drawing and painting.
2. Use advanced drawing and painting techniques.
3. Draw objectively objects from "sight" as well as from imagination.
4. Use appropriate technology for successful project completion.

5. Organize composition on a picture plane.
6. Develop an appropriate written and oral art vocabulary.
7. Appreciate and understand various forms of artistic expression.
8. Exhibit skills in oral, written, and visual expression.
9. To discuss various master artists and periods of Art History.

Methods of Assessment of Student Learning

1. The completion of all assigned work.
2. The organization and presentation to class of a portfolio of class assignments for each grading period.
3. Students will select and present several pieces of work for scheduled art showings: school and community.
4. Oral and written critique on all work, in progress and at completion.
5. Final presentation of completed work in a portfolio.

Instructional Materials

To be assigned according to individual project. This would include such materials as pencils, erasers, colored pencils, paints, paper, art videos, and access to the Internet for art research and reports and a portfolio.

Refer to: Secondary Adopted texts and approved supplementary books used in the Santa Maria Joint Union High School District.

Activities

Individual work, lectures, participation in class discussions, videos, and field trips. Activities in form of projects designed to further develop the students ability to create realistic and from their imagination while continuing to experiment with new techniques and medium. Students will also be responsible for producing all required work to the best of their ability, properly present assignments in portfolio form, and be able to provide oral and written critiques of their work as well as critiquing others.

Type of course adoption requested: Required for graduation

Major purpose for adding this course to curriculum: To meet the state criteria for standards articulation and to also meet the spring semester of the A - G University of California requirements and the California State University freshmen entrance requirements in conjunction with Studio Art A (fall semester).

Successful completion of this course could result in receiving additional units through articulation with the art curriculum at Allan Hancock College.

Course Title

Theater History

Description of Target Group

This two term or semester long course is designed for students from grades 10-12 who have an interest in theater and history.

Purpose

This course is designed to teach students about the history of theater. Through general research about theater, students will become aware and exposed to many facts of history in general such as the economics of European countries including politics, style of clothing, traditions and customs.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

-Understanding of important events related to theater throughout history
-Understanding of the styles of important plays/playwrights throughout history

Listening Skills:
-Listen to and follow oral directions
-Take notes from lectures
-Listen attentively to lectures and student presentations

Speaking Skills:
-Participate in class discussions
-Give oral reports to the class

Reading Skills:
-Read about the different stages theater has gone through throughout history
-Read plays from different time periods
-Read about famous actors and playwrights

Writing Skills:
-Develop writing skills, which involve stages: listening, finding ideas, drafting, clarifying, developing, revising, and finally editing.
-Research projects.
-Evaluate their own work as well as that of others.

Theater History (continued)

Activities

Students will research the history of theater, create detailed time lines and recognize the differences between past and present theatre. Students will also research the lives of famous actors and playwrights throughout history, and present these in a variety of ways.

Instructional Materials

Text and Supplementary Materials

Assessment

- -Note taking
- -Time lines
- -Oral presentations individually and in group
- -Written quizzes and tests
- -Portfolio of collected research and writing throughout term
- -Projects

Course Title

Video A

Description of Target Group

Video A is a one-semester humanities elective open to students in grade levels 10-12 with instructor approval

Purpose

This course is designed to present students with hands-on training in the field of Video Production. Technical and creative aspects of video production will be covered. Students will explore career opportunities in the video field.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to:

1. Communicate more effectively.
2. Work co-operatively in groups.
3. Correctly set-up and takedown video equipment.
4. Correctly operate a video camera, recorder, etc.
5. Make a story board
6. Perform a pre-production checkout
7. Gather and check items/equipment
8. Rehearse programs
9. Tape productions
10. Review tape
11. Log tapes
12. Make an editing script
13. Edit tape
14. Compose pictures for a variety of productions
15. Conduct a 2-5 minute interview
16. Product a 2 minute card show
17. Produce a 30 second commercial
18. Demonstrate awareness of career opportunities in video production

Instructional Materials

Text and Supplementary Materials:

Sony Field Production Handbook

Supplementary Texts include: Peterson's Guide to Video Taping, The Videotape Book, Video Users Handbook, The Video Guide, The Video Primer, Television Production Handbook, TV Production-A Vocational Approach

Activities

Demonstrations, lectures, guest speakers, field trips, viewing taped productions, brainstorming, practice productions, critiquing final tapes, written examinations.

Course Title

Video B

Description of Target Group

Video B is a one-semester humanities course open to students in grade levels 10-12 with instructor approval.

Purpose

This course allows students to improve and practice skills learned in Video A. Students produce a variety of program formats - music videos, interviews, documentary and narrative long form projects.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to:

1. Have improved communication skills.
2. Work co-operatively as a production crew.
3. Improve skills learned in Video A
4. Product a music video.
5. Produce a 3-5 documentary
6. Product clips for video yearbook
7. Produce programs for teachers as requested

Instructional Material

Text and Supplementary Materials:

Sony Field Production Handbook

Supplementary Texts include: Peterson's Guide to Video Taping, The Video Tape Book, Video User Handbook, The Video Guide, The Video Primer, Television Production Handbook, TV Production-A Vocational Approach

Activities

Demonstrations, lectures, guest speakers, field trips, viewing taped productions, brainstorming, practice productions, critiquing final tapes, written examinations.

Course Title

Video Production/Filmmaking A/B

Description of Target Group

Video Production/Filmmaking A/B is a year long (10-unit) Fine Arts elective open to students in grade levels 9 -12.

Purpose

The class is an introductory course, which presents the students with the opportunity for the student to explore the field of video production and filmmaking. The student will also explore the opportunities available to them in the field of video production and filmmaking.

Prerequisites: There are no prerequisites; incoming 9th graders need permission from instructor.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully:

1. Produce a video or film project from conception to completion
2. Write a treatment
3. Write a script
4. Draw a storyboard
5. Produce a shooting log
6. Produce an editing log
7. Videograph a script
8. Successfully edit a film/video project using the nonlinear method
9. Have a working knowledge of special effects software such as Adobe Premier, Adobe PhotoShop and Adobe Aftereffects
10. Discuss the history of film
11. Have a working knowledge of broadcast production
12. Produce television commercials
13. Work well within a film crew environment
14. Demonstrate an awareness of career opportunities in both the television and film industry

Instructional Materials

Textbooks: Refer to: Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District.

Activities

Demonstrations, lectures, guest speakers, produce short films.

Course Title

Video Production

Description of Target Group

Video Production is a one-semester humanities elective open to students in grade levels 10-12 with instructor approval.

Purpose

This course is designed to present students with hands on training in the field of Video Production. Technical and creative aspects of video production will be covered. Students will explore career opportunities in the video field.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to:

1. Correctly set-up and takedown video equipment.
2. Correctly operate a video camera, recorder, etc.
3. Make a storyboard.
4. Prepare a shooting script.
5. Perform a pre-production checkout.
6. Gather and check items/equipment.
7. Rehearse programs.
8. Tape productions.
9. Review tape.
10. Log tapes.
11. Make an editing script.
12. Edit tape.
13. Dub tape.
14. Conduct a 3-5 minute interview.
15. Produce a 3-5 minute news program.
16. Produce a commercial.
17. Demonstrate awareness of career opportunities in Video Production.

Instructional Materials

Text and Supplementary Materials:

Sony Field Production Handbook

Supplemental Texts include: Petersen's Guide to Video Taping, The VideoTape Book, Video User's Handbook, The Video Guide, The Video Primer, Television Production Handbook, TV Production-A Vocational Approach.

Activities

Demonstrations, lectures, guest speakers, field trips, viewing taped productions, brainstorming, practice productions, critiquing final tapes, written examinations.



SMJUHSD

NON-DEPT. & ACCELERATED



SMJUHSD Course Description

(Must be accompanied by a Course Adoption Form)

Full Course Title: Accelerated English Language Development (ELD) Lab 1 A / B

School Associated with course: **DHS** **[X] ERHS** **[X] PVHS** **[X] SMHS**

School Contact: Multilingual and Migrant Education Programs (MMEP)

Name: Kristen Kent **Title/Position:** English Learner Academic Achievement Specialist/TOSA

E-mail: kkent@smjuhsd.org **Phone:** **805-955-4573** **Ext:** 1603

Department: English Language Arts

Transcript Course Code(s) / Number(s): EN6428 / EN6429

Subject Area:

- [ ] English Requirement
- [ ] World History
- [ ] US History
- [ ] Government
- [ ] Economics
- [ ] Mathematics
- [ ] Physical Science
- [ ] Life Science
- [ ] Physical Education
- [ ] Visual & Performing Arts
- [ ] Foreign Language
- [ ] CTE
- [ ] Health
- [x] Elective

Grade Level(s)

[x] 9 [x] 10 [x] 11 [x] 12

Unit Value

- [ ] Semester (5 units)
- [X] Year A/B (5 units per semester)
- [ ] Year A/B (two-period course, 10 units per semester)

Vocational Education (CTE) [ ] Yes [x] No

Career Pathway:

Industrial Sector:

[ ] **Concentrator** [ ] **Completer**

Pre-Requisites: Students must be English learners and have been enrolled in US schools 25 - 36 months.

Co-Requesites: English 1 A/B

Course Purpose: What is the purpose of this course?

The purpose of this Designated English Language Development (ELD) course is to continue developing the fundamentals of English and to practice more advanced skills in reading, writing, speaking, and listening, with an emphasis on reading. This course provides students with support in their Core English Language Arts (ELA) course and helps students be more prepared, build on prior knowledge, and make connections with core ELA course materials.

This course will focus on the California ELD Standards and will provide preparation using the skills and task types necessary to be successful on the English Language Proficiency Assessments for California (ELPAC); and to score an overall of a 4 on the ELPAC to qualify for reclassification.

Students will be enrolled in English 1 concurrently (grades 9 – 12 inclusive).

B. COURSE CONTENT

Course Outline: A *detailed descriptive summary of all topics covered. All historical knowledge is expected to be empirically based, give examples. (i.e. California State Standards).*

California English Language Development Standards:

Expanding: Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.

Written Language Standards (Reading and Writing)

- **Interacting via written English**: Interacting with others in written English in various communicative forms (print, communicative technology and multimedia)
- **Reading/viewing closely:** Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.
- **Analyzing language choices**: Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area.
- **Justifying/arguing:** Justifying own arguments and evaluating others' arguments in writing
- **Using verb and verb phrases** to create precision and clarity in different text

Oral Language Standards (Listening and Speaking)

- **Exchanging Information/Ideas**: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics
- **Supporting opinions and persuading others:** Offering and justifying opinions, negotiating with and persuading others in communicative exchanges
- **Writing** literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.
- **Understanding text structure** and organization based on purpose, text type, and discipline.

Foundational Literacy Skills (Continue developing according to student need)

Literacy in an Alphabetic Writing System

- **Phonological awareness:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
- **Print concepts**: Demonstrate understanding of the organization and basic features of print

Foundational Reading Skills

- **Phonics and word recognition**: Know and apply grade-level phonics and word analysis in decoding words both in isolation and in text
- **Fluency**: Read with sufficient accuracy and fluency to support comprehension

Year-long ELPAC Preparation Focus

Teachers will have an initial one-on-one ELPAC chat with each student to review their ELPAC scores from the previous year and to set learning goals. Midyear, in a teacher-student conference, both parties will review data from various district-selected assessments, areas for growth will be identified, and new goals will be set. Based on student progress data reviewed, the teacher will enhance or adjust curriculum to meet the needs of the students by continuing to scaffold and differentiate lessons.

Book Title: *Future English for Work, Life, and Academic Success—Level 3* with My English Lab

Course: Accelerated ELD Lab 1

Type of book adoption request:

☐ Basic/Multiple Textbook

☒ Supplementary Textbook

☐ Reference Book

☒ Curriculum Software ☒ NEW ☐ REPLACE

Aligned with Standards? YES ☒ NO

Replacement for*(Book title & copyright)*:

Author: Sarah Lynn, Ronna Magy, and Federico Salas-Isnardi Edition: second

Publisher: Pearson Education, Inc. Copyright: 2019

Student's Edition: List Price: $30.99 ISBN #: 978-0-13-535845-0

Teacher's Edition: List Price: $33.40 ISBN #: 978-0-13-454755-8

Book Title: *Top Notch* Level 2 and My English Lab

Course: Accelerated ELD Lab 1

Type of book adoption request:

☐ Basic/Multiple Textbook

☒ Supplementary Textbook

☐ Reference Book

☒ Curriculum Software ☒ NEW REPLACE

Aligned with Standards? YES ☒ NO

Replacement for*(Book title & copyright)*:

Author: Joan Saslow and Allen Ascher Edition: Third

Publisher: Pearson Education, Inc. Copyright: 2015

Student's Edition: List Price: $ 39.60 ISBN #: 978-0-13-419503-2

Teacher's Edition: List Price: $ 56.20 ISBN #: 978-0-13-381046-2

Book Title:

Course:

Type of book adoption request:

☐ Basic/Multiple Textbook

☐ Supplementary Textbook

☐ Reference Book

☐ Curriculum Software ☐ NEW ☐ REPLACE

Aligned with Standards? ☐ YES ☐ NO

Replacement for*(Book title & copyright)*:

Author: Edition:

Publisher: Copyright:

Student's Edition: List Price: ISBN #:

Teacher's Edition: List Price: ISBN #:

The following teacher has reviewed the above text(s) and finds it appropriate for the course.

Kristen Kent MMEP 5/17/21

Recommending Teacher Signature School Date

Supplemental Instructional Material: *Please Describe. If using online text or non-standard material, please provide the title of the material or webpage and the URL link.*

Reading Plus
Quizlet
Vocaroo
Randall's ESL Cyber Listening Lab
Newsela Premium
No Red Ink Premium
Typing.com
Additionally, teacher-developed lessons and or materials to support all ELPAC language domains will be used.

Instructional Methods and/or Strategies:

ELD teaching strategies

- Provide a welcoming and supportive learning environment for all students.
- Specially Designed Academic Instruction in English (SDAIE)
- Guided Language Acquisition Design (GLAD)
- Sheltered Instruction Observation Protocol (SIOP)
- *English Learner Toolkit of Strategies,* California County Superintendents' Educational Services Association, Curriculum and Instruction Steering Committee

Teacher Collaboration

- Work with Core English teachers to align supports.
- Communicate with ELD teachers at other campuses.

Oral language skills improvement

- Viewing model texts
- Listening to model speakers
- Practicing conversations with a partner
- Writing short responses to oral presentations

Assessment Methods and/or Tools:

- Pre-assessment, Quarterly Assessments, and End of Year Assessment of reading comprehension, silent reading rate, and vocabulary level
- ELPAC Vocabulary practice through Quizlet
- Evaluate growth in ELPAC domains based on ELPAC writing rubrics and speaking rubrics.
- Teacher collaboration in creating performance assessments.

Activities: *(If applicable)*

- ELPAC Chat
- Effective use of a planner or an online calendar
- Organization of a binder and/or electronic files
- Practice listening for comprehension and recall.
- Practice notetaking and use of Cornell notes.
- SQ3R reading strategy for expository texts.

- Navigating AERIES Portal, Canvas, school email, password reset, shared cloud-based drive.
- How to create Word documents and Power Point presentations
- Conduct ELPAC chats
- Daily practice of listening, speaking, reading, and writing to develop English fluency.
- Typing skills
- *Future 3* Workbook
- Practice speaking English using ELPAC speaking exercises, reading aloud in class, discussing topics with the teacher, doing sight word warm-ups, engaging in conversation with teacher and peers, and writing a weekly journal to read aloud to one another.

Certificate: *(If applicable)*
N.A.

Date Submitted: 5/18/2021

Course Outline
Advanced ELD Lab A/B (levels 1, 2, 3 and 4)

Department - English

Career Path - All

Description of Target Group
The target group would be comprised of Long-Term English Learners who have not yet been reclassified. Students will take an English course concurrently with Core ELD Lab.

For example:
English 1 + Advanced ELD Lab 1
English 2 + Advanced ELD Lab 2
English 3 + Advanced ELD Lab 3
English 4 + Advanced ELD Lab 4

Lab Fees - None

Purpose
1. To support LTEL students who are struggling in language arts through intensive reading, writing, and critical thinking
2. To emphasize the process approach to writing and reading complex texts
3. To provide a course in sentence and paragraph construction, grammar usage, vocabulary development, and essay structure
4. To prepare for the ELPAC exam

Students will be enrolled in this course concurrently with English CP. This course focuses on overall skills and concepts--not English Content/Curriculum. Curriculum will include online reading instruction and ELPAC Prep materials. Teachers will also provide support for English Curriculum by providing opportunities for students to receive extra help on assignments or reviewing for tests. Teachers will monitor grades in English course and provide incentives for students to be successful in English. Students will receive 5 elective credits per semester.

Length of Course - One Year

Units – Five per semester (elective credit)

Prerequisites - None

Standards of Expected Student Achievement
1. demonstrate knowledge of writing as a process, including prewriting, drafting, and revising
2. demonstrate ability to narrow topic and construct effective topic sentences and theses
3. demonstrate knowledge of paragraph organization
4. demonstrate basic knowledge of essay structure
5. recognize and write clear, coherent sentences

6. Demonstrate proofreading and editing techniques
7. Demonstrate skills in correct grammar and punctuation, including recognizing and correcting fragments, comma splices, run-ons, comma errors, and apostrophe errors
8. Demonstrate skills in subject/verb agreements, capitalization, and pronoun reference
9. Recognize independent and dependent clauses
10. Demonstrate ability to learn and use grade level vocabulary in speech and written exercises
11. Demonstrate effective reading skills
12. Dncrease ELPAC exam awareness and achievement levels

Methods of Assessment of Student Learning

1. One-on-one instruction
2. Written exams
3. In-class writings
4. Timed writings
5. Essay writings (students are trained and assessed with a rubric)
6. Grammar tests
7. Vocabulary tests
8. Tests on word derivation and etymology
9. Portfolios
10. Parent participation sheet
11. Reading tests
12. ELPAC practice assessments

Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

1. Sentence combining
2. Writing and revising sentences and paragraphs
3. Punctuation team games (bingo, board games, etc.)
4. DOL-type exercises
5. Using a style manual to revise
6. Grammar exercises
7. Revising for sentence variation (teach types of sentences with examples from literature)
8. Computer-generated grammar and punctuation exercises
9. Using a dictionary and thesaurus
10. Imitate the styles of various authors
11. Peer edit with rubric
12. Timed writing
13. Non-timed essays which use the writing process
14. Responding to a prompt
15. Online reading programs
16. Independent reading
17. ELPAC Preparation

SMJUHSD Course Description

(Must be accompanied by a Course Adoption Form)

Full Course Title: Advanced English Language Development (ELD) Lab 1 A/B

School Associated with course: ( ) DHS (X) ERHS (X) PVHS (X) SMHS

School Contact: Multilingual and Migrant Education Programs (MMEP)

Name: Maritza Olguin **Title/Position:** ELD Coordinator

E-mail: molguin@smjuhsd.org **Phone:** 805-922-4573 **Ext:** 1917

Department:
English Language Arts

Transcript Course Code(s) / Number(s):
EN6434/EN6435

Subject Area:

- [ ] English Requirement
- [ ] World History
- [ ] US History
- [ ] Government
- [ ] Economics
- [ ] Mathematics
- [ ] Physical Science
- [ ] Life Science
- [ ] Physical Education
- [ ] Visual & Performing Arts
- [ ] Foreign Language
- [ ] CTE
- [ ] Health
- [x] Elective

Grade Level(s)

- [x] 9
- [ ] 10
- [ ] 11
- [ ] 12

Vocational Education (CTE) [ ] Yes [x] No

Career Pathway:

Industrial Sector:

- [ ] **Concentrator**
- [ ] **Completer**

Unit Value

- [ ] Semester (5 units)
- [x] Year A/B (5 units per semester)
- [ ] Year A/B (two-period course, 10 units per semester)

Pre-Requisites: This course is for Long Term English Learners (LTELs) and LTELs with Individualized Educational Plans (IEPs) who have been in US schools for 5 years or more and have 9th grade status.

Co-Requisites: English 1 A/B

Course Purpose: What is the purpose of this course?

The purpose of this Designated English Language Development (ELD) course is to continue expanding students' English language proficiency, and to practice more advanced skills in reading, writing, speaking, and listening, with an emphasis on reading comprehension. This course provides students with support in their Core English Language Arts (ELA) course and gives scaffolded support to improve reading comprehension.

This course is guided by the California ELD Standards to provide preparation necessary to demonstrate English language proficiency on the English Language Proficiency Assessments for California (ELPAC). An additional course purpose is to prepare students to earn an Overall 4 on the ELPAC, thus meeting one of four criteria for reclassification as Fluent English Proficient (FEP). To achieve these goals students will read narrative and expository texts and apply rhetorical devices to increase reading proficiency of academic texts.

Students will be enrolled in English 1 A/B concurrently.

B. COURSE CONTENT

Course Outline: A *detailed descriptive summary of all topics covered. All historical knowledge is expected to be empirically based, give examples. (i.e. California State Standards).*

California English Language Development Standards

Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English. This course strongly emphasizes writing development.

Written Language Standards (Reading and Writing)

- **Interacting via written English**: Interacting with others in written English in various communicative forms (print, communicative technology and multimedia)
- **Reading/viewing closely:** Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.
- **Analyzing language choices**: Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area.
- **Justifying/arguing:** Justifying own arguments and evaluating others' arguments in writing
- **Using verb and verb phrases** to create precision and clarity in different text

Oral Language Standards (Listening and Speaking)

- **Exchanging Information/Ideas**: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics
- **Supporting opinions and persuading others:** Offering and justifying opinions, negotiating with and persuading others in communicative exchanges
- **Writing** literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.
- **Understanding text structure** and organization based on purpose, text type, and discipline.

Year-long ELPAC Preparation Focus

Teachers will have an initial one-on-one ELPAC chat with each student to review their ELPAC scores from the previous year and to set learning goals. Midyear, in a teacher-student conference, both parties will review data from various district-selected assessments, areas for growth will be identified, and new goals will be set. Based on student progress data reviewed, the teacher will enhance or adjust curriculum to meet the needs of the students by continuing to scaffold and differentiate lessons.

Year-long ELPAC Preparation Focus

Teachers will have an initial one-on-one ELPAC chat with each student to review their ELPAC scores from the previous year and to set learning goals. Midyear, in a teacher-student conference, both parties will review data from various district-selected assessments, areas for growth will be identified, and new goals will be set. Based on student progress data reviewed, the teacher will enhance or adjust curriculum to meet the needs of the students by continuing to scaffold and differentiate lessons.

Inside the Text-

Inside the Text helps improve students' reading comprehension, language abilities, and written composition. Thus, supporting students' preparation for the ELPAC. The

textbook explores issues of national and international significance and builds background knowledge, expands students' views and aids in building critical thinking skills and habits.

Unit 1: Human Rights and History
Unit 3: Global Issues

Expository Reading & Writing Curriculum (ERWC) Module(s) with Integrated and Designated ELD

- ERWC ELA - ELD 9th Grade Modules: Teacher choice from this list
  - Book: *The Absolutely True Diary of a Part Time Indian* (ELA-ELD)
  - Book: *The Distance Between Us (ELA-ELD)*
  - Issue: Conscious Hip Hop (ELA-ELD)

No Red Ink

- teacher - developed lessons focused on grammar and language functions
- teacher - developed course diagnostic

Book Title: Summit Level 1 with My English Lab	**Course:** Adv. ELD Lab 1
Type of book adoption request: ☐ Basic/Multiple Textbook ☒ Supplementary Textbook ☐ Reference Book ☒ Curriculum Software ☒ NEW ☐ REPLACE **Aligned with Standards?** ☐ YES ☒ NO	**Replacement for***(Book title & copyright)*:
Author: Joan Saslow and Allen Ascher	Edition: 3rd
Publisher: Pearson Education	Copyright: 2017
Student's Edition: List Price: $____39.60_____	ISBN #:____978-0-13-481123-9___
Teacher's Edition: List Price: $_____56.20____	ISBN #:____978-0-13-449904-8__
Book Title: Summit Level 1 Split A with My English Lab	**Course:** Adv. ELD Lab 1

Type of book adoption request:

☐ Basic/Multiple Textbook
☒ Supplementary Textbook
☐ Reference Book
☒ Curriculum Software ☒ NEW ☐ REPLACE

Aligned with Standards? ☐ YES ☒ NO

Replacement for*(Book title & copyright)*:

Author: Joan Saslow and Allen Ascher — Edition: 3rd

Publisher: Pearson Education — Copyright: 2017

Student's Edition: List Price: $ 31.00 — ISBN #: 978-0-13-449887-4

Teacher's Edition: List Price: $ 56.20 — ISBN #: 978-0-13-449904-8

Book Title: Collections Inside the Text

Course: Advanced ELD Lab 1

Type of book adoption request:

☐ Basic/Multiple Textbook
☒ Supplementary Textbook
☐ Reference Book
☒ Curriculum Software ☒ NEW ☐ REPLACE

Aligned with Standards? ☐ YES ☒ NO

Replacement for*(Book title & copyright)*:

Author: Lawrence Gable, Ron Klemp, Bill McBride — Edition: ____

Publisher: Houghton Mifflin Harcourt — Copyright: 2017

Student's Edition: List Price: $ 6.90 — ISBN #: 978-0-544-636-323

Teacher's Edition: List Price: $ 31.05 — ISBN #: 978-0-544-636-330

The following teacher has reviewed the above text(s) and finds it appropriate for the course.

Maritza Olguin, MMEP 5/17/21

Recommending Teacher Signature School Date

Supplemental Instructional Material: Please describe. If using online text or non-standard material, please provide the title of the material or webpage and the URL link.

- *Collections' Performance Assessment* 9 (consumable)
- *Inside the Text*
- Quizlet Plus
- Vocaroo
- Randall's ESL Cyber Listening Lab
- Newsela Premium
- No Red Ink Premium
- Typing.com
- ListenWise.com
- Kahoot.com
- Grammarly.com
- Reading Software *Reading Plus*

Instructional Methods and/or Strategies:

Instructional methods

- Provide a welcoming and supportive learning environment for all students.
- Daily practice of listening, speaking, reading, and writing to develop English fluency.
- Conduct ELPAC chats to review previous ELPAC scores and to set individual learning goals.
- Use of ELPAC task types, writing rubrics, and academic vocabulary.

ELD teaching strategy resources

- Specially Designed Academic Instruction in English (SDAIE)
- Guided Language Acquisition Design (GLAD)
- Sheltered Instruction Observation Protocol (SIOP)
- *English Learner Toolkit of Strategies:* California County Superintendents Educational Services Association, Curriculum and Instruction Steering Committee

Teacher collaboration

- Collaboration with core English teachers at site
- Collaboration with teachers at other campuses

Assessment Methods and/or Tools:

- ELPAC Vocabulary using Quizlet
- Kahoot – quizzes
- ELPAC Writing and Speaking Rubric
- Common Formative Assessments (CFAs)
- NoRedInk Diagnostic exam
- ELPAC Chat
- Newsela quizzes
- District-selected Progress Monitoring of reading in both English and Spanish

Supplemental Activities and Special Projects

- Conduct interview(s) of authority figures at school
- Informational readings by Lexile level
- Conduct case studies
- Socratic Seminar
- Debate
- Discuss current events
- Compare and contrast activities
- Timeline project(s)
- Career research and presentation
- College research and virtual field trip
- Test taking strategies and tips/tricks
- Goal setting within ERWC Supplemental Units
- ELPAC Chats

Certificate *(if applicable)*

Date Submitted: 5/18/2021

SMJUHSD Course Description

(Must be accompanied by a Course Adoption Form)

Full Course Title: Advanced English Language Development (ELD) Lab 2 A/B

School Associated with course: DHS (X) ERHS (X) PVHS (X) SMHS

School Contact: Multilingual and Migrant Education Programs

Name: Maritza Olguin **Title/Position:** ELD Coordinator

E-mail: molguin@smjuhsd.org **Phone:** 805-922-4573 **Ext:** 1917

Department:
English Language Arts

Transcript Course Code(s) / Number(s):
EN6436/EN6437

Subject Area:

- ☐ English Requirement
- ☐ World History
- ☐ US History
- ☐ Government
- ☐ Economics
- ☐ Mathematics
- ☐ Physical Science
- ☐ Life Science
- ☐ Physical Education
- ☐ Visual & Performing Arts
- ☐ Foreign Language
- ☐ CTE
- ☐ Health
- ☒ Elective

Grade Level(s)

☐ 9 ☒ 10 ☐ 11 ☐ 12

Vocational Education (CTE) ☐ Yes ☒ No

Career Pathway:

Industrial Sector:

☐ **Concentrator** ☐ **Completer**

Unit Value

- ☐ Semester (5 units)
- ☒ Year A/B (5 units per semester)
- ☐ Year A/B (two-period course, 10 units per semester)

Pre-Requisites: This course is for Long Term English Learners (LTELs) and LTELs with Individualized Educational Plans (IEPs) who have been in US schools for 5 years or more and have 10th grade status.

Co-Requisites:
English 2 A/B

Course Purpose: What is the purpose of this course?

The purpose of this Designated English Language Development (ELD) course is to continue expanding students' English language proficiency, and to practice more advanced skills in reading, writing, speaking, and listening, with an emphasis on writing. This course is guided by the California ELD Standards to provide preparation necessary to demonstrate English language proficiency on the English Language Proficiency Assessments for California (ELPAC). This course will prepare students to earn an Overall 4 on the ELPAC, thus meeting one of four criteria for reclassification as Fluent English Proficient (FEP). This course also provides students with support in their Core English Language Arts (ELA) course and gives scaffolded support to improve reading comprehension. To achieve this goal students will read narrative and expository texts and apply rhetorical devices to their academic writing.

Students will be enrolled in English 2 A/B concurrently.

B. COURSE CONTENT

Course Outline: A *detailed descriptive summary of all topics covered. All historical knowledge is expected to be empirically based, give examples. (i.e. California State Standards).*

California English Language Development Standards

Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English. This course strongly emphasizes writing development.

Written Language Standards (Reading and Writing)

- **Interacting via written English**: Interacting with others in written English in various communicative forms (print, communicative technology and multimedia)
- **Reading/viewing closely:** Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.
- **Analyzing language choices**: Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area.
- **Justifying/arguing:** Justifying own arguments and evaluating others' arguments in writing
- **Using verb and verb phrases** to create precision and clarity in different text

Oral Language Standards (Listening and Speaking)

- **Exchanging Information/Ideas**: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics
- **Supporting opinions and persuading others:** Offering and justifying opinions, negotiating with and persuading others in communicative exchanges
- **Writing** literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.
- **Understanding text structure** and organization based on purpose, text type, and discipline.

Year-long ELPAC Preparation Focus

Teachers will have an initial one-on-one ELPAC chat with each student to review their ELPAC scores from the previous year and to set learning goals. Midyear, in a teacher-student conference, both parties will review data from various district-selected assessments, areas for growth will be identified, and new goals will be set. Based on student progress data reviewed, the teacher will enhance or adjust curriculum to meet the needs of the students by continuing to scaffold and differentiate lessons.

Expository Reading & Writing Curriculum (ERWC) Module(s) with Integrated and Designated ELD

ERWC ELA - ELD 10th Grade Modules: Teacher choice from this list

- Book: *Things Fall Apart* (ELA-ELD)
- Issue: Age of Responsibility (ELA-ELD)
- Issue: Citizen Youth (ELA-ELD)
- Issue: Free Speech (ELA-ELD)
- Issue: We Should All Be Feminists (ELA-ELD)

Book Title: Summit Level 2 with My English Lab | **Course:** Adv. ELD Lab 2

Type of book adoption request:
- ☐ Basic/Multiple Textbook
- ☒ Supplementary Textbook
- ☐ Reference Book
- ☒ Curriculum Software ☒ NEW ☐ REPLACE

Aligned with Standards? ☐ YES ☒ NO

Replacement for*(Book title & copyright)*:

Author: Joan Saslow and Allen Ascher
Edition: 3rd
Publisher: Pearson Education
Copyright: 2017
Student's Edition: List Price: $39.60
ISBN #: 978-0-13-481122-2
Teacher's Edition: List Price: $56.20
ISBN #: 978-0-13-449905-5

Book Title: Summit Level Split B with My English Lab | **Course:** Adv. ELD Lab 2

Type of book adoption request:
- ☐ Basic/Multiple Textbook
- ☒ Supplementary Textbook
- ☐ Reference Book
- ☒ Curriculum Software ☒ NEW ☐ REPLACE

Aligned with Standards? ☐ YES ☒ NO

Replacement for*(Book title & copyright)*:

Author: Joan Saslow and Allen Ascher
Edition: 3rd
Publisher: Pearson Education
Copyright: 2017
Student's Edition: List Price: $31.00
ISBN #: 978-0-13-449889-8
Teacher's Edition: List Price: $56.20
ISBN #: 978-0-13-449905-5

Book Title: Collections Inside the Text | **Course:** Adv. ELD Lab 2

Type of book adoption request:
- ☐ Basic/Multiple Textbook
- ☒ Supplementary Textbook
- ☐ Reference Book
- ☒ Curriculum Software ☒ NEW ☐ REPLACE

Aligned with Standards? ☐ YES ☒ NO

Replacement for*(Book title & copyright)*:

Author: Lawrence Gable, Ron Klemp, Bill McBride
Edition: ____
Publisher: Houghton Mifflin Harcourt
Copyright: 2017
Student's Edition: List Price: $6.90
ISBN #: 978-0-544-636-323
Teacher's Edition: List Price: $31.05
ISBN #: 978-0-544-636-330

The following teacher has reviewed the above text(s) and finds it appropriate for the course.

Maritza Olguin, MMEP 5/17/21
Recommending Teacher Signature School Date

Supplemental Instructional Material: Please describe. If using online text or non-standard material, please provide the title of the material or webpage and the URL link.

- *Collections' Performance Assessment* 10 (consumable)
- Quizlet
- Vocaroo
- Randall's ESL Cyber Listening Lab
- Newsela Premium
- No Red Ink Premium
- Vocabulary.com
- Typing.com
- Duolingo for Schools
- Kahoot Plus

Instructional Methods and/or Strategies:

Instructional methods:

- Provide a welcoming and supportive learning environment for all students.
- Daily practice of listening, speaking, reading, and writing to develop English fluency.
- Conduct ELPAC chats to review previous ELPAC scores and to set individual learning goals.
- Use of ELPAC task types
- Continued application of high-utility academic vocabulary/phrasing.

ELD teaching strategy resources:

- Specially Designed Academic Instruction in English (SDAIE)
- Guided Language Acquisition Design (GLAD)
- Sheltered Instruction Observation Protocol (SIOP)
- *English Learner Toolkit of Strategies,* California County Superintendents' Educational Services Association, Curriculum and Instruction Steering Committee

Teacher collaboration

- Collaboration with core English teachers at site
- Collaboration with teachers at other campuses

Assessment Methods and/or Tools:

- Common Formative Assessments (CFA)
- No Red Ink:
  - The Planning Diagnostic: Highlights areas for Improvement
  - Grammar Post-Test on No Red Ink
- ELPAC writing rubrics and speaking rubrics
- Teacher collaboration creating performance assessments.

Activities & Projects:

- Step Up to Writing: Masterpiece Sentences
- UCI Writing Project: Memory Snapshot
- Compare and Contrast Literary Passages
- Chain Poem
- Career Unit and Presentation
- Novel, short story, or ERWC ELA-ELD Unit
- Argumentative Essay, Narrative Essay, or writing within ERWC ELA-ELD Unit
- Me Portfolio of one's personal narrative and academic writing.
- ELPAC Vocabulary

- ELPAC Chat

Certificate *(if applicable)*

Date Submitted: 5/18/2021

SMJUHSD Course Description

(Must be accompanied by a Course Adoption Form)

Full Course Title: Advanced English Language Development (ELD) Lab 3A / 3B

School Associated with course: (X) DHS (X) ERHS (X) PVHS (X) SMHS

School Contact: Multilingual and Migrant Education Programs (MMEP)

Name: Kristen Kent **Title/Position:** English Learner Academic Achievement Specialist/TOSA

E-mail: kkent@smjuhsd.org **Phone: 805-955-4573** **Ext:** 1603

Department: English Language Arts

Transcript Course Code(s) / Number(s): EN 6438 / EN 6439

Subject Area:

English Requirement	Mathematics	Foreign Language
World History	Physical Science	CTE
US History	Life Science	Health
Government	Physical Education	x Elective
Economics	Visual & Performing Arts	

Grade Level(s)

9 10 x 11 12

Unit Value

Semester (5 units)

X Year A/B (5 units per semester)

Year A/B (two-period course, 10 units per semester)

Vocational Education (CTE) Yes x No

Career Pathway:

Industrial Sector:

☐ **Concentrator** ☐ **Completer**

Pre-Requisites:

This course is for Long Term English Learners (LTELs), or LTELs with Individualized Educational Plans (IEPs), all who have been in U.S. schools for 5 years or more and with 11th grade status.

Co-Requisites:

English 3 A/B

Course Purpose: What is the purpose of this course?

The purpose of this Designated English Language Development (ELD) course is to continue expanding students' English language proficiency, and to practice more advanced skills in reading, writing, speaking, and listening with an emphasis on an Oral History Project. This course provides scaffolding for selected skills applicable to the Core English Language Arts (ELA) course. Students will interact with narrative, expository, and rhetorical texts in various ways to demonstrate their abilities with the English language.

This course emphasizes the California English Language Development (ELD) Standards to provide preparation for the English Language Proficiency Assessments for California (ELPAC) and uses the ELPAC task types to improve academic skills. An additional course purpose is to prepare students to earn an Overall 4 on the ELPAC, thus meeting one of four criteria for reclassification as Fluent English Proficient (FEP).

This course also incorporates the Common Core State Standards for English language arts/literacy to prepare students for the grade 11 California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments.

Students will be enrolled concurrently in English 3A/B.

B. COURSE CONTENT

Course Outline: A *detailed descriptive summary of all topics covered. All historical knowledge is expected to be empirically based, give examples. (i.e. California State Standards).*

California English Language Development Standards

Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

Written Language Standards (Reading and Writing)

- **Reading/viewing closely:** Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.
- **Writing:** Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.
- **Justifying/arguing:** Justifying own arguments and evaluating others' arguments in writing.
- **Understanding cohesion** and how language resources across a text contribute to the way a text unfolds and flows.
- **Understanding text structure** and organization based on purpose, text type, and discipline.
- **Analyzing language choices:** Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area.

Oral Language Standards (Listening and Speaking)

- **Listening actively** to spoken English in a range of social and academic contexts. Understanding text structure and organization based on purpose, text type, and discipline.
- **Exchanging Information/Ideas:** Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics.

- **Analyzing language choices:** Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area.
- **Selecting Language Resources:** Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas.

Year-long ELPAC Preparation Focus

Teachers will have an initial one-on-one ELPAC chat with each student to review their ELPAC scores from the previous year and to set learning goals. Midyear, in a teacher-student conference, both parties will review data from various district-selected assessments, areas for growth will be identified, and new goals will be set. Based on student progress data reviewed, the teacher will enhance or adjust curriculum to meet the needs of the students by continuing to scaffold and differentiate lessons.

Curriculum

- Oral History Project (year-long Special Project)
  - Students will be introduced to the methods, ethics, practices, and preservation of oral history
- Focus on ELPAC Prep
  - ELPAC Chat in August or early Sept., again in Nov, Dec., or January prior to ELPAC
  - ELPAC Practice Tests
  - ELPAC Task Types
- Academic Units
  - Argumentative Unit: Articles
  - Literary Analysis Unit: Short Stories & poems
  - Informative Unit: Articles
- Grade level academic vocabulary
  - Quizlet sets
  - CAASPP/SBAS/ELPAC/DOK terminology throughout the year

Book Title: *Future English for Work, Life, and Academic Success—Level 4* with My English Lab | **Course:** Adv. ELD Lab 3

Type of book adoption request:
☐ Basic/Multiple Textbook
☒ Supplementary Textbook
☐ Reference Book
☒ Curriculum Software ☒ NEW ☐ REPLACE

Aligned with Standards? YES ☒ NO

Replacement for*(Book title & copyright)*:

Author: Sarah Lynn, Ronna Magy, and Federico Salas-Isnardi Edition: second

Publisher: Pearson Education, Inc. Copyright: 2019

Student's Edition: List Price: $30.99 ISBN #: 978-0-13-535833-7

Teacher's Edition: List Price: $33.40 ISBN #: 978-0-13-454756-5

Book Title: *Summit* Level 2, Split A with My English Lab | **Course:** Adv. ELD Lab 3

Type of book adoption request:
☐ Basic/Multiple Textbook
☒ Supplementary Textbook
☐ Reference Book
☒ Curriculum Software ☒ NEW REPLACE

Aligned with Standards? YES ☒ NO

Replacement for*(Book title & copyright)*:

Author: Joan Saslow and Allen Ascher Edition: Third

Publisher: Pearson Education, Inc. Copyright: 2017

Student's Edition: List Price: $ 31.00 ISBN #: 978-0-13-449888-1

Teacher's Edition: List Price: $ 56.20 ISBN #: 978-0-13-449905-5

Book Title: *Top Notch* Level 3 with My English Lab **Course:** Adv. ELD Lab 3

Type of book adoption request:
☐ Basic/Multiple Textbook
☒ Supplementary Textbook
☐ Reference Book
☒ Curriculum Software ☒ NEW ☐ REPLACE

Aligned with Standards? ☐ YES ☒ NO

Replacement for*(Book title & copyright)*:

Author: Joan Saslow and Allen Ascher Edition: Third

Publisher: Pearson Education, Inc. Copyright: 2015

Student's Edition: List Price: $39.60 ISBN #:978-0-13-419502-5

Teacher's Edition: List Price: $56.20 ISBN #: 978-0-13381918-2

The following teacher has reviewed the above text(s) and finds it appropriate for the course.

Kristen Kent MMEP 5/17/21

Recommending Teacher Signature School Date

Supplemental Instructional Material: *Please Describe. If using online text or non-standard material, please provide the title of the material or webpage and the URL link.*

- *Collections' Performance Assessment* 11 (consumable)
- Quizlet
- Vocaroo
- Randall's ESL Cyber Listening Lab
- Newsela Premium
- No Red Ink Premium
- Typing.com
- Listenwise.com
- Revision Assistant
- Turnitin.com
- Vocabulary.com

Instructional Methods and/or Strategies:

Instructional methods

- Provide a welcoming and supportive learning environment for all students.
- Daily practice of listening, speaking, reading, and writing to develop English fluency.
- Conduct ELPAC chats to review previous ELPAC scores and to set individual learning goals.
- Use of ELPAC task types, writing rubrics, and academic vocabulary.
- Conduct research using primary and secondary sources
- Socratic Seminar
- Philosophical Chairs
- Inquiry-Based Learning to ground Oral History Project

ELD teaching strategy resources

- Specially Designed Academic Instruction in English (SDAIE)
- Guided Language Acquisition Design (GLAD)
- Sheltered Instruction Observation Protocol (SIOP)
- *English Learner Toolkit of Strategies,* California County Superintendents' Educational Services Association, Curriculum and Instruction Steering Committee

Teacher collaboration

- Teacher-developed lessons, units, and assessments
- Collaboration with core English teachers
- Collaboration with teachers at other campuses

Assessment Methods and/or Tools:

- Teacher collaboration in creating performance assessments.
- ELPAC Task-Aligned Assessments
- Cumulative Oral History Project

Activities: *(If applicable)*

- ELPAC Chat

Certificate: *(If applicable)*

N.A.

Date Submitted: 5/18/2021

SMJUHSD Course Description

(Must be accompanied by a Course Adoption Form)

Full Course Title: Advanced English Language Development (ELD) Lab 4A / 4B

School Associated with course: (X) DHS (X) ERHS (X) PVHS (X) SMHS

School Contact: Multilingual and Migrant Education Programs

Name: Maritza Olguin **Title/Position:** ELD Coordinator

E-mail: molguin@smjuhsd.org **Phone:** 805-922-4573 **Ext:** 1917

Department:
English Language Arts

Transcript Course Code(s) / Number(s):
EN6440 / EN6441

Subject Area:

- English Requirement
- World History
- US History
- Government
- Economics
- Mathematics
- Physical Science
- Life Science
- Physical Education
- Visual & Performing Arts
- Foreign Language
- CTE
- Health
- ✖ Elective

Grade Level(s)

9 10 11 ✖ 12

Unit Value

- Semester (5 units)
- ✖ Year A/B (5 units per semester)
- Year A/B (two-period course, 10 units per semester)

Vocational Education (CTE) Yes ✖ No

Career Pathway:

Industrial Sector:

☐ **Concentrator** ☐ **Completer**

Pre-Requisites:
12th grade status and Long-Term English Learner (LTEL) or LTEL with an Individualized Educational Plan (IEP), all who have been in US schools for 5 years or more.

Co-Requisites:
English 4 and/or Courses that meet English 4 graduation requirement

Course Purpose: What is the purpose of this course?

The purpose of this Designated English Language Development (ELD) course is to continue expanding students' English language proficiency, and to practice more advanced skills in reading, writing, speaking, and listening. This course supports students in their Core English Language Arts (ELA) course by providing scaffolds for reading and writing and reinforcing academic language. Students will use rhetoric-based activities designed to develop their academic literacy in rhetorical and analytical reading, writing, and thinking.

This course is guided by the California ELD Standards to provide preparation necessary to demonstrate English language proficiency on the English Language Proficiency Assessments for California (ELPAC). An additional course purpose is to prepare students to earn an Overall 4 on the ELPAC, thus meeting one of four criteria for reclassification as Fluent English Proficient (FEP) and assisting grade 12 students in earning the California State Seal of Biliteracy (SSB). The SSB is highly valued by the California State University and the University of California as evidence of College and Career Readiness.

Students will be enrolled concurrently in English 4 A/B and/or a course that meets the English 4 graduation requirement.

B. COURSE CONTENT

Course Outline: A *detailed descriptive summary of all topics covered. All historical knowledge is expected to be empirically based, give examples. (i.e. California State Standards).*

California English Language Development Standards:

Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding to develop both content knowledge and English.

Written Language Standards (Reading and Writing)

- **Interacting via written English**: Interacting with others in written English in various communicative forms (print, communicative technology and multimedia)
- **Reading/viewing closely**: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language
- **Adapting language choices** to various contexts (based on task, purpose, audience, and text type)
- **Selecting language resources:** Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas
- **Evaluating language choices:** Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area
- **Analyzing language choices:** Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area
- **Writing** literary and informational texts to present, describe, and explain ideas and information, using appropriate technology
- **Justifying/arguing:** Justifying own arguments and evaluating others' arguments in writing

Oral Language Standards (Listening and Speaking)

- **Exchanging Information/Ideas:** Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics
- **Supporting opinions and persuading others:** Offering and justifying opinions, negotiating with and persuading others in communicative exchanges
- **Listening actively** to spoken English in a range of social and academic contexts
- **Adapting language choices:** Adapting language choices to various contexts (based on task, purpose, audience, and text type)
- **Analyzing language choices:** Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area
- **Evaluating language choices:** Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area
- **Presenting:** Expressing information and ideas in formal oral presentations on academic topics

Year-long ELPAC Preparation Focus:

Teachers will have an initial one-on-one ELPAC chat with each student to review their ELPAC scores from the previous year and to set learning goals. Midyear, in a teacher-student conference, both parties will review data from various district-selected assessments, areas for growth will be identified, and new goals will be set. Based on student progress data reviewed, the teacher will enhance or adjust curriculum to meet the needs of the students by continuing to scaffold and differentiate lessons.

Units of Study (teacher-developed and at teacher discretion)**:**

Getting Started--Doing school: Canvas, AERIES, software/app logins, student planner; course purpose, course routines, etc.

TED Talk Unit--Focus on listening skills, note-taking, speaking, debate

College and Career Unit--Research, career exploration software, business letters, mock interviews, job applications, budget

Genius Hour Unit-- Research, writing for audience, tech skills, presentation, listening and speaking

Expository Reading and Writing Curriculum (ERWC)--ELA-ELD Module(s) for 12th grade

Creative Writing Unit--Students will use both sides of their brain to create poetry and prose, culminating in an anthology.

Video journalism Unit-- Students will learn to responsibly create and distribute news articles.

Book Title: Future English for Work, Life, and Academic Success Advanced Level with My English Lab

Course: Advanced ELD Lab 4

Type of book adoption request:

- ☐ Basic/Multiple Textbook
- ☒ Supplementary Textbook
- ☐ Reference Book
- ☒ Curriculum Software ☒ NEW ☐ REPLACE

Aligned with Standards? ☐ YES ☒ NO

Replacement for *(Book title & copyright)*:

Author: Sarah Lunn, Ronna Magy, and Federico Salar-Isnardi.

Edition: 2nd

Publisher: Pearson Education

Copyright: 2020

Student's Edition: List Price: $ 30.99

ISBN #: 978-0-13-535825-2

Teacher's Edition: List Price: $ 33.40

ISBN #: 978-0-13-454757-2

Book Title: Summit Level 2 Split B with My English Lab

Course: Advanced ELD Lab 4

Type of book adoption request:

- ☐ Basic/Multiple Textbook
- ☒ Supplementary Textbook
- ☐ Reference Book
- ☒ Curriculum Software ☒ NEW ☐ REPLACE

Aligned with Standards? ☐ YES ☒ NO

Replacement for *(Book title & copyright)*:

Author: Joan Saslow and Allen Ascher

Edition: 3rd

Publisher: Pearson Education

Copyright: 2017

Student's Edition: List Price: $ 31.00

ISBN #: 978-0-13-449890-4

Teacher's Edition: List Price: $ 56.20

ISBN #: 978-0-13-449905-5

Book Title:

Course:

Type of book adoption request:

- ☐ Basic/Multiple Textbook
- ☐ Supplementary Textbook
- ☐ Reference Book
- ☐ Curriculum Software ☐ NEW ☐ REPLACE

Aligned with Standards? ☐ YES ☐ NO

Replacement for *(Book title & copyright)*:

Author: _____

Edition: _____

Publisher: _____

Copyright: _____

Student's Edition: List Price: $ _____

ISBN #: _____

Teacher's Edition: List Price: $ _____

ISBN #: _____

The following teacher has reviewed the above text(s) and finds it appropriate for the course.

Maritza Olguin, MMEP 5/17/21

Recommending Teacher Signature School Date

Supplemental Instructional Material: Please describe. If using online text or non-standard material, please provide the title of the material or webpage and the URL link.

- *Collections' Performance Assessment* 12 (consumable)
- ELPAC.org Practice and Training Tests
- Online software/apps/materials:
  - Newsela or AVID Weekly Quizlet
  - Vocabulary.com
  - Vocaroo
  - Randall's ESL Cyber listening lab
  - NoRedInk
  - Vocabulary.com
  - Newsela
  - Listenwise

Methods and/or Strategies:

Instructional methods

- Provide a welcoming and supportive learning environment for all students.
- Daily practice of listening, speaking, reading, and writing to develop English fluency.
- Conduct ELPAC chats to review previous ELPAC scores and to set individual learning goals.
- Use of ELPAC task types, writing rubrics, and academic vocabulary.

Instructional Strategies

- Daily practice of listening, speaking, reading, and writing
- ELPAC chats to review scores and set individual learning goals
- Use of ELPAC task types, rubrics, and test prep vocabulary
- Use of *English Learner Toolkit of Strategies*
- Annotating the text
- Previewing vocabulary
- graphic organizers
- audio / visual aids
- sentence frames / paragraph frames
- Color coding: on instructions and highlighting while note-taking.
- Reduced syntax
- Frequent small assessments and feedback
- Games and community building activities to increase buy-in and engagement.
- One on one conferencing/coaching with students

Teacher Collaboration

- Work with Core English teachers to align supports.
- Communicate with ELD teachers at other campuses.

Assessment Methods and/or Tools:

- Teacher collaboration in creating performance assessments.
- ELPAC practice assessments and task types
- Quizzes/tests

- CFAs/benchmarks
- Portfolios
- Research Project and Oral presentations
- ELPAC Writing and Speaking Rubrics
- Exit tickets

Activities: *(if applicable)*

- **ELPAC chat**
- **Core Understading and Core Tasks:**

Listening

Core understandings: note-taking is a skill that is developed with practice and approached strategically.

Core tasks: students will listen to complex audio passages (such as TED talks), taking notes and outlining the core claims of a text, as well as the speaker's line of reasoning.

Speaking:

Core understanding: a speaker adjusts his/her register to suit the rhetorical situation.

Core tasks: Through presentations and video projects, students will develop and solidify their academic register, adjusting diction as appropriate.

Reading:

Core understandings: 1) a toolkit of strategies is available when attacking difficult texts. (2) Reading for gist and reading for detail are discrete and essential skills (3) A unique set of reading strategies applies to nonfiction texts.

Core tasks: reading grade-level fiction and nonfiction texts; annotating using the CATCH strategy.

Writing:

Core understandings: 1) writing is a vital means of self-expression (2) there are many forms of writing that vary in their degree of structure (3) writing is an iterative process. (4) a writer's diction must be adjusted to suit the rhetorical situation – academic language is expected for academic tasks.

Core Tasks: students will write summaries of texts read, as well as critical analyses of these texts. Students will also journal regularly, with the goal of developing students' comfort with the practice of writing and their understanding that writing can be informal.

Academic skills:

Core understanding: being a good student is not 'magic,' being strategic matters. Strong academic skills – such as organization and practice focusing - translate into strong skills in other areas of life.

Core Tasks / Expectations: take notes regularly, review them systematically. Record due dates in one reliable location. Learn HOW to record tasks in a way that enables students to complete work on time. Eliminate distractions (i.e., no cell phones).

Certificate *(if applicable)*

Date Submitted: 5/18/2021

SMJUHSD Course Description

(Must be accompanied by a Course Adoption Form)

Full Course Title: Intermediate English Language Development (ELD) A/B and Intermediate ELD Lab A/B

School Associated with course: **DHS** **[X] ERHS** **[X] PVHS** **[X] SMHS**

School Contact: Multilingual and Migrant Education Programs (MMEP)
Name: Kristen Kent **Title/Position:** English Learner Academic Achievement Specialist/TOSA
E-mail: kkent@smjuhsd.org **Phone:** **805-955-4573** **Ext:** 1603

Department: English Language Arts

Transcript Course Code(s) / Number(s):
Intermediate ELD A/B - EN6422/23
Intermediate ELD Lab - A/B EN6432/33

Subject Area:

- [x] English Requirement
- [ ] World History
- [ ] US History
- [ ] Government
- [ ] Economics
- [ ] Mathematics
- [ ] Physical Science
- [ ] Life Science
- [ ] Physical Education
- [ ] Visual & Performing Arts
- [ ] Foreign Language
- [ ] CTE
- [ ] Health
- [x] Elective

Grade Level(s)

[x] 9 [x] 10 [x] 11 [x] 12

Unit Value

- [ ] Semester (5 units)
- [ ] Year A/B (5 units per semester)
- [x] Year A/B (two-period course, 10 units per semester)

Vocational Education (CTE) [ ] Yes [x] No

Career Pathway:

Industrial Sector:

[ ] **Concentrator** [ ] **Completer**

Pre-Requisites: English Learner with 13 – 24 months in U.S. schools.

Co-Requisites: None

Course Purpose: What is the purpose of this course?

Intermediate English Language Development (ELD) is a two-semester, double-period intermediate, designated ELD course. It is designed to develop the foundational skills of language acquisition and the basic English language skills of listening, speaking, reading, and writing, for the English Learner (EL). Intermediate ELD is guided by the California English Language Development (ELD) Standards to provide preparation for the English Language Proficiency Assessments for California (ELPAC). A goal of the course is for students to improve their Overall ELPAC Score at least one English language proficiency level. To support this goal, this course will familiarize students with the terminology, skills, and strategies applicable to the ELPAC.

Another goal for this course is to continue developing the fundamentals of English language and to introduce more advanced skills in reading, writing, speaking, and listening by expanding academic vocabulary. Students will increase their listening comprehension, reading fluency and comprehension, and continue developing their speaking skills by improving pronunciation, fluency, and intonation. Students will practice correct sentence structure and paragraph writing with an emphasis on appropriate grammar, language functions, and word choice.

Through intensive English language instruction students will progress from Emerging English proficiency toward Expanding English proficiency in preparation for enrollment in classes with native English speakers.

B. COURSE CONTENT

Course Outline: A *detailed descriptive summary of all topics covered. All historical knowledge is expected to be empirically based, give examples. (i.e. California State Standards).*

California English Language Development Standards

Students in Intermediate ELD and Intermediate ELD Lab will be either at the Emerging or Expanding stage of English language acquisition.

Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Expanding: Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.

Written Language Standards (Reading and Writing)

- **Interacting via written English**: Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)
- **Reading/viewing closely:** Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.
- **Justifying/arguing:** Justifying own arguments and evaluating others' arguments in writing
- **Using verb and verb phrases** to create precision and clarity in different text
- **Modifying to add details** to provide more information and create precision
- **Connecting ideas** within sentences by combining clauses

- **Selecting language resources:** Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas

Oral Language Standards (Listening and Speaking)

- **Exchanging Information/Ideas**: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics
- **Writing** literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.
- **Selecting language resources:** Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas
- **Understanding text structure** and organization based on purpose, text type, and discipline.
- **Listening actively** to spoken English in a range of social and academic contexts
- **Presenting:** Expressing information and ideas in formal oral presentations on academic topics

Foundational Literacy Skills (Continue developing according to student need)

Literacy in an Alphabetic Writing System

- **Phonological awareness:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
- **Print concepts**: Demonstrate understanding of the organization and basic features of print

Foundational Reading Skills

- **Phonics and word recognition**: Know and apply grade-level phonics and word analysis in decoding words both in isolation and in text
- **Fluency**: Read with sufficient accuracy and fluency to support comprehension

Year-long ELPAC Preparation Focus

Teachers will have an initial one-on-one ELPAC chat with each student to review their ELPAC scores from the previous year and to set learning goals. Midyear, in a teacher-student conference, both parties will review data from various district-selected assessments, areas for growth will be identified, and new goals will be set. Based on student progress data reviewed, the teacher will enhance or adjust curriculum to meet the needs of the students by continuing to scaffold and differentiate lessons.

Learning Objectives

Social & Life Skills

- Exchange common greetings.
- Introduce self and others.
- Make requests and suggestions.
- Ask for and offer things.
- Ask for and give directions
- Ask questions for clarification.
- Role-play purchasing things in stores, markets.
- Say and spell in order the days of the week, seasons, and months of the year.
- Compliment, praise, and congratulate someone.
- Express emotions.
- Express likes and dislikes, agreement, disagreement, and indifference.
- Recognize words for people and family relationships.
- Distinguish people according to physical and psychological descriptions (sick, happy, sad, tall, etc.).

- Distinguish items according to color, shape, size, and other characteristics.
- Identify orally and in writing the parts of the body.
- Discuss and explain cultural traditions, food, hobbies, music, etc. to classmates and learn about the cultural practices and norms of classmates' home country as well as school culture.

School Skills

- Act out common school activities.
- Give classroom commands to peers.
- Follow classroom directions and learn common classroom items.
- Use basic classroom sentences.
- Understand and follow basic routines and activities associated with school.
- Engage in oral conversations with peers.
- Engage in listening activities.
- Say and spell the cardinal and ordinal numbers 1-100.
- Use time expressions correctly.
- Identify and spell United States money denominations.
- Name, recognize, and reproduce the 26 letters of the English alphabet, in alphabetical order, uppercase and lowercase, with approximate English speaker pronunciation and be able to spell words by using English alphabet.
- Learn the English vowels and pronounce them appropriately; recognize the difference between vowels and consonants.

Academic Skills

- School grading policy, schedules
- How to study vocabulary
- How to use an Agenda or calendar for planning
- Asking teachers questions
- Note-taking skills
- Goal setting – Organization
- Practice descriptive and narrative writing
- Write complete sentences & short formatted paragraphs
- Read for information & for pleasure
- Grammar and language functions as appropriate
- Identifying roots, prefixes and suffixes
- Reading for information and understanding (context)
- Taking standardized tests (ELPAC prep)
- Editing/proofreading
- Online research
- Supplemental study skills
- Study skills for finals
- Identify topic sentences and supporting details
- Use academic vocabulary in speaking and writing
- Engage in academic and social conversations

Technology Skills

- Basic computer use
- Using System 44, READ 180U, Reading Plus
- School website
- Using Aeries/Canvas
- Passwords
- Typing practice
- Accessing and sending emails
- Laptop upkeep, troubleshooting
- Complete and submit a Word Document
- Making videos (Flip grid)
- PowerPoint advanced skills
- Collaborative project using Office 365 Teams or Google Docs
- Online research
- Supplemental tech skills, or mixed media project
- Online ELPAC platform practice
- Career exploration with online platform and visit to campus Career Center

- Use Microsoft Word, PowerPoint, Google tools

Book Title: *Future English for Work, Life, and Academic Success—Level 2* and My English Lab

Course: Intermediate ELD & Intermediate ELD Lab

Type of book adoption request:

☐ Basic/Multiple Textbook

☒ Supplementary Textbook

☐ Reference Book

☒ Curriculum Software ☒ NEW ☐ REPLACE

Replacement for*(Book title & copyright)*:

Aligned with Standards? YES ☒ NO

Author: Sarah Lynn, Ronna Magy, and Federico Salas-Isnardi Edition: second

Publisher: Pearson Education, Inc. Copyright: 2019

Student's Edition: List Price: $30.99 ISBN #: 978-0-13-535828-3

Teacher's Edition: List Price: $33.40 ISBN #: 978-0-13-454754-1

Book Title: *Top Notch* Level 1 and My English Lab

Course: Intermediate ELD & Intermediate ELD Lab

Type of book adoption request:

☐ Basic/Multiple Textbook

☒ Supplementary Textbook

☐ Reference Book

☒ Curriculum Software ☒ NEW REPLACE

Replacement for*(Book title & copyright)*:

Aligned with Standards? YES ☒ NO

Author: Joan Saslow and Allen Ascher Edition: Third

Publisher: Pearson Education, Inc. Copyright: 2015

Student's Edition: List Price: $ 39.60 ISBN #: 978-0-13-419504-9

Teacher's Edition: List Price: $ 56.20 ISBN #: 978-0-13-381051-6

Book Title: Course:

Type of book adoption request:

☐ Basic/Multiple Textbook

☐ Supplementary Textbook

☐ Reference Book

☐ Curriculum Software ☐ NEW ☐ REPLACE

Replacement for*(Book title & copyright)*:

Aligned with Standards? ☐ YES ☐ NO

Author: Edition:

Publisher: Copyright:

Student's Edition: List Price: ISBN #:

Teacher's Edition: List Price: ISBN #:

The following teacher has reviewed the above text(s) and finds it appropriate for the course.

Kristen Kent	MMEP	5/17/21
Recommending Teacher Signature	School	Date

Supplemental Instructional Material: *Please Describe. If using online text or non-standard material, please provide the title of the material or webpage and the URL link.*

- *System 44 Resources for Differentiated Instruction (RDI)* Phonics & Word Study Lessons
- *RDI* Sight Word List
- *Read 180 Universal*
- *Reading Plus*
- ELPAC Vocabulary List
- Quizlet
- Vocaroo
- Randall's ESL Cyber Listening Lab
- Typing.com
- Duolingo
- Listenwise

Instructional Methods and/or Strategies:

Culturally Responsive Teaching

- Provide a welcoming and supportive learning environment for all students.
- Daily practice of listening, speaking, reading, and writing to develop English fluency.
- Conduct ELPAC chats to set individual learning goals.
- Use of ELPAC task types, writing rubrics, and academic vocabulary.
- Empowering student to share thoughts
- Integrating diverse works and study practices
- Understanding student learning needs and styles
- Emulating culturally-significant instruction styles, such as oral storytelling

ELD Teaching Strategies

- Specially Designed Academic Instruction in English (SDAIE)
- Guided Language Acquisition Design (GLAD)
- Sheltered Instruction Observation Protocol (SIOP)
- *English Learner Toolkit of Strategies*, California County Superintendents' Educational Services Association, Curriculum and Instruction Steering Committee
- Total Physical Response (TPR)
- Class and small group discussion with sentence frame support
- Leveled Instructional Software use for independent learning

Teacher Collaboration

- Work with Core English teachers to align supports.
- Communicate with ELD teachers at other campuses.

Assessment Methods and/or Tools:

- Placement Test for *Future 2* MyEnglishLab.com
- Common Formative Assessments (CFAs)
- District-selected Reading Diagnostic
- District-selected Primary Language and Skills Assessment
- District-selected Phonics Diagnostic
- Teacher observation of student's use of English
- Speaking demonstrations and assessments, including oral presentations
- Student depictions of concepts via drawings, markings, posters, collages, and video projects
- Teacher or student-generated role-play of real-life situations.
- Written student work including, but not limited to, exercises, compositions, portfolios, notebooks, and projects
- Teacher-generated formative and summative written and oral tests/quizzes
- Student generated logs and journals
- Listening comprehension quizzes
- Teacher collaboration in creating performance assessments.

Activities: *(If applicable)*

- ELPAC Chat
- Students will use the Practice and Training Tests for ELPAC to become familiar with the ELPAC task types and the online testing platform.
- Students will work with phonics software and reading software
- Students will be taught to take and use Cornell Notes
- Students will practice listening for comprehension in a weekly basis
- Students will practice speaking activities each week

Certificate: *(If applicable)*

N.A.

Date Submitted: 5/18/2021

Santa Maria Joint Union High School District – Career Technical Education

CONSTRUCTION I

INDUSTRY SECTOR: Building and Construction Trades Sector

PATHWAY: Residential and Commercial Construction

CALPADS TITLE: Intermediate Residential and Commercial Construction (Concentrator)

CALPADS CODE: 7341

HOURS:

Total	Classroom	Laboratory/CC/CVE
155	50	105

JOB TITLE	O*NET CODE	JOB TITLE	O*NET CODE
Carpenters	47-2031.00	Construction Managers	11-9021.00
Operating Engineers and Other Construction Equipment Operators	47-2073.00	Civil Engineers	17-2051.00
Helpers, Construction Trades, All Other	47-3019.00	Construction Laborers	47-2061.00

COURSE DESCRIPTION:

Construction I is a concentrator course in the Residential and Commercial Construction Pathway leading to, 2 of 3 required certificates of completion for direct admittance into the Carpenters International Training Fund (CITF) pre-apprenticeship program. The course integrates academic skills with practical application allowing students to explore career options in the Building and Construction Industry while developing a foundation of industry-specific skills and concepts. Through inquiry-based learning and highly engaging hands-on activities, students enrolled in Construction I, will engage in an overview of the importance of safety on the job site, while gaining practical experience in measuring and marking, blueprint reading, estimating construction cost, as well as, the use of layout, framing, and common hand and power tools. Students will explore and further develop these skills through projects such as building a sawhorse, picnic table, skateboard ramp, and shed. Students will develop a foundational understanding of the technical and soft skills required for the world of work all while focusing on effective communication, critical thinking, creativity, and collaboration.

A-G APPROVAL: G

ARTICULATION: None

DUAL ENROLLMENT: None

PREREQUISITES:

Prerequisite
None

METHODS OF INSTRUCTION

- Direct instruction
- Group and individual applied projects
- Multimedia
- Demonstration
- Field trips
- Guest speakers

STUDENT EVALUATION:

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

INDUSTRY CERTIFICATION:

- OSHA 10

RECOMMENDED TEXTS:

- One Trade Many Careers
- Project Book 1/2/3
- Math For The Trades

PROGRAM OF STUDY

Grade	Fall	Spring	Year	Course Type	Course Name
9, 10, 11, 12				Concentrator	Construction I
9, 10, 11, 12				Concentrator	Construction II

I.	COURSE CONTENT	CR	Lab/ CC	Standards
	Course content: **Unit Title:** Career Exploration **Unit Summary:** Students will examine and recognize the impact of financial, technical, environmental, and labor trends on the past and future of the construction industry. Using the Career Connections, *One Trade, Many Careers* textbook and other supplemental material such as O-Net Online, California Career Zone, and Career Cafe, students will investigate and, compare and contrast the different career opportunities in the Building and Construction Industry. Students will participate in a self-evaluation wherein they will identify their interests, strengths, and aptitudes and use the results of the evaluation to determine what careers in the industry may be of most interest to them. Equally important, students will identify, articulate, and reframe key employability skills that will continue to be expanded upon in each of the following units. **Unit Assignment:** After investigating the various career opportunities in the Building and Construction Industry, students will gather and identify key components such as salary range, job demand, required experience, region of demand, ect. for a minimum of 10 different careers within the industry, recording their findings in a dialectical journal. Students will be divided into small groups where they will verbally share and analyze their findings while taking notes on the findings of their peers. Each group will identify an individual to participate in a whole class share out summarizing the findings of the group. Students will then begin developing their career portfolio by identifying one career in the Building and Construction Industry they are most interested in, evaluate the requirements to apply for the job, create a one-page letter of application, and a resume to apply for the position. At the completion of this assignment students will compare and contrast their resume to the requirements to apply for the desired position and develop an education and career plan that prioritizes necessary next steps and skills that need to be obtained to qualify for the position. **Unit Title:** Safety **Unit Summary:** This unit reviews the basic safety of construction job sites, building on prior knowledge students will identify and be able to recognize safe practices for avoiding injury. Students will understand the necessity for a "safety first" mindset. Characteristics of a professional in the Building and Construction Industry, an overview of Cal OSHA, Environmental Protection Agency (EPA), Hazard Communication (HazCom), Material Safety Data Sheets (MSDS), and procedures for job site safety training will be covered. Students will understand and demonstrate safe handling of a variety of construction tools, electrical and non-electrical; hand and power tools – both stationary and portable and explain proper maintenance and care procedures. Students are required to demonstrate safety and maintenance procedures for all tools necessary for job specifications as well as to demonstrate proper use, including steps for turning on and off electric power tools, and safe storage. **Unit Assignment(s):** Students will evaluate a minimum of 3 industry recognized sources of safety protocol including but not limited to CITF's Career Connections Project Book 1 and 2, and the US Department of Labor's Occupational Safety and Health Administration's (OSHA) Field Safety and Health Manual, to investigate the	50	105	**Academic:** LS: 11-12.6 RSIT : 11-12.7 WS : 11-12.2 WHSST : 11-12.6, 11-12.9 G-MG: 1, 3 N-Q: 1, 2, 3 SEP: 1, 3, 4, 5, 6, 8 CC: 3, 6, 7 ETS: ETS1, ETS2 **CTE Anchor:** Communications: 2.2, 2.3, 2.6 Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9 Technology: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.11, 6.12 Responsibility and Flexibility: 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8 Ethics and Legal Responsibilities: 8.1, 8.3, 8.4, 8.5, 8.6, 8.7 Leadership and Teamwork: 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4, 10.5 Demonstration and Application: 11.1, 11.2, 11.3, 11.4 **CTE Pathway:** D1.2, D2.1, D2.3, D2.4, D3.1, D3.2, D3.3, D3.4, D3.5, D3.6, D3.7, D4.1, D4.2, D4.3, D4.4, D4.5, D4.6, D4.7,

	importance of safety, common hazards, accidents, and injuries as well as how to prevent accidents and promote safety on the job site. Using the findings from this investigative process students will develop a 2-page cause and effect expository essay using facts and statistics to explain the importance of safety on the job site and how to prevent accidents from occurring. Using information from both the investigative process and the essay, each student will develop a 2-3-minute oral classroom presentation explaining a component of one of the following safety components: OSHA standards, Personal Protective Equipment (PPE), Promoting Safety, Types of Hazards, safe work habits and attitudes, proper communication, what to do in case of an accident. Each student will be assigned a different component of one of the aforementioned topics and present the information to the class with a technology based visual aid such as a PowerPoint presentation or short video. Students in the audience will take Cornell notes during the presentations and are encouraged to ask the presenting student clarifying questions. **Unit Title:** Tools **Unit Summary:** Students will identify, compare and contrast, classify, and engage in practical application of common hand and power tools to include, but not limited to: block plane, chalk box, chisel, c-clamp, bar and pipe clamps, hand screw clamp, claw hammer, nail set, combination square, compass, framing square, speed square, straightedge, retractable tape measure, protractor, sliding T-Bevel, adjustable wrench, socket wrench, open end and box end wrenches, wood rasp, sanding block, utility knife, belt sander, portable circular saw, miter saw, electric drill, random orbital sander, pneumatic staple gun, pneumatic nail gun, router, saber saw, and screw gun. With the introduction and overview of each of the aforementioned tools there will be special emphasis to the purpose and safe application of the tool. **Unit Assignment(s):** Students will be paired and asked to choose three out of five proposed building projects (sawhorse, picnic table, skateboard ramp, shed, or play house) to analyze and determine what tools are needed and why they are necessary for completing the proposed project. Students will be instructed to engaged in deliberate thought and analysis by weighing evidence, comparing alternative tools based on their probability of success, reconsidering initial ideas, all before developing a one-page expository memo / email requesting the necessary tools for each project. The memo will be written from the perspective of a foreman on a job site who is requesting tools for a job and providing logical reason for each tool. Students will than trade their memos with a different pair of students and begin a critical analysis review of the memo identifying any issues or problems with the requested tools and or purpose of the tool, ask questions to guide the analysis, and make a final determination if the request is valid. Each pair will then share their finding and possible recommendations with the class. **Unit Title:** Materials and Measuring **Unit Summary:** Students will identify, compare and contrast, classify, and engage in practical application of materials frequently used by professional carpenters to include, but not limited to types of wood such as cedar, douglas fir,oak, pine, plywood, oriented strand board, and pressboard, as well as, fasteners such as nails, brads, screws, wood glue, and more. Students will identify and describe permissible uses of construction materials as well as defend code restrictions related to the materials while demonstrating safe cutting and application techniques for these materials. Career Connections' *Math for the Trades* textbook will be used to guide the fundamental understanding and practical application of general math, fractions, and decimals in the context of real-life technical work tasks in the industry. Measurements and measurement tools,		D5.1, D5.2, D5.3, D5.8, D5.9, D5.10, D6.2, D6.3, D6.4, D6.5, D6.6, D6.7, D6.8, D6.9, D6.10, D6.11, D6.12, D6.13, D6.14, D6.15, D6.16, D7.1, D7.2, D7.3, D7.4, D7.5, D7.6, D7.7, D7.8, D8.1, D8.3, D8.4, D8.5, D8.6, D8.7, D8.8, D8.9, D8.10, D8.11, D9.1, D9.2, D10.1, D10.2, D10.4, D10.5, D10.6, D10.7, D10.8, D10.9, D10.10, D10.11, D10.12, D11.1, D11.2, D11.3, D11.4, D11.10, D11.12, D11.13

layout, area measure, and volume will be explained in detail with students participating in exercises for practice and remediation of these technical skills.

Unit Assignment(s):

In groups of two to four, students will demonstrate their understanding of materials, measuring, layout, cutting and assembly through the creation of a Notched-Top Sawhorse. Students will be assessed by an analysis of the horse, assembly, and overall process. The criteria of the horse will include the length, angle, bevel of the legs; the length, notch location, angle notches and depth notches of the gussets; and the cut length and angle cut of the spreaders. The criteria of the assembly will include the overall height, spread of sawhorse legs at base on sides and end; fastener location; and edges and joints. The criteria for the overall process will include students handling of the tools, ability to follow directions, clean up, and safe work practices will be analyzed. Students will present the final project to the instructor providing an oral overview of the process, tools, fasteners, and steps required to complete the project. The team will also inform the instructor of areas of difficult and ease in the process as well as steps to improve the process in the future.

Unit Title: Blueprint Reading & Estimating Construction Costs

Unit Summary:

Students will examine the varying components of a blueprint and learn to interpret and apply information from technical drawings, schedules, and specifications used in the construction trades. Students will identify the elements used in technical drawings, including types of lines, symbols,

details, and views as well as interpret the elements of technical drawings, including plan, elevation, section, and detail views. Students will be introduced to technical drawings specifications and how to interpret and scale dimensions from a set of plans using an architect's scale. Students will be tasked with interpreting sectional and detail drawings to determine construction details such as corners, rough openings, stairs, and roof systems as well as the materials and overall costs associated with the specification.

Unit Assignment(s):

In groups of four to five, students will demonstrate their understanding of blueprint reading by building a curved picnic table using a blueprint to guide the project. Students will be assessed by an analysis of the picnic table, the picnic bench seats, the overall presentation as compared to the blueprints, and the general process. The criteria of the picnic table and bench seats will include finished length and height, curvature, spacing of top boars, fastening, location of supports and leg assembly, location and spread of legs, tabletop angle braces, and carriage bolts. The criteria for the overall process will include students ability to collect the appropriate materials and tools, handling of the tools, ability to follow blueprint directions, clean up, and safe work practices. Students will then engage in a formative assessment of their own work and that of a neighboring team. Critical thinking will be a key component of the formative assessment process where students will be instructed to think and discuss the quality or lack of their work and that of their neighboring teams, identifying how the process can be improved upon in the future.

Unit Title: Foundations and Framing

Unit Summary:

Students will learn and demonstrate knowledge of foundation layout techniques as specified in blueprints or construction plans. Using the pythagorean theorem students will integrate survey tools and technique to set property lines, setbacks, foundation layout and to finish floor elevations. Students will be able to differentiate between applications for wood and concrete foundations, identify the steps and terms for both wood and concrete foundations and create a wood foundation. With special attention to stand-alone structures students will measure, cut, and assemble wall

	components using appropriate tools and fasteners developing a frame and fastening sheathing over the frame according to code. **Unit Assignment(s):** In groups of five to six, students will demonstrate their understanding of layout, floor framing, wall framing, and roof framing by building a shed with a gable roof. Students will be assessed by an analysis of the floor system, wall system, roof system, and overall dimensions, and general process. The criteria of the floor system will include the joist layout, rim joists attachment, plywood installation, parallel sides equal, floor length, width and system square, as well as fastener installation. The criteria for the wall system will include stud lay out, door opening and frame, window opening and frame, header location, wall square, wall corners, double plate installation, fastener installation. The criteria for the overall dimensions will include length, width, and height. The criteria for the overall process will include, communication, collaboration, critical thinking, blueprint reading, proper tool handling, ability to follow direction, clean up, and jobsite safety. This project will have a special emphasis on leadership and working together as a team with team and individual decision making, conflict resolution, identification of responsibilities, cooperation, collaboration, and effective decision-making. The team will also inform the instructor of areas of difficult and ease in both the technical and collaborative process as well as steps to improve the process in the future			

Entered by:

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AVID Senior Seminar Course Outline

Department: English & Social Science

Grades: 11 & 12

Prerequisite: Previous enrollment in AVID elective class prior to grade 11 for at least one year.

Corequisite: Enrollment in at least one Honors, Advanced Placement, or International Baccalaureate course or in a college transferable course accepted by UC/CSU in both the 11th and 12th grade years.

Context for the Course

AVID elective courses at all grade levels are designed to prepare students for entrance into four-year colleges and universities. The courses emphasize rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test taking strategies, note taking and research. AVID students, generally, come from groups underrepresented at our four-year colleges and universities. They are enrolled in a rigorous academic program while being given a support system in the AVID classes through tutorials, coaching in note taking, organization and study skills, analytical writing, collaborative work and college counseling. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program as well as complete the requirements for the Seminar course.

Course Description

The AVID Senior Seminar is a two-year interdisciplinary course for AVID juniors and seniors. The course is designed for those students who elect to take a course that prepares them for the rigor required for college work. Students will engage in higher levels of WIC-R (writing, inquiry, collaboration and reading) strategies than experienced in prior years of AVID. These higher level thinking, reading, writing and oral language skills are needed to prepare students for the level of work required to produce a culminating research project at the end of the senior year.

This course is organized around the theme of "Leadership as a Catalyst for Change in Society." Students study, in depth, exceptional leaders in contemporary society, and examine the effect these individuals have had on culture, politics, education, history, science, and the arts. The course requires that students read essays, speeches, articles and letters by these leaders, as well as at least one full-length work by the leader or about the leader. In addition, each student is required to conduct a research project that is presented in the senior year. The project requires that students examine a particular leader's life and accomplishments in relation to the student's own possible career goals and aspirations. Among the leaders included in the course for in-depth study include: Leonard Bernstein, Dr. Jane Goodall, Dr. Stephen J. Gould, Dr. Martin Luther King, Jr., Pablo Neruda, Eleanor Roosevelt, Dr David Suzuki and John Wooden. Students may select other leaders of equal stature with the approval of the AVID teacher.

The focus of the junior year is the survey of 8–10 recognized leaders from a variety of fields of study. Individually and in study teams, students will explore the historical period in which the leader lived, the social issues they addressed, and their contributions to society. Students will be expected to read and write extensively throughout the process, including participation in a variety of collaborative discussion and response groups. This

preliminary research survey will culminate in an end-of-year essay in which students explain and provide evidence for choosing a particular leader to study in greater depth.

The level of reading, writing, inquiry, discussion and analysis experienced in the junior year will serve as the foundation for in depth research to be introduced and completed as a final project in the senior year.

In the senior year, students will select a leader to study in depth, read extensively about the leader, write a number of analytical essays, develop critical questions based on their reading and writings, participate in collaborative discussion groups such as Socratic Seminar, and complete a final research essay project.

In addition to the academic focus of the AVID Senior Seminar, there are college bound activities, methodologies and tasks that should be achieved during the junior and senior year. Support materials are in development and will be divided into four semesters surrounding the topics of Testing, Preparation, Exploration and Fit and Finances. For an overview and timeline related to each semester for both the junior and senior years, and for directions for reviewing and downloading pilot materials, see Appendix A.

Course Content

Goals

1. Students will learn to analyze the features and rhetorical devices used in different types of non-fiction: essays, speeches, editorials, scientific reports and historical documents.
2. Students will demonstrate a comprehensive understanding of significant ideas expressed in a variety of written works by identifying important ideas, recognizing inferences and drawing conclusions.
3. Students will develop various strategies to respond to a text including, annotating a text, writing learning logs, and developing double entry journals and summaries.
4. Students will develop their ability to relate prior knowledge to new information and make connections to related topics of information.
5. Students will demonstrate an ability to articulate a clear thesis on a topic, and identify, evaluate and use evidence to support their thesis.
6. Students will develop their ability to write well-organized essays that are consistently coherent and logically developed.
7. Students will continue to learn to effectively summarize ideas contained in a text.
8. Students will develop skill in writing short answer response essays, including, timed essays.
9. Students will participate in research projects that extend their knowledge of a particular topic and develop and support their own ideas and opinions.
10. Students will participate in discussions, presenting their ideas in a clear and articulate manner.
11. Students will listen to and respond to the ideas of others.
12. Students will develop a leadership role in Socratic Seminars.
13. Student will develop their skills in research techniques.

14. Students will productively participate in both individual and group projects and discussions.
15. Students will improve their oral communication skills through a variety of means, including presentation, debate, and Socratic Seminar.
16. Students will learn to evaluate their own and others' writing, using rubrics and scoring guides modeled on UC and CSU entrance exams.
17. Students will learn specific strategies to navigate the college admission process by engaging in a variety of activities and tasks.

Course Outline

Junior Year

I. Course Introduction

A. Introduce the theme of "Leadership as a Catalyst for Change in Society."

1. Examine students' perceptions about what constitutes a leader, including the qualities that characterize a leader. Using a variety of readings and collaborative group strategies, students analyze and discuss how "leadership" is defined and what roles leaders play in our society.
2. Discuss the role of students as leaders in their school and community

B. Following the discussion and exploration of the course theme, have students write a short essay in which each student analyzes, from his/her point of view, what is meant by "leadership as a catalyst for change in society."

1. Revisit this essay as the semester progresses so students can modify, reexamine and redefine their original definition.
2. As students study different leaders, have them develop graphic organizers, which outline the characteristics of a leader.

C. Utilizing a "philosophical chair" or other collaborative group discussion formats, ask students to analyze, discuss, and debate the following question, "Does history make a leader, or does a leader make history?"

II. Organization of Study

A. Develop a process and criteria to assign students to "study" team groups.

B. Each group will be assigned a specific leader to study in-depth.

1. Each study team will spend (4) weeks reading, analyzing, raising questions, discussing findings and exploring the life and role of the selected "leader."
2. At the end of the 4 weeks, students, as a group, will rotate to another leader to study.

C. As a group, students will discuss and examine the historical, social and cultural period in which the leader lived and worked.

1. They will create a historical timeline.

2. The will create a graphic organizer, a T Chart, in which they outline the characteristics of that period and juxtapose them to the response of their leader to those characteristics.

D. Reading—Critical analysis Assignments

1. Students will be required to read one major work about the leader in each group.
2. Students will be required to read at least two essays by the leader.
3. Students will read at least three essays written about the leader by other authors.
4. Students will read at least two sources that specifically discuss the historical, social, cultural and scientific issues of that period, there by placing the leader in historical context.
5. Throughout the time in each study team, students will engage in a variety of writing, inquiry, collaboration and reading (WIC-R) activities.

E. Writing Assignments

1. Students will be required to do the following on an ongoing basis: Take Cornell notes, write summaries, develop dialectical journals, and write at least two critical essays. In the essays students will analyze various historical, social, cultural issues.
2. Students will write an analytical essay of no less than three pages in which they examine, in detail, the major trends, conflicts and issues of the historical period in which the leader lived and worked.
3. Students will participate in individual and collaborative reader response groups to reflect and provide feedback for revisions.
4. Students will use a writing rubric designed specifically for the type of essay assigned and will be expected to score at least a 4 on a 6-point rubric.

F. Discussion and Oral Presentations

1. Students will be involved in ongoing discussions in each group based on questions the students generate from their readings.
2. Students will participate in Socratic Seminars on themes that link the various leaders they have studied. The students will use the texts they have read to support different points of view.
3. Students will prepare oral presentations for each group outlining and discussing the major issues and questions that evolved about the leader they studied.

III. Final Paper

A. At the end of the spring semester each student will select a leader he/she wants to study in depth in the senior year.

B. The student will write a paper in which he/she explains why they have chosen a particular leader based on their readings and discussion. Student will also address the questions that were developed in the groups and select particular questions for in depth exploration.

Senior Year

I. The senior year will begin with a review of what was studied in the junior year.

A. Review, examine and discuss (in historical context) the contributions made by the leaders in the course of study.

B. Discuss what has made their contributions significant on both a personal and universal level.

C. Explore and develop possible research questions, topics and themes as a result of the discussion.

D. All discussions should be continually linked back to the theme of the course "Leadership as a Catalyst for Change in Society."

II. Research Project

A. Students will review/revise the paper in which they explain and defend their choice of leader for research.

B. Students prepare a preliminary research question.

C. Students develop a plan and timeline for their project with input from their academic advisor. The plan must also include a reading schedule.

III. Reading Assignments

A. Students will read at least two long works (books) by their leader.

B. Students will read at least four essays, including speeches, by their leader.

C. Students will read at least four other sources—articles, books, essays, etc.—written about their leader.

D. Students must read four sources about the historical period in which their leader lived (lives) and worked.

IV. Writing Assignments

A. On an ongoing basis students will take Cornell notes, keep a dialectical journal, and write summaries, short essays and develop graphic organizers.

B. Every four weeks students will be required to write a well-developed critical essay in which they discuss their findings and the significance of these findings to their overall question.

C. Students will generate higher level thinking questions that evolve from their research. These questions will help to propel their research forward.

V. Outside Sources

A. Students will collect information from individual contacts who are in the same field of study as the leader being researched.

B. Students will form a mentorship with a scholar who has a special interest in the field of the leader being studied. This mentor will act as an advisor to the students' project.

VI. Research Group

A. Students will form research groups/teams based on the leader they are researching.

B. The team will be a forum in which to exchange ideas, generate questions for discussion, and develop possible themes and topics.

C. The team will also be a forum to discuss and clarify issues regarding the historical context in which the leader worked.

D. The team will also act as a peer editing group

VII. Socratic Seminars

A. The Socratic Seminar should be an ongoing activity that helps the students see their leader in a global context.

B. The Socratic seminar should explore some of the following topics:

1. How does a leader affect society and how does society affect the leader?
2. What are the pros and cons of the changes that have taken place because of a leader's work?
3. What are the individual characteristics of a leader and are their commonalities amongst leaders?
4. What makes a leader a catalyst for change? What would such leadership look like in a school, business, community, and nation?

VIII. Review Research Plan and Timeline

A. By the end of the first semester the students should submit their preliminary notes.

B. The students should finalize the thesis for their project.

C. Students should revise their timeline.

IX. Oral Presentations from Each Team

A. Each team will present a consensus about their findings.

B. Each team will discuss the research questions of their individual members.

C. Each team will present and defend the topics for each individual project.

X. Writing the Research Paper

A. Students will use MLA Style form, bibliography, etc. for their project essay.

B. Students will submit a schedule for submitting drafts of their project to their team and teacher.

C. Students will state the thesis of their project.

D. Students will present a preliminary bibliography.

E. Students will present an outline of their research paper.

F. Students will present drafts and revisions of their research paper in a timely fashion.

XI. Submission of the Final Research Project

A. Students utilize the writing-research process in submitting their final paper.

B. Students follow all established and recorded timelines.

C. Students conference with their teacher and academic mentor about the results of their research.

XII. Individual Reflections—Essay

A. Conclusions drawn from the research.

B. The relationship of the leaders studied—his/her contributions, characteristics, accomplishments, education, goals—and the goals and aspirations of the AVID student.

NOTE: Support activities for writing assignments may be referenced in the revised (2005) *AVID High School Writing Teacher Guide,* especially those sections for advanced writing—argumentation, persuasion, exposition, and critical analysis.

Reading and writing assignments are referenced to the California State Standards in English Language Arts for the 11th and 12th grade.

3.0 Literary Response and Analysis
3.2
3.5
3.8
3.9
1.0 Writing Strategies
1.1
1.2
1.3
1.4
1.5
Writing—Research
1.7
Writing—Evaluation and Revision
1.9
2.0 Writing Application
2.2 a, b, c
2.4 a, d, e

Key Assignments And Activities

- Reciprocal Teaching
- Literature Circles for Non-fiction
- Annotating the text
- Working with graphic organizers
- Quickwrites and freewrites
- Learning logs
- Double-entry journals

- Summary writing
- Analytical essays—short and long
- Timed essays—45 minute limit
- Preparing a bibliography
- Research project
- Discussion activities
- Group discussions
- Philosophical chairs
- Socratic seminars
- Oral reports

Instructional Methods And Strategies

- Lecture
- Collaborative group work
- Readings
- Library and Internet research
- Seminars
- Collaboration with Advisors

Assessment Methods And Tools

- Papers, essays, writing and oral language rubrics
- Journals
- Learning logs
- Exams, quizzes
- Participation
- Observation
- Conferencing
- Final project
- Reflection

AVID students will also be assessed on rudimentary AVID "basics" such as a well-organized notebook, participation in tutorials, notetaking and participation and leadership in Socratic seminars

Resources

Bean, John C., Chappell, Virginia A., and Gillam, Alice M. *Reading Rhetorically: Brief Edition*

Hacker, Diana, *A Writer's Reference*

MLA Handbook for Writers of Research Papers

Zinsser, William, *On Writing Well*

Trimmer, Joseph and Hairston, Maxine, *The Riverside Reader*

Bloom, Lynn Z. and White, Edward M., *Inquiry: A Cross-Curricular Reader*

Goodall, Jane, *Reason for Hope*

Goodall, Jane, *Through the Window: My Thirty Years with Chimpanzees of Gombe*

Goodall, Jane, *In the Shadow of Man*

Goodall, Jane, *The Chimpanzees of Gombe: Patterns of Behavior*

Goodall, Jane, *Africa in My Blood: An Autobiography in Letters—The Early Years*

Goodall, Jane, *Beyond Innocence: An Autobiography in Letters—The Later Years*

Gould, Stephen J., *Ever Since Darwin*

Gould, Stephen J., *The Flamingo's Smile*

Gould, Stephen J., *Bully for Brontosaurus*

Gould, Stephen J., *Hen's Teeth and Horse's Toes*

Gould, Stephen J., *Rocks of Ages: Science and Religion in the Fullness of Life*

Roosevelt, Eleanor, *The Autobiography of Eleanor Roosevelt*

Roosevelt, Eleanor, *My Day - Collection of Eleanor Roosevelt's Newspaper Column*

Roosevelt, Eleanor, *On My Own: The Years Since the White House*

Roosevelt, Eleanor, *It Seems to Me: Selected letters of Eleanor Roosevelt*

Lash, Joseph, *Eleanor and Franklin*

Lash, Joseph, *Eleanor: the Years Alone*

Lash, Joseph, *Love, Eleanor: Eleanor Roosevelt and Her Friends*

Gurewitsch, Edna P., *Kindred Souls: The Friendship of Eleanor Roosevelt and David Gurewitsch*

Suzuki, David, *The Scared Balance*

Levine, Joseph and Suzuki, David, *The Secret of Life*

King, Martin, Luther, Dr., *Where Do We Go From Here: Chaos of Community*

King, Martin, Luther, Dr., *Why We Can't Wait*

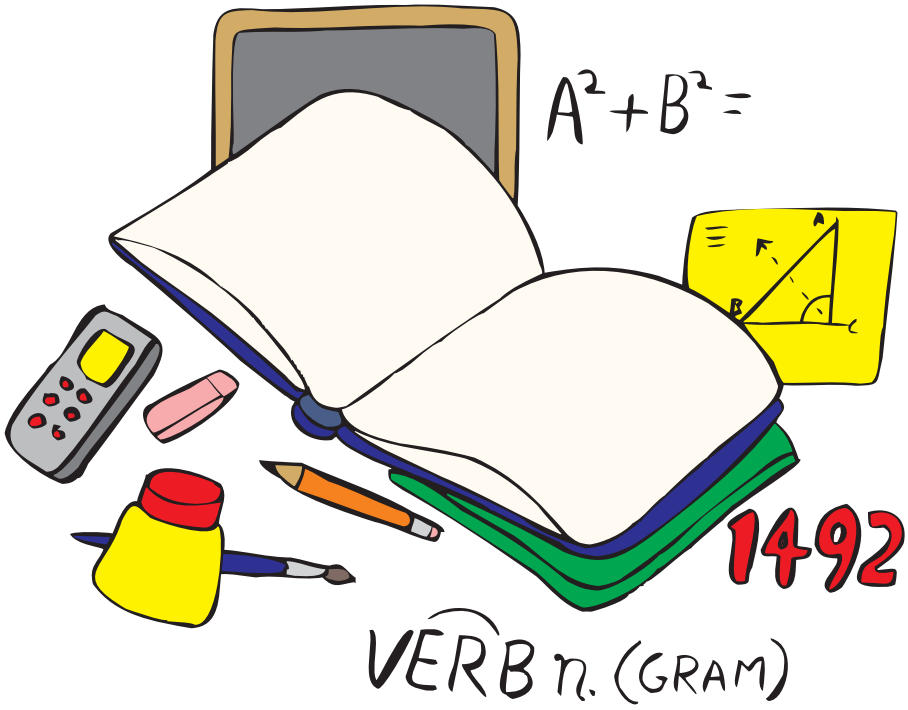
King, Martin, Luther, Dr., *Stride Toward Freedom*

King, Martin, Luther, Dr., *The Collected Speeches of Dr. Martin Luther King, Jr.*

Wooden, John, *They Call Me Coach*

Wooden, John, *My Personal Best: Life Lessons from an All-American Journey*

Wooden, John, *WOODEN: A Lifetime of Observations and Reflections On and Off the Court*



Appendix A

NOTE: After June 1, 2005, you can review/download a course description and resources including a pilot Teacher Guide that includes a number of college preparation/exploration activities by going to www.avidonline.org, log into MyAVID Account, then go to File Sharing and click on Jr./Sr. Seminar Resources. Overviews of each of the units from the pilot teacher guide are described below.

Unit 1

Overview

It is during the first semester of the junior year that students learn about the two college admission tests (ACT and SAT) and the differences between them. One way for students to become familiar with these materials is to take both practice tests (the PLAN and the PSAT) and use the results to prepare for ACT and SAT testing in the spring.

Students also begin to prepare for college admission by gathering materials and organizing them into "crates" and by reviewing what they have accomplished in their first two years of high school. This will prepare them for writing a résumé, a good resource when completing college applications. This is also a time to look at college entrance requirements and to access a valuable research tool: the Internet.

AVID students may want to consider applying to both public and private schools. One way to explore the various elements of the college admission process is to visit a variety of Web sites. For example, at the California Colleges site (www.californiacolleges.edu), students can find answers to their questions about entrance requirements, financial aid, career planning, and much more. College admissions representatives who come to the school can provide additional information.

Financing their college education is a concern for many students. In this semester, some key concepts are introduced, but little can be done in this area until the senior year. Students can also begin self-exploration to help them determine which college(s) will be a good "fit" for them.

Timeline

1. **Testing**
   September: Review previous PLAN and PSAT scores.
   September–October: Prepare for PSAT test. Take PSAT test.
   December: Interpretation of score results (counselor presentation).
2. **Preparation**
   September: Prepare student "crates."
   September–October: Do preparation activities.
   October–January: Data sheets, "a–g" requirements, résumé, "Family Firsts."
3. **Exploration**
   September–November: Presentations by college representatives.
   October–December: College exploration on the Web (UC Pathway, California Colleges, CSU Mentor sites).
   January: AVID graduate panel.
4. **"Fit" and Finances**
   September–June: Explore types and varieties of financial aid.

December–June: Financial aid calendar; ongoing review.

Unit 2

Overview

During the second semester of the junior year, students are encouraged to take both college admissions tests. They can then prepare for retaking their highest scored test in the fall semester of their senior year. This is also the time to explain strategies that will help students when they take SAT Subject tests. Since many students will also be taking AP tests for the first time, these can be coordinated with the SAT Subject tests.

Students can prepare for the college application process by beginning a first draft of their college essay and also by considering whom they will ask to write letters of recommendation. The "GPA Game" demonstrates what counts most when college admissions officers decide which applications to accept. It's a valuable tool for both students and parents.

Students will also need to determine priorities for their higher education so they can focus on researching colleges that "fit" these priorities. Once a list of colleges is created, students will want to consider visiting these campuses before the first semester of their senior year. Finally, students need to plan a productive summer to ensure they are prepared for the application process in the fall.

This is also the time to research the costs involved in attending college and to determine how to pay these costs. (It's important to include parents in this discussion.) Students can begin the search for financial aid by applying for a PIN. Visiting college fairs in the spring to check for "fit" and continuing the search for scholarships are also a part of the second semester of junior year.

Timeline

1. Testing

January–June: Register for March through June admission tests, including ACT, SAT, and SAT Subject tests. (SAT Subject tests are needed for UC or highly selective schools.)

March–June: Take SAT, ACT, and SAT Subject tests.

May: Take appropriate AP tests.

2. Preparation

February: Review first-semester grades and compute "a–g" GPA.
February–June: Update data sheets and résumé.
March–June: UC essay prompts and Common Applications should be started and refined.
May–June: Letter of recommendation procedures and teacher/counselor selection.

3. Exploration

February: College selection and priorities activities.
March–June: College/major research, using a variety of resources including Web sites, printed materials, speakers, and visits.
March–June: Create potential college lists. Use comparison worksheets. Finalize summer plans.

4. "Fit" and Finances

February: Register for FAFSA PIN.

February–June: Continue searches and applications on FASTWEB.
March: Use family financial aid predictor Web sites (www.act.org or www.collegeboard.com).
March–April: Visit College fairs.

Unit 3

Overview

The first semester of the senior year is a critical time for the college- bound student for this is when all the elements of college admission come together and the application is completed and submitted. Students will have one final chance in the early fall of their senior year to retake college admission tests (ACT, SAT, and/or SAT subject tests). Test results should then be sent to all schools to which students intend to apply.

Students will need to finalize their choice(s) of colleges, and, ideally, visit college campuses. (If visiting is not possible, they should plan to meet with college representatives.) This is the time for computing the final "a–g" GPA (from grades 10–11) and requesting letters of recommendation. College admission essays will need to be finalized, résumés updated, and materials gathered for college applications.

The preferred method for completing and submitting a college application is online, although students may want to prepare for this by using a paper application as a worksheet. All required materials should be gathered together, and, if possible, taken to the school's computer lab. The application deadline for most California public colleges and universities is November 30, so AVID students should plan to submit their application prior to Thanksgiving. Private college applications are usually due in December or January. Fee waivers are available.

This is also the time for financial aid arrangements to be made, beginning with completing the Free Application for Federal Student Aid (FAFSA). This form, which is key to nearly all types of financial assistance, should be submitted as soon as possible after January 1 (the earliest date for submission). In some cases, the CSS PROFILE form will be required as well. Application materials are available, at no cost, to teachers, students, and parents to assist them in learning about this process.

Timeline

1. Testing

August–December: Register for ACT, SAT, and/or SAT Subject tests, as appropriate. Send scores to colleges of interest. File test results in the testing folder in the student's "crate."

2. Preparation

September: Update résumés and compute the final "a–g" GPA to be submitted with applications.

September–October: Complete college research; review guidelines for applying to college online; visit colleges of interest; request applications.

October: Ask selected teachers/counselors/others to write letters of recommendation and provide each with a packet of information. Revise essays and finalize for submission.

3. Exploration

October–November: Submit public college applications online (with final draft essays).

November–December: Submit private college and university applications (with final draft essays). Schedule interviews.

4. "Fit" and Finances

September–January: Continue to apply for scholarships.

October: Verify FAFSA PIN and register for PROFILE, if needed.

October–January: Attend financial aid events.

December–January: Submit Cal Grant GPA verification.

January: Complete FAFSA application worksheet.

Unit 4

Overview

If students are applying to private colleges or schools outside of California, they may still have time to take college admission tests (ACT or SAT) in January Once students have been accepted, there may be additional enrollment requirements. For example, CSUs require that students show proficiency in writing and math, and some students may have to take placement tests for these subjects. UC schools require that students meet an entry-level writing requirement. Advanced Placement students will also be taking AP subject tests in May.

As students begin receiving acceptance letters, they should prepare "College Comparison Grids." Celebrate acceptances by creating a "Hurrah Board" that honors the student and university. Sending thank-you notes to teachers and counselors who have helped with the admission process is highly recommended. It is also time to begin preparing students for the transition from high school to college.

Invite AVID graduates to visit the class and share their college experiences. Encourage students to visit the schools to which they have been accepted and to attend freshman orientation or "Accepted Students" events. Once they have decided where they will attend, students must notify the school and send in any required deposits by May 1. They should also notify other colleges that have accepted them that they will not be attending there.

Filing for FAFSA as early as possible (after January 1, but before the March 2 deadline) is the financial priority for this semester. Applying online is the preferred method. The process is complex, but there are many resources to help students and their parents. As graduation nears and students prepare for the transition to college, academic, personal, and social success in college are important topics to discuss with class.

Timeline

1. Testing

January–February: Make sure all test scores have been submitted to colleges, especially if tests were taken in January for admission to private or out-of-state colleges.

February–April: For students applying to a CSU: If not exempt, register for and take the ELM and/or EPT.

April–May: For students applying to a UC campus: If not exempt, register for and take the Entry Level Writing Requirement Exam.

May: Take Advanced Placement (AP) Tests; be sure to indicate to which college the scores should be sent.

2. Preparation

February–April: Complete comparison grids for colleges from which acceptance letters have been received. Post acceptances on the "Hurrah Board."

February–March: Submit mid-year transcripts, if requested.

April–May: Begin transition activities (from high school to college).

June: Write thank-you notes to teachers and counselors who helped during the application process.

3. Exploration

February to Mid-April: Visit/Revisit campuses (where students have been accepted), if needed. Attend "Accepted Students" events.

Mid-April: MAKE A DECISION; inform college and send deposit. Notify other colleges.

June: Request that a final transcript be sent to ONE college

4. "Fit" and Finances

January–February: Submit FAFSA and GPA verification forms (if the school does not submit electronically).

January–June: Continue to apply for scholarships.

January–June: MAKE COPIES OF EVERYTHING

January–February: Make sure financial forms for all colleges are completed.

February–April: Carefully review and file in "crate" all financial aid offers; complete financial aid comparison sheets.

March: If necessary, appeal financial aid award of first choice college. This must be done in writing with additional information.

Mid-April: MAKE A DECISION; sign all appropriate documents for the college of choice. Send in tax forms as soon as prepared.

ADVANCEMENT VIA INDIVIDUAL DETERMINATION AVID SENIOR SEMINAR (P)

Department: English

Target Group AVID Seniors

Prerequisites Previous enrollment in AVID lower-level course for a minimum of two years and enrollment in at least one honors or Advanced Placement course.

Purpose AVID Senior Seminar is for seniors in their third or fourth year of AVID and is the culmination of the students' years in the AVID Program.

a) One year college-prep course
b) 10 units
c) Meets "f" requirement

AVID elective courses at all grade levels are designed to prepare, in an academic context, students for entrance into four year colleges, with emphasis on analytical writing, preparation for college entrance and placement exams, college study skills and test taking, oral language development, note taking, and research.

As with all AVID courses, the Senior Seminar features tutors, college students, who lead discussions and analysis of the academic subjects in which the students are enrolled. Students enrolled in the Senior Seminar are required to complete weekly timed writings and analytical discourses in all subjects. In addition, students are required to make oral presentations to the class on topics related to career searches, college entrance, contemporary issues, and social concerns all the while focusing on a culminating senior paper, portfolio, and/or project. Seminar students, working with the tutors, are expected to participate in and eventually act as moderators for Socratic Seminars. These discussions move beyond didactic instruction and assist students in gaining multiple perspectives on texts, supporting arguments with clear reasoning and evidence, and developing their critical thinking skills to the extent necessary for success in college.

AVID Seminar Instructor

Up to the time that the AVID student enters the Senior Seminar, ninth through eleventh grade students have received coaching in note taking, organization, and study skills, along with instruction in writing domains such as the autobiographical incident, comparison-contrast, and cause and effect. They are also introduced to in-depth textual analysis, and writing for the various disciplines plays a unique role for all students in the AVID classroom.

The instructor for the AVID Seminar provides a segue from high school to college. Though the class maintains the same structure as in the preceding years, the students will gradually realize that they are expected to take a much more active part in their own learning. Dedication to the preparation for their rigorous classes will show dividends, giving students confidence for their transition to college.

The instructor encourages the students to experience more analytical writing, literary analysis, and college entrance preparation for the SAT I and II, the ACT, and AP examinations, in addition to college placement exams. Seminar students engage in more times essays, perfecting and analyzing their writing and that of others according to rubrics. They are required to produce an extended, reflective paper focusing on one of their areas of interest or study such as mathematics, science, history, English, or world language, which may interrelate to the study of careers emanating from individual fields of study.

AVID Senior Seminar (continued)

Throughout the senior year, the Seminar Instructor serves as a conduit to colleges and universities as well as to academic departments on campus and at colleges. The instructor assists AVID students in applying for college, researching financial aid and housing, registering for entrance and placement exams, and in preparing for external examinations in the spring. AVID college tutors also assist in these processes by providing actual information and giving feedback to the seniors regarding their applications and essays.

The AVID Senior Seminar is divided into four areas of emphasis, leading to the student's acceptance at a four-year college or university.

1. Reading, Writing and Speaking at the College Level
2. College Entrance Exams and Rigorous Academic Practices
3. College Application and Essay, Financial Aid, and Placement Exams
4. Culminating Activities for Academic Major Specialization and Career Exploration

Standards of Expected Student Achievement (Course Objectives)

1. Students will complete the four-year course requirements for entrance to the most competitive public universities in the state.
2. Students will successfully complete college applications and financial aid packages.
3. Students will demonstrate analytical writing at the college level in a variety of discourse modes.
4. Students will improve their oral communication skills through a variety of means, including presentation, debate, and Socratic Seminar.
5. Students will learn to evaluate their own and others' writing, using rubrics and scoring guides modeled on university entrance exams.
6. Students will prepare for college entrance and placement exams, using the AVID College and Careers library, and other materials.
7. Students will prepare for an external exam such as Advanced Placement.
8. Students will complete and present a senior project as a culmination of their portfolio work, and junior-senior research, and career exploration.

Methods of Assessment of Student Learning

AVID students will be evaluated using a variety of performance-based assessments. While they will be judged on rudimentary AVID "basics" such as a well-organized notebook, participation in tutorials, and note taking, they will also be assessed according to their performance on timed writings, practice placement examinations, participation in scoring of practice examinations, leadership in Socratic Seminars, and external exam preparations. In addition, AVID Seminar students will be required to complete a critical essay or research paper exploring issues emanating from Honors or AP classes. This paper will also be presented to the class as part of the Senior Presentation, which also includes additional selections from their portfolio and/or their senior project.

Portfolio Contents

Portfolio contents will include but not be limited to the following:

- College Admissions essay
- Final Extended Essay or Research Paper (which may be based on a career related to a field of study)
- Transcript

AVID Senior Seminar (continued)

- Timed writings
- Expository essays
- Notes taken in content areas
- Dialectical journal from core literature work

RESOURCES

Course Textbooks: AVID Library Selections
Writing Curriculum
College and Careers
Subject Area Guides

Instructional Materials:
Refer to: Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District.

Activities/Course Outline

General Yearlong Activities

1. Ongoing tutorials with focus on support for Honors & AP classes
2. Collaborative group study with focus on Honors & AP classes
3. Peer Tutoring
4. Socratic Seminar training
5. Ongoing timed writings and analytical discourse

Terms 1 & 2 (Semester 1)

1. SAT I and II preparation, calendaring, and registration
2. Introduction and planning for Honors/AP Research Paper
3. Career and College exploration and request for fall college applications
4. A Dialectical Journal based on Honors & AP Core Literature Work
5. Consider applying to take college level classes at community colleges, four year colleges and universities, or distance learning sites in addition to AP courses
6. The College Application
7. Writing the Personal Statement

Terms 3 & 4 (Semester 2)

1. Applying for Financial Aid (FAFSA & Cal Grant & Scholarships)
2. Introduction to and practice for College Placement Exams
3. Lead Socratic Seminars for AVID Classmates
4. Extended Essay or Research Paper
5. Portfolio/Senior Project preparation and presentations
6. Follow-up on the SAR for FAFSA, grants, loans, and scholarships
7. AVID students/parents receive support in making college choices
8. Students mail Intent to Enroll cards and apply for academic orientation, summer programs, open houses, etc.

Course Title

AVID (Advancement Via Individual Determination)

Description of Target Group

AVID is a program designed to prepare high school students, who are underrepresented at the university level, to meet the requirements for admission to four-year colleges and universities. Students enroll in and are given academic support to be successful in CP, Honors and AP, English, history, science, and math classes. AVID is a yearlong elective class, taught during the regular school day. Students are expected to remain in the AVID Program all four years of high school.

Purpose

In the AVID class, students are tutored by college students and taught skills needed to be successful in college preparatory classes. In particular, students are taught study skills, notetaking, time management, writing, and research skills. Students also learn about colleges and universities (especially the application and financial aid processes) and prepare for college admission tests such as the PSAT, SAT and ACT. Students take field trips to various college campuses and cultural events. Guest speakers from the community speak in the AVID class about their experiences and career options; AVID curriculum reserves Fridays for these motivational speakers.

Prerequisites

Completion of selection process includes percentile rank on reading and math, 2.00 or above G.P.A., student composition and student and parent interviews.

Standards of Expected Student Achievement

Upon successful completion of this course:

- Students will meet the entrance requirements to a four-year college or university.
- Students will have college level entry skills in writing, math, science, and history.
- Students will have developed "coping" skills needed for college success (note taking, time management, writing/research skills, oral expression, study skills).
- Students will have an increased awareness of college choices (in and out of state) and career options.
- Parents will be involved in and supportive of their child's education.
- Students will have an established mindset to attend a four-year university.

AVID (continued)

Activities

- Writing across the curriculum; AVID curriculum is based on the writing process.
- Developing critical reading and thinking skills (Socratic Seminar).
- Learning with college tutors; group activities.
- Preparing for college entry examinations.
- Developing academic success strategies and skills.
- Visiting college campuses.
- Interacting with guest speakers.
- Developing speech, composition, and oral expression skills.
- Participating in extra-curricular and community activities.
- Participating in the tri-county AVID Write Off
- Independent research.
- Applying for college.

The following represents a typical week in an AVID classroom:
Monday: Students learn how to take notes from textbooks used in academic classes
Tuesday: Tutoring. College tutors work with students in student groups assisting them in all academic areas.
Wednesday: Instruction in writing skills using the AVID curriculum
Thursday: Tutoring.
Friday: Motivational activity, speaker, or field trip.

Assessment of Student Learning

Upon successful completion of the course, AVID students will be able to demonstrate proficiency in the following areas:

- Student binders. All students must keep AVID binders which are graded weekly.
- Successful completion of college preparatory coursework as evidenced by meeting the CSU/UC admission requirements.
- Cooperation with groups or by individual assignments in the AVID classroom.
- Effective writing skills through response to a given, unknown prompt, research papers, and participation in the AVID write-off competition.
- Effective critical thinking skills through participation in Socratic seminars.
- Successful completion of PSAT, SAT, and/or ACT.
- Completion of community service activity/hours.
- Knowledge of college admission requirements, career options, and college choices through teacher evaluations and observations and student participation in college study trips.
- Acceptance to a four-year university.

Instructional Materials
AVID Curriculum Library
Supplementary materials/readings to support curriculum
PSAT/SAT/ACT testing materials and software

CONSTRUCTION I

INDUSTRY SECTOR: Building and Construction Trades Sector

PATHWAY: Residential and Commercial Construction

CALPADS TITLE: Intermediate Residential and Commercial Construction (Concentrator)

CALPADS CODE: 7341

HOURS:

Total	Classroom	Laboratory/CC/CVE
155	50	105

JOB TITLE	O*NET CODE	JOB TITLE	O*NET CODE
Carpenters	47-2031.00	Construction Managers	11-9021.00
Operating Engineers and Other Construction Equipment Operators	47-2073.00	Civil Engineers	17-2051.00
Helpers, Construction Trades, All Other	47-3019.00	Construction Laborers	47-2061.00

COURSE DESCRIPTION:

Construction I is a concentrator course in the Residential and Commercial Construction Pathway leading to, 2 of 3 required certificates of completion for direct admittance into the Carpenters International Training Fund (CITF) pre-apprenticeship program. The course integrates academic skills with practical application allowing students to explore career options in the Building and Construction Industry while developing a foundation of industry-specific skills and concepts. Through inquiry-based learning and highly engaging hands-on activities, students enrolled in Construction I, will engage in an overview of the importance of safety on the job site, while gaining practical experience in measuring and marking, blueprint reading, estimating construction cost, as well as, the use of layout, framing, and common hand and power tools. Students will explore and further develop these skills through projects such as building a sawhorse, picnic table, skateboard ramp, and shed. Students will develop a foundational understanding of the technical and soft skills required for the world of work all while focusing on effective communication, critical thinking, creativity, and collaboration.

A-G APPROVAL: G

ARTICULATION: None

DUAL ENROLLMENT: None

PREREQUISITES:

Prerequisite
None

METHODS OF INSTRUCTION

- Direct instruction
- Group and individual applied projects
- Multimedia
- Demonstration
- Field trips
- Guest speakers

STUDENT EVALUATION:

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

INDUSTRY CERTIFICATION:

- OSHA 10

RECOMMENDED TEXTS:

- One Trade Many Careers
- Project Book 1/2/3
- Math For The Trades

PROGRAM OF STUDY

Grade	Fall	Spring	Year	Course Type	Course Name
9, 10, 11, 12				Concentrator	Construction I
9, 10, 11, 12				Concentrator	Construction II

I.	COURSE CONTENT	CR	Lab/ CC	Standards
	Course content: **Unit Title:** Career Exploration **Unit Summary:** Students will examine and recognize the impact of financial, technical, environmental, and labor trends on the past and future of the construction industry. Using the Career Connections, ***One Trade, Many Careers*** textbook and other supplemental material such as O-Net Online, California Career Zone, and Career Cafe, students will investigate and, compare and contrast the different career opportunities in the Building and Construction Industry. Students will participate in a self-evaluation wherein they will identify their interests, strengths, and aptitudes and use the results of the evaluation to determine what careers in the industry may be of most interest to them. Equally important, students will identify, articulate, and reframe key employability skills that will continue to be expanded upon in each of the following units. **Unit Assignment:** After investigating the various career opportunities in the Building and Construction Industry, students will gather and identify key components such as salary range, job demand, required experience, region of demand, ect. for a minimum of 10 different careers within the industry, recording their findings in a dialectical journal. Students will be divided into small groups where they will verbally share and analyze their findings while taking notes on the findings of their peers. Each group will identify an individual to participate in a whole class share out summarizing the findings of the group. Students will then begin developing their career portfolio by identifying one career in the Building and Construction Industry they are most interested in, evaluate the requirements to apply for the job, create a one-page letter of application, and a resume to apply for the position. At the completion of this assignment students will compare and contrast their resume to the requirements to apply for the desired position and develop an education and career plan that prioritizes necessary next steps and skills that need to be obtained to qualify for the position. **Unit Title:** Safety **Unit Summary:** This unit reviews the basic safety of construction job sites, building on prior knowledge students will identify and be able to recognize safe practices for avoiding injury. Students will understand the necessity for a "safety first" mindset. Characteristics of a professional in the Building and Construction Industry, an overview of Cal OSHA, Environmental Protection Agency (EPA), Hazard Communication (HazCom), Material Safety Data Sheets (MSDS), and procedures for job site safety training will be covered. Students will understand and demonstrate safe handling of a variety of construction tools, electrical and non-electrical; hand and power tools – both stationary and portable and explain proper maintenance and care procedures. Students are required to demonstrate safety and maintenance procedures for all tools necessary for job specifications as well as to demonstrate proper use, including steps for turning on and off electric power tools, and safe storage. **Unit Assignment(s):** Students will evaluate a minimum of 3 industry recognized sources of safety protocol including but not limited to CITF's Career Connections Project Book 1 and 2, and the US Department of Labor's Occupational Safety and Health Administration's (OSHA) Field Safety and Health Manual, to investigate the	50	105	**Academic:** LS: 11-12.6 RSIT : 11-12.7 WS : 11-12.2 WHSST : 11-12.6, 11-12.9 G-MG: 1, 3 N-Q: 1, 2, 3 SEP: 1, 3, 4, 5, 6, 8 CC: 3, 6, 7 ETS: ETS1, ETS2 **CTE Anchor:** Communications: 2.2, 2.3, 2.6 Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9 Technology: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.11, 6.12 Responsibility and Flexibility: 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8 Ethics and Legal Responsibilities: 8.1, 8.3, 8.4, 8.5, 8.6, 8.7 Leadership and Teamwork: 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4, 10.5 Demonstration and Application: 11.1, 11.2, 11.3, 11.4 **CTE Pathway:** D1.2, D2.1, D2.3, D2.4, D3.1, D3.2, D3.3, D3.4, D3.5, D3.6, D3.7, D4.1, D4.2, D4.3, D4.4, D4.5, D4.6, D4.7,

	importance of safety, common hazards, accidents, and injuries as well as how to prevent accidents and promote safety on the job site. Using the findings from this investigative process students will develop a 2-page cause and effect expository essay using facts and statistics to explain the importance of safety on the job site and how to prevent accidents from occurring. Using information from both the investigative process and the essay, each student will develop a 2-3-minute oral classroom presentation explaining a component of one of the following safety components: OSHA standards, Personal Protective Equipment (PPE), Promoting Safety, Types of Hazards, safe work habits and attitudes, proper communication, what to do in case of an accident. Each student will be assigned a different component of one of the aforementioned topics and present the information to the class with a technology based visual aid such as a PowerPoint presentation or short video. Students in the audience will take Cornell notes during the presentations and are encouraged to ask the presenting student clarifying questions. **Unit Title:** Tools **Unit Summary:** Students will identify, compare and contrast, classify, and engage in practical application of common hand and power tools to include, but not limited to: block plane, chalk box, chisel, c-clamp, bar and pipe clamps, hand screw clamp, claw hammer, nail set, combination square, compass, framing square, speed square, straightedge, retractable tape measure, protractor, sliding T-Bevel, adjustable wrench, socket wrench, open end and box end wrenches, wood rasp, sanding block, utility knife, belt sander, portable circular saw, miter saw, electric drill, random orbital sander, pneumatic staple gun, pneumatic nail gun, router, saber saw, and screw gun. With the introduction and overview of each of the aforementioned tools there will be special emphasis to the purpose and safe application of the tool. **Unit Assignment(s):** Students will be paired and asked to choose three out of five proposed building projects (sawhorse, picnic table, skateboard ramp, shed, or play house) to analyze and determine what tools are needed and why they are necessary for completing the proposed project. Students will be instructed to engaged in deliberate thought and analysis by weighing evidence, comparing alternative tools based on their probability of success, reconsidering initial ideas, all before developing a one-page expository memo / email requesting the necessary tools for each project. The memo will be written from the perspective of a foreman on a job site who is requesting tools for a job and providing logical reason for each tool. Students will than trade their memos with a different pair of students and begin a critical analysis review of the memo identifying any issues or problems with the requested tools and or purpose of the tool, ask questions to guide the analysis, and make a final determination if the request is valid. Each pair will then share their finding and possible recommendations with the class. **Unit Title:** Materials and Measuring **Unit Summary:** Students will identify, compare and contrast, classify, and engage in practical application of materials frequently used by professional carpenters to include, but not limited to types of wood such as cedar, douglas fir,oak, pine, plywood, oriented strand board, and pressboard, as well as, fasteners such as nails, brads, screws, wood glue, and more. Students will identify and describe permissible uses of construction materials as well as defend code restrictions related to the materials while demonstrating safe cutting and application techniques for these materials. Career Connections' *Math for the Trades* textbook will be used to guide the fundamental understanding and practical application of general math, fractions, and decimals in the context of real-life technical work tasks in the industry. Measurements and measurement tools,	D5.1, D5.2, D5.3, D5.8, D5.9, D5.10, D6.2, D6.3, D6.4, D6.5, D6.6, D6.7, D6.8, D6.9, D6.10, D6.11, D6.12, D6.13, D6.14, D6.15, D6.16, D7.1, D7.2, D7.3, D7.4, D7.5, D7.6, D7.7, D7.8, D8.1, D8.3, D8.4, D8.5, D8.6, D8.7, D8.8, D8.9, D8.10, D8.11, D9.1, D9.2, D10.1, D10.2, D10.4, D10.5, D10.6, D10.7, D10.8, D10.9, D10.10, D10.11, D10.12, D11.1, D11.2, D11.3, D11.4, D11.10, D11.12, D11.13

layout, area measure, and volume will be explained in detail with students participating in exercises for practice and remediation of these technical skills.

Unit Assignment(s):

In groups of two to four, students will demonstrate their understanding of materials, measuring, layout, cutting and assembly through the creation of a Notched-Top Sawhorse. Students will be assessed by an analysis of the horse, assembly, and overall process. The criteria of the horse will include the length, angle, bevel of the legs; the length, notch location, angle notches and depth notches of the gussets; and the cut length and angle cut of the spreaders. The criteria of the assembly will include the overall height, spread of sawhorse legs at base on sides and end; fastener location; and edges and joints. The criteria for the overall process will include students handling of the tools, ability to follow directions, clean up, and safe work practices will be analyzed. Students will present the final project to the instructor providing an oral overview of the process, tools, fasteners, and steps required to complete the project. The team will also inform the instructor of areas of difficult and ease in the process as well as steps to improve the process in the future.

Unit Title: Blueprint Reading & Estimating Construction Costs

Unit Summary:

Students will examine the varying components of a blueprint and learn to interpret and apply information from technical drawings, schedules, and specifications used in the construction trades. Students will identify the elements used in technical drawings, including types of lines, symbols,

details, and views as well as interpret the elements of technical drawings, including plan, elevation, section, and detail views. Students will be introduced to technical drawings specifications and how to interpret and scale dimensions from a set of plans using an architect's scale. Students will be tasked with interpreting sectional and detail drawings to determine construction details such as corners, rough openings, stairs, and roof systems as well as the materials and overall costs associated with the specification.

Unit Assignment(s):

In groups of four to five, students will demonstrate their understanding of blueprint reading by building a curved picnic table using a blueprint to guide the project. Students will be assessed by an analysis of the picnic table, the picnic bench seats, the overall presentation as compared to the blueprints, and the general process. The criteria of the picnic table and bench seats will include finished length and height, curvature, spacing of top boars, fastening, location of supports and leg assembly, location and spread of legs, tabletop angle braces, and carriage bolts. The criteria for the overall process will include students ability to collect the appropriate materials and tools, handling of the tools, ability to follow blueprint directions, clean up, and safe work practices. Students will then engage in a formative assessment of their own work and that of a neighboring team. Critical thinking will be a key component of the formative assessment process where students will be instructed to think and discuss the quality or lack of their work and that of their neighboring teams, identifying how the process can be improved upon in the future.

Unit Title: Foundations and Framing

Unit Summary:

Students will learn and demonstrate knowledge of foundation layout techniques as specified in blueprints or construction plans. Using the pythagorean theorem students will integrate survey tools and technique to set property lines, setbacks, foundation layout and to finish floor elevations. Students will be able to differentiate between applications for wood and concrete foundations, identify the steps and terms for both wood and concrete foundations and create a wood foundation. With special attention to stand-alone structures students will measure, cut, and assemble wall

	components using appropriate tools and fasteners developing a frame and fastening sheathing over the frame according to code. **Unit Assignment(s):** In groups of five to six, students will demonstrate their understanding of layout, floor framing, wall framing, and roof framing by building a shed with a gable roof. Students will be assessed by an analysis of the floor system, wall system, roof system, and overall dimensions, and general process. The criteria of the floor system will include the joist layout, rim joists attachment, plywood installation, parallel sides equal, floor length, width and system square, as well as fastener installation. The criteria for the wall system will include stud lay out, door opening and frame, window opening and frame, header location, wall square, wall corners, double plate installation, fastener installation. The criteria for the overall dimensions will include length, width, and height. The criteria for the overall process will include, communication, collaboration, critical thinking, blueprint reading, proper tool handling, ability to follow direction, clean up, and jobsite safety. This project will have a special emphasis on leadership and working together as a team with team and individual decision making, conflict resolution, identification of responsibilities, cooperation, collaboration, and effective decision-making. The team will also inform the instructor of areas of difficult and ease in both the technical and collaborative process as well as steps to improve the process in the future			

Entered by:

District:	Santa Maria Joint Union High School District
Contact:	Paul Robinson, Director of Career Technical Education
Phone:	805.934.0330 x8701
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Date Created:	10/12/2023
Date Modified:	10/18/2023
Date Printed:	10/18/2023

CTE Media, Marketing and Publications 1 A/B

Santa Maria Joint Union High School District

Submitted: Apr 18, 2019
Decision: Apr 19, 2019

ubmission Feedback

PPROVED

asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
ioneer Valley High School (053847)	Classroom Based	**Abbreviation**	**Course Code**
		MediaMark&Pub1A	ND6030
		MediaMark&Pub1B	ND6031

Title: CTE Media, Marketing and Publications 1 A/B

Length of course: Full Year

Subject area: College-Preparatory Elective (G) / Interdisciplinary

UC honors designation? No

Prerequisites: None

Co-requisites: None

Integrated (Academics / CTE)? Yes: Marketing

Grade levels: 9th, 10th, 11th, 12th

ourse Description

urse overview:

CTE Media, Marketing and Publications 1 applies the technical skills within a real-world small business atmosphere in order to market a product within the professional journalistic publications industry. Students will understand a foundational, comprehensive approach to news writing for the web, broadcast, and photo journalism basics, the foundations of social media news production, digital citizenship, ethics, and media law. The classroom is run like a fast-paced newsroom and students are treated like media marketing managers. Student work will be published in the Panther Tales and the Panther Tales Annual. Students will understand the role of visual art and design, and its impact on society and culture, particularly in publication mediums. The course will focus on students understanding a designer's target audience (customer) and stimulating creativity through a variety of two-dimensional media. The assignments in the course will demonstrate a student's ability to apply the principles of design and effectively communicate their message. Assignments will also have students process, respond to, and judge design works using their knowledge of the elements of art and the principles of design.

The marketing principles, as communicated in CTE Pathway 244, will be both taught and practiced in every unit of Media, Marketing and Publications 1. Students will quickly recognize that this class not only teaches marketing through industry terminology and technical understanding, but requires applying Marketing, Sales and Services techniques in a real-world business: The Panther Tales and The Panther Tales Annual. Students will develop, promote, advertise, identify trends and sell this published product while serving their customers: the readers.

urse content:

Unit 1: The Media Market, Journalism

The Media Market, Journalism

Introduce basic terminology and concepts as related to journalism. Introduce and discuss various aspects of print journalism. Introduce and discuss staff roles and responsibilities, including editorial positions, create goals, and organize a publication.

Unit Assignment(s):

Assignment: Read and understand a variety of newspaper, magazine, and internet articles to analyze content and structure similarities and differences. Students will also use backwards planning techniques to structure deadlines for successful completion of publication.

Unit 2: The Principles of Design

Students will demonstrate an understanding, both written and verbal, of the principles of design.

Students will learn the principles of design including the following: balance, unity, emphasis, contrast, variety, proportion, movement, rhythm, and pattern/repetition through direct instruction, note-taking, and reading. Throughout the unit, students will compare and contrast the use of these elements in real world examples: yearbooks, advertising, publications, etc. They will conduct a study of how these design principles appear in our society, using magazines, websites, and advertising mediums. The study will include opportunities for students to identify the principles, and also for students to explain how the principles of design help to emphasize purpose. Additionally, students will be required to explain how the design reaches a particular audience through its strategic use of design principles.

⮒ Unit Assignment(s):

Assignment: Research an advertising campaign and identify the company's use of design in order to persuade its customers. You will need to use the Internet, television, and magazines to identify several principles of design, then write explanations for how the element achieves purpose in the design. You will present your explanation in an oral presentation that assesses your ability to explain how the company uses the principles of design in two different mediums to persuade customers to buy their product.

Unit 3: Marketing a Product and Typography

Marketing a Product

Establishing purpose of publication and set goals. Discuss publication production and cost. Plan advertising sales and sell space in the publication.

Typography

Students will identify and define terminology related to typography. Students will explain the use of typography in design to achieve purpose.

⮒ Unit Assignment(s):

Marketing a Product

Assignment: Students will calculate the cost per book and plan the number of pages to sell for advertising. They will calculate the price to charge for various ad sizes. Students will also use social media and the yearbook website to promote sales of yearbooks.

Typography

Students will learn terminology and elements of typography through use of examples, both teacher and student-selected: legibility, justification, typefaces, weights, leading, etc. Students will be asked to evaluate how typography affects the look of a product, creates emotion, and conveys a message based on its qualities: size, color, position, style. Students will need to demonstrate their understanding of the principles of typography by creating a timeline using Adobe InDesign. Finally, students will use typography in yearbook layouts to add emphasis and create purpose in the yearbook spreads.

Unit 4: Developing and Marketing a Theme

Discuss visual and verbal theme development. Discuss theme spin-offs. Students will learn how to expand visual and verbal themes throughout a publication.

⮒ Unit Assignment(s):

Assignment: Students will look at magazines and analyze visual and verbal themes and how they are carried out throughout the publication. Students will then develop a visual and verbal theme for their publication and develop spin-offs to use on content pages.

During this unit, students will develop a comprehensive theme package for the yearbook. They will be responsible for including all of the following elements: title, graphics, typography, side bar design, and key elements of layout design. The students will create a multi-media presentation that identifies design elements and explains how each element helps to convey the theme's purpose. In addition, students will present the multi-media presentation to the yearbook students, explaining how each design element helps to convey purpose and branding for the current school year. Then, students will assess each others' presentations based upon its design elements. The teacher will facilitate a process for selecting one of the theme packages for the current publication, and then the students will edit and refine the multi-media presentation to address audience concerns: consistency, visual impact, cohesion. Finally, the students will formally present the revised theme package to the school's administration, counseling, and support staff, displaying their knowledge of design and intent upon creating a publication to convey a particular idea and brand for the school year.

In addition to the summative presentation, as students present theme packages, the remaining students will assess the integrity of the design elements using a rubric. Additionally, for at least two design elements in the presentation, students will write suggestions for the group, detailing their understanding of design, as well as providing feedback for the group's revision process.

Unit 5: Marketing, Photojournalism and Layout

Students will learn camera usage and maintenance. Discuss elements of photo composition (rule of thirds, framing, depth of field, etc). Students will also discuss the ethics in photojournalism.creating promotional tools for yearbook, students will also focus on how the yearbook can be a promotional marketing tool for local businesses.

Students will design layouts for the yearbook publication using knowledge from the textbook, previous units, and Adobe InDesign.

⮒ Unit Assignment(s):

Assignment: Using a camera, students will take photos of students and events on campus. Students will then compile a portfolio of their original photos that demonstrate different elements of photojournalism.

In addition to this text, students will use publication models (provided by the teacher), and the internet to establish successful traits of layout design: visual impact, levels of space, balance, unity, proportion, contrast, consistency, and variety. Using previous years' publications, students will assess the integrity of layouts, explaining how the design elements were/were not successful. Then, students will apply knowledge from previous units to create layouts that exemplify successful strategies of design: balance, unity, emphasis, contrast, variety, proportion, movement, rhythm, and pattern/repetition**.** The layouts will differ in purpose according to which section they appear in the publication; therefore, students must adjust the layout and its contents in order to reflect the audience: sports, student life, clubs, academics, theme pages, portraits.

Unit 6: Gathering Marketable Data and Assessment of Design

Gathering Marketable Data

Students will learn how to conduct an interview including developing interview questions. Students will research and develop topics. Students will learn how to conduct a survey. Students will also learn to organize and maintain information.

Assessment of Design

Students will use the principles of design to solve a series of design problems on layouts.

Unit Assignment(s):

Assignment: Prepare interview questions that will elicit responses sufficient to write a comprehensive story and conduct interviews. Also, create surveys that will give additional information for writing a story.

Throughout this unit, students will assess yearbook spreads, maintaining the integrity of the original design, yet simultaneously making necessary changes to improve content coverage, cohesion, and delivery. Students will use rubrics in order to assess the usage of design in the yearbook spreads, assessing the spreads' use of the following: photography, color, graphic elements, and typography. For each spread, students will communicate their feedback to the other students, in small groups, explaining what changes need to be made based upon the principles of design. Additionally, students will identify and communicate successful implementation of design elements. Similarly, they will communicate this feedback in small groups, explaining why the design helps to improve the spread's delivery of content.

Unit 7: Writing for the Market Audience and Promotional Tools

Writing for the Market Audience

Introduce Associated Press (AP) Style and usage. Introduce and analyze a variety of articles. Learn to use additional information to help write captions. Learn skills for copy editing.

Promotional Tools

Students will create promotional tools for the yearbook publication using elements of design, Adobe InDesign, and social media.

Unit Assignment(s):

Assignment: Students will write articles and captions using information that they have gathered from interviews and surveys. They will use AP Style to write articles covering activities and programs on campus. They will also work to select students who are not high profile students on campus and tell their stories in an feature or profile story format.

Throughout the year, the yearbook staff promotes events and sales for the publication.

Students will create and use social media including, but not limited to: Facebook, Instagram, Twitter, Schoolloop, SmugMug, and the school's webpage to promote yearbook awareness, student participation, marketing, and sales. A Public Relations specialist from Luxury Brand Group (with potential of adding additional companies in the future) will guest lecture students, discussing how these tools are used in marketing today and how these skills can be directly applied in the workforce. Students will actively track the effectiveness of their social media marketing tactics through follows, likes, views, outreach, and sales.

Students will use SmugMug, a photo sharing and sales website as a promotional tool to increase interest in yearbook and promote sales. Students can tend to be hesitant to purchase a yearbook, wondering what quality their money will buy and whether or not their sport, elective, or interest will be covered in the book. Through the use of SmugMug students are able to see a sample of photos taken by the staff. The yearbook staff then has the ability to access information on what albums are getting the most views, what pictures are the most popular, etc. This information can then be used when making decisions on what photos make the cut for the yearbook and can be used as promotional marketing devices for advertising campaigns and sale ads.

In addition to creating promotional tools for yearbook, students will also focus on how the yearbook can be a promotional marketing tool for local businesses.

ourse Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primar
Communicating Through Graphic Design	Gatta, Kevin and Claire Mowbray	Davis Publications, Inc.	2010	[empty]	Yes

Websites

Title	Author(s)/Editor(s)/Compiler(s)	Affiliated Institution or Organization	URL
IGA The Professional Association for Design	[empty]	Adobe	http://www.aiga.or

dditional Information

urse Author:

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CTE Media, Marketing and Publications 2 A/B

Santa Maria Joint Union High School District

Submitted: Apr 18, 2019
Decision: Apr 19, 2019

ubmission Feedback

PPROVED

asic Course Information

hool(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
ioneer Valley High School (053847)	Classroom Based	**Abbreviation**	**Course Code**
		MediaMark&Pub2A	ND6032
		MediaMark&Pub2B	ND6033

Title: CTE Media, Marketing and Publications 2 A/B

Length of course: Full Year

Subject area: College-Preparatory Elective (G) / Interdisciplinary

UC honors designation? No

Prerequisites: CTE Media, Marketing and Publications 1 (Recommended)

Co-requisites: None

Integrated (Academics / CTE)? Yes: Marketing

Grade levels: 10th, 11th, 12th

ourse Description

urse overview:

In CTE Media, Marketing and Publications 2 students have already developed an introductory understanding of concepts and skills within Media Marketing. Now, within the capstone class, as second year veterans, students will take on leadership roles, carry responsibility for major project deadlines and work as Editing Managers, setting a professional example for students within the concentrator. A capstone student works on the same projects as the concentrator, yet with greater rigour and expertise. CTE Media, Marketing and Publications 2 applies the technical skills within a real-world small business atmosphere in order to market a product within the professional journalistic publications industry. Students will understand a foundational, comprehensive approach to news writing for the web, broadcast, and photo journalism basics, the foundations of social media news production, digital citizenship, ethics, and media law. The classroom is run like a fast-paced newsroom and students are treated like media marketing managers. Student work will be published in the Panther Tales and the Panther Tales Annual. Students will understand the role of visual art and design, and its impact on society and culture, particularly in publication mediums. The course will focus on students understanding a designer's target audience (customer) and stimulating creativity through a variety of two-dimensional media. The assignments in the course will demonstrate a student's ability to apply the principles of design and effectively communicate their message. Assignments will also have students process, respond to, and judge design works using their knowledge of the elements of art and the principles of design.

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Unit Assignment(s):

Assignment: Students will write articles and captions using information that they have gathered from interviews and surveys. They will use AP Style to write articles covering activities and programs on campus. They will also work to select students who are not high profile students on campus and tell their stories in an feature or profile story format.

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Title	Author	Publisher	Edition	Website	Primar
Communicating Through Graphic Design	Gatta, Kevin and Claire Mowbray	Davis Publications, Inc.	2010	[empty]	Yes

Websites

Title	Author(s)/Editor(s)/Compiler(s)	Affiliated Institution or Organization	URL
AIGA The Professional Association for Design	[empty]	Adobe	http://www.aiga.or

Additional Information

Course Author:

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Course Title

HEALTH EDUCATION (5 Units)

Description of Target Group

Ninth through Twelfth Grade Students

Prerequisites

None

Purpose

This one semester course (5 units) is a combination of Health 9/10 and Health 11/12. It will satisfy the District 4-unit Health requirement for graduation. It is designed to stress the skills which enables students to make healthy decisions throughout their lives. The curriculum stresses a holistic approach to health. The emphasis is on social, physical and mental health to create a strong foundation and enable students to make healthy decisions regarding the following: stress, nutrition, physical fitness, substance abuse, STD's, family planning issues, personal mission statements, decision making, core values, personal safety, mental illness, diet and diseases, and parenting.

Standards of Expected Students Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

Health Education

1. Use basic rules of general hygiene, good nutrition, proper exercise, and mental health.

2. Recognize and practice positive family health habits.

3. Recognize and avoid the harmful effects of alcohol, narcotics, tobacco, and restricted, dangerous drugs.

4. Recognize the physical, psychological, and behavioral effects of the most abused drugs in our society.

5. Describe the major STD's (including HIV/AIDS) and the necessary factors for the successful prevention and control of these diseases.

HEALTH EDUCATION (5 Units) continued

6. Understand reproductive health and the proper use of family planning methods.

7. Recognize the benefits of abstinence to the individual, family and society.

8. Understand the life cycle and crisis management techniques as it relates to an individual's health.

9. Decision making skills will be stressed throughout the curriculum.

10. Have developed a personal mission statement and understand the steps involved in successful decision making.

11. Ability to communicate the affects of alcohol on the human body and judgment.

12. The students will also have a basic understanding of first aid and be familiar with CPR and the Heimleich Maneuver.

13. Will study a variety of mental illnesses and be able to describe their symptoms and treatments.

14. Will study diet and disease specifically in the areas of: nutrition and fitness, breast and testicular cancer, osteoporosis, heart, diabetes, alcoholism.

Instructional Materials

Textbook and supplementary materials
Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in Santa Maria Joint Union High School District.

Activities

Health Education activities will include use of county and district films, lectures, discussions, demonstrations, student reports and committee work, guest speaker, role playing, quizzes, and test.

Assessment

Journal, demonstrations, group presentations/discussion, role playing, tests, quizzes, and authentic assessment.

Course Title

HEALTH EDUCATION

Description of target Group

Ninth or tenth grade students

Purpose

This six-week course is designed to stress the skills which will enable students to make healthy decisions throughout their lives. The curriculum stresses a holistic approach to health, where the emphasis of social, physical and mental health create a strong foundation to enable students to make healthy decisions regarding stress, nutrition, physical fitness, substance abuse, STD's, and family planning issues

Standards of Expected Students Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

Health Education

1. Use basic rules of general hygiene, good nutrition, proper exercise, and mental health.

2. Recognize and practice positive family health habits.

3. Recognize and avoid the harmful effects of alcohol, narcotics, tobacco, and restricted, dangerous drugs.

4. Recognize the physical, psychological, and behavioral effects of the most abused drugs in our society.

5. Describe the major STD's (including HIV/AIDS) and the necessary factors for the successful prevention and control of these diseases.

6. Understand reproductive health and the proper use of family planning methods.

7. Recognize the benefits of abstinence to the individual, family and society.

8. Understand the life cycle and crisis management techniques as it relates to an individual's health.

HEALTH EDUCATION (continued)

9. Decision making skills will be stressed throughout the curriculum.

Instructional Materials

Text and supplementary materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in Santa Maria Joint Union High School District.

Activities

Health Education activities will include use of county and district films, lectures, discussions, demonstrations, student reports and committee work, guest speaker, role playing, quizzes, and test.

Assessment

Journal, demonstrations, group presentations/discussion, role playing, tests, quizzes, and authentic assessment.

DISTRICT
Course Description

(Must be accompanied by a Course Adoption form & Textbook Adoption Form)

Full Course Title: Interpersonal Skills for College and Career Readiness

School Associated with course: ☑ DHS ☐ ERHS ☐ PVHS ☐ SMHS

School Contact

Name: Glynda Maddaleno **Title/Position:** Instuction/Curriculum TOSA

E-mail: gmaddaleno@smjuhsd.org **Phone:** 8059376356 **Ext:** 1403

Department:
Non-Departmental (Elective)

Transcript Course Code(s) / Number(s):

Subject Area

- ☐ English Requirement
- ☐ World History
- ☐ US History
- ☐ Government
- ☐ Economics
- ☐ Mathematics
- ☐ Physical Science
- ☐ Life Science
- ☐ Physical Education
- ☐ Visual & Performing Arts
- ☐ Health
- ☑ Elective

Grade Level(s)

☐ 9 ☐ 10 ☑ 11 ☑ 12

Vocational Education (CTE) ☐ Yes ☑ No

Career Pathway:

Industrial Sector:

☐ **Introduction** ☐ **Concentration** ☐ **Capstone**

Unit Value

- ☑ Semester (5 units)
- ☐ Year A/B (5 units per semester)
- ☐ Year A/B (two period course, 10 units per semester)

Comments:

Course Purpose: *What is the purpose of this course?*

Interpersonal Skills is designed to increase understanding and implementation of effective interpersonal communication behaviors and skills that will prepare students for a more professional career and college minded future. The class will examine basic verbal and nonverbal concepts affecting the communication process between individuals in various interpersonal contexts. Students will participate in written and verbal activities designed to develop and improve interpersonal skills and will actually improve the quality of their relationships in professional settings. Topics will include: an introduction to interpersonal communication theory, relationship and conversation management, effective listening, conflict management, ethics in communicating, communication climate, and cultural/gender differences in interpersonal communication.

B. COURSE CONTENT

Course Outline: A *detailed descriptive summary of all topics covered. All historical knowledge is expected to be empirically based, give examples. (i.e. California State Standards).*

Competencies and Objectives
Interpersonal Skills introduces students to the complex interaction of social skills neccessary to succeed in professional setting. The course is designed with a dual approach consisting of both personal assessment and real-life application practice that allows students opportunities to critically evaluate the intricacies of interpersonal relationships and their effect on future success.

At the conclusion of the course it is expected that students will demonstrate knowledge and skills in several core areas. Specifically, students should demonstrate an increased understanding of:
1. The options and alternatives for action in a wide variety of interpersonal situations.
2. Individual preferences and an increased appreciation for the differences of others.
3. The dialectical tensions that arise as students use communication to satisfy conflicting personal needs.
4. How the process of perception affects communication behavior.
5. The ethical dimensions of interpersonal communication.
6. The importance of nonverbal communication in successful interpersonal interactions.
7. Competence and an ability to assess the appropriateness and effectiveness of interpersonal strategies used in various interpersonal relationships.
8. Conflict in interpersonal communication and the application of conflict management principles.
9. Competencies related to communication with individuals from other cultures and co-cultures.

In addition, ISCCR addresses the following Caliornia State Competencies:
1. Writing: To communicate effectively using standard written English.
2. Reading: To understand, analyze, summarize and interpret a variety of reading materials.
3. Integrated Learning: To think critically and make connections in learning across the disciplines.
4. Creative Thinking: To elaborate upon knowledge to create thoughts, processes, and/or products that are new to the students.
5. Ethics/Values: To demonstrate an awareness of ethical considerations in making value choices.

Text(s): Title: NA

Edition: _____ Publication Date: _____

Publisher: _____ Author (s): _____

URL Resource(s) _____

☐ Usage ☐ Primary Text ☐ Read in entirety or near entirety

Pre-Requisites
None
Co-Requisites
None

Supplemental Instructional Material: *Please Describe. If using online text or non-standard material, please provide the title of the material or webpage and the URL link.*

Restorative Approaches materials; Career Readiness https://www.aeseducation.com/careercenter2

Instructional Methods and/or Strategies:

socratic seminar, audio/video analysis, skits/presentations , quizzes, exams, written exercises

Assessment Methods and/or Tools:

Writing assignments,Group Presentations, Quizzes, and Pre-Post Assessment

Activities: *(if applicable)*

Socratic Seminars, mock job interviews, personal inventory assessments

Certificate: *(if applicable)*

NA

New Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year):

1. Course Title
Introduction to Education

2. Transcript Title(s)/Abbreviation(s) *
{see list of abbreviations below}

3. Transcript Course Code(s)/Number(s) *
{see list of codes below}

4. School / Program **
{see list of associated schools below}

5. District
Santa Maria Joint Union High

6. City
Santa Maria

7. School / District / Program Web Site
jarmstrong@smjuhsd.org

8. School / Program Course List Contact Person
1) Name:
2) Title/Position:
3) Phone:
4) E-mail:

9. Subject Area
- ❑ a-History / Social Science
- ❑ b-English
- ❑ c-Mathematics
- ❑ d-Laboratory Science
- ❑ e-Language Other than English
- ❑ f-Visual & Performing Arts
  - ❑ Intro ❑ Advanced
- ✔ g-Elective

Category Interdisciplinary

10. Grade Level
11th, 12th

11. Seeking "Honors" Distinction?
❑ **Yes** ✔ **No**

12. Unit Value
- ❑ 0.5 (half year of semester equivalent
- ✔ 1.0 (one year equivalent)
- ❑ 2.0 (two year equivalent)
- ❑ Other:

13. Is this internet-based course? ❑ Yes ✔ No
If yes, the provider is: ❑ UCCP ❑ PASS/Cyber High ❑ Other:

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

❑ A course reinstated after removal within 3 years. Year removed from List?
Same course title? ❑ Yes ❑ No
If no, previous course title?

❑ An identical course approved at another school in same district. Which school?
Same course title? ❑ Yes ❑ No
If no, course title at other school?

❑ Year-long VPA course replacing two approved successive semester courses in the same discipline

❑ Approved Advanced Placement (AP) or International Baccalaureate (IB) course

❑ Approved UC College Prep (UCCP) Initiative course

❑ Approved CDE Agricultural Education course

❑ Approved P.A.S.S. course

✔ Approved ROP/C course. Name of ROP/C? North Santa Barbara County ROP

❑ Approved A.V.I.D. course

❑ Approved C.A.R.T. course

❑ Approved Project Lead the Way course

❑ Other. Explain:

15. Is this course modeled after an UC-approved course from another school *outside* your district? ✔ Yes ❑ No

If so, which school/program? Santa Ynez Valley Union High School

Course title at other school: Introduction to Education

16. Pre-Requisites

Junior or senior status: College bound

17. Co-Requisites

None

18. Is this course a resubmission? ❑ Yes ✔ No

If yes, date(s) of previous submission?

Title of previous submission:

19. Brief Course Description

Introduction to Education: An Interdisciplinary and Applied Discipline, is a year-long, academically focused course designed to introduce interested college prep junior and senior students to the theory behind learning and teaching. Students use several texts to provide them with the interdisciplinary background needed in a theory course. Students study the history of education in the United States, sociological factors influencing educational systems, education, policy and politics, the psychology behind learning and teaching, curriculum design and educational standards, and assessment and evaluation in education. A multi-disciplinary approach requires students to produce essays, oral presentations, projects and to pass exams from a number of academic areas. Academic work is reinforced by 60 required lab hours with K-9 students in public school community classrooms. Lab work relates directly to the educational theory understudy.

B. COURSE CONTENT

20. Course Goals and/or Major Student Outcomes

21. Course Objectives

22. Course Outline

23. Texts & Supplemental Instructional Materials

24. Key Assignments

25. Instructional Methods and/or Strategies

26. Assessment Methods and/or Tools

C. HONORS COURSES ONLY

27. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

28. Context for Course (optional)

29. History of Course Development (optional)

*** Transcript Title / Abbreviations:**

1. Intro to Educ

Schools Using Abbreviation:

1. Righetti (Ernest) High School

**** Associated Schools:**

1. Righetti (Ernest) High School

Course Proposal

Introduction to Education: An Interdisciplinary and Applied Discipline

"Introduction to Education: An Interdisciplinary and Applied Discipline" is an academically focused course with units designed to cover the History of American Education, the Sociology of Education, Education Policy and Politics, the Psychology of Teaching and Learning, Core Curriculum and Education Standards, and Assessment and Evaluation in Education. The assignments arising from these units will require students to demonstrate conceptual understanding of education theories and structures. The academic content is assessed through essays, oral presentations, projects, and exams. The laboratory component of the course relates directly to the educational theory under study, allowing students to observe and analyze theory in practice.

Unit 1: History of American Education (text: *Schools That Learn*, Senge, Peter)
California Teaching Standard for Understanding and Organizing Subject Matter for Student Learning; California Standard for Developing as a Professional Educator
(footnote: all units meet specific California Teaching Standards)

I. Organization of American Schools
II. Evolution of Education from the Colonial Period through the Nineteenth Century
III. European influences of Rousseau and Pestalozzi Industrialism's Affect on Schools
IV. John Dewey and the Reform Movement

Unit 2: Sociology of Education (text: *Schools That Learn*, Senge, Peter, *The First Days of School*, Wong)
California Teaching Standard for Engaging and Supporting All Students in Learning

I. Organization and Design of Educational Systems
II. Cultural Diversity in the Classroom
III. Economic Diversity in the Classroom
IV. Gender Issues in the Classroom

Unit 3: Education Policy and Politics (text: *Conflicts of Interest: The Politics of American Education*, Spring, Joel)
California Teaching Standard for Creating and Maintaining Effective Environments for Student Learning

I. Governing Bodies
II. Federal Mandates (NCLB) and State Mandates
III. Public Funding
IV. Political Issues Affecting Education

Unit 4: Psychology of Teaching and Learning (texts: *Developmental Psychology*, McIlveen & Gross; *Brain Matters*, Wolfe; *Teaching with the Brain in Mind*, Jensen, *The First Days of School*, Wong)

California Standard for Engaging and Supporting All Students in Learning

I. Cognitive Psychology
   Brain Research and Classroom Practice
II. Methodologies
   A. Socratic seminars
   B. large group/small group
   C. learning styles (multiple intelligences)
   D. cross-curricular
   E. assignments (projects, tests, quizzes, debates, simulations)
   F. writing and reading strategies (SCWRiP)
III. Dealing with Special Populations

Unit 5: The Core Curriculum and Education Standards (texts: *Schools That Learn*, Senge; *The First Days of School*, Wong)

California Standard for Understanding and Organizing Subject Matter for Student Learning

I. Standards Based Curriculum
II. Designing Curriculum and Lesson Plans

Unit 6: Assessment and Evaluation in Education

California Standard for Assessing Student Learning

I. Assessment
   A. Standards based assessment
   B. S.T.A.R., G.S.E., exit exams, A.P.

Course Title

Preparing for the SAT

Department

Non-departmental

Description of Target Group

Preparing for the SAT (Scholastic Aptitude Test) is a one-term college preparatory course designed for junior and senior students.

Purpose

The purpose of this course is for students to develop test-taking confidence and to learn effective test-taking skills through the study of strategies and tutorial materials as presented in Preparing for the SAT.

Prerequisites

(1) Term 1 will be designated for seniors who will take the SAT in Fall; Terms 2, 3 and 4 will be for juniors in preparation for Spring or Fall SAT testing. (2) Students with reading level of 60 percentile and higher (Normal Curve Equivalent on Stanford Achievement Test).

Standards of Expected Student Achievement

Upon completion of this course, student will be able to demonstrate the following skills:

1. Proficiency in achieving SAT scores equivalent to individual academic range (as per grade point average) and reading level (as per previous tests taken).
2. Critical awareness of types of information presented in SAT examinations which include eight test areas (verbal analogies, sentence completions, critical reading, and vocabulary problems; arithmetic, algebra, geometry, and special math problems).
3. Knowledge of test scoring procedures as per types of questions (i.e. four-option response versus five-option response versus grid-ins) and point values employed.
4. Knowledge of test-taking techniques for varied types of questions in each of eight test areas.

5. Strong awareness of SAT test score ranges for admittance into 250 various colleges in U.S. by comparing individual sample SAT test scores with actual previous scores of entering freshmen.

Assessment of Student Learning

A variety of methods of assessment will include some of the following:

1. Student self-assessment and peer-assessment
2. Teacher observation and evaluation; practice tests; quizzes.
3. Individual and/or small group projects

Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Personal Trainer for the SAT (computer software: pre-approved District Office, 1992 Site License)
Personal Trainer for the SAT, 2.0 (computer software: revised, Site License 1996)

Activities

Workbook activities, sample worksheets, lecture, practice tests, outside research, individual and/or small group projects.

Robotics

Grades: 9,10,11,12

Length: Full Year

Environment: Classroom-based

Honors: None

Subject: College-Preparatory Elective (G)

Discipline: Mathematics - Computer Science

Institution: Ernest Righetti High School

Course Overview

Students will work in engineering teams to design, build and test increasingly complex robots. The course will illustrate the engineering design process, the importance of integrating sensors, complex machine control (programming), and multi-robot systems in a robot design. Students will be expected to solve challenges using physical robots with custom code. Students will work in teams to complete four design projects that will serve as assessments during the year and will also participate in in-house and regional competitions. Special attention will be paid to the design process and its communication through both presentation and documentation. The course will include a final exam, which will incorporate a design challenge, documentation and presentation of design.

Unit 1: Engineering Design

The engineering projects for this course will utilize tools, software, infrastructure, and conventions found in engineering. Students will be familiarized with the basic tools, themes, and strategies regularly used in the fields of engineering. As this course progresses over the year students will draw from this “toolbox” of skills as they encounter each new learning experience. Students will, in turn, master these tools, themes, and strategies by applying them when necessary rather than by practicing them in abstraction. Students will learn about the steps of the design process including topics such as prototyping, production, testing, and manufacturing.

Assignments

Students will be learning basic programming skills via Robot C, C++, or Python. For this assignment, students will be downloading software onto their laptops, and creating basic code to exercise a VEX testbot. The students will produce/build a VEX testbot, including sensors. They will learn how to control the basic sensors on the testbed through their chosen programming language and include instruction on version control along with commenting.

Unit 2: Wireless Control

Students will experience cutting edge technology when they interface their robots with wireless game controllers. Students will be introduced to and begin to master the basics of programming via their chosen programming language. The robots will need to be able to move in straight lines, reverse and rotate. In this unit, students will learn how to operate their robot using radio control in both Arcade and Tank style. Students will have multiple opportunities to test and refine their designs.

Assignments

Students will be building a robot that will be controlled solely through a wireless game controller. They will be given a task for the

robot to do, and will program the game controller to meet the robot's requirements. They will use their VEX building skills as well as their programming skills to produce a robot controlled by a wireless game controller. The students will Learn the variables to be considered with programming with a game controller, and the effective use of the game controller in moving their robots.

Unit 3: Construction

In this unit, students will begin to apply engineering principles to the design and construction of robots. Students will study the fundamental design of VEX robots. While students are learning how to fabricate their robots, they will also be required to draw upon physics concepts such as speed, velocity, and angular momentum. Further, a significant amount of math is necessary to fabricate the complex geometries of the parts that are required for robotics. Students will create a robotic platform capable of two-dimensional motion at a variety of speeds. This platform must also be capable of supporting a variety of sensors and electrical systems for remote access. Through this project students will be introduced to the various industry fastening and joining methods typically used in product development. These include, but are not limited to, screws, bolts, nuts, rivets, etc. Students will be introduced to specification sheets for materials used in engineering and also start to learn about concepts related to materials such as stress, and strain, fracture toughness, elasticity, electrical and thermal conductivity, etc. As the student progresses through the unit, they will be constructing their first Vex robot. They will learn how to use basic assembly tools as well as how to identify available Vex robotic components from the classroom inventory system. The robot construction is broken down into subsystems like chassis, drive train, wiring and radio control. After the robot is constructed, the students test and troubleshoot their creation. Best engineering practices require extensive testing, followed by reflection and re-engineering. The students will recognize that multiple solutions are possible. All designs will be annotated in an ongoing, cumulative Engineering Notebook, following prescribed standards for documentation.

Assignments

Students will be selecting a project from multiple ideas. The students will brainstorm, sketch, design and build their concept for the robot. They will produce a prototype, and program the Robot for capturing, lifting, intake, launching, and pushing various objects. Through the process, the students will learn about the design and redesign cycle of the engineering design process to document their versions in the engineering notebook as rarely do designs work the first time as envisioned. Students will produce a working machine/robot that accomplishes a specific function.

Unit 4: Sensors

Unit 3 introduces the student to open and closed loop robotic navigation using sensors. This unit builds on the dead reckoning programs constructed previously. Digital bumper switches are added to the robot so that it can interpret its environment autonomously. An ultrasonic range-finding sensor is introduced to allow the robot to sense its environment without touching it. A set of advanced drive functions is taught in order to simplify the autonomous control of the speed and direction of the robot. These drive functions are used in conjunction with a line-following sensor to have the robot follow a line on the playing field autonomously

Assignments

For this assignment, students will be building an autonomous robot utilizing sensors to achieve a specific, given task. The students will brainstorm, sketch and build the robot in teams. They will produce a robot, along with corresponding code to run the robot. The students will learn to utilize sensors to provide a closed loop system.

Unit 5: Arms and Lift Systems

Unit 5 combines the elements introduced in unit 2-4. The arm is added to the robot and a basic physics analysis is done on how the addition of the arm affects the overall robot design. Center of gravity, and its importance to robotic design, is introduced. Stall torque is examined on the arm as well as the speed and gear ratio. The student is challenged to incorporate two limit switches into the design of the arm to control the movement of the arm. This requires the student to create a program to map the input from one of the channels on the transmitter to the motor on the robot controlling the arm. An end effector is added to the end of the arm on the robot using a servo-motor to control the gripping range of the end effector. In the final activity, the student must program the robot to drive on the playing field and retrieve a ball while being controlled with the radio control. More advanced students may adapt the arm to create a more versatile lift system.

Assignments

The students will be given requirements to build a robot that will be lifting objects that are heavier in comparison to the robot. They will be learning how to apply building techniques with a changing center of gravity. They will work in teams to sketch, design, build and redesign their robot. They will produce a robot capable of lifting a 5 lb load (ball type object) and move it to a specific second location. The students will learn how to construct a robot that does not tip over when lifting and moving a load.

Unit 6: Capstone: VEX Competition

Students will adapt their design to compete in an in-house competition based upon VEX Robotics game, or an actual VEX Robotics Competition (VRC) at the local level. Students will finalize both Autonomous and User-Controlled programs using sensor input to compete. Students will prepare presentations to demonstrate their design process and how their robot accomplished the design task. Students will also use their programming skills to complete challenges within RobotC Virtual worlds. In addition, they will program an autonomous portion of the game onto their completed robot. Students will also use their newly acquired skills to perform outreach events to display their work and design to local school and community partners, and provide VexIQ support for elementary and middle schools.

Assignments

Students will receive a set of rules for a robotics game, and then work in groups to design from scratch a suitable robot to accomplish the task of playing the game. Students will produce a robot that will be controlled by a game controller to achieve a specific task. Students will learn the various trade offs of speed vs. accuracy, lifting objects and delivery methods, as well as autonomous mode programming. The students will compete with their robots in an in-class competition to showcase skills.

Websites

Title	Authors	Organization	Website
VEX Inventors Guide	--	VEX Robotics Inc.	http://www.vexrobotics.com/wiki/index.php/Inventor's_Guide
Robotics Academy Curriculum	--	Carnegie Mellon	https://www.cmu.edu/roboticsacademy/roboticscurriculum/index.html

Multimedia

Title	Authors	Director	Series	Date	Website	Medium
RobotC	--	--	--	--	www.robotc.net	Software
VEXcode V5	--	--	--	--	www.vexrobotics.com	Software

COURSE DESCRIPTION (DISTRICT)

A. COVER PAGE

Date of Submission: April 2015

School Course List Contact

Name: Maria Larios-Horton Title/Position: EL Director

Phone: (805) 922-4573 Ext.: 1601

E-mail: mlarios-horton@smjuhsd.org

1. District:

Santa Maria Joint Union High School District

2. School:

DHS, ERHS, PVHS, SMHS

3. Course Title:

Student Academic Achievement Seminar (SAAS) 11-12

4. Transcript Title(s) / Abbreviation(s):

SAAS 11-12 A/B

5. Transcript Course Code(s) / Number(s):

ND6102 (A) & ND6103 (B)

6. Department

- ☐ Agriculture
- ☐ Business
- ☐ English
- ☐ International Languages
- ☐ Family & Consumer Science
- ☐ Industrial Arts
- ☐ Mathematics
- **X Non Departmental**
- ☐ Physical Education
- ☐ Science
- ☐ Social Studies
- ☐ Special Education
- ☐ Visual & Performing Arts

X Elective ☐ **CTE (CDE)** _____ Intro _____ Concentrator _____Completer

☐ **ROP**

7. Grade Level(s) for which this course is designed

☐ **9** ☐ **10** **X 11** **X 12**

8. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- **X** 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

9. Pre-Requisites

NONE

10. Co-Requisites

Grade level English course

11. Is this course a resubmission? ☐ Yes X No

If yes, date(s) of previous submission?

Title of previous submissions?

12. Brief Course Description

Student Academic Achievement Seminar (SAAS) 11-12 is designed as a behavioral and academic support system for Long Term English Learners (LTELs)--students who have been enrolled in U.S Schools for 6 or more years-- and is centered on personalized academic guidance that involves teachers, administrators, counselors and student advocates who regularly monitor student academic progress related to graduation requirements and preparation for career and postsecondary education. SAAS is intended to provide a safe, culturally and linguistically responsive environment that nurtures strong teacher/student/parent relationships. Through explicit instruction in the advantages of a "growth mindset" and its relationship to success, students learn to persist and persevere in challenging situations while developing self-efficacy strategies and academic mindsets necessary for long-term success. A focus on literacy, language, note taking, writing, and research skills assists students in preparing for high school exit exam (CAHSEE) or current state adopted equivalent as well as college admission tests such as the SAT, ACT, and START. Students also learn about colleges and careers with growth potential through cultural events, college campus field trips, and community guest speakers that motivate students to think about future career options.

B. COURSE CONTENT

13. Course Goals and/or Major Student Outcomes

Upon successful completion of this course:

- Students will be prepared to meet high school graduation requirements and be on track to attend college.
- Students will develop skills needed for high school success (note taking, time management, writing/research skills, oral expression, study skills and self-efficacy strategies).
- Students will have an increased awareness of college choices and career options.
- Parents will be provided with information about college and career readiness in respectful and engaging ways that will equip them with the necessary tools to be supportive of their child's education.

14. Course Objectives

- start high school on track, stay on track to graduate, and be college and career ready
- read, analyze, interpret, and create a variety of literary and informational text types
- develop an understanding of how content is organized in a variety of different text types and across disciplines using text structure, language features, and vocabulary depending on purpose and audience
- be provided with intensive support through tutorials, advising, CAHSEE preparation, and opportunities to recover failed course credits

- use self-efficacy strategies to build academic mindsets, instill perseverance, and increase motivation to complete high school, become college–ready and pursue independent life-long learning

15. Course Outline

Students will spend the equivalent of two class periods a week engaged in a critical reading and writing using Common Core aligned AVID Weekly Reader lessons, other AVID Curriculum Library resources that utilize the WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) Strategy, or CAHSEE preparation.

Students will spend the equivalent of two class periods a week engaged in Academic Tutoring using a Socratic-style collaborative study group, or "Growth Mindset" lessons, self-assessment/reflection, and developing academic skills needed for high school success.

Students will spend the equivalent of one class period a week engaged in College and Career Exploration, planning and SAT, ACT, START preparation to include College Visits and Motivational guest speakers.

16. Texts & Supplemental Instructional Materials

A. Basic Text: AVID Curriculum Library and AVID Weekly Reader

B. Supplemental Materials: Nonfiction readings/materials to support curriculum, Growth Mindset lessons, Credit Recovery/CAHSEE preparation/Career Exploration Software and materials

17. Key Assignments

- Reciprocal Teaching
- Literature Circles for Non-fiction
- Annotating text
- Working with graphic organizers
- Quickwrites and freewrites
- Double-entry journals
- Summary writing and oral paraphrasing
- Analytical essays—short and long
- Timed essays—45 minute limit
- Preparing a bibliography
- Research project
- Discussion activities
- Socratic seminars
- Oral reports
- Credit Recovery Opportunity and Contract
- Analysis of personal skills and talents
- Goal-setting skills
- Career Exploration
- Resume Writing
- Mock-Job Interviews

18. Instructional Methods and/or Strategies

- Lecture
- Small group instruction for grade specific tasks
- Instructional Software
- English learner instructional scaffolds
- Collaborative group work
- Library and Internet research
- Student/Teacher Conferencing
- *WICOR Strategies – Writing, Inquiry, Collaboration, Organization and Reading*
  o Writing – Cornell note-taking, Learning logs, Quickwrites and reflections, Process writing, Peer evaluation, Authentic writing
  o Inquiry – Skilled questioning techniques, Costa's Levels of Thinking, Socratic Seminars, Tutorials, Investigations, Questions that guide research
  o Collaboration – Socratic Seminars, Tutorials, Philosophical Chairs, Group activities and projects, Peer editing groups, Service learning projects
- o Organization – Managing materials and practicing methodical study habits, Planning & prioritizing school, work and social tasks, engaging in mental preparation and goal setting
  o Reading – Deep reading strategies, Note-taking, Graphic organizers, Vocabulary building, Summarizing, Reciprocal teaching

19. Assessment Methods and/or Tools (Evaluating and Grading of Student Work

- In-class papers, essays, writing and oral language rubrics
- Journals
- Learning logs
- Weekly record of academic performance in each class attended throughout the year
- Exams, quizzes
- Participation
- Observation
- Conferencing
- Reflection
- Final project
- Student Academic Achievement Seminar students will also be assessed and graded on a well-organized notebook, participation in tutorials, note taking and participation class discussions.

DISTRICT
Course Description

(Must be accompanied by a Course Adoption form & Textbook Adoption Form)

Full Course Title: Strategies for Student Success

School Associated with course: ☑ DHS ☐ ERHS ☐ PVHS ☐ SMHS

School Contact

Name: Glynda Maddaleno **Title/Position:** Curriculum/Instruction TOSA

E-mail: gmaddaleno@smjuhsd.org **Phone:** 805-937-6356 **Ext:** 1403

Department:
Non-Departmental

Transcript Course Code(s) / Number(s):

Subject Area

- ☐ English Requirement
- ☐ World History
- ☐ US History
- ☐ Government
- ☐ Economics
- ☐ Mathematics
- ☐ Physical Science
- ☐ Life Science
- ☐ Physical Education
- ☐ Visual & Performing Arts
- ☐ Health
- ☑ Elective

Grade Level(s)

☐ 9 ☐ 10 ☑ 11 ☑ 12

Vocational Education (CTE) ☐ Yes ☐ No

Career Pathway:

Industrial Sector:

☐ **Introduction** ☐ **Concentration** ☐ **Capstone**

Unit Value

- ☐ Semester (5 units)
- ☐ Year A/B (5 units per semester)
- ☐ Year A/B (two period course, 10 units per semester)

Comments:

Course Purpose: *What is the purpose of this course?*

Strategies for Student Success is a comprehensive course designed to enhance student success and retention as well as help create greater success in academics, college, career and in life. In this course, students will learn many proven strategies for creating greater academic, professional, and personal success. They will use guided journal writings to explore these strategies, and as a bonus, you learn to express themselves more effectively in writing. In addition, they will explore skills, values and interests through the use of career interest inventories and create and manage academic and personal goals that are aimed at a college/career path.

Students will discuss and develop personalized learning plans which will enable them to make their high school experience relevant and meaningful. Students will create short-term and long-term academic plans. Students will develop a portfolio to chronicle and document their personal high school story. Portfolios samples will include essays, research papers, projects, reflections, and other pieces of evidence that showcase student interests, talents, and personal growth.

B. COURSE CONTENT

Course Outline: A *detailed descriptive summary of all topics covered. All historical knowledge is expected to be empirically based, give examples. (i.e. California State Standards).*

Learning Objective: Students will learn how to make their personalized learning journey meaningful, relevant, and useful by taking ownership of their education.

F Framework: Students will construct a personalized learning plan, which provide the framework for their high school learning objectives and goals. (Short-term & Long-term Goal Planning)

O Organization: Students will develop organization skills in self-directed learning and time management to create a genuine learning experience. Students will review high school graduation requirements and create personalized learning plans that challenge and inspire educational and personal growth.

C Create: Students will explore post high school options and create course study, work study, and community learning opportunities to get hands-on experience in fields of interest. Student will develop a learning portfolio of work that provides concrete documentation of their personal journey through high school.

A Align: Students will align course study with their high school learning plan. Students will align their interests and talents to activities and events, which allow them to highlight and develop those skills.
S Support: Students will receive support through studio sessions, field trips, and a guest lecture series. Students will plan with EF, Parent-Teacher, Academic Counselor, and Mentor Teacher to identify, locate, and assess community-based learning opportunities.

Students Will:
explore meaningful ways to complete the high school course descriptions.
identify real-world learning situations.
learn how to conduct valid research.
reach out to their community.
track their graduation requirements.

Course Outline
Unit 1: Alternative Learning Styles
Unit 2: Personalized Learning
Unit 3: Portfolios & The Digital World
Unit 4: Academic Writing
Unit 5: Academic Planning

Guiding Course Assignments
Four-Year High School Graduation Plan - SLO Portfolio
Student-Created Learning Objectives & Grading Scales
Student Designed Project utilizing Learning Style
Autobiographical Essay demonstrating understanding of Learning Styles
Personal Narrative: Artist Statement, Cover Letter, or Personal Statement
High School Writing Samples (Variety of Genres)
College/Career WebQuest
Hancock Field Trip/Testing
Real-World Project: College/Trade School/Work
Community College Course Wish List
Time Management 101 Packet
High School Portfolio

Theme 1 - Getting on Course
Theme 2 - Taking Personal Responsibility
Theme 3 - SMART Goals
Theme 4 - Academic Integrity
Theme 5 - Self- Motivation
Theme 6- Getting Organized
Theme 7 - Employing Interdependence
Theme 8 - Learning Styles and Patterns
Theme 9 - Resiliency

Text(s): Title: Seven Habits of Highly Effective People workbook

Edition: _____ Publication Date: 2017

Publisher: Touchstone Author (s): Sean Covey

URL Resource(s) ISBN-13: 978-0743250979

☑ Usage ☐ Primary Text ☐ Read in entirety or near entirety

Pre-Requisites
N/A
Co-Requisites
N/A

Supplemental Instructional Material: *Please Describe. If using online text or non-standard material, please provide the title of the material or webpage and the URL link.*

Conquer Negative Thinking for Teens: A Workbook to Break the Nine Thought Habits That Are Holc

Instructional Methods and/or Strategies:

Discussions, Mock Interviews, Writing Journals, Research

Assessment Methods and/or Tools:

Writing Journal, Reserach Paper, Personal Inventories, Final Portfolio

Activities: *(if applicable)*

Mock Interviews, College Field Trip, Learning Style Inventories

Certificate: *(if applicable)*

na

Course Title: Student Academic Achievement Seminar (SAAS) 11-12

Transcript Title(s) / Abbreviation(s): SAAS 11-12

Brief Course Description

Student Academic Achievement Seminar (SAAS) 11-12 is designed as a behavioral and academic support system for Long Term English Learners (LTELs)--students who have been enrolled in U.S Schools for 6 or more years-- and is centered on personalized academic guidance that involves teachers, administrators, counselors and student advocates who regularly monitor student academic progress related to graduation requirements and preparation for career and postsecondary education. SAAS is intended to provide a safe, culturally and linguistically responsive environment that nurtures strong teacher/student/parent relationships. Through explicit instruction in the advantages of a "growth mindset" and its relationship to success, students learn to persist and persevere in challenging situations while developing self-efficacy strategies and academic mindsets necessary for long-term success. A focus on literacy, language, note taking, writing, and research skills assists students in preparing for high school exit exam (CAHSEE) or current state adopted equivalent as well as college admission tests such as the SAT, ACT, and START. Students also learn about colleges and careers with growth potential through cultural events, college campus field trips, and community guest speakers that motivate students to think about future career options.

Course Goals and/or Major Student Outcomes

Upon successful completion of this course:

• students will be prepared to meet high school graduation requirements and be on track to attend college.
• students will develop skills needed for high school success (note taking, time management, writing/research skills, oral expression, study skills and self efficacy strategies).
• students will have an increased awareness of college choices and career options.
• parents will be provided with information about college and career readiness in respectful and engaging ways that will equip them with the necessary tools to be supportive of their child's education.

Course Objectives

• start high school on track, stay on track to graduate, and be college and career ready
• read, analyze, interpret, and create a variety of literary and informational text types
• develop an understanding of how content is organized in a variety of different text types and across disciplines using text structure, language features, and vocabulary depending on purpose and audience
• be provided with intensive support through tutorials, advising, CAHSEE preparation, and opportunities to recover failed course credits
• use self-efficacy strategies to build academic mindsets, instill perseverance, and increase motivation to complete high school, become college–ready and pursue independent life-long learning

Course Outline

Students will spend the equivalent of two class periods a week engaged in a critical reading and writing using Common Core aligned AVID Weekly Reader lessons, other AVID Curriculum Library resources that utilize the WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) Strategy, or CAHSEE preparation.

Students will spend the equivalent of two class periods a week engaged in Academic Tutoring using a Socratic-style collaborative study group, or "Growth Mindset" lessons, self-assessment/reflection, and developing academic skills needed for high school success.

Students will spend the equivalent of one class period a week engaged in College and Career Exploration, planning and SAT, ACT, START preparation to include College Visits and Motivational guest speakers.

Texts & Supplemental Instructional Materials

A. Basic Text: AVID Curriculum Library and AVID Weekly Reader

B. Supplemental Materials: Nonfiction readings/materials to support curriculum, Growth Mindset lessons, Credit Recovery/CAHSEE preparation/Career Exploration Software and materials

Key Assignments

- Reciprocal Teaching
- Literature Circles for Non-fiction
- Annotating text
- Working with graphic organizers
- Quickwrites and freewrites
- Double-entry journals
- Summary writing and oral paraphrasing
- Analytical essays—short and long
- Timed essays—45 minute limit
- Preparing a bibliography
- Research project
- Discussion activities
- Socratic seminars
- Oral reports
- Credit Recovery Opportunity and Contract
- Analysis of personal skills and talents
- Goal-setting skills
- Career Exploration
- Resume Writing
- Mock-Job Interviews

Instructional Methods and/or Strategies

- Lecture
- Small group instruction for grade specific tasks
- Instructional Software
- English learner instructional scaffolds
- Collaborative group work
- Library and Internet research
- Student/Teacher Conferencing
- *WICOR Strategies – Writing, Inquiry, Collaboration, Organization and Reading*
  o Writing – Cornell note-taking, Learning logs, Quickwrites and reflections, Process writing, Peer evaluation, Authentic writing
  o Inquiry – Skilled questioning techniques, Costa's Levels of Thinking, Socratic Seminars, Tutorials, Investigations, Questions that guide research
  o Collaboration – Socratic Seminars, Tutorials, Philosophical Chairs, Group activities and projects, Peer editing groups, Service learning projects
- o Organization – Managing materials and practicing methodical study habits, Planning & prioritizing school, work and social tasks, engaging in mental preparation and goal setting
  o Reading – Deep reading strategies, Note-taking, Graphic organizers, Vocabulary building, Summarizing, Reciprocal teaching

Assessment Methods and/or Tools (Evaluating and Grading of Student Work)

- In-class papers, essays, writing and oral language rubrics
- Journals
- Learning logs
- Weekly record of academic performance in each class attended throughout the year
- Exams, quizzes
- Participation
- Observation
- Conferencing
- Reflection
- Final project
- Student Academic Achievement Seminar students will also be assessed and graded on a well-organized notebook, participation in tutorials, note taking and participation class discussions.

SMJUHSD Course Description

(Must be accompanied by a Course Adoption Form)

Full Course Title: Math 131 College Algebra

School Associated with course: DHS ERHS ✔ PVHS SMHS

School Contact Brooke Baarstad

Name: Brooke Baarstad **Title/Position:** math Department Chair

E-mail: bbaarstad@smjuhsd.org **Phone:** (805) 922-1305 **Ext:** 5209

Department:
Mathematics

Transcript Course Code(s) / Number(s):

Subject Area:

- ☐ English Requirement
- ☐ World History
- ☐ US History
- ☐ Government
- ☐ Economics
- ☒ Mathematics
- ☐ Physical Science
- ☐ Life Science
- ☐ Physical Education
- ☐ Visual & Performing Arts
- ☐ Foreign Language
- ☐ CTE
- ☐ Health
- ☐ Elective

Grade Level(s)

☐ 9 ☐ 10 ☒ 11 ☒ 12

Vocational Education (CTE) ☐ Yes ☐ No

Career Pathway:

Industrial Sector:

☐ **Concentrator** ☐ **Completer**

Unit Value

- ☒ Semester (5 units)
- ☐ Year A/B (5 units per semester)
- ☐ Year A/B (two-period course, 10 units per semester)

Pre-Requisites:
Algebra 2 or Integrated Math III (H)

Co-Requisites:

Course Purpose: *What is the purpose of this course?*
This is a college concurrent course that will provide students the opportunity to earn college credit and to fulfill high school graduation requirements through the study of college level algebra for majors in science ,technology, engineering, and mathematics: polynomials, rational, radical, exponential, absolute value, and logarithmic functions; systems of equations; theory of polynomial equations; analytic geometry.

B. COURSE CONTENT

Course Outline: A *detailed descriptive summary of all topics covered. All historical knowledge is expected to be empirically based, give examples. (i.e. California State Standards).*
College level course in algebra for majors in science, technology, engineering, and mathematics: polynomials, rational, radical, exponential, absolute values, and logarithmic functions; systems of equations; theory of polynomial equations; analytic geometry.

1. Functions including linear, polynomial, rational, radical exponential, absolute value, logarithmic: definitions, evaluation, domain and range.
2. Inverses of functions
3. Algebra of functions
4. Graphs of functions including asymptotic behavior, intercepts, vertices
5. Transformations of quadratic, absolute value, radical, rational, logarithmic, exponential functions
6. Equations including rational, linear, polynomial, radical, exponential, absolute value, logarithmic
7. Linear, nonlinear, and absolute value inequalities
8. Systems of equations and inequalities
9. Characterization of the zeros of polynomials
10. Properties and applications of complex numbers
11. Properties of conic sections and
12. Sequences and series

SMJUHSD Course Description

(Must be accompanied by a Course Adoption Form)

Full Course Title: Introduction to English Language Development (ELD) A/B and Intro to ELD Lab A/B

School Associated with course: **DHS** **[X] ERHS** **[X] PVHS** **[X] SMHS**

School Contact: Multilingual and Migrant Education Programs (MMEP)

Name: Kristen Kent **Title/Position:** English Learner Academic Achievement Specialist/TOSA

E-mail: kkent@smjuhsd.org **Phone: 805-955-4573** **Ext:** 1603

Department: English Language Arts

Transcript Course Code(s) / Number(s):
Intro to ELD A/B EN6420 / EN6421
Intro to ELD Lab A/B EN6430 / EN6431

Subject Area:

x English Requirement	Mathematics	Foreign Language
World History	Physical Science	CTE
US History	Life Science	Health
Government	Physical Education	x Elective
Economics	Visual & Performing Arts	

Grade Level(s)

x 9 x 10 x 11 x 12

Unit Value

Semester (5 units)

Year A/B (5 units per semester)

x Year A/B (two-period course, 10 units per semester)

Vocational Education (CTE) Yes x No

Career Pathway:

Industrial Sector:

☐ **Concentrator** ☐ **Completer**

Pre-Requisites:
English Learner with less than 12 months in U.S. schools

Co-Requisites: none

Course Purpose: What is the purpose of this course?

Introduction to English Language Development (Intro to ELD) is a two-semester, double-period introductory, designated ELD course. It is designed to develop the foundational skills of language acquisition and the basic English language skills of listening, speaking, reading, and writing, for the English Learner (EL). Emphasis is placed on listening comprehension, oral pronunciation, vocabulary development, language structure, language functions, reading fluency and comprehension, writing, and study skills. Through intensive English language instruction students will progress from limited English proficiency toward fluent English proficiency in preparation for enrollment in classes with native English speakers.

Intro to ELD introduces initial communication strategies and develops daily and academic vocabulary. This course is guided by the California English Language Development (ELD) Standards to provide preparation for the English Language Proficiency Assessments for California (ELPAC). This course will familiarize students with the terminology, skills, and strategies necessary for the ELPAC.

Additionally, students will develop skills to be successful in school, including the development of study skills and basic technology skills, the ability to share about and develop pride in one's own culture and learn about the cultures of classmates. Upon completion of the course, students will be familiar with the fundamentals of reading and writing from learned material, as well as have an understanding of and an ability to communicate orally.

B. COURSE CONTENT

Course Outline: A *detailed descriptive summary of all topics covered. All historical knowledge is expected to be empirically based, give examples. (i.e. California State Standards).*

California English Language Development Standards

Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Written Language Standards (Reading and Writing)

- **Interacting via written English**: Interacting with others in written English in various communicative forms (print, communicative technology and multimedia)
- **Reading/viewing closely:** Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.
- **Using verb and verb phrases** to create precision and clarity in different text
- **Adapting language choices** to various contexts (based on task, purpose, audience, and text type)
- **Selecting language resources:** Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas
- **Using nouns and noun phrases** to expand ideas an provide more detail.
- **Modifying to add details** to provide more information an create precision
- **Connecting ideas** within sentences by combining clauses

Oral Language Standards (Listening and Speaking)

- **Exchanging Information/Ideas**: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics

- **Understanding text structure** and organization based on purpose, text type, and discipline.
- **Selecting language resources:** Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas
- **Adapting language choices** to various contexts (based on task, purpose, audience, and text type)
- **Listening actively** to spoken English in a range of social and academic contexts
- **Presenting:** Expressing information and ideas in formal oral presentations on academic topics

Foundational Literacy Skills

Literacy in an Alphabetic Writing System

- **Phonological awareness:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
- **Print concepts**: Demonstrate understanding of the organization and basic features of print

Foundational Reading Skills

- **Phonics and word recognition**: Know and apply grade-level phonics and word analysis in decoding words both in isolation and in text
- **Fluency**: Read with sufficient accuracy and fluency to support comprehension

Learning Objectives

Social & Life Skills

- Exchange common greetings.
- Introduce self and others.
- Make requests and suggestions.
- Ask for and offer things.
- Ask for and give directions
- Ask questions for clarification.
- Role-play purchasing things in stores, markets.
- Say and spell in order the days of the week, seasons, and months of the year.
- Distinguish items according to color, shape, size, and other characteristics.
- Compliment, praise, and congratulate someone.
- Express emotions.
- Express likes and dislikes, agreement, disagreement, and indifference.
- Recognize words for people and family relationships.
- Distinguish people according to physical and psychological descriptions (sick, happy, sad, tall, etc.).
- Identify orally and in writing the parts of the body.
- Discuss and explain cultural traditions, food, hobbies, music, etc. to classmates and learn about the cultural practices and norms of classmates' home country as well as school culture.

School Skills

- Act out common school activities.
- Give classroom commands to peers.
- Follow classroom directions and learn common classroom items.
- Use basic classroom sentences.
- Use time expressions correctly.
- Identify and spell United States money denominations.
- Name, recognize, and reproduce the 26 letters of the English alphabet, in

- Understand and follow basic routines and activities associated with school.
- Engage in oral conversations with peers.
- Engage in listening activities.
- Say and spell the cardinal and ordinal numbers 1-100.

alphabetical order, uppercase and lowercase, with approximate English speaker pronunciation and be able to spell words by using English alphabet.
- Learn the English vowels and pronounce them appropriately; recognize the difference between vowels and consonants.

Academic Skills

- School grading policy, schedules
- How to study vocabulary
- How to use an Agenda or calendar for planning
- Asking teachers questions
- Note-taking skills
- Goal setting – Organization
- Practice descriptive and narrative writing
- Write complete sentences & short formatted paragraphs
- Read for information
- Grammar and language functions as appropriate

- Reading for information and understanding (context)
- Taking standardized tests (ELPAC prep)
- Editing/proofreading
- Online research
- Supplemental study skills
- Study skills for finals
- Identify topic sentences and supporting details
- Use academic vocabulary in speaking and writing
- Engage in academic and social conversations

Technology Skills

- Basic computer use
- Using System 44
- School website
- Using Aeries/Canvas
- Typing practice
- Accessing and sending emails
- Laptop upkeep, troubleshooting
- Use Microsoft Word, PowerPoint, Google tools

- Complete and submit a Word Document
- Making videos (Flip grid)
- Complete a PowerPoint presentation
- Collaborative project using Office 365 Teams or Google Docs
- Online research
- Supplemental tech skills, or mixed media project

Book Title: *Future English for Work, Life, and Academic Success— Intro Level with My English Lab* **Course:** Intro to ELD and Intro to ELD Lab

Type of book adoption request: **Replacement for***(Book title & copyright)*:

☐ Basic/Multiple Textbook

☒ Supplementary Textbook

☐ Reference Book

☒ Curriculum Software ☒ NEW ☐ REPLACE

Aligned with Standards? YES ☒ NO

Author: Sarah Lynn, Ronna Magy, and Federico Salas-Isnardi Edition: second

Publisher: Pearson Education, Inc. Copyright: 2019

Student's Edition: List Price: $30.99 ISBN #: 978-0-13-535823-8

Teacher's Edition: List Price: $33.40 ISBN #: 978-0-13-444857-2

Book Title: *Future English for Work, Life, and Academic Success— Level 1 with My English Lab* **Course:** Intro to ELD and Intro to ELD Lab

Type of book adoption request: **Replacement for***(Book title & copyright)*:

☐ Basic/Multiple Textbook

☒ Supplementary Textbook

☐ Reference Book

☒ Curriculum Software ☒ NEW REPLACE

Aligned with Standards? YES ☒ NO

Author: Sarah Lynn, Ronna Magy, and Federico Salas-Isnardi Edition: second

Publisher: Pearson Education, Inc. Copyright: 2019

Student's Edition: List Price: $ 30.99 ISBN #: 978-0-13-535822-1

Teacher's Edition: List Price: $ 33.40 ISBN #: 978-0-13-454540-0

Book Title: *Top Notch* Fundamentals Level *with My English Lab* **Course:** Intro to ELD and Intro to ELD Lab

Type of book adoption request: **Replacement for***(Book title & copyright)*:

☐ Basic/Multiple Textbook

☒ Supplementary Textbook

☐ Reference Book

☒ Curriculum Software ☒ NEW ☐ REPLACE

Aligned with Standards? ☐ YES ☒ NO

Author: Joan Saslow and Allen Ascher Edition: Third

Publisher: Pearson Education, Inc. Copyright: 2015

Student's Edition: List Price: $39.60 ISBN #:978-0-13-419505-6

Teacher's Edition: List Price: $56.20 ISBN #:_978-0-381052-3

The following teacher has reviewed the above text(s) and finds it appropriate for the course.

Kristen Kent MMEP 5/17/21

Recommending Teacher Signature School Date

Supplemental Instructional Material: *Please Describe. If using online text or non-standard material, please provide the title of the material or webpage and the URL link.*

- *System 44 Resources for Differentiated Instruction (RDI)* Phonics & Word Study Lessons
- *RDI* Sight Word List
- ELPAC Vocabulary List
- Teacher-generated Academic & Technology Skills
- Teacher-developed Newcomer Modules
- *Quizlet*
- Vocaroo
- Randall's ESL Cyber Listening Lab
- Typing.com
- Duolingo

Instructional Methods and/or Strategies:

Culturally Responsive Teaching

- Provide a welcoming and supportive learning environment for all students.
- Daily practice of listening, speaking, reading, and writing to develop English fluency.
- Conduct ELPAC chats to set individual learning goals.
- Use of ELPAC task types, writing rubrics, and academic vocabulary.
- Empowering student to share thoughts
- Integrating diverse works and study practices
- Understanding student learning needs and styles
- Emulating culturaly-significant instruction styles, such as oral storytelling
- https://www.prodigygame.com/blog/culturally-responsive-teaching/#list:
- Learn About Your Students
- Interview Students
- Integrate Relevant Word Problems
- Present New Concepts Using Student Vocabulary
- Use Learning Stations
- Gamify Lessons
- Call on Each Student
- Use Media that Positively Depict a Range of Cultures
- Offer Different Types of Free Study Time
- Encourage Students to Propose Ideas for Projects
- Experiment with Peer Teaching
- Establish Cooperative Base Groups
- Run Problem-Based Learning Scenarios
- Involve Parents by Using Take-Home Letters

ELD Teaching Strategies

- Specially Designed Academic Instruction in English (SDAIE)
- Guided Language Acquisition Design (GLAD)
- Sheltered Instruction Observation Protocol (SIOP)
- *English Learner Toolkit of Strategies*, California County Superintendents' Educational Services Association, Curriculum and Instruction Steering Committee
- Total Physical Response (TPR)

- Class and small group discussion with sentence frame support
- Leveled Instructional Software use for independent learning

Teacher Collaboration

- Work with Core English teachers to align supports.
- Communicate with ELD teachers at other campuses.

Assessment Methods and/or Tools:

- District-selected Reading Diagnostic
- District-selected Primary Language and Skills Assessment
- District-selected Phonics Diagnostic
- *Future Intro* Placement Test
- *Future Intro* and *Future 1* Unit Tests
- Common Formative Assessments (CFAs)
- Teacher observation of student actions
- Speaking demonstrations and assessments, including oral presentations
- Student depictions of concepts via drawings, markings, posters, collages, and video projects
- Teacher or students generated role-play of real-life situations.
- Written student work including. but not limited to, exercises, worksheets, compositions, portfolios, notebooks, or projects
- Teacher-generated formative and summative written and oral tests/quizzes
- Student work online (*MyEnglishLab*, *System 44*, and other software)
- Student generated logs and journals
- Teacher collaboration in creating performance assessments.

Activities: *(If applicable)*

- ELPAC Chat
- Audiovisual aids
- field trips
- individualized learning
- cooperative learning
- demonstrations
- guest speakers
- classroom videos
- journal writing
- into-through-and-beyond-reading
- composition and writing process activities
- portfolios
- roleplaying
- study and metacognitive skills activities

Certificate: *(If applicable)*

N.A.

Date Submitted: 5/18/2021