CHINO VALLEY
UNIFIED SCHOOL DISTRICT

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

BOARD OF EDUCATION AGENDA

May 17, 2018

BOARD OF EDUCATION
Pamela Feix, President
James Na, Vice President
Irene Hernandez-Blair, Clerk
Andrew Cruz, Member
Sylvia Orozco, Member

Jonah Botello, Student Representative

SUPERINTENDENT
Wayne M. Joseph

5130 Riverside Drive. Chino. California 91710
www.chino.k12.ca.us

CHINO VALLEY UNIFIED SCHOOL DISTRICT

REGULAR MEETING OF THE BOARD OF EDUCATION

Woodcrest Junior High School
2725 South Campus, Ontario, CA 91761 • Multipurpose Room
6:00 p.m. – Closed Session • 7:00 p.m. – Regular Meeting
May 17, 2018

AGENDA

- The public is invited to address the Board of Education regarding items listed on the agenda. Comments on an agenda item will be accepted during consideration of that item, or prior to consideration of the item in the case of a closed session item. Persons wishing to address the Board are requested to complete and submit to the Administrative Secretary, Board of Education, a "Request to Speak" form available at the entrance to the Board room.
- In compliance with the Americans with Disabilities Act, please contact the Administrative Secretary, Board of Education, if you require modification or accommodation due to a disability.
- Agenda documents that have been distributed to members of the Board of Education less than 72 hours prior to the meeting are available for inspection at the Chino Valley Unified School District Administration Center, 5130 Riverside Drive, Chino, California, during the regular business hours of 7:30 a.m. to 4:30 p.m., Monday through Friday.
- Order of business is approximate and subject to change.

I. OPENING BUSINESS

I.A. CALL TO ORDER – 6:00 P.M.

1. Roll Call
2. Public Comment on Closed Session Items
3. Closed Session

Discussion and possible action (times are approximate):

a. Conference with Legal Counsel Existing Litigation: Government Code 54954.4(c) and 54956.9 (d)(1): Federal District Court, Case No. EDCV 14-2336-JGB (DTBx) Freedom from Religion Foundation vs. Chino Valley Unified School District Board of Education. (Tyler & Bursch, LLP) (10 minutes)

b. Conference with Legal Counsel Existing Litigation: Government Code 54954.5 (c) and 54956.9 (d)(1): Oxford Preparatory Academy v. Chino Valley Unified School District, et. al. SBC No. CIVDS1710045. (Chidester, Margaret A. & Associates) (10 minutes)

c. Conference with Legal Counsel Anticipated Litigation: Government Code 54956.9 (d)(2) and (e)(1): One possible case. (Atkinson, Andelson, Loya, Ruud & Romo) (10 minutes)

d. Public Employee Discipline/Dismissal/Release: Government Code 54957: (10 minutes)

e. Public Employee Appointment: Government Code 54957: Elementary Principal; Elementary, Junior, and High School Assistant Principals. (10 minutes)

I.B. RECONVENE TO REGULAR OPEN MEETING: 7: 00 P.M.

1. Report Closed Session Action
2. Pledge of Allegiance

I.C. STUDENT SHOWCASE/PRESENTATIONS

1. Military Salute
2. California Association of Directors of Activities/California Association of Student Leaders Awards

I.D. COMMENTS FROM STUDENT REPRESENTATIVE

I.E. EMPLOYEE REPRESENTATIVES' COMMUNICATIONS

I.F. COMMUNITY LIAISONS' COMMUNICATIONS

I.G. COMMENTS FROM THE AUDIENCE ON ITEMS NOT ON THE AGENDA

I.H. CHANGES AND DELETIONS

II. ACTION

II.A. CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT

II.A.1. Page 8 **2018/2019 Student Member on the Board of Education**

Recommend the Board of Education approve Alexi Magallanes from Chino HS as the 2018/2019 Student Member on the Board of Education and administer the oath of office.

Motion ____ Second ___
Preferential Vote: _____
Vote: Yes _____ No ___

III. CONSENT

Motion ____ Second ___
Preferential Vote: _____
Vote: Yes _____ No ___

III.A. ADMINISTRATION

III.A.1. Page 9 **Minutes of the Regular Meeting of May 3, 2018**

Recommend the Board of Education approve the minutes of the regular meeting of May 3, 2018.

III.A.2. Page 17 **2018 Senior Scholarship Recipients**

Recommend the Board of Education approve the 2018 senior scholarship recipients.

III.B. BUSINESS SERVICES

III.B.1. Page 19 **Warrant Register**

Recommend the Board of Education approve/ratify the warrant register, provided under separate cover.

III.B.2. **Fundraising Activities**
Page 20 Recommend the Board of Education approve/ratify the fundraising activities.

III.B.3. **Donations**
Page 22 Recommend the Board of Education accept the donations.

III.B.4. **Applications to Operate Fundraising Activities and Other Activities for the Benefit of Students in 2018/2019**
Page 24 Recommend the Board of Education approve/ratify the applications to operate fundraising activities and other activities for the benefit of students in 2018/2019.

III.C. CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT

III.C.1. **School-Sponsored Trips**
Page 26 Recommend the Board of Education approve/ratify the following school-sponsored trips: Ayala HS; Chino HS; and Chino Hills HS.

III.C.2. **New Course: Aerospace Engineering**
Page 28 Recommend the Board of Education approve the new course Aerospace Engineering.

III.C.3. **New Course: Hospitality Consumer Economics**
Page 45 Recommend the Board of Education approve the new course Hospitality Consumer Economics.

III.C.4. **New Course: International Foods**
Page 57 Recommend the Board of Education approve the new course International Foods.

III.C.5. **New Course: Introduction to Digital Media**
Page 66 Recommend the Board of Education approve the new course Introduction to Digital Media.

III.C.6. **Course Modifications: AVID 9, AVID 10, and AVID 11**
Page 72 Recommend the Board of Education approve the course modifications for AVID 9, AVID 10, and AVID 11.

III.C.7. **Course Modification: Introduction to Design**
Page 98 Recommend the Board of Education approve the course modification for Introduction to Design.

III.C.8. **Course Modification: Public Speaking**
Page 118 Recommend the Board of Education approve the course modification for Public Speaking.

III.D. FACILITIES, PLANNING, AND OPERATIONS

III.D.1. Purchase Order Register
Page 126
Recommend the Board of Education approve/ratify the purchase order register, provided under separate cover.

III.D.2. Agreements for Contractor/Consultant Services
Page 127
Recommend the Board of Education approve/ratify the Agreements for Contractor/Consultant Services.

III.D.3. Surplus/Obsolete Property
Page 131
Recommend the Board of Education declare the District property surplus/obsolete and authorize staff to sell/dispose of said property.

III.D.4. Resolution 2017/2018-72 and 2017/2018-73 for Authorization to Utilize Piggyback Contracts
Page 133
Recommend the Board of Education adopt Resolution 2017/2018-72 and 2017/2018-73 for authorization to utilize piggyback contracts.

III.D.5. Resolution 2017/2018-75, Adopting Compatibility and Uniformity Standards of Safety and Security Systems
Page 139
Recommend the Board of Education adopt Resolution 2017/2018-75, Compatibility and Uniformity Standards of Safety and Security Systems.

III.D.6. Rejection of Bid 17-18-21I, Chino Hills HS Path of Travel Renovation and Authorization to Re-Bid the Project
Page 146
Recommend the Board of Education reject the bid received for Bid 17-18-21I, Chino Hills HS Path of Travel Renovation and authorize staff to re-bid the project.

III.D.7. CUPCCAA Bid 17-18-22I, Dickey ES Keyless Access System Integration
Page 147
Recommend the Board of Education award CUPCCAA Bid 17-18-22I, Dickey ES Keyless Access System Integration to Time and Alarm Systems.

III.D.8. CUPCCAA Bid 17-18-23I, Rhodes ES Keyless Access System Integration
Page 148
Recommend the Board of Education award CUPCCAA Bid 17-18-23I, Rhodes ES Keyless Access System Integration to Time and Alarm Systems.

III.D.9. Bid 17-18-14F, Don Lugo HS New Single Ply Roofing Installation
Page 149
Recommend the Board of Education award Bid 17-18-14F, Don Lugo HS New Single Ply Roofing Installation to Best Contracting.

III.D.10. **Bid 17-18-18F, Ayala HS Portable Classroom Relocation**
Page 150
Recommend the Board of Education award Bid 17-18-18F, Ayala HS Portable Classroom Relocation to the following contractors: Bid Package 001, American Integrated Resources Inc.; Bid Package 002, Mobile Modular Construction, Inc., Bid Package 003, Hamel Contracting, Inc.; and Bid Package 004, MC Electric dba MC Contracting.

III.D.11. **RFP 17-18-10, Yearbook Services**
Page 152
Recommend the Board of Education award RFP 17-18-10, Yearbook Services to the following vendors: Chino HS to Balfour; Ayala HS and Chino Hills HS to Herff Jones; and Don Lugo HS to Walsworth.

III.E. HUMAN RESOURCES

III.E.1. **Certificated/Classified Personnel Items**
Page 153
Recommend the Board of Education approve/ratify the certificated/classified personnel items.

III.E.2. **Rejection of Claim**
Page 167
Recommend the Board of Education reject the claim and refer it to the District's insurance adjuster.

III.E.3. **New Job Description and Creation of Position for Coordinator, Technology**
Page 168
Recommend the Board of Education:
a) Approve the new job description for Coordinator, Technology, and
b) Authorize the creation of the Coordinator, Technology position.

III.E.4. **Resolution 2017/2018-74 Certificate of Consent to Self-Insure Workers' Compensation**
Page 175
Recommend the Board of Education adopt resolution 2017/2018-74 Certificate of Consent to Self-Insure Workers' Compensation.

III.E.5. **Revision of Board Policy 4119.25, 4219.25, and 4319.25 All Personnel—Political Activities of Employees**
Page 181
Recommend the Board of Education approve the revision of Board Policy 4119.25, 4219.25, and 4319.25 All Personnel—Political Activities of Employees.

IV. INFORMATION

IV.A. CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT

IV.A.1. Page 184 **New Course for Mathematical Reasoning with Connections and Instructional Materials Adoption**

Recommend the Board of Education receive for information the new course for Mathematical Reasoning with Connections and instructional materials adoption.

IV.A.2. Page 191 **Course Modification: English 9 Intensive**

Recommend the Board of Education receive for information the course modification for English 9 Intensive.

IV.A.3. Page 199 **Course Modification: Library Science**

Recommend the Board of Education receive for information the course modification for Library Science.

IV.A.4. Page 213 **San Bernardino County Superintendent of Schools Williams Findings Decile 1-3 Schools Third Quarterly Report 2017/2018**

Recommend the Board of Education receive for information the San Bernardino County Superintendent of Schools Williams Finding Decile 1-3 Schools Third Quarterly Report 2017/2018.

V. COMMUNICATIONS

BOARD MEMBERS AND SUPERINTENDENT

VI. ADJOURNMENT

Prepared by: Patricia Kaylor, Administrative Secretary, Board of Education
Date posted: May 11, 2018

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Our Motto:
Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: May 17, 2018

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Norm Enfield, Ed.D., Deputy Superintendent
Stephanie Johnson, Director, Student Support Services

SUBJECT: **2018/2019 STUDENT MEMBER ON THE BOARD OF EDUCATION**

==========

BACKGROUND

Historically, a student member on the Board of Education has provided constructive student participation at board meetings. Furthermore, having a student seated on the Board of Education reflects student rights and responsibilities and serves as a vehicle for responsible leadership development. The student member on the Board of Education rotates alphabetically, by school, each school year.

The student member on the Board of Education is administered the oath of office at the Board meeting prior to the end of the current school year and is eligible to be seated as a student board member at the first regular Board meeting in the month of July.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve Alexi Magallanes from Chino HS as the 2018/2019 Student Member on the Board of Education and administer the oath of office.

FISCAL IMPACT

None.

WMJ:NE:SJ:ss

CHINO VALLEY UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF EDUCATION
May 3, 2018

MINUTES

I. OPENING BUSINESS

I.A. CALL TO ORDER – 6:00 P.M.

1. Roll Call
   President Feix called to order the regular meeting of the Board of Education, Thursday, May 3, 2018, at 6:00 p.m. with Blair, Cruz, Na, Orozco, and Feix present.

   Administrative Personnel
   Wayne M. Joseph, Superintendent
   Norm Enfield, Ed.D., Deputy Superintendent (absent)
   Sandra H. Chen, Assistant Superintendent, Business Services
   Lea Fellows, Assistant Superintendent, Human Resources
   Grace Park, Ed.D., Assistant Superintendent, CIIS
   Gregory J. Stachura, Asst. Supt., Facilities, Planning, & Operations

2. Public Comment on Closed Session Items
   None.

3. Closed Session
   President Feix adjourned to closed session at 6:00 p.m. regarding conference with legal counsel existing and anticipated litigation; a student readmission; public employee discipline/dismissal/release; and public employee appointment: elementary principals.

I.B. RECONVENE TO REGULAR OPEN MEETING: 7: 00 P.M.

1. Report Closed Session Action
   President Feix reconvened the regular meeting of the Board of Education at 7:00 p.m. with Blair, Cruz, Na, Orozco, and Feix present. The Board met in closed session from 6:00 p.m. to 6:25 p.m. regarding conference with legal counsel existing and anticipated litigation; a student readmission; public employee discipline/dismissal/release; and public employee employment: elementary principals.

The Board took action to appoint Alpercy Bennett as principal of Butterfield Ranch ES effective July 1, 2018, by the following vote: Blair, Cruz, Na, Orozco, and Feix voting yes.

2. Pledge of Allegiance
   Students from Briggs K-8 led the Pledge of Allegiance.

I.C. STUDENT SHOWCASE/PRESENTATIONS

1. LCAP: Goal 2
   Dr. Grace Park, Assistant Superintendent of Curriculum, Instruction, Innovation, and Support; Mary Salcido, Director of Access and Equity; and Shavon Roberts, Coordinator of Child Welfare and Attendance, presented the Local Control Accountability Plan: Goal 2.

I.D. COMMENTS FROM STUDENT REPRESENTATIVE

Jonah Botello said new officers were introduced at the final Student Advisory Council meeting; and thanked Ms. Shavon Roberts for being the advisor.

I.E. EMPLOYEE REPRESENTATIVES' COMMUNICATIONS

Freddie Arroyo, Jr., Vice President CSEA, announced that CSEA is celebrating Classified Employees Week from May 20 to 26; and congratulated Alpercy Bennett on his appointment at Butterfield Ranch ES.

I.F. COMMUNITY LIAISONS' COMMUNICATIONS

None.

I.G. COMMENTS FROM THE AUDIENCE ON ITEMS NOT ON THE AGENDA

Paulette Melton and Brenda Malingo addressed the Board regarding sex education curriculum and requested the matter be placed on the agenda; and Denise Mendoza addressed the Board regarding the lack of student supervision during the freshman football season.

I.H. CHANGES AND DELETIONS

The following changes were read into the record: Human Resources, Item II.A.1., Revisions to the Superintendent Salary Schedule, deleted the strike-out listed under STEP 1 and placed it correctly under STEP 4; and Item III.E.1., Certificated/Classified Personnel Items, added the word "Retirement" above the name of Ron Mead.

II. ACTION

II.A. HUMAN RESOURCES

II.A.1. Revisions to the Superintendent Salary Schedule

Prior to the vote, President Feix provided an oral summary of the recommended salary range increase for the Superintendent Salary Schedule. Moved (Orozco) seconded (Cruz) carried unanimously (5-0) to approve the revisions to the Superintendent Salary Schedule, as amended. Student representative voted yes.

II.A.2. Consideration and Approval of Employment Contract for a New Superintendent of the Chino Valley Unified School District

Prior to the vote, President Feix provided an oral summary of the salary and fringe benefit recommendation for the Superintendent's contract. Moved (Na) seconded (Orozco) carried unanimously (5-0) to approve the proposed contract of employment for Norman P. Enfield, Ed.D., as the Superintendent of the Chino Valley Unified School District, effective July 1, 2018, through June 30, 2022. Student representative voted yes.

II.A.3. Declaration of Need for Fully Qualified Educators for the 2018/2019 School Year

Moved (Na) seconded (Orozco) carried unanimously (5-0) to approve the Declaration of Need for Fully Qualified Educators for the 2018/2019 school year. Student representative voted yes.

III. CONSENT

Sylvia Orozco pulled for separate action Item III.D.6. Moved (Na) seconded (Orozco) motion carried (4-1, Blair voted no) to approve the remainder of the consent items, as amended.

III.A. ADMINISTRATION

III.A.1. Minutes of the Regular Meeting of April 19, 2018

Approved the minutes of the regular meeting of April 19, 2018.

III.B. BUSINESS SERVICES

III.B.1. Warrant Register

Approved/ratified the warrant register.

III.B.2. Fundraising Activities
Approved/ratified the fundraising activities.

III.B.3. Donations
Accepted the donations.

III.B.4. Legal Services
Approved payment for legal services to the law offices of Atkinson, Andelson, Loya, Ruud & Romo; and Margaret A. Chidester & Associates.

III.C. CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT

III.C.1. Student Readmission Case 16/17-07A
Approved student readmission case 16/17-07A.

III.C.2. School-Sponsored Trips
Approved/ratified the following school-sponsored trips: Canyon Hills JHS; Ayala HS; Chino HS; and Don Lugo HS.

III.C.3. California Department of Education Child Development Agency Annual Report and Parent Handbook 2018/2019
Approved the California Department of Education Child Development Agency Annual Report and Parent Handbook 2018/2019.

III.C.4. New Course: Advanced Placement Comparative Government and Politics
Approved the new course Advanced Placement Comparative Government and Politics.

III.C.5. New Course: Advanced Placement Human Geography
Approved the new course Advanced Placement Human Geography.

III.C.6. New Course: Advanced Placement Seminar
Approved the new course Advanced Placement Seminar.

III.C.7. New Course: Advanced Placement Studio Art: 2D Design
Approved the new course Advanced Placement Studio Art: 2D Design.

III.C.8. New Course: Advanced Placement United States Government and Politics
Approved the new course Advanced Placement United States Government and Politics.

III.C.9. New Course: Biology and the Living Earth
Approved the new course Biology and the Living Earth.

III.C.10. New Course: Biology and the Living Earth Honors
Approved the new course Biology and the Living Earth Honors.

III.C.11. New Course: Chemistry in the Earth System
Approved the new course Chemistry in the Earth System.

III.C.12. New Course: Chemistry in the Earth System Honors
Approved the new course Chemistry in the Earth System Honors.

III.D. FACILITIES, PLANNING, AND OPERATIONS

III.D.1. Purchase Order Register
Approved/ratified the purchase order register.

III.D.2. Agreements for Contractor/Consultant Services
Approved/ratified the Agreements for Contractor/Consultant Services.

III.D.3. Surplus/Obsolete Property
Declared the District property surplus/obsolete and authorized staff to sell/dispose of said property.

III.D.4. Resolutions 2017/2018-69, 2017/2018-70, and 2017/2018-71 for Authorization to Utilize Piggyback Contracts
Adopted Resolutions 2017/2018-69, 2017/2018-70, and 2017/2018-71 for authorization to utilize piggyback contracts.

III.D.5. Bid 17-18-19F, Ayala HS, Chino Hills HS, and Don Lugo HS Tennis Court Resurfacing
Awarded Bid 17-18-19F, Ayala HS, Chino Hills HS, and Don Lugo HS Tennis Court Resurfacing to Trueline Construction & Surfacing, Inc.

III.D.6. Bid 17-18-17F, Interactive Flat Panel Displays and Accessories
Kevin Wong addressed the Board on this item. Moved (Na) seconded (Orozco) carried unanimously (5-0) to award Bid 17-18-17F, Interactive Flat Panel Displays and Accessories to CDW-G. Student representative voted yes.

III.D.7. Amendment to Land Lease Agreement with Verizon Wireless
Approved the amendment to the Land Lease Agreement with Verizon Wireless.

III.D.8. Approval of Members for the Measure G Bond Citizens' Oversight Committee
Approved Robert Basile and William Kolbow to serve on the Measure G Bond Citizens' Oversight Committee in their currently represented categories through June 30, 2020.

III.E. HUMAN RESOURCES

III.E.1. Certificated/Classified Personnel Items
Approved/ratified the certificated/classified personnel items, as amended.

III.E.2. Revisions to the Job Descriptions for Director, Business Services, and Payroll Supervisor
Approved the revisions to the job descriptions for Director, Business Services, and Payroll Supervisor.

IV. INFORMATION

IV.A. CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT

IV.A.1. New Course: Aerospace Engineering
Received for information the new course Aerospace Engineering.

IV.A.2. New Course: Hospitality Consumer Economics
Received for information the new course Hospitality Consumer Economics.

IV.A.3. New Course: International Foods
Received for information the new course International Foods.

IV.A.4. New Course: Introduction to Digital Media
Received for information the new course Introduction to Digital Media.

IV.A.5. Course Modifications: AVID 9, AVID 10, and AVID 11
Received for information the course modifications for AVID 9, AVID, 10, and AVID 11.

IV.A.6. Course Modification: Introduction to Design
Received for information the course modification for Introduction to Design.

IV.A.7. Course Modification: Public Speaking
Received information the course modification for Public Speaking.

IV.B. FACILITIES, PLANNING, AND OPERATIONS

IV.B.1. Use of First Issuance Measure G Bond Funds for Renovations and Upgrades to Former El Rancho ES Facilities and Infrastructure
Received for information the use of first issuance Measure G bond funds for renovations and upgrades to former El Rancho ES facilities and infrastructure.

IV.C. HUMAN RESOURCES

IV.C.1. Revision of Board Policy 4119.25, 4219.25, and 4319.25 All Personnel—Political Activities of Employees

Received for information the revision of Board Policy 4119.25, 4219.25 and 4319.25 All Personnel—Political Activities of Employees.

V. COMMUNICATIONS

BOARD MEMBERS AND SUPERINTENDENT

Sylvia Orozco acknowledged retirees on the agenda; and gave a reminder for the 2018 Employee Recognition Retirement Reception and Hall of Fame event scheduled for May 22 at 4:00 p.m., Los Serranos Country Club.

Andrew Cruz asked Dr. Park if new courses are piloted before implementation; and addressed the parents who expressed concern over comprehensive sex education.

Irene Hernandez-Blair congratulated Briggs K-8 on their national recognition; and addressed comments made by the speaker who spoke about Don Lugo HS's lack of supervision issues.

James Na thanked parents who attended the meeting; said children belong to us not to Sacramento or Washington; spoke about protecting students and parental responsibilities; spoke about Planned Parenthood; said he feels the same way as parents who expressed concern over comprehensive sex education; spoke about CSEA participating in the Corporate Challenge; and said we should celebrate life, the goodness in Chino, and that now is the time to stand up.

Superintendent Joseph congratulated Chino Hills HS's percussion team for placing first at the Winter Guard International World Championships in Ohio; said the District is participating in the 2018 World Finals of the Odyssey of the Mind competition held May 23-26 in Iowa; announced several events taking place mid May including four band showcases, the Military Salute for graduates going into the service at the May 17 Board meeting, and the 2017/2018 Employee Recognition Retirement Reception and Hall of Fame Induction scheduled for May 22; said graduation ceremonies are scheduled for May 29, 30, and 31; and extended best wishes to Brenda Dunkle upon her resignation and thanked her for all her hard work at the District.

President Feix had no comments.

VI. ADJOURNMENT

President Feix adjourned the regular meeting of the Board of Education at 8:19 p.m.

Pamela Feix, President

Irene Hernandez-Blair, Clerk

Recorded by: Patricia Kaylor, Administrative Secretary, Board of Education

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: May 17, 2018

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Imee Perius, Director of Communications

SUBJECT: **2018 SENIOR SCHOLARSHIP RECIPIENTS**

==========

BACKGROUND

At its April 19, 2018 meeting, the Board accepted a donation from School Portraits by Adams Photography, Inc., the host of the District's Ninth Annual Golf Tournament held on March 9, 2018, where $27,887.00 was raised. A carryover amount from the 2017 Golf Tournament will allow the District to provide $1,000.00 each to 28 scholarship winners.

Each high school senior was given the opportunity to apply for one of three different Golf Tournament-funded scholarships. The attributes needed to demonstrate eligibility to receive one of these scholarships were achievement of an overall grade point average of 3.8 or higher, a need for financial assistance, an outstanding attendance record, and/or participation in school activities that promote good citizenship. The scholarship categories include the Superintendent's Award, President's Award, and Spirit of Chino Valley Unified School District Award.

Additionally, the District received a $10,000.00 donation from the McCombs Family Foundation for the Gretchen McCombs Memorial Scholarship. Graduating high school students who have shown dedication to and passion for visual or performing arts in school or through extracurricular endeavors were given the opportunity to apply for the scholarship. Five students will be awarded a scholarship of $2,000.00 each.

The following students were selected to receive the senior scholarships:

School	***Superintendent's Award***	***President's Award***	***Spirit of Chino Valley Unified School District Award***	***Gretchen McCombs Memorial Scholarship***
Ayala HS	Joshua J. Rodriguez Natalie Sarmiento	Nathaniel Ruppert Thida Seng	Jason Isa Amy Ru	Jack Shellenberger Katherine Klingelberg
Buena Vista HS	No applications received	Juan Diaz Samantha Lopez	Daniel Roybal Miguel Rodriguez	Aliza Gandara
Chino HS	Skyler Javier Daniel V. Romero	Lin Neil Jeffrey Garcia	Persephonie Rodriguez Karissa Fong	No recipient named
Chino Hills HS	Cortney Reyes Lindsay Reyes	Bryce McNair Valine Bebawy	Abigail Meyer Paulina Mendoza Gonzalez	Kaylee Tong Victoria Rodriguez
Don Lugo HS	Kristina A. Rizo Karina Gutierrez	Gabriela Arroyo Brandon Hernandez	Brianna Cabrera Reese Rizo	No applications received

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve the 2018 senior scholarship recipients.

FISCAL IMPACT

$27,887.00 to the Golf Tournament District Scholarship Fund, and $10,000.00 donation from the McCombs Family Foundation.

WMJ:bd

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Our Motto:
Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: May 17, 2018

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Sandra H. Chen, Assistant Superintendent, Business Services
Liz Pensick, Director, Fiscal Services

SUBJECT: **WARRANT REGISTER**

==========

BACKGROUND

Education Code 42650 requires the Board to approve and/or ratify all warrants. These payments are made in the form of warrants, and the warrant (check) form is approved by the County Superintendent.

All items listed are within previously budgeted amounts. There is no fiscal impact beyond currently available appropriations.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve/ratify the warrant register, provided under separate cover.

FISCAL IMPACT

$2,852,615.83 to all District funding sources.

WMJ:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Our Motto:
Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: May 17, 2018

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Sandra H. Chen, Assistant Superintendent, Business Services
Liz Pensick, Director, Fiscal Services

SUBJECT: **FUNDRAISING ACTIVITIES**

==========

BACKGROUND

Board Policy 3452 Business and Noninstructional Operations – Student Activity Funds and Board Policy 1230 Community Relations – School Connected Organizations require that fundraising activities be submitted to the Board of Education for approval.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve/ratify the fundraising activities.

FISCAL IMPACT

None.

WMJ:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT
May 17, 2018

SITE/DEPARTMENT	ACTIVITY/DESCRIPTION	DATE
Cortez ES		
PFA	Wetzel's Pretzels Pretzel Sale	5/18/18-5/31/18
PFA	Community Discount Card Sale	5/18/18-5/31/18
Dickey ES		
PTO	Tacos el Juanito Family Night	5/18/18
Rolling Ridge ES		
PTA	Yogurtland Dine Out Night	5/24/18
Ayala HS		
Girl Up	Pieology Family Night Out	5/22/18
Spirit Booster Club	Spirit Junior Cheer Camp	6/19/18-6/20/18
Chino Hills HS		
Spirit Leaders	Community Sponsorships	6/1/18-6/30/18
Spirit Leaders	Wrapping Paper Sale	6/1/18-6/30/18
Spirit Leaders	Off Campus Krispy Kreme Donut Sale	6/1/18-6/30/18
Spirit Leaders	Applebee's Flapjack Breakfast	6/9/18
Spirit Leaders	Which Wich Sandwich Dinner Night Out	6/13/18
Boys Basketball	Summer Basketball Clinic	6/11/18-6/15/18
Don Lugo HS		
Band Boosters	Snow Cones - Concerts in the Park	6/1/18-7/30/18
All Sports Boosters	Don Lugo HS Golf Tournament	6/1/18

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Our Motto:
Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: May 17, 2018

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Sandra H. Chen, Assistant Superintendent, Business Services
Liz Pensick, Director, Fiscal Services

SUBJECT: **DONATIONS**

==========

BACKGROUND

Board Policy 3290 Business and Noninstructional Operations - Gifts, Grants, and Bequests states the Board of Education may accept any bequest or gift of money or property on behalf of the District. All gifts, grants, and bequests shall become property of the District. Use of the gift shall not be impaired by restrictions or conditions imposed by the donor. Approximate values are determined by the donor.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education accept the donations.

FISCAL IMPACT

Any cost for repairs of donated equipment will be a site expense.

WMJ:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT
May 17, 2018

DEPARTMENT/SITE DONOR	ITEM DONATED	APPROXIMATE VALUE
Briggs K-8		
PRL Glass Systems, Inc.	Cost of Transporting Machines to Rube Goldberg Competition	$4,908.57
Cal Aero K-8		
Preserve Academy Flight School	Cash	$2,000.00
Townsend JHS		
Wells Fargo Community Support Campaign	Cash	$130.00
Buena Vista HS		
Schools First Federal Credit Union	Cash	$400.00
Assessment & Instructional Technology		
ViewSonic	1 ViewSonic Monitor	$289.00
Troxell Communications	Amazon Gift Card	$50.00

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Our Motto:
Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: May 17, 2018

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Sandra H. Chen, Assistant Superintendent, Business Services
Liz Pensick, Director, Fiscal Services

SUBJECT: **APPLICATIONS TO OPERATE FUNDRAISING ACTIVITIES AND OTHER ACTIVITIES FOR THE BENEFIT OF STUDENTS IN 2018/2019**

==========

BACKGROUND

Administrative Regulation 1230 Community Relations – School Connected Organizations requires that any person or group of people desiring to raise money to benefit a student or students at one or more schools within the District shall request authorization to operate by applying to the Chino Valley Unified School District Board of Education.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve/ratify the applications to operate fundraising activities and other activities for the benefit of students in 2018/2019.

FISCAL IMPACT

None.

WMJ:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT
May 17, 2018

AUTHORIZATION TO OPERATE FUNDRAISING ACTIVITIES
AND OTHER ACTIVITIES FOR THE BENEFIT OF STUDENTS

High School	Organization
Ayala	Ayala Summer Camp Booster Club
Ayala	Ayala Cross Country Booster Club
Ayala	Ayala Girls Golf Booster Club
Ayala	Ayala Boys Water Polo Booster Club
Ayala	Ayala Swim Team Booster Club
Ayala	Ayala Spirit Booster Club
Don Lugo	Don Lugo Grad Nite Booster Club
Don Lugo	Don Lugo Spirit Leader Booster Club
Don Lugo	Don Lugo Band Booster Club
Don Lugo	Don Lugo Sports Booster Club
Don Lugo	Don Lugo Performing Arts Booster Club

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Our Motto:
Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: May 17, 2018

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Grace Park, Ed.D., Assistant Superintendent, Curriculum, Instruction, Innovation, and Support

SUBJECT: SCHOOL-SPONSORED TRIPS

==========

BACKGROUND

The Board of Education recognizes that school-sponsored trips are an important component of a student's development and supplement and enrich the classroom learning experience. School-sponsored trips may be conducted in connection with the District's course of study or school related social, educational, cultural, athletic, school band activities, or other extracurricular or cocurricular activities. Resources will be identified and established at the school site to assist economically disadvantaged students in obtaining funding for field trips and, in some cases, student travel. School sponsored trips that require overnight stay or are in excess of 250 miles (one way) require board approval.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve/ratify the following school-sponsored trips for:

School-Sponsored Trips	Date	Fiscal Impact
Site: Ayala HS Event: Girls' Basketball - University of California at Los Angeles Team Camp Place: Los Angeles, CA Chaperone: 10 students/2 chaperones	June 22-24, 2018	Cost: $281.67 per student Funding Source: Fundraising and USB
Site: Ayala HS Event: Girls' Basketball - San Diego Classic Basketball Tournament Place: San Diego, CA Chaperone: 10 students/2 chaperones	June 28-July 1, 2018	Cost: $103.75 per student Funding Source: Fundraising And USB

Site: Chino HS Event: Boys′ Basketball - Point Loma Team Camp Place: San Diego, CA Chaperone: 12 students/3 chaperones	June 22-23, 2018	Cost: $110.00 per student Funding Source: Fundraising
Site: Chino HS Event: Girls′ Basketball - Basketball Tournament Place: Palm Springs, CA Chaperone: 14 students/5 chaperones	June 29-July 1, 2018	Cost: $150.00 per student Funding Source: Fundraising
Site: Chino Hills HS Event: Boys′ Golf Team - California Interscholastic Federation Championship Place: Santa Barbara, CA Chaperone: 2 students/1 chaperone	May 16-17, 2018	Cost: $150.00 per student Funding Source: Athletics

FISCAL IMPACT

None.

WMJ:GP:rtr

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Our Motto:
Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: May 17, 2018

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Grace Park, Ed.D., Assistant Superintendent, Curriculum, Instruction, Innovation, and Support
Julian Rodriguez, Ed.D., Director, Secondary Curriculum and Instruction

SUBJECT: **NEW COURSE: AEROSPACE ENGINEERING**

==========

BACKGROUND

The Chino Valley Unified School District routinely revises curriculum guides and develops new courses in accordance with State Content Standards, State Frameworks, and student need. Accordingly, the revision and development of curriculum guides are the results of a collaborative effort of teachers in the related academic areas.

Aerospace Engineering explores the evolution of flight, flight fundamentals, navigation and control, aerospace materials, propulsion, space travel, orbital mechanics, ergonomics, remotely operated systems and related careers. It applies and concurrently develops secondary-level knowledge and skills in mathematics, science, and technology. This course is aligned to the California Career and Technical Education Standards and fulfills the capstone level course in the Engineering and Design Pathway. This item was presented to the Board of Education on May 3, 2018, as information.

This course was presented to the Curriculum Council and A.C.T. has been consulted.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve the new course Aerospace Engineering.

FISCAL IMPACT

None.

WMJ:GP:JR:lar

Chino Valley Unified School District
High School Course Description

CONTACTS	
1. School/District Information:	**School/District:** Chino Valley Unified School District **Street Address:** 5130 Riverside Dr., Chino, CA 91710 **Phone:** (909) 628-1201 **Web Site:** chino.k12.ca.us
2. Course Contact:	**Teacher Contact:** Office of Secondary Curriculum **Position/Title:** Director of Secondary Curriculum **Site:** District Office **Phone:** (909) 628-1201 X1630
A. COVER PAGE - COURSE ID	
1. Course Title:	Aerospace Engineering
2. Transcript Title/Abbreviation:	Aero Eng
3. Transcript Course Code/Number:	
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	Meets the UC/CSU "g" General Elective requirement
6. Grade level(s):	10-12
7. Unit Value:	5 credits per semester/10 credits total
8. Course Previously Approved by UC:	No
9. Classified as a Career Technical Education Course:	Yes
10. Modeled after an UC-approved course:	Yes
11. Repeatable for Credit:	No
12. Date of Board Approval:	

13. Brief Course Description:

Aerospace Engineering (AE) is the study of the engineering discipline which develops new technologies for use in aviation, defense systems, and space exploration. The course explores the evolution of flight, flight fundamentals, navigation and control, aerospace materials, propulsion, space travel, orbital mechanics, ergonomics, remotely operated systems and related careers. In addition, the course presents alternative applications for aerospace engineering concepts. Students will analyze, design, and build aerospace systems. While implementing these designs, students will continually hone their interpersonal skills, creativity, and application of the design process. Students apply knowledge gained throughout the course in a final multi-media project to envision their future professional accomplishments. The course applies and concurrently develops secondary-level knowledge and skills in mathematics, science, and technology.

14. Prerequisites:	Principles of Engineering (POE) Integrated Math 1 or higher (Recommended) Biology and the Living Earth or higher (Recommended)

15. Context for Course:

This course is part of the Project Lead the Way (PLTW) CTE engineering sequence. The course is considered a CTE Specialization course and follows the introductory Principles of Engineering course.

15. History of Course Development:

This course was designed to provide students with skills and knowledge in a Career Technical Education (CTE) pathway. Coursework is meant to prepare students for professional life as indicated by the College and Careers Readiness Standards. The course has been updated to reflect the changes in CTE standards.

16. Textbooks:	None
16. Supplemental Instructional Materials:	Access to computers with appropriate software and engineering lab with appropriate tools.

B. COURSE CONTENT

1. Course Purpose:

Through both individual and collaborative team activities, projects, and problems, students will problem solve as they practice common engineering design and development protocols such as project management and peer review. Students will develop skill in technical representation and documentation of design solutions according to accepted technical standards, and they will use current 3d design and modeling software to represent and communicate solutions. In addition, the development of computational methods that are commonly used in engineering problem solving, including statistical analysis and mathematical modeling, are emphasized. Ethical issues related to professional practice and product development are also presented.

This course is designed for the California Career and Technical Education **Engineering and Architecture (EA) sector**. This course is aligned to the California Career and Technical Education Standards: **Engineering and Design Pathway** and is designed to be a **capstone level course**.

2. Course Outline:

Unit 1: Overview of Aerospace Engineering

Tech Lit: 1.9-12.J, 1.9-12.K, 1.9-12.L, 2.9-12.W, 2.9-12.X, 2.9-12.Y, 2.9-12.Z 2.9-12.AA, 2.9-12.BB, 2.9-12.CC, 3.9-12.G, 3.9-12.H, 3.9-12.J, 4.9-12.H, 4.9-12.I, 4.9-12.J, 6.9-12.H, 6.9-12.I, 7.9-12.G, 7.9-12.H, 7.9-12.I, 7.9-12.J, 7.9-12.M, 7.9-12.N, 9.9-12.J, 9.9-12.L, 10.9-12.I, 10.9-12.J, 10.9-12.L, 13.9-12.K, 13.9-12.L, 17.9-12.P, 18-9-12.J

CTE Anchor Standards: 1.0, 3.0, 3.1

EA: B5.0, B5.1, B5.2, B5.3, B5.4, B5.5

- History of Flight:
  - Knowledge of the history of flight enables an appreciation and understanding of past engineering accomplishments to be recognized.
  - Knowledge of aerospace history provides insight to future challenges involving travel through the atmosphere and space.
  - Many types of vehicles have been designed to fly.
  - Airplanes consist of several major components each of which has a specific function in the design and operation of the airplane.
  - The forces acting on an aircraft enable it to fly.

Unit 2: Aerodynamics and Aerodynamics Testing

NGSS: HS.PS2.1, HS.PS3.1, HS.PS3.3, HS.ETS1.2, HS.ETS1.3, HS.ETS1.4, DCI - PS2.A, DCI - PS3.A, DCI - PS3.B, DCI - PS3.B, DCI - PS3.B, DCI - PS3.B, DCI - PS3.B, DCI - PS3.D, DCI - ETS1.B, DCI - ETS1.C

Tech Lit: 2.9-12.W, 2.9-12.Z, 2.9-12.AA, 2.9-12.BB, 4.9-12.I, 8.9-12.H, 8.9-12.J, 9.9-12.L, 11.9-12.N, 11.9-12.O, 11.9-12.P, 11.9-12.Q, 11.9-12.R, 12.9-12.L, 12.9-12.M, 12.9-12.N, 12.9-12.O, 12.9-12.P, 13.9-12.J, 17.9-12.N, 17.9-12.P, 17.9-12.Q

CTE Anchor Standards: 1.0, 2.5, 4.0, 4.1, 4.3, 4.5, 5.0, 5.1, 5.2, 5.3, 5.4, 6.0, 6.1, 6.3, 6.4, 6.6, 7.0, 7.2, 7.3, 7.4, 7.5, 7.7, 7.8, 8.0, 8.1, 8.2, 8.7, 9.0, 9.1, 9.2, 9.5, 9.7, 10.0, 10.1, 10.2, 10.3, 11.0, 11.1, 11.2, 11.5

EA: B4.0, B4.1, B4.2, B6.0, B6.1, B6.2, B6.3, B6.4, B6.5, B6.6, B6.7, B7.0, B7.1, B7.2, B7.3, B7.4, B7.5, B7.6

- Aerodynamics:
  - The forces applied to an airplane in flight are lift, weight, drag, and thrust.
  - Wings provide the lifting forces needed to overcome the weight of an airplane.
  - Engines provide the thrust force needed to overcome the aerodynamic drag from the body of an airplane.
  - The design of an aircraft wing requires knowledge of aerodynamics and physics.
  - The design process involves the use of computer simulation tools to predict the performance of a design prior to the building of a physical model.

- The design process involves creating multiple solutions to a problem and then evaluating and ranking the solutions in order select the best solution.

- Airfoil Construction:
  - Design ideas are verified by the construction and testing of prototypes and models.
  - Sub-scale models are used to represent a full-size system.
  - Coordinate geometry is used to create varied shapes, such as airfoils.
  - Basic hand tools and equipment can be used to create accurate scale models.
- Wind Tunnel Testing:
  - Testing prototypes is an important part of the design process.
  - Engineers use scaled models to evaluate, to test, and to determine the performance of their designs.
  - Test results are best analyzed through the use of graphs and other methods to depict the data collected during testing.
- Introduction to Propulsion:
  - Newton's Three Laws of Motion are central to the idea of propulsion.
  - An external force is required to change the state of an object from rest to motion and from motion to rest.
  - The direction of acceleration is the same as the direction of the external force.
  - Newton's Third Law of Motion can be used to explain the production of thrust by a propulsion system.
  - The three principal propulsion systems are the propeller, the jet engine, and the rocket engine.

Unit 3: Flight Systems

NGSS: HS.ETS1.2, HS.ETS1.3, HS.ETS1.4, DCI - ETS1.B, DCI - ETS1.C

Tech Lit: 1.9-12.K, 2.9-12.W, 2.9-12.X, 2.9-12.Y, 2.9-12.Z, 2.9-12.AA, 2.9-12.BB, 3.9-12.J, 4.9-12.I, 7.9-12.G, 8.9-12.H, 8.9-12.J, 9.9-12.J, 9.9-12.L, 12.9-12.P, 17.9-12.M, 17.9-12.P, 17.9-12.Q

CTE Anchor Standards: 2.5, 5.0, 5.1, 5.2, 5.3, 5.4, 6.0, 6.1, 6.3, 6.4, 6.6, 7.0, 7.2, 7.3, 7.4, 7.5, 7.7, 7.8, 10.0, 10.1, 10.2, 10.3

EA: B4.0, B4.3, B4.4, B4.5, B6.0, B6.1, B6.2, B6.3, B6.4, B6.5, B6.6, B6.7, B7.0, B7.1, B7.2, B7.3, B7.4, B7.5, B7.6

- Glider Design, Construction, and Test:
  - Aircraft designs are the result of the best available theories, knowledge, and skills available to the designer at the time of their creation.
  - Software utilizing the mathematics of flight theory can be used to predict the flight performance of an aircraft prior to its construction.
  - Construction of a multi-component device is aided by the use of assembly and alignment jigs.
  - Flight testing data is essential for evaluating an aircraft design.
  - Radically different designs can achieve similar results.
- GPS and Spatial Awareness:
  - Pilots need to know where they are and how to proceed to the next waypoint in their flight plan.
  - Flight safety requires spatial awareness.
  - Numerous methods have been used to communicate positional information to pilots using old, current, and cutting-edge technology to improve flight safety through redundancy.
  - Global Positioning Systems use information provided by a constellation of satellites to calculate a position and motion in all three axes and through time.
  - Location and motion information is tremendously enhanced when it is correlated to 2D and 3D representations of the world around a pilot.

Unit 4: Astronautics

NGSS: HS.ESS1.4, HS.ESS3.4, HS.ETS1.1, HS.ETS1.2, HS.ETS1.3, HS.ETS1.4, HS.PS2.1, HS.PS2.3, HS.PS2.4, HS.PS3.1, HS.PS3.2, DCI - ETS1.A, DCI - ESS1.B, DCI - ESS3.C, DCI - ETS1.B, DCI - ETS1.C, DCI - PS2.A, DCI - PS2.B, DCI - PS3.A, DCI - PS3.B, DCI - PS3.C

Tech Lit: 1.9-12.J, 10.9-12.K, 11.9-12.N, 11.9-12.O, 11.9-12.P, 11.9-12.Q, 11.9-12.R, 12.9-12.L, 12.9-12.P, 13.9-12.K, 16.9-12.J, 17.9-12.N, 17.9-12.P, 17.9-12.Q, 2.9-12.AA, 2.9-12.BB, 2.9-12.W, 2.9-12.X, 2.9-12.Z, 3.9-12.J, 4.9-12.I, 4.9-12.J, 6.9-12.I, 7.9-12.G, 7.9-12.I, 7.9-12.L, 7.9-12.M, 8.9-12.H, 8.9-12.I, 8.9-12.J, 8.9-12.K, 9.9-12.I, 9.9-12.J, 9.9-12.K, 9.9-12.L

CTE Anchor Standards: 1.0, 5.0, 5.1, 5.2, 5.3, 5.4, 6.0, 6.1, 6.3, 6.4, 6.6, 7.0, 7.2, 7.3, 7.4, 7.5, 7.7, 7.8, 8.0, 8.1, 8.2, 8.7, 9.0, 9.1, 9.2, 9.5, 9.7, 10.0, 10.1, 10.2, 10.3, 11.0, 11.1, 11.2, 11.5

EA: B4.0, B4.1, B4.2, B4.3, B4.4, B5.0, B5.1, B5.2, B5.4, B5.5, B6.0, B6.1, B6.2, B6.3, B6.4, B6.5, B6.6, B6.7, B7.0, B7.1, B7.2, B7.3, B7.4, B7.5, B7.6

- Measuring Rocket Engine Thrust:
  - Rocket thrust can be measured using a simple device.
  - Calibration of a thrust measurement device can provide accurate data.
  - Thrust vs. time data can be acquired using a strip chart recorder.
  - Rocket thrust must be controlled to reduce the damaging effects of traveling through dense atmosphere.
- Model Rocket Trajectory:
  - Parts of a model rocket and parts of a model rocket engine have specific function(s) during a rocket's flight.
  - The forces of weight, thrust, drag, and lift interact differently on a rocket in flight than on an aircraft in flight.
  - Newton's three laws of motion (inertia, F = ma, and action-reaction) can be used to describe and predict events during each phase of a rocket launch.
  - Rocket design features are interrelated and determine how well a rocket will perform during powered flight.
  - The maximum velocity and maximum acceleration of a rocket during flight can be calculated mathematically given model rocket and engine performance data.
  - A rocket's maximum altitude can be calculated by using indirect measurement.
- Rocket Camera:
  - The Internet and the library are useful tools for conducting research.
  - Aerial photography has many applications.
  - Using the scientific method to design a project to answer a research question is an important skill to conducting a scientific/engineering investigation.
  - Formulating a research question based on research, gathering data, analyzing data, and making judgments about experimental data are vital processes for conducting a research project/an investigation.
  - The scale factor of aerial photographs can be used to determine a rocket's altitude, number, and kind of objects in the photograph, and the dimension of objects in the photographs.
  - Aerial photographs can be used to identify, classify, and enumerate objects in the photograph.
  - A rocket's launch angle affects the forces of lift, thrust, weight, and drag.
- Orbital Mechanics:
  - Ellipses are conic sections, and circles are special cases of ellipses.
  - Orbits involve the steady procession of a small mass object around a large mass object. This includes planets processing around the sun, as well as satellites processing around a planet.
  - Objects in orbit are continuously "falling" toward the body about around which they orbit.
  - Orbital elements can be used to fully define a satellite's orbit, allowing the accurate prediction of the precise location of the satellite at a given time.
  - Orbital mechanics provides a means for describing orbital behavior of bodies.

Unit 5: Space Life Sciences

NGSS: HS.ETS1.3, DCI - ETS1.B, DCI - ETS1.C

Tech Lit: 2.9-12.W, 2.9-12.Z, 4.9-12.I, 8.9-12.H, 8.9-12.J, 9.9-12, 17.9-12.M, 17.9-12.P, 17.9-12.Q

CTE Anchor Standards: 1.0, 2.0, 2.5, 3.0, 3.1, 5.0, 5.1, 5.2, 5.3, 5.4, 6.0, 6.1, 6.3, 6.4, 6.6, 7.0, 7.2, 7.3, 7.4, 7.5, 7.7, 7.8, 8.0, 8.1, 8.2, 8.7, 9.0, 9.1, 9.2, 9.5, 9.7, 10.0, 10.1, 10.2, 10.3, 11.0, 11.1, 11.2, 11.5

EA: B4.0, B4.1, B4.2, B4.3, B4.4, B4.5, B6.0, B6.1, B6.2, B6.3, B6.4, B6.5, B6.6, B6.7, B7.0, B7.1, B7.2, B7.3, B7.4, B7.5, B7.6, B9.0, B9.1, B9.2

- Life Support and Environmental Systems
  - Basic physiological needs of the human body when living safely within and outside of Earth's atmosphere are oxygen, pressure, food and water, sleep, gravity, temperature, protective clothing, voiding by bladder and bowel.
  - The environment on earth and in space must be considered when designing solutions to problems in aerospace engineering.
  - Engineers have solved many technological challenges faced when designing solutions for living higher atmospheres and space.
  - The force, mass, and acceleration phenomena or G-forces that astronauts, fighter pilots, and Formula One drivers might experience is because of the rocket, jet, or internal combustion engine that provides the force needed to accelerate them, not gravity.
- Effect of Gravity on the Human Body:
  - Reduced gravity environments can be simulated in a 1-g, Earth-normal, environment.
  - The action of spinning can fool the senses and stimulate the vestibular system in the inner ear.
  - An increase stress-filled environment is physically unique and can affect the ability to perform mental functions.
  - Cooperative and supportive team behaviors result in increased safety and higher quality data.
- Microgravity Drop Tower:
  - Gravity is the weakest force known in nature, yet it holds galaxies and the solar system together.
  - Any object in freefall experiences microgravity conditions, which occur when the object falls toward the Earth with an acceleration equal to that due to gravity alone (approximately 9.8 meters per second squared [m/s2], or 1 g at Earth's surface).
  - Brief periods of microgravity can be achieved on Earth by dropping objects from tall structures.
  - The microgravity environment associated with the space shuttle is a result of the spacecraft being in orbit, which is a state of continuous freefall around the Earth.
  - A microgravity environment gives researchers a unique opportunity to isolate and study the influence of gravity on physical processes, as well as phenomena that are normally masked by gravity and thus difficult, if not impossible, to study on Earth.

Unit 6: Aerospace Materials

NGSS: HS.PS1.3, HS.ETS1.2, HS.ETS1.3, HS.ETS1.4, DCI - ETS1.B, DCI - ETS1.C

Tech Lit: 2.9-12.W, 2.9-12.Z, 2.9-12.AA, 2.9-12.BB, 4.9-12.I, 8.9-12.H, 8.9-12.J, 9.9-12.L, 11.9-12.N, 11.9-12.O, 11.9-12.P, 11.9-12.Q, 11.9-12.R, 12.9-12.L, 12.9-12.P, 13.9-12.J, 17.9-12.N, 17.9-12.P, 17.9-12.Q 19.9-12.M, 19.9-12.Q

CTE Anchor Standards: 1.0, 2.0, 2.5, 3.0, 3.1, 5.0, 5.1, 5.2, 5.3, 5.4, 6.0, 6.1, 6.3, 6.4, 6.6, 7.0, 7.2, 7.3, 7.4, 7.5, 7.7, 7.8, 8.0, 8.1, 8.2, 8.7, 9.0, 9.1, 9.2, 9.5, 9.7, 10.0, 10.1, 10.2, 10.3, 11.0, 11.1, 11.2, 11.5

EA: B4.0, B4.1, B4.2, B4.3, B4.4, B4.5, B5.0, B5.1, B5.2, B5.3, B5.4, B5.5, B6.0, B6.1, B6.2, B6.3, B6.4, B6.5, B6.6, B6.7, B7.0, B7.1, B7.2, B7.3, B7.4, B7.5, B7.6, B8.0, B8.1, B8.2, B8.3, B8.4, B8.5, B8.6, B9.0, B9.1, B9.2

- Composites Fabrication and Testing:
  - Multiple layers of any material are stronger than a single layer of that material.
  - Composite materials are fabricated by molding together layers of reinforced fabric, such as often glass or carbon fiber with a plastic matrix, such as epoxy.
  - Composite materials are used in the aerospace industry because they have excellent strength to weight ratios, which means they are able to carry large loads with a lighter structure.
  - The strength and stiffness of composite materials can be significantly increased by altering the distance

between adjacent sheets using a core material to create a sandwich construction.
  - Material performance is sometimes assessed by comparing strength to weight ratios.
  - A deflection test can be used to accurately determine the modulus of elasticity of a composite plastic sample.
  - A deflection test can be used to indicate the stiffness of various composite plastic samples.
- Thermal Protection Systems for Space Vehicles:
  - An understanding of the physics of space vehicle re-entry into the atmosphere is important for designing thermal protection systems.
  - Knowledge of material properties and testing is essential when trying to protect a space vehicle.
  - Heat transfer is a process that creates high temperatures in a space vehicle.
  - Energy is dissipated and converted into heat during a space vehicle re-entry.
  - Thermal Protection Systems (TPS) consist of various materials and coatings that are designed to protect a space vehicle.

Unit 7: Systems Engineering

NGSS: HS.PS2.1, HS.PS2.3, HS.PS3.1, HS.PS3.3, HS.PS4.2, HS.ESS3.4, HS.ETS1.2, HS.ETS1.3, HS.ETS1.4, DCI - PS2.A, DCI - PS3.A, DCI - PS3.B, DCI - PS3.D, DCI - ETS1.A, DCI - ETS1.B, DCI - ETS1.C, DCI - ESS2.D, DCI - ESS3.C

Tech Lit: 2.9-12.AA, 2.9-12.BB, 2.9-12.FF, 2.9-12.W, 2.9-12.X, 2.9-12.Y,2.9-12.Z, 4.9-12.I, 8.9-12.H, 8.9-12.I, 8.9-12.J, 8.9-12.K, 9.9-12.I, 9.9-12.J, 9.9-12.K, 9.9-12.L, 11.9-12.N, 11.9-12.O, 11.9-12.P, 11.9-12.Q, 11.9-12.R, 12.9-12.L, 12.9-12.M, 12.9-12.N, 12.9-12.O, 12.9-12.P, 13.9-12.J, 13.9-12.K, 17.9-12.L, 17.9-12.M, 17.9-12.N, 17.9-12.P, 17.9-12.Q, 18-9-12.M

CTE Anchor Standards: 1.0, 2.0, 2.5, 3.0, 3.1, 5.0, 5.1, 5.2, 5.3, 5.4, 6.0, 6.1, 6.3, 6.4, 6.6, 7.0, 7.2, 7.3, 7.4, 7.5, 7.7, 7.8, 8.0, 8.1, 8.2, 8.7, 9.0, 9.1, 9.2, 9.5, 9.7, 10.0, 10.1, 10.2, 10.3, 11.0, 11.1, 11.2, 11.5

EA: B4.0, B4.1, B4.2, B4.3, B4.4, B4.5, B5.0, B5.1, B5.2, B5.3, B5.4, B5.5, B6.0, B6.1, B6.2, B6.3, B6.4, B6.5, B6.6, B6.7, B7.0, B7.1, B7.2, B7.3, B7.4, B7.5, B7.6, B8.0, B8.1, B8.2, B8.3, B8.4, B8.5, B8.6, B9.0, B9.1, B9.2, B10.0, B10.1, B10.2, B10.3

- Intelligent Vehicles:
  - The two incentives for building robots are social, replacing humans in undesirable or dangerous jobs, and economic, reducing the cost of manufacturing while improving its quality.
  - Interactive systems are used in complicated arenas, such as science exploration.
  - Electronic data communication allows information to be transferred from human to human, human to machine, machine to human, and machine-to-machine.
  - The determination of the pH (potential of Hydrogen) of an unknown substance or substances aids in identifying the substance.
  - Robotic devices must be designed to perform effectively in the environment in which they will be used.
  - Robotic devices are composed of mechanical, electrical, and computer based systems that can be programmed to make decisions and control actions based upon sensor readings.
  - The fundamental challenge when working in robotics is deciding what motions the robot should perform in order to achieve a goal.

<u>Next Generation Science Standards</u>

HS-ESS3-4 Earth and Human Activity**:** Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.

HS-ETS1-1 Engineering Design: 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 Engineering Design: 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 Engineering Design: 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-PS1-3 Matter and its Interactions: 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-PS2-3 Motion and Stability: Forces and Interactions: Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.
DCI-ETS1.A: Defining and Delimiting an Engineering Problem
DCI-ETS1.B: Developing Possible Solutions
DCI-ETS1.C: Optimizing the Design Solution
DCI-ESS1.B: Earth and the Solar System
DCI-ESS1.C: The History of Planet Earth

Standards for Technological Literacy

2.9-12: Students will develop an understanding of the core concepts of technology.
- 2.9-12 W: Systems thinking applies logic and creativity with appropriate compromises in complex real-life problems.
- 2.9-12 X: Systems, which are the building blocks of technology, are embedded within larger technological, social, and environmental systems for example, a food processor is a system made up of components and subsystems.
- 2.9-12 Z: selecting resources involves trade-offs between competing values, such as availability, cost, desirability, and waste.
- 2.9-12 AA: requirements involve the identification of the criteria and constraints of a product or system and the determination of how they affect the final design and development.
- 2.9-12 BB: optimization is an ongoing process or methodology of redesigning or making a product and is dependent on criteria and constraints.

3.9-19: Students will develop an understanding of relationships among technologies and the connections between technology and other fields of study.
- 3.9-12 J: technological process promotes the advancement of science and mathematics.

4.9-12: Students will develop an understanding of the cultural, social, economic, and political effects of technology.
- 4.9-12 I: making decisions about the use of technology evolves win the trade-offs between the positive and negative effects.
- 4.9-12 J: ethical considerations are important in the development, selection, and use of technologies.

6.9-12: Students will develop an understanding of the role of society in the development and use of technology.
- 6.9-12.I: The decision whether to develop the technology is influenced by societal opinions and downs, in addition to corporate cultures.

7.9-12: Students will develop an understanding of the influence of technology on history.

- 7.9-12 G: most technological development has been evolutionary, the result of a series of refinements to a basic invention.
- 7.9-12 I: throughout history, technology has been a powerful force in reshaping the social, cultural, political, and

economic landscape.

8.9-12: Students will develop an understanding of the attributes of design.
- 8.9-12 H: The design process includes defining a problem, brainstorming, research and generating ideas, identifying criteria and specify constraints, exploring possibilities, selecting an approach, developing a design proposal, making a model or prototype, testing and evaluating the design using specifications, refine the design, creating or making it, and communicating processes and results.
- 8.9-12 I: Design problems are seldom presented in a clearly defined form.
- 8.9-12 J: The design needs to be continually checked and critiqued, and the ideas of the design must be redefined and improved.
- 8.9-12 K: Requirements of a design, such as criteria, constraints, and efficiency, sometimes compete with each other.

9.9-12: Students will develop an understanding of engineering design.
- 9.9-12 I: Established design principles are used to evaluate existing designs, to collect data, and to guide the design process.
- 9.9-12 J: Engineering design is influenced by personal characteristics, and the ability to visualize and think abstractly.
- 9.9-12 K: A prototype is a working model used to text a design concept by making actual observations and necessary adjustments.
- 9.9-12 L: The process of engineering design takes into account a number of factors.

10.9-12: Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.
- 10.9-12.K: Not all problems are technological, and not every problem can be solved using technology.

11.9-12: Students will develop abilities to apply the design process.
- 11.9-12 N: Identify criteria and constraints and determine how these will affect the design process.
- 11.9-12 O: Refine a design by using prototypes and modeling to ensure quality, efficiency, and productivity of the final product.
- 11.9-12 P: Evaluate the design solution using conceptual, physical, and mathematical models at various intervals of the design process in order to check for proper design and to note areas where improvements are needed.
- 11.9-12 Q: Develop and produce a product or system using a design process.
- 11.9-12 R: Evaluate final solutions and communicate observation, processes, and results of the entire design process, using verbal. Graphic, quantitative, virtual, and written means, in addition to three-dimensional models.

12.9-12: Students will develop the abilities to use and maintain technological products and systems.
- 12.9-12.L: Document processes and procedures and communicate them to different audiences using appropriate oral and written techniques.

13.9-12: Students will develop the abilities to assess the impact of products and systems.
- 13.9-12.K; Synthesize data, analyze trends, and draw conclusions regarding the effect of technology on the individual, society, and the environment.

17.9-12: Students will develop an understanding of and be able to select and use information and communication technologies.
- 17.9-12 N: Information and communication systems can be used to inform, persuade, entertain, control,

manage, and educate.

17.9-12 P: There are many ways to communicate information, such as graphic and electronic means.

17.9-12 Q: Technological knowledge and processes are communicated using symbols, measurement, conventions, icons, graphic imaged, and languages that incorporate a variety of visual, auditory, and tactile stimuli.

19.9-12: Students will develop an understanding of and be able to select and use manufacturing technologies.

CTE Anchor Standards

1.0 Academics: Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Engineering and Architecture academic alignment matrix for identification of standards.

2.0 Communications: Acquire and accurately use Engineering and Architecture sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

2.4 Demonstrate elements of written and electronic communication, such as accurate spelling, grammar, and format.

2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

3.0 Career Planning and Management: Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)

3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.

3.3 Explore how information and communication technologies are used in career planning and decision making.

3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.

4.0 Technology: Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Engineering and Architecture sector workplace environment.

4.1 Use electronic reference materials to gather information and produce products and services.

4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.

4.5 Research past, present, and projected technological advances as they impact a particular Pathway.

5.0 Problem Solving and Critical Thinking: Conduct short, as well as more sustained, research projects to create alternative solutions to answer a question or solve a problem unique to the Engineering and Architecture sector using critical and creative thinking; logical reasoning, analysis, inquiry, and problem-solving techniques.

5.1 Identify and ask significant questions that clarify various points of view to solve problems.

5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.

5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.

5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

6.0 Health and Safety: Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Engineering and Architecture sector workplace environment.
- 6.1 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.
- 6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.
- 6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.
- 6.6 Maintain a safe and healthful working environment.

7.0 Responsibility and Flexibility: Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Engineering and Architecture sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)
- 7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to changing and varied roles and responsibilities.
- 7.4 Practice time management and efficiency to fulfill responsibilities.
- 7.5 Apply high-quality techniques to product or presentation design and development.
- 7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.
- 7.8 Explore issues of global significance and document the impact on the Engineering and Architecture sector.

8.0 Ethics and Legal Responsibilities: Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.
- 8.1 Access, analyze, and implement quality assurance standards of practice.
- 8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Engineering and Architecture industry sector.
- 8.7 Conform to rules and regulations regarding sharing of confidential information, as determined by Engineering and Architecture sector laws and practices.

9.0 Leadership and Teamwork: Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the SkillsUSA career technical student organization.
- 9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
- 9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills, as applied in groups, teams, and career technical student organization activities.
- 9.5 Understand that the modern world is an international community and requires an expanded global view.
- 9.7 Participate in interactive teamwork to solve real Engineering and Architecture sector issues and problems.

10.0 Technical Knowledge and Skills: Apply essential technical knowledge and skills common to all pathways in the Engineering and Architecture sector, following procedures when carrying out experiments or performing technical tasks.
- 10.1 Interpret and explain terminology and practices specific to the Engineering and Architecture sector.
- 10.2 Comply with the rules, regulations, and expectations of all aspects of the Engineering and Architecture sector.
- 10.3 Construct projects and products specific to the Engineering and Architecture sector requirements and expectations.
- 10.4 Collaborate with industry experts for specific technical knowledge and skills.

11.0 Demonstration and Application: Demonstrate and apply the knowledge and skills contained in the Engineering and Architecture anchor standards, pathway standards, and performance indicators in classroom, laboratory and

workplace settings, and through the SkillsUSA career technical student organization.

11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Engineering and Architecture sector program of study.

11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.

11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

Engineering and Architecture Pathway Standards

Engineering Technology Pathway

B4.0 Understand the concepts of physics that are fundamental to engineering technology.

B4.1 Describe newton's laws and how they affect and define the movement of objects.

B4.2 Explain how the laws of conservation of energy and momentum provide a way to predict and describe the movement of objects.

B4.3 Compare the effects and applications of heat transfer and thermal dynamic processes.

B4.4 Explore the fundamentals and properties of waveforms and how waveforms may be used to carry energy.

B4.5 Analyze how electric and magnetic phenomena are related and know common practical applications.

B5.0 Understand how the principles of force, work, rate, power, energy, and resistance relate to mechanical, electrical, fluid, and thermal engineering systems.

B5.1 Differentiate between scalars and vectors.

B5.2 Solve problems by using the concept of vectoring to predict resultants.

B5.3 Compare and explore the six simple machines and their applications.

B5.4 Evaluate how energy is transferred and predict the effects of resistance in mechanical, electrical, fluid, and thermal systems.

B5.5 Formulate and solve problems by using the appropriate units applied in mechanical, electrical, fluid, and thermal engineering systems.

B6.0 Employ the design process to solve analysis and design problems.

B6.1 Understand the steps in the design process.

B6.2 Determine what information and principles are relevant to a problem and its analysis.

B6.3 Choose between alternate solutions in solving a problem and be able to justify the choices made in determining a solution.

B6.4 Translate word problems into mathematical statements when appropriate.

B6.5 Demonstrate the process of developing multiple details, within design constraints, into a single solution.

B6.6 Construct a prototype from plans and test it.

B6.7 Evaluate and redesign a prototype on the basis of collected test data.

B7.0 Understand industrial engineering processes, including the use of tools and equipment, methods of measurement, and quality assurance.

B7.1 Know the structure and processes of a quality assurance cycle.

B7.2 Describe the major manufacturing processes.

B7.3 Use tools, fasteners, and joining systems employed in selected engineering processes.

B7.4 Estimate and measure the size of objects in both Standard International and United States units.

B7.5 Apply appropriate geometric dimensioning and tolerancing (GD&T) practices.
B7.6 Calibrate precision measurement tools and instruments to measure objects.

B8.0 Understand fundamental control system design and develop systems that complete preprogrammed tasks.
B8.1 Identify the elements and processes necessary to develop a controlled system that performs a task.
B8.2 Demonstrate the use of sensors for data collection and process correction in controlled systems.
B8.3 Perform tests, collect data, analyze relationships, and display data in a simulated or modeled system using appropriate tools and technology.
B8.4 Program a computing device to control systems or process.
B8.5 Use motors, solenoids, and similar devices as output mechanisms in controlled systems.
B8.6 Assemble input, processing, and output devices to create controlled systems capable of accurately completing a preprogrammed task.

B9.0 Understand the fundamentals of systems and market influences on products as they are developed and released to production.
B9.1 Understand the process of product development.
B9.2 Understand decision matrices and the use of graphic tools in illustrating the development of a product and the processes involved.

B10.0 Design and construct a culminating project effectively using engineering technology.
B10.1 Use methods and techniques for employing all engineering technology equipment appropriately.
B10.2 Apply conventional engineering technology processes and procedures accurately, appropriately, and safely.
B10.3 Apply the concepts of engineering technology to the tools, equipment, projects, and procedures of the engineering technology pathway.

3. Key Assignments:

Lesson 1.1

It is expected that students will:

- Identify the various vehicles used for human flight.
- Identify and explain the function of the main components of an airplane.
- Identify and explain the forces acting on an airplane.
- Evaluate and compare the effects of design changes on the performance of an airplane.
- Experience the flight characteristics of an airplane through the use of a flight simulator.

Lesson 2.1

It is expected that students will:

- Identify the various forces acting on an airplane in flight.
- Identify the various factors that affect the lift and drag forces generated by an airfoil.
- Define the technical terms used to describe the geometry and performance of an airfoil.
- Analyze using a computer simulation tool the performance of an airfoil design.
- Evaluate and compare using a computer simulation several airfoil designs.
- Apply their knowledge of aerodynamics to design an airfoil that meets specifications.

Lesson 2.2

It is expected that students will:

- Extract geometric data from the FoilSim applet.
- Use a spreadsheet application to scale the geometric data points extracted from FoilSim to define an airfoil with a given chord length.
- Use modeling software to design templates to be used for accurately cutting airfoil shapes from a foam core.
- Use appropriate tools and machines to safely and accurately construct an airfoil to be tested in a wind tunnel.

- Evaluate different types of readily available foam products to determine the advantages and disadvantages of each in the construction of airfoil shapes.

Lesson 2.3

It is expected that students will:

- Identify the various components of a wind tunnel.
- Identify the various instruments used to measure the lift and drag forces generated by an airfoil.
- Synthesize a test plan to measure the performance of an airfoil.
- Measure the performance of an airfoil using lab equipment.
- Analyze the performance data gathered during testing.
- Evaluate and compare several performance characteristics of the airfoil.
- Communicate their test results through a technical report and a presentation to the class.

Lesson 2.4

It is expected that students will:

- Learn about Newton's Three Laws of Motion and how they relate to propulsion.
- Research and investigate propulsion and propulsion systems.
- Identify the four main propulsion systems and the parts of an engine.
- Conduct a propulsion systems analysis with calculations and graphs of data of various types of airplanes and propulsion systems.
- Design an engine and test the design using Engine Simulation software.
- Optional: Design, construct, and launch a water bottle rocket and make predictions of the rocket's altitude.
- Calculate the average altitude and relate Newton's Three Laws of Motion to the height the rocket achieved.

Lesson 3.1

It is expected that students will:

- Describe the requirements for a glider to remain stable in flight.
- Utilize software to layout a glider that complies with characteristics provided by the instructor.
- Design a glider for maximum flight distance.
- Construct a glider that accurately represents their design.
- Summarize test data to identify the best glider design.
- Write a proposal for "phase two" funding for a revised glider design.

Lesson 3.2

It is expected that students will:

- Gain a familiarity with the evolving technology of aerial navigation.
- Use a GPS unit to measure the location of objects.
- Summarize GPS data and create a navigational chart.
- Plan a multi-segment flight through a simulated airspace.
- Compare the ease of maintaining situational awareness using textual versus visual information when completing a "flight" through a simulated airspace.
- Explore the enhancements of the Wide Area Augmentation System (WAAS), Local Area Augmentation Systems (L.A.A.S.), and Synthetic Vision systems to the Global Positioning System.

Lesson 4.1

It is expected that students will:

- Design and build a rocket engine thrust testing device.
- Test the thrust of a model rocket engine.

- Modify the test to provide thrust vs. time data.

Lesson 4.2

It is expected that students will:

- Define the terms and concepts of the design, flight, and forces on a model rocket and be able to explain how they interaction.
- Investigate how changes in various design characteristics of a model rocket will affect the model rocket's flight performance.
- Work as an engineering team to construct a model rocket from a kit, fly it safely, and make predications, observations, and comparisons of flight data.
- Use trigonometry to calculate an estimate for the maximum altitude a model rocket obtains during a launch.
- Calculate a rocket's maximum velocity and maximum acceleration given rocket data and rocket engine performance specifications.

Lesson 4.3

It is expected that students will:

- Use the Internet and the library to conduct research on the importance of aerial photography.
- Demonstrate an understanding of the scientific method by formulating a testable research question, and designing and conducting an aerial photography project/experiment.
- Calculate the scale factor of aerial photographs, and use the scale factor to determine the rocket's altitude when the photography was taken, and determine the length of objects in the photographs using the photograph's scale factor.
- Describe how the launch angle relates to or affects the forces of lift, thrust, weight, and drag.

Lesson 4.4

It is expected that students will:

- Be able to define conic sections.
- Learn about historical figures in orbit theory.
- Observe basic orbit theory through a laboratory exercise.
- Learn about satellite motion and the application of orbit parameters by observing actual earth satellite motion.

Lesson 5.1

It is expected that students will:

- Work cooperatively in a team to design and conduct experiments related to positive g-force.
- Safely conduct experiments and collect data.
- Analyze the results of experiments through careful observation of experiment videotape.
- Synthesize the data and apply experimental conclusions to real-world situations.

Lesson 5.2

It is expected that students will:

- Experience the feeling of vestibular stimulation.
- Acquire data such as pulse rate and response time during stress tests performed in a reduced gravity environment.
- Analyze data and draw conclusions regarding the effects of reduced gravity and vestibular stimulation on the human body.
- Research the effects gravity has on the body both in space and on earth.

Lesson 5.3

It is expected that students will:

- Show and describe the videotape of drop experiment.
- Evaluate the results of the drop experiment with regard to anticipated outcomes.
- Describe recommendations for modifying the experiment.
- Keep a journal, including a daily entry that explains what was done, what needs to be done and their results.

Lesson 6.1

It is expected that students will:

- Mold various composite materials into the standard size 1" x 12" test sample.
- Build a test jig to test each composite sample for deflection.
- Conduct experiments and record data on the deflection of various composite samples using a micrometer and a dial indicator.
- Analyze and graph the results of the deflection experiments.

Lesson 6.2

It is expected that students will:

- Identify the material properties that are necessary for an effective Thermal Protection Systems (TPS).
- Describe the process of a space vehicle re-entry and the temperature extremes that a space vehicle may be subjected to.
- Determine the thermal protection capability of several materials through tests of materials and related research.
- Evaluate and compare the thermal test results of several materials.
- Apply their knowledge of material properties to select the best candidate materials for use in a thermal protection system.

Lesson 7.1

It is expected that students will:

- Design a computer driven system for a robot to perform a series of predetermined functions without having anything impede its progress while successfully delivering a payload to a predetermined location.
- Develop a rubric that will be used to assess the design-build-operate criteria of the robot.
- Design, build, and test an intelligent vehicle that will meet criteria determined by the goals established by the students.

4. Instructional Methods and/or Strategies:

Project Lead the Way APB (Activity, Project, and Problem-based) Instructional Design providing students with unique opportunities to work collaboratively, identify problems, apply what they know, persevere through challenges, find unique solutions, and lead their own learning. Students will be engaged in a variety of activities that balance direct instruction with project work. Students will be expected to apply the concepts and processes learned during direct instruction to their projects. Students will attend lectures, complete labs, become involved with professional mentors, complete real-world projects, and make presentations that demonstrate understanding of design/fabrication concepts and the research process.

Methods of instruction will include:

- Direct instruction (lectures, discussions, readings, and lab activities specific for mastery of content);
- Use of activity, problem, project-based learning with support from professional mentors;
- Development of language arts skills while students complete reports, journals, analyses, and essays;

- Use of educational courseware, interfaced probe ware, scientific instrumentation, and professional software;
- Use of a variety of instructional materials and resources including electronic media, handbooks, professional journals, reference materials, and textbooks;
- Self-directed, cooperative, and collaborative learning opportunities to increase responsibility of students for their own learning;
- Use of student presentations, exhibits, and competitions;
- Embedded assessments as a learning tool;
- Differentiated instruction for exceptional students; and
- Activities which promote scientific knowledge and adaptation of technology

5. Assessment Including Methods and/or Tools:

- Project-based assessments using PLTW APB rubrics
- A computer-based End of Course (EOC) exam delivered online
- PLTW LMS system supports delivery of curriculum and assessments

The evaluation of student progress and evaluation will be based on the following criteria outlined in Board Policy:

- Assessments: 60-75% of the final grade
- Assignments and class discussions: 25-40% of the final grade

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Our Motto:
Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: May 17, 2018

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Grace Park, Ed.D., Assistant Superintendent, Curriculum, Instruction, Innovation, and Support
Julian Rodriguez, Ed.D., Director, Secondary Curriculum and Instruction

SUBJECT: **NEW COURSE: HOSPITALITY CONSUMER ECONOMICS**

==========

BACKGROUND

The Chino Valley Unified School District routinely revises curriculum guides and develops new courses in accordance with State Content Standards, State Frameworks, and student need. Accordingly, the revision and development of curriculum guides are the results of a collaborative effort of teachers in the related academic areas.

Hospitality Consumer Economics is a course that incorporates 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 and hospitality business context are the basic economic principals of micro and macroeconomics, international economics, comparative economic systems, methods and measurements. This course is aligned to the California Career and Technical Education Standards and fulfills the capstone level course in Hospitality, Tourism and Recreation Pathway. This item was presented to the Board of Education on May 3, 2018, as information.

This course was presented to the Curriculum Council and A.C.T. has been consulted.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve the new course Hospitality Consumer Economics.

FISCAL IMPACT

None.

WMJ:GP:JR:lar

Chino Valley Unified School District
High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Dr., Chino, CA 91710 Phone: (909) 628-1201 Web Site: chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum Position/Title: Director of Secondary Curriculum Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	Hospitality Consumer Economics
2. Transcript Title/Abbreviation:	Hosp Cons Econ
3. Transcript Course Code/Number:	
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	Meets the UC/CSU "g" General Elective requirement/History Social Studies
6. Grade level(s):	11-12
7. Unit Value:	5 credits per semester/10 credits total
8. Course previously approved by UC:	No
9. Course classified as a Career Technical Education course:	Yes
10. Course modeled after an UC-approved course:	No
11. Repeatable for credit:	No
12. Date of Board Approval:	

13. Brief Course Description:
Hospitality Consumer Economics is designed so students can 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 and hospitality business context are the basic economic principals of micro and macroeconomics, international economics, comparative economic systems, measurements, and methods.

14. Prerequisites:	Introduction to Business Hospitality and Tourism

15. Context for Course:
Students will acquire a strong foundation of entrepreneurship at a professional level and to prepare students for university coursework or a career path in business or hospitality. This course is designed to integrate core academic content with project-based learning opportunities to deepen the students' knowledge and create opportunities for meaningful learning that includes critical thinking, collaboration, communication and creativity. In addition, the competencies in this course are aligned with the Common Core State Standards and the California Career Technical Education Model Curriculum Standards.

16**. History of Course Development**:
This course was developed for the Business Hospitality and Tourism Academy. The course was developed so students can meet their economic credit while exploring the business world of the hospitality industry.

17. Textbooks:	Prentice Hall Economics: Principles in Action. Pearson Prentice Hall, 2007. Foundations of Restaurant Management & Culinary Arts. Prentice Hall, 2011.
18. Supplemental Instructional Materials:	Foundations of Restaurant Management & Culinary Arts Level 1, 2nd Edition. Prentice Hall, 2011.

	Cook, Roy A, et al. *Tourism: The Business of Hospitality and Travel*. 2014.

C. COURSE CONTENT

Course Purpose:

Hospitality Economics is a comprehensive course that emphasizes the basic principles of economics and the fundamental operations of economic structures in a business environment. The course explores the fundamental economic and business ownership concepts and terms, microeconomics and macroeconomics and their relationship to small businesses.

Owning a business and the implementation of a business plan, economic systems, measurement of economic performance, management of human resources, the importance of the international economy, and marketing and promotional concepts will be the key focus of this course. The course focuses on developing critical thinking and economic decision-making skills. Furthermore, students grow in making application to real-world predictable and unpredictable situations. Through exposure to this study of small business, economic reasoning, and careers in our global economy, students further analyze their strengths and develop their own career portfolios. As a result, students gain a confident advantage for future endeavors including entry to college.

This course is designed for the California Career and Technical Education **Hospitality, Tourism and Recreation (HTR) sector**. This course is aligned to the California Career and Technical Education Standards: **Hospitality, Tourism and Recreation Pathway** and is designed to be an **Completer/Capstone level course**.

2. Course Outline:

Standard 1-Understand common economic terms and concepts and economic reasoning.

ANCHOR STANDARDS: 1.0, 2.0. 5.0, 10.0,
California Economic Standards: 12.1.1, 12.1.2, 12.1.3
HTR: C8.2, C8.3

- Examine the causal relationship between scarcity and the need for choices.
- Explain opportunity cost and marginal benefit and cost.
- Identify the difference between monetary and nonmonetary incentives and how changes in incentives cause changes in behavior.
- Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.
- Analyze the role of a market economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith).

Standard 2-Analyze the elements of America's market economy in a global setting.

ANCHOR STANDARDS: 1.0, 4.0, 5.0,
California Economics Standards: 12.2.1, 12.2.2, 12.2.3
HTR: C1.0, C1.2, C1.4

- Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.
- Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of products.
- Explain the roles of property rights, competition, and profit in a market economy.
- Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.
- Understand the process by which competition among buyers and sellers determines a market price.
- Describe the effect of price controls on buyers and sellers.
- Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.

- Explain the role of profit as the incentive to entrepreneurs in a market economy.
- Describe the functions of the financial markets.
- Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.

Standard 3-Analyze the influence of the federal government on the American economy.
ANCHOR STANDARDS: 7.0, 8.0, 9.0
California Economic Standards: 12.3.1, 12.3.2, 12.3.3, 12.3.4
HTR: C1.2, C1.3, C11.6, C12.6

- Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers' rights.
- Identify the factors that may cause the costs of government actions to outweigh the benefits.
- Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels.
- Understand the aims and tools of monetary policy and their influence on economic activity (e.g., the Federal Reserve).

Standard 4-Analyze the elements of the U.S. labor market in a global setting.
ANCHOR STANDARDS: 5.0, 10.0
California Economic Standards:12.4.1, 12.4.2, 12.4.3, 12.4.4
HTR: C2.1, C2.2, C1.3, C2.3

- Understand the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the minimum wage, and unemployment insurance.
- Describe the current economy and labor market, including the types of goods and services produced, the types of skills workers need, the effects of rapid technological change, and the impact of international competition.
- Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.
- Explain the effects of international mobility of capital and labor on the U.S. economy.

Standard 5-Analyze the aggregate economic behavior of the U.S. economy.
ANCHOR STANDARDS: 2.0, 4.0, 7.0
California Economic Standards: 12.5.1, 12.5.2, 12.5.3
HTR: C2.5
Distinguish between nominal and real data.

- Define, calculate, and explain the significance of an unemployment rate, the number of new jobs created monthly, an inflation or deflation rate, and a rate of economic growth.
- Distinguish between short-term and long-term interest rates and explain their relative significance.

Standard 6-Categorize issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States' borders.
ANCHOR STANDARDS: 1.0, 2.0, 8.0, 10.0
California economic Standards 12.6.1, 12.6.2, 12.6.3

- Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere.

- Compare the reasons for and the effects of trade restrictions during the Great Depression compared with present-day arguments among labor, business, and political leaders over the effects of free trade on the economic and social interests of various groups of Americans.
- Understand the changing role of international political borders and territorial sovereignty in a global economy.
- Explain foreign exchange, the way exchange rates are determined, and the effects of the dollar's gaining (or losing) value relative to other currencies.

Standard 7-Understand and apply the basics of food preparation in food service establishments across the hospitality industry which include regional and global cuisines.
ANCHOR STANDARDS: 4.0, 5.0, 7.0, 9.0
HTR: C8.1, C1.2 C11.2, C11.4

- Understand qualities and properties of food items and ingredients used in food preparation.
- Incorporate, maintain, and store the tools, utensils, equipment, and appliances appropriate for preparing a variety of food items.
- Comprehend the principles of mise en place, including the placement and order of use of ingredients, tools, and supplies.
- Prepare food by using the correct techniques and procedures specified in recipes and formulas.
- Incorporate plating techniques, including accurate portioning and aesthetic presentation skills.

Standard 8-Recognize and apply the basic processes of financial analysis and business practices to successfully operate a hospitality business.
ANCHOR STANDARDS: 3.0, 5.0, 9.0, 10.0
HTR: C1.2, C1.4, C5.6

- Understand the importance and structure of standardized systems used in the hospitality industry.
- Explore the components of a profit-and loss statement.
- Calculate costs and pricing to cover theoretical cost.
- Understand the customer's perception of value and its relationship to profit and loss.
- Explore personal financial literacy.

Standard 9 -Emphasize the fundamentals of successful sales and marketing methods.
ANCHOR STANDARDS: 3.0, 4.0, 5.0, 9.0, 10.0
HTR: C4.1, C4.2, C4.3, C4.5

- Identify basic marketing principles for maximizing revenue based on supply and demand.
- Know the major market segments of the industry and understand how marketing principles and procedures can be applied to target audiences.
- Understand the various types of entrepreneurial opportunities in the hospitality industry.
- Analyze marketing strategies, including promotional selling and upgrading, and their effect on profits.
- Know methods to develop and maintain long-term customer relations.

Standard 10-Comprehend and practice common business practices which encourage profitability and cost controls in all areas of the Hospitality Industry.
ANCHOR STANDARDS: 1.0, 2.0, 3.0, 5.0, 9.0,
HTR: C6.1, C6.2, C6.3, C6.4

- Identify the types of cost incurred in the hospitality business.
- Explain the purpose of a budget.
- Illustrate the importance of standard labor cost to a business's success.
- List factors that affect labor cost.

- Construct the components and factors to consider when developing labor schedules.
- Outline purchasing, receiving and storage procedures.
- Categorize dollar value of inventory.
- Generate various methods of inventory pricing.

CTE Anchor Standards

1.0 Academics: Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Hospitality, Tourism, and Recreation academic alignment matrix for identification of standards.

2.0 Communications: Acquire and accurately use Hospitality, Tourism, and Recreation sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management: Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology: Use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the Hospitality, Tourism, and Recreation sector workplace environment.

5.0 Problem Solving and Critical Thinking: Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Hospitality, Tourism, and Recreation, using critical and creative thinking; logical reasoning, analysis, inquiry, and problem-solving techniques.

7.0 Responsibility and Flexibility: Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Hospitality, Tourism, and Recreation sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities: Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork: Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the career technical student organization (FCCLA).

10.0 Technical Knowledge and Skills: Apply essential technical knowledge and skills common to all pathways in the Hospitality, Tourism, and Recreation sector, following procedures when carrying out experiments or performing technical tasks.

Hospitality, Tourism, and Recreation CTE Standards
Hospitality, Tourism, and Recreation

C1.0 Demonstrate an understanding of the major aspects of the hospitality, tourism, and recreation industry (i.e. lodging, travel, and tourism; event planning; theme parks, attractions, and exhibitions; and recreation) and the industry's role in local, state, national, and global economies.

C1.1 Define and compare core elements of the hospitality, tourism, and recreation industry from those of various supporting industries.

C1.2 Analyze the working conditions of various careers in the hospitality, tourism, and recreation industry.
C1.3 Analyze the impact and contributions of various segments of the industry on local, state, national, and international economies and cultures, and the environment.
C1.4 Compare and contrast the relationship between industry trends and local, state, national, and international economic trends.

C2.0 Analyze the basic elements of workforce and organizational management, including the roles and responsibilities of effective management and employees in the industry.
C2.1 Interpret how the mission and goals of a business affect operations in the hospitality, tourism, and recreation industry.
C2.2 Understand the importance of specific human resource practices and procedures that address workplace diversity, harassment, personal safety, and discrimination.
C2.3 Explain common safety, security, and emergency policies and procedures used in the hospitality, tourism, and recreation industry to protect guests, visitors, and employees, such as safe work practices and conditions, confidentiality of customer information, control of keys, infectious disease control, first aid procedures, and emergency training.
C2.4 Analyze the relationship of management techniques and appropriate business procedures, such as spreadsheets for payroll and inventories, tools for budgeting, recordkeeping, and corresponding to key outcomes: profitability, productivity, positive work environment, consumer and client satisfaction, business growth, business plans, corporate social responsibility, and environmental stewardship.
C2.5 Create a product which explains the impact of main laws and regulations that affect accommodations and practices, including the requirements of the California Occupational Safety and Health Administration and the Americans with Disabilities Act, wage and hour laws, tenant status, and accommodation of minors.

C4.0 Describe the fundamentals of successful sales and marketing methods.
C4.1 Recognize ways of developing and maintaining long-term guest relationships.
C4.2 Identify the major market segments of the hospitality, tourism, and recreation industry.
C4.3 Understand basic marketing principles for maximizing revenue based on supply and demand and competition.
C4.4 Understand the value of advertising, public relations, social networking, and community involvement.
C4.5 Analyze marketing strategies, including promotional selling and upgrading, and their effect on profits.

C5.0 Demonstrate an understanding of the basics of systems operations and the importance of maintaining facilities, equipment, tools, and supplies.
C5.6 Understand how essential departments in a hospitality, tourism, and recreation business contribute to economic success.

C6.0 Implement procedures for common types of financial transactions.
C6.1 Apply procedures for handling cash transactions, such as balancing cash, handling cash control, converting currency, and identifying counterfeit currency.
C6.2 Apply the procedures for handling noncash transactions: credit cards, debit cards, ATM cards, money orders, personal checks, coupons, discounts, and online transactions.
C6.3 Conduct all financial transactions in an accurate, professional, and ethical manner.
C6.4 Produce a product that identifies and explains the impact of identity theft on the hospitality, tourism, and recreation industry.

C8.0 Interpret the basics of global and domestic physical and cultural geography in relation to the hospitality, tourism, and recreation industry.

C8.1 Understand fundamental ways in which physical geography, culture, and politics, affect local economies and world travel and tourism.

C8.2 Create a product using types of basic information that international travelers need, including physical geography, time zones, International Date Line, rights and responsibilities, laws, insurance, emergency services, and customs.

C11.0 Illustrate the fundamentals of planning events for a diverse clientele.

C11.1 Explain the purposes and target audiences of various venues.

C11.2 Demonstrate the essential procedures for planning, promoting, publicizing, coordinating, and evaluating a program or event.

C11.3 Understand how to establish business relationships with a variety of locations, food suppliers, and other vendors.

C11.4 Demonstrate procedures for setting up facilities, equipment, and supplies.

C11.5 Develop schedules, registration tools, event materials, and programs.

C11.6 Plan special events (e.g., meetings, trade shows, fairs, conferences) based on specific themes, budgets, agendas, space and security needs, and itineraries.

C12.0 Demonstrate an understanding of the value of recreation and the fundamentals of recreational facilities and services.

C12.6 Create a product describing the types of insurance, licenses, and permits needed for the operation and management of various popular outdoor activities.

<u>Principles of American Democracy and Economics Standards</u>

12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.

1. Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the development of American government.
2. Discuss the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville.
3. Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as "self-evident truths."

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.

1. Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).
2. Explain how economic rights are secured and their importance to the individual and to society (e.g., the right to acquire, use, transfer, and dispose of property; right to choose one's work; right to join or not join labor unions; copyright and patent).
3. Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes.

12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.

1. Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.
2. Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.
3. Discuss the historical role of religion and religious diversity.
4. Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.

12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.

1. Discuss Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law.
2. Explain the process through which the Constitution can be amended.
3. Identify their current representatives in the legislative branch of the national government.
4. Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers.

12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.

1. Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the law clauses of the Fourteenth Amendment.
2. Analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts).
3. Evaluate the effects of the Court's interpretations of the Constitution in Marbury v. Madison, McCulloch v. Maryland, and United States v. Nixon, with emphasis on the arguments espoused by each side in these cases.

12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.

1. Analyze the origin, development, and role of political parties, noting those occasional periods in which there was only one major party or were more than two major parties.
2. Discuss the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections.
3. Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding.

3. Key Assignments:

<u>Standard 1</u>

- Students will demonstrate knowledge of the economic problem of scarcity. Students compose an informative essay based upon at least three of the articles. Within the essay, students articulate how each recent news scenario illustrates the economic problem of scarcity. Also, recognizing that various economic, natural, political and behavioral factors contribute to this problem, students conclude by recommending possible alternative outcomes.
- Students will identify the four major supply components that indicate that any tourist area must possess, discuss how the Fodor's Web site addresses each of these areas for the potential tourist.
- Students will analyze official travel and tourism industries webpage and answer the following: What statistical data are available at this Web site that would help a tourism professional determine the demand for travel and tourism?

Standard 2

- Students will prepare an argumentative essay to demonstrate knowledge on how a scenario might affect supply and demand. Students will demonstrate the advantages/disadvantages of economies based in individual choice vs. economies based on social choice. Students will create a model of society in which the economy is owned by the government and differentiate the advantages and pitfalls of such societies. Students will examine various types of economies and formulate a plan to explore a solution that focuses on equity and access.
- Based on currency exchange rate changes, students explore which countries would be less expensive to visit now than 5 years ago. Students will track the exchange rates between US and several other currencies over the past 5-year period and identify three countries that would be economically feasible to visit because of these exchange rates.

Standard 3

- Students will prepare a PowerPoint to demonstrate knowledge of the goals of monetary policy and any conflicts between these goals. Students respond to the following: Which goal should take precedence at any point in time? How might the Federal Reserve find a balance between certain short-run and longer-run objectives? What kind of pressure might arise from the political arena? As students present their case to class, they will provide justification and conclude with explaining how this affects the United States economy.
- Students will interview several business owners in the hospitality industry with prepared questions such as: Which regulations do you favor and why? Which regulations do you oppose and why? Do regulations add to the costs of producing your products or services? Do these regulations raise the prices you charge customers? After these interviews, students demonstrate knowledge of these governmental regulations and prepare a presentation outlining their findings.
- Student will develop a resource list of federal and state government agencies that assist small business owners. The list will identify the importance of regulations on small business operations, Federal Trade Commission, Consumer Product Safety Act, Environmental Protection legislation and Fair Credit Reporting Act. Students formulate through a verbal argument how the specific regulations will enhance or hinder small business ownership and defend their position to the class.

Standard 4

- Students will prepare an essay to demonstrate knowledge of how differing opinions collide in evaluating this statement: “If people are unemployed or poor, it is their own fault.” Within the essay students expound on the following prompts: To what extent are the poor responsible for their own status? To what extent are they the victims of conditions over which they have no control? What can the poor do to help themselves? What additional help, if any, do you think they ought to receive? Who should provide this help? How should the assistance be financed? As students present their case, they back it with justification and conclude with explaining how this affects our economy.
- Students will interview representatives of Labor Unions and Management regarding the role of unions in our economy. After interviewing several representatives from each area, students prepare a presentation in Sway to demonstrate knowledge of these separate roles in our economy as well as make predictions of the future of these roles. Students will create a presentation which will include the following information: In what ways do the labor and management representatives agree? In what ways do they differ? What changes have taken place in labor-management relations in recent years? Why have these changes occurred? Students conclude the presentation with their own opinion of how labor unions affect our economy, make predictions about the future role of the labor unions and justify the reasons for these predictions.
- Students will conduct their own research on our state’s minimum wage law as it compares to the federal minimum wage law. Next, students research their chosen hospitality career and determine how these laws affect this area. Then, students determine if they favor or oppose minimum wage legislation and why. Students

report all their findings and their case along with justifications in an online discussion board where classmates may reply or comment on one another's opinion on the minimum wage laws. The teacher moderates the discussion and provides further focus and considerations as necessary.

Standard 5

- After watching a video related to inflation, the teacher presents a scenario whereby economists are predicting a high rate of inflation now. To demonstrate knowledge of how consumers and the government might respond to this, students prepare a Sway presentation as if they are providing solutions to concerned consumers at a local community group. Using online resources provided in the video and/or specific books on the subject, students evaluate the options for consumers to protect themselves from the effects of rising prices and prescribe solutions that the government and/or Federal Reserve ought to do. Along with this content, visual criteria for the presentation include various forms of multi-media such as graphics, audio, and video related to the inflation.
- Students will recognize the difference between the public sector and the private sector roles in the reduction of unemployment. Students will identify what group(s)benefit the most from being unemployed and why they benefit. Students will evaluate the group(s) and devise a plan to help that specific identified group become more marketable for employment. Students will formulate in their plan the necessary skills needed to be successful.

Standard 6

- Students will identify one region of the world and describe global challenges that entrepreneurs face when conducting trade with those nations. Students will compile a timeline and devise a plan of action to assist the identified region with strategies to improve the said challenges. Students will compile a visual presentation for the class summarizing their process and findings that will include existing market competition and analysis of the travel and tourism service produced by that nation. In addition, students will examine the impact of the globalization of these goods and services have on the culture and environment as a whole.
- Students will work in groups to compare the transition to free market economics in China and Russia. The groups will describe three unique aspects the country's transition. They will determine what will be most successful in the long run and how it will affect the global economy.

Standard 7

- Students will explore current global food trends. From their research, students will develop a concept they will introduce to restaurant customers (their peers). The concept must be authentic, professional, and easy to communicate to their clientele and reflect a flavorful blend of the different cultural influences. Students will provide a list of ingredients, and sources from which to purchase them, and a narrative describing why their chosen ingredients and flavors go together. The final task will have students design, prepare, and deliver a main course that reflects their new cuisine concept that will be subject to customer (peer) review.
- Students will plan, prepare and serve representative meals and will demonstrate proper food preparation and cooking techniques and skills that enhance the flavor, tenderness, and appearance of food items.

Standard 8

- Students will investigate proper business finance, accounting processes, and producing profit. To demonstrate knowledge of how they must similarly manage their personal financial resources, provide for themselves and their potential family, and maintain savings for their future, students prepare and further analyze a personal financial plan. The student will then determine how these ideas can be translate and practiced in the business management position. They will present their finding to the class.
- Students will examine several current successful business model strategies and compile a list of these strategies. Students will recognize and illustrate the importance of close monitoring the results of business

activities, marketing and business ventures. The students will differentiate the results to their peers in a verbal discussion panel. Students will discuss pros and cons of each business model regarding the business venture.

Standard 9

- Working in small groups, students come up with a marketing plan for one of the following types of restaurants quick service, family, or fine dining. All the restaurants are operating in the same type of location a moderately dense middle-income suburb of a big city be sure to follow the five steps as you create the marketing plan for an operation.
- Find a local business in the hospitality industry and ask the following questions. How do local businesses in your area try to engage the community? Discuss with the class the groups finding.
- Students will analyze three tourism supplier's home pages. Which segments do you think each is targeting based on the information provided on the home page?
- Students will be given the following scenario and determine the best solution for this family. Your family is planning a summer holiday and designated you as the information gatherer. How much information would you collect? What types of information would you collect? What sources of information would you consult?
- Students will explore international and domestic travel sites from a teacher generated list. The students will answer the following questions. Which sites have the most powerful marketing concept in each category? What characterizes the sites you have chosen? What marketing concepts do these sites employ? What is your opinion of using the internet as a channel of distribution for advertising? Why? How do the U.S. sites compare with the international sites? The students will report their finding to the class.

Standard 10

- Students will include in a flow chart the important factors (economics, population, and competition). Students will identify the key elements needed to be successful in obtaining assistance. Students will synthesize the steps and present their finding to their peers in a verbal presentation with their flow chart as a visual reference. Student peers will share their feedback and discuss the viability of the flow chart in supporting the student's goal to secure funding.
- Explore and research websites dedicated to successful elements of a business plan. Students will develop a business plan with a partner; compare the coverage of your plan with another group's plan. Students will assess the other group's plan and provide constructive written feedback, so they can collaborate on how to strengthen each other's business plan. Students will produce a reflection at the end of the assignment and describe how they devised a solution for the betterment of each other's business plan.

4. Instructional Methods and/or Strategies:

- Direct instruction
- Group projects
- Research papers
- Video clips
- Guest speakers

Students will be required to analyze several situations regarding hospitality management. Role play and skill development will all be part of the instructional strategies used in this class.

5. Assessment Including Methods and/or Tools:

Formative and Summative assessments will be used. Projects, quizzes and exams will be used.

The evaluation of student progress and evaluation will be based on the following criteria outlined in Board Policy:

- Assessments: 60-75% of the final grade
- Assignments and class discussions: 25-40% of the final grade

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Our Motto:
Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: May 17, 2018

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Grace Park, Ed.D., Assistant Superintendent, Curriculum, Instruction, Innovation, and Support
Julian Rodriguez, Ed.D., Director, Secondary Curriculum and Instruction

SUBJECT: **NEW COURSE: INTERNATIONAL FOODS**

==========

BACKGROUND

The Chino Valley Unified School District routinely revises curriculum guides and develops new courses in accordance with State Content Standards, State Frameworks, and student need. Accordingly, the revision and development of curriculum guides are the results of a collaborative effort of teachers in the related academic areas.

International Foods is an in-depth study of food patterns, cultural food habits, and customs of different ethnic groups and cultures. Advanced food preparation techniques are integrated into the study of varying country's cuisines. It is created by combining two-semester courses, International Foods 1 and International Foods 2, into a year-long course, to align with the newest Career Technical Education Model Curriculum Standards and Framework. This course fulfills the concentrator level course in the Food Services and Hospitality pathway. This item was presented to the Board of Education on May 3, 2018, as information.

This course was presented to the Curriculum Council and A.C.T. has been consulted.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve the new course International Foods.

FISCAL IMPACT

None.

WMJ:GP:JR:lar

Chino Valley Unified School District
High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Dr. Phone: (909) 628-1201 Web Site: chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum Position/Title: Director of Secondary Curriculum Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	International Foods
2. Transcript Title/Abbreviation:	Int Foods
3. Transcript Course Code/Number:	
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	Meets the UC/CSU "g" General Elective requirement
6. Grade Level(s):	9-12
7. Unit Value:	5 credits per semester/10 credits total
8. Course Previously Approved by UC:	No
9. Classified as a Career Technical Education Course:	Yes
10. Modeled after an UC-approved course:	No
11. Repeatable for Credit:	No
12. Date of Board Approval:	
13. Brief Course Description: The course is an in-depth study of food patterns, cultural food habits, and customs of different ethnic groups and cultures. Advanced food preparation techniques are integrated into the study of each country's cuisine. This course will provide advanced students with experience and a wide range of knowledge concerning cultural food habits on European, ASIAN, United States, and Latin America cultures.	
14. Prerequisites:	None
15. Context for Course: This course will provide students an opportunity to perform specialized skills in food preparation, develop an awareness of the interrelationship of world food patterns, as well as the ability to plan nutritious, appetizing, and attractive meals using planning concepts and cultural eating patterns. In addition, students will be given the opportunity to develop individual skills necessary for transition to occupational courses. This course outline is aligned with the State of California Home Economics Careers and Technology Education Framework.	
16. History of Course Development: This course was designed to provide students with skills and knowledge in a Career Technical Education (CTE) pathway. Coursework is meant to prepare students for professional life as indicated by the College and Careers Readiness Standards. The course has been updated to reflect the changes in CTE standards. This course combines two courses that were previously semester courses (International Foods 1 and International Foods 2), complying with CTE guidelines for course consideration as part of a pathway.	
17. Textbooks:	Largen, V. L., & Bence, D. L. (2000). *Guide to good food*. Tinley Park, IL: Goodheart-Willcox Co.
18. Supplemental Instructional Materials:	Kowtaluk, Helen. *Food for Today*. Glencoe/McGraw-Hill, 2006.
C. COURSE CONTENT	
1. Course purpose:	

This course is designed for the California Career and Technical Education **Hospitality, Tourism, and Recreation (HTR) sector**. This course is aligned to the California Career and Technical Education Standards: **Food Service and Hospitality Pathway** and is designed to be a **Concentrator level course**.

2. Course Outline:

Unit 1 - Nutrition and Health

Anchor Standards: 5.0

HTR: B10.0, B10.1, B10.2, B10.3

- Students will understand the application of the principles of nutrition and their relationship to good health throughout the life cycle.
    - Compare and analyze label information on cultural foods products.
    - Identify and describe the services of public and private agencies that provide food and nutrition information and protection to consumers on the national and international level.
    - Compare and contrast the MYPLATE of Europe, ASIA, and Latin America in relation to the United States.
    - Describe food related illnesses and malnutrition in the world.
    - Evaluate the influence of the media on nutrition and eating habits.

Unit 2 - Food Safety and Sanitation

Anchor Standard: 6.0

HTR: B3.0, B3.2, B3.3, B3.4, B6.0, B6.1, B6.3, B6.5

- Students will understand the principles of maintaining food safety and sanitation.
    - Review organisms that cause food spoilage, sources of contamination, and conditions required for growth and the organism.
    - Employ sanitary practices before, during, and after food preparation and service.
    - List the agencies that determine food safety regulations in the United States and abroad.
    - Compare responsibilities of various government agencies concerned with food safety and nutrition as it effects imported food products.
    - Identify proper techniques for storage and preparation of foods.

Unit 3 - Facilities and Equipment

Anchor Standard: 6.0

HTR: B5.0, B5.1, B5.2, B5.3, B5.4, B5.5 B6.0, B6.1

- Students will understand the selection, use and care of safe and efficient facilities and equipment.
    - Identify and minimize safety hazards in the kitchen.
    - Identify and select steps to be followed during emergencies related to food and equipment accidents.
    - Research a variety of surfaces and materials used in international kitchens and assess their characteristics in terms of sanitation, safety and maintenance.
    - Describe the availability of food preparation equipment and appliances in terms of needs, want, cost, safety, efficiency, use and care.
    - Apply appropriate practices when using, maintaining and storing food preparation equipment and appliances.
    - Use a variety of appliances, equipment, and techniques to prepare food and meals.
    - Develop a list of the most essential equipment and appliances for individuals to use when preparing cultural recipes.

Unit 4 - Meal Management

HTR: B11.0, B11.1, B11.2, B11.3, B11.4, B11.5, B11.6

- Students will understand the principles of food purchasing and meal management.
    - Identify ways to manage time, energy, and resources when planning and preparing meals.
    - Plan and prepare foods/meals that utilize time, energy, resource conservation, and management techniques.
    - Utilize consumer skills to save money when selecting foods.
    - Apply decision-making skills for purchasing food.
    - Use consumer skills in selecting food by comparing and selecting quality unit prices, products, expiration dates, and brands.
    - Identify and compare the availability of international food products in terms of cost, convenience, services, and variety of selections.
    - Summarize advantages and disadvantages of preparing international meals at home and dining out.
    - Compare international meals and compute costs in terms of time, money, resources, nutritional quality, and satisfaction for various life styles and different stages of the life cycle.
    - Analyze food needs, methods of procurement, and storage for hypothetical disaster and emergency situations in the United States and in other countries.

Unit 5 - Food Preparation

Anchor Standard: 7.8

HTR: B5.0, B5.1, B5.2, B5.3, B5.4, B5.5, B5.6, B6.9, B6.1, B6.2, B6.3, B6.4, B6.5, B6.6, B6.7, B7.0, B7.1, B7.2, B7.3, B7.4, B7.5, B7.6

- Students will understand the principles of food preparation.
    - Use appropriate equipment and techniques for dry and liquid measurements.
    - Interpret an international recipe to prepare a food product.
    - Define food preparation terminology used in the preparation of a variety of food products in the United States, Latin America, Europe, and Asia.
    - Describe the properties and functions of ingredients used to prepare international foods.
    - Apply food preparation techniques that preserve nutrients and enhance flavor and appearance of food.
    - Define and demonstrate advanced food preparation techniques and skills.
    - Analyze time, energy, equipment, and resource usage in food preparation situations for individuals and families with various life styles.
    - Apply advanced concepts of food preparation and nutrition by planning, preparing, and servicing aesthetically pleasing and nutritious meals.
    - Examine and apply the psychology and aesthetics of food presentation.
    - Select appropriate food ingredients as substitutions in international recipes.
    - Investigate and describe current trends in international food preparation.

Unit 6 - Meal Service and Etiquette

HTR: B9.0, B9.3

- Students will understand styles of meal service and commonly accepted etiquette practices.
    - Describe and practice table settings for United States, Latin American, Asia, and Europe.
    - Describe and practice a variety of meal service styles.
    - Practice table manners and etiquette commonly accepted in the United States, Latin America, and Europe.

Unit 7 - Food and Culture

Anchor Standards: 1.0, 2.0, 5.0, 10.0, 10.8

HTR: B1.0, B1.2, B6.0, B6.6, B8.0, B8.4

- Students will understand that culture influences food choices and etiquette.
    - Identify regional differences in the United States affecting the preparation and service of foods.
    - Identify cultural differences affecting the preparation and service of foods.
    - Research European, Asia, United States and Latin America food preparation techniques, table settings, meal etiquette, food habits, traditions, holidays, climate, geography, economy, utensils, and methods of cookery.
    - Relate the influences of factors such as culture, geographic region, and socioeconomic status upon food choices and habits.

Unit 8 - Food Production and Technology

Anchor Standards: 4.0, 6.0, 6.2, 6.7, 8.0, 8.1, 8.2, 8.3, 8.4, 8.5, 10.0, 10.2, 10.5, 10.6, 10.7, 10.10, 10.11
HTR: B3.0, B3.2, B3.3, B3.4

- Students will understand food production, processing, and distribution methods, and their relationship to consumer food supply.
    - Describe technological advances that have affected food production, processing, and distribution of foreign products.
    - Evaluate the impact of current and emerging food technologies on food quality, availability, and cost of foreign products.
    - Describe quality assurance procedures used in food science/processing companies of foreign products.
    - Compare food production and processing techniques, safety standards and distribution methods in the world marketplace.
    - Investigate and describe the evolution and development of food products and preparation equipment.
    - Explain the methods used in the United States and other countries for retarding bacterial growth in food processing and distribution.

Unit 9 - Careers Related to Hospitality, Tourism, and Recreation

Anchor Standards: 1.0, 2.0 3.0, 3.1, 3.2, 3.4, 3.6, 3.9, 7.0, 9.0.

- Students will understand careers related to global opportunities Hospitality, Tourism, and Recreation.
    - Identify the attributes of effective Hospitality, Tourism and Recreation professionals.
    - Compare personal interests, aptitudes, and abilities required in Hospitality, Tourism, and Recreation careers.
    - Evaluate career options related to Hospitality, Tourism, and Recreation in Europe, Asia, the United States, and Latin America including labor market projections, education requirements, job responsibilities, salary benefits, expectations, and working environment.
    - Develop a career plan in Hospitality, Tourism, and Recreation that reflects upward career mobility and opportunities for entrepreneurship.

<u>CTE Anchor Standards</u>

1.0 Academics: Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the hospitality, tourism, and recreation academic alignment matrix for identification of standards.

2.0 Acquire and accurately use Hospitality, Tourism, and Recreation sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management: Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.
- 3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision-making.
- 3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.
- 3.3 Explore how information and communication technologies are used in career planning and decision-making.
- 3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.
- 3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning.
- 3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.
- 3.7 Recognize the importance of small business in the California and global economies.
- 3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.
- 3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.

4.0 Use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the Hospitality, Tourism, and Recreation sector workplace environment.

5.0 Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Hospitality, Tourism, and Recreation, using critical and creative thinking; logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety: Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Hospitality, Tourism, and Recreation sector workplace environment.
- 6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.
- 6.7 Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA).

7.0 Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Hospitality, Tourism, and Recreation sect or workplace environment and community settings.

8.0 Ethics and Legal Responsibilities: Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.
- 8.1 Access, analyze, and implement quality assurance standards of practice.
- 8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Hospitality, Tourism, and Recreation industry sector.
- 8.3 demonstrate ethical and legal practices consistent with Hospitality, Tourism, and Recreation sector workplace standards.
- 8.5 analyze organizational culture and practices within the workplace environment.

9.0 Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision-making, benefits of workforce diversity, and conflict resolution as practiced in the Career Technical Student Organization (FCCLA).

10.0 Technical Knowledge and Skills: Apply essential technical knowledge and skills common to all pathways in the Hospitality, Tourism, and Recreation sector, following procedures when carrying out experiments or performing technical tasks.
- 10.2 Comply with the rules, regulations, and expectations of all aspects of the Hospitality, Tourism, and Recreation sector.
- 10.5 Define the principles of nutrition and their relationship to good health through the life cycle.
- 10.6 Define and identify the basic principles of food safety and sanitation and the proper techniques for preparing and serving food.
- 10.7 Apply the principles of food purchasing, food preparation, and meal management in a variety of settings.
- 10.10 Describe food production, processing, and distribution methods and the relationship of those techniques to consumer food supply and nutrition.
- 10.11 Explain how to select, safely use, and efficiently care for facilities and equipment related to food product development, food preparation, dining, lodging, tourism, and recreation.

Hospitality, Tourism, and Recreation CTE Standards

Hospitality, Tourism, and Recreation Pathway Standards

B1.0 Demonstrate an understanding of major aspects of the food service and hospitality industry and the role of the industry in local, state, national, and global economies.
- B1.2 Understand how the various segments of the industry contribute to, and impact, local, state, national, and international economies, cultures, and the environment.

B3.0 Interpret the basic principles of sanitation and safe food handling.
- B3.2 Understand basic local, state, and federal sanitation regulations as they pertain to food production and service.
- B3.3 Explain the types of food contamination, the potential causes, including cross-contamination, and methods of prevention.
- B3.4 Practice safe and sanitary procedures in all food handling, including food receiving, storage, production, service, and cleanup.

B5.0 Demonstrate an understanding of the basics of systems operations and the importance of maintaining facilities, equipment, tools, and supplies.
- B5.1 Apply the procedures for cleaning and maintaining facilities and equipment and the importance of preventive maintenance and the use of nontoxic and less toxic materials.
- B5.2 Recognize the types of materials and supplies used in the maintenance of facilities, including the identification of the hazardous environmental and physical properties of chemicals and the use of Material Safety Data Sheets (MSDS).
- B5.3 Practice the procedures for maintaining inventories: ordering food, equipment, and supplies; and storing and restocking supplies.
- B5.4 Understand the relationship between facilities management and profit and loss, including the costs of resource consumption, breakage, theft, supplies use, and decisions for repairs or replacement.
- B5.5 Understand how various departments in a food service facility contribute to the economic success of a business.
- B5.6 Prioritize tasks and plan work schedules based on budget and personnel.

B6.0 Illustrate and apply the basics of food preparation and safety and sanitation in professional and institutional kitchens.
- B6.1 Use, maintain, and store the tools, utensils, equipment, and appliances safely and appropriately for preparing a variety of food items.

B6.2 Apply the principle of mise en place, including the placement and order of use of ingredients, equipment, tools, and supplies.
B6.3 Prepare food by using the correct terminology, food safety, techniques, and procedures specified in recipes and formulas.
B6.4 Plan and follow a food production schedule, including timing and prioritizing of tasks and activities.
B6.5 Evaluate the qualities and properties of food items and ingredients used in food preparation.
B6.6 Design plating techniques, including accurate portioning and aesthetic presentation skills.
B6.7 Develop a food preparation plan using forecasting and cross-utilization of products to maximize profit and eliminate waste.

B7.0 Illustrate and apply the basics of baking, pastry, and dessert preparation and safety and sanitation in professional and institutional kitchens.
B7.1 Use, maintain, and store the tools, utensils, equipment, and appliances safely and appropriately for preparing, serving, and storing baked goods, pastries, and desserts.
B7.2 Apply the principle of *mise en place,* including the placement and order of use of the ingredients, equipment, tools, and supplies unique to baking and pastry production.
B7.3 Produce baked goods, pastries, and desserts by using the correct terminology, food safety, techniques, procedures, and various finishing techniques.
B7.4 Evaluate the qualities and properties of food items and ingredients used for baked goods, pastries, and desserts.
B7.5 Understand packaging and merchandising techniques to feature seasonal and standard bakery products.
B7.6 Develop a plan using forecasting and cross-utilization of products to maximize profit and eliminate waste.

B8.0 Apply the knowledge and skills essential for effective customer service.
B8.4 Understand the roles of management and employees in effectively meeting the needs of culturally, generationally diverse, special needs customers.

B9.0 Apply the basic procedures and skills needed for food and beverage service.
B9.3 Practice safe, efficient, and proper procedures for setting, serving, maintaining, and busing tables.

B10.0 Demonstrate and apply basic nutritional concepts in meal planning and food preparation.
B10.1 Apply basic nutritional principles and know how to use food preparation techniques that conserve nutrients.
B10.2 Interpret nutritional or ingredient information from food labels and fact sheets and analyze menu items to meet the dietary needs of individuals.
B10.3 Create nutritious, creative, and profitable menus in accord with availability and demand.

B11.0 Demonstrate an understanding of the basic processes of costing and cost analysis in food and beverage production and service.
B11.1 Understand the customer's perception of value and its relationship to profit and loss.
B11.2 Understand the components of a profit and loss statement emphasizing food and labor costs.
B11.3 Utilize the practices of reduce, reuse, and recycle to maximize profits.
B11.4 Understand the importance and structure of standardized systems, such as the uniform system of accounts for restaurants.
B11.5 Evaluate the importance of the menu as the primary source of revenue generation and cost control.
B11.6 Calculate recipe costs and pricing per portion and compare the cost per cover to the theoretical cost.

3. Key Assignments:

- Create a culturally based meal plan

- Apply advanced concepts of food preparation and nutrition by planning, preparing, and servicing aesthetically pleasing and nutritious meals.
- Select appropriate food ingredients as substitutions in international recipes.
- Investigate and describe current trends in international food preparation.

- Analyze global food costs, needs, and storage
  - List the agencies that determine food safety regulations in the United States and abroad.
  - Compare responsibilities of various government agencies concerned with food safety and nutrition as it effects imported food products.
  - Identify proper techniques for storage and preparation of foods.
- Create international meals using appropriate equipment and techniques
  - Interpret an international recipe to prepare a food product.
  - Apply food preparation techniques that preserve nutrients and enhance flavor and appearance of food.
- Research international careers related to the field of Hospitality, Tourism, and Recreation
  - Identify the attributes of effective Hospitality, Tourism, and Recreation professionals.
  - Evaluate career options related to Hospitality, Tourism, and Recreation in Europe, Asia, the United States, and Latin America including labor market projections, education requirements, job responsibilities, salary benefits, expectations, and working environment.
  - Develop a career plan in Hospitality, Tourism, and Recreation that reflects upward career mobility and opportunities for entrepreneurship.

4. Instructional Methods and/or Strategies:

- Direct instruction
- Hands-on labs
- Project based learning
- Simulated work based learning
- Collaborative environment
- Modeling

5. Assessment Including Methods and/or Tools:

The evaluation of student progress and evaluation will be based on the following criteria outlined in board policy:

- Assessments: 60-75% of the final grade
- Assignments and class discussions: 25-40% of the final grade

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Our Motto:
Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: May 17, 2018

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Grace Park, Ed.D., Assistant Superintendent, Curriculum, Instruction, Innovation, and Support
Julian Rodriguez, Ed.D., Director, Secondary Curriculum and Instruction

SUBJECT: **NEW COURSE: INTRODUCTION TO DIGITAL MEDIA**

==========

BACKGROUND

The Chino Valley Unified School District routinely revises curriculum guides and develops new courses in accordance with State Content Standards, State Frameworks, and student need. Accordingly, the revision and development of curriculum guides are the results of a collaborative effort of teachers in the related academic areas.

Introduction to Digital Media is a year-long elective course that introduces a broad spectrum of computer applications: web design, video animation, digital imaging, digital video and digital art using current industry standards. Graphic design and page layout techniques are also emphasized as a basic competency for manipulating images and information. This course is aligned to the California Career and Technical Education Standards and fulfills the introductory level course in the Media and Design Arts Pathway. This item was presented to the Board of Education on May 3, 2018, as information.

This course was presented to the Curriculum Council and A.C.T. has been consulted.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve the new course Introduction to Digital Media.

FISCAL IMPACT

None.

WMJ:GP:JR:lar

Chino Valley Unified School District
High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Dr. Phone: (909) 628-1201 Web Site: chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum Position/Title: Director of Secondary Curriculum Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	Introduction to Digital Media
2. Transcript Title/Abbreviation:	Digital Media
3. Transcript Course Code/Number:	
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	Meets the UC/CSU "f" Visual & Performing Arts requirement
6. Grade level(s):	9-12
7. Unit Value:	5 credits per semester/10 credits total
8. Course Previously Approved by UC:	No
9. Classified as a Career Technical Education Course:	Yes
10. Modeled after an UC-approved Course:	No
11. Repeatable for Credit:	No
12. Date of Board Approval:	

13. Brief Course Description:

This is a year-long course that introduces students to a broad spectrum of computer applications. Students are exposed to web design, video animation, digital imaging, digital video and digital art using current industry standards. This course works to help students learn the basic competencies necessary to use and manipulate images and information easily. Additionally, students will learn to use word processing, graphic skills and design skills in the production of professional documents such as a flyer, letterhead, business card, magazine cover, and newsletter. Graphic design and page layout techniques are emphasized. Students will produce documents that communicate effectively and use proper desktop publishing techniques. This course is aligned to the California Career and Technical Education Standards: Media and Design Arts Pathway.

14. Prerequisites:	None

15. Context for Course:

This course will provide students with a foundation in computer applications using industry-leading software tools.

16. History of Course Development:

To live, learn, and work successfully in an increasingly complex and information- rich society, students must use technology effectively. Within a sound educational setting, a course such as Digital Media can enable students to become capable information technology users, information seekers, analyzers and evaluators, problem solvers and decision makers, creative and effective users of productivity tools, communicators, collaborators, publishers and producers, and informed, responsible, and contributing citizens.

16. Textbooks:	*The Non-Designer's Design Book*, by Robin Williams Peachpit Press, 3rd edition, 2008
17. Supplemental Instructional Materials:	*Adobe Classroom in a Book* Adobe Press, 2010

C. COURSE CONTENT

1. Course Purpose:

The purpose of this course is to provide students with a foundation preparing them for future careers in the communication, and digital industries of the 21st century. This course will also familiarize them with current and emerging tools used to develop digital content.

This course is designed for the California Career and Technical Education **Arts, Media, and Entertainment sector**. This course is aligned to the California Career and Technical Education Standards: **Design, Visual and Media Arts pathway** and is designed to be a/an **Introductory level course**.

2. Course Outline:

Unit 1 - Students understand the effective use of tools for media production, development, and project management.

AME: A1.1, 1.4, 1.7; A2.1, 2.2, 2.6, 2.8, 2.9; A7.3, 7.4, 7.5; A8.1; 8.2, 8.4, 8.6 / C4.1, 4.3; C7.1

- Students understand the effective use of tools for media production, development, and project management.
- Students will know the basic functions of media design software, such as keyframe animation, two-dimensional design, and three-dimensional design.
- Students will use appropriate software to design and produce professional-quality images, documents, and presentations.
- Students will analyze the purpose of the media to determine the appropriate file format and level of compression.
- Students will analyze media and develop strategies that target the specific needs and desires of the audience.
- Students will know the basic design elements necessary to produce effective print, video, audio, and web-based media.
- Students will use technical skills (e.g., pagination, printing, folding, cutting, binding) to produce publishable materials.

Unit 2 - Students will understand the effective use of communication software to access and transmit information.

AME: A1.1; A8.5 / C7.1, 7.5, 7.6

- Students understand the effective use of communication software to access and transmit information.
- Students will know multiple ways in which to transfer information and resources (e.g., text, data, sound, video, still images) between software programs and systems.
- Students will understand the differences between various Internet protocols (e.g., http, https, ftp, etc.).
- Students will use multiple online search techniques and resources to acquire information.
- Students will know the appropriate ways to validate and cite Internet resources.

Unit 3 - Students understand the use of different types of peripherals and hardware appropriate to media and technology.

AME: A1.2, 1.4; A5.6; A8.1, 8.2, 8.3, 8.7 / C1.2; C4.1, 4.3, 4.4; C7.6

- Students understand the use of different types of peripherals and hardware appropriate to media and technology.
- Students will understand the appropriate peripherals and hardware needed to achieve maximum productivity for various projects.
- Students will know how to identify and integrate various types of peripherals and hardware to meet project requirements.
- Students will use various types of audio and video equipment (e.g., digital cameras, recorders, scanners, Web cams, CD and DVD recorders), as appropriate, for different projects.
- Students will understand the types of media storage and the use of appropriate file formats, and know how to convert data between media and file formats.

Unit 4 - Students apply technical and interpersonal skills and knowledge to support the user.
AME: A2.1, 2.2, 2.3; A8.1, 8.5, 8.6 / C2.2; C3.1

- Students apply technical and interpersonal skills and knowledge to support the user.
- Students will use a logical and structured approach to isolate and identify the source of problems and to resolve problems.
- Students will know the available resources for identifying and resolving problems.
- Students will use technical writing and communication skills to work effectively with diverse groups of people.

Unit 5 - Students understand and apply knowledge of effective Page design and management.
AME: A1.2, 1.6; A4.2, 4.5 / C3.1; C5.1, 5.2; C6.4

- Students understand and apply knowledge of effective Page design and management.
- Students will understand the purpose, scope, and development of a Websites and documents.
- Students will know the relative features, strengths, and weaknesses of different authoring programs and cross-platform issues.

<u>Arts, Media, and Entertainment CTE Standards</u>
Design, Visual, and Media Arts

A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.
- A1.1 View and respond to a variety of industry-related artistic products integrating industry appropriate vocabulary.
- A1.2 Identify and use the principles of design to discuss, analyze, and create projects and products across multiple industry applications.
- A1.4 Select industry-specific works and analyze the intent of the work and the appropriate use of media.
- A1.6 Compare and analyze art work done using electronic media with those done with materials traditionally used in the visual arts.
- A1.7 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.

A2.0 Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media.
- A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application.
- A2.2 Demonstrate personal style and advanced proficiency in communicating an idea, theme, or emotion in an industry-relevant artistic product.
- A2.3 Apply refined observation and drawing skills to solve an industry-relevant problem.
- A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design.
- A2.8 Plan and create artistic products that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.
- A2.9 Create a multimedia work of art that demonstrates knowledge of media and technology skills.

A4.0 Analyze, assess, and identify effectiveness of artistic products based on elements of art, the principles of design, and professional industry standards.
- A4.2 Deconstruct how beliefs, cultural traditions, and current social, economic, and political contexts influence commercial media (traditional and electronic).
- A4.5 Analyze and articulate how society influences the interpretation and effectiveness of an artistic product.

A5.0 Identify essential industry competencies, explore commercial applications and develop a career specific personal plan.
A5.6 Prepare portfolios of original art created for a variety of purposes and commercial applications.

A7.0 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
A7.3 Enhance meaning by employing rhetorical devices, including extended use of parallelism, repetition, analogy; incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.
A7.4 Integrate databases, graphics, and spreadsheets into electronically processed documents.
A7.5 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

A8.0 Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway.
A8.1 Understand the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation.
A8.5 Differentiate writing processes, formats, and conventions used for various media.

Production and Managerial Arts

C1.0 Demonstrate knowledge of industry safety standards and practices in all areas of technical production.
C1.2 Demonstrate knowledge of basic electrical safety.

C2.0 Understand the technical support functions and artistic competencies in film, video, and live production.
C2.2 Produce a production flow chart for a live theatrical or media based production.

C3.0 Analyze and differentiate the function of the various members of a production team.
C3.1 Identify the skills and competencies of the various members of a production team including producer, production manager, director, assistant director, stage manager, production designer(s), post production, etc.

C4.0 Demonstrate key skills and an understanding of the complexities of production planning.
C4.1 Know the main elements and functional responsibilities involved in the production and presentation of the performing, visual, and media arts.
C4.3 Identify the responsibilities and activities associated with the preproduction, production, and post-production of a creative project.
C4.4 Demonstrate understanding of the appropriate use of technology in each phase of the production planning.

C5.0 Apply knowledge of services, equipment capabilities, the workflow process, data acquisition, and technology to a timely completion of projects.
C5.1 Identify essential qualifications and technological competencies for each team member, including artists, designers, performers, composers, writers, and technicians.
C5.2 Plan the general coordination of various elements in a project or production.

C6.0 Understand the key elements of developing and promoting a production from creation to distribution.
C6.4 Create a promotional example using electronic media.

C7.0 Know various media production, communication, and dissemination techniques and methods, including written, oral, visual, and electronic media.
- C7.1 Identify and describe licensing management for live and media based productions and intellectual properties.
- C7.5 Understand the components of marketing campaigns for live and media based productions, including advertising in both traditional and social media.
- C7.6 Demonstrate understanding of the distribution component of both live and media based production including Web, print, radio, television, and communication based options.

3. Key Assignments:

Assignments include:

- Individual and group projects
- Presentations involving digital photos
  - Students will know the basic functions of media design software, such as keyframe animation, two-dimensional design, and three-dimensional design.
  - Students will use appropriate software to design and produce professional-quality images, documents, and presentations.
  - Students will analyze the purpose of the media to determine the appropriate file format and level of compression.
  - Students understand and apply knowledge of effective Page design and management.
  - Students will understand the purpose, scope, and development of a Websites and documents.
- Presentations involving video
  - Students will know the basic design elements necessary to produce effective print, video, audio, and web-based media.
  - Students will know multiple ways in which to transfer information and resources (e.g., text, data, sound, video, still images) between software programs and systems.
  - Students will use various types of audio and video equipment (e.g., digital cameras, recorders, scanners, Web cams, CD and DVD recorders), as appropriate, for different projects.
- Presentations involving desktop publishing.
  - Students will use technical skills (e.g., pagination, printing, folding, cutting, binding) to produce publishable materials.
  - Students will understand the differences between various Internet protocols (e.g., http, https, ftp, etc.).

4. Instructional Methods and/or Strategies:

Instructional strategies include:

- Direct instruction
- Small group work
- Activity based instruction
- Group discussions

5. Assessment Including Methods and/or Tools:

The class uses computers to drive project-based learning. The culminating project requires students to create the materials needed for a company or small business. Students use desktop publishing, digital photo/video software to create documents and commercials for a fictitious company.

The evaluation of student progress and evaluation will be based on the following criteria outlined in Board Policy:

- Assessments: 60-75% of the final grade
- Assignments and class discussions: 25-40% of the final grade

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Our Motto:
Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: May 17, 2018

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Grace Park, Ed.D., Assistant Superintendent, Curriculum, Instruction, Innovation, and Support
Julian Rodriguez, Ed.D., Director, Secondary Curriculum and Instruction

SUBJECT: **COURSE MODIFICATIONS: AVID 9, AVID 10, AND AVID 11**

==========

BACKGROUND

The Chino Valley Unified School District routinely revises curriculum guides and develops new courses in accordance with State Content Standards, State Frameworks, and student need. Accordingly, the revision and development of curriculum guides are the results of a collaborative effort of teachers in the related academic areas.

Advanced Via Individual Determination (AVID) 9, AVID 10, and AVID 11 are academic electives that prepare students for college readiness and success. The mission of AVID is to ensure that all students, especially those with unrealized academic potential, will succeed in rigorous curriculum, enter mainstream activities of the school, and increase their participation in four-year colleges. Curriculum is provided by AVID Center and students participate in tutor-facilitated study groups, motivational activities, and academic success skills. This item was presented to the Board of Education on May 3, 2018, as information.

AVID 9: The course is being modified to reflect AVID's updated grade-specific standards. Additionally, the specific grade level is being added to the course title to reflect grade 9 enrollment only. The change will allow grade 9 students to receive UC/CSU 'g' elective credit.

AVID 10: The course is being modified to reflect AVID's updated grade-specific standards. Additionally, the specific grade level is being added to the course title to reflect grade 10 enrollment only. The change will allow grade 10 students to receive UC/CSU 'g' elective credit.

AVID 11: The course is being modified to reflect AVID's updated grade-specific standards. Additionally, the specific grade level is being added to the course title to reflect grade 11 enrollment only. The change will allow grade 11 students to receive UC/CSU 'g' elective credit.

New language is provided in UPPER CASE while old language to be deleted is ~~lined through~~.

This course was presented to the Curriculum Council and A.C.T. has been consulted.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve the course modifications for AVID 9, AVID 10, and AVID 11.

FISCAL IMPACT

None.

WMJ:GP:JR:lar

Chino Valley Unified School District
High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Dr., Chino, CA 91710 Phone: (909) 628-1201 Web Site: chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum Position/Title: Director of Secondary Curriculum Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	~~Advancement Via Individual Determination (AVID)~~ AVID 9
2. Transcript Title/Abbreviation:	AVID 9
3. Transcript Course Code/Number:	5976
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	Meets the UC/CSU "g" General Elective requirement
6. Grade Level(s):	~~9-12~~ 9
7. Unit Value:	5 credits per semester/10 credits total
8. Course Previously Approved by UC:	No
9. Classified as a Career Technical Education Course:	No
10. Modeled after an UC-approved course:	Yes
11. Repeatable for Credit:	No
12. Date of Board Approval:	February 7, 2002
Date of Revision Approval:	

13. Brief Course Description:

The mission of AVID is to ensure that all students, but especially THOSE WITH UNREALIZED ACADEMIC POTENTIAL ~~disadvantaged students in the middle with academic potential~~, will succeed in rigorous curriculum, will enter mainstream activities of the school, will increase their enrollment in four-year colleges, and will become educated and responsible participants and leaders in a democratic society.

14. Prerequisites:	None

15. Context for Course:

~~The AVID course is a four-year regularly scheduled elective college preparatory class. This course meets the needs of students by:~~

- ~~Providing academic instruction and other support to students to prepare them for eligibility to four-year colleges and universities~~
- ~~Giving students college level entry skills~~
- ~~Increasing the "coping skills" of students~~
- ~~Motivating students to seek college educations~~
- ~~Increasing the student's level of career awareness~~

ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID) IS AN ACADEMIC ELECTIVE COURSE THAT PREPARES STUDENTS FOR COLLEGE READINESS AND SUCCESS; IT IS SCHEDULED DURING THE REGULAR SCHOOL DAY AS A YEAR-LONG COURSE. EACH WEEK, STUDENTS RECEIVE INSTRUCTION UTILIZING A RIGOROUS COLLEGE PREPARATORY CURRICULUM PROVIDED BY AVID CENTER, TUTOR-FACILITATED STUDY GROUPS, MOTIVATIONAL ACTIVITIES, AND ACADEMIC SUCCESS SKILLS. IN AVID, STUDENTS PARTICIPATE IN ACTIVITIES THAT INCORPORATE STRATEGIES FOCUSED ON WRITING, INQUIRY, COLLABORATION, ORGANIZATION AND READING TO SUPPORT THEIR ACADEMIC GROWTH.

16. History of Course Development:
SOME STUDENTS WILL HAVE PREVIOUS EXPERIENCE WITH AVID AT THE MIDDLE GRADES, AND SOME STUDENTS WILL BE EXPERIENCING AVID FOR THE FIRST TIME. EITHER WAY, THE NINTH-GRADE AVID ELECTIVE COURSE WILL SERVE AS A REVIEW OF THE AVID PHILOSOPHY AND STRATEGIES. STUDENTS WILL WORK ON ACADEMIC AND PERSONAL GOALS AND COMMUNICATION, ADJUSTING TO THE HIGH SCHOOL SETTING. STUDENTS WILL INCREASE AWARENESS OF THEIR PERSONAL CONTRIBUTIONS TO THEIR LEARNING, AS WELL AS THEIR INVOLVEMENT IN THEIR SCHOOL AND COMMUNITY. THERE IS AN EMPHASIS ON ANALYTICAL WRITING, FOCUSING ON PERSONAL GOALS AND THESIS WRITING. STUDENTS WILL WORK IN COLLABORATIVE SETTINGS, LEARN HOW TO PARTICIPATE IN COLLEGIAL DISCUSSIONS, AND USE SOURCES TO SUPPORT THEIR IDEAS AND OPINIONS. STUDENTS WILL PREPARE FOR AND PARTICIPATE IN COLLEGE ENTRANCE AND PLACEMENT EXAMS, WHILE REFINING STUDY SKILLS AND TEST-TAKING, NOTE-TAKING, AND RESEARCH TECHNIQUES. THEY WILL TAKE AN ACTIVE ROLE IN FIELD TRIP AND GUEST SPEAKER PREPARATIONS AND PRESENTATIONS. THEIR COLLEGE RESEARCH WILL INCLUDE FINANCIAL TOPICS AND BUILDING THEIR KNOWLEDGE ON COLLEGES AND CAREERS OF INTEREST.

17. Textbooks:	AVID Tutorial Guide, Dr. Paolina Schiro and Tracy Daws, AVID Published Resource College and Careers, Nancy Caine, Regina Risi, Dr. Paolina Schiro, Carmen S, AVID Published Resource High School Writing Michelle Mullen and Sandy Boldway, AVID Published Resource AVID Critical Thinking and Engagement, Paul Bendall, Adam Bollhoefer, and Vijay Koilpillai, AVID Published Resource AVID Elective Essentials for High School, Dr. Paolina Schiro, Raegan McGinnis, and Cindy Metter, AVID Published Resource Critical Reading: Deep Reading Strategies for Expository Texts, Jonathan LeMaster, AVID Published Resource
18. Supplemental Instructional Materials:	AVID Weekly, Supporting Math in the AVID Elective, Write Path content books, AVID Test Prep, Roadtrip Nation Weekly, Focused Note-Taking

C. COURSE CONTENT

1. Course Purpose:
AVID ELECTIVE COURSES AT ALL GRADE LEVELS ARE DESIGNED TO PREPARE STUDENTS FOR ENTRANCE INTO FOUR-YEAR COLLEGES AND UNIVERSITIES, WITH EMPHASIS ON ANALYTICAL WRITING, PREPARATION FOR COLLEGE ENTRANCE AND PLACEMENT EXAMS, COLLEGE STUDY SKILLS AND TEST TAKING, CORNELL NOTE TAKING, AND RESEARCH.

2. Course Outline:
~~The specific curriculum and teacher curriculum guides are developed and provided by the AVID Center.~~

UNIT 1: CHARACTER DEVELOPMENT

1. SELF-AWARENESS
    a. REMIND STUDENTS ABOUT SLANT INTERACTIONS AND EXPECTATIONS IN ALL CLASSES
    b. UNDERSTAND THE ROLE OF AVID STUDENTS AND DISPLAY CHARACTERISTICS ON A REGULAR BASIS
    c. DEVELOP SKILLS IN OFFERING APPROPRIATE CRITICISM
    d. DEVELOP UNDERSTANDING ABOUT PERSONAL LEARNING STYLES
    e. COMPLETE SELF-EVALUATIONS ABOUT CONFLICT RESOLUTION, PERSONAL BEHAVIOR AND CORE VALUES 6. APPLY CONFLICT MANAGEMENT SKILLS, ALIGNING WITH THE EXPECTATIONS OF AN AVID STUDENT
    f. DEVELOP AWARENESS OF PERSONAL STRENGTHS/SKILLS AND UTILIZE THEM TO BETTER THE SCHOOL AND COMMUNITY
2. GOALS

a. CALCULATE GRADE POINT AVERAGE AND SET ACADEMIC AND PERSONAL GOALS FOR SUCCESS, BEING SURE TO MONITOR GOALS AT THE END OF EACH GRADING PERIOD
b. REVISIT ACADEMIC SIX-YEAR PLAN TO UNDERSTAND COLLEGE ENTRANCE REQUIREMENTS AND LEARN ABOUT AP®/IB®/HONORS COURSE OPTIONS
c. EXAMINE ACADEMIC STRENGTHS AND WEAKNESSES THAT WILL AID IN COURSE SELECTION PATTERNS
d. CREATE FOCUSED GOALS AROUND COLLEGE AND THE STEPS NECESSARY TO GAIN ENTRANCE
e. CREATE SHORT-, MID-, AND LONG-TERM GOALS THAT SUPPORT ACADEMIC AND PERSONAL GROWTH
f. REVIEW AND REVISE PERSONAL AND ACADEMIC GOALS DURING KEY TIMES THROUGHOUT THE YEAR
g. WRITE AN ESSAY DESCRIBING GOALS FOR SUCCESS IN HIGH SCHOOL, INCLUDING THE STEPS NEEDED TO ACHIEVE THOSE GOALS AND POTENTIAL BARRIERS TO MEETING THOSE GOALS
h. DISCUSS GOALS IN AN ORAL PRESENTATION, USING ORGANIZED INFORMATION THAT INTEGRATES APPROPRIATE MEDIA IN THE PRESENTATION

3. COMMUNITY AND SCHOOL INVOLVEMENT
   a. BE EXPOSED TO A VARIETY OF SCHOOL ACTIVITIES/CLUBS AND COMMUNITY SERVICE OPPORTUNITIES AT THE BEGINNING OF THE YEAR
   b. BECOME ACTIVE IN AT LEAST ONE SCHOOL OR COMMUNITY SERVICE PROJECT/ACTIVITY
   c. TRACK COMMUNITY SERVICE HOURS AND EXTRACURRICULAR ACTIVITY PARTICIPATION IN A MULTI-YEAR STUDENT PORTFOLIO
4. OWNERSHIP OF LEARNING
   a. ACCESS GRADES ONLINE OR FROM TEACHERS ON A REGULAR BASIS
   b. ANALYZE GRADE REPORTS TO CREATE A STUDY/ACTION PLAN FOR CONTINUED ACADEMIC IMPROVEMENT
   c. SEEK OPPORTUNITIES OUTSIDE OF THE AVID CLASSROOM TO ASK QUESTIONS, CLARIFY THINKING AND IDENTIFY POINTS OF CONFUSION
   d. CREATE POSITIVE PEER CONNECTIONS THROUGH INDEPENDENT STUDY GROUPS

UNIT 2: COMMUNICATION

1. SPEAKING
   a. EFFECTIVELY INTEGRATE SPEAKING TERMINOLOGY INTO SPEECHES
   b. ROLE PLAY VARYING WORD CHOICE, TONE AND VOICE WHEN SPEAKING TO AN ASSIGNED AUDIENCE
   c. PRACTICE PURPOSEFUL MOVEMENT DURING SPEECHES
   d. DRAFT, EDIT, REVISE AND PRESENT AN INFORMAL AND A FORMAL SPEECH
   e. WORK WITH A COLLABORATIVE GROUP TO MAKE PRESENTATIONS TO THE CLASS FOLLOWING VARIOUS ACTIVITIES
   f. USE FACTUALLY RELIABLE EVIDENCE TO SUPPORT TOPIC
   g. PRESENT INFORMATION, FINDINGS AND SUPPORTING EVIDENCE CONCISELY AND LOGICALLY
2. LISTENING
   a. GIVE FEEDBACK ON STUDENT PRESENTATIONS AND DELIVERY
   b. POSE QUESTIONS THAT ASK FOR CLARIFICATION
   c. RECORD KEY INFORMATION IN CORNELL NOTES

UNIT 3: WRITING

1. THE WRITING PROCESS
   a. USE ORGANIZATIONAL STRATEGIES AND TOOLS TO AID IN THE DEVELOPMENT OF ESSAYS
   b. UNDERSTAND AND IDENTIFY THE AUDIENCE, PURPOSE AND FORM FOR WRITING ASSIGNMENTS
   c. REVISE DRAFTS MULTIPLE TIMES TO IMPROVE AND CLARIFY
   d. EDIT STUDENTS' ESSAYS, ESPECIALLY CHECKING FOR TRANSITION WORDS AND ERRORS IN GRAMMAR, PUNCTUATION AND COMMA USAGE

e. USE COMMON EDITING MARKS DURING THE EDITING PROCESS
f. UTILIZE RUBRICS TO SELF-EVALUATE AND PEER EVALUATE WORK, ESPECIALLY THOSE SIMILAR TO AP EXAM RUBRICS
g. REFLECT ON ONE'S OWN WRITING TO ENCOURAGE CONTINUAL GROWTH

2. WRITING SKILLS
   a. UNDERSTAND STRATEGIES TO WRITE EFFECTIVE THREE-PART ESSAYS
   b. DEVELOP A CLEAR AND CONCISE THESIS FOR EXPOSITORY WRITING
   c. WRITE WITH A FOCUS ON GRAMMAR, PUNCTUATION AND COMMA USAGE
   d. INCLUDE DESCRIPTIVE SENTENCES IN PIECES OF WRITING
   e. USE APPROPRIATE AND VARIED TRANSITIONS TO LINK MAJOR SECTIONS OF THE TEXT, IN ORDER TO CREATE COHESION AND CLARIFY THE RELATIONSHIPS AMONG COMPLEX IDEAS AND CONCEPTS
3. WRITING APPLICATIONS
   a. DEVELOP AND STRENGTHEN WRITING THROUGH THE CREATION OF A COLLEGE RESEARCH ESSAY
   b. DEVELOP AND STRENGTHEN WRITING THROUGH THE CREATION OF A MANDALA ESSAY
   c. WRITE INFORMATIVE TEXTS TO EXAMINE AND EXPLAIN COMPLEX IDEAS, SUCH AS A COMPLEX PROCESS 4. DEVELOP AND STRENGTHEN WRITING THROUGH THE CREATION OF A 'LIFE GOALS' ESSAY
4. WRITING TO LEARN
   a. WRITE SUMMARIES OF INFORMATION IN VARIOUS CONTEXTS
   b. DIFFERENTIATE BETWEEN A SUMMARY AND A REFLECTION
   c. USE LEARNING LOGS TO REFLECT UPON PERFORMANCE ON ASSESSMENTS, WHERE THE LEARNING BROKE DOWN, AND WHERE CONFUSION EXISTS

UNIT 4: INQUIRY

1. COSTA'S LEVELS OF THINKING
   a. USE COSTA'S LEVELS OF THINKING WORDS IN ASSIGNMENTS, DISCUSSIONS AND NOTES
   b. FOCUS ON DRAWING CONNECTIONS BETWEEN IDEAS, USING COMPARE AND CONTRAST QUESTIONS
2. TUTORIALS
   a. REFINE COLLABORATIVE TUTORIAL SKILLS THROUGH TUTOR-LED DISCUSSIONS FOLLOWING TUTORIAL SESSIONS
   b. STUDENT PRESENTER INITIATES THE DISCUSSION BY EXPLAINING THE QUESTION (WHAT STRATEGIES HAVE BEEN PREVIOUSLY ATTEMPTED AND WHERE THEY BECAME CONFUSED IN ANSWERING THE QUESTION)
   c. UTILIZE RESOURCES (SUCH AS CORNELL NOTES AND TEXTBOOK) TO GATHER INFORMATION
3. SOCRATIC SEMINAR AND PHILOSOPHICAL CHAIRS
   a. WORK WITH PEERS TO SET RULES FOR COLLEGIAL DISCUSSIONS AND DECISION-MAKING
   b. ANALYZE A SEMINAL U.S DOCUMENT OF HISTORICAL AND LITERARY SIGNIFICANCE (E.G., THE GETTYSBURG ADDRESS, WASHINGTON'S FAREWELL ADDRESS) IN A SOCRATIC SEMINAR OR PHILOSOPHICAL CHAIRS DISCUSSION
   c. UTILIZE CRITICAL READING STRATEGIES TO IDENTIFY AUTHORS' CLAIMS AND FORMULATE QUESTIONS TO EXPLORE MEANING AS PREPARATION FOR A SOCRATIC SEMINAR
   d. DURING THE SOCRATIC SEMINAR, ASK ADDITIONAL QUESTIONS TO CONTINUE DEEPER EXPLORATION OF THE TEXT AND ONE ANOTHER'S THINKING AND EXPRESSIONS
   e. REFLECT ON THE SOCRATIC SEMINAR DISCUSSION AND IDENTIFY AREAS FOR FUTURE IMPROVEMENT

UNIT 5: COLLABORATION

1. TYPES OF INTERACTIONS
   a. DEVELOP POSITIVE PEER INTERACTION SKILLS THROUGH ESTABLISHING GROUP NORMS BEFORE, AND REFLECTIVE DISCUSSIONS FOLLOWING, COLLABORATIVE ACTIVITIES

b. UTILIZE TECHNOLOGY TO INTERACT AND COLLABORATE WITH OTHERS
c. RESPOND THOUGHTFULLY TO DIVERSE PERSPECTIVES, SUMMARIZE POINTS OF AGREEMENT AND DISAGREEMENT, AND WHEN WARRANTED, JUSTIFY ONE'S OWN VIEWS AND UNDERSTANDING AND MAKE NEW CONNECTIONS IN LIGHT OF THE EVIDENCE AND REASONING PRESENTED
d. PARTICIPATE IN TEAM BUILDING LESSONS TO LEARN ABOUT VALUING AND EFFECTIVELY WORKING WITH OTHERS

UNIT 6: ORGANIZATION

1. ORGANIZATION AND TIME MANAGEMENT
    a. REFINE ORGANIZATION AND NEATNESS OF BINDER THROUGH ONGOING COURSE SUPPORT, PEER DISCUSSION, AND PERSONAL REFLECTION AND GOAL SETTING
    b. UTILIZE A PLANNER/AGENDA TO TRACK CLASS ASSIGNMENTS AND GRADES
    c. UTILIZE A PLANNER/AGENDA TO BALANCE SOCIAL AND ACADEMIC COMMITMENTS AND COLOR CODE PLANNER TO IDENTIFY DIFFERENT TOPICS (ACADEMIC, SOCIAL, EXTRACURRICULAR, ETC.)
    d. ASSESS TIME USAGE AND CREATE A TIME MANAGEMENT PLAN, WHICH WILL ALLOW FOR ACADEMIC, EXTRACURRICULAR AND RECREATIONAL ACTIVITIES
    e. BEGIN DEVELOPING A HIGH SCHOOL PORTFOLIO OF PERSONAL ACADEMIC WORK, ACCOMPLISHMENTS, AWARDS AND EXTRACURRICULAR INVOLVEMENT TO SHOW EVIDENCE OF GROWTH AND USE FOR COLLEGE AND SCHOLARSHIP APPLICATIONS
    f. PUBLISH FINAL VERSIONS OF WRITING FOR THE ACADEMIC PORTFOLIO
2. NOTE-TAKING
    a. TAKE 10 TO 18 PAGES OF QUALITY CORNELL NOTES PER WEEK
    b. UNDERSTAND HOW TO USE NOTES TO STUDY, INCLUDING THE FOLD-OVER METHOD
    c. UTILIZE NOTES DURING THE TUTORIAL PROCESS TO SUPPORT QUESTIONING AND GATHERING OF KEY LEARNING
    d. EDIT AND REVISE NOTES OUTSIDE OF CLASS TO IMPROVE USABILITY
    e. REFINE PROCESS OF IDENTIFYING IMPORTANT POINTS, USING ABBREVIATIONS AND USING SHORTCUTS IN THE RIGHT COLUMN OF CORNELL NOTES
    f. BEGIN WRITING HIGHER-LEVEL QUESTIONS IN THE LEFT COLUMN THAT CORRESPOND TO CHUNKS OF INFORMATION IN THE NOTES SECTION
    g. REFLECT ON ALL NOTES TAKEN DURING A UNIT OF STUDY AFTER THE TEST IS RETURNED AND CONSIDER GAPS OF STUDY THAT LED TO MISSED QUESTIONS
3. RESEARCH AND TECHNOLOGY
    a. USE TECHNOLOGY IN ASSIGNMENTS AND PRESENTATIONS, USING STANDARDIZED CITATION STYLES TO CITE SOURCES
    b. UTILIZE TECHNOLOGY TO COMPLETE FINAL DRAFTS OF ASSIGNMENTS AND CONDUCT RESEARCH
    c. ESTABLISH A PROFESSIONALLY STRUCTURED EMAIL ADDRESS (E.G., FIRST INITIAL LAST NAME @ EMAIL PROVIDER.COM)
4. TEST PREPARATION/TEST-TAKING
    d. IDENTIFY AND REFLECT ON AREAS OF ACADEMIC WEAKNESS AND DETERMINE STUDY AND TEST-TAKING STRATEGIES THAT WILL AID IN TEST PREPARATION
    e. PREPARE FOR UPCOMING ASSESSMENTS BASED UPON THE FORMAT OF THE TEST AND PREVIOUS ASSESSMENT RESULTS
    f. UNDERSTAND GRADING RUBRIC AND PRIORITIZE TIME ALLOTMENT ON TEST SECTIONS BASED ON POINT VALUES
    g. LEARN TO EFFECTIVELY MANAGE TEST ANXIETY
    h. CHECK ALL ANSWERS/RESPONSES PRIOR TO SUBMITTING TEST AND CHANGE RESPONSES WHEN SURE OF NECESSITY

UNIT 7: READING

1. VOCABULARY
    a. UNDERSTAND HOW TO USE CONTEXT CLUES IN INTERPRETING NEW VOCABULARY
    b. INCORPORATE NEW WORDS GARNERED FROM READING INTO ACADEMIC SPEECH AND WRITING
    c. DETERMINE OR CLARIFY THE MEANING OF UNKNOWN AND MULTIPLE MEANING WORDS USING CONTEXT CLUES AND REFERENCE MATERIALS
2. TEXTUAL ANALYSIS
    a. UNDERSTAND AND USE PRE-READING STRATEGIES TO BUILD BACKGROUND KNOWLEDGE OF UNFAMILIAR TEXTS
    b. IDENTIFY GENRE OF TEXT
    c. READ AND DISCUSS VARIOUS EXAMPLES OF TEXT, INCLUDING ARTICLES FROM FICTION AND NON-FICTION
    d. USE MULTIPLE READING STRATEGIES, INCLUDING MARKING THE TEXT AND ANNOTATING TEXT TO IDENTIFY CLAIMS AND CONNECT IDEAS
    e. USE REREADING STRATEGIES TO RECALL CRITICAL CONCEPTS DURING DISCUSSIONS AND ESSAY WRITING
    f. USE ANY SUBTITLES TO GUIDE READING
    g. RECORD SUMMARIES, CONNECTIONS AND QUESTIONS IN THE MARGINS

UNIT 8: COLLEGE PREPAREDNESS

1. GUEST SPEAKERS
    a. PREPARE FOR GUEST SPEAKER PRESENTATIONS BY CREATING QUESTIONS FOR THE SPEAKERS PRIOR TO THEIR VISIT
    b. GREET AND ESCORT GUEST SPEAKERS TO THE CLASSROOM
    c. USE SKILLS OF LISTENING AND NOTE-TAKING DURING PRESENTATIONS BY GUEST SPEAKERS
    d. GATHER INSIGHT FROM A VARIETY OF GUEST SPEAKERS WHO DISCUSS VARIOUS ASPECTS OF THEIR CAREERS
    e. DRAFT, PEER EDIT, REVISE AND CREATE A FINAL DRAFT OF A LETTER AND/OR PROJECT OF APPRECIATION TO GUEST SPEAKERS
2. FIELD TRIPS
    a. PARTICIPATE IN FIELD TRIPS TO INCLUDE ONE OR TWO COLLEGE/UNIVERSITY VISITS THAT ARE DIFFERENT FROM PREVIOUS YEAR
    b. ENGAGE IN AT LEAST ONE "E-TRIP" THAT HAS AN INTERACTIVE COMPONENT THAT IS OUTSIDE OF THE STATE
    c. USE SKILLS OF LISTENING AND NOTE-TAKING DURING FIELD TRIP EXPERIENCES
    d. DRAFT, EDIT, REVISE AND CREATE FINAL DRAFT OF WRITING THAT REFLECTS ON LEARNING FROM FIELD TRIP EXPERIENCE(S)
3. COLLEGE AND CAREER KNOWLEDGE
    a. RESEARCH COLLEGE ADMISSIONS REQUIREMENTS, WITH EMPHASIS ON COST OF LIVING, TUITION, AND FINANCIAL AID FOR A COLLEGE OF CHOICE
    b. CONTINUE DEVELOPING A BASIC UNDERSTANDING OF COLLEGE VOCABULARY
    c. RESEARCH A CAREER OF INTEREST, BASED UPON CAREER VALUES
    d. PARTICIPATE IN CAREER AWARENESS TESTS AND ACTIVITIES TO HELP BUILD AWARENESS OF PERSONAL STRENGTHS
4. COLLEGE ENTRANCE TESTING
    a. TAKE AND ANALYZE THE RESULTS FROM A PLAN AND/OR PSAT TEST

b. DEVELOP VOCABULARY SKILLS BY REVIEWING ROOTS, PREFIXES, SUFFIXES, AND ACT AND SAT® WORD LISTS
c. COLLABORATIVELY PROBLEM SOLVE PSAT/PLAN TEST PREPARATORY ITEMS

5. COLLEGE ADMISSIONS/FINANCIAL AID
   a. UNDERSTAND THE IMPORTANCE OF COMMUNITY SERVICE AND GRADES AS A REQUIREMENT FOR SCHOLARSHIPS
   b. IDENTIFY SCHOOLS OF INTEREST AND EXAMINE COST OF ATTENDANCE

3. Key Assignments:

~~Lessons are offered in note-taking, study skills, test-taking, time management, SAT and college entrance/placement exam preparation, effective textbook reading, and library research skills.~~

UNIT 1:
CREATE FOCUSED GOALS AROUND COLLEGE AND THE STEPS NECESSARY TO GAIN ENTRANCE ALONG WITH SHORT-, MID-, AND LONG-TERM GOALS THAT SUPPORT ACADEMIC AND PERSONAL GROWTH. STUDENTS WILL ALSO REVIEW AND REVISE PERSONAL AND ACADEMIC GOALS DURING KEY TIMES THROUGHOUT THE YEAR. FINALLY, THEY WILL ALSO CREATE A GOALS ESSAY AND DISCUSS GOALS IN AN ORAL PRESENTATION, USING ORGANIZED INFORMATION THAT INTEGRATES APPROPRIATE MEDIA IN THE PRESENTATION

UNIT 2:
STUDENTS WILL BUILD AND DELIVER A 5-10 MINUTE FORMAL SPEECH. STUDENTS WILL BE ALLOWED TO CHOOSE FROM A PERSUASIVE, NARRATIVE OR INFORMATIVE SPEECH. SIMILARLY, AS AUDIENCE MEMBERS STUDENTS WILL BE ABLE TO PARTICIPATE, PROVIDE FEEDBACK AND ASSESS THEIR PEER'S SPEECHES.

UNIT 3:
TO DEVELOP STUDENT'S WRITING ABILITIES, THEY WILL PRODUCE A COHERENT, RESEARCHED BASED ESSAY ON A COLLEGE INTEREST OF THEIR CHOICE. THE RESEARCH PROJECT MUST INCLUDE 3-PART SOURCE INTEGRATION, AS WELL AS RELEVANT INFORMATION SURROUNDING THEIR TOPIC. THE FOCUS WILL BE ON DEVELOPING A CLEAR AND CONCISE THESIS FOR EXPOSITORY WRITING WITH SUPPORTING DETAILS AND FACTS. STUDENTS WILL LEARN CRITICAL RESEARCHING, CITING, AND WRITING SKILLS, WITHIN A TOPIC THAT HELPS BROADEN THEIR KNOWLEDGE OF COLLEGES AND THE OPPORTUNITIES THAT CONTINUED EDUCATION PROVIDES.

UNIT 4:
STUDENTS WILL BE ABLE TO UNDERSTAND AND PARTICIPATE IN THE SOCRATIC SEMINAR & PHILOSOPHICAL CHAIRS PROCESS. STUDENTS WILL READ CRITICALLY AND ASK QUESTIONS TO CONTINUE DEEPER EXPLORATION OF THE TEXT. IN ADDITION, STUDENTS WILL DEEPEN AND CHALLENGE ONE ANOTHER'S THINKING AND EXPRESSIONS ABOUT THE TEXT WHILE ALSO REFLECTING ON THE SOCRATIC SEMINAR DISCUSSION AND IDENTIFY AREAS FOR FUTURE IMPROVEMENT. STUDENTS WILL ALSO BE REQUIRED TO COME TO CLASS PREPARED HAVING REVIEWED THE ASSIGNMENTS, TEXT AND TOPIC OF DISCUSSIONS, AS WELL AS USE THEIR LEARNING IN FUTURE PROJECTS AND ASSIGNMENTS. THESE METHODS OF DIALOG WILL HELP DEEPEN THEIR UNDERSTANDING OF RELEVANT (LARGELY EXPOSITORY) TEXTS, FORMULATE OPINIONS, HAVE MEANINGFUL DIALOG WITH PEERS, AND RE-EVALUATE THEIR OWN THINKING ON A TOPIC.

UNIT 5:
STUDENTS WILL BE REQUIRED TO COLLABORATE WITH ONE ANOTHER DURING CLASS SESSIONS IN A VARIETY OF WAYS AND FOR A VARIETY OF PURPOSES. THESE COLLABORATIVE OPPORTUNITIES WILL RANGE FROM SHARING WITH A PEER ABOUT CURRENT UNDERSTANDING, TO INTERACTING WITH SMALL GROUPS IN PROJECTS, TO LARGE GROUP DIALOG WHERE STUDENTS LEARN AND GROW FROM THEIR PEERS. THESE ASSIGNMENTS WILL BE REQUIRED THROUGHOUT THE UNIT. THROUGH THE USE OF COLLABORATIVE STRUCTURES STUDENTS WILL STRENGTHEN THEIR ABILITY TO

COMMUNICATE WITH THEIR PEERS, FORMULATE OPINIONS, AND ADAPT THAT OPINION THROUGH GROUP INTERACTIONS.

UNIT 6:
STUDENTS WILL NEED TO ASSESS TIME USAGE AND CREATE A TIME MANAGEMENT PLAN, WHICH WILL ALLOW FOR ACADEMIC, EXTRACURRICULAR AND SOCIAL ACTIVITIES THAT WILL BE USED THROUGHOUT ALL CLASSES FOR THE ENTIRE SCHOOL YEAR. ALSO, THEY WILL BEGIN TO DEVELOP A HIGH SCHOOL PORTFOLIO OF PERSONAL ACADEMIC WORK, ACCOMPLISHMENTS, AWARDS AND EXTRACURRICULAR INVOLVEMENT TO SHOW EVIDENCE OF GROWTH AND USE FOR COLLEGE AND SCHOLARSHIP APPLICATIONS WHILE ULTIMATELY PUBLISHING FINAL VERSIONS OF WRITING FOR THE ACADEMIC PORTFOLIO. IN ADDITION, STUDENTS WILL BEGIN TO BACKWARDS MAP LARGE PROJECTS, IN ORDER TO BREAK THEM INTO SUBTASKS AND CREATE A PROJECT PLAN THAT FITS INTO THEIR SCHEDULE. IN DOING THIS, STUDENTS WILL DEVELOP THE ABILITY TO COORDINATE AND PROACTIVELY TAKE OWNERSHIP OF THEIR LEARNING.

UNIT 7:
EXPOSITORY TEXTS SUCH AS AVID WEEKLY'S NEWSPAPER ARTICLES WILL BE INFUSED INTO THE CURRICULUM TO ENSURE THAT STUDENTS ARE ABLE TO INTERPRET NEW VOCABULARY, READ FOR FLUENCY AND USE CONTEXTUAL CLUES. STUDENTS WILL RECORD THEIR SUMMARIES OF THE READINGS, MAKE NEW AND PREVIOUS CONNECTIONS TO OTHER WORK AND INCLUDE HIGHER LEVEL QUESTIONS TO BRING TO CLASS. IN ADDITION, STUDENTS WILL INCORPORATE THIS GAINED KNOWLEDGE INTO OTHER ASPECTS OF THEIR EDUCATION SUCH AS STRUCTURED DISCUSSIONS WITH PEERS, EXPOSITORY ESSAY DEVELOPMENT, AND ANALYZING MULTIPLE POINTS OF VIEW OF THE SAME TOPIC.

UNIT 8:
AS PART OF THE COLLEGE EXPLORATION PROCESS STUDENTS WILL CONDUCT VARIOUS RESEARCH TO BEGIN DEVELOPING A COLLEGE MATCH. THIS WILL INCLUDE RESEARCH ONLINE, FIELD TRIPS, E-VISITS, GUEST SPEAKERS AND INTERVIEWS. SIMILARLY, STUDENTS WILL BE REQUIRED TO TAKE CAREER ASSESSMENT TO ALSO INFORM THE COLLEGE MATCHING PROCESS. ULTIMATELY, STUDENTS WILL BE REQUIRED TO PRODUCE A RESEARCH PAPER THAT REFLECTS THEIR LEARNING. THIS WILL PROVIDE STUDENTS WITH AN OPPORTUNITY TO DEVELOP RESEARCH SKILLS, A KNOWLEDGE OF THE VAST CHOICES OF CONTINUED EDUCATION, AND DETERMINING THE REQUIREMENTS EARLY ABOUT THE REQUIREMENTS NECESSARY FOR GAINING COLLEGE ACCEPTANCE.

4. Instructional Methods and/or Strategies:

- INTERACTING WITH TEXT AND VISUALS
- STRATEGIES TO SUPPORT READING FOR UNDERSTANDING
- USING GRAPHIC ORGANIZERS
- WRITING TO LEARN AND LEARNING TO WRITE
- ANALYZING PRIMARY SOURCES
- STRUCTURED DISCUSSION
- STRUCTURED ORAL PRESENTATIONS

5. Assessment Including Methods and/or Tools:

THE EVALUATION OF STUDENT PROGRESS AND EVALUATION WILL BE BASED ON THE FOLLOWING CRITERIA OUTLINED IN BOARD POLICY:

- ASSESSMENTS: 60-75% OF THE FINAL GRADE
- ASSIGNMENTS AND CLASS DISCUSSIONS: 25-40% OF THE FINAL GRADE

Chino Valley Unified School District
High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Dr., Chino, CA 91710 Phone: (909) 628-1201 Web Site: chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum Position/Title: Director of Secondary Curriculum Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	~~Advancement Via Individual Determination (AVID)~~ AVID 10
2. Transcript Title/Abbreviation:	AVID 10
3. Transcript Course Code/Number:	~~5976~~ 5977
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	Meets the UC/CSU "g" General Elective requirement
6. Grade Level(s):	~~9-12~~ 10
7. Unit Value:	5 credits per semester/10 credits total
8. Course Previously Approved by UC:	No
9. Classified as a Career Technical Education Course:	No
10. Modeled after an UC-approved course:	No
11. Repeatable for Credit:	No
12. Date of Board Approval:	February 7, 2002
Date of Revision Approval:	

13. Brief Course Description:

The mission of AVID is to ensure that all students, but especially THOSE WITH UNREALIZED ACADEMIC POTENTIAL ~~disadvantaged students in the middle with academic potential~~, will succeed in rigorous curriculum, will enter mainstream activities of the school, will increase their enrollment in four-year colleges, and will become educated and responsible participants and leaders in a democratic society.

14. Prerequisites:	AVID 9 (Recommended) Teacher Recommendation (Recommended) Co-requisites: One AP/Honors course (Recommended) Geometry (Recommended)

15. Context for Course:

~~The AVID course is a four-year regularly scheduled elective college preparatory class. This course meets the needs of students by:~~

- ~~Providing academic instruction and other support to students to prepare them for eligibility to four-year colleges and universities~~
- ~~Giving students college level entry skills~~
- ~~Increasing the "coping skills" of students~~
- ~~Motivating students to seek college educations~~
- ~~Increasing the student's level of career awareness~~

ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID) IS AN ACADEMIC ELECTIVE COURSE THAT PREPARES STUDENTS FOR COLLEGE READINESS AND SUCCESS; IT IS SCHEDULED DURING THE REGULAR SCHOOL DAY AS A YEAR-LONG COURSE. EACH WEEK, STUDENTS RECEIVE INSTRUCTION UTILIZING A RIGOROUS COLLEGE PREPARATORY

CURRICULUM PROVIDED BY AVID CENTER, TUTOR-FACILITATED STUDY GROUPS, MOTIVATIONAL ACTIVITIES, AND ACADEMIC SUCCESS SKILLS. IN AVID, STUDENTS PARTICIPATE IN ACTIVITIES THAT INCORPORATE STRATEGIES FOCUSED ON WRITING, INQUIRY, COLLABORATION, ORGANIZATION AND READING TO SUPPORT THEIR ACADEMIC GROWTH.

16. History of Course Development:

DURING THE TENTH-GRADE AVID ELECTIVE COURSE, STUDENTS WILL REFINE THE AVID STRATEGIES TO MEET THEIR INDEPENDENT NEEDS AND LEARNING STYLES. STUDENTS WILL CONTINUE TO REFINE AND ADJUST THEIR ACADEMIC LEARNING PLANS AND GOALS, AND INCREASE AWARENESS OF THEIR ACTIONS AND BEHAVIORS. AS STUDENTS INCREASE THE RIGOROUS COURSE LOAD AND SCHOOL/COMMUNITY INVOLVEMENT, THEY WILL REFINE THEIR TIME MANAGEMENT AND STUDY SKILLS ACCORDINGLY. STUDENTS WILL EXPAND THEIR WRITING PORTFOLIO TO INCLUDE: ANALYZING PROMPTS, SUPPORTING ARGUMENTS AND CLAIMS, CHARACTER ANALYSIS AND DETAILED REFLECTIONS. STUDENTS WILL ALSO ANALYZE VARIOUS DOCUMENTS, IN ORDER TO PARTICIPATE IN COLLABORATIVE DISCUSSIONS AND DEVELOP LEADERSHIP SKILLS IN THOSE SETTINGS. STUDENTS WILL EXPAND THEIR VOCABULARY USE, CONTINUING TO PREPARE FOR COLLEGE ENTRANCE EXAMS AND PREPARATION. TEXT ANALYSIS WILL FOCUS ON SPECIFIC STRATEGIES TO UNDERSTAND COMPLEX TEXTS. LASTLY, STUDENTS WILL NARROW DOWN THEIR COLLEGE AND CAREERS OF INTEREST, BASED ON PERSONAL INTERESTS AND GOALS.

17. Textbooks:	AVID Tutorial Guide, Dr. Paolina Schiro and Tracy Daws, AVID Published Resource College and Careers, Nancy Caine, Regina Risi, Dr. Paolina Schiro, Carmen S, AVID Published Resource High School Writing, Michelle Mullen and Sandy Boldway, AVID Published Resource AVID Critical Thinking and Engagement, Paul Bendall, Adam Bollhoefer, and Vijay Koilpillai, AVID Published Resource AVID Elective Essentials for High School, Dr. Paolina Schiro, Raegan McGinnis, and Cindy Metter, AVID Published Resource Critical Reading: Deep Reading Strategies for Expository Texts, Jonathan LeMaster, AVID Published Resource
18. Supplemental Instructional Materials:	AVID Weekly, Supporting Math in the AVID Elective, Write Path content books, AVID Test Prep, Roadtrip Nation Weekly, Focused Note-Taking

C. COURSE CONTENT

1. Course Purpose:

AVID ELECTIVE COURSES AT ALL GRADE LEVELS ARE DESIGNED TO PREPARE STUDENTS FOR ENTRANCE INTO FOUR-YEAR COLLEGES AND UNIVERSITIES, WITH EMPHASIS ON ANALYTICAL WRITING, PREPARATION FOR COLLEGE ENTRANCE AND PLACEMENT EXAMS, COLLEGE STUDY SKILLS AND TEST TAKING, CORNELL NOTE TAKING, AND RESEARCH.

2. Course Outline:

~~The specific curriculum and teacher curriculum guides are developed and provided by the AVID Center.~~

UNIT 1: CHARACTER DEVELOPMENT

1. SELF-AWARENESS
    a. DEMONSTRATE SCHOLARLY ATTRIBUTES IN WORKING WITH ADULTS AND PEERS
    b. UNDERSTAND THE ROLE OF AVID STUDENTS AND DISPLAY CHARACTERISTICS ON A REGULAR BASIS
    c. ALIGN LEARNING AND STUDY STRATEGIES TO PERSONAL LEARNING STYLE
    d. DEMONSTRATE THE ABILITY TO SUCCESSFULLY RESOLVE CONFLICTS AND DISPUTES WITH PEERS AND TEACHERS
    e. REASSESS PREVIOUS YEAR'S INTERESTS AND PURSUITS, IN ORDER TO REALIGN CURRENT ACTIVITIES TO FURTHER DEVELOP ABILITIES
    f. ASSESS AREAS OF WEAKNESS AND DEVELOP PLANS TO ADDRESS THOSE WEAKNESSES

2. GOALS
    a. REASSESS ACADEMIC SIX-YEAR PLAN TO EVALUATE PROGRESS TOWARD MEETING ALL COLLEGE ENTRANCE REQUIREMENTS UPON HIGH SCHOOL GRADUATION AND ADAPT PLANS IF ANY COURSES NEED TO BE RETAKEN DUE TO LOW ACADEMIC GRADES
    b. EXAMINE ACADEMIC STRENGTHS THAT WILL AID IN COURSE SELECTION PATTERNS, ESPECIALLY AROUND HONORS AND AP® COURSES
    c. SET AND MONITOR GOALS AROUND COMMUNITY SERVICE, EXTRACURRICULAR ACTIVITY INVOLVEMENT AND ACADEMIC TESTING
3. COMMUNITY AND SCHOOL INVOLVEMENT
    a. CONTINUE IN EXTRACURRICULAR CLUBS, PROGRAMS, COMMUNITY SERVICE AND ATHLETICS OF INTEREST TO DEMONSTRATE COMMITMENT, IN ADDITION TO SEEKING OUT POSITIONS OF LEADERSHIP, SUCH AS CLUB OFFICERS OR CAPTAINS
    b. DETERMINE A SERVICE LEARNING PROJECT TO PARTICIPATE IN AS A CLASS
    c. TRACK COMMUNITY SERVICE HOURS AND EXTRACURRICULAR ACTIVITY PARTICIPATION IN A MULTI-YEAR STUDENT PORTFOLIO
4. OWNERSHIP OF LEARNING
    a. ACCESS GRADES ONLINE OR FROM TEACHERS ON A REGULAR BASIS
    b. ANALYZE GRADE REPORTS TO CREATE A STUDY/ACTION PLAN FOR CONTINUED ACADEMIC IMPROVEMENT
    c. SEEK OPPORTUNITIES OUTSIDE OF THE AVID CLASSROOM TO ASK QUESTIONS, CLARIFY THINKING AND IDENTIFY POINTS OF CONFUSION
    d. CREATE POSITIVE PEER CONNECTIONS THROUGH INDEPENDENT STUDY GROUPS

UNIT 2: COMMUNICATION

1. SPEAKING
    a. ROLE PLAY VARYING WORD CHOICE, TONE AND VOICE WHEN SPEAKING TO AN ASSIGNED AUDIENCE
    b. PRACTICE UTILIZING PURPOSEFUL GESTURES DURING SPEECHES
    c. REFINE USE OF VOCAL PROJECTION IN BOTH FORMAL SPEECHES AND SOCRATIC SEMINAR SETTINGS
    d. INCORPORATE TECHNOLOGY AND/OR VISUAL AIDS TO INCREASE EFFECTIVENESS OF THE SPEECH OR PRESENTATION
    e. PRACTICE SPEAKING SKILLS THROUGH MOCK JOB INTERVIEWS
    f. PRESENT INFORMATION, FINDINGS AND SUPPORTING EVIDENCE CONCISELY AND LOGICALLY
    g. INTEGRATE MULTIPLE SOURCES OF INFORMATION
2. LISTENING
    a. RECORD KEY LEARNING POINTS AND PROVIDE FEEDBACK USING CORNELL NOTES
    b. EFFECTIVELY SUMMARIZE IDEAS FROM A DISCUSSION

UNIT 3: WRITING

1. THE WRITING PROCESS
    a. PRACTICE STRATEGIES FOR PRE-WRITING IN RESPONSE TO VARIOUS PROMPTS FOR BOTH TIMED WRITING AND PROCESS WRITING
    b. ANALYZING A PROMPT FOR TIMED WRITING SITUATIONS
    c. EDIT STUDENTS' ESSAYS, ESPECIALLY CHECKING FOR THE USAGE OF VARIED SENTENCE TYPES
    d. UTILIZE RUBRICS TO SELF-EVALUATE AND PEER EVALUATE WORK, ESPECIALLY THOSE SIMILAR TO AP EXAM RUBRICS
2. WRITING SKILLS

a. REFINE STRATEGIES TO WRITE EFFECTIVE PARAGRAPHS
b. FOCUS ON EXPANDING WORD CHOICE IN ALL ASPECTS OF WRITING
c. WRITE WITH A FOCUS ON USING VARIED SENTENCE TYPES (SIMPLE, COMPOUND, COMPLEX)
d. INCORPORATE TRANSITIONS TO IMPROVE FLOW WITHIN A PARAGRAPH AND LOGICALLY TIE TOGETHER ACADEMIC ARGUMENTS
e. SUPPORT ARGUMENTS AND CLAIMS OF EVIDENCE USING TEXTUAL SOURCES

3. WRITING APPLICATIONS
   a. DEVELOP AND STRENGTHEN WRITING THROUGH THE CREATION OF A CHARACTER ANALYSIS
   b. USE WRITING ACTIVITIES FROM CONTENT AREA CLASSES TO PRACTICE, DEVELOP AND REFINE WRITING SKILLS
4. WRITING TO LEARN
   a. EVALUATE SUMMARIES USING RUBRICS AND CHECKLISTS
   b. UTILIZE REFLECTIVE LOGS TO EVALUATE NOTE-TAKING HABITS AND SET SUBSEQUENT GOALS TO IMPROVE UPON PAST LEARNING
   c. WRITE DETAILED REFLECTIONS ON EXPERIENCES, PRESENTATIONS AND SPEECHES, FOCUSING ON HOW THE KNOWLEDGE IS APPLIED TO DECISIONS

UNIT 4: INQUIRY

1. COSTA'S LEVELS OF THINKING
   a. USE SKILLED QUESTIONING TO ELICIT DEEPER THINKING FROM SELF AND OTHERS
2. TUTORIALS
   a. REFINE COLLABORATIVE TUTORIAL SKILLS THROUGH TUTOR-LED DISCUSSIONS FOLLOWING TUTORIAL SESSIONS WITH A FOCUS ON HIGHER-LEVEL QUESTIONING
   b. COMPLETE A HIGHER-LEVEL REFLECTION ABOUT THE LEARNING PROCESS DURING TUTORIALS
3. SOCRATIC SEMINAR AND PHILOSOPHICAL CHAIRS
   a. UTILIZE CRITICAL READING STRATEGIES TO DETERMINE MAIN IDEAS/CLAIMS AS A PRE-ACTIVITY TO SOCRATIC SEMINAR AND PHILOSOPHICAL CHAIRS DISCUSSIONS
   b. COME TO SOCRATIC SEMINAR/PHILOSOPHICAL CHAIRS DISCUSSIONS PREPARED, HAVING READ AND RESEARCHED MATERIAL UNDER STUDY AND EXPLICITLY DRAW ON THAT PREPARATION BY REFERRING TO EVIDENCE FROM TEXTS
   c. PROPEL CONVERSATIONS BY POSING AND RESPONDING TO QUESTIONS THAT RELATE THE CURRENT DISCUSSIONS TO BROADER THEMES OR LARGER IDEAS
   d. FOCUS ON THE DEVELOPMENT OF LEADERSHIP SKILLS AND SELF-REFINEMENT DURING SOCRATIC SEMINAR DISCUSSIONS
   e. SUMMARIZE POINTS OF AGREEMENT AND DISAGREEMENT

UNIT 5: COLLABORATION

1. TYPES OF INTERACTIONS
   a. DEVELOP POSITIVE PEER INTERACTION SKILLS THROUGH CREATING GROUP NORMS AND REFLECTIVE DISCUSSIONS FOLLOWING COLLABORATIVE ACTIVITIES
   b. FOCUS ON ACADEMIC LANGUAGE SKILLS THAT WILL DEVELOP STRONG PEER-INSTRUCTOR RELATIONSHIPS
   c. PRACTICE USING ENCOURAGEMENT AND POSITIVE AFFIRMATIONS WITH PEERS
   d. EVALUATE A SPEAKER'S POINT OF VIEW, REASONING, AND USE OF EVIDENCE AND RHETORIC, IDENTIFYING ANY FALLACIOUS REASONING OR EXAGGERATED OR DISTORTED EVIDENCE
   e. UTILIZE TECHNOLOGY TO INTERACT AND COLLABORATE WITH OTHERS AND FOSTER TRUST BUILDING SKILLS BY WORKING WITH PARTNERS TO COMPLETE A SPECIFIED TASK

f. ENHANCE UNDERSTANDING OF COLLABORATION BY WORKING IN GROUPS DURING TEAM BUILDING AND MOTIVATIONAL ACTIVITIES OR PROBLEM SOLVING
g. PARTICIPATE IN GROUP DISCUSSIONS AND REFLECTIONS BASED ON COLLABORATIVE WORK
h. ACKNOWLEDGE NEW INFORMATION EXPRESSED BY OTHERS, AND WHEN WARRANTED, MODIFY ONE'S OWN VIEWS

UNIT 6: ORGANIZATION

1. ORGANIZATION AND TIME MANAGEMENT
   a. REFINE ORGANIZATION AND NEATNESS OF BINDER THROUGH ONGOING COURSE SUPPORT, PEER DISCUSSION, AND PERSONAL REFLECTION AND GOAL SETTING
   b. UTILIZE A PLANNER/AGENDA TO TRACK CLASS ASSIGNMENTS AND GRADES
   c. UTILIZE A PLANNER/AGENDA TO BALANCE SOCIAL AND ACADEMIC COMMITMENTS AND USE BACKWARDS MAPPING FOR MAJOR PROJECTS OR TESTS
   d. ANALYZE GRADES TO ADJUST STUDY HABITS AND TIME ALLOCATIONS
2. NOTE-TAKING
   a. TAKE 10 TO 18 PAGES OF QUALITY CORNELL NOTES PER WEEK
   b. UTILIZE NOTES AFTER THE TESTS TO REEXAMINE INCORRECT ITEMS ON THE TESTS AND WHERE POTENTIAL GAPS IN THE NOTES MIGHT EXIST
   c. CREATE VISUALS OR SYMBOLS IN THE RIGHT COLUMN TO REPRESENT AND HELP RECALL INFORMATION
   d. CHANGE PEN COLORS TO INDICATE CHANGE IN CONCEPT
   e. REFINE THE SKILL OF COMPOSING AN ESSENTIAL QUESTION BASED ON THE STANDARD OR OBJECTIVE COVERED BY THE LESSON
   f. WRITE HIGHER-LEVEL SUMMARIES FOR CORNELL NOTES THAT LINK ALL OF THE LEARNING TOGETHER
3. RESEARCH AND TECHNOLOGY
   a. USE TECHNOLOGY IN ASSIGNMENTS AND PRESENTATIONS, USING PROPER MLA STYLE TO CITE SOURCES
   b. UTILIZE TECHNOLOGY TO COMPLETE FINAL DRAFTS OF ASSIGNMENTS AND CONDUCT RESEARCH
   c. USE TECHNOLOGY TO SHARE, STORE AND COLLABORATE ON PROJECTS
   d. RESEARCH CAREERS AND POSTSECONDARY INSTITUTIONS VIA THE INTERNET, GATHERING INFORMATION ABOUT MAJORS AND ATMOSPHERE OF THE COLLEGES/UNIVERSITIES
4. TEST PREPARATION/TEST-TAKING
   a. USE GRADED ASSESSMENTS TO IDENTIFY AND REFLECT ON ACADEMIC WEAKNESS AND DETERMINE STUDY AND TEST-TAKING STRATEGIES THAT WILL AID IN TEST PREPARATION
   b. UTILIZE STRATEGIES FOR VARIOUS TYPES OF TESTS, IN PREPARATION FOR MIDTERM AND FINAL EXAMS.

UNIT 7: READING

1. VOCABULARY
   a. EXPAND VOCABULARY, ESPECIALLY THOSE UTILIZED ON SAT/ACT TESTING AND PROPERLY INCORPORATE THEM INTO WRITINGS TO VARY WORD USAGE
   b. DEVELOP INTERPRETATION SKILLS, USING ROOT WORD, PREFIX, AND SUFFIX
   c. DEMONSTRATE INDEPENDENCE IN GATHERING VOCABULARY KNOWLEDGE
2. TEXTUAL ANALYSIS
   a. LEARN TO DETERMINE PURPOSE OF READING, IN ORDER TO CORRECTLY CHOOSE A PROPER METHOD OF READING
   b. READ AND DISCUSS VARIOUS EXAMPLES OF TEXT, INCLUDING ARTICLES FROM FICTION AND NON-FICTION

c. MARK TEXTS TO TRACK UNDERSTANDING OF THE TEXT AND QUESTIONS ABOUT THE READING
d. UTILIZE CHARTING OF THE TEXT TO TRACK VARIOUS POINTS OF VIEW AND OPPOSING CLAIMS
e. DETERMINE AUTHOR'S TONE AND VOICE
f. DEMONSTRATE A COMPREHENSIVE UNDERSTANDING OF SIGNIFICANT IDEAS EXPRESSED IN WRITTEN WORKS BY IDENTIFYING IMPORTANT IDEAS, RECOGNIZING INFERENCES AND DRAWING CONCLUSIONS

UNIT 8: COLLEGE PREPAREDNESS

1. GUEST SPEAKERS
    a. PRACTICE STRONG USAGE OF ACADEMIC LANGUAGE THROUGH THOUGHT-PROVOKING QUESTIONS THAT CLARIFY OR WILL LEAD TO GREATER DEPTH OF KNOWLEDGE
    b. PRACTICE LISTENING AND NOTE-TAKING SKILLS WITH GUEST SPEAKERS FROM BOTH THE SCHOOL AND COMMUNITY AND INTEGRATE INFORMATION INTO STUDENT PROJECTS AND PRESENTATIONS
    c. WRITE LETTERS OF APPRECIATION TO GUEST SPEAKERS, MAKING SURE TO REFLECT ON AND EXPRESS LEARNING FROM THE PRESENTATION
2. FIELD TRIPS
    a. PARTICIPATE IN FIELD TRIPS, INCLUDING, BUT NOT LIMITED TO, THE FOLLOWING: ONE OR TWO COLLEGE/UNIVERSITY VISITS THAT ARE DIFFERENT FROM PREVIOUS YEAR, INCLUDING TIME SPENT WITH ADMISSIONS COUNSELORS, AND A FIELD TRIP THAT HAS A CAREER FOCUS
    b. MEET SET MINIMUM GRADE AND BEHAVIOR CRITERIA (AS DETERMINED BY THE SCHOOL), IN ORDER TO ATTEND THE FIELD TRIPS
3. COLLEGE AND CAREER KNOWLEDGE
    a. NARROW DOWN POTENTIAL COLLEGES/UNIVERSITIES OF INTEREST, CHOOSING CAMPUSES THAT FIT PERSONALITY, ACADEMIC INTERESTS AND GOALS
    b. SIGN-UP FOR ONGOING INFORMATION REGARDING ADMISSIONS AND POTENTIAL SCHOLARSHIPS FROM COLLEGES/UNIVERSITIES OF INTEREST
    c. DEVELOP AN UNDERSTANDING OF THE COLLEGE APPLICATION PROCESS AND REQUIRED INFORMATION
    d. BEGIN DEVELOPING AN UNDERSTANDING OF CAREER PATHS AND THE ASSOCIATED COLLEGE DEGREE
4. COLLEGE ENTRANCE TESTING
    a. PREPARE FOR, TAKE AND ANALYZE THE RESULTS FOR THE PSAT AND/OR PLAN TESTS
    b. FOCUS ON TEST-TAKING STRATEGIES TO HELP DETERMINE CORRECT ANSWERS ON HIGH-STAKES TESTS
    c. CONTINUE DEVELOPING VOCABULARY SKILLS BY REVIEWING ROOTS, PREFIXES, SUFFIXES, AND ACT AND SAT® WORD LISTS
    d. UNDERSTAND THE DIFFERENCES BETWEEN VARIOUS COLLEGE ENTRANCE TESTS
5. COLLEGE ADMISSIONS/FINANCIAL AID
    a. IDENTIFY KEY DIFFERENCES BETWEEN COSTS FOR PUBLIC AND PRIVATE UNIVERSITIES
    b. EXAMINE POTENTIAL SCHOLARSHIPS FROM COLLEGES OF INTEREST AND LOCAL SCHOLARSHIPS AND DESIGN PLANS TO MEET SELECTION CRITERIA

3. Key Assignments:

~~Lessons are offered in note-taking, study skills, test-taking, time management, SAT and college entrance/placement exam preparation, effective textbook reading, and library research skills.~~

UNIT 1

REASSESS SHORT-, MID-, AND LONG-TERM GOALS THAT WILL CONTINUE TO ENSURE ACADEMIC AND PERSONAL GROWTH. STUDENTS WILL ALSO REVIEW AND REVISE PERSONAL AND ACADEMIC GOALS, SPECIFICALLY THOSE DEALING WITH COLLEGE AND CAREER ASPIRATIONS. THEY WILL ALSO BE REQUIRED TO SET AND MONITOR GOALS AROUND COMMUNITY SERVICE, EXTRACURRICULAR ACTIVITY INVOLVEMENT AND ACADEMIC TESTING

UNIT 2
STUDENTS WILL BE REQUIRED TO DEVELOP AND INCREASE THEIR COMMUNICATIONS SKILLS. AS SUCH, STUDENTS WILL BE REQUIRED TO REGULARLY PARTICIPATE IN GROUP DISCUSSION, PROGRESSING THE DISCUSSION INTO DEEPER LEVELS OF THINKING, AS WELL AS PRESENT INFORMATION IN A VARIETY OF FORMAL AND INFORMAL SETTINGS. ALSO, THEY WILL BE REQUIRED TO SUMMARIZE KEY IDEAS FROM DISCUSSIONS USING CORNELL NOTES.

UNIT 3
STUDENTS WILL BE REQUIRED TO DEVELOP AND STRENGTHEN WRITING THROUGH THE CREATION OF A CAREER RESEARCH ESSAY. THIS RESEARCH WILL INCLUDE 3-PART SOURCE INTEGRATION, AS WELL AS DEVELOPING STUDENTS' ABILITY TO WRITE EXPOSITORY TEXTS. THEY WILL THEN FOLLOW THIS UP BY DEVELOPING AND STRENGTHEN WRITING THROUGH THE CREATION OF AN ARGUMENTATIVE ESSAY. THE AIM IS FOR STUDENTS TO PRACTICE, DEVELOP, REFINE THEIR WRITING SKILLS WHILE PROVIDING AND CITING EVIDENCE. THROUGH THIS COURSE, STUDENTS' WILL EXPAND THEIR COLLEGE AND CAREER SKILLS TO RESEARCH AND WRITE ON A FACTUAL TOPIC, WHILE USING A HIGH ENGAGEMENT TOPIC THAT FURTHER PREPARES THEM FOR SUCCESS IN COLLEGE AND BEYOND.

UNIT 4
STUDENTS WILL ANALYZE DR. MARTIN LUTHER KING'S "I HAVE A DREAM" SPEECH AS A SEMINAL U.S DOCUMENT OF HISTORICAL AND LITERARY SIGNIFICANCE IN A SOCRATIC SEMINAR DISCUSSION. STUDENTS WILL BEGIN BY CRITICALLY READING THE TEXT SEVERAL TIMES IN ORDER TO DETERMINE KEY FACTS, ANALYZE MEANING, AND GENERATE QUESTIONS THAT WILL DRIVE THE DISCUSSION. ALSO, THEY WILL ANALYZE VARIOUS ACCOUNTS OF A SUBJECT TOLD THROUGH DIFFERENT MEDIUMS INCLUDING VIDEOS AND NEWS REPORTS OF THE SPEECH, DETERMINING WHICH DETAILS ARE EMPHASIZED IN EACH ACCOUNT IN A SOCRATIC SEMINAR DISCUSSION. THIS ASSIGNMENT WILL SUPPORT STUDENTS TO ANALYZE AN ARTICLE, INTERACT WITH PEERS TO COME TO A GREATER LEVEL OF COMMON UNDERSTANDING, AND SELF-REFLECT ON HOW TO CONTINUALLY IMPROVE THEIR ABILITY TO MEANINGFULLY DIALOG WITH THEIR PEERS.

UNIT 5
STUDENTS WILL BE REQUIRED TO REFINE INQUIRY, LISTENING AND ORAL COMMUNICATION SKILLS THROUGH A VARIETY OF ACTIVITIES, INCLUDING TUTORIALS, PRESENTATIONS, SOCRATIC SEMINARS, AND PHILOSOPHICAL CHAIRS. THESE VARIOUS METHODS OF COLLABORATING WITH THEIR PEERS IN BOTH LARGE AND SMALL SETTINGS WILL SUPPORT THEIR ABILITY TO CLEARLY FORMULATE AND COMMUNICATE IDEAS.

UNIT 6
STUDENTS WILL BE REQUIRED TO CONTINUOUSLY ADD TO AND REFLECT ON MULTI-GRADE LEVEL PORTFOLIO THROUGHOUT THE SCHOOL YEAR WHILE ALSO PRESENTING THEIR PORTFOLIO OF PERSONAL ACADEMIC WORK AT THE END OF THE YEAR USING PEER FEEDBACK AND SUGGESTIONS FOR IMPROVEMENT. THEY WILL THEN PUBLISH FINAL VERSIONS OF WRITING FOR THE ACADEMIC PORTFOLIO.

UNIT 7
EXPOSITORY TEXTS SUCH AS AVID WEEKLY'S NEWSPAPER ARTICLES WILL BE INFUSED INTO THE CURRICULUM TO ENSURE THAT STUDENTS ARE ABLE TO INTERPRET NEW VOCABULARY, READ FOR FLUENCY AND USE CONTEXTUAL CLUES. STUDENTS WILL BE REQUIRED TO FOCUS ON AUTHOR'S CLAIMS: I.E. OPPOSING VIEWPOINTS. STUDENTS WILL ALSO BE REQUIRED TO DEFEND THEIR POSITION, INTEGRATE FINDINGS INTO WRITING, ALONG WITH USING THEIR

LEARNING IN GROUP DISCUSSIONS SUCH AS SOCRATIC SEMINARS AND PHILOSOPHICAL CHAIRS. THE INCORPORATION OF READING WILL SUPPORT STUDENTS' SKILL IN BEING ABLE TO ANALYZE EXPOSITORY TEXTS AND UTILIZE THEIR FINDINGS IN A VARIETY OF WAYS.

UNIT 8
TRACK THOUGHTS AND POTENTIAL ATTENDANCE OF THE COLLEGE/UNIVERSITY THROUGH CORNELL NOTES, LEARNING LOGS, AND REFLECTIVE ESSAYS. STUDENTS WILL USE SKILLS OF LISTENING AND NOTE-TAKING DURING FIELD TRIP EXPERIENCES AND COLLEGE/CAREER MENTOR DISCUSSIONS. ALSO, THEY WILL WRITE MAKING SURE TO REFLECT ON AND EXPRESS LEARNING FROM PRESENTATIONS, FIELD TRIPS AND RESEARCH. THROUGH THIS, STUDENTS WILL LEARN ABOUT COLLEGE AND CAREER OPPORTUNITIES, AS WELL AS HELP GUIDE THEIR COLLEGE AND CAREER PLANS.

4. Instructional Methods and/or Strategies:

- INTERACTING WITH TEXT AND VISUALS
- STRATEGIES TO SUPPORT READING FOR UNDERSTANDING
- USING GRAPHIC ORGANIZERS
- WRITING TO LEARN AND LEARNING TO WRITE
- ANALYZING PRIMARY SOURCES
- STRUCTURED DISCUSSION
- STRUCTURED ORAL PRESENTATIONS

5. Assessment Including Methods and/or Tools:

THE EVALUATION OF STUDENT PROGRESS AND EVALUATION WILL BE BASED ON THE FOLLOWING CRITERIA OUTLINED IN BOARD POLICY:

- ASSESSMENTS: 60-75% OF THE FINAL GRADE
- ASSIGNMENTS AND CLASS DISCUSSIONS: 25-40% OF THE FINAL GRADE

Chino Valley Unified School District
High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Dr., Chino, CA 91710 Phone: (909) 628-1201 Web Site: chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum Position/Title: Director of Secondary Curriculum Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	~~Advancement Via Individual Determination (AVID)~~ AVID 11
2. Transcript Title/Abbreviation:	AVID 11
3. Transcript Course Code/Number:	~~5976~~ 5978
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	Meets the UC/CSU "g" General Elective requirement
6. Grade Level(s):	~~9-12~~ 11
7. Unit Value:	5 credits per semester/10 credits total
8. Course Previously Approved by UC:	No
9. Classified as a Career Technical Education Course:	No
10. Modeled after an UC-approved course:	Yes
11. Repeatable for Credit:	No
12. Date of Board Approval:	February 7, 2002
Date of Revision Approval:	

13. Brief Course Description:
The mission of AVID is to ensure that all students, but especially THOSE WITH UNREALIZED ACADEMIC POTENTIAL ~~disadvantaged students in the middle with academic potential~~, will succeed in rigorous curriculum, will enter mainstream activities of the school, will increase their enrollment in four-year colleges, and will become educated and responsible participants and leaders in a democratic society.

14. Prerequisites:	AVID 10 Co-requisites: Enrollment in One AP/Honors course (Required)

15. Context for Course:
~~The AVID course is a four-year regularly scheduled elective college preparatory class. This course meets the needs of students by:~~

- ~~Providing academic instruction and other support to students to prepare them for eligibility to four-year colleges and universities~~
- ~~Giving students college level entry skills~~
- ~~Increasing the "coping skills" of students~~
- ~~Motivating students to seek college educations~~
- ~~Increasing the student's level of career awareness~~

ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID) IS AN ACADEMIC ELECTIVE COURSE THAT PREPARES STUDENTS FOR COLLEGE READINESS AND SUCCESS, AND IT IS SCHEDULED DURING THE REGULAR SCHOOL DAY AS A YEAR-LONG COURSE. EACH WEEK, STUDENTS RECEIVE INSTRUCTION UTILIZING A RIGOROUS COLLEGE PREPARATORY CURRICULUM PROVIDED BY AVID CENTER, TUTOR-FACILITATED STUDY GROUPS, MOTIVATIONAL ACTIVITIES AND ACADEMIC SURVIVAL SKILLS. THE COURSE EMPHASIZES 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.

16. History of Course Development:
THE ELEVENTH-GRADE AVID ELECTIVE COURSE IS THE FIRST PART IN A JUNIOR/SENIOR SEMINAR COURSE THAT FOCUSES ON WRITING AND CRITICAL THINKING EXPECTED OF FIRST- AND SECOND-YEAR COLLEGE STUDENTS. IN ADDITION TO THE ACADEMIC FOCUS OF THE AVID SEMINAR, THERE ARE COLLEGE-BOUND ACTIVITIES, METHODOLOGIES AND TASKS THAT SHOULD BE UNDERTAKEN DURING THE JUNIOR YEAR TO SUPPORT STUDENTS AS THEY APPLY TO FOUR-YEAR UNIVERSITIES AND CONFIRM THEIR POSTSECONDARY PLANS.

17. Textbooks:	AVID Tutorial Guide, Dr. Paolina Schiro and Tracy Daws, AVID Published Resource College and Careers, Nancy Caine, Regina Risi, Dr. Paolina Schiro, Carmen S, AVID Published Resource High School Writing, Michelle Mullen and Sandy Boldway, AVID Published Resource AVID Critical Thinking and Engagement, Paul Bendall, Adam Bollhoefer, and Vijay Koilpillai, AVID Published Resource AVID Elective Essentials for High School, Dr. Paolina Schiro, Raegan McGinnis, and Cindy Metter, AVID Published Resource Critical Reading: Deep Reading Strategies for Expository Texts, Jonathan LeMaster, AVID Published Resource
18. Supplemental Instructional Materials:	AVID Weekly, Supporting Math in the AVID Elective, Write Path content books, AVID Test Prep, Roadtrip Nation Weekly, Focused Note-Taking

C. COURSE CONTENT

1. Course Purpose:
AVID ELECTIVE COURSES AT ALL GRADE LEVELS ARE DESIGNED TO PREPARE STUDENTS FOR ENTRANCE INTO FOUR-YEAR COLLEGES AND UNIVERSITIES, WITH EMPHASIS ON ANALYTICAL WRITING, PREPARATION FOR COLLEGE ENTRANCE AND PLACEMENT EXAMS, COLLEGE STUDY SKILLS AND TEST TAKING, CORNELL NOTE TAKING, AND RESEARCH.

2. Course Outline:
~~The specific curriculum and teacher curriculum guides are developed and provided by the AVID Center.~~

UNIT 1: CHARACTER DEVELOPMENT

A. SELF-AWARENESS
   1. UNDERSTAND THE ROLE OF AVID STUDENTS AND DISPLAY CHARACTERISTICS ON A REGULAR BASIS, ESPECIALLY TO YOUNGER AVID STUDENTS
   2. SERVE AS A MENTOR AND ROLE MODEL TO YOUNGER AVID STUDENTS
   3. DEVELOP SKILLS IN OFFERING AND RECEIVING CRITICISM
   4. IDENTIFY POTENTIAL ACADEMIC CHALLENGES THAT MAY OCCUR AND SEEK PROACTIVE SOLUTIONS WITH TEACHERS
   5. EXAMINE POTENTIAL CAREER PATHS AND COLLEGE DEGREES THAT ALIGN WITH ABILITIES, TALENTS AND INTERESTS
   6. ALIGN SENIOR YEAR COURSE SELECTION WITH IDENTIFIED INTERESTS AND ABILITY TO AID IN A SMOOTH COLLEGIATE TRANSITION

B. GOALS
   1. CHECK PROGRESS TOWARD SHORT- AND MID-TERM GOALS, INCLUDING GRADE POINT AVERAGE
   2. REVIEW ACADEMIC SIX-YEAR PLAN, CHECKING TO ASSURE RIGOROUS COURSE LOAD THROUGH GRADUATION

3. DEVELOP ACTION STEPS TO ACHIEVE DESIRED SCORES ON THE SAT AND ACT
4. REFINE GOALS BASED ON INTERESTS, TALENTS AND ABILITIES
5. REFINE PLANS FOR ONGOING PERSONAL AND ACADEMIC DEVELOPMENT
6. CREATE LIVING DOCUMENT WITH WRITTEN GOALS, BROKEN DOWN INTO STEPS TO USE THROUGHOUT THE YEAR
7. REFLECT UPON PREVIOUS YEAR'S GOALS AND DISCUSS SUCCESSES AND CHALLENGES OF REACHING THOSE GOALS
8. REFLECT UPON PREVIOUS YEAR'S LONG-TERM GOAL AND REVISE AS NECESSARY, FOCUSING ON SPECIFIC GOALS DEDICATED TO PLANNING FOR COLLEGE AND A CAREER

C. COMMUNITY AND SCHOOL INVOLVEMENT
1. CONTINUE WITH SELECT SCHOOL ACTIVITIES/CLUBS AND COMMUNITY SERVICE OPPORTUNITIES THROUGHOUT THE YEAR, ESPECIALLY CLUBS FOR UPPER-CLASSMEN (E.G., NATIONAL HONOR SOCIETY)
2. FOCUS ON LEADERSHIP POSITIONS WITHIN SCHOOL CLUBS
3. TRACK COMMUNITY SERVICE HOURS AND EXTRACURRICULAR ACTIVITY PARTICIPATION IN A MULTI-YEAR STUDENT PORTFOLIO
4. CONSIDER PUTTING ON CLASS COMMUNITY SERVICE ACTIVITY WITHIN COLLABORATIVE GROUPS
5. ASK FOR LETTERS OF RECOMMENDATION FROM CLUB ADVISORS WITH WHOM A STRONG RELATIONSHIP HAS BEEN ESTABLISHED

D. OWNERSHIP OF LEARNING
1. ACCESS GRADES ONLINE OR FROM TEACHERS ON A REGULAR BASIS
2. ANALYZE GRADE REPORTS TO CREATE A STUDY/ACTION PLAN FOR CONTINUED ACADEMIC IMPROVEMENT
3. COMMUNICATE EFFECTIVELY WITH TEACHERS, COUNSELORS AND ADMINISTRATORS TO DISCUSS AREAS OF CONCERN OR A NEED FOR CLARITY
4. INCREASE AWARENESS OF HOW VARIOUS CONTENT AREAS ARE CONNECTED
5. INTEGRATE ACADEMIC QUESTIONS BEFORE, DURING AND AFTER CLASS WITH TEACHERS AND PEERS

UNIT 2: COMMUNICATION

A. SPEAKING
1. REFINE ALL ASPECTS OF PUBLIC SPEAKING AND PRESENTING
2. SEAMLESSLY INCORPORATE VISUAL AIDS OF VARYING TYPES INTO SPEECHES AND PRESENTATIONS
3. PRESENT RESEARCH FINDINGS AS A GROUP
4. REFINE SPEAKING SKILLS THROUGH WORKING WITH PEERS TO PROMOTE CIVIL, DEMOCRATIC DISCUSSIONS AND DECISION-MAKING
5. SPEAK IN A VARIETY OF PUBLIC VENUES AS AN AVID REPRESENTATIVE OR AMBASSADOR

B. LISTENING
1. LISTEN AND RESPOND TO OTHERS IN FORMAL AND INFORMAL SETTINGS
2. EFFECTIVELY SUMMARIZE IDEAS FROM A DISCUSSION, NOTING HOW THEIR PERSONAL VIEWS ON THE TOPIC HAVE CHANGED OR BEEN INFLUENCED
3. CRITICALLY EVALUATE AND ANALYZE ORAL PRESENTATIONS

UNIT 3: WRITING

A. THE WRITING PROCESS
1. ORGANIZE, MONITOR PROGRESS, AND EFFECTIVELY MANAGE TIME REQUIREMENTS SURROUNDING COMPLEX WRITING ASSIGNMENTS
2. ANALYZE A PROMPT, DISTINGUISHING BETWEEN WRITING UNDER TESTING CONDITIONS AND UNTIMED SITUATIONS
3. REVISE DRAFTS AS NECESSARY UNTIL ALL IDEAS ARE EXPRESSED IN THE BEST POSSIBLE MANNER

4. EDIT STUDENTS' ESSAYS, ESPECIALLY CHECKING FOR INTEGRATION OF QUOTES AND CITATIONS
5. USE A VARIETY OF RUBRICS TO GRADE ESSAYS, ESPECIALLY THOSE USED TO GRADE ESSAYS FOR THE SAT AND OTHER COLLEGE ADMISSIONS TESTS
6. REFLECT ON ONE'S OWN WRITING TO SET FUTURE GOALS AND/OR DETERMINE NEXT STEPS OR NEEDS AS A WRITER

B. WRITING SKILLS
1. DEVELOP WELL-CONSTRUCTED THESIS STATEMENTS, WHICH PROPERLY CAPTURES THE PAPER'S TOPIC
2. EFFECTIVELY INTEGRATE QUOTES INTO WRITING
3. UTILIZE MULTIPLE STRUCTURES COMMONLY USED AT COLLEGIATE LEVELS, SUCH AS MLA/APA CITATIONS, SOURCE INTEGRATION AND ABSTRACT WRITING
4. FOCUS ON IMPROVING SENTENCES THROUGH WORD CHOICE AND VARYING SENTENCE STRUCTURE

C. WRITING APPLICATIONS
1. DEVELOP AND STRENGTHEN WRITING THROUGH THE CREATION OF A RESEARCH PAPER
2. DEVELOP AND STRENGTHEN WRITING THROUGH THE CREATION OF A COLLEGE ADMISSIONS ESSAY
3. DEVELOP AND STRENGTHEN WRITING THROUGH THE CREATION OF A 'LIFE GOALS' ESSAY FOCUSED ON COLLEGE
4. PRODUCE A FRIENDLY LETTER FOCUSING ON PROFESSIONAL RESPONSE, REFLECTING NEEDS IN COLLEGE AND PROFESSIONAL CAREERS
5. DRAFT AND RESPOND TO SUMMER INSTITUTE SPEAKER CONTESTS

D. WRITING TO LEARN
1. REFINE SKILLS OF SUMMARIZING INFORMATION IN VARIOUS CONTEXTS
2. REFLECT UPON RESEARCH SKILLS GAINED DURING THE RESEARCH PROJECT AND HOW THOSE SKILLS WILL RELATE TO POSTSECONDARY EDUCATION

UNIT 4: INQUIRY

A. COSTA'S LEVELS OF THINKING
1. REFINE COLLABORATIVE GROUP STUDY SKILLS DURING ACADEMIC TUTORIALS SO THAT STUDENTS ARE ABLE TO FORM GROUPS INDEPENDENTLY FOR EACH CORE CLASS, ESPECIALLY AROUND COLLEGE LEVEL COURSES

B. TUTORIALS
1. STUDENT GROUP MEMBERS AND PRESENTER WILL LEAD THE DISCUSSION WITH MINIMAL TUTOR INPUT
2. STUDENTS COMPLETE A HIGHER-LEVEL REFLECTION ABOUT THE LEARNING PROCESS DURING TUTORIALS

C. SOCRATIC SEMINAR AND PHILOSOPHICAL CHAIRS
1. STUDENTS PROVIDE THE CENTRAL STATEMENT FOR PHILOSOPHICAL CHAIRS
2. FORMULATE QUESTIONS TO MAKE A PERSONAL CONNECTION WITH TEXT(S) AND/OR OTHER CONTENT/CONCEPTS
3. EVALUATE IDEAS/POINTS OF VIEW WITHIN THE DISCUSSION AND GENERATE/CONSTRUCT APPROPRIATE RESPONSES
4. APPRECIATE MULTIPLE PERSPECTIVES, IN ORDER TO NEGOTIATE MULTIPLE MEANINGS OR IDEAS DURING THE DISCUSSION
5. PREPARE AN ACADEMIC ARGUMENT ON A CONTROVERSIAL TOPIC, INTEGRATING FULLY DEVELOPED CLAIMS
6. ANALYZE A 17TH, 18TH, OR 19TH CENTURY FOUNDATIONAL U.S DOCUMENT OF HISTORICAL AND LITERARY SIGNIFICANCE (E.G., THE DECLARATION OF INDEPENDENCE OR THE PREAMBLE TO THE CONSTITUTION) FOR THEIR THEMES, PURPOSES AND RHETORICAL FEATURES IN A SOCRATIC SEMINAR OR PHILOSOPHICAL CHAIRS DISCUSSION

UNIT 5: COLLABORATION

A. TYPES OF INTERACTIONS
   1. INDEPENDENTLY CREATE STUDY GROUPS FOR ACADEMICALLY RIGOROUS COURSEWORK, WITH DISCUSSION ON CREATING GROUP NORMS AND EXPECTATIONS
   2. DEVELOP POSITIVE PEER RELATIONSHIPS, ESPECIALLY WITH THOSE TAKING ADVANCED COURSEWORK
   3. PROVIDE OPPORTUNITY FOR PEER TUTORING IN AFTER-SCHOOL PROGRAMS OR AT SURROUNDING MIDDLE SCHOOLS

UNIT 6: ORGANIZATION

A. ORGANIZATION AND TIME MANAGEMENT
   1. REFINE THE USE OF ORGANIZATIONAL TOOLS, SUCH AS ASSIGNMENT LOGS, CALENDARS, AGENDAS, AND PLANNERS, CONSIDER COLOR CODING TO DISTINGUISH TYPES OF TASKS AND DEVELOP AN INDIVIDUALIZED STYLE
   2. ADJUST COMMITMENTS TO ENSURE THAT SUFFICIENT TIME IS AVAILABLE TO MEET ACADEMIC GOALS, AS WELL AS EXTRACURRICULAR ACTIVITIES AND A JOB, AS NECESSARY
   3. REFLECT AT THE END OF ELEVENTH GRADE ABOUT SUMMER PRIORITIES, NEXT YEAR'S TIME COMMITMENT, AND POTENTIAL TO SUCCESSFULLY NAVIGATE ALL COURSES, ESPECIALLY COLLEGE LEVEL COURSEWORK, SUCCESSFULLY
   4. REFLECT ON ACADEMIC PERFORMANCE AND INDEPENDENTLY ADJUST STUDY HABITS AND TIME MANAGEMENT SKILLS AS NEEDED
   5. CONTINUOUSLY ADD TO AND REFLECT ON MULTI-GRADE LEVEL PORTFOLIO THROUGHOUT THE SCHOOL YEAR
   6. PUBLISH FINAL VERSIONS OF WRITING FOR THE ACADEMIC PORTFOLIO

B. NOTE-TAKING
   1. TAKE 15 TO 25 PAGES OF QUALITY CORNELL NOTES PER WEEK
   2. UTILIZE CORNELL NOTES AS AN ADVANCED STUDY TOOL, WHICH WILL BE CONTINUALLY REFINED AND STUDIED INDEPENDENTLY
   3. ADAPT ORGANIZATION STRATEGY OF NOTE-TAKING TO MEET REQUIRED ACADEMIC TASKS, SUCH AS LECTURES, LAB WORK, READING OR COLLABORATIVE WORK
   4. USE THE SKILLS OF UNDERLINING KEY TERMS, HIGHLIGHTING AND GOING BACK TO FILL IN GAPS TO SUFFICIENTLY PROCESS NOTES THAT HAVE BEEN TAKEN
   5. REVIEW, REFINE AND USE COLOR-CODING ON NOTES FOCUSING ON UNIMPORTANT INFORMATION, KEY INFORMATION AND POTENTIAL TEST QUESTIONS
   6. REFINE CONTENT ON NOTES AS NEW UNDERSTANDING IS GAINED THROUGH READING TEXTBOOK(S), TUTORIAL SESSIONS, STUDY GROUPS AND DISCUSSIONS WITH THE TEACHER/PEERS
   7. REFINE WRITING OF HIGHER-LEVEL QUESTIONS IN THE LEFT COLUMN THAT CORRESPONDS TO CHUNKS OF INFORMATION IN THE NOTES SECTION TO ENSURE THAT THEY WILL GENERATE HIGHER-LEVEL THINKING
   8. REFLECT ON ALL NOTES TAKEN DURING A UNIT OF STUDY AFTER THE TEST IS RETURNED AND CONSIDER GAPS OF STUDY THAT LED TO MISSED QUESTIONS

C. RESEARCH AND TECHNOLOGY
   1. EXPAND PROFICIENCY WITH TECHNOLOGICAL LEARNING TOOLS, ESPECIALLY ADVANCED FEATURES OF MS WORD, POWERPOINT, AND VIDEO EDITING SOFTWARE
   2. COMPLETE AN IN-DEPTH RESEARCH PROJECT WHERE THE STUDENT UTILIZES BOOKS, INTERNET, AND PRIMARY SOURCE DOCUMENTS
   3. WORK AS A CLASS TO COMPLETE A RESEARCH PROJECT
   4. WORK WITH A SMALL GROUP TO COMPLETE A RESEARCH PROJECT
   5. RESEARCH AND APPLY FOR COLLEGE SCHOLARSHIPS

D. TEST PREPARATION/TEST-TAKING

1. DISCUSS TEST-TAKING STRATEGIES WITH CORE CONTENT TEACHERS, IN ORDER TO SUPPORT EFFORTS IN PREPARING FOR EXAMS
2. ANALYZE TEST RESULTS AND BRING MISSED QUESTIONS TO TUTORIALS TO DISCUSS AND SOLVE WITH PEER GROUPS

UNIT 7: READING

A. VOCABULARY
   1. RELATE NEW VOCABULARY TO FAMILIAR WORDS
   2. INFER WORD MEANING USING KNOWLEDGE OF ADVANCED PREFIXES, SUFFIXES AND ROOT WORDS
   3. CHART NEW WORDS DURING READING OF INCREASINGLY COMPLEX TEXTS
   4. UTILIZE CONCEPT MAPPING TO DETERMINE WORD USAGE AND VARIOUS MEANINGS

B. TEXTUAL ANALYSIS
   1. ANALYZE MULTIPLE INTERPRETATIONS OF A STORY, DRAMA OR POEM, EVALUATING HOW EACH VERSION INTERPRETS THE SOURCE TEXT
   2. ANALYZE COLLEGIATE LEVEL WRITING PROMPTS TO DETERMINE PURPOSE
   3. ANALYZE THE FEATURES AND RHETORICAL DEVICES USED IN DIFFERENT TYPES OF NON-FICTION: ESSAYS, SPEECHES, EDITORIALS, SCIENTIFIC REPORTS AND HISTORICAL DOCUMENTS
   4. EFFECTIVELY SUMMARIZE SECTIONS OF AN ARGUMENT, TEXT OR FILM
   5. FOCUS ON A THREE-PART SOURCE INTEGRATION, INCLUDING SOURCE, PARAPHRASE/DIRECT QUOTE, AND COMMENT ABOUT ITS RELEVANCE TO THE ARGUMENT
   6. DELIBERATELY SELECT REREADING STRATEGIES THAT WILL ASSIST IN UNDERSTANDING OF THE TEXT
   7. DETERMINE HOW TO BEST TAKE NOTES OR RECORD INFORMATION GARNERED FROM READINGS OR FILMS, ESPECIALLY THOSE DEALING WITH ADVANCED CONTENT
   8. ANALYZE PHILOSOPHICAL AND POLITICAL ARGUMENTS
   9. ANALYZE AN AUTHOR'S PROOF IN ORDER TO ISOLATE KEY EVIDENCE, IDENTIFY TYPES OF EVIDENCE BEING PRESENTED, AND ANALYZE ITS VALUE AND IMPACT ON THE ARGUMENT

UNIT 8: COLLEGE PREPAREDNESS

A. GUEST SPEAKERS
   1. INVESTIGATE POSSIBLE GUEST SPEAKERS TO SUPPORT RESEARCH AND CAREER PROJECTS
   2. FORMULATE AND ASK QUESTIONS DURING GUEST SPEAKER PRESENTATIONS, SUCH AS COLLEGE ADMISSIONS OFFICERS, FINANCIAL AID ADVISORS, CURRENT COLLEGE STUDENTS AND/OR AVID GRADUATES, OR PROFESSIONALS FROM VARIOUS CAREERS
   3. UTILIZE CORNELL NOTES AS A MEANS TO TRACK MAIN POINTS FROM GUEST SPEAKERS, KEEPING THEM AS AN ONGOING REFLECTIVE TOOL AS A PART OF A MULTI-YEAR PORTFOLIO
   4. REFLECT UPON THE GUEST SPEAKERS OF THE PREVIOUS TWO YEARS
   5. REFLECT UPON GUEST SPEAKERS AND AREAS OF INTEREST, POSSIBLY SEEKING OPPORTUNITIES TO JOB SHADOW OR POTENTIAL INTERNSHIPS IN AREAS OF INTEREST

B. FIELD TRIPS
   1. ATTEND AS MANY COLLEGE/UNIVERSITY VISITS AS POSSIBLE, WITH OPPORTUNITIES TO SIT IN ON COLLEGE CLASSES OR ATTEND A CULTURAL EVENT ON CAMPUS
   2. DETERMINE AND PLAN THE SPRING COLLEGE/UNIVERSITY FIELD TRIP, INCLUDING CONTACTING OF ADMISSIONS COUNSELORS AND STUDENT GUIDES
   3. VISIT SCHOOLS OF INTEREST INDEPENDENTLY DURING WEEKENDS OR SUMMER TO GAIN FURTHER EXPOSURE TO POSTSECONDARY OPPORTUNITIES
   4. REFLECT ON COURSE PERFORMANCE/GPA TO DETERMINE WHICH SCHOOLS MIGHT BEST FIT WITH AREAS OF CAREER INTEREST

C. COLLEGE AND CAREER KNOWLEDGE

1. DEVELOP AN UNDERSTANDING OF THE SCHOLARSHIP APPLICATION PROCESS AND REQUIRED INFORMATION
2. DETERMINE WHICH COLLEGES/UNIVERSITIES WILL BEST MEET ACADEMIC PURSUITS
3. EXAMINE COST OF COLLEGES AND DETERMINE HOW FINANCIAL AID, GRANTS, SCHOLARSHIP, WORK STUDY PROGRAMS AND OTHER FUNDING SOURCES CAN HELP MEET THOSE COST NEEDS
4. EXAMINE FAFSA REQUIREMENTS AND DETERMINE APPROPRIATE ACTION STEPS TO MEET DEADLINES
5. BEGIN A BASIC UNDERSTANDING OF SELECTING AND SCHEDULING COURSES IN COLLEGE

D. COLLEGE ENTRANCE TESTING
1. PREPARE FOR AND TAKE THE PSAT IN THE FALL OF ELEVENTH GRADE YEAR
2. CHART SCORES FROM PSAT/PLAN, MONITORING AREAS OF WEAKNESS AND CREATING A STUDY PLAN TO MEET TESTING NEEDS
3. PREPARE FOR AND TAKE THE SAT AND/OR THE ACT AT LEAST ONCE DURING THE SPRING SEMESTER
4. ANALYZE TEST RESULTS AND DEVELOP A STUDY PLAN FOR THE SPRING AND SUMMER TO PREPARE FOR TESTING DURING THE TWELFTH-GRADE YEAR
5. ANALYZE THE STRUCTURE AND FORMATTING OF COLLEGE ENTRANCE EXAMS AND DEVELOP A TEST-TAKING PLAN THAT WILL LEAD TO HIGHER SCORES
6. PRACTICE COLLEGE ENTRANCE SAMPLE QUESTIONS AND DISCUSS HOW TO BEST APPROACH SOLUTIONS
7. EXAMINE OTHER COLLEGE ENTRANCE EXAMS, SUCH AS THOSE THAT WOULD EXEMPT STUDENTS FROM COLLEGE REMEDIATION COURSEWORK
8. TRACK ALL PERSONAL TEST RESULTS IN A STUDENT PORTFOLIO AND MONITOR SCORES IN COMPARISON TO THE REQUIREMENTS OF COLLEGES AND UNIVERSITIES OF CHOICE

E. COLLEGE ADMISSIONS/FINANCIAL AID
1. TRACK REQUIREMENTS FOR VARIOUS POSTSECONDARY OPPORTUNITIES INCLUDING AVERAGE GPAS, SAT/ACT SCORES AND EXTRACURRICULAR ACTIVITIES
2. REGULARLY UPDATE ACTIVITY INFORMATION AND ADMISSIONS MATERIALS IN THE STUDENT PORTFOLIO
3. BEGIN WRITING PERSONAL STATEMENT ESSAYS AND A PERSONAL RESUME FOR COLLEGE APPLICATIONS

3. Key Assignments:

~~Lessons are offered in note taking, study skills, test taking, time management, SAT and college entrance/placement exam preparation, effective textbook reading, and library research skills.~~

GOALS

1. STUDENTS WILL DEMONSTRATE THE ABILITY TO READ, WRITE AND THINK CRITICALLY WHILE PARTICIPATING IN CHALLENGING COLLABORATIVE GROUP AND INDIVIDUAL PROJECTS.
2. STUDENTS WILL LEARN TO DRAW CORRELATIONS BETWEEN DIVERSE IDEAS AND PHILOSOPHIES AND THEIR OWN BELIEFS AND VALUES.
3. STUDENTS WILL DEMONSTRATE THE ABILITY TO WRITE ANALYTICAL ESSAYS THAT REQUIRE SKILL IN ASSESSING NEW INFORMATION, SUMMARIZING AND MAKING APPLICATIONS TO NEW SITUATIONS.
4. STUDENTS WILL LEARN AND PRACTICE THE CRITICAL READING, WRITING AND COMMUNICATION SKILLS NEEDED TO SUCCEED IN COLLEGE LEVEL WORK.
5. STUDENTS WILL LEARN HOW TO COMPARE, EVALUATE AND JUDGE DIVERSE IDEAS, VALUES AND THEORIES THAT INFLUENCE SOCIETY.
6. STUDENTS WILL LEARN HOW TO PREPARE FOR AND EXPLORE THE VARIOUS OPPORTUNITIES AND PROCESSES FOR COLLEGE ADMISSION.

OBJECTIVES

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.

4. Instructional Methods and/or Strategies:

- INTERACTING WITH TEXT AND VISUALS
- STRATEGIES TO SUPPORT READING FOR UNDERSTANDING
- USING GRAPHIC ORGANIZERS
- WRITING TO LEARN AND LEARNING TO WRITE
- ANALYZING PRIMARY SOURCES
- STRUCTURED DISCUSSION
- STRUCTURED ORAL PRESENTATIONS

5. Assessment Including Methods and/or Tools:

THE EVALUATION OF STUDENT PROGRESS AND EVALUATION WILL BE BASED ON THE FOLLOWING CRITERIA OUTLINED IN BOARD POLICY:

- ASSESSMENTS: 60-75% OF THE FINAL GRADE
- ASSIGNMENTS AND CLASS DISCUSSIONS: 25-40% OF THE FINAL GRADE

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Our Motto:
Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: May 17, 2018

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Grace Park, Ed.D., Assistant Superintendent, Curriculum, Instruction, Innovation, and Support
Julian Rodriguez, Ed.D., Director, Secondary Curriculum and Instruction

SUBJECT: **COURSE MODIFICATION: INTRODUCTION TO DESIGN**

==========

BACKGROUND

The Chino Valley Unified School District routinely revises curriculum guides and develops new courses in accordance with State Content Standards, State Frameworks, and student need. Accordingly, the revision and development of curriculum guides are the results of a collaborative effort of teachers in the related academic areas.

Introduction to Design is a high school level foundation course that is part of the Project Lead the Way Engineering Program. The course introduces the engineering process through structured activities that require planning, documentation, and other professional skills. This course is being modified to include the newest California Career and Technical Education model curriculum Standards and fulfills the introductory level course in the Engineering and Design Pathway. This item was presented to the Board of Education on May 3, 2018, as information.

New language is provided in UPPER CASE while old language to be deleted is ~~lined through~~.

This course was presented to the Curriculum Council and A.C.T. has been consulted.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve the course modification for Introduction to Design.

FISCAL IMPACT

None.

WMJ:GP:JR:lar

Chino Valley Unified School District
High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Dr., Chino, CA 91710 Phone: (909) 628-1201 Web Site: www.chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum Position/Title: Director of Secondary Curriculum Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	Introduction to Design
2. Transcript Title/Abbreviation:	Intro to Design
3. Transcript Course Code/Number:	5P02; C5P02-1
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	Meets the UC/CSU "f" Visual Performing Arts requirement
6. Grade Level(s):	9-12
7. Unit Value:	5 credits per semester/10 credits total
8. Course Previously Approved by UC:	Yes
9. Classified as a Career Technical Education Course:	Yes
10. Modeled after an UC-approved course:	Yes
11. Repeatable for Credit:	No
12. Date of Board Approval:	December 10, 2009
Date of Revision Approval:	July 14, 2011
Date of Revision Approval:	

13. Brief Course Description:

~~The major focus of the course is to introduce students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Introduction to Design gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based learning. Students will employ engineering and scientific concepts in the form of engineering design problems. In addition, students use a 3D solid modeling design software package to help them design solutions to solve proposed problems. Introduction to Design is for students interested in biomechanics, aeronautics, and other applied math and science arenas. This course is aligned to the Project Lead the Way program.~~ INTRODUCTION TO DESIGN IS A HIGH SCHOOL LEVEL FOUNDATION COURSE IN THE PROJECT LEAD THE WAY) ENGINEERING PROGRAM (PLTW). IN INTRODUCTION TO DESIGN STUDENTS ARE INTRODUCED TO THE ENGINEERING PROFESSION AND A COMMON APPROACH TO THE SOLUTION OF ENGINEERING PROBLEMS, AN ENGINEERING DESIGN PROCESS. UTILIZING THE ACTIVITY-PROJECT-PROBLEM-BASED (APB) TEACHING AND LEARNING PEDAGOGY, STUDENTS WILL PROGRESS FROM COMPLETING STRUCTURED ACTIVITIES TO SOLVING OPEN-ENDED PROJECTS AND PROBLEMS THAT REQUIRE THEM TO DEVELOP PLANNING, DOCUMENTATION, COMMUNICATION, AND OTHER PROFESSIONAL SKILLS.

14. Prerequisites:	~~Concurrent enrollment in Geometry or higher~~ CONCURRENT ENROLLMENT IN OR COMPLETION OF INTEGRATED MATH I OR HIGHER RECOMMENDED.

15. Context for Course:

From the buildings in which we live and work, to the cars we drive, everything we use was designed to create a marriage between form and function. We constantly endeavor to make a product interesting and attractive. The design process behind any successful product demands that all members work as a team, be active participants in problem solving,

conduct research, analyze data, understand real world impacts, think outside the box, and speak to a public audience. These skills are important to becoming a contributing member of society.

16. History of Course Development:
THIS COURSE WAS DESIGNED TO PROVIDE STUDENTS WITH SKILLS AND KNOWLEDGE IN A CAREER TECHNICAL EDUCATION (CTE) PATHWAY. COURSEWORK IS MEANT TO PREPARE STUDENTS FOR PROFESSIONAL LIFE AS INDICATED BY THE COLLEGE AND CAREERS READINESS STANDARDS. THE COURSE HAS BEEN UPDATED TO REFLECT THE CHANGES IN CTE STANDARDS.

17. Textbooks:	Project Lead the Way's electronic classroom resources including the PLTW Online Course for Introduction to Engineering Design.
18. Supplemental Instructional Materials:	None

C. COURSE CONTENT

1. Course Purpose:
THROUGH BOTH INDIVIDUAL AND COLLABORATIVE TEAM ACTIVITIES, PROJECTS, AND PROBLEMS, STUDENTS WILL PROBLEM SOLVE AS THEY PRACTICE COMMON ENGINEERING DESIGN AND DEVELOPMENT PROTOCOLS SUCH AS PROJECT MANAGEMENT AND PEER REVIEW. STUDENTS WILL DEVELOP SKILL IN TECHNICAL REPRESENTATION AND DOCUMENTATION OF DESIGN SOLUTIONS ACCORDING TO ACCEPTED TECHNICAL STANDARDS, AND THEY WILL USE CURRENT 3D DESIGN AND MODELING SOFTWARE TO REPRESENT AND COMMUNICATE SOLUTIONS. IN ADDITION, THE DEVELOPMENT OF COMPUTATIONAL METHODS THAT ARE COMMONLY USED IN ENGINEERING PROBLEM SOLVING, INCLUDING STATISTICAL ANALYSIS AND MATHEMATICAL MODELING, ARE EMPHASIZED. ETHICAL ISSUES RELATED TO PROFESSIONAL PRACTICE AND PRODUCT DEVELOPMENT ARE ALSO PRESENTED.

THIS COURSE IS DESIGNED FOR THE CALIFORNIA CAREER AND TECHNICAL EDUCATION **ENGINEERING AND ARCHITECTURE (EA) SECTOR**. THIS COURSE IS ALIGNED TO THE CALIFORNIA CAREER AND TECHNICAL EDUCATION STANDARDS: **ENGINEERING AND DESIGN PATHWAY** AND IS DESIGNED TO BE A **INTRODUCTORY LEVEL COURSE**.

2. Course Outline:

~~Standard 1 – (Introduction to Design) Students understand the different facets of design, proper sketching techniques, measurement, and tools used in design.~~

~~1.1 Objective: Learn the tools that engineers use to solve problems.~~

~~1.1.1 Performance Indicator: Students will apply engineering notebook standards and protocols when documenting their work during the school year.~~

~~1.1.2 Performance Indicator: Students will identify and apply group brainstorming techniques and the rules associated with brainstorming.~~

~~1.1.3 Performance Indicator: Students will research a product's history, develop a PowerPoint presentation, list chronologically the major innovations to a product, and present findings to a group.~~

~~1.1.4 Performance Indicator: Students will use online and published works to research aspects of design problems.~~

~~1.1.5 Performance Indicator: Students will identify the design process steps used in given scenarios, be able to list the steps, and identify any missing steps.~~

~~1.2 Objective: Know how to draw different types of sketches. 1.2.1 Performance Indicator: Students will identify, sketch, and explain the function of points, construction lines, object lines, and hidden lines.~~

~~1.2.2 Performance Indicator: Students will plot points on grid paper to aid in the creation of sketches and drawings.~~

~~1.2.3 Performance Indicator: Students will explain the concepts of technical sketching and drawing.~~

~~1.2.4 Performance Indicator: Students will sketch an isometric view of simple geometric solids.~~

~~1.2.5 Performance Indicator: Students will explain how an oblique view of simple geometric solids differs from an isometric view.~~

1.2.6 Performance Indicator: Students will sketch one-point, two-point, and three-point perspectives of simple geometric solids.
1.2.7 Performance Indicator: Students will describe the concept of proportion as it relates to freehand sketching.
1.2.8 Performance Indicator: Students will sketch multi-view drawings of simple geometric solids.
1.3 Objective: Learn about measurement and statistics.
1.3.1 Performance Indicator: Students will research and design a CD cover or book jacket on the origins of the measurement systems.
1.3.2 Performance Indicator: Students will measure and record linear distances using a scale to a precision of 1/16 inch and 1 mm.
1.3.3 Performance Indicator: Students will measure and record linear distances using a dial caliper to a precision of 0.001 inch.
1.3.4 Performance Indicator: Students will add and subtract U.S. standard and metric linear measurements.
1.3.5 Performance Indicator: Students will convert linear distance measurements from inches to millimeters and vice versa.
1.3.6 Performance Indicator: Students will apply linear dimensions to a multi- view drawing.
1.3.7 Performance Indicator: Students will calculate the mean, mode, median, and range of a data set.
1.3.8 Performance Indicator: Students will create a histogram of recorded measurements showing data elements or class intervals and frequency.
1.4 Objective: Learn how to create a product from conception to reality.
1.4.1 Performance Indicator: Students will brainstorm and sketch possible solutions to an existing design problem.
1.4.2 Performance Indicator: Students will select an approach that meets or satisfies the constraints given in a design brief.
1.4.3 Performance Indicator: Students will create simple extruded solid Computer Aided Design (CAD) models from dimensioned sketches.
1.4.4 Performance Indicator: Students will generate dimensioned multi-view drawings from simple CAD models.
1.4.5 Performance Indicator: Students will measure and fabricate parts for a functional prototype from the CAD multi-view drawings.
1.4.6 Performance Indicator: Students will assemble the product using the CAD modeling software.
1.4.7 Performance Indicator: Students will test and evaluate the prototype and record results.
1.4.8 Performance Indicator: Students will apply geometric and numeric constraints to CAD sketches.
1.4.9 Performance Indicator: Students will identify the purpose of packaging in the design of consumer products.

Standard 2 – (Design Solutions) Students understand the in-depth study of geometric shapes and solids, dimensioning, 3D modeling software, and advanced design.
2.1 Objective: Calculate area, surface area, volume, and weight of geometric shapes.
2.1.1 Performance Indicator: Students will identify common geometric shapes and forms by name.
2.1.2 Performance Indicator: Students will calculate the area of simple geometric shapes.
2.1.3 Performance Indicator: Students will calculate the surface area and volume of simple geometric forms.
2.1.4 Performance Indicator: Students will identify and explain the various geometric relationships that exist between the elements of two- dimensional shapes and three-dimensional forms.
2.1.5 Performance Indicator: Students will identify and define the axes, planes, and sign conventions associated with the Cartesian coordinate system.
2.1.6 Performance Indicator: Students will apply geometric and numeric constraints to CAD sketches.
2.1.7 Performance Indicator: Students will utilize sketch based work reference and placed features to develop solid CAD models from dimensioned drawings.

2.1.8 Performance Indicator: Students will explain how a given object's geometry is the result of sequential additive and subtractive processes.

2.2 Objective: Understand design language.

2.2.1 Performance Indicator: Students will explain the differences between size and location dimensions.

2.2.2 Performance Indicator: Students will differentiate between datum dimensioning and chain dimensioning.

2.2.3 Performance Indicator: Students will identify dimension fillets, rounds, diameters, chamfers, holes, slots, and screw threads in orthographic projection drawings.

2.2.4 Performance Indicator: Students will explain the rules that are associated with the application of dimensions to multi-view drawings.

2.2.5 Performance Indicator: Students will identify, sketch, and explain the difference between general tolerances, limit dimensions, unilateral, and bilateral tolerances.

2.2.6 Performance Indicator: Students will differentiate between clearance and interference fits.

2.3 Objective: Learn about the 3D functions used to develop CAD solid models.

2.3.1 Performance Indicator: Students will sketch and model an auxiliary view of a given object to communicate the true size and shape of its inclined surface.

2.3.2 Performance Indicator: Students will describe the purpose and demonstrate the application of section lines and cutting plane lines in a section view drawing.

2.3.3 Performance Indicator: Students will sketch a full and half section view of a given object to communicate its interior features.

2.3.4 Performance Indicator: Students will identify algebraic relationships between the dimensional values of a given object.

2.3.5 Performance Indicator: Students will apply assembly constraints to individual CAD models to create mechanical systems.

2.3.6 Performance Indicator: Students will perform part manipulation during the creation of an assembly model.

2.3.7 Performance Indicator: Students will explain how assembly constraints are used to systematically remove the degrees of freedom for a set of components in a given assembly.

2.3.8 Performance Indicator: Students will create an exploded model of a given assembly.

2.3.9 Performance Indicator: Students will determine ratios and apply algebraic formulas to animate multiple parts within an assembly model.

2.3.10 Performance Indicator: Students will create and describe the purpose of the following items: exploded isometric assembly view, balloons, and parts list.

2.4 Objective: Teams apply the design process to solve a problem.

2.4.1 Performance Indicator: Students will brainstorm and sketch possible solutions to an existing design problem.

2.4.2 Performance Indicator: Students will create a decision making matrix.

2.4.3 Performance Indicator: Students will select an approach that meets or satisfies the constraints given in a design brief.

2.4.4 Performance Indicator: Students will create solid CAD models of each part from dimensioned sketches using a variety of methods.

2.4.5 Performance Indicator: Students will apply geometric, numeric, and parametric constraints to form CAD modeled parts.

2.4.6 Performance Indicator: Students will generate dimensioned multi-view drawings from simple CAD modeled parts.

2.4.7 Performance Indicator: Students will assemble the product using the CAD modeling software.

2.4.8 Performance Indicator: Students will explain what constraints are and why they are included in a design brief.

2.4.9 Performance Indicator: Students will create a threefold brochure marketing the designed solution for the chosen problem, such as a consumer product, a dispensing system, a new form of control system, or extend a product design to meet a new requirement.

2.4.10 Performance Indicator: Students will explain the concept of fluid power and the difference between hydraulic and pneumatic power systems.

Standard 3 – (Reverse Engineering) Students analyze product function, structure, and visual elements.

3.1 Objective: Learn the principles and elements of design and be able to communicate their understanding in a variety of medium.

3.1.1 Performance Indicator: Students will identify visual design elements within a given object.

3.1.2 Performance Indicator: Students will explain how visual design principles were used to manipulate design elements within a given object.

3.1.3 Performance Indicator: Students will explain what aesthetics is and how it contributes to a design's commercial success.

3.1.4 Performance Indicator: Students will identify the purpose of packaging in the design of consumer products.

3.1.5 Performance Indicator: Students will identify visual design principles and elements that are present within marketing advertisements.

3.1.6 Performance Indicator: Students will identify the intent of a given marketing advertisement and demographics of the target consumer group for which it was intended.

3.2 Objective: Learn the reverse engineering process.

3.2.1 Performance Indicator: Students will identify the reasons why engineers perform reverse engineering on products.

3.2.2 Performance Indicator: Students will describe the function of a given manufactured object as a sequence of operations through visual analysis and inspection (prior to dissection).

3.3 Objective: Build several solid models of a product and determine the mass properties of a product.

3.3.1 Performance Indicator: Students will describe the differences between joinery, fasteners, and adhesives.

3.3.2 Performance Indicator: Students will identify the types of structural connections that exist in a given object.

3.3.3 Performance Indicator: Students will use dial calipers to precisely measure outside and inside diameter, whole depth, and object thickness.

3.3.4 Performance Indicator: Students will identify a given object's material type.

3.3.5 Performance Indicator: Students will identify material processing methods that are used to manufacture the components of a given commercial product.

3.3.6 Performance Indicator: Students will assign a density value to a material and apply it to a given solid CAD model.

3.3.7 Performance Indicator: Students will perform computer analysis to determine mass, volume, and surface area of a given object.

3.4 Objective: Identify visual, structural, or functional issues with their reverse engineered products, initiate product improvements, and communicate their designs through technical reports.

3.4.1 Performance Indicator: Students will write design briefs that focus on product innovation.

3.4.2 Performance Indicator: Students will identify group brainstorming techniques and the rules associated with brainstorming.

3.4.3 Performance Indicator: Students will use decision matrices to make design decisions.

3.4.4 Performance Indicator: Students will explain the difference between invention and innovation.

Standard 4 – (Design Problems) Students combine knowledge and information learned in the previous units to an open-ended design problem.

4.1 Objective: Investigate different materials, manufacturing processes, and the short- and long-term impacts that their decision-making may have on society.

4.1.1 Performance Indicator: Students will create a brainstorming list of different products made from common materials that are used daily.

4.1.2 Performance Indicator: Students will research and construct a product impact timeline presentation of a product from the brainstorming list and present how the product may be recycled and used to make other products after its lifecycle is complete.

4.1.3 Performance Indicator: Students will identify the five steps of a product's lifecycle and investigate and propose recyclable uses for the material once the lifecycle of the product is complete.

4.2 Objective: Virtual design teams with students from other Project Lead the Way schools will solve the selected design problem. Develop and deliver individual presentations that chronicle design's development.

4.2.1 Performance Indicator: Students will explain why teams of people are used to solve problems.

4.2.2 Performance Indicator: Students will identify group norms that allow a virtual design team to function efficiently.

4.2.3 Performance Indicator: Students will establish file management and file revision protocols to ensure the integrity of current information.

4.2.4 Performance Indicator: Students will use Internet resources, such as email, to communicate with a virtual design team member throughout a design challenge.

4.2.5 Performance Indicator: Students will identify strategies for addressing and solving conflicts that occur between team members.

4.2.6 Performance Indicator: Students will create a Gantt chart to manage the various phases of their design challenge.

Standard 5 – (Artistic Perception and Creative Expression) Students perceive and respond to works of art, objects in nature, events, and the environment. They apply artistic processes and skills, using a variety of media to communicate meaning and intent of original works of art.

5.1 Objective: Develop perceptual skills and visual arts vocabulary.

5.1.1 Performance Indicator: Students will analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.

5.1.2 Performance Indicator: Students will analyze works of art as to personal direction and style.

5.2 Objective: Rationalize impact of media choice.

5.2.1 Performance Indicator: Students will select three works of art from their portfolio and discuss the intent of the work and the use of the media.

5.3 Objective: Use skills, processes, materials, and tools.

5.3.1 Performance Indicator: Students will assemble and display objects or works of art as a part of a public exhibition.

5.4 Objective: Communication and expression through original works of art.

5.4.1 Performance Indicator: Students will demonstrate, in their own works of art, a personal style and an advanced proficiency in communicating an idea, theme, or emotion.

5.4.2 Performance Indicator: Students will use innovative visual metaphors in creating works of art.

5.4.3 Performance Indicator: Students will present a universal concept in a multimedia work of art that demonstrates knowledge of technology skills.

Standard 6 – (Context, Connections, Relationships, and Applications) Students analyze the role and development of the visual arts in past and present cultures. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

6.1 Objective: Identify the role and development of the visual arts.

6.1.1 Performance Indicator: Students will identify contemporary styles and discuss the diverse social, economic, and political developments reflected in the works of art examined.

~~6.1.2 Performance Indicator: Students will identify contemporary artists worldwide who have achieved regional, national, or international recognition and discuss ways in which their work reflects, plays a role in, and influences present day culture.~~

~~6.2 Objective: Investigate diversity of the visual arts.~~

~~6.2.1 Performance Indicator: Students will investigate and discuss universal concepts expressed in works of art from diverse cultures.~~

~~6.3 Objective: Create connections and applications.~~

~~6.3.1 Performance Indicator: Students will speculate on how advances in technology might change the definition and function of the visual arts.~~

~~6.4 Objective: Investigate careers and demonstrate career related skills.~~

~~6.4.1 Performance Indicator: Students will prepare portfolios of their original works of art for a variety of purposes (e.g., review for post-secondary application, exhibition, job application, and personal collection).~~

~~Standard 7 – (Aesthetic Valuing) – Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.~~

~~7.1 Objective: Derive meaning from works of art.~~

~~7.1.1 Performance Indicator: Students will analyze and articulate how society influences the interpretation and message of a work of art.~~

~~7.2 Objective: Make informed judgments.~~

~~7.2.1 Performance Indicator: Students will develop written criteria for the selection of a body of work from their portfolios that represent significant achievements.~~

UNIT 1: DESIGN PROCESS

EA: B1.0, B2.0, B6.0, B11.0

OVERVIEW: THE GOAL OF UNIT 1 IS TO INTRODUCE STUDENTS TO THE BROAD FIELD OF ENGINEERING AND A DESIGN PROCESS THAT ENGINEERS USE TO DEVELOP INNOVATIVE SOLUTIONS TO REAL PROBLEMS. STUDENTS BECOME FAMILIAR WITH THE TRADITIONAL BIG FOUR DISCIPLINES OF ENGINEERING AND THE EXTENSIVE ARRAY OF CAREER OPPORTUNITIES AND ENGINEERING PROBLEMS ADDRESSED WITHIN EACH DISCIPLINE. A DESIGN PROCESS IS PRESENTED AS A STRUCTURED METHOD FOR APPROACHING AND DEVELOPING SOLUTIONS TO A PROBLEM. THE ART AND SKILL OF BRAINSTORMING IS EMPHASIZED AS STUDENTS BEGIN TO DEVELOP SKILL IN GRAPHICALLY REPRESENTING IDEAS THROUGH CONCEPT SKETCHING.

STUDENTS WILL:

- IDENTIFY THE STEPS IN AN ENGINEERING DESIGN PROCESS AND DESCRIBE THE ACTIVITIES INVOLVED IN EACH STEP OF THE PROCESS.
- EXPLAIN THE CONCEPT OF PROPORTION AND HOW IT RELATES TO FREEHAND SKETCHING
- IDENTIFY AND DESCRIBE A VARIETY OF BRAINSTORMING TECHNIQUES AND RULES FOR BRAINSTORMING.
- DIFFERENTIATE BETWEEN INVENTION AND INNOVATION.
- IDENTIFY AND DIFFERENTIATE BETWEEN THE WORK OF AN ENGINEER AND THE WORK OF A SCIENTIST.
- IDENTIFY AND DIFFERENTIATE BETWEEN MECHANICAL, ELECTRICAL, CIVIL, AND CHEMICAL ENGINEERING FIELDS.
- GENERATE AND DOCUMENT MULTIPLE IDEAS OR SOLUTION PATHS TO A PROBLEM THROUGH BRAINSTORMING.
- DESCRIBE THE DESIGN PROCESS USED IN THE SOLUTION OF A PARTICULAR PROBLEM AND REFLECT ON ALL STEPS OF THE DESIGN PROCESS.

- UTILIZE AN ENGINEERING NOTEBOOK TO CLEARLY AND ACCURATELY DOCUMENT THE DESIGN PROCESS ACCORDING TO ACCEPTED STANDARDS AND PROTOCOLS TO PROVE THE ORIGIN AND CHRONOLOGY OF A DESIGN.
- CREATE SKETCHES OR DIAGRAMS AS REPRESENTATIONS OF OBJECTS, IDEAS, EVENTS, OR SYSTEMS.
- EXPLAIN THE CONTRIBUTIONS OF ENGINEERS FROM DIFFERENT ENGINEERING FIELDS IN THE DESIGN AND DEVELOPMENT OF A PRODUCT, SYSTEM, OR TECHNOLOGY.
- REVIEW AND EVALUATE THE WRITTEN WORK OF PEERS AND MAKE RECOMMENDATIONS FOR IMPROVEMENT.

UNIT 2: TECHNICAL SKETCHING AND DRAWING
EA: B1.0, B2.0, B11.0

OVERVIEW: THE GOAL OF UNIT 2 IS FOR STUDENTS TO DEVELOP AN UNDERSTANDING OF THE PURPOSE AND PRACTICE OF VISUAL REPRESENTATIONS AND COMMUNICATION WITHIN ENGINEERING IN THE FORM OF TECHNICAL SKETCHING AND DRAWING. STUDENTS BUILD SKILL AND GAIN EXPERIENCE IN REPRESENTING THREE-DIMENSIONAL OBJECTS IN TWO DIMENSIONS. STUDENTS WILL CREATE VARIOUS TECHNICAL REPRESENTATIONS USED IN VISUALIZATION, EXPLORING, COMMUNICATING, AND DOCUMENTING DESIGN IDEAS THROUGHOUT THE DESIGN PROCESS, AND THEY WILL UNDERSTAND THE APPROPRIATE USE OF SPECIFIC DRAWING VIEWS (INCLUDING ISOMETRIC, OBLIQUE, PERSPECTIVE, AND ORTHOGRAPHIC PROJECTIONS). THEY PROGRESS FROM CREATING FREE HAND TECHNICAL SKETCHES USING A PENCIL AND PAPER TO DEVELOPING ENGINEERING DRAWINGS ACCORDING TO ACCEPTED STANDARDS AND PRACTICES THAT ALLOW FOR UNIVERSAL
INTERPRETATION OF THEIR DESIGN.

STUDENTS WILL:

- IDENTIFY LINE TYPES (INCLUDING CONSTRUCTION LINES, OBJECT LINES, HIDDEN LINES, AND CENTERLINES) USED ON A TECHNICAL DRAWING PER ANSI LINE CONVENTIONS AND LETTERING AND EXPLAIN THE PURPOSE OF EACH LINE.
- IDENTIFY AND DEFINE TECHNICAL DRAWING REPRESENTATIONS INCLUDING ISOMETRIC, ORTHOGRAPHIC PROJECTION, OBLIQUE, AND PERSPECTIVE VIEWS.
- IDENTIFY THE PROPER USE OF EACH TECHNICAL DRAWING REPRESENTATION INCLUDING ISOMETRIC, ORTHOGRAPHIC PROJECTION, OBLIQUE, AND PERSPECTIVE VIEWS.
- APPLY TONAL SHADING TO ENHANCE THE APPEARANCE OF A PICTORIAL SKETCH AND CREATE A MORE REALISTIC APPEARANCE OF A SKETCHED OBJECT.
- HAND SKETCH ISOMETRIC VIEWS OF A SIMPLE OBJECT OR PART AT A GIVEN SCALE USING THE ACTUAL OBJECT, A DETAILED VERBAL DESCRIPTION OF THE OBJECT, A PICTORIAL VIEW OF THE OBJECT, OR A SET OF ORTHOGRAPHIC PROJECTIONS.
- HAND SKETCH 1-POINT AND 2-POINT PERSPECTIVE PICTORIAL VIEWS OF A SIMPLE OBJECT OR PART GIVEN THE OBJECT, A DETAILED VERBAL DESCRIPTION OF THE OBJECT, A PICTORIAL VIEW OF THE OBJECT, AND/OR A SET OF ORTHOGRAPHIC PROJECTIONS.
- SELECT FLAT PATTERNS (NETS) THAT FOLD INTO GEOMETRIC SOLID FORMS.
- HAND SKETCH ORTHOGRAPHIC PROJECTIONS AT A GIVEN SCALE AND IN THE CORRECT ORIENTATION TO FULLY DETAIL AN OBJECT OR PART USING THE ACTUAL OBJECT, A DETAILED VERBAL DESCRIPTION OF THE OBJECT, OR A PICTORIAL AND ISOMETRIC VIEW OF THE OBJECT.
- DETERMINE THE MINIMUM NUMBER AND TYPES OF VIEWS NECESSARY TO FULLY DETAIL A PART.
- CHOOSE AND JUSTIFY THE CHOICE FOR THE BEST ORTHOGRAPHIC PROJECTION OF AN OBJECT TO USE AS A FRONT VIEW ON TECHNICAL DRAWINGS.

UNIT 3: MEASUREMENT AND STATISTICS
EA: B1.0, B7.0, B11.0

THE GOAL OF UNIT 3 IS FOR STUDENTS TO BECOME FAMILIAR WITH APPROPRIATE PRACTICES AND THE APPLICATIONS OF MEASUREMENT (USING BOTH U. S. CUSTOMARY AND SI UNITS) AND STATISTICS WITHIN THE DISCIPLINE OF ENGINEERING. STUDENTS WILL LEARN APPROPRIATE METHODS OF MAKING AND RECORDING MEASUREMENTS, INCLUDING THE USE OF DIAL CALIPERS, AS THEY COME TO UNDERSTAND THE IDEAS OF PRECISION AND ACCURACY OF MEASUREMENT AND THEIR IMPLICATIONS ON ENGINEERING DESIGN. THE CONCEPTS OF DESCRIPTIVE AND INFERENTIAL STATISTICS ARE INTRODUCED AS METHODS TO MATHEMATICALLY REPRESENT INFORMATION AND DATA AND ARE APPLIED IN THE DESIGN PROCESS TO IMPROVE PRODUCT DESIGN, ASSESS DESIGN SOLUTIONS, AND JUSTIFY DESIGN DECISIONS. STUDENTS ARE ALSO PROVIDED WITH PRACTICE IN UNIT CONVERSION AND THE USE OF MEASUREMENT UNITS AS AN AID IN SOLVING PRACTICAL PROBLEMS INVOLVING QUANTITIES. A SPREADSHEET PROGRAM IS USED TO STORE, MANIPULATE, REPRESENT, AND ANALYZE DATA, THEREBY ENHANCING AND EXTENDING STUDENT APPLICATION OF THESE STATISTICAL CONCEPTS.

STUDENTS WILL:

- IDENTIFY GENERAL RULES FOR DIMENSIONING ON TECHNICAL DRAWINGS USED IN STANDARD ENGINEERING PRACTICE.
- DISTINGUISH BETWEEN SAMPLE STATISTICS AND POPULATION STATISTICS AND KNOW APPROPRIATE APPLICATIONS OF EACH.
- DISTINGUISH BETWEEN PRECISION AND ACCURACY OF MEASUREMENT.
- MEASURE LINEAR DISTANCES (INCLUDING LENGTH, INSIDE DIAMETER, AND HOLE DEPTH) WITH ACCURACY USING A SCALE, RULER, OR DIAL CALIPER AND REPORT THE MEASUREMENT USING AN APPROPRIATE LEVEL OF PRECISION.
- USE UNITS TO GUIDE THE SOLUTION TO MULTI-STEP PROBLEMS THROUGH DIMENSIONAL ANALYSIS AND CHOOSE AND INTERPRET UNITS CONSISTENTLY IN FORMULAS.
- CONVERT QUANTITIES BETWEEN UNITS IN THE SI AND THE US CUSTOMARY MEASUREMENT SYSTEMS.
- CONVERT BETWEEN DIFFERENT UNITS WITHIN THE SAME MEASUREMENT SYSTEM INCLUDING THE SI AND US CUSTOMARY MEASUREMENT SYSTEMS.
- DIMENSION ORTHOGRAPHIC PROJECTIONS OF SIMPLE OBJECTS OR PARTS ACCORDING TO A SET OF DIMENSIONING STANDARDS AND ACCEPTED PRACTICES.
- IDENTIFY AND CORRECT ERRORS AND OMISSIONS IN THE DIMENSIONS APPLIED IN A TECHNICAL DRAWING BASED ON ACCEPTED PRACTICE AND A SET OF DIMENSIONING RULES.
- CALCULATE STATISTICS RELATED TO CENTRAL TENDENCY INCLUDING MEAN, MEDIAN, AND MODE.
- CALCULATE STATISTICS RELATED TO VARIATION OF DATA INCLUDING (SAMPLE AND POPULATION) STANDARD DEVIATION AND RANGE.
- REPRESENT DATA WITH PLOTS ON THE REAL NUMBER LINE (E.G., DOT PLOTS, HISTOGRAMS, AND BOX PLOTS).
- USE STATISTICS TO QUANTIFY INFORMATION, SUPPORT DESIGN DECISIONS, AND JUSTIFY PROBLEM SOLUTIONS.
- USE A SPREADSHEET PROGRAM TO STORE AND MANIPULATE RAW DATA.
- USE A SPREADSHEET PROGRAM TO PERFORM CALCULATIONS USING FORMULAS.
- USE A SPREADSHEET PROGRAM TO CREATE AND DISPLAY A HISTOGRAM TO REPRESENT A SET OF DATA.
- USE FUNCTION TOOLS WITHIN A SPREADSHEET PROGRAM TO CALCULATE STATISTICS FOR A SET OF DATA INCLUDING MEAN, MEDIAN, MODE, RANGE, AND STANDARD DEVIATION.
- USE THE EMPIRICAL RULE TO INTERPRET DATA AND IDENTIFY RANGES OF DATA THAT INCLUDE 68 PERCENT OF THE DATA, 95 PERCENT OF THE DATA, AND 99.7 PERCENT OF THE DATA GIVEN THE APPROPRIATE DESCRIPTIVE STATISTICS.

- CHOOSE A LEVEL OF PRECISION AND ACCURACY APPROPRIATE TO LIMITATIONS ON MEASUREMENT WHEN REPORTING QUANTITIES.
- EVALUATE AND COMPARE THE ACCURACY AND PRECISION OF DIFFERENT MEASURING DEVICES.

UNIT 4: MODELING SKILLS
EA: B1.0, B2.0, B4.0, B6.0, B7.0, B11.0

THIS UNIT INTRODUCES STUDENTS TO A VARIETY OF MODELING METHODS AND FORMATS USED TO REPRESENT SYSTEMS, COMPONENTS, PROCESSES, AND OTHER DESIGNS. STUDENTS ARE PROVIDED EXPERIENCE IN INTERPRETING AND CREATING MULTIPLE FORMS OF MODELS COMMON TO ENGINEERING AS THEY APPLY THE DESIGN PROCESS TO CREATE A DESIGN SOLUTION. STUDENTS CREATE GRAPHICAL MODELS OF DESIGN IDEAS USING SKETCHES AND ENGINEERING DRAWINGS AND CREATE GRAPHS AND CHARTS TO REPRESENT QUANTITATIVE DATA. IN THIS UNIT STUDENTS ARE INTRODUCED TO THREE-DIMENSIONAL COMPUTER MODELING. THEY LEARN TO REPRESENT SIMPLE OBJECTS IN A VIRTUAL 3D ENVIRONMENT THAT ALLOWS FOR REALISTIC INTERACTIONS AND ANIMATION. THE MODELING SOFTWARE IS ALSO USED TO PROVIDE AN EFFICIENT METHOD OF CREATING TECHNICAL DOCUMENTATION OF OBJECTS. STUDENTS ARE PROVIDED THE OPPORTUNITY TO CREATE A PHYSICAL MODEL OF A DESIGN SOLUTION TO BE USED FOR TESTING PURPOSES. MATHEMATICAL MODELING IS INTRODUCED, AND
STUDENTS LEARN TO FIND MATHEMATICAL REPRESENTATIONS (IN THE FORM OF LINEAR FUNCTIONS) TO REPRESENT RELATIONSHIPS DISCOVERED DURING THE TESTING PHASE OF THE DESIGN PROCESS.

STUDENTS WILL:

- EXPLAIN THE TERM “FUNCTION” AND IDENTIFY THE SET OF INPUTS FOR THE FUNCTION AS THE DOMAIN AND THE SET OF OUTPUTS FROM THE FUNCTION AS THE RANGE.
- BE FAMILIAR WITH THE TERMINOLOGY RELATED TO AND THE USE OF A 3D SOLID MODELING PROGRAM IN THE CREATION OF SOLID MODELS AND TECHNICAL DRAWINGS.
- DIFFERENTIATE BETWEEN ADDITIVE AND SUBTRACTIVE 3D SOLID MODELING METHODS.
- DEVELOP AND/OR USE GRAPHICAL, COMPUTER, PHYSICAL AND MATHEMATICAL MODELS AS APPROPRIATE TO REPRESENT OR SOLVE PROBLEMS.
- FABRICATE A SIMPLE OBJECT FROM TECHNICAL DRAWINGS THAT MAY INCLUDE AN ISOMETRIC VIEW AND ORTHOGRAPHIC PROJECTIONS.
- CREATE THREE-DIMENSIONAL SOLID MODELS OF PARTS WITHIN CAD FROM SKETCHES OR DIMENSIONED DRAWINGS USING APPROPRIATE GEOMETRIC AND DIMENSIONAL CONSTRAINTS.
- GENERATE CAD MULTI-VIEW TECHNICAL DRAWINGS, INCLUDING ORTHOGRAPHIC PROJECTIONS AND PICTORIAL VIEWS, AS NECESSARY, SHOWING APPROPRIATE SCALE, APPROPRIATE VIEW SELECTION, AND CORRECT VIEW ORIENTATION TO FULLY DESCRIBE A SIMPLE PART ACCORDING TO STANDARD ENGINEERING PRACTICE.
- CONSTRUCT A TESTABLE PROTOTYPE OF A PROBLEM SOLUTION.
- ANALYZE THE PERFORMANCE OF A DESIGN DURING TESTING AND JUDGE THE SOLUTION AS VIABLE OR NON-VIABLE WITH RESPECT TO MEETING THE DESIGN REQUIREMENTS.
- CREATE A SET OF WORKING DRAWINGS TO DETAIL A DESIGN PROJECT.
- ORGANIZE AND EXPRESS THOUGHTS AND INFORMATION IN A CLEAR AND CONCISE MANNER.
- UTILIZE PROJECT PORTFOLIOS TO PRESENT AND JUSTIFY DESIGN PROJECTS.
- USE A SPREADSHEET PROGRAM TO GRAPH BI-VARIATE DATA AND DETERMINE AN APPROPRIATE MATHEMATICAL MODEL USING REGRESSION ANALYSIS.
- CONSTRUCT A SCATTER PLOT TO DISPLAY BI-VARIATE DATA, INVESTIGATE PATTERNS OF ASSOCIATION, AND REPRESENT THE ASSOCIATION WITH A MATHEMATICAL MODEL (LINEAR EQUATION) WHEN APPROPRIATE.

- SOLVE EQUATIONS FOR UNKNOWN QUANTITIES BY DETERMINING APPROPRIATE SUBSTITUTIONS FOR VARIABLES AND MANIPULATING THE EQUATIONS.
- USE FUNCTION NOTATION TO EVALUATE A FUNCTION FOR INPUTS IN ITS DOMAIN AND INTERPRET STATEMENTS THAT USE FUNCTION NOTATION IN TERMS OF A CONTEXT.
- BUILD A FUNCTION THAT DESCRIBES A RELATIONSHIP BETWEEN TWO QUANTITIES GIVEN A GRAPH, A DESCRIPTION OF A RELATIONSHIP, OR TWO INPUT-OUTPUT PAIRS.
- INTERPRET A FUNCTION TO SOLVE PROBLEMS IN THE CONTEXT OF THE DATA.
- INTERPRET THE SLOPE (RATE OF CHANGE) AND THE INTERCEPT (CONSTANT TERM) OF A LINEAR FUNCTION IN THE CONTEXT OF DATA.
- COMPARE THE EFFICIENCY OF THE MODELING METHOD OF AN OBJECT USING DIFFERENT COMBINATIONS OF ADDITIVE AND SUBTRACTIVE METHODS.

UNIT 5: GEOMETRY OF DESIGN

EA: B2.0, B4.0, B6.0, B9.0, B11.0

IN THIS UNIT STUDENTS ARE PROVIDED OPPORTUNITIES TO APPLY TWO- AND THREE DIMENSIONAL GEOMETRIC CONCEPTS AND KNOWLEDGE TO PROBLEM SOLVING AND ENGINEERING DESIGN. FLUENCY IN THESE GEOMETRIC CONCEPTS IS ESSENTIAL IN EVERY PHASE OF THE DESIGN PROCESS AS PROBLEMS ARE DEFINED, POTENTIAL SOLUTIONS ARE GENERATED TO MEET PHYSICAL CONSTRAINTS, ALTERNATE DESIGN SOLUTIONS ARE COMPARED AND SELECTED, FINAL DESIGNS ARE DOCUMENTED, AND SPECIFICATIONS ARE DEVELOPED. GEOMETRIC CONCEPTS ARE ALSO IMPORTANT IN THE APPROPRIATE APPLICATION OF GEOMETRIC AND DIMENSIONAL RELATIONSHIPS AND CONSTRAINTS FOR EFFECTIVE USE OF THREE-DIMENSIONAL COMPUTER MODELING ENVIRONMENTS THAT EMPLOY PARAMETRIC DESIGN FUNCTIONALITY. IN THIS UNIT STUDENTS USE GEOMETRIC CONCEPTS AND PHYSICAL PROPERTIES TO SOLVE A WIDE VARIETY OF PROBLEMS, PROGRESSING FROM COMPUTATIONS OF SURFACE AREA, WEIGHT, OR VOLUME IN ORDER TO PROVIDE COST ESTIMATES TO THE IDENTIFICATION OF MATERIALS BASED ON PHYSICAL PROPERTY OBSERVATIONS. STUDENTS WILL ALSO USE 3D COMPUTER MODELS TO COMPUTE PHYSICAL PROPERTIES THAT CAN BE USED IN PROBLEM SOLVING AND CREATION OF DESIGN SOLUTIONS.

STUDENTS WILL:

- IDENTIFY TYPES OF POLYGONS INCLUDING A SQUARE, RECTANGLE, PENTAGON, HEXAGON, AND OCTAGON.
- DIFFERENTIATE BETWEEN INSCRIBED AND CIRCUMSCRIBED SHAPES.
- IDENTIFY AND DIFFERENTIATE GEOMETRIC CONSTRUCTIONS AND CONSTRAINTS (SUCH AS HORIZONTAL LINES, VERTICAL LINES, PARALLEL LINES, PERPENDICULAR LINES, COLINEAR POINTS, TANGENT LINES, TANGENT CIRCLES, AND CONCENTRIC CIRCLES) AND THE RESULTS WHEN APPLIED TO SKETCH FEATURES WITHIN A 3D SOLID MODELING ENVIRONMENT.
- DISTINGUISH BETWEEN THE MEANINGS OF THE TERMS WEIGHT AND MASS.
- DEFINE THE TERM “PHYSICAL PROPERTY” AND IDENTIFY THE PROPERTIES OF LENGTH, VOLUME, MASS, WEIGHT, DENSITY, AND SURFACE AREA AS PHYSICAL PROPERTIES.
- IDENTIFY THREE-DIMENSIONAL OBJECTS GENERATED BY ROTATIONS OF TWO-DIMENSIONAL SHAPES AND VICE-VERSA.
- DEFINE THE TERM "CENTER OF GRAVITY".
- EXPLAIN STATIC EQUILIBRIUM AS THE STATE OF AN OBJECT THAT IS AT REST SO THAT THE FORCES ACTING ON THE OBJECT ARE BALANCED.
- SOLVE REAL WORLD AND MATHEMATICAL PROBLEMS INVOLVING AREA AND SURFACE AREA OF TWO- AND THREE-DIMENSIONAL OBJECTS COMPOSED OF TRIANGLES, QUADRILATERALS, POLYGONS, CUBES, RIGHT PRISMS, CYLINDERS, AND SPHERES.
- CREATE THREE-DIMENSIONAL SOLID MODELS OF PARTS WITHIN CAD FROM SKETCHES OR DIMENSIONED DRAWINGS USING APPROPRIATE GEOMETRIC AND DIMENSIONAL CONSTRAINTS AND MODEL FEATURES.

- MEASURE MASS WITH ACCURACY USING A SCALE AND REPORT THE MEASUREMENT USING AN APPROPRIATE LEVEL OF PRECISION.
- MEASURE VOLUME WITH ACCURACY AND REPORT THE MEASUREMENT WITH AN APPROPRIATE LEVEL OF PRECISION.
- CALCULATE A PHYSICAL PROPERTY INDIRECTLY USING AVAILABLE DATA OR PERFORM APPROPRIATE MEASUREMENTS TO GATHER THE NECESSARY DATA (E.G., DETERMINE AREA OR VOLUME USING LINEAR MEASUREMENTS OR DETERMINE DENSITY USING MASS AND VOLUME MEASUREMENTS).
- SOLVE VOLUME PROBLEMS USING VOLUME FORMULAS FOR RECTANGULAR SOLIDS, CYLINDERS, PYRAMIDS, CONES, AND SPHERES.
- USE PHYSICAL PROPERTIES TO SOLVE DESIGN PROBLEMS (E.G., DESIGN AN OBJECT OR STRUCTURE TO SATISFY PHYSICAL CONSTRAINTS OR MINIMIZE COST).
- ASSIGN A SPECIFIC MATERIAL (INCLUDED IN THE SOFTWARE LIBRARY) TO A PART AND USE THE CAPABILITIES OF THE CAD SOFTWARE TO DETERMINE THE MASS, VOLUME, AND SURFACE AREA OF AN OBJECT FOR WHICH A 3D SOLID MODEL HAS BEEN CREATED.
- ASSIGN A DENSITY VALUE TO A NEW MATERIAL (NOT INCLUDED IN THE SOFTWARE LIBRARY) AND APPLY THE MATERIAL TO A 3D SOLID MODEL WITHIN CAD SOFTWARE IN ORDER TO DETERMINE THE PHYSICAL PROPERTIES OF THE OBJECT.
- DETERMINE THE MOMENT OF A FORCE ABOUT A GIVEN POINT.
- DETERMINE THE FORCE REQUIRED TO TIP AN OBJECT AT REST ABOUT A GIVEN TIPPING POINT.

UNIT 6: REVERSE ENGINEERING

EA: B1.0, B2.0, B6.0, B7.0, B9.0, B11.0

UNIT 6 EXPOSES STUDENTS TO THE APPLICATION OF ENGINEERING PRINCIPLES AND PRACTICES TO REVERSE ENGINEER A CONSUMER PRODUCT. REVERSE ENGINEERING INVOLVES DISASSEMBLING AND ANALYZING A PRODUCT OR SYSTEM IN ORDER TO UNDERSTAND AND DOCUMENT THE VISUAL, FUNCTIONAL, AND/OR STRUCTURAL ASPECTS OF ITS DESIGN. IN THIS UNIT STUDENTS WILL HAVE THE OPPORTUNITY TO ASSESS ALL THREE ASPECTS OF A PRODUCT'S DESIGN. STUDENTS WILL LEARN THE VISUAL DESIGN ELEMENTS AND PRINCIPLES AND THEIR APPLICATION IN DESIGN. THEY WILL PERFORM A FUNCTIONAL ANALYSIS TO HYPOTHESIZE THE OVERALL FUNCTION AND SEQUENTIAL OPERATIONS OF THE PRODUCT'S COMPONENT PARTS AND ASSESS THE INPUTS AND OUTPUTS OF THE PROCESS(ES) INVOLVED IN THE OPERATION OF THE PRODUCT. STUDENTS WILL PHYSICALLY DISASSEMBLE THE PRODUCT TO DOCUMENT THE CONSTITUENT PARTS, THEIR PROPERTIES, AND THEIR INTERACTION AND OPERATION. AFTER CAREFULLY DOCUMENTING THESE ASPECTS OF THE VISUAL, FUNCTIONAL, AND STRUCTURAL ASPECTS OF THE PRODUCT, STUDENTS WILL ASSESS THE STRENGTHS AND WEAKNESSES OF THE PRODUCT AND THE MANUFACTURING PROCESS BY WHICH IT WAS PRODUCED.

STUDENTS WILL:

- IDENTIFY AND DESCRIBE THE VISUAL PRINCIPLES AND ELEMENTS OF DESIGN APPARENT IN A NATURAL OR MAN-MADE OBJECT.
- DESCRIBE THE PROCESS OF REVERSE ENGINEERING.
- EXPLAIN THE VARIOUS REASONS TO PERFORM REVERSE ENGINEERING INCLUDING DISCOVERY, DOCUMENTATION, INVESTIGATION, AND PRODUCT IMPROVEMENT.
- EXPLAIN HOW THE VISUAL ELEMENTS AND PRINCIPLES OF DESIGN AFFECT THE AESTHETICS AND COMMERCIAL SUCCESS OF A PRODUCT.
- PERFORM A FUNCTIONAL ANALYSIS OF A PRODUCT IN ORDER TO DETERMINE THE PURPOSE, INPUTS AND OUTPUTS, AND THE OPERATION OF A PRODUCT OR SYSTEM.

- PERFORM A STRUCTURAL ANALYSIS OF A PRODUCT IN ORDER TO DETERMINE THE MATERIALS USED AND THE FORM OF COMPONENT PARTS AS WELL AS THE CONFIGURATION AND INTERACTION OF COMPONENT PARTS WHEN ASSEMBLED (IF APPLICABLE).
- SELECT AND UTILIZE TECHNOLOGY (SOFTWARE AND HARDWARE) TO CREATE HIGH IMPACT VISUAL AIDS.

UNIT 7: DOCUMENTATION
EA: B1.0, B2.0, B6.0, B9.0, B11.0

IN UNIT 7 STUDENTS WILL ENHANCE THEIR BASIC KNOWLEDGE OF TECHNICAL DRAWING REPRESENTATIONS LEARNED EARLIER IN THE COURSE TO INCLUDE THE CREATION OF ALTERNATE (SECTION AND AUXILIARY) VIEWS AND APPROPRIATE DIMENSIONING AND ANNOTATION OF TECHNICAL DRAWINGS. STUDENTS WILL ALSO BE INTRODUCED TO THE REALITY OF VARIATION IN DIMENSIONAL PROPERTIES OF MANUFACTURED PRODUCTS. THEY WILL LEARN THE APPROPRIATE USE OF DIMENSIONAL TOLERANCES AND ALTERNATE DIMENSIONING METHODS TO SPECIFY ACCEPTABLE RANGES OF THE PHYSICAL PROPERTIES IN ORDER TO MEET DESIGN CRITERIA. STUDENTS WILL APPLY THIS KNOWLEDGE TO CREATE ENGINEERING WORKING DRAWINGS THAT DOCUMENT MEASUREMENTS COLLECTED DURING A REVERSE ENGINEERING PROCESS. THESE SKILLS WILL ALSO ALLOW STUDENTS TO EFFECTIVELY DOCUMENT A PROPOSED NEW DESIGN. STUDENTS WILL USE 3D COMPUTER MODELING SOFTWARE TO MODEL THE ASSEMBLY OF THE CONSUMER PRODUCT, AS SUCH A MODEL CAN BE USED TO REPLICATE FUNCTIONAL OPERATION AND PROVIDE VIRTUAL TESTING OF PRODUCT DESIGN.

STUDENTS WILL:

- IDENTIFY AND DIFFERENTIATE BETWEEN SIZE DIMENSIONS AND LOCATION DIMENSIONS.
- IDENTIFY AND CORRECTLY APPLY CHAIN DIMENSIONING OR DATUM DIMENSIONING METHODS TO A TECHNICAL DRAWING.
- IDENTIFY DIMENSIONING STANDARDS COMMONLY USED IN TECHNICAL DRAWING.
- IDENTIFY THE SHAPES OF TWO-DIMENSIONAL CROSS SECTIONS OF THREE DIMENSIONAL OBJECTS.
- IDENTIFY, DEFINE AND EXPLAIN THE PROPER USE OF A SECTION VIEW IN TECHNICAL DRAWING.
- READ AND INTERPRET A HOLE NOTE TO IDENTIFY THE SIZE AND TYPE OF HOLE INCLUDING THROUGH, CLEARANCE, BLIND, COUNTER BORE, AND COUNTERSINK HOLES.
- IDENTIFY AND DIFFERENTIATE AMONG LIMIT DIMENSIONS, A UNILATERAL TOLERANCE, AND A BILATERAL TOLERANCE.
- DIFFERENTIATE BETWEEN CLEARANCE AND INTERFERENCE FIT.
- EXPLAIN EACH ASSEMBLY CONSTRAINT (INCLUDING MATE, FLUSH, INSERT, AND TANGENT), ITS ROLE IN AN ASSEMBLY MODEL, AND THE DEGREES OF FREEDOM THAT IT REMOVES FROM THE MOVEMENT BETWEEN PARTS.
- HAND SKETCH A SCALED FULL OR HALF SECTION VIEW IN THE CORRECT ORIENTATION TO FULLY DETAIL AN OBJECT OR PART GIVEN THE ACTUAL OBJECT, A DETAILED VERBAL DESCRIPTION OF THE OBJECT, A PICTORIAL VIEW OF THE OBJECT, OR A SET OF ORTHOGRAPHIC PROJECTIONS.
- GENERATE SECTION VIEWS USING CAD ACCORDING TO STANDARD ENGINEERING PRACTICE.
- DIMENSION A SECTION VIEW OF A SIMPLE OBJECT OR PART ACCORDING TO A SET OF DIMENSIONING STANDARDS AND ACCEPTED PRACTICES.

- ANNOTATE (INCLUDING SPECIFIC AND GENERAL NOTES) WORKING DRAWINGS ACCORDING TO ACCEPTED ENGINEERING PRACTICE. INCLUDE DIMENSIONING ACCORDING TO A SET OF DIMENSIONING RULES, PROPER HOLE AND THREAD NOTES, PROPER TOLERANCE ANNOTATION, AND THE INCLUSION OF OTHER NOTES NECESSARY TO FULLY DESCRIBE A PART ACCORDING TO STANDARD ENGINEERING PRACTICE.

- CREATE SPECIFIC NOTES ON A TECHNICAL DRAWING TO CONVEY IMPORTANT INFORMATION ABOUT A SPECIFIC FEATURE OF A DETAILED OBJECT, AND CREATE GENERAL NOTES TO CONVEY DETAILS THAT PERTAIN TO INFORMATION PRESENTED ON THE ENTIRE DRAWING (SUCH AS UNITS, SCALE, PATENT DETAILS, ETC.).
- MODEL AND ANNOTATE (WITH A HOLE NOTE) THROUGH, CLEARANCE, BLIND, COUNTER BORE, AND COUNTERSINK HOLES.
- COMPARE THE EFFECT OF CHAIN DIMENSIONING AND DATUM DIMENSIONING ON THE TOLERANCE OF A PARTICULAR SPECIFIED DIMENSION.
- DETERMINE THE SPECIFIED DIMENSION, TOLERANCE, UPPER LIMIT, AND LOWER LIMIT FOR ANY GIVEN DIMENSION AND RELATED TOLERANCE (OR ANY DISTANCE THAT IS DEPENDENT ON GIVEN DIMENSIONS) SHOWN ON A TECHNICAL DRAWING.
- DETERMINE THE ALLOWANCE BETWEEN TWO MATING PARTS OF AN ASSEMBLY BASED ON DIMENSIONS GIVEN ON A TECHNICAL DRAWING.
- IDENTIFY THE TYPE OF FIT GIVEN A DRAWING, A DESCRIPTION, OR A PHYSICAL EXAMPLE OF TWO MATING PARTS.
- CREATE ASSEMBLIES OF PARTS IN CAD AND USE APPROPRIATE ASSEMBLY CONSTRAINTS TO CREATE AN ASSEMBLY THAT ALLOWS CORRECT REALISTIC MOVEMENT AMONG PARTS. MANIPULATE THE ASSEMBLY MODEL TO DEMONSTRATE THE MOVEMENT.
- CREATE A CAD ASSEMBLY DRAWING. IDENTIFY EACH COMPONENT OF THE ASSEMBLY WITH IDENTIFICATION NUMBERS AND CREATE A PARTS LIST TO DETAIL EACH COMPONENT USING CAD.
- ANALYZE INFORMATION GATHERED DURING REVERSE ENGINEERING TO IDENTIFY SHORTCOMING OF THE DESIGN AND/OR OPPORTUNITIES FOR IMPROVEMENT OR INNOVATION.
- DEFINE AND JUSTIFY A DESIGN PROBLEM AND EXPRESS THE CONCERNS, NEEDS, AND DESIRES OF THE PRIMARY STAKEHOLDERS.
- PRESENT AND JUSTIFY DESIGN SPECIFICATIONS, AND CLEARLY EXPLAIN THE CRITERIA AND CONSTRAINTS ASSOCIATED WITH A SUCCESSFUL DESIGN SOLUTION.
- WRITE A DESIGN BRIEF TO COMMUNICATE THE PROBLEM, PROBLEM CONSTRAINTS, AND SOLUTION CRITERIA.
- SUPPORT DESIGN IDEAS USING A VARIETY OF CONVINCING EVIDENCE.
- JOINTLY DEVELOP A DECISION MATRIX BASED ON ACCEPTED OUTCOME CRITERIA AND CONSTRAINTS.
- CLEARLY JUSTIFY AND VALIDATE A SELECTED SOLUTION PATH.
- CREATE A SET OF WORKING DRAWINGS TO DETAIL A DESIGN PROJECT.

UNIT 8: ADVANCED COMPUTER MODELING
EA: B1.0, B2.0, B6.0, B11.0

IN THIS UNIT STUDENTS WILL LEARN ADVANCED 3D COMPUTER MODELING SKILLS. THESE ADVANCED SKILLS INCLUDE CREATING EXPLODED AND ANIMATED ASSEMBLY VIEWS OF MULTI-PART PRODUCTS. STUDENTS WILL LEARN TO USE MATHEMATICAL FUNCTIONS TO REPRESENT RELATIONSHIPS IN DIMENSIONAL PROPERTIES OF A MODELED OBJECT WITHIN THE 3D ENVIRONMENT. STUDENTS WILL ALSO DEVELOP AND APPLY MATHEMATICAL RELATIONSHIPS TO ENFORCE APPROPRIATE DIMENSIONAL AND MOTION CONSTRAINTS. STUDENTS WILL REVERSE ENGINEER AND MODEL A CONSUMER PRODUCT, PROVIDING APPROPRIATE PARAMETRIC CONSTRAINTS TO CREATE A 3D MODEL AND REALISTIC OPERATION OF THE PRODUCT.

STUDENTS WILL:

- IDENTIFY, DEFINE, AND EXPLAIN THE PROPER USE OF AN AUXILIARY VIEW IN TECHNICAL DRAWING.
- USE ADVANCED MODELING FEATURES TO CREATE THREE-DIMENSIONAL SOLID MODELS OF COMPLEX PARTS AND ASSEMBLIES WITHIN CAD AND WITH LITTLE GUIDANCE GIVEN THE ACTUAL PART USING APPROPRIATE GEOMETRIC AND DIMENSIONAL CONSTRAINTS.

- FORMULATE EQUATIONS AND INEQUALITIES TO REPRESENT RELATIONSHIPS BETWEEN QUANTITIES.
- USING A CAD APPLICATION, CREATE RELATIONSHIPS AMONG PART FEATURES AND DIMENSIONS USING PARAMETRIC FORMULAS.
- CREATE AN EXPLODED ASSEMBLY VIEW OF A MULTI-PART PRODUCT. IDENTIFY EACH COMPONENT OF THE ASSEMBLY WITH IDENTIFICATION NUMBERS AND CREATE A PARTS LIST TO DETAIL EACH COMPONENT USING CAD.
- PERFORM A PEER REVIEW OF TECHNICAL DRAWINGS AND OFFER CONSTRUCTIVE FEEDBACK BASED ON STANDARD ENGINEERING PRACTICES.
- HAND SKETCH AN AUXILIARY VIEW IN THE CORRECT ORIENTATION TO FULLY DETAIL AN OBJECT OR PART GIVEN THE ACTUAL OBJECT, A DETAILED VERBAL DESCRIPTION OF THE OBJECT, A PICTORIAL VIEW OF THE OBJECT, OR A SET OF ORTHOGRAPHIC PROJECTIONS.
- GENERATE AN AUXILIARY VIEW USING CAD ACCORDING TO STANDARD ENGINEERING PRACTICE.

UNIT 9: DESIGN TEAM

EA: B1, B2, B6, B7, B9, B10, B11

IN THIS UNIT STUDENTS, WILL WORK AS A COLLABORATIVE TEAM WITH GEOGRAPHICALLY SEPARATE TEAM MEMBERS, THEREBY REQUIRING VIRTUAL COMMUNICATIONS. THROUGH THE DESIGN PROCESS, THE TEAM WILL EXPERIENCE SHARED DECISION MAKING AS THEY WORK TO SOLVE A NEW DESIGN CHALLENGE. THEY WILL REFLECT ON THE ETHICAL RESPONSIBILITIES OF ENGINEERS AS THEY INVESTIGATE DIFFERENT MATERIALS, MANUFACTURING PROCESSES, AND THE SHORT AND LONG-TERM IMPACTS THAT THEIR DECISION-MAKING MAY POTENTIALLY HAVE ON SOCIETY AND ON THE WORLD.

STUDENTS WILL:

- IDENTIFY AND DESCRIBE THE STEPS OF A TYPICAL PRODUCT LIFECYCLE (INCLUDING RAW MATERIAL EXTRACTION, PROCESSING, MANUFACTURE, USE AND MAINTENANCE, AND DISPOSAL).
- IDENTIFY AND EXPLAIN HOW THE BASIC THEORIES OF ETHICS RELATE TO ENGINEERING.
- IDENTIFY TEAM MEMBER SKILL SETS NEEDED TO PRODUCE AN EFFECTIVE TEAM.
- DEFINE THE TERM GROUP NORMS AND DISCUSS THE IMPORTANCE OF NORMS IN CREATING AN EFFECTIVE TEAM ENVIRONMENT.
- IDENTIFY THE ADVANTAGES AND DISADVANTAGES OF VIRTUAL DESIGN TEAMS COMPARED TO TRADITIONAL DESIGN TEAMS.
- ASSESS THE DEVELOPMENT OF AN ENGINEERED PRODUCT AND THE IMPACT OF THE PRODUCT ON SOCIETY AND THE ENVIRONMENT.
- UTILIZE RESEARCH TOOLS AND RESOURCES (SUCH AS THE INTERNET; MEDIA CENTERS; MARKET RESEARCH; PROFESSIONAL JOURNALS; PRINTED, ELECTRONIC, AND MULTIMEDIA RESOURCES; ETC.) TO VALIDATE DESIGN DECISIONS AND JUSTIFY A PROBLEM SOLUTION.
- SUMMARIZE KEY IDEAS IN INFORMATION SOURCES INCLUDING SCIENTIFIC AND ENGINEERING TEXTS, TABLES, DIAGRAMS, AND GRAPHS.
- DELIVER ORGANIZED ORAL PRESENTATIONS OF WORK TAILORED TO THE AUDIENCE.
- ORGANIZE AND EXPRESS THOUGHTS AND INFORMATION IN A CLEAR AND CONCISE MANNER.
- PARTICIPATE ON A VIRTUAL TEAM USING REMOTE COLLABORATION TOOLS TO SUPPORT TEAM COLLABORATION AND PROBLEM SOLVING.
- IDENTIFY APPROPRIATE TECHNOLOGY TO SUPPORT REMOTE COLLABORATION AMONG VIRTUAL DESIGN TEAM MEMBERS (SUCH AS ASYNCHRONOUS COMMUNICATIONS, AUDIO AND VIDEO CONFERENCING, INSTANT MESSAGING, SYNCHRONOUS FILE EDITING, AND FILE TRANSFER).

- DEMONSTRATE POSITIVE TEAM BEHAVIORS AND CONTRIBUTE TO A POSITIVE TEAM DYNAMIC.
- CONTRIBUTE EQUITABLY TO THE ATTAINMENT OF GROUP GOALS BASED ON ASSIGNED ROLES.
- PRACTICE APPROPRIATE CONFLICT RESOLUTION STRATEGIES WITHIN A TEAM ENVIRONMENT.
- IDENTIFY AN APPROPRIATE MODE OF TWO-WAY COMMUNICATION BASED ON THE AUDIENCE AND INTENDED GOAL OF THE COMMUNICATION.
- USE AN APPROPRIATE AND PROFESSIONAL TONE AND VERNACULAR BASED ON THE AUDIENCE OF THE CORRESPONDENCE.
- DOCUMENT CORRESPONDENCE AND CONVERSATIONS IN AN ACCURATE AND ORGANIZED MANNER. U8
- CREATE AND UTILIZE A GANTT CHART TO PLAN, MONITOR, AND CONTROL TASK COMPLETION DURING A DESIGN PROJECT.
- ADJUST VOICE AND WRITING STYLE TO ALIGN WITH AUDIENCE AND PURPOSE.
- DELIVER ORGANIZED ORAL PRESENTATIONS OF WORK TAILORED TO THE AUDIENCE.

<u>ENGINEERING AND ARCHITECTURE PATHWAY STANDARDS</u>
ENGINEERING TECHNOLOGY PATHWAY

B1.0 - COMMUNICATE AND INTERPRET INFORMATION CLEARLY IN INDUSTRY-STANDARD VISUAL AND WRITTEN FORMATS.
B2.0 - DEMONSTRATE THE SKETCHING PROCESS USED IN CONCEPT DEVELOPMENT.
B4.0 - UNDERSTAND THE CONCEPTS OF PHYSICS THAT ARE FUNDAMENTAL TO ENGINEERING TECHNOLOGY.
B6.0 - EMPLOY THE DESIGN PROCESS TO SOLVE ANALYSIS AND DESIGN PROBLEMS.
B7.0 - UNDERSTAND INDUSTRIAL ENGINEERING PROCESSES, INCLUDING THE USE OF TOOLS AND EQUIPMENT, METHODS OF MEASUREMENT, AND QUALITY ASSURANCE.
B7.0 - UNDERSTAND INDUSTRIAL ENGINEERING PROCESSES, INCLUDING THE USE OF TOOLS AND EQUIPMENT, METHODS OF MEASUREMENT, AND QUALITY ASSURANCE.
B9.0 - UNDERSTAND THE FUNDAMENTALS OF SYSTEMS AND MARKET INFLUENCES ON PRODUCTS AS THEY ARE DEVELOPED AND RELEASED TO PRODUCTION.
B10.0 - DESIGN AND CONSTRUCT A CULMINATING PROJECT EFFECTIVELY USING ENGINEERING TECHNOLOGY.
B11.0 - UNDERSTAND THE METHODS OF CREATING BOTH WRITTEN AND DIGITAL PORTFOLIOS.

3. Key Assignments:
UNIT 1:
ENGINEERING NOTEBOOK & PORTFOLIO - AN ENGINEERING NOTEBOOK CONTAINS ALL *DESIGN* WORK COMPLETED FOR A SPECIFIC DESIGN PROJECT. IT IS A CHRONOLOGICAL DOCUMENTATION OF ALL TASKS COMPLETED DURING A DESIGN PROCESS, INCLUDING CORRESPONDENCE, IDEAS, SKETCHES, JOURNAL ENTRIES RELATED TO DESIGN, CALCULATIONS, PHOTOGRAPHS, CLASS NOTES, MEETING NOTES, TEST PROCEDURES AND DATA, AND OTHER CRITICAL INFORMATION. A LONGITUDINAL OR GROWTH PORTFOLIO SHOWS GROWTH FROM EARLY TO LATER WORK IN REGARD TO SPECIFIC SKILLS AND EXTENT OF MASTERY. ENTRIES IN A LONGITUDINAL PORTFOLIO CAN SPAN SEVERAL YEARS AND COURSES.
CONCEPT SKETCHING - THE PURPOSE OF THIS ACTIVITY IS TO PRODUCE HAND-DRAWN REPRESENTATIONS OF REAL OBJECTS THAT CLOSELY RESEMBLE THE ACTUAL OBJECTS AND THAT APPEAR THREE-DIMENSIONAL. IN THIS ACTIVITY, STUDENTS WILL FOCUS ON OBTAINING THE CORRECT SHAPE AND PROPORTIONS OF EACH OBJECT FROM A SINGLE "STRAIGHT-ON" OR ORTHOGRAPHIC VIEW AND ADD SHADING TO PRODUCE A MORE REALISTIC THREE-DIMENSIONAL EFFECT. STUDENTS WILL START WITH SIMPLE FORMS AND PROGRESS TO MORE COMPLICATED PRODUCTS.
PRODUCT IMPROVEMENT - THIS ACTIVITY IS DESIGNED TO PROVIDE AN INTRODUCTION TO DESIGN. AS A TEAM OF TWO, STUDENTS WILL BRAINSTORM WAYS TO ENHANCE OR CHANGE A PLAIN OBJECT SO THAT NEARLY EVERY

CONSUMER WOULD WANT TO PURCHASE IT. STUDENTS APPLY THE RULES FOR BRAINSTORMING THAT WERE IDENTIFIED IN THE POWERPOINT DURING THIS ACTIVITY.

UNIT 2:
SKETCHING PRACTICE - IN THIS ACTIVITY STUDENTS WILL APPLY THE SKETCHING SKILLS (ISOMETRIC, OBLIQUE, PERSPECTIVE, AND MULTIVIEW) PREVIOUSLY LEARNED IN THIS UNIT TO MORE COMPLEX OBJECTS.

UNIT 3:
MAKING LINEAR MEASUREMENTS – IN THIS ACTIVITY STUDENTS PRACTICE MEASURING AND RECORDING DIMENSIONS USING A DIAL CALIPER.
LINEAR DIMENSIONS – IN THIS ACTIVITY STUDENTS WILL APPLY THEIR KNOWLEDGE OF DIMENSIONING TO IDENTIFY DIMENSIONING ERRORS AND PROVIDE MISSING DIMENSIONS ON MULTI-VIEW DRAWINGS. STUDENTS WILL ALSO FULLY DIMENSION MULTI-VIEW SKETCHES ACCORDING TO DIMENSIONING GUIDELINES.
STATISTICAL ANALYSIS WITH EXCEL – IN THIS ACTIVITY STUDENTS WILL COLLECT DATA AND USE MICROSOFT EXCEL TO PERFORM STATISTICAL ANALYSES AND CREATE STATISTICAL CHARTS TO DISPLAY DATA.
MANUFACTURING A BOX - IN THIS PROJECT, STUDENTS WILL WORK IN TEAMS TO DESIGN, TEST, AND IMPROVE A MANUFACTURING PROCESS TO BUILD BOXES. COLLECTIVELY STUDENTS WILL BUILD A BOX FOR EACH STUDENT IN THE CLASS. AS PART OF THE PROCESS, STUDENTS WILL TEST THE QUALITY OF THE BOXES USING STATISTICS. NOTE THAT THE BOX WILL BECOME PART OF THE STUDENT'S DESIGN FOR PROBLEM 8.2 AUTOMATA DESIGN CHALLENGE.

UNIT 4:
MODEL CREATION - TO EFFECTIVELY USE A CAD PROGRAM TO CREATE 3D MODELS OF A PART, A DESIGNER MUST BE FAMILIAR WITH THE BASIC STRATEGIES OF ADDITIVE AND SUBTRACTIVE MODELING METHODS. THIS ACTIVITY WILL HELP STUDENTS UNDERSTAND THE SKETCHING TOOLS AND EXTRUSION FEATURES THAT ARE COMMON TO MOST CAD PROGRAMS, PLAN AN EFFICIENT METHOD OF SIMPLE MODEL CREATION, AND GAIN EXPERIENCE CREATING SIMPLE 3D MODELS.
MATHEMATICAL MODELING - IN THIS ACTIVITY STUDENTS WILL COLLECT AND ANALYZE DATA IN ORDER TO MAKE PREDICTIONS BASED ON THAT DATA. STUDENTS WILL USE BOTH MANUAL AND COMPUTER METHODS TO RECORD, MANIPULATE, AND ANALYZE THE DATA IN ORDER TO DETERMINE MATHEMATICAL RELATIONSHIPS BETWEEN QUANTITIES. THESE MATHEMATICAL RELATIONSHIPS CAN BE REPRESENTED GRAPHICALLY AND BY EQUATIONS, ALSO KNOWN AS MATHEMATICAL MODELS. STUDENTS WILL THEN USE THE MATHEMATICAL MODELS TO MAKE PREDICTIONS RELATED TO THE QUANTITIES.
CAMS IN MOTION - IN THIS ACTIVITY, STUDENTS WILL CREATE A 3D SOLID MODEL OF A CAM. STUDENTS WILL PLACE THE 3D MODEL IN AN ASSEMBLY MODEL, SIMULATE THE ROTATION OF THE CAM, AND STUDY THE RESULTING MOTION OF ANOTHER PART CALLED A FOLLOWER. STUDENTS WILL THEN COLLECT DATA AND CREATE A MOTION GRAPH TO REPRESENT MOTION OF THE FOLLOWER. BY COMPARING THEIR MOTION GRAPH TO THOSE CREATED BY TEAMMATES, EACH TEAM WILL DEVELOP A MATHEMATICAL MODEL FOR THE VERTICAL DISPLACEMENT OF A FOLLOWER RESULTING FROM THE ROTATION OF DIFFERENT SIZED CAMS OF SIMILAR SHAPE.
DESIGN A CAM - IN THIS PROJECT, STUDENTS WILL DESIGN A CAM TO PROVIDE A SPECIFIED MOTION. STUDENTS WILL THEN CREATE A PHYSICAL MODEL AND TEST THEIR DESIGN TO COMPARE THE RESULTS AGAINST THE DESIRED OUTCOME.

UNIT 5:
INTRODUCTION TO CAD MODELING - IN THIS ACTIVITY, STUDENTS CREATE CAD MODELS THROUGH SEQUENTIALLY DEVELOPING GEOMETRIC SKETCHES AND GENERATING 3D FORMS. THIS ACTIVITY WILL HELP STUDENTS TO UNDERSTAND AND USE THE MOST FREQUENTLY USED SKETCHING AND FEATURE TOOLS THAT ARE COMMON TO MOST CAD PROGRAMS.

DETERMINING DENSITY – IN THIS ACTIVITY, STUDENTS MEASURE VOLUME AND MASS TO DETERMINE THE DENSITY OF GEOMETRIC AND COMPLEX OBJECTS.
PHYSICAL PROPERTY ANALYSIS - IN THIS ACTIVITY STUDENTS WILL CALCULATE THE VOLUME OF A PART AND THE SURFACE AREA; STUDENTS WILL LOOK UP THE DENSITY OF THE MATERIAL AND THEN CALCULATE THE MASS. NEXT, STUDENTS WILL CHECK THEIR WORK USING A 3D SOLID MODELING SOFTWARE PROGRAM. AFTER STUDENTS HAVE LEARNED HOW TO CALCULATE THE PHYSICAL PROPERTIES OF THE EXAMPLE PARTS PROVIDED, THEY WILL THEN DO AN ANALYSIS ON A PUZZLE CUBE PIECE AND PARTS OF THE AUTOMOBLOX VEHICLE OR OTHER CONSUMER PRODUCT.
REINDEER GAMES - IN THIS PROJECT, STUDENTS WILL DEVELOP A CONCEPTUAL DESIGN FOR A REINDEER YARD ORNAMENT THAT CAN BE MANUFACTURED FROM TREE DEBRIS OR PLYWOOD SCRAPS. STUDENTS WILL PRESENT THEIR PROPOSED DESIGN TO THE CLASS.

UNIT 6:
VISUAL ANALYSIS – IN THIS ACTIVITY STUDENT WILL CONDUCT A VISUAL ANALYSIS TO IDENTIFY THE VISUAL DESIGN PRINCIPLES AND ELEMENTS THAT GIVE AN OBJECT ITS VISUAL APPEAL (OR LACK THEREOF).
FUNCTIONAL ANALYSIS – IN THIS ACTIVITY STUDENTS WILL CONDUCT A STUDY OF THE OBJECT'S FUNCTION. THIS IS DONE THROUGH CAREFUL OBSERVATION OF THE OBJECT'S SEQUENTIAL OPERATION BEFORE IT IS DISASSEMBLED. BY FIRST OBSERVING THE PRODUCT, STUDENTS HYPOTHESIZE HOW A PRODUCT OPERATES AND THEN COMPARE THEIR PREDICTIONS TO THEIR ACTUAL FINDINGS AFTER THE PART IS DISSECTED.
STRUCTURAL ANALYSIS - DURING THIS ACTIVITY STUDENTS WILL INVESTIGATE VITAL PRODUCT CHARACTERISTICS WITH REGARD TO THE STRUCTURE OF THEIR PRODUCT. STUDENTS WILL RESEARCH AND DOCUMENT THEIR FINDINGS USING CAREFUL MEASUREMENTS, SKETCHES, AND NOTES WHICH WILL COMPLETE THE REVERSE ENGINEERING OF YOUR PRODUCT.
REVERSE ENGINEERING PRESENTATION - TO CONCLUDE THE PROJECT, STUDENT TEAM WILL MAKE A POSTER PRESENTATION OF THEIR FINDINGS. YOU WILL CREATE EITHER A PHYSICAL TRI-FOLD POSTER OR AN ELECTRONIC POSTER TO DISPLAY YOUR PRODUCT AND THE INFORMATION THAT YOU HAVE GATHERED.

UNIT 7:
ASSEMBLY MODELS - IN THIS PROJECT STUDENTS WILL DETAIL THE OBJECT FROM THEIR REVERSE ENGINEERING PROJECT WITH TECHNICAL DRAWINGS IN ORDER TO PROVIDE DETAILED INFORMATION NECESSARY TO DESIGN ACCESSORIES AND ENHANCEMENTS THAT WILL PROPERLY CONNECT WITH THE ORIGINAL DESIGN. IN ADDITION, STUDENTS WILL BEGIN THE PROCESS OF ASSEMBLING A PORTFOLIO TO PRESENT THEIR REVERSE-ENGINEERING EFFORTS AND TECHNICAL DOCUMENTATION OF THE PRODUCT.
PRODUCT ENHANCEMENT - IN THIS ACTIVITY STUDENT TEAMS WILL DESIGN AN ENHANCEMENT OR ACCESSORY TO THEIR REVERSE ENGINEERING OBJECT THAT CAN BE SOLD SEPARATELY OR THAT CAN BE MARKETED TO THE ORIGINAL COMPANY AS AN ADDITIONAL LINE OF PRODUCTS. THE ACCESSORY OR ENHANCEMENT MUST SOMEHOW ATTACH TO THE OBJECT AND CAN INCLUDE ANYTHING THAT WOULD APPEAL TO THE TARGET MARKET.

UNIT 8:
AUTOMATA DESIGN CHALLENGE - IN THIS PROBLEM, STUDENTS WILL DESIGN, BUILD AND TEST A MECHANICAL SYSTEM TO AUTOMATE THE MOTION OF OBJECTS. THE AUTOMATA WILL BE DESIGNED AS A TOY FOR A CHILD BETWEEN THE AGES OF 9 AND 12 YEARS OLD.

UNIT 9:
PRODUCT LIFECYCLE - IN THIS ACTIVITY STUDENTS WILL SELECT A CONSUMER PRODUCT AND RESEARCH ITS LIFECYCLE FROM THE BEGINNING TO END. STUDENTS WILL DETAIL THE FIVE STEPS (RAISE AND EXTRACT, PROCESS, MANUFACTURE, USE, AND DISPOSE) OF THE PRODUCT LIFECYCLE IN A PRESENTATION TO THE CLASS.
VIRTUAL DESIGN CHALLENGE - IN THIS PROJECT STUDENTS WILL BE TEAMED UP WITH ANOTHER STUDENT WHO IS NOT IN THEIR CLASS. STUDENTS WILL USE THEIR KNOWLEDGE OF DESIGN PROCESS, ENGINEERING TOOLS, THE

INTERNET, AND METHODS OTHER THAN DIRECT FACE-TO-FACE CONTACT TO COMMUNICATE AND WORK WITH THEIR PARTNER TO SOLVE A GIVEN PROBLEM.

4. Instructional Methods and/or Strategies:

STUDENTS WILL BE ENGAGED IN A VARIETY OF ACTIVITIES THAT BALANCE DIRECT INSTRUCTION WITH PROJECT WORK. STUDENTS WILL BE EXPECTED TO APPLY THE CONCEPTS AND PROCESSES LEARNED DURING DIRECT INSTRUCTION TO THEIR PROJECTS. STUDENTS WILL ATTEND LECTURES, COMPLETE LABS, BECOME INVOLVED WITH PROFESSIONAL MENTORS, COMPLETE REAL-WORLD PROJECTS, AND MAKE PRESENTATIONS THAT DEMONSTRATE UNDERSTANDING OF DESIGN/FABRICATION CONCEPTS AND THE RESEARCH PROCESS.

METHODS OF INSTRUCTION WILL INCLUDE:

- DIRECT INSTRUCTION (LECTURES, DISCUSSIONS, READINGS, AND LAB ACTIVITIES SPECIFIC FOR MASTERY OF CONTENT);
- USE OF ACTIVITY, PROBLEM, PROJECT-BASED LEARNING WITH SUPPORT FROM PROFESSIONAL MENTORS;
- DEVELOPMENT OF LANGUAGE ARTS SKILLS WHILE STUDENTS COMPLETE REPORTS, JOURNALS, ANALYSES, AND ESSAYS;
- USE OF EDUCATIONAL COURSEWARE, INTERFACED PROBE WARE, SCIENTIFIC INSTRUMENTATION, AND PROFESSIONAL SOFTWARE;
- USE OF A VARIETY OF INSTRUCTIONAL MATERIALS AND RESOURCES INCLUDING ELECTRONIC MEDIA, HANDBOOKS, PROFESSIONAL JOURNALS, REFERENCE MATERIALS, AND TEXTBOOKS;
- SELF-DIRECTED, COOPERATIVE, AND COLLABORATIVE LEARNING OPPORTUNITIES TO INCREASE RESPONSIBILITY OF STUDENTS FOR THEIR OWN LEARNING;
- USE OF STUDENT PRESENTATIONS, EXHIBITS, AND COMPETITIONS;
- EMBEDDED ASSESSMENTS AS A LEARNING TOOL;
- DIFFERENTIATED INSTRUCTION FOR STUDENTS' NEEDS; AND
- ACTIVITIES WHICH PROMOTE SCIENTIFIC KNOWLEDGE AND ADAPTATION OF TECHNOLOGY

5. Assessment Including Methods and/or Tools:

THE EVALUATION OF STUDENT PROGRESS AND EVALUATION WILL BE BASED ON THE FOLLOWING CRITERIA OUTLINED IN BOARD POLICY:

- ASSESSMENTS: 60-75% OF THE FINAL GRADE
- ASSIGNMENTS AND CLASS DISCUSSIONS: 25-40% OF THE FINAL GRADE

ASSESSMENT OPPORTUNITIES THAT ALLOW CONTINUOUS EVALUATION OF STUDENT PROGRESS WILL BE EMBEDDED THROUGHOUT THE COURSE AND WILL BE A PART OF THE LEARNING EXPERIENCE. ALL STUDENTS WILL BE EXPECTED TO ACHIEVE MASTERY OF ALL TOPICS, OFTEN WITH DEMONSTRATION OF MASTERY OCCURRING DURING A PUBLIC FORUM. THE FOLLOWING STRATEGIES, WHICH INCLUDE BOTH FORMAL AND INFORMAL ASSESSMENT TECHNIQUES, MAY INCLUDE BUT ARE NOT LIMITED TO:

- WRITTEN TESTS WITH A VARIETY OF SHORT ANSWER, ESSAY QUESTIONS, AND PROBLEMS;
- PERFORMANCE-BASED ASSESSMENTS SUCH AS EXPERIMENTS, DEMONSTRATIONS, DISCUSSIONS, DEBATES, SIMULATIONS, AND PROJECTS;
- PRESENTATIONS, BOTH TEAM AND INDIVIDUAL:
- A CUMULATIVE PORTFOLIO OF INVESTIGATIVE ACCOMPLISHMENTS; AND WRITTEN ASSIGNMENTS (SUCH AS JUSTIFICATION, INVESTIGATIONS, PRIMARY AND SECONDARY RESEARCH, EVALUATIVE, OR TECHNICAL)

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Our Motto:
Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: May 17, 2018

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Grace Park, Ed.D., Assistant Superintendent, Curriculum, Instruction, Innovation, and Support
Julian Rodriguez, Ed.D, Director, Secondary Curriculum and Instruction

SUBJECT: **COURSE MODIFICATION: PUBLIC SPEAKING**

==========

BACKGROUND

The Chino Valley Unified School District routinely revises curriculum guides and develops new courses in accordance with State Content Standards, State Frameworks, and student need. Accordingly, the revision and development of curriculum guides are the results of a collaborative effort of teachers in the related academic areas.

Public Speaking is an introductory course in speech communication designed to develop and enhance the communication skills necessary to be successful in preparation for the rigors of college and the demands of professional careers. The course provides a forum for students to learn communication techniques and improve speaking skills in a comfortable classroom environment. The course focuses on research, writing, and delivery of a variety of individual speeches and group presentations. This course is being modified to meet UC/CSU 'g' elective requirements. This item was presented to the Board of Education on May 3, 2018, as information.

New language is provided in UPPER CASE while old language to be deleted is ~~lined through~~.

This course was presented to the Curriculum Council and A.C.T. has been consulted.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve the course modification for Public Speaking.

FISCAL IMPACT

None.

WMJ:GP:JR:lar

Chino Valley Unified School District
High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Dr. Phone: (909) 628-1201 Web Site: chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum Position/Title: Director of Secondary Curriculum Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	Public Speaking
2. Transcript Title/Abbreviation:	Public Speaking
3. Transcript Course Code/Number:	5801
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	Meets the UC/CSU "g" General Elective requirement
6. Grade Level(s):	~~9~~ ~~12~~ 11-12
7. Unit Value:	5 credits per semester/10 credits total
8. Course Previously Approved by UC:	No
9. Classified as a Career Technical Education Course:	No
10. Modeled after an UC-approved course:	Yes
11. Repeatable for Credit:	No
12. Date of Board Approval:	June 27, 2013
Date of Revision Approval:	

13. Brief Course Description:
Public Speaking is an introductory course in speech communication. The course provides a forum for students to learn communication techniques and improve speaking skills in a comfortable classroom environment. The course focuses on RESEARCHING, writing, and delivering a variety of individual speeches and group presentations.

14. Prerequisites:	TENTH GRADE ENGLISH LANGUAGE ARTS (RECOMMENDED) WORLD HISTORY OR ADVANCED PLACEMENT EUROPEAN HISTORY (RECOMMENDED)

15. Context for Course:
PUBLIC SPEAKING IS A COURSE TO DEVELOP AND ENHANCE THE COMMUNICATION SKILLS NECESSARY TO BE SUCCESSFUL IN PREPARATION FOR THE RIGORS OF COLLEGE AND THE DEMANDS OF A PROFESSIONAL CAREER. THE COURSEWORK SUPPORTS THE COMMON CORE ENGLISH LANGUAGE ARTS/LITERACY STANDARDS. IN ADDITION TO FURTHER DEVELOPING ORGANIZATION AND SPEAKING SKILLS, STUDENTS WILL INCORPORATE EVIDENCE BASED RESEARCH TO SUPPORT CLAIMS MADE IN PRESENTATIONS. NO MATTER THE MAJOR OR CAREER CHOICE, INDIVIDUALS ARE ALMOST CERTAIN TO BE ASKED TO GIVE AN ORAL PRESENTATION. PUBLIC SPEAKING PROVIDES THE CRITICAL TOOLS TO MAKE YOU MORE CONFIDENT AND EFFECTIVE IN SHARING YOUR MESSAGE TO THOSE AROUND YOU.

16. History of Course Development:
THE CURRENT REVISION OF THE COURSE REFLECTS THE NEW MATERIALS, SCOPE AND SEQUENCE, AND GRADE LEVEL RECOMMENDATION.

17. Textbooks:	Glencoe Speech: McCutcheon, Schaffer, Wycoff Speech - Exploring Communication: J. Regis O'Connor, National Textbook Company

18. Supplemental Instructional Materials:	• ONLINE PUBLISHED JOURNALS AVAILABLE ON DATABASES SUCH AS JSTOR AND LEXISNEXIS ACADEMIC THAT ADDRESS CURRENT EVENTS, HISTORICAL, SOCIOLOGICAL AND POLITICAL OCCURRENCES AND ISSUES • CREDIBLE NEWSPAPER AND PERIODICAL PUBLICATIONS TO INCLUDE THE BBC, THE ECONOMIST, THE FINANCIAL TIMES, AND NOVA THAT ADDRESS CURRENT EVENTS, THEORIES, AND INVESTIGATIONS • PUBLICATIONS BY NON-PARTISAN THINK TANKS AND STATISTICIANS SUCH AS THE RAND CORPORATION AND THE PEW RESEARCH CENTER • ONLINE ENCYCLOPEDIAS SUCH AS WORLD BOOK ONLINE

C. COURSE CONTENT

1. Course Purpose:

Public Speaking provides students with information to better understand how to speak with purpose and to listen for understanding. In addition, the Public Speaking course will give students insight into the importance of being an active participant in the communication process. Students will gain a variety of writing and speaking skills that will help to develop self-confidence, promote cognitive development, and reinforce research skills.

2. Course Outline:

~~Students will:~~

~~1. Learn to develop a speech from topic choice to delivery.~~

~~2. Differentiate from literary writing and speech writing.~~

~~3. Understand and practice the communication process: sender, receiver, idea, encoding, message, decoding, interference, and feedback, verbal and nonverbal symbols.~~

~~4. Identify and understand the differences between verbal and non-verbal communication.~~

~~5. Gain an understanding of the evaluation process, as speakers and listeners, through rubrics, written comments, and oral critiques.~~

~~6. Develop research skills by utilizing the library and internet to investigate selected topics.~~

~~7. Research, write, and deliver a three to five-minute demonstration speech on a given topic.~~

~~8. Research, write, and deliver a five to seven-minute informative speech on a given topic.~~

~~9. Research, write, and deliver a seven to ten-minute persuasive speech on a given topic.~~

~~10. Research, write, and deliver several three to five minute presentations for speeches in the category of special occasions.~~

~~11. Implement the writing process in developing outlines for a variety of speech presentations. (Pre-write, rough draft, and typed final draft.)~~

~~12. Deliver a well-organized impromptu speech of two to three minutes in length, with only one minute preparation, after choosing from among three randomly selected topics.~~

~~13. Research, organize ideas, and prepare written briefs for a forty-minute debate with a partner and a set of opponents on a relevant, controversial topic.~~

~~14. Demonstrate the ability to interpret literature through the recitation of poetry, prose, or dramatic pieces.~~

~~15. Learn how to enhance their presentations with visual aids through the use of technology and multimedia.~~

~~16. Create a resume, write a job description, and develop probing interview questions to be used in a mock job interview.~~

~~17. Develop problem solving skills in a small group setting by exploring and addressing conflict resolution through a series of hypothetical vignettes.~~

~~Students learn:~~

~~1. To define communication: the communication model~~

~~2. To explain stage fright: tools to lessen communication apprehension~~

~~3. Listening skills~~
~~4. Nonverbal communication~~
~~5. Interpersonal communication~~
~~6. Interviewing: interpersonal interview/job interview~~
~~7. To participate in problem solving, conflict resolution, and group discussion~~
~~8. Research: plan, tools, library, internet, multimedia, and visual aids~~
~~9. Organization of speeches: introduction, body, and conclusion~~
~~10. Logic and reasoning: reliable sources and logical fallacies~~
~~11. Effective language: spoken word vs. written word~~
~~12. Delivery: verbal and nonverbal language.~~
~~13. Demonstration speech/informative speech/compare and contrast~~
~~14. Persuasive speech~~
~~15. Extemporaneous and impromptu speeches~~
~~16. Oral Interpretation: Historical Speeches and Dramatic Monologues~~
~~17. Dramatic presentations: script writing and performance~~
~~18. Speeches for special occasions: courtesy, ceremonial, and contest speeches~~
~~19. Debate: parliamentary, policy, and Lincoln Douglas~~

UNIT ONE: (BUILDING RESPONSIBILITY AND BUILDING CONFIDENCE)
STUDENTS WILL IDENTIFY AND ANALYZE THE ETHICAL AND SOCIAL RESPONSIBILITIES OF COMMUNICATORS. THEY WILL IDENTIFY THE COMPONENTS OF THE COMMUNICATION PROCESS AND THEIR FUNCTIONS. THEY WILL EXPLAIN THE IMPORTANCE OF EFFECTIVE COMMUNICATION SKILLS IN PERSONAL, PROFESSIONAL, AND SOCIAL CONTEXTS. THEY WILL LEARN TO IDENTIFY AND RECOGNIZE THEIR AUDIENCE AS AN IMPORTANT ELEMENT IN BUILDING RESPONSIBLE COMMUNICATION SKILLS. THEY WILL REALIZE THE IMPORTANCE OF BOTH VERBAL AND NONVERBAL COMMUNICATION. STUDENTS WILL DISCUSS WHAT CONFIDENCE MEANS AND HOW IT IS A VITAL ELEMENT IN EFFECTIVE SPEAKING. THEY WILL RECOGNIZE THE REALITIES OF STAGE FRIGHT AND HOW ONE CAN APPROPRIATELY DEAL WITH THE PROBLEM. THEY WILL REALIZE THE VALUE OF PERCEPTION AS IT APPLIES TO CONFIDENCE IN SPEAKING. FINALLY, THEY WILL LEARN TO IMPLEMENT THE PLANKS OF CONFIDENCE IN SPEAKING.

UNIT TWO: (LISTENING, NONVERBAL COMMUNICATION)
STUDENTS WILL EXPLAIN THE DIFFERENCE BETWEEN HEARING AND LISTENING. THEY WILL IDENTIFY THE COMPONENTS OF THE LISTENING PROCESS, DESCRIBE FOUR DIFFERENT KINDS OF LISTENING, AND EXPLAIN WHY GOOD LISTENING HABITS ARE IMPORTANT. STUDENTS WILL DISTINGUISH BETWEEN VERBAL AND NONVERBAL COMMUNICATION. THEY WILL USE BODY LANGUAGE TO REINFORCE A VERBAL MESSAGE, RECOGNIZE WHEN SOMEONE MAY NOT BE TELLING THE TRUTH, AND EXPLAIN HOW THE SAME GESTURE CAN HAVE DIFFERENT MEANINGS IN DIFFERENT CULTURES.

UNIT THREE: (INTERPERSONAL INTERVIEW)
STUDENTS WILL UNDERSTAND THE VALUE OF EFFECTIVE INTERPERSONAL COMMUNICATION. THEY WILL UNDERSTAND THE IMPORTANCE OF ASSERTIVENESS, COURTESY, AND TACT WHEN DEALING WITH PEOPLE, IMPLEMENT EFFECTIVE STRATEGIES FOR SUCCESSFUL ONE-TO-ONE COMMUNICATION, AND USE COMMUNICATION TO BUILD POSITIVE PROFESSIONAL AND SOCIAL INTERPERSONAL RELATIONSHIPS. STUDENTS WILL BE ASSIGNED A PARTNER. EACH PARTICIPANT WILL BE GIVEN TWENTY SUGGESTED QUESTIONS, STUDENTS WILL INTERVIEW EACH OTHER USING THE TWENTY QUESTIONS AND ANY OTHER PROBING, FOLLOW-UP QUESTIONS THAT THEY FIND NECESSARY OR INTERESTING. EACH PARTNER WILL CREATE A BIOGRAPHICAL SKETCH OF ONE ANOTHER. STUDENTS WILL PRESENT THE PARTNER TO THE CLASS FROM THE INFORMATION GATHERED IN THE INTERVIEW.

UNIT FOUR: (JOB INTERVIEW)

STUDENTS WILL CREATE A JOB DESCRIPTION AND RÉSUMÉ TO BE USED FOR A MOCK INTERVIEW. STUDENTS WILL WATCH DEMONSTRATION INTERVIEWS TO CRITIQUE EFFECTIVE AND INEFFECTIVE QUESTIONS AND ANSWERS. THEY WILL CREATE OPEN-ENDED QUESTIONS TO DRAW OUT THE BEST POSSIBLE ANSWERS, STUDENTS WILL ALSO LEARN TO EXPAND THEIR ANSWERS WHEN BEING PROBED BY AN INTERVIEWER. THEY WILL LEARN TO DRESS APPROPRIATELY AND PRESENT THEMSELVES IN A PROFESSIONAL MANNER. STUDENTS WILL BE ASSIGNED A PARTNER. THEY WILL LOOK OVER EACH OTHER'S JOB DESCRIPTION AND RÉSUMÉ TO FORMULATE TEN QUESTIONS TO BE USED IN AN INTERVIEW. THE QUESTIONS SHOULD BE PROBING IN NATURE, AND STUDENTS SHOULD BE PREPARED TO USE FOLLOW-UP AND PROBING QUESTIONS WHILE GUIDING THE INTERVIEW. AFTER PRACTICING, EACH PARTNER WILL PLAY THE ROLE OF THE INTERVIEWEE AND INTERVIEWER WHILE SIMULATING A JOB INTERVIEW.

UNIT FIVE: (GROUP DISCUSSION)
STUDENTS WILL EXPLAIN WHY COOPERATIVE ATTITUDES ARE NECESSARY FOR GROUP DISCUSSIONS. THEY WILL DESCRIBE THE MAJOR KINDS OF GROUP DISCUSSIONS, DISCUSS THE FACTORS THAT DETERMINE THE SUCCESS OF GROUP DISCUSSIONS, IDENTIFY THE STEPS OF THE PROBLEM-SOLVING PROCESS, AND DEVELOP A LIST OF QUESTIONS THAT COULD BE USED TO DIRECT A GROUP DISCUSSION. STUDENTS WILL READ FIVE MORAL DILEMMAS. THERE WILL BE A CLASS DISCUSSION TO DISCUSS THE IMPACT OF DECISIONS ON GROUPS AND INDIVIDUALS, THEN, STUDENTS WILL BE ASSIGNED THE TASK OF CREATING A SKIT TO DEMONSTRATE A MORAL DILEMMA. ANOTHER GROUP WILL BE ASSIGNED TO SUMMARIZE THE DILEMMA, BRAINSTORM THREE SOLUTIONS, AND CHOOSE THE BEST SOLUTION WITH EVIDENCE AND REASONING TO SUPPORT THEIR CHOICE.

UNIT SIX: (RESEARCH AND ORGANIZATION)
STUDENTS WILL DISCUSS THE IMPACT OF THE INFORMATION AGE, DEVELOP A PLAN TO HELP FOCUS RESEARCH EFFORTS, IDENTIFY FOUR SHORTCUTS THAT WILL REDUCE TIME SPENT RESEARCHING, USE ONLINE AND LIBRARY RESOURCES TO FIND MATERIAL FOR SPEECHES, AND LEARN HOW TO DISTINGUISH BETWEEN PLAGIARISM AND INTELLECTUAL HONESTY.

STUDENTS WILL USE EFFECTIVE STRATEGIES TO ORGANIZE AND TO OUTLINE PRESENTATIONS. THEY WILL USE EFFECTIVE VERBAL AND ORGANIZATIONAL STRATEGIES IN PRESENTATIONS. THEY WILL DEVELOP APPROPRIATE INTRODUCTIONS AND CONCLUSIONS THAT GIVE POSITIVE AND ENGAGING FIRST AND FINAL IMPRESSIONS. STUDENTS WILL DEVELOP A MEANINGFUL BODY THAT SHOWS CLARITY AND LOGICAL PROGRESSION.

STUDENTS WILL LEARN TO ORGANIZE THEIR PRESENTATIONS IN A VARIETY MANNERS. THEY WILL LEARN TO ONLY INCLUDE IDEAS THAT ARE ESSENTIAL TO THE SPEECH. STUDENTS WILL LEARN TO INCORPORATE THEIR STRONGEST IDEAS AT THE BEGINNING OR END OF THE SPEECH. STUDENTS WILL LEARN TO ORGANIZE AND DIFFERENTIATE ORGANIZING IDEAS CHRONOLOGICALLY, TOPICALLY, AND IN A CAUSE AND EFFECT FORMAT. STUDENTS WILL CULMINATE THIS LESSON BY PREPARING A DEMONSTRATION SPEECH IN WHICH THEY SHOW HOW TO MAKE AN ITEM, PERFORM A TASK, OR SHOW A PROCESS. THEY WILL PROVIDE A PRE-WRITE, ROUGH DRAFT, AND FINAL TYPED OUTLINE. STUDENTS MUST USE VISUAL AID DURING THE DEMONSTRATION PROCESS.

UNIT SEVEN: (LOGIC AND REASONING)
STUDENTS WILL DISTINGUISH AMONG SEVERAL DIFFERENT TYPES OF REASONING AND RECOGNIZE FAULTY OR MISLEADING TYPES. THEY WILL LEARN TO BETTER ADAPT THEIR USE OF LOGIC TO A SPECIFIC AUDIENCE, AND THEY WILL ANALYZE THEIR OWN LOGIC TO DETERMINE IF THEIR CONCLUSIONS ARE VALID. STUDENTS WILL LEARN TO IDENTIFY COMMON LOGICAL FALLACIES SUCH AS HASTY GENERALIZATION, FALSE PREMISE, CIRCUMSTANTIAL EVIDENCE, MISTAKEN CAUSALITY, PLAYING WITH THE NUMBERS, FALSE ANALOGY, IGNORING THE QUESTION, AND BEGGING THE QUESTION.

UNIT EIGHT: (EFFECTIVE LANGUAGE AND DELIVERY)

STUDENTS WILL LEARN TO COMBAT COMMUNICATION APPREHENSION BY UTILIZING FOUR STEPS TO ALLEVIATE FEAR IN FOUR STEPS: ACKNOWLEDGE YOUR FEARS, KNOW YOUR SPEECH SUBJECT, PROJECT CONFIDENCE, AND CREATE A STRONG INTRODUCTION. STUDENTS WILL LEARN HOW TO ORGANIZE THEIR SPEECHES WITH TWO TO FIVE MAIN IDEAS. THEY WILL LEARN TO UTILIZE STYLE IN THE LANGUAGE USED IN THEIR SPEECHES. STUDENTS WILL LEARN CLARITY TO TAILOR THEIR WORD CHOICE TO THE TARGET AUDIENCE. THEY WILL LEARN TO SPEAK IN THE ACTIVE VOICE. STUDENTS WILL LEARN RHYTHM IN REPEATING THE PURPOSE OF THE SPEECH. STUDENTS WILL LEARN ANTITHESIS AND PARALLEL WORDING WITH EXAMPLE SPEECHES LIKE KENNEDY'S INAUGURAL ADDRESS AND UTILIZE IT IN THEIR SPEECHES. THEY WILL LEARN AND INCORPORATE IMAGERY BY USING, METAPHORS, SIMILES, AND ONOMATOPOEIA. STUDENTS WILL PRACTICE AND IMPROVE THEIR DELIVERY WITH EACH NEW PRESENTATION. DELIVERY SHOULD BE NATURAL, CALL ACTION TO THE AUDIENCE, AND DEVELOP EMPATHY WITH THE AUDIENCE. STUDENTS WILL LEARN ABOUT THE PHYSICAL ASPECT OF DELIVERY IN DRESSING FOR THE OCCASION, BEING COGNIZANT OF POSTURE AND BREATHING IN A PRESENTATION. THEY WILL GIVE PRESENTATIONS WITHOUT BARRIERS LIKE PODIUMS. STUDENTS WILL PRACTICE AND INCORPORATE PURPOSEFUL HAND GESTURES AND APPROPRIATE FACIAL EXPRESSIONS IN DELIVERY. THEY WILL LEARN TO GAUGE AUDIENCE FEEDBACK TO ADJUST DELIVERY STYLE AND CONTENT. THEY WILL LEARN THE IMPORTANCE OF VOCAL VARIANCE IN DELIVERY BY PRACTICING AND UNITIZING VOICE PROJECTION, VOLUME, PITCH, RATE, AND PAUSING. THEY WILL PRACTICE CLARITY OF DELIVERY WITH ENUNCIATION AND PRONUNCIATION.

UNIT NINE: (SPEECHES TO INFORM AND SPEECHES TO PERSUADE)
STUDENTS WILL IDENTIFY THE MAJOR TYPES OF INFORMATIVE SPEECHES. THEY WILL FIND AN APPROPRIATE SUBJECT FOR AN INFORMATIVE SPEECH, NARROW THE SUBJECT TO A MANAGEABLE TOPIC, AND COMPOSE A SHARPLY FOCUSED THESIS. STUDENTS SHOULD ALSO ENGAGE THE AUDIENCE THROUGH USE OF ANECDOTES, QUOTATIONS, AND DEFINITIONS. STUDENTS WILL LEARN TO INTEGRATE AUDIO AND VISUAL AIDS INTO THEIR SPEECH. STUDENTS WILL GIVE A MULTIMEDIA INFORMATIVE PRESENTATION ON A TOPIC OF CHOICE USING APPROPRIATE TECHNOLOGY AND PROVEN STRATEGIES.

STUDENTS WILL RECOGNIZE THE SPECIFIC FEATURES OF THE PERSUASIVE SPEECH. THEY WILL APPLY WHAT THEY HAVE LEARNED ABOUT EFFECTIVE PERSUASIVE SPEAKING TO BOTH THEMSELVES AND THEIR TARGET AUDIENCE. STUDENTS WILL ANALYZE THE TYPE OF AUDIENCE TO WHOM THEY ARE SPEAKING, ADAPT THEIR PERSUASIVE APPROACH TO MATCH THE MAKEUP OF THE AUDIENCE, AND UNDERSTAND AND IMPLEMENT LOGICAL, EMOTIONAL, AND PERSONAL APPEALS. STUDENTS WILL SELECT A CONTROVERSIAL OR DEBATABLE TOPIC. THEY WILL CHOOSE A POSITION, RESEARCH SUPPORT FOR THEIR POSITION, PROVIDE MULTIPLE SOURCES OF EVIDENCE, INCLUDE SOURCE CITATIONS, AND PROVIDE A PRE-WRITE, ROUGH DRAFT, AND FINAL TYPED OUTLINE. STUDENTS WILL PRESENT THEIR EVIDENCE BASED PERSUASIVE SPEECH TO THE CLASS. THEY SHOULD BE PREPARED TO ANSWER QUESTIONS FROM THE AUDIENCE ABOUT THEIR POSITION.

UNIT TEN: (EXTEMPORANEOUS AND IMPROMPTU SPEAKING)
STUDENTS WILL DEFINE BOTH EXTEMPORANEOUS SPEAKING AND IMPROMPTU SPEAKING. THEY WILL DESCRIBE THE DIFFERENCES BETWEEN EXTEMPORANEOUS SPEAKING AND IMPROMPTU SPEAKING. STUDENTS WILL WATCH A SERIES OF VIDEOTAPED SPEECHES GIVEN AT HIGH SCHOOL SPEECH COMPETITIONS TO DEMONSTRATE AND DIFFERENTIATE BETWEEN EXTEMPORANEOUS SPEECHES AND IMPROMPTU SPEECHES.

UNIT ELEVEN (ORAL INTERPRETATION AND SPEECHES FOR SPECIAL OCCASIONS)
STUDENTS WILL DEFINE ORAL INTERPRETATION. THEY WILL CHOOSE MATERIAL FROM A POEM, MONOLOGUE, OR SPEECH TO READ ALOUD. THEY WILL ANALYZE THE MEANING AND FEELING OF THE SELECTION. THEY WILL PRACTICE THE ORAL DELIVERY OF THE SELECTION. STUDENTS WILL ALSO DISCUSS THE ELEMENTS OF READERS THEATER. STUDENTS MAY USE THE TEACHER PROVIDED MONOLOGUE OR SELECT A MONOLOGUE OF THEIR OWN. AFTER CUTTING, EDITING, AND PRACTICING, THE STUDENTS WILL PRESENT THEIR COMPLETED MONOLOGUE TO THE CLASS.

STUDENTS WILL DEFINE THE SPECIFIC PURPOSES OF SEVERAL SPECIAL-OCCASION SPEECHES. THEY WILL DISCUSS THE CHARACTERISTICS OF THESE SPEECHES, AND THEY WILL UNDERSTAND AND DESCRIBE POPULAR KINDS OF CONTEST SPEECHES. STUDENTS WILL RANDOMLY BE ASSIGNED A SPECIAL-OCCASION SPEECH TO DEMONSTRATE FOR THE CLASS.

UNIT TWELVE (CONFLICT MANAGEMENT AND DEBATE)
STUDENTS WILL LIST THE FIVE COMMON STRATEGIES FOR RESOLVING CONFLICTS. THEY WILL PRACTICE THE FOUR TECHNIQUES FOR NEGOTIATION. THEY WILL GIVE EXAMPLES OF THE WAYS IN WHICH PEOPLE PARTICIPATE IN INFORMAL DEBATE. THEY WILL DEFINE BASIC DEBATE TERMS. STUDENTS WILL LEARN TERMINOLOGY SUCH AS PROPOSITION, RESOLUTION, AFFIRMATIVE AND NEGATIVE, STATUS QUO, BURDEN OF PROOF, ARGUMENT, EVIDENCE, CASE, BRIEF, CONSTRUCTIVE, REFUTATION, AND REBUTTAL. STUDENTS WILL ALSO LEARN ABOUT QUESTIONS OF FACT, VALUE, AND POLICY. THEY WILL PREPARE FOR AND PARTICIPATE IN AN INFORMAL CLASS DEBATE. THEN, THE STUDENTS WILL BE PLACED ON TEAMS, PREPARE AND PRESENT A PARLIAMENTARY STYLE DEBATE.

3. Key Assignments:

- STUDENTS WILL CREATE A MODEL FOR THE COMMUNICATION PROCESS (SENDER – MESSAGE – RECEIVER – FEEDBACK) USING DIALOGUE FROM A CONVERSATION THEY HAVE WITH A FRIEND. STUDENTS WILL SHARE AND ENGAGE EACH OTHER WHILE EXAMINING ONE ANOTHER'S MODELS.
- STUDENTS WILL WATCH A VARIETY OF SPEECHES (I.E., JOHN F. KENNEDY, MARTIN LUTHER KING, JR., MAYA ANGELOU, AND OTHERS.) THEY WILL TAKE NOTES, ON THE STYLE AND SUBSTANCE OF THE SPEECHES. THEY WILL THEN BE ASKED TO PARAPHRASE AND SUMMARIZE THE MESSAGE OF THE SPEECH.
- STUDENTS WILL BE ASSIGNED A GROUP AND A LOGICAL FALLACY. STUDENTS WILL CREATE A COMMERCIAL TO DEMONSTRATE THE LOGICAL FALLACY ASSIGNED TO THEM. IN THE COMMERCIAL, THE STUDENTS MAY SELL A PRODUCT, CAMPAIGN FOR A CANDIDATE, OR PROMOTE A CAUSE. AFTER EACH PRESENTATION, THE AUDIENCE WILL BE ASKED TO IDENTIFY THE FALLACY.
- STUDENTS WILL BEGIN ALL INDIVIDUAL OR GROUP PRESENTATIONS WITH A PRE-WRITE OF IDEAS THEY ARE CONSIDERING. NEXT, THE STUDENTS WILL CREATE A ROUGH DRAFT IN OUTLINE FORM TO INCLUDE AN INTRODUCTION WITH A HOOK, BRIDGE, THESIS, AND FORECAST, TWO TO FIVE MAIN IDEAS WHICH UTILIZE THE CLAIM, EVIDENCE, AND REASONING FORMAT. STUDENTS SHOULD INCLUDE A CONCLUSION, WHICH RE-VISITS THE MAIN IDEAS AND CONCLUDES WITH A UNIVERSAL THOUGHT. FINALLY, STUDENTS WILL EDIT AND REVISE THEIR ROUGH DRAFTS TO CREATE A TYPED FINAL DRAFT OF THEIR PRESENTATION. THEY WILL DEMONSTRATE THE USE OF EFFECTIVE LANGUAGE AND DELIVERY BY PREPARING AND PRESENTING A "THANK-YOU" SPEECH TO A PERSON OF CHOICE. THEY WILL CONTINUE TO DEMONSTRATE IMPROVEMENT AND WORKING TOWARD MASTERY IN THE USE OF EFFECTIVE LANGUAGE AND DELIVERY WITH THE SPEECHES TO BE PRESENTED IN UNITS NINE THROUGH TWELVE.
- STUDENTS WILL BE GIVEN THIRTY MINUTES TO RESEARCH A TOPIC, PREPARE AN OUTLINE, AND REVIEW THEIR NOTES. THEN, THEY WILL GIVE AN EXTEMPORANEOUS SPEECH ON THE GIVEN TOPIC. AFTER EACH STUDENT HAS GIVEN AN EXTEMPORANEOUS SPEECH, STUDENTS WILL GIVE AN IMPROMPTU SPEECH. THE WILL BE GIVEN THREE WORDS OR TOPICS. THEY WILL CHOOSE ONE OF THE THREE GIVEN TOPICS. STUDENTS WILL SELECT APPROPRIATE SUPPORTING MATERIALS FROM MEMORY, ORGANIZE THEM INTO AN EASY-TO-FOLLOW PATTERN, AND DELIVER THE SPEECH WITH CONFIDENCE. THEY WILL HAVE TWO MINUTES TO PREPARE A SPEECH AND PRESENT TO THE CLASS ON THEIR SELECTED TOPIC.
- STUDENTS WILL DEMONSTRATE ONE OF THE FOLLOWING: INTRODUCTION, PRESENTATION, ACCEPTANCE, AFTER-DINNER, COMMENCEMENT, TESTIMONIAL, OR EULOGY. THE LENGTH AND PURPOSE OF THE SPEECH WILL BE SPECIFIC TO THE TYPE OF SPEECH ASSIGNED.
- STUDENTS WILL CHOOSE A PARTNER TO FORM A TEAM. ONE TEAM WILL DEBATE ANOTHER TEAM ON A GIVEN TOPIC. TEAMS MAY CHOOSE THEIR OPPONENTS, OR THEIR OPPONENTS WILL BE CHOSEN. THE TWO TEAMS WILL CHOOSE A TOPIC FROM A PROVIDED LIST OF DEBATABLE TOPICS. TEAMS MUST CHOOSE A POSITION TO

TAKE DURING THE DEBATE. TEAMS WILL RESEARCH THEIR TOPIC AND DEMONSTRATE THE CONTROVERSY. TEAMS WILL ESTABLISH THE FACTS SURROUNDING THE CONTROVERSY, GATHER EVIDENCE THROUGH FACTS, DATA, AND STATISTICS TO SUPPORT THEIR CLAIM, AND SOLIDIFY THEIR POSITION WITH REASONING AND ANALYSIS. THEY SHOULD ANTICIPATE WHAT THEIR OPPONENTS MIGHT SAY, AND BE PREPARED TO ANSWER THEM WITH COUNTERARGUMENTS. THE STUDENTS WILL BE TIMED AND WILL BE GIVEN A DEBATE FORMAT TO FOLLOW.

4. Instructional Methods and/or Strategies:

- Modeling various speech formats
- Textbook references
- Example videos
- Peer modeling
- Show exemplary outlines or scripts for each assignment

5. Assessment Including Methods and/or Tools:

- Outline Script Assessment: Prewrite, outline/script, and final draft
- Presentation Assessment: Speech delivery or group presentation with assessment rubric

THE EVALUATION OF STUDENT PROGRESS AND EVALUATION WILL BE BASED ON THE FOLLOWING CRITERIA OUTLINED IN BOARD POLICY:

- ASSESSMENTS: 60-75% OF THE FINAL GRADE
- ASSIGNMENTS AND CLASS DISCUSSIONS: 25-40% OF THE FINAL GRADE

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Our Motto:
Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: May 17, 2018

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Gregory J. Stachura, Asst. Supt., Facilities, Planning, and Operations
Anna G. Hamilton, Director, Purchasing

SUBJECT: PURCHASE ORDER REGISTER

==========

BACKGROUND

Board Policy 3310 Business and Noninstructional Operations – Purchasing requires approval/ratification of purchase orders by the Board of Education. A purchase order is a legal contract between a district and vendor, containing a description of each item listed and/or a statement to the effect that supplies, equipment or services furnished herewith shall be in accordance with specifications and conditions.

Purchase orders represent a commitment of funds. No item on this register will be processed unless within budgeted funds. The actual payment for the services or materials is made with a warrant (check) and reported on the warrant register report.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve/ratify the purchase order register, provided under separate cover.

FISCAL IMPACT

$2,594,945.68 to all District funding sources.

WMJ:GJS:AGH:pw

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Our Motto:
Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: May 17, 2018

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Gregory J. Stachura, Asst. Supt., Facilities, Planning, and Operations
Anna G. Hamilton, Director, Purchasing

SUBJECT: AGREEMENTS FOR CONTRACTOR/CONSULTANT SERVICES

==========

BACKGROUND

All contracts between the District and outside agencies shall conform to standards required by law and shall be prepared under the direction of the Superintendent or designee. To be valid or to constitute an enforceable obligation against the District, all contracts must be approved and/or ratified by the Board of Education.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve/ratify the Agreements for Contractor/Consultant Services.

FISCAL IMPACT

As indicated.

WMJ:GJS:AGH:pw

CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT	FISCAL IMPACT
CIIS-1718-151 Byrdseed. To provide grammar concept lesson software. Submitted by: Rhodes ES Duration of Agreement: May 18, 2018 – June 30, 2019	Contract amount: Per rate sheet Funding source: School Site Budget
CIIS-1718-152 SHI International. To provide backup data service for the data center. Submitted by: Technology Duration of Agreement: May 18, 2018 – June 30, 2019	Contract amount: $12,462.00 Funding source: LCAP
CIIS-1718-154 Houghton Mifflin Harcourt Intervention Solutions Group. To provide READ 180 Universal Transition Plan. Submitted by: Secondary Curriculum Duration of Agreement: May 18, 2018 – June 30, 2019	Contract amount: $495,607.00 Funding source: LCAP
CIIS-1819-001 City of Chino. To provide case manager and outreach specialist to staff the CVUSD Health Center. Submitted by: Health Services Duration of Agreement: July 1, 2018 – June 30, 2019	Contract amount: $57,366.00 Funding source: LCAP
CIIS-1819-002 UROK. To provide in-home tutoring support. Submitted by: Student Support Services Duration of Agreement: July 1, 2018 – June 30, 2019	Contract amount: $3,000.00 Funding source: LCAP
CIIS-1819-003 Professional Tutors of America. To provide in-home tutoring support. Submitted by: Student Support Services Duration of Agreement: July 1, 2018 – June 30, 2019	Contract amount: $11,000.00 Funding source: LCAP
CIIS-1819-004 Leading Edge Learning Center. To provide in-home tutoring support. Submitted by: Student Support Services Duration of Agreement: July 1, 2018 – June 30, 2019	Contract amount: $16,000.00 Funding source: LCAP
CIIS-1819-005 Oxford Tutoring Center. To provide in-home tutoring support. Submitted by: Student Support Services Duration of Agreement: July 1, 2018 – June 30, 2019	Contract amount: $10,000.00 Funding source: LCAP
CIIS-1819-006 Hercules Achievement, Inc. dba Herff Jones LLC. To provide yearbook services. Submitted by: Magnolia JHS Duration of Agreement: July 1, 2018 – June 30, 2019	Contract amount: $8,624.26 Funding source: Parent Support
CIIS-1819-007 Hercules Achievement, Inc. dba Herff Jones LLC. To provide yearbook services. Submitted by: Ramona JHS Duration of Agreement: July 1, 2018 – June 30, 2019	Contract amount: $2,575.80 Funding source: Parent Support

FACILITIES, PLANNING, AND OPERATIONS	FISCAL IMPACT
F-1718-028 Knowland Construction Services, Inc. To provide DSA Inspector of Record services during Ayala HS Portable Classroom Relocation project. Submitted by: Facilities, Planning, and Operations Duration of Agreement: May 18, 2018 – project completion	Contract amount: $17,680.00 Funding source: Building Fund

FACILITIES, PLANNING, AND OPERATIONS	FISCAL IMPACT
F-1718-029 Leighton Consulting, Inc. To provide geotechnical observation and testing, and materials inspection and testing services during Ayala HS Portable Classroom Relocation project. Submitted by: Facilities, Planning, and Operations Duration of Agreement: May 18, 2018 – project completion	Contract amount: $13,200.00 Funding source: Building Fund
F-1819-001 Class Leasing, LLC. To provide renewal lease of relocatable classroom lease number CL2652-924. Submitted by: Facilities, Planning, and Operations Duration of Agreement: August 1, 2018 – July 31, 2023	Contract amount: $32,400.00 Funding source: Capital Facilities

HUMAN RESOURCES	FISCAL IMPACT
HR-1718-016 Commercial Surety Bond Agency. To provide supersedeas bond renewal. Submitted by: Risk Management Duration of Agreement: April 26, 2018 – April 26, 2019	Contract amount: $4,845.00 Funding source: General Fund

SAN BERNARDINO COUNTY	FISCAL IMPACT
SBC-1819-001 San Bernardino County Children and Family Services (CFS). To provide access to foster youth education records through the Foster Focus web-based system. Submitted by: Student Support Services Duration of Agreement: July 1, 2018 – June 30, 2019	Contract amount: None Funding source: None

MASTER CONTRACTS	FISCAL IMPACT
MC-1718-103 California Cookout Inc. **T**o provide banquet facilities and catering services. Submitted by: Don Lugo HS Duration of Agreement: May 18, 2018 – June 30, 2021	Contract amount: Per rate sheet Funding source: ASB
MC-1718-104 Perry's Funnel Cake Factory. To provide catering services. Submitted by: Chaparral ES Duration of Agreement: May 18, 2018 – June 30, 2021	Contract amount: Per rate sheet Funding source: Various
MC-1819-001 Riley's American Heritage Farm dba Riley's Farm. To provide instructional field trips. Submitted by: Purchasing Duration of Agreement: July 1, 2018 – June 30, 2021	Contract amount: Per rate sheet Funding source: Various
MC-1819-002 Southern California Agricultural Land Foundation dba Amy's Farm. To provide instructional field trips. Submitted by: Purchasing Duration of Agreement: July 1, 2018 – June 30, 2021	Contract amount: Per rate sheet Funding source: Various
MC-1819-003 Hey Batter Batter Frost Inc. dba Nothing Bundt Cake. To provide catering services. Submitted by: Purchasing Duration of Agreement: July 1, 2018 – June 30, 2021	Contract amount: Per rate sheet Funding source: Various
MC-1819-004 CPR Success. To provide CPR training. Submitted by: Purchasing Duration of Agreement: July 1, 2018 – June 30, 2021	Contract amount: Per rate sheet Funding source: Various

APPROVED CONTRACT TO BE AMENDED	AMENDMENT
CIIS-1718-109 ClassLink. To provide annual site license for ClassLink single sign-on solution. Submitted by: Technology Duration of Agreement: January 1, 2018 – December 31, 2018 Original Agreement Board Approved: January 18, 2018	Increase contract amount from $85,820.00 to $86,320.00 Funding source: LCAP

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Our Motto:
Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: May 17, 2018

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Gregory J. Stachura, Asst. Supt., Facilities, Planning, and Operations

SUBJECT: SURPLUS/OBSOLETE PROPERTY

==========

BACKGROUND

The Board of Education recognizes that the District may own personal property which is unusable, obsolete, or no longer needed by the District. The Superintendent or designee shall arrange for the sale or disposal of District personal property in accordance with Board policy and the requirements of Education Code 17545.

Lists of surplus items are emailed to the Facilities/Planning Department to be placed on an upcoming Board agenda. After Board approval, items may be picked up by District warehouse or a liquidation company for public auction. Proceeds of the sale are deposited into the General Fund.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education declare the District property surplus/obsolete and authorize staff to sell/dispose of said property.

FISCAL IMPACT

Increase to the General Fund from proceeds of sale.

WMJ:GJS:pw

CHINO VALLEY UNIFIED SCHOOL DISTRICT
SURPLUS/OBSOLETE PROPERTY
May 17, 2018

DESCRIPTION	MAKE/MODEL	I.D./SERIAL	DEPT/SITE
Printer	Dell LaserJet Pro 400	10.40.54.20	Access & Equity
Printer	Dell LaserJet Pro 400	10.40.54.16	Access & Equity
Printer	Dell LaserJet Pro 400	M451dn	Access & Equity
Computer	Dell	DT96BP1	Secondary Curric.
Keyboard	Dell	DP/N0U473D	Secondary Curric.

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Our Motto:
Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: May 17, 2018

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Gregory J. Stachura, Asst. Supt. Facilities, Planning, and Operations
Anna G. Hamilton, Director, Purchasing

SUBJECT: RESOLUTION 2017/2018-72 AND 2017/2018-73 FOR AUTHORIZATION TO UTILIZE PIGGYBACK CONTRACTS

==========

BACKGROUND

Public Contract Code (PCC) 20111 requires school district governing boards to competitively bid and award any contracts involving an expenditure of more than $86,000.00 to the lowest responsible bidder.

Notwithstanding PCC 20111, PCC 20118 and Administrative Regulation 3311 state that without advertising for bids and upon a determination that it is in the best interest of the District, the Board may authorize District staff by contract, lease, requisition, or purchase order of another public corporation or agency, to lease data-processing equipment, or to purchase materials, supplies, equipment, automotive vehicles, tractors and other personal property for the District in the manner that the other public corporation or agency is authorized to make the leases or purchases from a vendor (piggyback).

Alternatively, if there is an existing contract between a public corporation or agency and a vendor for the lease or purchase of personal property, the District may authorize the lease or purchase of personal property directly to the vendor under the same terms that are available to the public corporation or agency under the contract.

Staff requests approval of the following resolution to provide authorization for the District to participate by piggyback in contracts as itemized below:

Resolution	Contract	Contractor	Description	Term
2017/2018-72	State of California Multiple Awards Schedule (CMAS) 4-17-78-006B	Miracle Recreation Equipment Company	Playground Equipment, Recreational Exercise/Fitness	8/9/2017-9/30/2022

Resolution	Contract	Contractor	Description	Term
2017/2018-73	Fontana Unified School District Bid No. 15/16-1447	Sunrise Produce Company	Mainline Fresh Produce and Harvest of the Month Produce and Services	7/1/2018-6/30/2019

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education adopt Resolution 2017/2018-72 and 2017/2018-73 for authorization to utilize piggyback contracts.

FISCAL IMPACT

Unknown.

WMJ:GJS:AGH:pw

Chino Valley Unified School District
Resolution 2017/2018-72
Authorization to Utilize the California Multiple Awards (CMAS)
Contract 4-17-78-006B
With Miracle Recreation Equipment Company
to Purchase Playground Equipment, Recreational Exercise/Fitness
Through the Piggyback Contract

WHEREAS, the Board of Education (Board) of the Chino Valley Unified School District (District) has determined that a true and very real need exists to procure playground equipment, recreational exercise/fitness for the District;

WHEREAS, CMAS currently has a piggyback contract, Contract 4-17-78-006B, in accordance with Public Contract Code 20118 with Miracle Recreation Equipment Company that contains the materials, supplies, equipment and/or other personal property the District currently requires;

WHEREAS, the board of education of a school district, without advertising for bids, if the board has determined it to be in the best interests of the district, may authorize by contract, lease, requisition, or purchase order of any public corporation or agency, including any county, city, town, or district, to lease data-processing equipment, purchase materials, supplies, equipment, automotive vehicles, tractors, and other personal property for the district in the manner in which the public corporation or agency is authorized by law to make the leases or purchases from a vendor;

WHEREAS, the board of education of a school district is required to make a determination that a purchase and/or lease through a public corporation or agency is in the best interests of the district to take advantage of this exception; and

WHEREAS, the Board has determined that it is in the best interest of the District to authorize the purchase of playground equipment, recreational exercise/fitness through the piggyback contract procured by the CMAS Contract 4-17-78-006B.

NOW, **THEREFORE**, **BE IT RESOLVED** the Board hereby finds, determines, and declares as follows:

Section 1. Determination re: Recitals. All of the recitals set forth above are true and correct.

Section 2. Determination re: Purchase through Other Public Agency. Pursuant to Public Contract Code 20118, that authorizing the purchase of playground equipment, recreational exercise/fitness through the piggyback contract originally procured by the CMAS Contract 4-17-78-006B is in the best interests of the District because there is volume pricing that can be used to reduce the District's overall price.

Section 3. Authorization. The Board hereby authorizes the acquisition of playground equipment, recreational exercise/fitness in accordance with Public Contract Code 20118 through the piggyback contract originally procured by the CMAS Contract 4-17-78-006B.

Section 4. Other Actions. The Superintendent or his designee are each hereby authorized and directed, jointly and severally, to do any and all things and to execute and deliver any and all documents which they may deem necessary or advisable in order to consummate the purchase, sale, and lease, and otherwise to carry out, give effect to and comply with the terms and intent of this Resolution, and that any and all such prior actions by the District's Superintendent, or his designee, are hereby ratified by the Board.

Section 5. Effective Date. This resolution shall be effective as of August 9, 2017, for the term ending September 30, 2022.

APPROVED, **PASSED**, **AND ADOPTED** by the Board of Education of the Chino Valley Unified School District this 17th day of May 2018 by the following vote:

Blair	_____
Cruz	_____
Feix	_____
Na	_____
Orozco	_____

I, Wayne M. Joseph, Secretary of the Chino Valley Unified School District Board of Education, do hereby certify that the foregoing is a full, true, and correct copy of the Resolution passed and adopted by said Board at a regularly scheduled and conducted meeting held on said date, which Resolution is on file in the office of said Board.

_____
Wayne M. Joseph, Superintendent
Secretary, Board of Education

Chino Valley Unified School District
Resolution 2017/2018-73
Authorization to Utilize the Fontana Unified School District Bid No. 15/16-1447
With Sunrise Produce Company
to Purchase Mainline Fresh Produce and Harvest of the Month Produce and Services
Through the Piggyback Contract

WHEREAS, the Board of Education (Board) of the Chino Valley Unified School District (District) has determined that a true and very real need exists to procure mainline fresh produce and harvest of the month produce and services for the District;

WHEREAS, Fontana Unified School District currently has a piggyback contract, Bid No. 15/16-1447, in accordance with Public Contract Code 20118 with Sunrise Produce Company that contains the materials, supplies, equipment and/or other personal property the District currently requires;

WHEREAS, the board of education of a school district, without advertising for bids, if the board has determined it to be in the best interests of the district, may authorize by contract, lease, requisition, or purchase order of any public corporation or agency, including any county, city, town, or district, to lease data-processing equipment, purchase materials, supplies, equipment, automotive vehicles, tractors, and other personal property for the district in the manner in which the public corporation or agency is authorized by law to make the leases or purchases from a vendor;

WHEREAS, the board of education of a school district is required to make a determination that a purchase and/or lease through a public corporation or agency is in the best interests of the district to take advantage of this exception; and

WHEREAS, the Board has determined that it is in the best interest of the District to authorize the purchase of mainline fresh produce and harvest of the month produce and services through the piggyback contract procured by the Fontana Unified School District Bid No. 15/16-1447.

NOW, **THEREFORE**, **BE IT RESOLVED** the Board hereby finds, determines, and declares as follows:

Section 1. Determination re: Recitals. All of the recitals set forth above are true and correct.

Section 2. Determination re: Purchase through Other Public Agency. Pursuant to Public Contract Code 20118, that authorizing the purchase of mainline fresh produce and harvest of the month produce and services through the piggyback contract originally procured by the Fontana Unified School District Bid No. 15/16-1447 is in the best interests of the District because there is volume pricing that can be used to reduce the District's overall price.

Section 3. Authorization. The Board hereby authorizes the acquisition of mainline fresh produce and harvest of the month produce and services in accordance with Public Contract Code 20118 through the piggyback contract originally procured by the Fontana Unified School District Bid No. 15/16-1447.

Section 4. Other Actions. The Superintendent or his designee are each hereby authorized and directed, jointly and severally, to do any and all things and to execute and deliver any and all documents which they may deem necessary or advisable in order to consummate the purchase, sale, and lease, and otherwise to carry out, give effect to and comply with the terms and intent of this Resolution, and that any and all such prior actions by the District's Superintendent, or his designee, are hereby ratified by the Board.

Section 5. Effective Date. This resolution shall be effective as of July 1, 2018, for the term ending June 30, 2019.

APPROVED, **PASSED**, **AND ADOPTED** by the Board of Education of the Chino Valley Unified School District this 17th day of May 2018 by the following vote:

Blair	_____
Cruz	_____
Feix	_____
Na	_____
Orozco	_____

I, Wayne M. Joseph, Secretary of the Chino Valley Unified School District Board of Education, do hereby certify that the foregoing is a full, true, and correct copy of the Resolution passed and adopted by said Board at a regularly scheduled and conducted meeting held on said date, which Resolution is on file in the office of said Board.

_____
Wayne M. Joseph, Superintendent
Secretary, Board of Education

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Our Motto:
Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: May 17, 2018

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Gregory J. Stachura, Asst. Supt., Facilities, Planning, and Operations
Anna G. Hamilton, Director, Purchasing

SUBJECT: **RESOLUTION 2017/2018-75, ADOPTING COMPATIBILITY AND UNIFORMITY STANDARDS OF SAFETY AND SECURITY SYSTEMS**

==========

BACKGROUND

Pursuant to Public Contract Code Section 3400, the District intends to establish uniform standards for safety and security systems District-wide. The District's sites currently utilize existing keyless access controls, public announcement systems, intrusion alarms, security cameras, clocks, door and gate hardware, phones, fire alarms and visitor management systems. The intent of adopting compatibility and uniformity standards of safety and security systems is to match and utilize keyless access controls, public announcement systems, intrusion alarms, security cameras, clocks, door and gate hardware, phones, fire alarms and visitor management systems that are compatible with the existing safety and security systems already installed or currently in the course of installation in the District, and to avoid the cost of designing and engineering a different system that may not be compatible, could never be made compatible or could only be made compatible after expending considerable District resources and funds.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education adopt Resolution 2017/2018-75, Compatibility and Uniformity Standards of Safety and Security Systems.

FISCAL IMPACT

None.

WMJ:GJS:AGH:pw

RESOLUTION 2017/2018-75 OF THE BOARD OF EDUCATION OF THE CHINO VALLEY UNIFIED SCHOOL DISTRICT ADOPTING COMPATIBILITY AND UNIFORMITY STANDARDS OF SAFETY AND SECURITY SYSTEMS

WHEREAS, the Board of Education the Chino Valley Unified School District ("District") intends on expending funds installing keyless access controls, public announcement systems, intrusion alarms, security cameras, clocks, door and gate hardware, phones, fire alarms and visitor management systems at various sites located in the District to create a compatible, uniform and standardized safety and security system District-wide; and

WHEREAS, the District, pursuant to Public Contract Code Section 3400, intends to establish a uniform, complete and compatible safety and security system District-wide to facilitate the most competitive and feasible education for school children in the District; and

WHEREAS, the District has found compatibility, cost and utility of different keyless access controls, public announcement systems, intrusion alarms, security cameras, clocks, door and gate hardware, phones, fire alarms and visitor management systems to be problematic and believes it necessary to establish one complete, compatible, fully integrated and unified platform to allow for seamless communication and interaction between safety systems and avoid incompatibility issues, costs associated with experimenting, replacing incompatible products and materials, and to avoid the waste of District funds associated with addressing incompatible components; and

WHEREAS, the District and its consultants have undertaken considerable research into keyless access controls, public announcement systems, intrusion alarms, security cameras, clocks, door and gate hardware, phones, fire alarms and visitor management systems that would properly serve the District's current administrative and educational purposes; and

WHEREAS, the District's sites currently utilize existing keyless access controls, public announcement systems, intrusion alarms, security cameras, clocks, door and gate hardware, phones, fire alarms and visitor management systems. The District's intent is to match and utilize keyless access controls, public announcement systems, intrusion alarms, security cameras, clocks, door and gate hardware, phones, fire alarms and visitor management systems that are compatible with the existing safety and security systems already installed or currently in the course of installation in the District, and to avoid the cost of designing and engineering a different system that may not be compatible, could never be made compatible or could only be made compatible after expending considerable District resources and funds; and

WHEREAS, pursuant to Public Contract Code Section 3400(c)(2), the District desires to specify keyless access controls, public announcement systems, intrusion alarms, security cameras, clocks, door and gate hardware, phones, fire alarms and visitor management systems as set forth and attached hereto as Exhibit "A" and incorporated herein, for current and future projects to match the systems already installed or currently in the course of installation on projects so as to establish a uniform, complete, and compatible District-wide safety and security system with a consistent hardware system, thus, avoiding incompatibility issues; and

WHEREAS, the District, pursuant to Public Contract Code Section 3400, intends to establish uniform standards for safety and security systems based the following reasons:

1. To provide consistent and cost-effective maintenance, operating and repairs costs for the District by matching the existing keyless access controls, public announcement systems, intrusion alarms, security cameras, clocks, door and gate hardware, phones, fire alarms and visitor management systems already installed or currently in the course of installation at other District facilities.

2. To provide consistent and cost-effective spare and replacement parts by stocking parts for specific systems from a single manufacturer or vendor and eliminate the need to stock spare and replacement parts from various manufacturers or vendors.

3. To establish a uniform, complete, and compatible safety and security system throughout the District whose unified platform shall be able to incorporate, interface and control all the referenced systems and provide control and notification both campus and District-wide, which is an essential part of the District's operations and safety and security systems.

4. The District and its consultants undertook considerable research to select the keyless access controls, public announcement systems, intrusion alarms, security cameras, clocks, door and gate hardware, phones, fire alarms and visitor management systems that best provide the most reliable and compatible systems that work with the systems already installed or currently in the course of being installed on District facilities.

NOW, THEREFORE, THE BOARD DOES HEREBY RESOLVE, DETERMINE, AND ORDER AS FOLLOWS:

Section 1. That the above recitals are all true and correct.

Section 2. That the District intends on expending funds installing District-wide safety and security systems, which includes keyless access controls, public announcement systems, intrusion alarms, security cameras, clocks, door and gate hardware, phones, fire alarms and visitor management systems and is concerned with the following critical issues:

a. That the District's safety and security systems, specifically its keyless access controls, public announcement systems, intrusion alarms, security cameras, clocks, door and gate hardware, phones, fire alarms and visitor management systems throughout the District are compatible and able to interface and communicate to ensure and enhance student and staff safety;

b. That the District's safety and security systems, specifically its keyless access controls, public announcement systems, intrusion alarms, security cameras, clocks, door and gate hardware, phones, fire alarms and visitor management systems are uniform;

c. That the District's safety and security systems, specifically its keyless access controls, public announcement systems, intrusion alarms, security cameras, clocks, door and gate hardware, phones, fire alarms and visitor management systems may be serviced and maintained on a District-wide basis; and

d. That the District's safety and security system, specifically its keyless access controls, public announcement systems, intrusion alarms, security cameras, clocks, door and gate hardware, phones, fire alarms and visitor management systems are consistent to promote cost savings and to protect District property.

Section 3. That the District has established that the specifications sections attached hereto as Exhibit "A" to this Resolution as it relates to keyless access controls, public announcement systems, intrusion alarms, security cameras, clocks, door and gate hardware, phones, fire alarms and visitor management systems.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 17th day of May 2018, by the following vote:

Blair _____
Cruz _____
Feix _____
Na _____
Orozco _____

I, Pamela Feix, President of the Board of Education of the Chino Valley Unified School District, do hereby certify that the foregoing is full, true, and correct copy of the Resolution passed and adopted by said Board at a regularly scheduled and conducted meeting held on said date, which Resolution if on file in office of said Board.

_____
Pamela Feix, President of the Board of Education

I, Irene Hernandez-Blair, Clerk of the Board of Education of the Chino Valley Unified School District, do hereby certify that the foregoing Resolution was regularly introduced and adopted by the Board of Education at a regular meeting thereof held on the 17th day of May, 2018, by the above described vote of the Board of Education;

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the official seal of the Chino Valley Unified School District Board of Education this 17th day of May, 2018.

_____
Irene Hernandez-Blair, Clerk of the Board of Education

EXHIBIT "A"

Keyless Access Control System

- Allegion (Schlage) AD-300 and AD-400 hardware
- Vanderbilt Industries Security Management System (SMS)

PA System

- Bogen PA System
- Nyquist/Quantum Multicom IP System

Intrusion Alarm System

- Entry Software with DMP XR550 Control Panels

Security Camera System

- The Salient Systems – CompleteView Video Management Software (VMS)
- Wisenet by Samsung/Hanwa P Series Security Cameras
- Wisenet by Samsung/Hanwa Premium 4k Ultra HD or X Series Security Cameras

Clock System

- Primex Slim Metal XR Series Analog Clocks using Primex 72MHz/GPS XR Series wireless system

Door and Gate Hardware

- Key System – Schlage Everest 29T High Security Keyways (with interchangeable (IC) cores)
- Locksets

  Mortise Locks: Schlage L9000 Series or PD 06L626

  Cylindrical Locksets: Schlage ND Series JD or PD RHO 626

  Exterior Staff Restrooms: Schlage L9486 with hotel function cylinder #30-002-6-626, 1 1/8 in

  Interior Staff Restrooms: Schlage L9440

- Mortise & Rim Cylinders: Schlage, Interchangeable cores only

- Exit Devices (Panic Hardware): Von Duprin AX PA 99/88 EO-L-06 AD-300 and AD-400 exit trims
- Surface Closers

  Exterior: LCN 4040XP Series w/ SHCNS arm.

  Interior: LCN 4040XP Series w/ hold-open arm.
- Magnetic Hold Opens: SEM 7800 Series.

Phone System

- Mitel IP 3300 Series

Fire Alarm System

- Gamewell FCI E2 / E3 Series

Visitor Management System

- Raptor Technologies

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Our Motto:
Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: May 17, 2018

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Gregory J. Stachura, Asst. Supt., Facilities, Planning, and Operations
Anna G. Hamilton, Director, Purchasing

SUBJECT: **REJECTION OF BID 17-18-21I, CHINO HILLS HS PATH OF TRAVEL RENOVATION AND AUTHORIZATION TO RE-BID THE PROJECT**

==========

BACKGROUND

Pursuant to Public Contract Code 22032(b) public projects in the amount of $175,000.00 or less can use informal bidding procedures as defined by the Uniform Public Construction Cost Accounting Act (CUPCCA).

A Notice to Contractors Calling for Bids for Bid 17-18-21I, Chino Hills HS Path of Travel Renovation, was emailed to registered contractors on April 9, 2018. Bids were opened at 1:00 p.m. on Tuesday, April 24, 2018. The results are as follows:

CONTRACTOR	BID
Kasa Construction Inc.	$237,900.00

Upon receipt of one bid, staff reviewed all documents and determined that the bid was over budget and exceeded CUPCCA informal bidding limits of $175,000.00. Staff requests rejection of all bids and authorization to re-bid.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education reject the bid received for Bid 17-18-21I, Chino Hills HS Path of Travel Renovation and authorize staff to re-bid the project.

FISCAL IMPACT

None.

WMJ:GJS:AGH:pw

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Our Motto:
Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: May 17, 2018

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Gregory J. Stachura, Asst. Supt., Facilities, Planning, and Operations
Anna G. Hamilton, Director, Purchasing

SUBJECT: **CUPCCAA BID 17-18-22I, DICKEY ES KEYLESS ACCESS SYSTEM INTEGRATION**

==========

BACKGROUND

Pursuant to Public Contract Code 22032(b) public projects in the amount of $175,000.00 or less can use informal bidding procedures as defined by the Uniform Public Construction Cost Accounting Act.

A Notice to Contractors Calling for Bids for Bid 17-18-22I, Dickey ES Keyless Access System Integration, was emailed on April 11, 2018, to contractors currently listed on the 2017 list of qualified contractors. Bids were opened at 10:00 a.m. on Tuesday, April 17, 2018. The results are as follows:

Contractor	Base Bid Amount
Time and Alarm Systems	$58,750.00

The base bid scope of work for this project includes providing a fully functioning, integrated Vanderbilt security management system (SMS) for sitewide keyless access system integration at Dickey ES.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education award CUPCCAA Bid 17-18-22I, Dickey ES Keyless Access System Integration to Time and Alarm Systems.

FISCAL IMPACT

$58,750.00 to Bond Measure G Fund 21.

WMJ:GJS:AGH:pw

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Our Motto:
Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: May 17, 2018

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Gregory J. Stachura, Asst. Supt., Facilities, Planning, and Operations
Anna G. Hamilton, Director, Purchasing

SUBJECT: **CUPCCAA BID 17-18-23I, RHODES ES KEYLESS ACCESS SYSTEM INTEGRATION**

==========

BACKGROUND

Pursuant to Public Contract Code 22032(b) public projects in the amount of $175,000.00 or less can use informal bidding procedures as defined by the Uniform Public Construction Cost Accounting Act.

A Notice to Contractors Calling for Bids for CUPCCAA Bid 17-18-23I, Rhodes ES Keyless Access System Integration, was emailed on April 11, 2018, to contractors currently listed on the 2017 list of qualified contractors. Bids were opened at 10:00 a.m. on Tuesday, April 17, 2018. The results are as follows:

Contractor	Base Bid Amount
Time and Alarm Systems	$79,320.00

The base bid scope of work for this project includes providing a fully functioning, integrated Vanderbilt security management system (SMS) for sitewide keyless access system integration at Rhodes ES.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education award CUPCCAA Bid 17-18-23I, Rhodes ES Keyless Access System Integration to Time and Alarm Systems.

FISCAL IMPACT

$79,320.00 to Bond Measure G Fund 21.

WMJ:GJS:AGH;pw

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Our Motto:
Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: May 17, 2018

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Gregory J. Stachura, Asst. Supt., Facilities, Planning, and Operations
Anna G. Hamilton, Director, Purchasing

SUBJECT: **BID 17-18-14F, DON LUGO HS NEW SINGLE PLY ROOFING INSTALLATION**

==========

BACKGROUND

Public Contract Code 20111 requires that contracts for public works exceeding $15,000.00 be legally advertised and awarded to the lowest responsible bidder, who shall have such surety as the Board requires.

A Notice to Contractors Calling for Bids for Bid 17-18-14F, Don Lugo HS New Single Ply Roofing Installation was published in the Inland Valley Daily Bulletin on April 11, 2018, and April 18, 2018. Bids were opened at 1:00 p.m. on April 30, 2018. The results are as follows:

Contractor	Low Bid Amount
Best Contracting Services, Inc.	$477,945.00
Bligh Roof Co., dba Bligh Pacific	$798,230.00
Commercial Roofing Systems, Inc.	$886,248.00
Tecta America Southern California, Inc.	$1,246,600.00

The basic scope of work for this project includes installing a complete mechanically attached single-ply membrane roofing system on Buildings: A (Admin.), MPR (two lower decks), M (kitchen equipment well), Building L (Rooms 121-124), and buildings H1, H2, and H3. The application shall include membrane, flashings, and other system components as needed and described to complete a new roofing system for multiple buildings.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education award Bid 17-18-14F, Don Lugo HS New Single Ply Roofing Installation to Best Contracting.

FISCAL IMPACT

$477,945.00 to Deferred Maintenance Fund 14.

WMJ:GJS:AGH:pw

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Our Motto:
Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: May 17, 2018

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Gregory J. Stachura, Asst. Supt., Facilities, Planning, and Operations
Anna G. Hamilton, Director, Purchasing

SUBJECT: BID 17-18-18F, AYALA HS PORTABLE CLASSROOM RELOCATION

==========

BACKGROUND

Public Contract Code 20111 requires that contracts for public works exceeding $15,000.00 be legally advertised and awarded to the lowest responsible bidder, who shall have such surety as the Board requires.

A Notice to Contractors Calling for Bids for Bid 17-18-18F, Ayala HS Portable Classroom Relocation was published in the Inland Valley Daily Bulletin on March 29, 2018, and April 5, 2018. Bids were opened at 10:00 a.m. on April 24, 2018. The results are as follows:

Contractor	Low Bid Amount
Bid Package 001 – Demolition, Grading and A/C Paving	4 Bidders
American Integrated Resources Inc.	$362,000.00
Bid Package 002 – Modular Building Relocation	5 Bidders
Mobile Modular Construction, Inc.	$235,000.00
Bid Package 003 – General Specialties	2 Bidders
Hamel Contracting, Inc.	$472,008.00
Bid Package 004 – Electrical and Low Voltage	4 Bidders
MC Electric dba MC Contracting	$488,000.00

The basic scope of work for this project includes removal and relocation of eleven (11) modular classrooms, new ramps, demolition and removal of: footings, flatwork, utilities, stairs, railings, demolition; and installation of electrical and low voltage systems earthwork, landscaping, fencing, painting, removal and replacement of interior finishes, signage, asphalt coated paving, new fire hydrant, chain link fencing and gates.

The apparent low bidder in Category 001, Horizons Construction Co., Intl., withdrew its bid due to a mathematical error discovered by the contractor after bid opening. Therefore, it is recommended that the bid be awarded to the next low bidder for Bid Package 001, American Integrated Resources Inc.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education award Bid 17-18-18F, Ayala HS Portable Classroom Relocation to the following contractors: Bid Package 001, American Integrated Resources Inc.; Bid Package 002, Mobile Modular Construction, Inc.; Bid Package 003, Hamel Contracting, Inc.; and Bid Package 004, MC Electric dba MC Contracting.

FISCAL IMPACT

$1,557,008.00 to Bond Measure G Fund 21.

WMJ:GJS:AGH:pw

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Our Motto:
Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: May 17, 2018

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Gregory J. Stachura, Asst. Supt., Facilities, Planning, and Operations
Anna G. Hamilton, Director, Purchasing

SUBJECT: **RFP 17-18-10, YEARBOOK SERVICES**

==========

BACKGROUND

The Request for Proposals (RFP) process requires vendors to submit proposals within a framework created to fit the District's unique needs. The District is able to customize the services to be purchased on its specific needs, receive better responses, and ultimately receive a better product or solution for less money.

RFP 17-18-10, Yearbook Services, was published in the Chino Champion on March 24, and March 31, 2018. Proposals were submitted on April 17, 2017, at 2:00 p.m. and a vendor show was held for the yearbook advisors from Ayala HS, Chino HS, Chino Hills HS, and Don Lugo HS. Proposals were received from five (5) vendors, YBSquared, Balfour, Herff Jones, Jostens, and Walsworth.

The basic scope of work for this RFP includes providing yearbooks and yearbook services.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education award RFP 17-18-10, Yearbook Services as follows:

School	Vendor
Chino HS	Balfour
Ayala HS and Chino Hills HS	Herff Jones
Don Lugo HS	Walsworth

FISCAL IMPACT

No direct fiscal impact. Supported by student/parent purchases via ASB.

WMJ:GJS:AGH:pw

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Our Motto:
Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: May 17, 2018

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Lea Fellows, Assistant Superintendent, Human Resources
Suzanne Hernandez, Ed.D., Director, Human Resources
Richard Rideout, Director, Human Resources

SUBJECT: CERTIFICATED/CLASSIFIED PERSONNEL ITEMS

==========

BACKGROUND

Board approval of personnel transactions is required by Board Bylaw 9324 Bylaws of the Board - Minutes and Recordings and Education Code 35163. Included are new hires based on need, which includes replacements, growth, and/or class size reduction.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve/ratify the certificated/classified personnel items.

FISCAL IMPACT

All personnel assignments are within the approved staffing ratio for the appropriate school year budget.

WMJ:LF:SH:RR:mcm

CERTIFICATED PERSONNEL

NAME	POSITION	LOCATION	EFFECTIVE DATE
CERTIFICATED MANAGEMENT PERSONNEL FOR THE 2017/2018 SCHOOL YEAR			
RETIREMENT			
JOSEPH, Wayne M. (22 years of service)	Superintendent	District Office	06/30/2018
RESIGNATION			
PECKHAM, Sara	Principal - ES	Cattle ES	06/22/2018
TELLES, Martin	Assistant Principal - HS	Chino HS	06/16/2018
CERTIFICATED PERSONNEL FOR THE 2017/2018 SCHOOL YEAR			
RETIREMENT			
RUPERT, Cynthia (26 years of service)	Elementary Teacher	Litel ES	06/02/2018
LOVERDE, Andrew (20 years of service)	English Teacher	Ramona JHS	06/02/2018
RESIGNATION			
SANDOVAL, Salvador	Science Teacher	Magnolia JHS	06/30/2018
SALIBA, Mariel	Science Teacher	Alternative Education	06/04/2018
HIRED AT APPROPRIATE PLACEMENT ON THE CERTIFICATED SALARY SCHEDULE AND APPROPRIATE CREDENTIAL FOR THE 2018/2019 SCHOOL YEAR			
VERGARA, Sandra	Math Teacher	Buena Vista HS	08/07/2018
CHANGE IN ASSIGNMENT - 2018/2019			
SANCHEZ, Sandra	FROM: Assistant Principal - ES TO: Elementary Teacher	Cattle ES Walnut ES	07/01/2018
MONTGOMERY, Cheree	FROM: Coordinator, Elementary Curriculum TO: Elementary Teacher	Elementary Curriculum Chaparral ES	07/01/2018

CERTIFICATED PERSONNEL (cont.)

NAME	POSITION	LOCATION	EFFECTIVE DATE
APPOINTMENT– PEER ASSISTANCE AND REVIEW (PAR) SUPPORT PROVIDER 2018/2019			
FINERAN-HOFMANN, Susan	PAR Provider	Chaparral ES	07/02/2018
AVILA, Lawrence	PAR Provider	Townsend JHS	07/02/2018
BARTMAN, Wendy	PAR Provider	Chino HS	07/02/2018
MISAWA, Keane	PAR Provider	Chino Hills HS	07/02/2018
STOW, Paula	PAR Provider	Chino Hills HS	07/02/2018
SWEAT, Carol	PAR Provider	Access & Equity	07/02/2018
DELORIA, Denise	PAR Provider	Special Education	07/02/2018
LACKEY, Teresa	PAR Provider	Special Education	07/02/2018
APPOINTMENT - EXTRA DUTY			
MEJIA, Mia (NBM)	Color Guard (B)	Canyon Hills JHS	05/18/2018
LAROYA, Paulina (NBM)	Color Guard (B)	Ramona JHS	05/18/2018
ABSEC, Barry (NBM)	Girls Basketball (B)	Ayala HS	05/18/2018
ALFARO, Joaquin (NBM)	Football (B)	Ayala HS	05/18/2018
ALLEN, Jeffrey	Track & Field (B)	Ayala HS	05/18/2018
AMELUXEN, John	Softball (B)	Ayala HS	05/18/2018
ANTON, Racquel (NBM)	Water Polo (B)	Ayala HS	05/18/2018
ARANA, Hector (NBM)	Boys Soccer (B)	Ayala HS	05/18/2018
AVILA, Bryce (NBM)	Wrestling (B)	Ayala HS	05/18/2018
BARD, Gregory (NBM)	Softball (B)	Ayala HS	05/18/2018
BATY, James	Football (B)	Ayala HS	05/18/2018
BORGOGNO, Matthew (NBM)	Football (B)	Ayala HS	05/18/2018
CAMPBELL, Amy	Girls Basketball (B)	Ayala HS	05/18/2018
CAMPBELL, Amy	Softball (B)	Ayala HS	05/18/2018
CAPPS, Ronald	Golf (B)	Ayala HS	05/18/2018
CARRASCO, Zachary (NBM)	Band (B)	Ayala HS	05/18/2018
CEDERGREN, Andrew	Football (B)	Ayala HS	05/18/2018
CORDTS, Michael (NBM)	Swim (B)	Ayala HS	05/18/2018
CORDTS, Michael (NBM)	Water Polo (B)	Ayala HS	05/18/2018
COX, Tate (NBM)	Swim (B)	Ayala HS	05/18/2018
DE GUZMAN, Enrico (NBM)	Tennis (B)	Ayala HS	05/18/2018
DICHOSA, Joseph (NBM)	Girls Basketball (B)	Ayala HS	05/18/2018
DIMARCO, Tonino (NBM)	Cross Country (B)	Ayala HS	05/18/2018
DIMARCO, Tonino (NBM)	Track & Field (B)	Ayala HS	05/18/2018
DONOVAN, Kenny	Golf (B)	Ayala HS	05/18/2018
DUNHAM, Emily (NBM)	Cross Country (B)	Ayala HS	05/18/2018
DUNHAM, Emily (NBM)	Track & Field (B)	Ayala HS	05/18/2018
DUNHAM, Wesley (NBM)	Cross Country (B)	Ayala HS	05/18/2018
DUNHAM, Wesley (NBM)	Track & Field (B)	Ayala HS	05/18/2018

CERTIFICATED PERSONNEL (cont.)

NAME	POSITION	LOCATION	EFFECTIVE DATE
APPOINTMENT - EXTRA DUTY (cont.)			
ENGLISH, Lonnie (NBM)	Football (B)	Ayala HS	05/18/2018
ESPINOZA, Sergio (NBM)	Football (B)	Ayala HS	05/18/2018
FALLS, Steven (NBM)	Boys Basketball (B)	Ayala HS	05/18/2018
FLORES, Bryan (NBM)	Boys Basketball (B)	Ayala HS	05/18/2018
GIBO, Paige (NBM)	Swim (B)	Ayala HS	05/18/2018
GILLETT, Michael (NBM)	Football (B)	Ayala HS	05/18/2018
GONZALEZ, Jesus (NBM)	Girls Soccer (B)	Ayala HS	05/18/2018
GRACIA III, Arthur	Baseball (B)	Ayala HS	05/18/2018
GRACIA III, Arthur	Football (B)	Ayala HS	05/18/2018
HAMILTON, Julia (NBM)	Pep Squad (B)	Ayala HS	05/18/2018
HARO, Marianna (NBM)	Volleyball (B)	Ayala HS	05/18/2018
HARO, Ruben (NBM)	Volleyball (B)	Ayala HS	05/18/2018
HEYER, Gabriela (NBM)	Volleyball (B)	Ayala HS	05/18/2018
IOSSIF, Italia (NBM)	Water Polo (B)	Ayala HS	05/18/2018
JACKSON, Norman (NBM)	Band (B)	Ayala HS	05/18/2018
JUAREZ, Jorge (NBM)	Baseball (B)	Ayala HS	05/18/2018
KEUROGHELIAN, Shant (NBM)	Band (B)	Ayala HS	05/18/2018
KLEIBACKER, Christian	Track & Field (B)	Ayala HS	05/18/2018
KUHN, Dylan (NBM)	Baseball (B)	Ayala HS	05/18/2018
LIBBY, Gary	Baseball (B)	Ayala HS	05/18/2018
LONG, Eric	Boys Soccer (B)	Ayala HS	05/18/2018
LOPEZ, Erik (NBM)	Wrestling (B)	Ayala HS	05/18/2018
LUNCZ, Pamela	Swim (B)	Ayala HS	05/18/2018
MARCEAU, Paul	Swim (B)	Ayala HS	05/18/2018
MARCEAU, Paul	Water Polo (B)	Ayala HS	05/18/2018
MARTIN, Richard	Football (B)	Ayala HS	05/18/2018
MOUNT, Richard (NBM)	Baseball (B)	Ayala HS	05/18/2018
NGUYEN, Vincent (NBM)	Tennis (B)	Ayala HS	05/18/2018
OJINAGA, Paulette	Tennis (B)	Ayala HS	05/18/2018
ORDONEZ, Andrew (NBM)	Band (B)	Ayala HS	05/18/2018
ORTEGA, Jesus (NBM)	Baseball (B)	Ayala HS	05/18/2018
OSSO, Gabriel	Baseball (B)	Ayala HS	05/18/2018
OSSO, Gabriel	Football (B)	Ayala HS	05/18/2018
PARKS, Ryan (NBM)	Track & Field (B)	Ayala HS	05/18/2018
PERRAULT, Brian (NBM)	Boys Soccer (B)	Ayala HS	05/18/2018
PEZZOLA, Amber	Water Polo (B)	Ayala HS	05/18/2018
RAMIREZ, Andrew (NBM)	Band (B)	Ayala HS	05/18/2018
PARKS, Ryan (NBM)	Football (B)	Ayala HS	05/18/2018
SAIZ, Manuel	Football (B)	Ayala HS	05/18/2018
SAIZ, Manuel	Track & Field (B)	Ayala HS	05/18/2018
SALAZAR, Raul (NBM)	Football (B)	Ayala HS	05/18/2018

CERTIFICATED PERSONNEL (cont.)

NAME	POSITION	LOCATION	EFFECTIVE DATE
APPOINTMENT - EXTRA DUTY (cont.)			
SJOL, Adam	Swim (B)	Ayala HS	05/18/2018
SMITH, Cambria (NBM)	Girls Soccer (B)	Ayala HS	05/18/2018
SOLTYSIK, Dylan (NBM)	Wrestling (B)	Ayala HS	05/18/2018
STEELE, Jessica (NBM)	Pep Squad (B)	Ayala HS	05/18/2018
STORY, Andrea (NBM)	Girls Soccer (B)	Ayala HS	05/18/2018
STORY, Andrea (NBM)	Volleyball (B)	Ayala HS	05/18/2018
STRONG, Frank J. (NBM)	Football (B)	Ayala HS	05/18/2018
THOMAS, Jazmin (NBM)	Pep Squad (B)	Ayala HS	05/18/2018
TORRES, Miguel (NBM)	Water Polo (B)	Ayala HS	05/18/2018
ULLMANN, Matthew	Cross Country (B)	Ayala HS	05/18/2018
ULLMANN, Matthew	Track & Field (B)	Ayala HS	05/18/2018
URENA, Luis	Football (B)	Ayala HS	05/18/2018
VAN DERPOEL, Darren (NBM)	Band (B)	Ayala HS	05/18/2018
VOGT, Christopher	Baseball (B)	Ayala HS	05/18/2018
WICKS, Jonathan (NBM)	Band (B)	Ayala HS	05/18/2018
YOUNG, Jeffrey (NBM)	Softball (B)	Ayala HS	05/18/2018
YOUNG, Wayne (NBM)	Girls Basketball (B)	Ayala HS	05/18/2018
YOUNG, Wayne (NBM)	Softball (B)	Ayala HS	05/18/2018
ZARATE, Abby (NBM)	Band (B)	Ayala HS	05/18/2018
ABILEZ, Peter (NBM)	Boys Basketball (B)	Chino HS	05/18/2018
ANA, James (NBM)	Band (B)	Chino HS	05/18/2018
ANGULO, Alex	Wrestling (B)	Chino HS	05/18/2018
ARCIAGA, Armina (NBM)	Girls Basketball (B)	Chino HS	05/18/2018
ARELLANO, Alex (NBM)	Football (B)	Chino HS	05/18/2018
ASHFORD, Zachary (NBM)	Baseball (B)	Chino HS	05/18/2018
AVALOS, Richard (NBM)	Tennis (B)	Chino HS	05/18/2018
AYALA, Perla (NBM)	Band (B)	Chino HS	05/18/2018
BLANK, Charles (NBM)	Girls Soccer (B)	Chino HS	05/18/2018
BOOKER, Raymond (NBM)	Track & Field (B)	Chino HS	05/18/2018
BRANSKE, Garrett (NBM)	Baseball (B)	Chino HS	05/18/2018
CALDWELL, Cameron (NBM)	Football (B)	Chino HS	05/18/2018
CARPENTER, Justin (NBM)	Band (B)	Chino HS	05/18/2018
CASTANEDA, Saray (NBM)	Girls Soccer (B)	Chino HS	05/18/2018
COBARRUBIAS, Gerardo (NBM)	Boys Soccer (B)	Chino HS	05/18/2018
COLINCO, Clyde	Golf (B)	Chino HS	05/18/2018
COLTON, Danny (NBM)	Track & Field (B)	Chino HS	05/18/2018
COMMESSO, Joseph (NBM)	Boys Basketball (B)	Chino HS	05/18/2018
CORREIA, Joe (NBM)	Band (B)	Chino HS	05/18/2018
CRASK, Madison (NBM)	Volleyball (B)	Chino HS	05/18/2018
CRAWFORD, Kendall (NBM)	Band (B)	Chino HS	05/18/2018
CROCKEM, Ronald (NBM)	Track & Field (B)	Chino HS	05/18/2018

CERTIFICATED PERSONNEL (cont.)

NAME	POSITION	LOCATION	EFFECTIVE DATE
APPOINTMENT - EXTRA DUTY (cont.)			
DIAZ III, Jorge (NBM)	Girls Soccer (B)	Chino HS	05/18/2018
DIAZ, Araceli (NBM)	Band (B)	Chino HS	05/18/2018
DINKEL, Brian (NBM)	Band (B)	Chino HS	05/18/2018
GAMBOA, Alysia (NBM)	Girls Basketball (B)	Chino HS	05/18/2018
GILLETTE, Vanessa (NBM)	Athletic Trainer (B)	Chino HS	05/18/2018
GLEESON, Megan (NBM)	Cross Country (B)	Chino HS	05/18/2018
GODINHO, Brooke (NBM)	Water Polo (B)	Chino HS	05/18/2018
GODINHO, Brooke (NBM)	Swim (B)	Chino HS	05/18/2018
GRAY, Gary (NBM)	Football (B)	Chino HS	05/18/2018
GUERRERO, Brianna (NBM)	Band (B)	Chino HS	05/18/2018
HARRIS Jr., Calvin (NBM)	Football (B)	Chino HS	05/18/2018
HERMAN, Steven (NBM)	Band (B)	Chino HS	05/18/2018
HILL, Brittany (NBM)	Softball (B)	Chino HS	05/18/2018
HINKLE, Michael	Tennis (B)	Chino HS	05/18/2018
HUTSON, Lauren (NBM)	Band (B)	Chino HS	05/18/2018
JIMENEZ, Jose (NBM)	Boys Soccer (B)	Chino HS	05/18/2018
KEYS, Kennette (NBM)	Band (B)	Chino HS	05/18/2018
LEDESMA, Matthew (NBM)	Wrestling (B)	Chino HS	05/18/2018
MASON, Marshall (NBM)	Football (B)	Chino HS	05/18/2018
MONTELLO, Makaila (NBM)	Volleyball (B)	Chino HS	05/18/2018
MORENO, Nicholas (NBM)	Football (B)	Chino HS	05/18/2018
MURILLO, Diane	Boys Basketball (B)	Chino HS	05/18/2018
NGUYEN, Jimmy (NBM)	Band (B)	Chino HS	05/18/2018
OCHOA, Daniella (NBM)	Softball (B)	Chino HS	05/18/2018
OCHOA, Javier (NBM)	Baseball (B)	Chino HS	05/18/2018
PARRELL, Jessica (NBM)	Track & Field (B)	Chino HS	05/18/2018
PEREZ, Evan (NBM)	Band (B)	Chino HS	05/18/2018
PRATT, Joshua (NBM)	Tennis (B)	Chino HS	05/18/2018
REAL, Joseph (NBM)	Band (B)	Chino HS	05/18/2018
RESENDEZ, Eduardo (NBM)	Football (B)	Chino HS	05/18/2018
RICHARDSON, Vanzell (NBM)	Football (B)	Chino HS	05/18/2018
ROSALEZ, Victor (NBM)	Boys Soccer (B)	Chino HS	05/18/2018
RUIZ RIOS, Leonel (NBM)	Tennis (B)	Chino HS	05/18/2018
SANDERS, Branden (NBM)	Boys Basketball (B)	Chino HS	05/18/2018
SILVA, Kristine (NBM)	Band (B)	Chino HS	05/18/2018
STANFORD, Summer	Water Polo (B)	Chino HS	05/18/2018
STANFORD, Summer	Swim (B)	Chino HS	05/18/2018
STARICKA, Damian	Football (B)	Chino HS	05/18/2018
STARICKA, Damian	Girls Basketball (B)	Chino HS	05/18/2018
STWERTNIK, Demi (NBM)	Girls Soccer (B)	Chino HS	05/18/2018
SURINA, John (NBM)	Baseball (B)	Chino HS	05/18/2018

CERTIFICATED PERSONNEL (cont.)

NAME	POSITION	LOCATION	EFFECTIVE DATE
APPOINTMENT - EXTRA DUTY (cont.)			
SURINA, Michael	Baseball (B)	Chino HS	05/18/2018
SURINA, Patrick (NBM)	Girls Basketball (B)	Chino HS	05/18/2018
TAPIA, Bea (NBM)	Softball (B)	Chino HS	05/18/2018
TAYLOR, Lucas (NBM)	Wrestling (B)	Chino HS	05/18/2018
TORRES, Miguel (NBM)	Water Polo (B)	Chino HS	05/18/2018
TORRES, Miguel (NBM)	Swim (B)	Chino HS	05/18/2018
TORRES, Peter (NBM)	Cross Country (B)	Chino HS	05/18/2018
URIAS, Samuel (NBM)	Boys Soccer (B)	Chino HS	05/18/2018
VALENZUELA, Benito	Football (B)	Chino HS	05/18/2018
VALENZUELA, Benito	Golf (B)	Chino HS	05/18/2018
VALENZUELA, Joseph (NBM)	Band (B)	Chino HS	05/18/2018
WUERTZ, Sarah (NBM)	Water Polo (B)	Chino HS	05/18/2018
WUERTZ, Sarah (NBM)	Swim (B)	Chino HS	05/18/2018
ZARAGOZA, Zibley (NBM)	Girls Basketball (B)	Chino HS	05/18/2018
AGUILAR, Jianna (NBM)	Athletic Trainer (B)	Chino Hills HS	05/18/2018
BERGMANN, James	Cross Country (B)	Chino Hills HS	05/18/2018
BERGMANN, James	Track & Field (B)	Chino Hills HS	05/18/2018
BUSCH, Phillip (NBM)	Football (B)	Chino Hills HS	05/18/2018
BUTLER, Stephanie (NBM)	Girls Basketball (B)	Chino Hills HS	05/18/2018
CALLES, Scott (NBM)	Football (B)	Chino Hills HS	05/18/2018
CARDENAS CASILLAS, Luis (NBM)	Band (B)	Chino Hills HS	05/18/2018
CAREY-BARRON, Erin (NBM)	Dance (B)	Chino Hills HS	05/18/2018
CARROLL, Nathan (NBM)	Band (B)	Chino Hills HS	05/18/2018
CHANG, Hyun Woo (NBM)	Band (B)	Chino Hills HS	05/18/2018
CHAVEZ, Henry (NBM)	Football (B)	Chino Hills HS	05/18/2018
COTE, Thomas (NBM)	Wrestling (B)	Chino Hills HS	05/18/2018
DELOYE, Amber (NBM)	Swim (B)	Chino Hills HS	05/18/2018
DELOYE, Amber (NBM)	Water Polo (B)	Chino Hills HS	05/18/2018
DUNLAP, Brent (NBM)	Color Guard (B)	Chino Hills HS	05/18/2018
ESPINOSA, Jose	Football (B)	Chino Hills HS	05/18/2018
GALLEGOS DELGADO Jr., Juan (NBM)	Band (B)	Chino Hills HS	05/18/2018
GARCIA, Jaclyn (NBM)	Pep Squad (B)	Chino Hills HS	05/18/2018
GOMEZ III, Juventino (NBM)	Wrestling (B)	Chino Hills HS	05/18/2018
GOTTBRECHT, John	Golf (B)	Chino Hills HS	05/18/2018
GROM, Ian (NBM)	Band (B)	Chino Hills HS	05/18/2018
HOENISCH, Brad (NBM)	Softball (B)	Chino Hills HS	05/18/2018
JOHNSON, Keland (NBM)	Football (B)	Chino Hills HS	05/18/2018
JOHNSON, Keland (NBM)	Tennis (B)	Chino Hills HS	05/18/2018
JONES, Brian (NBM)	Pep Squad (B)	Chino Hills HS	05/18/2018
JONES, Vincent (NBM)	Girls Basketball (B)	Chino Hills HS	05/18/2018
KENT, Shannon (NBM)	Girls Soccer (B)	Chino Hills HS	05/18/2018

CERTIFICATED PERSONNEL (cont.)

NAME	POSITION	LOCATION	EFFECTIVE DATE
APPOINTMENT - EXTRA DUTY (cont.)			
KUHN, Brooke (NBM)	Band (B)	Chino Hills HS	05/18/2018
KUNISHIMA, Kyle (NBM)	Swim (B)	Chino Hills HS	05/18/2018
KUNISHIMA, Kyle (NBM)	Water Polo (B)	Chino Hills HS	05/18/2018
LATIMORE, Dennis	Boys Basketball (B)	Chino Hills HS	05/18/2018
LIN, Albert (NBM)	Band (B)	Chino Hills HS	05/18/2018
LOZA, Trevin (NBM)	Football (B)	Chino Hills HS	05/18/2018
MAIZLAND, Marrissa (NBM)	Pep Squad (B)	Chino Hills HS	05/18/2018
MARQUEZ, Ronald (NBM)	Football (B)	Chino Hills HS	05/18/2018
MARQUEZ, Ronald (NBM)	Tennis (B)	Chino Hills HS	05/18/2018
MATTHEWS, Scott (NBM)	Boys Soccer (B)	Chino Hills HS	05/18/2018
METOYER, James (NBM)	Boys Soccer (B)	Chino Hills HS	05/18/2018
MISAWA, Keane	Badminton (B)	Chino Hills HS	05/18/2018
MISAWA, Keane	Golf (B)	Chino Hills HS	05/18/2018
NAQUIN, Taylor (NBM)	Cheer (B)	Chino Hills HS	05/18/2018
OLIVER, Jennifer (NBM)	Girls Soccer (B)	Chino Hills HS	05/18/2018
PATUANO, Matthew (NBM)	Football (B)	Chino Hills HS	05/18/2018
PLASCENCIA, Andy (NBM)	Girls Soccer (B)	Chino Hills HS	05/18/2018
PLASCENCIA, Emmanuel (NBM)	Girls Soccer (B)	Chino Hills HS	05/18/2018
RANGEL, Meilessah (NBM)	Girls Soccer (B)	Chino Hills HS	05/18/2018
REED, Christopher (NBM)	Baseball (B)	Chino Hills HS	05/18/2018
REHRER, Brett (NBM)	Water Polo (B)	Chino Hills HS	05/18/2018
REHRER, Brett (NBM)	Swim (B)	Chino Hills HS	05/18/2018
REINA, Gerald (NBM)	Football (B)	Chino Hills HS	05/18/2018
RITCHIE, Aidan (NBM)	Band (B)	Chino Hills HS	05/18/2018
ROGERS, David (NBM)	Girls Basketball (B)	Chino Hills HS	05/18/2018
ROY, Alejandro (NBM)	Football (B)	Chino Hills HS	05/18/2018
SANTANA, Andres (NBM)	Band (B)	Chino Hills HS	05/18/2018
SANTOS, Remencito (NBM)	Boys Basketball (B)	Chino Hills HS	05/18/2018
SMITH, Scott (NBM)	Football (B)	Chino Hills HS	05/18/2018
SOUTHWORTH, Michael (NBM)	Softball (B)	Chino Hills HS	05/18/2018
STANFORD, Ronald	Swim (B)	Chino Hills HS	05/18/2018
STANFORD, Ronald	Water Polo (B)	Chino Hills HS	05/18/2018
STANFORD, Summer	Swim (B)	Chino Hills HS	05/18/2018
STANFORD, Summer	Water Polo (B)	Chino Hills HS	05/18/2018
STEVENS, Christopher	Football (B)	Chino Hills HS	05/18/2018
STEWART, Stanley (NBM)	Girls Basketball (B)	Chino Hills HS	05/18/2018
STRONG, Frank J. (NBM)	Golf (B)	Chino Hills HS	05/18/2018
TIBBETTS, Samuel (NBM)	Wrestling (B)	Chino Hills HS	05/18/2018
TRANTOW, Ian (NBM)	Boys Soccer (B)	Chino Hills HS	05/18/2018

CERTIFICATED PERSONNEL (cont.)

NAME	POSITION	LOCATION	EFFECTIVE DATE
APPOINTMENT - EXTRA DUTY (cont.)			
URBINA Jr., Erick (NBM)	Band (B)	Chino Hills HS	05/18/2018
VAUGHN Jr., Scott (NBM)	Boys Soccer (B)	Chino Hills HS	05/18/2018
VELEZ, Christopher (NBM)	Band (B)	Chino Hills HS	05/18/2018
WALTERS, Eric (NBM)	Wrestling (B)	Chino Hills HS	05/18/2018
WINTON, Bryce (NBM)	Water Polo (B)	Chino Hills HS	05/18/2018
ZUNIGA, Jonathan (NBM)	Band (B)	Chino Hills HS	05/18/2018
ABRAM Sr., Patrick	Football (B)	Don Lugo HS	05/18/2018
ANDERSON, Marisa (NBM)	Volleyball (B)	Don Lugo HS	05/18/2018
ASHFORD, Mark (NBM)	Football (B)	Don Lugo HS	05/18/2018
AYALA, Joshua (NBM)	Water Polo (B)	Don Lugo HS	05/18/2018
BALARA, Phillip	Football (B)	Don Lugo HS	05/18/2018
BARAJAS, Enrique (NBM)	Swim (B)	Don Lugo HS	05/18/2018
BARAJAS, Enrique (NBM)	Water Polo (B)	Don Lugo HS	05/18/2018
BAYLON, Cherry Mae (NBM)	Volleyball (B)	Don Lugo HS	05/18/2018
BECERRIL, Cesar (NBM)	Girls Soccer (B)	Don Lugo HS	05/18/2018
BELLOSO, Rodrigo	Girls Basketball (B)	Don Lugo HS	05/18/2018
BOYER, Francisco (NBM)	Boys Basketball (B)	Don Lugo HS	05/18/2018
BUCKLEY, Camille (NBM)	Girls Basketball (B)	Don Lugo HS	05/18/2018
CELESTINO, Raquel (NBM)	Swim (B)	Don Lugo HS	05/18/2018
CELESTINO, Raquel (NBM)	Water Polo (B)	Don Lugo HS	05/18/2018
CHEEVER, Gary (NBM)	Swim (B)	Don Lugo HS	05/18/2018
CHEEVER, Gary (NBM)	Water Polo (B)	Don Lugo HS	05/18/2018
CICCONE, Thomas	Cross Country (B)	Don Lugo HS	05/18/2018
CICCONE, Thomas	Track & Field (B)	Don Lugo HS	05/18/2018
CRAWFORD, Timothy (NBM)	Track & Field (B)	Don Lugo HS	05/18/2018
CURTIS, DeMarco (NBM)	Football (B)	Don Lugo HS	05/18/2018
DE GUZMAN, Enrico (NBM)	Tennis (B)	Don Lugo HS	05/18/2018
DELEON, Joe (NBM)	Boys Basketball (B)	Don Lugo HS	05/18/2018
DELEON, Steven	Boys Basketball (B)	Don Lugo HS	05/18/2018
DUARTE, Tass (NBM)	Band (B)	Don Lugo HS	05/18/2018
FAVELA, Serena (NBM)	Volleyball (B)	Don Lugo HS	05/18/2018
FERNANDEZ, Dustin (NBM)	Band (B)	Don Lugo HS	05/18/2018
FINCH, Richard	Football (B)	Don Lugo HS	05/18/2018
GALDAMEZ, Nathan (NBM)	Water Polo (B)	Don Lugo HS	05/18/2018
GANO, Greg	Football (B)	Don Lugo HS	05/18/2018
GARMAN, David (NBM)	Boys Basketball (B)	Don Lugo HS	05/18/2018
GODDE, Erin (NBM)	Athletic Trainer (B)	Don Lugo HS	05/18/2018
GONZALES, Chelsey (NBM)	Band (B)	Don Lugo HS	05/18/2018
GONZALES, Nicholas (NBM)	Football (B)	Don Lugo HS	05/18/2018
HERNANDEZ, Carlos (NBM)	Football (B)	Don Lugo HS	05/18/2018
HERNANDEZ, Carlos (NBM)	Wrestling (B)	Don Lugo HS	05/18/2018

CERTIFICATED PERSONNEL (cont.)

NAME	POSITION	LOCATION	EFFECTIVE DATE
APPOINTMENT - EXTRA DUTY (cont.)			
HOWLING, John	Football (B)	Don Lugo HS	05/18/2018
HUNTER, Devin (NBM)	Swim (B)	Don Lugo HS	05/18/2018
HUNTER, Devin (NBM)	Water Polo (B)	Don Lugo HS	05/18/2018
JUAREZ CEBALLOS, Marcos (NBM)	Boys Soccer (B)	Don Lugo HS	05/18/2018
KIM, Jae (NBM)	Football (B)	Don Lugo HS	05/18/2018
KNOWLES, Eve (NBM)	Volleyball (B)	Don Lugo HS	05/18/2018
KUSHKAKI, Ehssanullah (NBM)	Boys Soccer (B)	Don Lugo HS	05/18/2018
LANGWASSER, Charles (NBM)	Track & Field (B)	Don Lugo HS	05/18/2018
LAROYA, Paulina (NBM)	Band (B)	Don Lugo HS	05/18/2018
LIZER, Toby	Swim (B)	Don Lugo HS	05/18/2018
LIZER, Toby	Water Polo (B)	Don Lugo HS	05/18/2018
PANATTONI, Jody (NBM)	Football (B)	Don Lugo HS	05/18/2018
PINEDA, Alana (NBM)	Band (B)	Don Lugo HS	05/18/2018
POLITE, Coby	Cross Country (B)	Don Lugo HS	05/18/2018
POLITE, Coby	Track & Field (B)	Don Lugo HS	05/18/2018
POTEET Jr., Ronald	Softball (B)	Don Lugo HS	05/18/2018
ORDONEZ, Reggie (NBM)	Band (B)	Don Lugo HS	05/18/2018
RESENDIZ, Liliana (NBM)	Girls Basketball (B)	Don Lugo HS	05/18/2018
ROMAN, Alexis (NBM)	Softball (B)	Don Lugo HS	05/18/2018
ROY, Alex (NBM)	Football (B)	Don Lugo HS	05/18/2018
SCHULTZ, Brian (NBM)	Football (B)	Don Lugo HS	05/18/2018
SINCLAIR, Spencer (NBM)	Football (B)	Don Lugo HS	05/18/2018
SINGLETON, Carlyle (NBM)	Girls Basketball (B)	Don Lugo HS	05/18/2018
SIPPRELLE, Delaney (NBM)	Dance (B)	Don Lugo HS	05/18/2018
TENG, Lyle (NBM)	Band (B)	Don Lugo HS	05/18/2018
THIGPEN, William	Track & Field (B)	Don Lugo HS	05/18/2018
TORRES, Hector (NBM)	Boys Soccer (B)	Don Lugo HS	05/18/2018
VALENZUELA, Joseph (NBM)	Band (B)	Don Lugo HS	05/18/2018
VERASTEGUI, Christopher (NBM)	Band (B)	Don Lugo HS	05/18/2018
WALTZ, Eric (NBM)	Boys Basketball (B)	Don Lugo HS	05/18/2018
WALTZ, Eric (NBM)	Girls Basketball (B)	Don Lugo HS	05/18/2018
WROTH, Christen (NBM)	Band (B)	Don Lugo HS	05/18/2018
APPOINTMENT – SUMMER SCHOOL ADMINISTRATOR			
JARVIS-LUBBE, Sally	Principal	Chino HS	06/18/2018
APPOINTMENT – SUMMER SCHOOL TEACHER			
LEGAZCUE, Monique	English	Buena Vista HS	06/08/2018
CHANDLER, Amelia	Health	Chino HS	06/08/2018

CERTIFICATED PERSONNEL (cont.)

NAME	POSITION	LOCATION	EFFECTIVE DATE

APPOINTMENT OF CERTIFICATED SUBSTITUTES EFFECTIVE JULY 1, 2017, THROUGH JUNE 30, 2018

KEUROGHELIAN, Shant MARTIN, Kaitlyn

CLASSIFIED PERSONNEL

NAME	POSITION	LOCATION	EFFECTIVE DATE
APPOINTMENT			
GARCIA, Deborah	Playground Supervisor (GF)	Briggs K-8	05/18/2018
PROMOTION			
MARTINEZ, Edgar	FROM: Custodian II (GF) 8 hrs./261 contract days TO: Custodian Specialist (GF) 8 hrs./261 contract days	Cortez ES Don Lugo HS	05/18/2018
RAYA, Darlene	FROM: Attendance Clerk (GF) 8 hrs./195 work days TO: Counseling Asst. (GF) 3 hrs./215 work days and School Secretary I (GF) 4 hrs./215 work days	Chino Hills HS CVLA	05/18/2018
GONZALES, Nicholas	FROM: Technology Technician (GF) 8 hrs./261 contract days TO: Network Support Technician (GF) 8 hrs./261 contract days	Technology Technology	05/18/2018
RETIREMENT			
ORR, Maria (30 years of service)	IA/Special Education (SELPA/GF)	Borba ES	06/02/2018
CORTEZ, Linda (12 years of service)	IA/Elementary (GF)	Dickson ES	06/01/2018
GRAY, Carol (32 years of service)	IA/Special Education (SELPA/GF)	Walnut ES	06/02/2018
ANDERSON, Linda (11 years of service)	IA/Special Education (SELPA/GF)	Magnolia JHS	06/02/2018
APPOINTMENT - SUPPLEMENTAL INSTRUCTION - SUMMER SCHOOL			
HOHALEK, Kaitlynn	School Secretary I (SS)	Litel ES	06/05/2018
VELHAGEN-DIZON, Claire	Nutrition Services Mgr. I (SS)	Litel ES	06/06/2018
DEL ROSARIO, Michelle	Custodian I (SS)	Walnut ES	06/06/2018
FOGELSTEIN, Rebecca	Nutrition Services Mgr. I (SS)	Walnut ES	06/06/2018

CLASSIFIED PERSONNEL

NAME	POSITION	LOCATION	EFFECTIVE DATE

APPOINTMENT - SUPPLEMENTAL INSTRUCTION - SUMMER SCHOOL (cont.)

AIRHART, Pearl	Playground Supervisor (SS)	Chino HS	06/06/2018
GARCIA, Marcial	Playground Supervisor (SS)	Chino Hills HS	06/06/2018
GRIJALVA, Jonathan	School Secretary I (SS)	Chino Hills HS	06/05/2018
LOPEZ, Valerie	Secondary Library/Media (SS)	Chino Hills HS	05/29/2018
MORALES, Lilia	High School Receptionist (SS)	Chino Hills HS	06/05/2018
TORRES, Lucia	Custodian I (SS)	Chino Hills HS	06/06/2018
AVILA, Veronica	IA/Special Education/SH (SS)	Special Ed.	06/06/2018
BRADFORD, Kerry	IA/Special Education /SH (SS)	Special Ed.	06/06/2018
CARRUTHERS, Michelle	IA/Special Education /SH (SS)	Special Ed.	06/06/2018
DOMINGUEZ, Irene	IA/Special Education /SH (SS)	Special Ed.	06/06/2018
DUNLAP, Karen	IA/Special Education (SS)	Special Ed.	06/06/2018
FIGUEROA, Virginia	IA/Special Education/SH (SS)	Special Ed.	06/06/2018
FONG, Ginny	IA/Special Education (SS)	Special Ed.	06/06/2018
GONZALEZ, Byron	IA/Special Education/SH (SS)	Special Ed.	06/06/2018
KOYRO, Patricia	IA/Special Education/SH (SS)	Special Ed.	06/06/2018
KUHNS, Richelle	IA/Special Education (SS)	Special Ed.	06/06/2018
MELO, Jennifer	IA/Special Education/SH (SS)	Special Ed.	06/06/2018
MIER, Sylvia	IA/Special Education (SS)	Special Ed.	06/06/2018
NELMS, Susan	IA/Special Education (SS)	Special Ed.	06/06/2018
OCAMPO, Jeffrey	IA/Special Education/SH (SS)	Special Ed.	06/06/2018
RAMIREZ, Evelia	IA/Special Education/SH (SS)	Special Ed.	06/06/2018
RENDON, Griselda	IA/Special Education/SH (SS)	Special Ed.	06/06/2018
RIVERA, Krystal	IA/Special Education/SH (SS)	Special Ed.	06/06/2018
RODRIGUEZ, Veronica	IA/Special Education/SH (SS)	Special Ed.	06/06/2018
WAKE, Jill	IA/Special Education/SH (SS)	Special Ed.	06/06/2018
YANEZ, Claudia	IA/Special Education/SH (SS)	Special Ed.	06/06/2018

APPOINTMENT OF CLASSIFIED SUBSTITUTES EFFECTIVE JULY 1, 2018, THROUGH JUNE 30, 2019

ALEXANDRESCU, Mary	ARTUKOVICH, Denise	AVITIA, Kathy
BARR, Natalie	BARRAGAN, Gabriela	CANNON, Rebecca
CANSECO, Hilda	CASILLAS, Sylvia	CATALAN, David
CHAVEZ, Francine	CUMMINS, Elidia	DAMICO, Sandra
DELLA MARNA, Eric	DORADO, Adrian	DROZD, Jennifer
ECHEGARAY, Michelle	EMMONS, Jason	ESPARZA BARROSO, Wendy
FAGELSON, Jeanette	FERREIRA, Elena	FORTIE-NUDO, Marlina
FREUDE, Amy	GABRIELSON, Douglas	GALLEGOS, Erik
GARCIA, Jacqueline	GERDINE, Frank	GLASGOW-ADDIE, Romunda Moniquee
GONZALEZ CONTRERAS, Brandon	HERNANDEZ-REYES, Antoinette	HOEGEL-PAVELSKY, Vanessa
HOUDETSANAKIS, Andrea	IBARRA, Erika	LONDON, Bonny

CLASSIFIED PERSONNEL

NAME	POSITION	LOCATION	EFFECTIVE DATE

APPOINTMENT OF CLASSIFIED SUBSTITUTES EFFECTIVE JULY 1, 2018, THROUGH JUNE 30, 2019 (cont.)

LOPEZ, Lorraine	LUJAN, Elizabeth	MACANAS, Maileen
MARTINEZ, Alex	MEDRANO, Jasmine	MORALES, Lilia
MOYER, Aaron	MURRIETTA, Pamela	PATEL, Meena
PEREZ, Veda	PICHARDO, Diana	RAMAN, Padma
RAMOS, Erica	RODRIGUEZ, Iris	RODRIGUEZ, Matthew
ROMAN, Candice	ROMERO, Ramona	SANCHEZ, Gardenia
SANDERS, Evan	SANTANA, Alejandra	SCHARTAU, Karen
SCHMIDT, Karen	SHELERETIS, Norma	SHOUKRY, Lilian
SILVEIRA, Allisson	SKRIPKO, Mary	SLEGERS, Gwenda
SOLIS, Bertha	VASQUEZ, Lisa	WILLIAMS, Nanette

(504) = Federal Law for Individuals with Handicaps
(ACE) = Ace Driving School
(ABG) = Adult Education Block Grant
(ASB) = Associated Student Body
(ASF) = Adult School Funded
(ATE) = Alternative to Expulsion
(B) = Booster Club
(BTSA) = Beginning Teacher Support & Assessment
(C) = Categorically Funded
(CAHSEE) = California High School Exit Exam
(CC) = Children's Center (Marshall)
(CDF) = Child Development Fund
(CSR) = Class Size Reduction
(CVLA) = Chino Valley Learning Academy
(CWY) = Cal Works Youth
(E-rate) = Discount Reimbursements for Telecom.
(G) = Grant Funded
(GF) = General Fund
(HBE) = Home Base Education
(MM) = Measure M – Fund 21
(MAA) = Medi-Cal Administrative Activities
(MH) = Mental Health – Special Ed.
(NBM) = Non-Bargaining Member
(ND) = Neglected and Delinquent
(NS) = Nutrition Services Budget
(OPPR) = Opportunity Program
(PFA) = Parent Faculty Association
(R) = Restricted
(ROP) = Regional Occupation Program
(SAT) = Saturday School
(SB813) = Medi-Cal Admin. Activities Entity Fund
(SELPA) = Special Education Local Plan Area
(SOAR) = Students on a Rise
(SPEC) = Spectrum Schools
(SS) = Summer School
(SWAS) = School within a School
(VA) = Virtual Academy
(WIA) = Workforce Investment Act

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Our Motto:
Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: May 17, 2018

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Lea Fellows, Assistant Superintendent, Human Resources
Craig Frame, Director, Risk Management and Human Resources

SUBJECT: **REJECTION OF CLAIM**

==========

BACKGROUND

Claim 18-04-08 was submitted on April 20, 2018, by Sally Kuo, a parent at Wickman ES. Claimant alleges that she sustained vehicle damages after driving onto the site parking lot and hitting a pole that was protruding from the fence. The pole punctured the bumper of the vehicle. Claimant seeks reimbursement for vehicle damages of $757.46, and rental car expenses of $197.62, for a total in the amount of $955.08.

The Board is requested to reject claims against the District to allow insurance carriers to investigate the claims and make recommendations regarding the dispositions.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education reject the claim and refer it to the District's insurance adjuster.

FISCAL IMPACT

Unknown at present.

WMJ:LF:CF:lag

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Our Motto:
Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: May 17, 2018

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Lea Fellows, Assistant Superintendent, Human Resources
Suzanne Hernandez, Ed. D., Director, Human Resources
Richard Rideout, Director, Human Resources

SUBJECT: **NEW JOB DESCRIPTION AND CREATION OF POSITION FOR COORDINATOR, TECHNOLOGY**

==========

BACKGROUND

Job descriptions are a statement of duties, qualifications, and responsibilities associated with a particular job. It is a matter of standard practice to modify and/or create job descriptions as new positions become necessary, jobs evolve, and responsibilities and duties change. Additionally, changes in organizational structure, student needs, and other factors require the revision of existing positions to support the District's mission of increased student achievement.

Currently, the Technology Department has twenty employees and the only supervisory staff is the Director. With the growing demand for support and the continuous expansion of technology software and hardware applications needed to support the day-to-day operations of the staff and students of the District, there is a need for an additional supervisor. This position will ensure the District's technology projects continue to expand to best serve the students and staff of CVUSD.

New language is provided in UPPER CASE.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education:

a) Approve the new job description for Coordinator, Technology, and
b) Authorize the creation of the Coordinator, Technology position.

FISCAL IMPACT

$62,817.50 to the General Fund and $62,817.50 to the Measure G Fund for the Coordinator, Technology, inclusive of salary and mandatory benefits.

CHINO VALLEY UNIFIED SCHOOL DISTRICT
POSITION DESCRIPTION

TITLE: COORDINATOR, TECHNOLOGY

REPORTS: DIRECTOR OF TECHNOLOGY

DEPARTMENT: TECHNOLOGY

CLASSIFICATION: CLASSIFIED MANAGEMENT

FLSA: EXEMPT

WORK YEAR: 226

ISSUED:

SALARY: RANGE 26B

BASIC FUNCTION:

UNDER THE DIRECTION OF THE DIRECTOR OF TECHNOLOGY FUNCTIONS AS DEPUTY TO THE DIRECTOR AND MANAGES ALL ASPECTS OF DAY-TO-DAY OPERATIONAL ACTIVITIES OF THE DEPARTMENT.

REPRESENTATIVE DUTIES:

RESPONSIBLE FOR PLANNING, ORGANIZING, COORDINATING, LEADING AND IMPLEMENTING TECHNOLOGY INITIATIVES, SERVICES AND OPERATIONS RELATED TO MEETING THE DISTRICT'S TECHNOLOGY NEEDS AND DIRECTS THE WORK OF STAFF. MUST POSSESS ADVANCED TECHNICAL KNOWLEDGE IN ALL FUNCTIONAL AREAS OF OVERSIGHT, INCLUDING, BUT NOT LIMITED TO, NETWORK INFRASTRUCTURE, SYSTEMS ADMINISTRATION AND DATABASE MANAGEMENT AND ADMINISTRATION.

(E) = ESSENTIAL FUNCTION

SUPERVISES AND EVALUATES ASSIGNED PERSONNEL **(E)**

SERVES AS TECHNOLOGY DEPARTMENT LIAISON FOR MODERNIZATION AND CONSTRUCTION PROJECTS ENSURING TECHNOLOGY STANDARDS AND GOALS ARE MET. **(E)**

OVERSEES AND PROVIDES TECHNICAL ASSISTANCE TO OTHERS IN THE PERFORMANCE OF THE FOLLOWING:

- ADMINISTERS ENTERPRISE SERVER PLATFORMS RUNNING A VARIETY OF OPERATING SYSTEM SOFTWARE IN BOTH PHYSICAL AND VIRTUAL ENVIRONMENTS; INSTALLS, CONFIGURES, TESTS, INTEGRATES AND ADMINISTERS WINDOWS SERVER, ACTIVE DIRECTORY, DOCUMENT MANAGEMENT SYSTEMS AND OTHER SERVERS, INCLUDING, BUT NOT

LIMITED TO, SYSTEM MONITORING AND MANAGEMENT SOFTWARE TOOLS. USING APPLICABLE TOOLS AND UTILITIES, MONITORS SYSTEM PERFORMANCE, INCLUDING SERVER UTILIZATION AND AVAILABILITY; PERFORMS PERFORMANCE TUNING TO ACHIEVE OPTIMAL SYSTEM SPEED, RELIABILITY, AND PERFORMANCE; ENSURES SYSTEMS SECURITY, DISASTER RESPONSE AND RECOVERY PROCESSES ARE FOLLOWED. **(E)**

- ADMINISTERS ALL ASPECTS OF ENTERPRISE-WIDE DATA STORAGE INCLUDING, BUT NOT LIMITED TO, STORAGE AREA NETWORKS (SAN), NETWORK ATTACHED STORAGE (NAS) ENVIRONMENT; PARTICIPATES IN PLANNING STORAGE ALLOCATION ARCHITECTURE AND ALLOCATES STORAGE CAPACITY; TUNES AND MAINTAINS SAN AND NAS SYSTEMS AND SAN NETWORK CONNECTIVITY; PROVIDES TECHNICAL OVERSIGHT OF BACKUP STRATEGY; CONFIGURES AND MAINTAINS OFF-SITE DISASTER RECOVERY DATABASES. **(E)**

- RESPONSIBLE FOR ALL AREAS PERTAINING TO DESIGN, CONFIGURATION AND ADMINISTRATION OF SYSTEMS AND SERVERS RELATED TO DISTRICT LOCAL AREA NETWORK (LAN) AND WIDE AREA NETWORK (WAN), (INCLUDING, BUT NOT LIMITED TO, DIRECTORY SERVICES, E-MAIL, DOMAIN NAME SYSTEM (DNS), DYNAMIC HOST CONFIGURATION PROTOCOL (DHCP), SIMPLE MAIL TRANSFER PROTOCOL (SMTP), WEB FILTERING, PROXIES, ROUTERS, SWITCHES, SECURITY, NETWORK MONITORING, BACKUPS) FOR THE PURPOSE OF OPTIMIZING THROUGHPUT, SECURING DATA, OVERSEES BACKUP AND RECOVERY CAPABILITIES, AND ENSURES AVAILABILITY OF SERVICES TO AUTHORIZED USERS. **(E)**

- INSTALLS ALL TYPES OF TECHNOLOGY INCLUDING, BUT NOT LIMITED TO, COMPUTERS, COMPUTER RELATED EQUIPMENT, NETWORK EQUIPMENT INCLUDING PERIPHERALS.

- SCHEDULES AND PERFORMS DATABASE AND WEB SERVER UPDATES AND BACKUPS USING SERVER MANAGEMENT TOOLS OR BACKUP SOFTWARE; CONFIGURES AND MONITORS DATABASE REPLICATION, DATABASE MIRRORING AND LOG SHIPPING ON DATABASE SERVERS. **(E)**

- RESEARCHES, TROUBLESHOOTS AND RESOLVES COMPLEX AND AMBIGUOUS PROBLEMS INVOLVING A COMBINATION OF HARDWARE, OPERATING SYSTEMS, VENDOR APPLICATION SOFTWARE AND DATABASE STRUCTURE CONFIGURATION, INCLUDING, BUT NOT LIMITED TO, RESOURCE CONFLICT AND/OR INTEROPERATING PROBLEMS; INSTALLS AND TESTS OPERATING SYSTEM PATCHES, RELEASES, UPGRADES AND FIXES; ASSESSES SYSTEM CAPACITY ISSUES, EVALUATES SOFTWARE AND OTHER ALTERNATIVES, RECOMMEND SYSTEM UPGRADES OR REPLACEMENTS AS NECESSARY. **(E)**

- MONITORS DISK USAGE TO ENSURE ADEQUATE DATABASE RESOURCES. **(E)**

- WORKS WITH MEMBERS OF THE TECHNOLOGY AND INFORMATION SERVICES TEAM AS WELL AS VENDORS. **(E)**

- WORKS WITH PERSONNEL AND OTHER TECHNOLOGY STAKEHOLDERS TO EVALUATE THE USES OF NEW TECHNOLOGY TO MEET BUSINESS PROCESS REQUIREMENTS; PARTICIPATES IN THE EVALUATION OF NEW SOFTWARE AND TECHNOLOGIES TO DETERMINE THEIR FUNCTIONALITY, INTEROPERABILITY, RELIABILITY, AVAILABILITY AND SUPPORTABILITY AND EXPECTED RETURN ON INVESTMENT. **(E)**

- IMPLEMENTS AND MAINTAINS SYSTEMS TO PROVIDE REMOTE ACCESS TO DISTRICT SERVERS BY AUTHORIZED PERSONNEL. **(E)**

- PROVIDES PROFESSIONAL DEVELOPMENT TO STAFF. **(E)**

- ATTENDS OCCASIONAL EVENING EVENTS. **(E)**

- DEVELOPS FUNCTIONAL SPECIFICATIONS, STANDARDS, AND REQUIREMENTS FOR HARDWARE AND/OR SOFTWARE PURCHASES AND DESIGN TO ENSURE OPTIMUM SYSTEM AND END-USER PERFORMANCE. **(E)**

- ATTENDS VARIOUS MEETINGS AND TRAINING SESSIONS AS REQUIRED. **(E)**

- MAINTAINS CURRENT KNOWLEDGE OF INDUSTRY TRENDS.

- PERFORMS OTHER RELATED DUTIES AS ASSIGNED.

MINIMUM REQUIREMENTS:

EDUCATION, EXPERIENCE, LICENSES, AND OTHER REQUIREMENTS:

- BACHELOR'S (FOUR-YEAR) DEGREE WITH A MAJOR IN COMPUTER SCIENCE OR RELATED TECHNICAL FIELD. AN EQUIVALENT COMBINATION OF EDUCATION AND EXPERIENCE MAY BE CONSIDERED. TWO YEARS EXPERIENCE IN A CLOSELY RELATED FIELD CAN BE SUBSTITUTED FOR ONE YEAR OF THE EDUCATION REQUIREMENT, FOR UP TO TWO YEARS OF COLLEGE OR UNIVERSITY COURSEWORK. (30 ACCREDITED SEMESTER CREDIT UNITS = 1 YEAR); AND

- A MINIMUM OF TWO (2) YEARS OF EXPERIENCE SUPPORTING TECHNOLOGY AND INFORMATION SYSTEMS, INCLUDING AT LEAST ONE YEAR IN A SUPERVISORY CAPACITY.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- IN-DEPTH TECHNICAL KNOWLEDGE OF PERSONAL COMPUTER (PC) OPERATIONS INCLUDING THE RELATIONSHIP AND USAGE OF VARIOUS INPUT AND OUTPUT COMPONENTS, BUSINESS AND EDUCATION SUPPORT SOFTWARE AND TERMINOLOGY;
- OPERATING SYSTEMS USED IN CONJUNCTION WITH NETWORKS;
- MANAGING ONLINE SERVICES INCLUDING, BUT NOT LIMITED TO, OFFICE 365 AND GOOGLE APPS FOR EDUCATION USING ACTIVE DIRECTORY;
- PROTOCOLS AND PROCEDURES FOR SETTING UP NEW EQUIPMENT, TROUBLESHOOTING AND PERFORMING ROUTINE MAINTENANCE;
- DISTRICT NETWORK PROTOCOLS;
- LOCAL AREA NETWORKS, NETWORK OPERATIONS, CONNECTIVITY BETWEEN SERVERS, AND INTEGRATION OF DATA AND TELECOMMUNICATIONS;
- DOMAIN NAME SYSTEM (DNS), WEB, ACTIVE DIRECTORY AND ANTIVIRUS SOFTWARE PROGRAMS;
- WRITING SKILLS TO DOCUMENT TECHNICAL PROCEDURES;
- HUMAN RELATIONS SKILLS TO CONVEY TECHNICAL INFORMATION TO OTHERS IN A USER- FRIENDLY MANNER USING TACT, PATIENCE, AND COURTESY;
- DATA POLICY AND PRIVACY PROTOCOLS RELATED TO STUDENT DATA PRIVACY AND SCHOOL DISTRICTS; AND
- EFFECTIVE SUPERVISORY TECHNIQUES INCLUDING WORK ASSIGNMENT AND DELEGATION, PERFORMANCE EVALUATION, TRAINING AND MOTIVATION.

ABILITY TO:

- INSTALL, CONFIGURE, TROUBLESHOOT AND COORDINATE NETWORKED COMPUTER WORKSTATIONS, SYSTEMS, AND PROGRAMS USED BY THE DISTRICT IN BOTH INSTRUCTION AND ADMINISTRATIVE AREAS;
- DESIGN, INSTALL, MAINTAIN, AND DOCUMENT NETWORK HARDWARE, SOFTWARE, AND OPERATING SYSTEMS;
- TROUBLESHOOT COMPLEX NETWORK AND SERVER ISSUES;
- ANALYZE DATA AND EVALUATE THE NEEDS OF USERS AND DEVELOP ALTERNATIVE SOLUTIONS TO PROBLEMS AND NEEDS;
- IMPLEMENT SYSTEM TO PROTECT DATA SECURITY;
- MAINTAIN ACCURATE ACTIVITY LOG;
- PREPARE COST/BENEFIT ANALYSIS;
- READ, INTERPRET, APPLY AND COMMUNICATE COMPLEX TECHNICAL INFORMATION INCLUDING MANUALS EQUIPMENT BLUEPRINTS AND SCHEMATICS;
- COMMUNICATE EFFECTIVELY BOTH ORALLY AND IN WRITING;

- MAINTAIN PRODUCTIVE AND COOPERATIVE WORKING RELATIONSHIPS WITH OTHERS;
- TRAIN USERS AND STAFF ON A VARIETY OF TECHNOLOGY SKILLS;
- COORDINATE, SUPERVISE AND EVALUATE THE PERFORMANCE OF ASSIGNED STAFF;
- UNDERSTAND AND FOLLOW ORAL AND WRITTEN DIRECTIONS;
- PRIORITIZE AND ORGANIZE WORK TO MEET DEADLINES; AND

WORKING CONDITIONS:

ENVIRONMENT:

- DISTRICT OFFICE ENVIRONMENT AND SCHOOL SITES;
- MEETING INFLEXIBLE DEADLINES;
- SUBJECT TO DRIVING TO A VARIETY OF LOCATIONS TO CONDUCT WORK DURING DAY AND EVENING HOURS;
- SUBJECT TO FREQUENT INTERRUPTIONS;
- INDOOR AND OUTDOOR ENVIRONMENT; AND
- OCCASIONAL DEALING WITH DISTRAUGHT OR DIFFICULT INDIVIDUALS.

PHYSICAL DEMANDS:

- SITTING AND/OR STANDING FOR EXTENDED PERIODS;
- BENDING AT THE WAIST, KNEELING OR CROUCHING, AND REACHING TO RETRIEVE AND MAINTAIN FILES AND RECORDS;
- REACHING OVERHEAD, ABOVE THE SHOULDERS AND HORIZONTALLY;
- DEXTERITY OF HANDS AND FINGERS TO MAKE SMALL COMPONENT CONNECTIONS, OPERATE STANDARD OFFICE EQUIPMENT, COMPUTER KEYBOARD, AND OTHER EQUIPMENT NECESSARY TO COMPLETE THE REQUIRED DUTIES;
- HEARING AND SPEAKING TO EXCHANGE INFORMATION IN PERSON AND ON THE TELEPHONE;
- VISUAL ABILITY TO READ, PREPARE/PROCESS DOCUMENTS, AND TO MONITOR VARIOUS SERVICES AND PERSONNEL;
- WALKING OVER ROUGH OR UNEVEN SURFACES;
- CLIMBING, OCCASIONAL USE OF STEPLADDERS/LADDERS;
- AMBULATORY ABILITY TO MOVE TO VARIOUS OFFICE AND CLASSROOM LOCATIONS AND TO BEND, STOOP, CRAWL, AND REACH TO INSTALL CABLES AND EQUIPMENT;
- VISUAL ACUITY TO READ TECHNICAL DOCUMENTS AND INSTRUCTIONS AND ALIGN SMALL COMPONENTS; AND
- PHYSICAL ACTIVITY MAY BE REQUIRED, WHICH COULD INCLUDE LIFTING, PUSHING, AND PULLING OBJECTS OF MODERATE TO HEAVY WEIGHT.

HAZARDS:

- EXTENDED VIEWING OF A COMPUTER MONITOR;
- LONG PERIODS OF SITTING;
- COMMON WORKPLACE SAFETY SITUATIONS; AND
- WORKING AROUND AND WITH OFFICE EQUIPMENT HAVING MOVING PARTS.

I HAVE READ THE ABOVE POSITION DESCRIPTION AND FULLY UNDERSTAND THE REQUIREMENTS SET FORTH THEREIN. I HEREBY ACCEPT THE POSITION OF COORDINATOR, TECHNOLOGY AND AGREE TO ABIDE BY THE REQUIREMENTS AND DUTIES SET FORTH. I WILL PERFORM ALL DUTIES AND RESPONSIBILITIES TO THE BEST OF MY ABILITY.

_____ _____

(SIGNATURE OF EMPLOYEE) **(DATE)**

IN COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT, THE CHINO VALLEY UNIFIED SCHOOL DISTRICT WILL PROVIDE REASONABLE ACCOMMODATIONS TO QUALIFIED INDIVIDUALS WITH DISABILITIES, AND ENCOURAGES BOTH PROSPECTIVE AND CURRENT EMPLOYEES TO DISCUSS POTENTIAL ACCOMMODATIONS WITH THE DIVISION OF HUMAN RESOURCES.

BOARD APPROVED:

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Our Motto:
Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: May 17, 2018

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Lea Fellows Assistant Superintendent, Human Resources
Craig Frame, Director, Risk Management and Human Resources

SUBJECT: **RESOLUTION 2017/2018-74 CERTIFICATE OF CONSENT TO SELF-INSURE WORKERS' COMPENSATION**

==========

BACKGROUND

In response to increasing workers' compensation insurance costs, to increase local control over claims, and to reduce the additional costs of insurance company overhead and profits, the California Schools Risk Management Joint Powers Authorities (CSRM JPA) has elected to move to a self-insured workers' compensation model. CSRM and its members are currently already 'technically" self-insured. The process that the JPA is undergoing is to transfer our "Master Certificate" from our current JPA provider – California State Association of Counties Excess Insurance Authority back to CSRM. For many years, CSRM and its members held the master certificate and ran a self-insured program. This transition a financial transaction, which requires CSRM and its membership to transfer back our master certificates.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education adopt Resolution 2017/2018-74 Certificate of Consent to Self-Insure Workers' Compensation.

FISCAL IMPACT

None.

WMJ:LF:CF:mcm

Chino Valley Unified School District
Resolution 2017/2018-74
Certificate of Consent to Self-Insure Workers Compensation Liabilities

WHEREAS, for the past ten years, the California Schools Risk Management member districts have had low workers' compensation rates;

WHEREAS, to ensure continued long-term success of providing stability to the workers' compensation program, the California Schools Risk Management Board of Directors voted to self-insure exposure; and

WHEREAS, the Certificate of Consent to Self-Insure (Form A2) is required by the State of California Department of Self-Insurance Plans and it transfers the "Master Certificate" from the current provider California State Association of Counties Excess Insurance Authority back to the California Schools Risk Management Joint Powers Authorities effective July 1, 2018.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education is authorized and empowered to make application to the Director of Industrial Relations, State of California, for a Certificate of Consent to Self-Insure workers' compensation liabilities and representatives of the Chino Valley Unified School District are authorized to execute any and all documents required for such application.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 17th day of May 2018, by the following votes:

Blair	_____
Cruz	_____
Feix	_____
Na	_____
Orozco	_____

I, Wayne M. Joseph, Secretary of the Board of Education of the Chino Valley Unified School District, certify that the foregoing is a full, true, and correct copy of the resolution passed and adopted by said Board at a regularly scheduled and conducted meeting held on said date.

_____
Wayne, M. Joseph, Superintendent
Secretary, Board of Education

State of California
Department of Industrial Relations
OFFICE OF SELF-INSURANCE PLANS

APPLICATION FOR CERTIFICATE OF CONSENT TO SELF-INSURE AS A PUBLIC AGENCY EMPLOYER SELF-INSURER

All questions must be answered. If not applicable, enter "N/A".

To the Director of the Department of Industrial Relations: The public agency employer identified below submits the following information to obtain a Certificate of Consent to Self-Insure the payment of workers' compensation under California Labor Code Section 3700.

LEGAL NAME OF APPLICANT (Show exactly as on Charter or other official documents):

Chino Valley Unified School District

Address: 5130 Riverside Drive

City: Chino State: CA Zip + 4: 91710 - _____

Federal Tax ID # of Group: _____

CONTACT - Who Should Correspondence Regarding This Applicant Be Addressed To:

Name: Craig Frame Title: Director, Risk Management & Human Resources

Company Name: Chino Valley Unified School District

Address: 5130 Riverside Drive

City: Chino State: CA Zip + 4: 91710 - _____

Phone: (909) 628-1201 E-Mail: craig_frame@chino.k12.ca.us

TYPE OF PUBLIC ENTITY (Check one):

☐ City and/or County ☑ School District ☐ Police and/or Fire District ☐ Hospital District

☐ Joint Powers Authority ☐ Other (describe): _____

TYPE OF APPLICATION (Check one):

☐ New Application ☐ Reapplication (Merger/Unification) ☐ Reapplication (Name Change)

☑ Other (describe): Leaving CSAC EIA to join CSRM

Date Self-Insurance Program will begin: 07/01/2018

CURRENT WORKERS' COMPENSATION PROGRAM

☐ Currently Insured with State Fund Policy # _____ Expiration Date: _____

☐ Currently Self Insured, Certificate # _____

☑ Other (describe): Insured through CSAC EIA

CLAIMS ADMINISTRATION

Who will be administering your agency's workers' compensation claims? (Check one)

☐ JPA will administer

☑ Third Party Administrator, TPA Certificate # A-5552-13-132

☐ Public entity will self-administer ☐ Insurance Carrier will administer

Name of Third Party Administrator:

Name: Sheryl Edwards Title: General Manager

Company Name: Hazelrigg Claims Management Services

Address: P.O. Box 880

City: Chino Hills State: CA Zip + 4: 91709 - _____

Phone: (909) 259-9942 E-Mail: SEdwards@hazelriggclaims.com

# of claims reporting locations to be used to handle Agency's claims: 1

Does applicant currently have a California Certificate of Consent to Self-Insure? ☑ Yes ☐ No

If yes, what is the current Certificate Number: 5021-162

Total Number of Affiliate's California employees to be covered by Group: _____

AGENCY EMPLOYER

Current # of Agency Employees: _____ # of Public Safety Employees (police//fire): _____

If school District, # of certificated employees: 3,607

Will all Agency employees be covered by this self-insurance plan? ☑ Yes ☐ No

If 'No', explain who is not covered and how workers' compensation coverage will be provided to the excluded employees:

JOINT POWERS AUTHORITY

Will applicant be a member of a JPA for workers' compensation ?

☑ Yes ☐ No (If 'yes', complete the following)

Effective date of JPA Membership: 07/01/2018 JPA Certificate # _____

Name of JPA: California Schools Risk Management

AGENCY SAFETY PROGRAM

Does the Agency have a written Injury and Illness Prevention Program (IIPP)? ☑ Yes ☐ No

Individual responsible for Agency workplace safety and IIPP program:

Name: Craig Frame Title: Director, Risk Management & Human Resources

Company Name: Chino Valley Unified School District

Address: 5130 Riverside Drive

City: Chino State: CA Zip + 4: 91710 - _____

Phone: (909) 628-1201 E-Mail: craig_frame@chino.k12.ca.us

SUPPLEMENTAL COVERAGE

1.) Will your program be supplemented by any insurance or pooled coverage under a **STANDARD** workers' compensation insurance policy? ☐ Yes ☑ No (If 'Yes', complete the following):

Name of Excess Pool/Carrier: _____

Policy #: _____ Effective Date of Coverage: _____

2.) Will your program be supplemented by any insurance or pooled coverage under a **SPECIFIC EXCESS** workers' compensation insurance policy? ☑ Yes ☐ No (If 'Yes', complete the following):

Name of Excess Pool/Carrier: CSAC EIA

Policy #: EIA-PE 17 EWC-50 Effective Date of Coverage: 07/01/2018

Retention Limits: $250,000

3.) Will your program be supplemented by any insurance or pooled coverage under an **AGGREGATE EXCESS** (stop loss) specific excess workers' compensation insurance policy? ☐ Yes ☑ No (If 'Yes', complete the following):

Name of Excess Pool/Carrier: _____

Policy #: _____ Effective Date of Coverage: _____

Retention Limits: _____

RESOLUTION FROM GOVERNING BOARD

Attach a properly executed Governing Board Resolution. See attached sample resolution on page 5.

CERTIFICATION

The undersigned on behalf of the applicant hereby applies for a Certificate of Consent to Self-Insure the payment of workers' compensation liabilities pursuant to Labor Code Section 3700. The above information is submitted for the purpose of procuring said Certificate from the Director of Industrial Relations, State of California. If the Certificate is issued, the applicant agrees to comply with applicable California statutes and regulations pertaining to the payment of compensation that may become due to the applicant's employees covered by the Certificate.

X _____ DATE: 5-8-18
SIGNED: Authorized Official / Representative

Craig Frame
Printed Name

Director, Risk Management
Title

China Valley Unified School District
Agency Name

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Our Motto:
Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: May 17, 2018

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Lea Fellows, Assistant Superintendent, Human Resources

SUBJECT: **REVISION OF BOARD POLICY 4119.25, 4219.25, AND 4319.25 ALL PERSONNEL – POLITICAL ACTIVITIES OF EMPLOYEES**

==========

BACKGROUND

Board policies, administrative regulations, and bylaws of the Board are routinely developed and revised as a result of changes in law, mandates, federal regulations, and current practice. Board Policy 4119.25, 4219.25, and 4319.25 All Personnel – Political Activities of Employees is being revised to align with language that was updated in Administrative Regulation 4119.25, 4219.25, and 4319.25 All Personnel – Political Activities of Employees at the October 19, 2017 Board meeting.

Inadvertently, the language was not updated in the Board Policy to include that no on-duty employee shall engage in political activities upon District property, unless during nonworking time. As well as, deleting language of political activities that takes place off District property outside of on-duty hours. The District has consulted with the Associated Chino Teachers. This item was presented to the Board of Education on May 3, 2018, as information.

New language is provided in UPPER CASE while old language to be deleted is ~~lined through.~~

Approval of this item supports the goals identified within the District's Strategic Plan

RECOMMENDATION

It is recommended the Board of Education approve the revision of Board Policy 4119.25, 4219.25, and 4319.25 All Personnel – Political Activities of Employees.

FISCAL IMPACT

None.

WMJ:LF:mcm

POLITICAL ACTIVITIES OF EMPLOYEES

The Board of Education respects the right of school employees to engage in political activities on their own time and at their own expense. On such occasions, employees shall make it clear that they are acting as individuals and not as representatives of the District.

(cf. 1160 - Political Processes)

The Board of Education also recognizes that state law generally prohibits the use of District property, funds, services, supplies, or equipment and District time for political purposes. It therefore enacts the following rules regarding political activity:

No on-duty employee shall engage in political activities upon property, UNLESS DURING NONWORKING TIME, under the jurisdiction of the Chino Valley Unified School District. “Property” as used herein, includes school premises, property owned by the District, and property in possession of the District, whether the possession be through lease or otherwise. However, outside of on-duty hours ~~and off District property~~, employees have the same right as all other persons to participate in political activities. Additionally, employee organizations are guaranteed certain rights of communication pursuant to the Educational Employment Relations Act, and this policy is not intended to infringe upon those rights.

Like other community members, employees may use school facilities for meetings under the Civic Center Act.

(cf. 1330 - Use of School Facilities)

Employees shall refrain from prohibited activities identified in law and administrative regulations. Employees who engage in these activities shall be subject to disciplinary action. Additionally, Education Code Section 7054 provides for criminal penalties in the event of a violation.

Employees who are contacted or solicited to distribute political material to students shall immediately report such contact to the principal, or other site administrator, who shall report the matter to the Superintendent or designee for resolution.

(cf. 1325 - Advertising and Promotion)
(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

POLITICAL ACTIVITIES OF EMPLOYEES (cont.)

Legal Reference:
EDUCATION CODE
7050-7057 Political activities of school officers and employees 38130-38139 Civic Center Act
51520 Prohibited solicitations on school premises
GOVERNMENT CODE
3543.1 Rights of employee organizations
COURT DECISIONS
San Leandro Teachers Association v. Governing Board (2009) 46 Cal.4th 822
Downs v. Los Angeles Unified School District, (9th Cir. 2000) 228 F.3d 1003
California Teachers Association v. Governing Board of San Diego Unified School District, (1996) 45 Cal.App. 4th 1383
L.A. Teachers Union v. L.A. City Board of Education, (1969) 71 Cal.2d 551
ATTORNEY GENERAL OPINIONS
84 Ops.Cal.Atty.Gen. 106 (2001)
84 Ops.Cal.Atty.Gen. 52 (2001)
77 Ops.Cal.Atty.Gen. 56 (1994)
PUBLIC EMPLOYMENT RELATIONS BOARD RULINGS
California Federation of Teachers, Local 1931 v. San Diego Community College District (2001) PERB Order #1467 (26 PERC 33014)

Management Resources:
CALIFORNIA SCHOOL BOARDS ASSOCIATION PUBLICATIONS
Political Activities of School Districts: Legal Issues, 1998, revised 2001
WEBSITES
California School Board Association: www.csba.org
Office of the Attorney General, Dept. of Justice: www.caag.state.ca.us
Public Employment Relations Board: www.perb.ca.gov

Chino Valley Unified School District
Policy Adopted: November 16, 1995
Revised: April 1, 1999
Revised: October 18, 2012
Revised: November 16, 2017
REVISED:

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Our Motto:
Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: May 17, 2018

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Grace Park, Ed.D., Assistant Superintendent, Curriculum, Instruction, Innovation, and Support
Julian Rodriguez, Ed.D., Director, Secondary Curriculum and Instruction

SUBJECT: **NEW COURSE FOR MATHEMATICAL REASONING WITH CONNECTIONS AND INSTRUCTIONAL MATERIALS ADOPTION**

==========

BACKGROUND

The Chino Valley Unified School District routinely revises curriculum guides and develops new courses in accordance with State Content Standards, State Frameworks, and student need. Accordingly, the revision and development of curriculum guides are the results of a collaborative effort of teachers in the related academic areas.

Mathematical Reasoning with Connections (MRWC) is a fourth-year advanced mathematics course following the Integrated Math 1-3 sequence of courses. The MRWC course is designed to prepare students for college-level mathematics including pre-calculus, calculus, and other quantitative reasoning courses. The course satisfies the "c" Advanced Mathematics requirement for UC "a-g" criteria. Completion of the course with a grade of C- or better will meet the requirements for students identified as "conditionally ready" by the California State University Early Achievement Program. The instructional materials for MRWC was piloted during the 2016/2017 and 2017/2018 school years by District representatives with a vested interest in the material and is consistent with District goals and needs.

This course was presented to the Curriculum Council and A.C.T. has been consulted.

Consideration of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education receive for information the new course for Mathematical Reasoning with Connections and instructional materials adoption.

FISCAL IMPACT

Approximately $7,000.00 to the General Fund.

WMJ:GP:JR:lar

Chino Valley Unified School District
High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Dr., Chino, CA 91710 Phone: (909) 628-1201 Web Site: chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum Position/Title: Director of Secondary Curriculum Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	Mathematical Reasoning with Connections
2. Transcript Title/Abbreviation:	CSU-MRWC
3. Transcript Course Code/Number:	
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	Meets the UC/CSU "c" Mathematics requirement
6. Grade Level(s):	12
7. Unit Value:	5 credits per semester /10 credits total
8. Course Previously Approved by UC:	No
9. Classified as a Career Technical Education Course:	No
10. Modeled after an UC-approved course:	Yes
11. Repeatable for Credit:	No
12. Date of Board Approval:	

13. Brief Course Description:

Mathematical Reasoning with Connections (MRWC) is designed as a fourth-year, advanced mathematics course following Integrated Math I - 3 sequence of courses. The MRWC course is designed to prepare students for college-level mathematics including pre-calculus, calculus, and other quantitative reasoning courses; the course satisfies the "c" Advanced Mathematics requirement for UC "a-g" criteria.

Based on the Common Core State Standards, MRWC is structured to highlight conceptual connections in the more advanced study of topics leading to calculus. Emphasis is given to conceptual understanding and making connections between numerical, symbolic, verbal, and graphical representations, discussion and analysis of alternative representations and multiple perspectives for approaching and understanding. The distinctiveness of MRWC lies in its unique design and topic sequencing, and in the emphasis on instructional delivery that promotes exploratory and collaborative student engagement. MRWC seamlessly interweaves the CCSS Mathematical Practices throughout the curriculum and develops key Habits of Mind and a mathematical disposition required for mastering advanced, challenging college-level content knowledge.

14. Prerequisites:	Integrated Math 3 (C or better) or higher

15. Context for Course:

In the MRWC curriculum, students will be asked to deepen their understanding of and familiarity with mathematical concepts and procedures that they have previously encountered. Commonalities and similarities between and among all topics will be highlighted so that students come to understand and appreciate the entire breadth of the high school mathematics curriculum as a cohesive body of knowledge. The instructional design of the MRWC curriculum uses an innovative approach that provides a cohesive, conceptual, and integrated view of mathematics. Its primary design goal is to get students to reason with and make sense of mathematics, in addition to cementing mathematics fluency.

16. History of Course Development:
The MRWC curriculum has been specifically designed to address the need for stronger mathematics preparation for transitioning from high school to college and career pathways. The MRWC curriculum was developed by a consortium of mathematics professors and math educators from CSU, UC, and CCC higher education systems, together with mathematics specialists from County Offices of Education and local school districts.

17. Textbooks:	MRWC Teacher Manual and Student Activity Notebook
18. Supplemental Instructional Materials:	None

C. COURSE CONTENT

1. Course Purpose:
The MRWC course is designed to prepare students for college-level mathematics, including pre-calculus, calculus, and other quantitative reasoning courses. Completion of the course with a grade of C- or better will meet the requirements for students identified as "conditionally ready" by the California State University Early Achievement Program.

2. Course Outline:
Theme 1: Reasoning with Numbers
Students will explore the development of the Number System up through complex numbers. The mathematical idea of closure will provide a logical structure for the construction, expansion, and organization of the sets of numbers.

Students will gain a deeper, more conceptual interpretation of each major subset (Natural, Integers, Rationales, Irrationals, Real, and Complex) of the Number System by considering three questions:

- What evidence is there that these numbers exist and are needed for subsequent understanding and production in mathematics?
- If these numbers exist, where are they positioned on the real number line or in the complex plane?
- How do the standard operations change in meaning and properties as the set of numbers is expanded?

In answering these questions, students will explore the link between numerical symbols, algebraic representations, geometric construction, transformations, and concepts of limits as tools for understanding numbers and their behaviors and the rules that govern their use.

Students will

1. deepen their conceptual understanding of the relationships between and the structures of various subsets of numbers that make up the complex number system.
2. find conjugates of complex numbers and use them to divide complex numbers.
3. find moduli of complex numbers and relate them to distance and absolute value.
4. represent complex numbers in the Cartesian (argand) plane and describe the algebraic operations on complex numbers in terms of geometric transformations of translation, dilation, and rotation.
5. connect complex numbers to vectors in the plane, and relate modulus of a complex number to length of a vector.
6. relate scalar and vector multiplication to multiplication of complex numbers.
7. represent complex numbers in polar and trigonometric forms and prove de Moivre's formula for multiplying and finding rational roots of complex numbers in trigonometric form.
8. explore symmetries in the multiple roots of complex numbers and use the symmetries to explore infinite geometric sequences of complex numbers.
9. prove that various subsets of the real and complex numbers are closed under different operations (including division, powers, and rooting).
10. identify irrational numbers as limiting values of infinite sequences, including nested radicals and continued fractions.
11. prove the existence and magnitude of numbers of irrational and complex numbers through geometric construction and algebraic proof.

Theme 2: Reasoning with Functions.
Students will explore commonalities across families of functions that include algebraic functions such as absolute value, root, polynomial, rational, and reciprocal, as well as transcendental functions such as exponential, logarithmic, and trigonometric. Students will develop fluency and flexibility with both the algebraic and geometric meaning and interpretation of functional notation. They will identify and find formulas of functions given in tables, graphs, and real-world situations.

Students will

1. link patterns of real numbers to discrete functions, including arithmetic and geometric sequences and series.
2. identify anomalies in the domain of continuous functions, including vertical asymptotes and removable points of discontinuity.
3. use numeric limits and algebraic procedures to identify whether a number that is excluded from the domain is a removable point of discontinuity or a vertical asymptote.
4. use numeric limits to explore function behavior on either side of a vertical asymptote.
5. study key concepts related to functions including advanced study of domain and range, roots, symmetries and periodicity, positive/negative and increasing/decreasing.
6. use algebraic factoring to predict function behavior based on multiplicity of roots and to find intervals on which functions are increasing/decreasing and positive/negative/constant.
7. create functions given information about function features and behaviors.
8. create functions in two or more variables that represent relationships between quantities expressed in verbal, numeric, or graphical form.
9. use numeric limits and algebraic procedures to identify and describe the end behavior of a function, including limits at infinity, horizontal and slant asymptotes.
10. study the graphs and features of reciprocal and inverse functions.
11. relate features of reciprocal and inverse functions to understand trigonometric functions of cosecant, secant, cotangent, and the inverse trigonometric functions.
12. use completing the square techniques to graph ellipses and hyperbolas in standard and non-standard positions.
13. use trigonometric techniques to draw rotated conics.
14. study parametric forms of equations and relate them to transformations.
15. make connections between geometrical transformations (such as translation, rotation, reflections, dilations and stretches of graphs) and the algebraic process of function composition.
16. expand composition to include composition of three or more functions.
17. create new function graphs by composing functions given in graphical or tabular representations.
18. decompose complicated functions into component functions, both graphically and algebraically.
19. study basic properties of matrices and vectors.
20. use vectors and matrices as a means to represent function transformations.
21. use parametric equations to graph advanced functions.
22. interpret function notation and function composition graphically, verbally, numerically and algebraically.
23. use function notation to prove features of functions such as odd/even, increasing/decreasing, the existence of symmetry lines in parabolas and other conics.

Theme 3: Reasoning with Identities, Equations, and Inequalities
Students will explore mathematical properties and characteristics of basic algebraic and geometric entities in order to develop generalizations that can be applied to more complex situations. The mathematical idea of equivalence will provide the logical structure for manipulating expressions, solving equations and inequalities, and studying geometrical figures. Students will use underlying structure and the technique of u-substitution to simplify and solve advanced expressions, equations, and inequalities involving algebraic and trigonometric terms.

Students will

1. prove/disprove identities among equivalent and non-equivalent expressions involving polynomial, rational, root, exponential, and logarithmic terms.
2. prove/disprove trigonometric identities involving co-functions, compound/double/half angle formula.
3. use similarity of triangles to develop sine and cosine and area formula for solving non-right triangles.
4. develop fluency and flexibility in manipulating complicated forms of composite expressions and equations (including advanced factoring) by identifying and strategically using the idea of underlying structure.
5. use advanced factoring techniques on expressions and equations involving binomials with rational exponents and terms with logarithmic and trigonometric exponents.
6. solve advanced composite equations, inequalities, involving polynomial, rational, root, absolute value, trigonometric, exponential, and logarithmic expressions by identifying and strategically using underlying structure and alternative representations.
7. identify and solve trigonometric equations and inequalities that have underlying structure of polynomial form using algebraic and graphical techniques.
8. represent and solve systems of linear equations using matrices and a vector variable and use matrix inversion to solve.
9. solve advanced systems of non-linear equations and inequalities involving roots, absolute value, exponentials, logarithms, and trigonometric terms.
10. create equations in two or more variables to represent relationships between quantities using
11. explore the geometry of polygons, curves, perimeter and area through equivalences such as similarity and congruence and transformations that preserve perimeter and/or area.
12. study parallelism as an equivalence relation through two- and three-dimensional vectors.

Theme 4: Reasoning with Distance.

Building on knowledge of distance as an application of the Pythagorean Theorem, students will extend formulae to find distances in 3-dimensional space using algebraic and vector techniques. They will solve absolute value equations and inequalities by identify centers of intervals. Students will explore loci of curves and relate them to distances from foci in parabolas, ellipses, and hyperbolas. They will explore the effect of eccentricity as it relates to distance and the shapes of conics. They will identify similarities among conics by identifying the number of parameters involved in describing the conic. Students will relate regression to distance of the residuals. Students will link rate of change with a secant line, and investigate the derivative as the limiting case of the slope of a secant.

Students will

1. extend the concept of distance as absolute value to find distances and midpoints between points in 3-dimensional space.
2. find midpoints
3. use the concept of loci to explore conics and other curves in algebraic and polar form.
4. use real world data sets to connect the least square method of linear regression to the measurement of residuals as distances.
5. extend the concept of distance to study slope, rate of change, and secant lines.
6. explore the slope of a tangent line to a curve as the limiting case of the slope of a secant, and develop the concept of a derivative as a point.

3. Key Assignments:

Theme 1:

Students will:

- extend their work with real and complex numbers.
- represent complex numbers in the Cartesian plane and interpret operations on complex numbers as geometric transformations.
- represent complex numbers in polar and trigonometric form and prove trigonometric identities for compound angles to find powers and roots of complex numbers.

Theme 2:
Students will:

- extend basic trigonometric functions to reciprocal and inverse trigonometric functions.
- work with basic ellipses and hyperbolas and use translated and rotated axes to graph all conics in non-standard positions.
- graph advanced rational and piece-wise functions.
- identify zeros, multiple roots, intercepts, symmetries, vertical/horizontal, and slant asymptotes, holes, and end-behavior of functions.
- draw graphs using parametric equations.

Theme 3:
Students will:

- Identify equivalent and non-equivalent expressions involving polynomial, rational, root, trigonometric, exponential, and logarithmic terms.
- Solve complex equations, inequalities, and systems of equations and inequalities involving polynomial, rational, root, absolute value, trigonometric, exponential, and logarithmic expressions by identifying and strategically using the ideas of underlying structure and alternative representations.
- Explore the geometry of polygons, curves, perimeter and area through equivalences such as similarity and congruence and transformations that preserve perimeter and/or area.

Theme 4:
Starting with the notion of distance as a function, students will:

- Study distance between two real numbers in a line as absolute value and use the Pythagorean theorem to extend this concept to distance of points in space.
- Use the concept of loci to explore conics and other curves in algebraic and polar form.
- Use real world data sets to connect the least square method of linear regression to the measurement of residuals as distances.
- Extend the concept of distance to study slope, rate of change, secant lines, limits, and tangent lines of functions.

4. Instructional Methods and/or Strategies:

MRWC uses a non-traditional instructional approach emphasizing collaboration and exploration through mathematical activities, problem posing, and the use of technology that will address diverse learning styles.

- Instruction is designed to challenge students to approach mathematics as sense-making through a focus on questioning and probing deeper.
- Teacher-led instruction and student explorations will focus on discovering the conceptual basis for standard procedures.
- It will facilitate the development of students' ability to choose strategically among multiple solutions options, and to articulate the reasons for those decisions.
- Students will use informal and formal justifications to defend their understandings and critique the reasoning of others.
- Instruction will emphasize the use of and fluency in the full range of the language of mathematics.

- Content topics will be approached through six instructional modalities i.e. verbal, numeric, symbolic, graphical, geometric, and technological.

5. Assessment Including Methods and/or Tools:

Different forms of formative and summative assessments will be used. Students will demonstrate their ongoing conceptual understanding and procedural fluency through:

- mathematical activities,
- small group discussions and explorations,
- personal reflection quick writes,
- worksheets and individual written assessments
- quizzes,
- tests, and
- final summative exams.
- Students will also be assessed through group projects, oral and written presentations.

The evaluation of student progress and evaluation will be based on the following criteria outlined in Board Policy:

- Assessments: 60-75% of the final grade
- Assignments and class discussions: 25-40% of the final grade

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Our Motto:
Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: May 17, 2018

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Grace Park, Ed.D., Assistant Superintendent, Curriculum, Instruction, Innovation, and Support
Julian Rodriguez, Ed.D., Director, Secondary Curriculum and Instruction

SUBJECT: **COURSE MODIFICATION: ENGLISH 9 INTENSIVE**

==========

BACKGROUND

The Chino Valley Unified School District routinely revises curriculum guides and develops new courses in accordance with State Content Standards, State Frameworks, and student need. Accordingly, the revision and development of curriculum guides are the results of a collaborative effort of teachers in the related academic areas.

English 9 Intensive is a comprehensive reading intervention course specifically designed to provide core content along with tiered intervention. The course is structured around Houghton Mifflin Harcourt's Read 180 Universal program and California Common Core Standards in English/Language Arts. The curriculum provides instruction on building reading comprehension strategies, approaches to expository reading and writing, and literacy skills. This course is being modified to provide instruction within a single class instead of over two periods, as originally designed. The course will meet UC 'b' requirements for English/Language Arts.

This course was presented to the Curriculum Council and A.C.T. has been consulted.

Consideration of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education receive for information the course modification for English 9 Intensive.

FISCAL IMPACT

None.

WMJ:GP:JR:lar

Chino Valley Unified School District
High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Dr., Chino, CA 91710 Phone: (909) 628-1201 Web Site: chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum Position/Title: Director of Secondary Curriculum Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	English 9 Intensive
2. Transcript Title/Abbreviation:	English 9 Inten
3. Transcript Course Code/Number:	5008~~/5008Z~~
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	Meets the UC/CSU "b" English requirement
6. Grade Level(s):	9
7. Unit Value:	5 credits per semester/ 10 credits total
8. Course Previously Approved by UC:	Yes
9. Classified as a Career Technical Education Course:	No
10. Modeled after an UC-approved course:	Yes
11. Repeatable for Credit:	No
12. Date of Board Approval:	June 27, 2013
Date of Revision Approval:	

13. Brief Course Description:

English 9 Intensive is a comprehensive reading intervention course specifically designed to PROVIDE CORE CONTENT ALONG WITH TIERED INTERVENTION FOR STUDENTS WHO STRUGGLE WITH GRADE-LEVEL LITERACY DEMANDS. ~~accelerate reading and academic achievement for students and provides them with an introduction to a rigorous English Language Arts curriculum~~. ~~Designed as an intensive intervention, it is expanded into a double block period to meet course requirements and Common Core State Standards for English 9 along with the Essential Program Components (EPC) for Intensive English Language Arts instruction.~~ ~~The course is structured to provide instruction based on core literature to provide reading comprehension strategies, approaches to essay writing, and vocabulary development skills to students, as well as literary analysis skills and strategies.~~ THE COURSE IS STRUCTURED AROUND HOUGHTON MIFFLIN HARCOURT'S (HMH) READ 180 UNIVERSAL program and CALIFORNIA COMMON CORE STANDARDS IN ENGLISH/LANGUAGE ARTS. THE CURRICULUM PROVIDES INSTRUCTION ON BUILDING READING COMPREHENSION STRATEGIES, APPROACHES TO EXPOSITORY READING AND WRITING, AND LITERACY SKILLS.

14. Prerequisites:	~~1. 8th Grade CST English Language Arts Scaled Score below 300~~ ~~2. Lexile score <875 on the SRI placement test~~ STUDENTS WILL BE IDENTIFIED FOR THIS COURSE BASED ON, BUT NOT LIMITED TO: LEXILE SCORE BELOW 850 ON THE HMH READING INVENTORY AND ON THE 8TH GRADE CAASPP PROFICIENCY LEVEL OF 1 OR 2–STANDARDS NOT MET / STANDARDS NEARLY MET (RECOMMENDED)

15. Context for Course:

THE CURRENT ENGLISH 9 INTENSIVE COURSE WAS DESIGNED TO PROVIDE INTERVENTION OVER A DOUBLE BLOCKED PERIOD. THE COURSE HAS BEEN MODIFIED TO MEET RIGOROUS ENGLISH LANGUAGE ARTS CURRICULUM IN A SINGLE

CLASS PERIOD ALIGNED WITH THE COMMON CORE ENGLISH 9 STATE STANDARDS. THE COURSE CONTAINS CORE CURRICULUM IN ADDITION TO TIERED INTERVENTION THAT MEETS UC 'A-G' REQUIREMENTS FOR ENGLISH, "B" REQUIREMENTS.

16. History of Course Development:

THE COURSE WAS ORIGINALLY OFFERED TO MEET UC 'A-G' REQUIREMENTS BUT NEEDED TO BE TAKEN CONCURRENTLY WITH ENGLISH 9 COLLEGE PREPARATORY. THE COURSE HAS BEEN MODIFIED AND NOW CONTAINS CORE CONTENT EMBEDDED WITHIN THE INTENSIVE INTERVENTION. THE COURSE WILL NOW MEET UC 'A-G' REQUIREMENTS WHEN OFFERED AS A SINGLE PERIOD CLASS.

17. Textbooks:	TITLE: READ 180 UNIVERSAL, CALIFORNIA EDITION AUTHOR: DR. TED HASSELBRING ET AL PUBLISHER: HOUGHTON MIFFLIN HARCOURT
18. Supplemental Instructional Materials:	Various books at student reading level as prescribed by HOUGHTON MIFFLIN HARCOURT ~~Scholastic.~~

C. COURSE CONTENT

1. Course Purpose:

The purpose of the English 9 Intensive class is to raise students' reading levels to grade level. The course is designed to intensify instruction through increased instructional time strategically using technology and digital media to enhance students' reading, writing, speaking, listening, and language use. As students gain mastery, the literary content of this course exposes students to a wide range of increasingly more complex texts that scaffolds and accelerates them to independence with grade-level content. Based on modified modes of presentation, research based instruction and materials, students have the ability to advocate for their own learning needs in this course.

2. Course Outline:

The students will:

1. Increase fluency and reading comprehension skills by utilizing non-fiction and fiction texts and software. Furthermore, students will complete reader response notebooks and participate in small-group discussions to demonstrate their ability to understand and analyze the sequence, main ideas, details, organizational patterns, arguments, and positions developed within informational texts.
2. Increase word decoding and vocabulary development by completing workshops in the program software, such as Reading Zone, Word Zone, Spelling Zone, Success Zone, and Writing Zone.
3. Increase writing skills by completing the writing process for various types of writing, such as descriptive, expository, narrative, response to literature, and persuasive essays. Additionally, students will prepare research reports, both written and oral, to demonstrate their ability to develop and organize a well-defined point of view and support it with carefully selected and accurately-cited textual evidence.
4. Synthesize and compare textual components, such as authors' point of view, character development or motivation, and arguments or positions, in a variety of fiction and non-fiction texts through written responses and oral presentations.
5. Expand grammar and spelling skills by analyzing texts and student-generated writings and completing workshops in the READ 180 rbook and computer software.

Daily Routine:

Whole-Group Direct Instruction: Teachers begin the class by providing systematic instruction in reading skills and strategies, academic vocabulary, writing, and grammar to the entire class.

Small-Group Instruction: Using the rBooks and resources for differentiated instruction, the teacher works closely with students to meet their individual needs.

Instructional Computer Software: Students use the adaptive computer software independently, providing them with individualized practice in reading, spelling, vocabulary, and writing.

Modeled and Independent Reading: Students build fluency and reading comprehension skills through modeled and independent reading.
Whole-Group Direct Wrap-Up: Teachers end the lesson with whole-group reflection, where students have the opportunity to actively engage in discourse regarding what they have learned.

UNIT 1: AT FIRST SIGHT

- STUDENTS WILL PARTICIPATE IN CLOSE READING OF A VARIETY OF TEXTS.
- STUDENTS WILL IDENTIFY THE MOST IMPORTANT DETAILS IN AN INFORMATIONAL OR LITERARY TEXT.
- STUDENTS WILL USE EVIDENCE TO QUESTION AND REFLECT ON IDEAS.
- STUDENTS WILL IDENTIFY IMPORTANT EVENTS IN A TEXT AND CITE EVIDENCE.
- STUDENTS WILL USE ACADEMIC WORDS TO EXPLAIN THE TEXT TOPIC. STUDENTS WILL USE ACADEMIC WORDS WHEN SPEAKING AND WRITING, AS WELL AS REFLECT ON IDEAS THAT HAVE BEEN DISCUSSED.
- STUDENTS WILL EXPLAIN HOW AN AUTHOR'S POINT OF VIEW IS SHOWN OR REFLECTED IN A TEXT AND USE THIS INFORMATION TO ANALYZE HOW A CENTRAL IDEA AND SUPPORTING DETAILS DEVELOP THROUGHOUT A TEXT.

CCSS Standards Addressed: RI.9-10.1,RI.9-10.2, RI.9-10.4, RI.9-10.5, RI.9-10.6,RL.9-10.1, RL.9-10.3, RL.9-10.6, L.9-10.1, L.9-10.2.c, L.9-10.4, L.9-10.4.a, L.9-10.4.b, L.9-10.4.c, L.9-10.4.d, L.9-10.6, SL.9-10.1, SL.9-10.3, SL.9-10.4, SL.9-10.6, W.9-10.2, W.9-10.4, W.9-10.5, W.9-10.8, W.9-10.10

UNIT 2: WHO AM I?

- STUDENTS WILL IDENTIFY MAIN IDEAS OR EVENTS IN LITERARY AND INFORMATIONAL TEXTS.
- STUDENTS WILL CITE EVIDENCE.
- STUDENTS WILL REFLECT ON IDEAS AND INFORMATION THAT HAVE DISCUSSED AND DRAW CONCLUSIONS ABOUT THEM.
- STUDENTS WILL USE ACADEMIC WORDS WHEN SPEAKING AND WRITING, AS WELL AS REFLECT ON IDEAS THAT HAVE BEEN DISCUSSED.
- STUDENTS WILL DETERMINE THE THEME OF A LITERARY PIECE OR POEM, AND ANALYZE TEXT DETAILS THAT REFLECT THE THEME.
- STUDENTS WILL DETERMINE THE FIGURATIVE OR CONNOTATIVE MEANINGS OF WORDS AND PHRASES IN A POEM.
- STUDENTS WILL DETERMINE THE MEANING OF SIMILES OR CREATIVE COMPARISONS USED IN A TEXT.
- STUDENTS WILL RESTATE OTHERS' IDEAS AND STATE THEIR OPINION.

CCSS Standards Addressed: RI.9-10.1, RI.9-10.2, RI.9-10.4, RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, L.9-10.5, L.9-10.5b, L.9-10.6, SL.9-10.1, SL.9-10.4, SL.9-10.5, SL.9-10.6, W.9-10.8, W.9-10.9.a, W.9-10.10

UNIT 3: IT'S YOUR RIGHT

- STUDENTS WILL ANALYZE WHAT A TEXT CLEARLY SAYS AND MAKE INFERENCES ABOUT WHAT A TEXT DOES NOT CLEARLY SAY.
- STUDENTS WILL IDENTIFY IMPORTANT EVENTS IN A TEXT.
- STUDENTS WILL CITE EVIDENCE.
- STUDENTS WILL REPORT ON A TOPIC OR TEXT USING FACTS OR DETAILS TO EXPRESS IMPORTANT IDEAS.
- STUDENTS WILL COMPARE AND CONTRAST DIFFERENT ACCOUNTS OF THE SAME TOPIC, INCLUDING TEXT FOCUS.
- STUDENTS WILL USE DETAILS IN A LITERARY TEXT TO ANALYZE HOW AN AUTHOR DEVELOPS AND CONTRASTS THE POINTS OF VIEW OF DIFFERENT CHARACTERS.

- STUDENTS WILL ALSO EXPLAIN HOW THE AUTHOR'S VIEWPOINT IS SHOWN IN THE TEXT, MAKING NOTE OF DETAILS THAT HELP TO DETERMINE THE AUTHOR'S PURPOSE.
- STUDENTS WILL ALSO SUMMARIZE KEY SUPPORTING DETAILS AND IDEAS, DETERMINE THE CENTRAL IDEA OR THEME OF A TEXT, AND SUMMARIZE IT WITHOUT INCLUDING OPINIONS.

CCSS Standards Addressed: RI.9-10.1, RI.9-10.2, RI.9-10.6, RI.9-10.8 RL.9-10.1, RL.9-10.3 L.9-10.6, L.9-10.4.a, SL.9-10.1, SL.9-10.3, SL.9-10.4, SL.9-10.6, W.9-10.1, W.9-10.2, W.9-10.4, W.9-10.9.b, W.9-10.8, W.9-10.10

3. Key Assignments:

~~**First Semester**~~

~~**READ 180 Workshops/Core Literature**~~	~~**Skills**~~
~~Workshop #1: Survivors (Life Issues)~~	~~Comprehension Skill: Main Ideas and Details~~ ~~Writing Skill: Expository Essay~~
~~Workshop #2: Killer Plagues (Science Expository)~~	~~Comprehension Skill: Sequence of Events~~ ~~Writing Skill: Narrative Essay~~
~~Workshop #3: Combat Zone (Literature)~~	~~Comprehension Skill: Story Elements~~ ~~Writing Skill: Response To Literature Essay~~
~~Workshop #4: When Music Offends (Social Studies)~~	~~Comprehension Skill: Summarize~~ ~~Writing Skill: Expository Summary~~
~~Workshop #5: In the Money (Life Issues Expository)~~	~~Comprehension Skill: Problem and Solution~~ ~~Writing Skill: Persuasive Essay~~
~~Core Workshop: "The Necklace" by Guy de Maupassant~~	~~Comprehension Skill: Problem and Solution~~ ~~Writing Skill: Persuasive Essay~~
~~Core Workshop: The Odyssey by Homer~~	~~Comprehension Skill: Cause and Effect~~ ~~Writing Skill: Narrative Essay~~

~~**Second Semester**~~

~~Workshop #6: Amigo Brothers (Literature)~~	~~Comprehension Skill: Story Elements~~ ~~Writing Skill: Literature Review~~
~~Core Workshop: Selections from House on Mango Street by Sandra Cisneros~~	~~Comprehension Skill: Story Elements~~ ~~Writing Skill: Response to Literature Essay/Literature Review~~
~~Workshop #7: Your Brain Exposed (Science Expository)~~	~~Comprehension Skill: Cause and Effect~~ ~~Writing Skill: Narrative Essay~~
~~Workshop #8: Crime and Punishment…and Teens (Social Studies Expository)~~	~~Comprehension Skill: Compare and Contrast~~ ~~Writing Skill: Descriptive Essay~~
~~Core Workshop: Romeo and Juliet by William Shakespeare~~	~~Comprehension Skill: Compare and Contrast~~ ~~Writing Skill: Descriptive Essay~~
~~Workshop #9: The Front Lines of Justice (Expository and Literature)~~	~~Comprehension Skill: Make Inferences~~ ~~Writing Skill: Personal Narrative Essay~~

UNIT 1 KEY ASSIGNMENT:

STUDENTS WILL WRITE AN INFORMATIVE ESSAY TO SHARE IDEAS, CONCEPTS, AND INFORMATION ABOUT A TOPIC. TO ACCOMPLISH THIS TASK, THEY WILL COLLECT RELEVANT INFORMATION FROM MULTIPLE SOURCES, TAKE BRIEF NOTES AND SORT EVIDENCE INTO CATEGORIES, FOLLOW A SERIES OF STEPS AND USE STRATEGIES TO PLAN THEIR OWN WRITING. THEY WILL ALSO QUOTE OR PARAPHRASE SOURCES. WHEN TALKING ABOUT A TOPIC, STUDENTS WILL INCLUDE RELATED EVIDENCE FROM EARLIER TEXTS OR DISCUSSIONS. STUDENTS WILL WRITE A THESIS STATEMENT AND SUPPORT IT WITH EVIDENCE, USING TRANSITIONS TO ADD THE EVIDENCE. STUDENTS WILL REVISE AND EDIT THEIR WORK TO ENSURE ADEQUATE STRUCTURE AND USE OF EVIDENCE.

UNIT 2 KEY ASSIGNMENT:
STUDENTS WILL WRITE A LITERARY ANALYSIS ESSAY TO SHARE IDEAS, CONCEPTS, AND INFORMATION ABOUT A TOPIC. STUDENTS WILL COLLECT RELEVANT INFORMATION FROM MULTIPLE SOURCES, TAKE BRIEF NOTES AND SORT EVIDENCE INTO CATEGORIES, FOLLOW A SERIES OF STEPS AND USE STRATEGIES TO PLAN WRITING. THEY WILL ALSO QUOTE OR PARAPHRASE SOURCES. WHEN TALKING ABOUT A TOPIC, STUDENTS WILL INCLUDE RELATED EVIDENCE FROM EARLIER TEXTS OR DISCUSSIONS. THEY WILL USE TRANSITION WORDS TO CONNECT DETAILS, EVIDENCE, AND IDEAS. STUDENTS WILL REVISE AND EDIT THEIR WORK TO ENSURE ADEQUATE STRUCTURE AND USE OF EVIDENCE.

UNIT 3 KEY ASSIGNMENT:
STUDENTS WILL WRITE A ARGUMENTATIVE ESSAY ABOUT A TOPIC, BY CHOOSING ORGANIZING, AND ANALYZING INFORMATION, DEVELOP A CLAIM, AND SUPPORT IT WITH EVIDENCE. STUDENTS WILL COLLECT RELEVANT INFORMATION FROM MULTIPLE SOURCES, TAKE BRIEF NOTES AND SORT EVIDENCE INTO CATEGORIES, FOLLOW A SERIES OF STEPS AND USE STRATEGIES TO PLAN WRITING. STUDENTS WILL QUOTE OR PARAPHRASE SOURCES. WHEN TALKING ABOUT A TOPIC, INCLUDE RELATED EVIDENCE FROM EARLIER TEXTS OR DISCUSSIONS. STUDENTS WILL USE PRECISE LANGUAGE AND ACADEMIC TO WRITE AND SUPPORT A CLAIM, USING TRANSITIONS TO CREATE COHESION. STUDENTS WILL REVISE AND EDIT THEIR WORK TO ENSURE ADEQUATE STRUCTURE AND USE OF EVIDENCE.

SUMMATIVE PERFORMANCE TASK:
CCSS Standards Addressed: RI.9-10.10, L.9-10.1, L.9-10.6, SL.9-10.1, SL.9-10.4, SL.9-10.5, SL.9-10.6, SL.9-10.10, W.9-10.2, W.9-10.5, W.9-10.7, W.9-10.8
ASSESSMENT DESCRIPTION: STUDENTS WILL CHOOSE A TOPIC TO RESEARCH, COLLECT INFORMATION FROM MULTIPLE SOURCES, AND DETERMINE WHETHER EACH SOURCE IS CREDIBLE, USE PRECISE LANGUAGE TO EVALUATE AND DISCUSS RESEARCH SOURCES. STUDENTS WILL ANALYZE A MODEL RESEARCH PAPER AND EVALUATE ITS DIFFERENT PARTS, USING PRECISE ACADEMIC LANGUAGE TO DISCUSS THEIR FINDINGS. STUDENTS WILL ORGANIZE AND WRITE THEIR RESEARCH PAPER, INCLUDING THE FOLLOWING ELEMENTS: AN ENGAGING INTRODUCTION, STRONG THESIS STATEMENT, SUPPORTING IDEAS, RELEVANT DETAILS, CITATIONS, AND AN INTERESTED CONCLUSION. STUDENTS WILL COLLECT AND ORGANIZE INFORMATION TO USE IN A RESEARCH PAPER, PARAPHRASING AND CITING EVIDENCE CORRECTLY, USING PRECISE LANGUAGE ACADEMIC WORDS, TO EVALUATE AND DISCUSS THE TEXT EVIDENCE AS WELL AS INTRODUCE THEIR THESIS STATEMENT. STUDENTS WILL REVISE AND EDIT THEIR WORK, AND EVALUATE THEIR PEERS' WORK FOR ADEQUATE ESSAY STRUCTURE, CITATIONS, AND USE OF EVIDENCE.
STUDENTS WILL PRESENT THEIR RESEARCH, USING EYE CONTACT, ADEQUATE VOLUME, PRONUNCIATION, AND MULTIMEDIA.

4. Instructional Methods and/or Strategies:
Blended Instructional Model: This research-based instructional design provides clear organization for whole group and small group instruction. The classroom is designed to maximize student engagement with the teacher, text, other students, and technology. Each class period begins and ends with whole-group, teacher-directed instruction and closure. In between the whole-group lessons, students break into three groups and rotate among three areas in the classroom: small-group instruction, independent reading, and independent practice on the instructional software.

Instructional Strategies: Teachers utilize research-based instructional strategies focused on utilizing direct instruction to introduce new skills and concepts. Classroom instruction has been designed to incorporate a lesson structure and sequence scaffolding model that provides an emphasis on individual differentiation to meet student needs. Teachers use a variety of the following strategies:

Cloze reading and writing	Cognitive modeling	Double-entry journals	Feedback and correctives
Graphic organizers	Guided reading and writing	Inquiry-based learning	Proactive classroom management
Questioning strategies	Random student selection	Reciprocal teaching	Sentence frames

Think-ink-pair-share	Think-pair-share	Total Physical Response (TPR)	Whiteboards

5. Assessment Including Methods and/or Tools:

Purpose	Assessment	Rationale for Assessment
Universal Screening and Progress Monitoring	Scholastic Reading Inventory (SRI) – computer-adaptive assessment	1. Determines reading level and places students in the appropriate level in the program 2. Informs daily rbook groups helping the teacher to match reader to text and task 3. Monitors student, group, and class progress over time
Universal Screening and Progress Monitoring	READ 180 Topic Software	1. Assesses student performance and fluency in reading, vocabulary, and spelling 2. Identifies strengths and weaknesses to support grouping for differentiated instruction
Writing Assessment	1. rBook Writing Assignments 2. READ 180 Topic Software 3. rSkills Tests	1. Test students' understanding of writing skills addressed during whole-group and small-group instruction 2. Utilize rubrics and peer feedback for continuous improvement 3. Scaffolds students to transition from writing single paragraphs to multi-paragraph essays
Curriculum-Based and Summative Assessment	Workshop Wrap-Up Tests	1. Opportunities for review and test preparation 2. Monitor students' understanding of key skills covered in whole-group and small-group instruction
Performance-Based Assessment	1. 21st Century Instruction 2. End-of-Workshop Projects	1. Students are guided through an "internship on a page" as they are instructed in and assessed on college and career readiness skills and strategies 2. Application of higher order thinking and cross-curricular analysis skills
Independent Reading Assessment	1. Scholastic Reading Counts 2. (SRC!) Quizzes Comprehension Quickwrites	1. Monitor students' comprehension of library books and eReads 2. Assess independent reading of increasingly complex texts
District Summative Assessments	District Semester Benchmark Exam/End-of-Semester Exam	1. Measure students' mastery of content standards

Scholastic Reading Inventory (SRI): A research-based test that assesses students' reading levels. This computer adaptive assessment instrument is used for screening purposes as well as progress monitoring.

rSkills Tests: These tests are taken at the end of each rBook Workshop to assess student understanding of key reading and writing skills. rSkills Summative Tests taken at mid-year and end-of-year assess listening and reading comprehension, critical reading, word-study skills, conventions and writing.

READ 180 Next Generation Topic Software: This computer software provides instruction within the context of cross-curricular areas, such as science, math, social studies, history, and English language arts. Each topic in the software includes five Learning Zones: Reading Zone, Word Zone, Spelling Zone, Success Zone, and Writing Zone. Assessments

are embedded within each Learning Zone to track student progress. Each assessment assesses students' performance and fluency in reading, vocabulary, and spelling.

Teacher, Leadership, and Student Dashboards: Data from the Scholastic Achievement Manager (SAM) can be accessed through the Teacher and Student Dashboards. In the Dashboards, teachers, administrators, and students can view data on learning gains and computer software usage, collected continuously for each student as they use the technology daily. The Dashboards allow teachers and administrators to efficiently monitor student progress, quickly identify problems, and make informed decisions about instruction. The Student Dashboard supports students in building executive function and taking ownership over their own learning. Students can track their progress in the computer software and view their overall program progress.

OTHER ASSESSMENTS: SBAC INTERIM BLOCK ASSESSMENTS, READING INVENTORY, PROGRESS MONITORING ASSESSMENTS EMBEDDED IN THE PROGRAM.

THE EVALUATION OF STUDENT PROGRESS AND EVALUATION WILL BE BASED ON THE FOLLOWING CRITERIA OUTLINED IN BOARD POLICY:

- ASSESSMENTS: 60-75% OF THE FINAL GRADE
- ASSIGNMENTS AND CLASS DISCUSSIONS: 25-40% OF THE FINAL GRADE

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Our Motto:
Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: May 17, 2018

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Grace Park, Ed.D., Assistant Superintendent, Curriculum, Instruction, Innovation, and Support
Julian Rodriguez, Ed.D., Director, Secondary Curriculum and Instruction

SUBJECT: **COURSE MODIFICATION: LIBRARY SCIENCE**

==========

BACKGROUND

The Chino Valley Unified School District routinely revises curriculum guides and develops new courses in accordance with State Content Standards, State Frameworks, and student need. Accordingly, the revision and development of curriculum guides are the results of a collaborative effort of teachers in the related academic areas.

Library Science is designed to provide students with a foundation and understanding of school and public library duties, practices, and procedures. The course includes opportunities for students to build proficiency in 21st century workplace skills including literacy, problem solving, effective communication, productivity, and soft skills essential for success in the workplace. This course is being modified to include Career Technical Education standards in the Education Pathways as well as meet UC/CSU "g" elective requirements.

This course was presented to the Curriculum Council and A.C.T. has been consulted.

Consideration of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education receive for information the course modification for Library Science.

FISCAL IMPACT

None

WMJ:GP:JR:lar

Chino Valley Unified School District
High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Dr., Chino, CA 91710 Phone: (909) 628-1201 Web Site: chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum Position/Title: Director of Secondary Curriculum Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	Library ~~Aide~~ SCIENCE
2. Transcript Title/Abbreviation:	Library ~~Aide~~ SCIENCE
3. Transcript Course Code/Number:	5950
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	MEETS UC/CSU "G" GENERAL ELECTIVE REQUIREMENT
6. Grade Level(s):	~~7 12~~ 9-12
7. Unit Value:	5 credits per semester
8. Course Previously Approved by UC:	No
9. Classified as a Career Technical Education Course:	~~No~~ YES
10. Modeled after an UC-approved course:	No
11. Repeatable for Credit:	~~5 units of elective credit per semester. May be repeated with teacher approval for a maximum credit of 20 units.~~ YES; FOR A MAXIMUM OF 10 CREDITS
12. Date of Board Approval:	May 27, 1980
Date of Revision Approval:	

13. Brief Course Description:

~~Students will demonstrate the ability to perform the skills needed to assist in the operation of the Library Media Center. This activity will include areas that call for working with other students and staff (public services), and areas which are concerned with the materials in the Library Media Center (technical services).~~ THE COURSE FOCUSES ON THE GENERAL SKILLS NEEDED TO SUPPORT THE DAILY OPERATIONS OF A SCHOOL LIBRARY. THE COURSE CONTENT PROVIDES INSTRUCTION ON HOW TO USE THE LIBRARY SOFTWARE SYSTEM, PROCESSING OF NEW LIBRARY MATERIALS, HOW TO HELP STUDENTS AND STAFF BY ASSISTING IN RESEARCH USING TRADITIONAL AND ONLINE RESOURCES, AND PROPER STORAGE OF BOOKS AND OTHER LIBRARY MATERIALS. THE COURSE LEARNING OBJECTIVES ALSO INCLUDE ESSENTIAL LIBRARY SKILLS INCLUDING CUSTOMER SERVICE SKILLS, BUSINESS SOCIAL INTERACTIONS, AND SKILLS IN ALPHABETIZING, FILING, AND UNDERSTANDING THE DEWEY DECIMAL SYSTEM.

14. Prerequisites:	CUMULATIVE GPA OF 2.0 OR HIGHER

15. Context for Course:

THE LIBRARY SCIENCE COURSE PROVIDES FOR A PRACTICAL APPLICATION OF SELECT COLLEGE AND CAREER READINESS ANCHOR STANDARDS INCLUDING COMPREHENSION AND COLLABORATION AS WELL AS RESEARCH IN BUILDING KNOWLEDGE. THE COURSE WILL BE A CONCENTRATOR COURSE IN THE EDUCATION PATHWAY WITHIN THE EDUCATION, CHILD DEVELOPMENT, AND FAMILY SERVICES INDUSTRY SECTOR.

16. History of Course Development:

THIS COURSE WAS DEVELOPED OVER THE 2O17-2018 SCHOOL YEAR WITH THE HELP OF A COMMITTEE COMPRISED OF SCHOOL LIBRARIANS, TEACHERS, COUNSELORS, AND ADMINISTRATORS TO CREATE OPPORTUNITIES FOR STUDENTS TO ADVANCE THEIR 21ST CENTURY WORKPLACE SKILLS INCLUDING: DIGITAL LITERACY, PROBLEM SOLVING, EFFECTIVE

COMMUNICATION, HIGH PRODUCTIVITY, SOFT SKILLS ESSENTIAL FOR SUCCESS IN THE WORKPLACE. THIS COURSE SERVES AS THE DISTRICT'S FIRST CAREER TECHNICAL EDUCATION COURSE OFFERED IN THE EDUCATION PATHWAYS.	
17. Textbooks:	None
18. Supplemental Instructional Materials:	LIBRARY MEDIA INCLUDING DIGITAL RESOURCES, CLOUD-BASED SOFTWARE, AND RESEARCH DATABASES.

C. COURSE CONTENT

1. Course Purpose:

~~This course has been organized:~~

~~a. To train an efficient student staff, enabling students to render valuable assistance to the Library Media Specialists and/or Library Assistants, as well as to the schools.~~

~~b. To develop work habits, attitudes, and basic library/research skills which are necessary for success in and out of school.~~

~~c. To increase interest in books and libraries.~~

- ALLOW STUDENTS TO APPLY, IMPROVE, REFINE THEIR WORKPLACE SKILLS AND KNOWLEDGE, AND TEACH THE PROCESS OF PROBLEM SOLVING AND DECISION MAKING AS DISTINGUISHED FROM THE STORING OF INFORMATION.
- ALLOW THE STUDENTS TO DEMONSTRATE THEIR ABILITY TO THINK CLEARLY AND INDEPENDENTLY IN THE AREAS OF BUSINESS EDUCATION.
- GIVE STUDENTS THE OPPORTUNITY TO DEMONSTRATE THEIR ABILITIES, ATTITUDES, AND SKILLS WHICH INDICATE THEY ARE COMPETENT AND PERSONALLY EFFECTIVE IN A 21ST CENTURY WORKPLACE.

THIS COURSE IS DESIGNED FOR THE CALIFORNIA CAREER AND TECHNICAL **EDUCATION, CHILD DEVELOPMENT, AND FAMILY SERVICES (ECDFS)** SECTOR. THIS COURSE IS ALIGNED TO THE CALIFORNIA CAREER AND TECHNICAL EDUCATION STANDARDS: **EDUCATION, CHILD DEVELOPMENT, AND FAMILY SERVICES** PATHWAY AND IS DESIGNED TO BE A CONCENTRATOR LEVEL COURSE.

2. Course Outline:

~~B. Course Objectives:~~

~~1. Public Services~~

- ~~Given any library book, the student will be able to check it in and out correctly.~~
- ~~Given 10 library books, the student will be able to shelve them in the appropriate place within 20 minutes.~~
- ~~Given 10 magazines, the student will be able to file them in the proper place within 15 minutes.~~
- ~~Given the title of a book in the library, the student will be able to find it on the shelf by using the card catalog.~~
- ~~Given a simple subject, such as Astronomy or California History, the student will be able to find at least 2 library books on that subject by using the card catalog.~~

~~2. Technical Services~~

- ~~Given 10 catalog cards, the student will be able to arrange them in correct alphabetical order within 10 minutes.~~
- ~~Given 10 book cards, the student will be able to arrange them in proper order by category and number or author within 10 minutes.~~
- ~~The student will be able to perform simple book repairs according to directions.~~
- ~~The student will be able to paste pockets in library books correctly.~~
- ~~The student will be able to stamp books properly to show ownership.~~

UNIT 1: INTRODUCTION AND COURSE ORIENTATION

ANCHOR STANDARDS: 1.0, 2.0, 3.0, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 4.0, 4.1, 4.3, 4.5, 5.0, 5.1, 5.2, 5.3, 5.4

PATHWAY STANDARDS: C1.0, C1.4, C2.3, C3.3, C11.0, C11.1, C11.4

LEARNING TARGETS:

- STUDENTS GAIN AN INTRODUCTION TO THE COURSE AND THE LIBRARY ENVIRONMENT.
- STUDENTS LEARN CLASS EXPECTATIONS, THE COURSE SYLLABUS, ATTENDANCE, AND GRADING EXPECTATIONS.
- STUDENTS BEGIN A PORTFOLIO OF THEIR WORK FOR FUTURE EMPLOYMENT.
- STUDENTS WILL INTRODUCE THEMSELVES. STUDENTS WILL FORMULATE A CAREER PATHWAY AND DEMONSTRATE A CLEAR EDUCATIONAL PLAN.
- STUDENTS WILL HAVE AN UNDERSTANDING OF THE EDUCATION REQUIREMENTS FOR LIBRARY STAFF, INCLUDING TECHNICIANS AND CLERKS, TEACHERS, AND TEACHER LIBRARIANS.

UNIT 2: HISTORY OF LIBRARIES

ANCHOR STANDARDS: 1.0, 2.0, 2.4, 2.5, 2.6, 3.4, 3.5, 3.6, 3.7, 4.0, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.4
ECDFS PATHWAY STANDARDS: C1.0, C1.4, C3.3

LEARNING TARGETS:

- STUDENTS GAIN AN INTRODUCTION TO THE VARIOUS TYPES OF LIBRARIES AND THEIR HISTORIES.
- STUDENTS WILL EXAMINE PUBLIC LIBRARIES AND SCHOOL LIBRARIES AND THE NEEDS OF COMMUNITIES FOR LIBRARIES.
- STUDENTS WILL IDENTIFY THE VARIOUS TEAM MEMBERS OF THE LIBRARY AND THEIR ROLES IN THE LIBRARY.
- STUDENTS WILL PERFORM TECHNOLOGICAL RESEARCH OF LIBRARIES EXAMINING THEIR HISTORIES AND THEIR IMPACT ON SOCIETIES PAST AND PRESENT.
- STUDENTS WILL DISCUSS THE ROLES THAT LIBRARIES FULFILL IN SOCIETY.

UNIT 3: LIBRARY CLASSIFICATION SYSTEMS

ANCHOR STANDARDS: 1.0, 2.0, 2.4, 2.5, 2.6, 4.0, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.0, 5.1, 5.2. 5.3. 5.4, 6.4, 6.6, 6.7, 7.3, 7.4, 9.3, 10.1, 10.4, 11.0, 11.1, 11.2
ECDFS PATHWAY STANDARDS: C2.0, C2.1, C10.1, C10.2, C10.3

LEARNING TARGETS:

- STUDENTS GAIN AN INTRODUCTION TO THE DIFFERENT LIBRARY CLASSIFICATION SYSTEMS AND HOW THEY PERTAIN TO THE LIBRARY.
- STUDENTS WILL DIFFERENTIATE THE TYPES OF LIBRARY MATERIALS AND HOW THEY ARE SHELVED IN THE LIBRARY.
- STUDENTS WILL DEMONSTRATE SHELVING AND AFTER ASSESSMENT WILL PERFORM SHELVING THROUGHOUT THE COURSE.
- STUDENTS WILL DIFFERENTIATE THE DEWEY DECIMAL NUMERATION AND BE ABLE TO ACCURATELY SHELF ACCORDINGLY.
- STUDENTS WILL DESCRIBE THE REASONS FOR CLASSIFICATION SYSTEMS AND THEIR IMPACT ON THE LIBRARY.
- STUDENTS WILL EXAMINE MULTIPLE CLASSIFICATION SYSTEMS IN VARIOUS LIBRARIES AND THEIR IMPACT.

UNIT 4: ONLINE PUBLIC ACCESS CATALOG (OPAC)

ANCHOR STANDARDS: 1.0, 2.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 4.0, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.0, 5.1, 5.2, 5.3, 5.4, 6.4, 6.6, 6.7, 7.3, 7.4, 8.0, 8.1, 8.2, 8.3, 8.4, 8.6, 8.7, 9.3, 9.6, 10.1, 10.2, 10.4, 11.0, 11.1, 11.2
ECDFS PATHWAY STANDARDS: C1.0, C1.4, C2.0, C2.1, C6.0, C6.1, C6.2, C6.3, C6.4, C6.5, C9.0, C9.1, C9.3, C10.0, C10.1, C10.3, C10.4, C11.0, C11.1, C11.2, C11.3

LEARNING TARGETS:

- STUDENTS GAIN AN INTRODUCTION TO THE LIBRARY'S OPAC (ONLINE PUBLIC ACCESS CATALOG) SYSTEM.

- STUDENTS WILL DEMONSTRATE ITS USE AND DISCUSS THE IMPACT OF THE OPAC ON A LIBRARY AND FOR ITS PATRONS.
- STUDENTS WILL PERFORM OPAC SEARCHES FOR PATRONS.
- STUDENTS WILL USE THE OPAC TO CIRCULATE LIBRARY MATERIALS FOR PATRONS.
- STUDENTS WILL IDENTIFY, EXAMINE, AND DISCUSS THE PATRON'S LIBRARY RIGHTS.
- STUDENTS WILL USE THE OPAC WITH THEIR SKILL IN LIBRARY CLASSIFICATIONS TO SUCCESSFULLY OBTAIN LIBRARY MATERIALS FOR PATRONS UPON REQUEST.

UNIT 5: CUSTOMER SERVICE & PATRON INTERVIEWS

ANCHOR STANDARDS: 1.0, 2.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 4.0, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.0, 5.1, 5.2, 5.3, 5.4, 6.4, 6.6, 6.7, 7.3, 7.4, 7.7, 8.0, 8.1, 8.2, 8.3, 8.4, 8.6, 8.7, 9.3, 9.6, 10.1, 10.2, 10.4, 11.0, 11.1, 11.2

ECDFS PATHWAY STANDARDS: C1.0, C1.4, C2.0, C2.1, C6.0, C6.1, C6.2, C6.3, C6.4, C6.5, C9.0, C9.1, C9.3, C10.0, C10.1, C10.3, C10.4, C11.0, C11.1, C11.2, C11.3

LEARNING TARGETS:

- STUDENTS WILL DISCOURSE WITH ALL LIBRARY VISITORS WITH HONESTY, COURTESY, AND RESPECT.
- STUDENTS WILL LEARN TO ANSWER THE PHONE AND GREET VISITORS APPROPRIATELY.
- STUDENTS GAIN AN INTRODUCTION TO THE PATRON INTERVIEW PROCESS.
- STUDENTS WILL EXPLORE THE INTERVIEWING PROCESS AND TECHNIQUES OF A SUCCESSFUL PATRON INTERVIEW.
- STUDENTS WILL DIFFERENTIATE THE INTERVIEW PROCESS OF DIFFERENT AGE GROUPS.
- STUDENTS WILL DISCUSS THE IMPORTANCE OF GOOD COMMUNICATION SKILLS AND LIST EXAMPLES OF INEFFECTIVE SKILLS.
- STUDENTS WILL PERFORM MULTIPLE INTERVIEWS THROUGHOUT THE COURSE AFTER ASSESSMENT.
- STUDENTS WILL EXPLORE THE DIFFERENT GENRES OF THE LIBRARY AND IDENTIFY THOSE GENRES AND THEIR LOCATIONS IN THE LIBRARY TO HELP PATRONS IN SELECTING MATERIALS.
- STUDENT WILL PERFORM A MOCK WRITE-UP OF A PATRON INTERVIEW FOR THEIR PORTFOLIO.

UNIT 6: AGE APPROPRIATE MATERIALS

ANCHOR STANDARDS: 1.0, 2.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.3, 3.6, 4.0, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.0, 5.1, 5.2, 5.3, 5.4, 7.3, 7.4, 7.5, 8.1, 8.2, 8.3, 8.4, 8.6, 8.7, 10.0, 10.1, 10.2, 10.3, 10.4, 11.0, 11.1, 11.2

ECDFS PATHWAY STANDARDS: C1.0, C1.4, C2.0, C2.1, C2.3, C3.0, C6.0, C6.1, C6.2, C6.3, C6.4, C6.5, C7.0, C7.1, C7.2, C9.0, C9.1, C9.3, C10.0, C10.1, C10.2, C10.3, C10.4, C11.3

LEARNING TARGETS:

- STUDENTS GAIN AN UNDERSTANDING OF THE IMPORTANCE OF DETERMINING RESOURCES FOR A LIBRARY.
- STUDENTS WILL EXPLORE VARIOUS BOOK REVIEW PUBLICATIONS AND JOURNALS, BOTH PRINT AND TECHNOLOGICAL.
- STUDENTS WILL EXPLORE AGE RANGES AND MATERIALS APPROPRIATE FOR THOSE AGES.
- STUDENTS WILL DETERMINE AGE APPROPRIATE BOOKS AND DISCUSS THEIR CONTENT MERITS.
- STUDENTS WILL BE GIVEN A LEVELING AND CONTENT PROJECT.
- STUDENTS WILL EXPLORE MATERIAL AND DETERMINE FIVE AGE-APPROPRIATE BOOKS, CONDUCT A REVIEW PROCESS OF THOSE BOOKS, WRITE A PROFESSIONAL SUMMARY FROM A CREDITED REVIEWER, BE GIVEN A BUDGET AMOUNT TO ADHERE TO, LEVEL THE BOOKS CHOSEN ACCORDING TO LEXILE LEVEL, AND PRESENT TO THE CLASS THE BOOKS THEY HAVE CHOSEN WITH CLEAR AND VALID REASONING SKILLS AND COMMUNICATION.
- STUDENTS WILL KEEP THEIR FINISHED PROJECT IN THEIR PORTFOLIO.

UNIT 7: TECHNOLOGY IN THE LIBRARY & CLASSROOM

ANCHOR STANDARDS: 1.0, 2.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.2, 3.3, 3.6, 3.8, 4.0, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.0, 5.1, 5.2, 5.3, 5.4, 7.3, 7.4, 7.5, 8.1, 8.2, 8.3, 8.4, 8.6, 8.7, 10.0, 10.1, 10.2, 10.3, 10.4, 11.0, 11.1, 11.2

ECDFS PATHWAY STANDARDS: C1.0, C1.4, C2.0, C2.1, C2.3, C3.0, C6.0, C6.1, C6.2, C6.3, C6.4, C6.5, C7.0, C7.1, C7.2, C9.0, C9.1, C9.3, C10.0, C10.1, C10.2, C10.3, C10.4, C11.3

LEARNING TARGETS:

- STUDENTS GAIN AN INTRODUCTION TO TECHNOLOGICAL ADVANCEMENTS AND THEIR USE IN THE CLASSROOM.
- STUDENTS WILL DISCUSS THE ADVANTAGES AND DISADVANTAGES AND CONCERNS WITH USING TECHNOLOGY IN THE LIBRARY AND CLASSROOM.
- STUDENTS WILL BE INTRODUCED TO MANY WEBSITES AND APPLICATIONS AND BE ASKED TO EXPLORE OTHERS. (EXAMPLES INCLUDE WIKIS, WEBPAGES, PODCASTS, COMMON SENSE MEDIA, EPIC!, AND DIGITAL CITIZENSHIP).
- STUDENTS WILL DETERMINE ONE WEBSITE OR APPLICATION AND EXPLORE ITS USE TO PRESENT TO THE CLASS.
- STUDENTS WILL DEMONSTRATE AND BE ABLE TO CLEARLY COMMUNICATE THE BENEFITS, AGE APPROPRIATENESS, EASE, AND SKILLS OBTAINED FROM USING THE WEBSITE OR APPLICATION.
- STUDENTS WILL KEEP A WRITE-UP OF THEIR RESEARCH IN THEIR PORTFOLIO.

UNIT 8: LIBRARY PROMOTIONAL DISPLAYS

ANCHOR STANDARDS: 1.0, 2.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.3, 3.6, 4.0, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.0, 5.1, 5.2, 5.3, 5.4, 7.3, 7.4, 7.5, 8.1, 8.2, 8.3, 8.4, 8.6, 8.7, 9.0, 9.1, 9.2, 9.3, 9.6, 9.7, 10.0, 10.1, 10.2, 10.3, 10.4, 11.0, 11.1, 11.2

ECDFS PATHWAY STANDARDS: C1.0, C1.4, C2.0, C2.1, C2.3, C3.0, C6.0, C6.1, C6.2, C6.3, C6.4, C6.5, C7.0, C7.1, C7.2, C9.0, C9.1, C9.3, C10.0, C10.1, C10.2, C10.3, C10.4, C11.3

LEARNING TARGETS:

- STUDENTS GAIN AN UNDERSTANDING OF THE LIBRARY PATRON AS A CONSUMER RECEIVING A SERVICE.
- STUDENTS WILL PRODUCE PROMOTIONAL DISPLAYS SUCH AS BULLETIN BOARDS, BOOK DISPLAYS, AND OTHER THEMED DISPLAYS.
- STUDENTS WILL BE GIVEN TIME TO EXPLORE AND DISCUSS IDEAS AND WORK COLLABORATIVELY ON AN AGREED UPON CONCEPT AND PRODUCE THE DISPLAY IN THE LIBRARY.
- STUDENTS WILL KEEP PICTURES OF THEIR DISPLAY IN THEIR PORTFOLIO.

UNIT 9: COMMUNITY EVENT

ANCHOR STANDARDS: 1.0, 2.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.3, 3.6, 4.0, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.0, 5.1, 5.2, 5.3, 5.4, 7.3, 7.4, 7.5, 8.1, 8.2, 8.3, 8.4, 8.6, 8.7, 9.0, 9.1, 9.2, 9.3, 9.6, 9.7, 10.0, 10.1, 10.2, 10.3, 10.4, 11.0, 11.1, 11.2

ECDFS PATHWAY STANDARDS: C1.0, C1.4, C2.0, C2.1, C2.3, C3.0, C6.0, C6.1, C6.2, C6.3, C6.4, C6.5, C7.0, C7.1, C7.2, C9.0, C9.1, C9.3, C10.0, C10.1, C10.2, C10.3, C10.4, C11.3

LEARNING TARGETS:

- STUDENTS WILL INCORPORATE KNOWLEDGE AND SKILLS FROM PREVIOUS UNITS IN CONDUCTING A COMMUNITY EVENT.
- STUDENTS WILL WORK AS A WHOLE IN THE THEME, PLANNING, DEVELOPMENT, CONSTRUCTION, PROMOTION, AND ATTENDANCE OF A COMMUNITY EVENT IN THE HIGH SCHOOL LIBRARY.
- STUDENTS WILL KEEP PICTURES OF THE EVENT, PROMOTIONAL FLIERS, AND A SUMMARY WRITE-UP, IN THEIR PORTFOLIO.

UNIT 10: LIBRARY TECHNICAL MECHANICS

ANCHOR STANDARDS: 1.0, 2.0, 2.5, 4.1, 5.0, 5.1, 5.2, 5.3, 5.4, 6.0, 6.1, 6.2, 6.4, 6.6, 6.7, 7.3, 7.4, 7.5, 7.7, 8.1, 10.0, 10.1, 10.2, 10.3, 10.4, 11.0, 11.2, 11.2

ECDFS PATHWAY STANDARDS: C2.0, C2.1, C2.3, C3.1, C10.0, C10.1, C11.1

LEARNING TARGETS:

- STUDENTS GAIN AN INTRODUCTION TO THE MECHANICS OF PROCESSING LIBRARY MATERIALS.
- STUDENTS WILL EXPLORE THE DIFFERENT PROCEDURES OF BOOK PROCESSING.
- STUDENTS WILL DEMONSTRATE THE SKILLS NEEDED TO PROCESS NEW LIBRARY MATERIALS AND REPAIR EXISTING MATERIALS.
- STUDENTS WILL PERFORM SIMPLE BOOK REPAIRS ACCORDING TO DIRECTIONS.
- STUDENTS WILL ASSIST WITH TASKS RELATED TO LOANING AND RECOLLECTING LIBRARY MATERIALS.
- STUDENTS WILL INSPECT RETURNED BOOKS FOR DAMAGE.
- STUDENTS WILL FILE MATERIALS AS DIRECTED BY SUPERVISING ADULT.
- STUDENTS WILL MAINTAIN AND CARE FOR SUPPLIES AS DIRECTED BY SUPERVISING ADULT.
- STUDENTS WILL SHELVE LIBRARY BOOKS.
- STUDENTS WILL LEARN TO SELECT AND USE ONLINE RESEARCH DATABASES.
- STUDENTS WILL FIND SHELVED BOOKS BY TITLE OR DEWEY SYSTEM.
- STUDENTS WILL ASSIST STUDENTS WITH FINDING RESOURCES FOR CLASS ASSIGNMENTS.
- STUDENTS WILL HELP STUDENTS USE OF THE LIBRARY AND COMPUTER LAB.
- STUDENTS WILL LIST MECHANICAL SKILLS THEY ARE ABLE TO PERFORM IN THEIR PORTFOLIO.

<u>CTE ANCHOR STANDARDS</u>

1.0 ACADEMICS

2.0 COMMUNICATIONS – ACQUIRE AND ACCURATELY USE EDUCATION, CHILD DEVELOPMENT, AND FAMILY SERVICES SECTOR TERMINOLOGY AND PROTOCOLS AT THE CAREER AND COLLEGE READINESS LEVEL FOR COMMUNICATING EFFECTIVELY IN ORAL, WRITTEN, AND MULTIMEDIA FORMATS. (DIRECT ALIGNMENT WITH LS 9-10, 11-12-6)

2.1 RECOGNIZE THE ELEMENTS OF COMMUNICATION USING A SENDER-RECEIVER MODEL.

2.2 IDENTIFY BARRIERS TO ACCURATE AND APPROPRIATE COMMUNICATION.

2.3 INTERPRET VERBAL AND NONVERBAL COMMUNICATIONS AND RESPOND APPROPRIATELY.

2.4 DEMONSTRATE ELEMENTS OF WRITTEN AND ELECTRONIC COMMUNICATION, SUCH AS ACCURATE SPELLING, GRAMMAR, AND FORMAT.

2.5 COMMUNICATE INFORMATION AND IDEAS EFFECTIVELY TO MULTIPLE AUDIENCES USING A VARIETY OF MEDIA AND FORMATS.

2.6 ADVOCATE AND PRACTICE SAFE, LEGAL, AND RESPONSIBLE USE OF DIGITAL MEDIA INFORMATION AND COMMUNICATIONS TECHNOLOGIES.

3.0 CAREER PLANNING AND MANAGEMENT – INTEGRATE MULTIPLE SOURCES OF CAREER INFORMATION FROM DIVERSE FORMATS TO MAKE INFORMED CAREER DECISIONS, SOLVE PROBLEMS, AND MANAGE PERSONAL CAREER PLANS. (DIRECT ALIGNMENT WITH SLS 11-12.2)

3.1 IDENTIFY PERSONAL INTERESTS, APTITUDES, INFORMATION, AND SKILLS NECESSARY FOR INFORMED CAREER DECISION MAKING.

3.2 EVALUATE PERSONAL CHARACTER TRAITS, SUCH AS TRUST, RESPECT, AND RESPONSIBILITY, AND UNDERSTAND THE IMPACT THEY CAN HAVE ON CAREER SUCCESS.

3.3 EXPLORE HOW INFORMATION AND COMMUNICATION TECHNOLOGIES ARE USED IN CAREER PLANNING AND DECISION MAKING.
3.4 RESEARCH THE SCOPE OF CAREER OPPORTUNITIES AVAILABLE AND THE REQUIREMENTS FOR EDUCATION, TRAINING, CERTIFICATION, AND LICENSURE.
3.5 INTEGRATE CHANGING EMPLOYMENT TRENDS, SOCIETAL NEEDS, AND ECONOMIC CONDITIONS INTO CAREER PLANNING.
3.6 RECOGNIZE THE ROLE AND FUNCTION OF PROFESSIONAL ORGANIZATIONS, INDUSTRY ASSOCIATIONS, AND ORGANIZED LABOR IN A PRODUCTIVE SOCIETY.
3.8 UNDERSTAND HOW DIGITAL MEDIA ARE USED BY POTENTIAL EMPLOYERS AND POSTSECONDARY AGENCIES TO EVALUATE CANDIDATES.
3.9 DEVELOP A CAREER PLAN THAT REFLECTS CAREER INTEREST, PATHWAYS, AND POSTSECONDARY OPTIONS.

4.0 TECHNOLOGY – USE EXISTING AND EMERGING TECHNOLOGY TO INVESTIGATE, RESEARCH, AND PRODUCE PRODUCTS AND SERVICES, INCLUDING NEW INFORMATION, AS REQUIRED IN THE EDUCATION, CHILD DEVELOPMENT, AND FAMILY SERVICES SECTOR WORKPLACE ENVIRONMENT. (DIRECT ALIGNMENT WITH WS 11-12.6)
4.1 USE ELECTRONIC REFERENCE MATERIALS TO GATHER INFORMATION AND PRODUCE PRODUCTS AND SERVICES.
4.2 EMPLOY WEB-BASED COMMUNICATIONS RESPONSIBLY AND EFFECTIVELY TO EXPLORE COMPLEX SYSTEMS AND ISSUES.
4.3 USE INFORMATION AND COMMUNICATION TECHNOLOGIES TO SYNTHESIZE, SUMMARIZE, COMPARE, AND CONTRAST INFORMATION FROM MULTIPLE SOURCES.
4.4 DISCERN THE QUALITY AND VALUE OF INFORMATION COLLECTED USING DIGITAL TECHNOLOGIES, AND RECOGNIZE BIAS AND INTENT OF THE ASSOCIATED SOURCES.
4.5 RESEARCH PAST, PRESENT, AND PROJECTED TECHNOLOGICAL ADVANCES AS THEY IMPACT A PARTICULAR PATHWAY.
4.6 ASSESS THE VALUE OF VARIOUS INFORMATION AND COMMUNICATION TECHNOLOGIES TO INTERACT WITH CONSTITUENT POPULATIONS AS PART OF A SEARCH OF THE CURRENT LITERATURE OR IN RELATION TO THE INFORMATION TASK.

5.0 PROBLEM SOLVING AND CRITICAL THINKING – CONDUCT SHORT, AS WELL AS MORE SUSTAINED, RESEARCH TO CREATE ALTERNATIVE SOLUTIONS TO ANSWER A QUESTION OR SOLVE A PROBLEM UNIQUE TO THE EDUCATION, CHILD DEVELOPMENT, AND FAMILY SERVICES SECTOR USING CRITICAL AND CREATIVE THINKING, LOGICAL REASONING, ANALYSIS, INQUIRY, AND PROBLEM-SOLVING TECHNIQUES. (DIRECT ALIGNMENT WITH WS 11-12.7)
5.1 IDENTIFY AND ASK SIGNIFICANT QUESTIONS THAT CLARIFY VARIOUS POINTS OF VIEW TO SOLVE PROBLEMS.
5.2 SOLVE PREDICTABLE AND UNPREDICTABLE WORK-RELATED PROBLEMS USING VARIOUS TYPES OF REASONING (INDUCTIVE, DEDUCTIVE) AS APPROPRIATE.
5.3 USE SYSTEMS THINKING TO ANALYZE HOW VARIOUS COMPONENTS INTERACT WITH EACH OTHER TO PRODUCE OUTCOMES IN A COMPLEX WORK ENVIRONMENT.
5.4 INTERPRET INFORMATION AND DRAW CONCLUSIONS, BASED ON THE BEST ANALYSIS, TO MAKE INFORMED DECISION.

6.0 HEALTH AND SAFETY – DEMONSTRATE HEALTH AND SAFETY PROCEDURES, REGULATIONS, AND PERSONAL HEALTH PRACTICES AND DETERMINE THE MEANING OF SYMBOLS, KEY TERMS, AND DOMAIN-SPECIFIC WORDS AND PHRASES AS RELATED TO THE EDUCATION, CHILD DEVELOPMENT, AND FAMILY SERVICES SECTOR WORKPLACE ENVIRONMENT. (DIRECT ALIGNMENT WITH RSTS 9-10, 11-12.4)
6.1 LOCATE, AND ADHERE TO, MATERIAL SAFETY DATA SHEET (MSDS) INSTRUCTION.

6.2 INTERPRET POLICIES, PROCEDURES, AND REGULATIONS FOR THE WORKPLACE ENVIRONMENT, INCLUDING EMPLOYER AND EMPLOYEE RESPONSIBILITIES.
6.4 PRACTICE PERSONAL SAFETY WHEN LIFTING, BENDING, OR MOVING EQUIPMENT AND SUPPLIES.
6.6 MAINTAIN A SAFE AND HEALTHFUL WORKING ENVIRONMENT.
6.7 BE INFORMED OF LAWS/ACTS PERTAINING TO THE OCCUPATIONAL SAFETY AND HEALTH ADMINISTRATION (OSHA).

7.0 RESPONSIBILITY AND FLEXIBILITY – INITIATE, AND PARTICIPATE IN, A RANGE OF COLLABORATIONS DEMONSTRATING BEHAVIORS THAT REFLECT PERSONAL AND PROFESSIONAL RESPONSIBILITY, FLEXIBILITY, AND RESPECT IN THE EDUCATION, CHILD DEVELOPMENT, AND FAMILY SERVICES SECTOR WORKPLACE ENVIRONMENT AND COMMUNITY SETTINGS. (DIRECT ALIGNMENT WITH SLS 9-10, 11-12.1)
7.3 UNDERSTAND THE NEED TO ADAPT TO CHANGING AND VARIED ROLES AND RESPONSIBILITIES.
7.4 PRACTICE TIME MANAGEMENT AND EFFICIENCY TO FULFILL RESPONSIBILITIES.
7.5 APPLY HIGH-QUALITY TECHNIQUES TO PRODUCT OR PRESENTATION DESIGN AND DEVELOPMENT.
7.7 DEMONSTRATE THE QUALITIES AND BEHAVIORS THAT CONSTITUTE A POSITIVE AND PROFESSIONAL WORK DEMEANOR, INCLUDING APPROPRIATE ATTIRE FOR THE PROFESSION.

8.0 ETHICS AND LEGAL RESPONSIBILITIES – PRACTICE PROFESSIONAL, ETHICAL, AND LEGAL BEHAVIOR, RESPONDING THOUGHTFULLY TO DIVERSE PERSPECTIVES AND RESOLVING CONTRADICTIONS WHEN POSSIBLE, CONSISTENT WITH APPLICABLE LAWS, REGULATIONS, AND ORGANIZATIONAL NORMS. (DIRECT ALIGNMENT WITH SLS 11-12.1D)
8.1 ACCESS, ANALYZE, AND IMPLEMENT QUALITY ASSURANCE STANDARDS OF PRACTICE.
8.2 IDENTIFY LOCAL, DISTRICT, STATE, AND FEDERAL REGULATORY AGENCIES, ENTITIES, LAWS, AND REGULATIONS RELATED TO THE EDUCATION, CHILD DEVELOPMENT, AND FAMILY SERVICES INDUSTRY SECTOR.
8.3 DEMONSTRATE ETHICAL AND LEGAL PRACTICES CONSISTENT WITH EDUCATION, CHILD DEVELOPMENT, AND FAMILY SERVICES SECTOR WORKPLACE STANDARDS.
8.4 EXPLAIN THE IMPORTANCE OF PERSONAL INTEGRITY, CONFIDENTIALITY, AND ETHICAL BEHAVIOR IN THE WORKPLACE.
8.6 ADHERE TO COPYRIGHT AND INTELLECTUAL PROPERTY LAWS AND REGULATIONS, AND USE AND APPROPRIATELY CITE PROPRIETARY INFORMATION.
8.7 CONFORM TO RULES AND REGULATIONS REGARDING SHARING OF CONFIDENTIAL INFORMATION, AS DETERMINED BY EDUCATION, CHILD DEVELOPMENT, AND FAMILY SERVICES SECTOR LAWS AND PRACTICES.

9.0 LEADERSHIP AND TEAMWORK – WORK WITH PEERS TO PROMOTE DIVERGENT AND CREATIVE PERSPECTIVES, EFFECTIVE LEADERSHIP, GROUP DYNAMICS, TEAM AND INDIVIDUAL DECISION MAKING, BENEFITS OF WORKFORCE DIVERSITY, AND CONFLICT RESOLUTION AS PRACTICED IN THE CAREER TECHNICAL STUDENT ORGANIZATION (FHA-HERO, THE CALIFORNIA AFFILIATE OF FCCLA). (DIRECT ALIGNMENT WITH SLS 11-12.1B)
9.1 DEFINE LEADERSHIP AND IDENTIFY THE RESPONSIBILITIES, COMPETENCIES, AND BEHAVIORS OF SUCCESSFUL LEADERS.
9.2 IDENTIFY THE CHARACTERISTICS OF SUCCESSFUL TEAMS, INCLUDING LEADERSHIP, COOPERATION, COLLABORATION, AND EFFECTIVE DECISION-MAKING SKILLS, AS APPLIED IN GROUPS, TEAMS, AND CAREER TECHNICAL STUDENT ORGANIZATION ACTIVITIES.
9.3 UNDERSTAND THE CHARACTERISTICS AND BENEFITS OF TEAMWORK, LEADERSHIP, AND CITIZENSHIP IN THE SCHOOL, COMMUNITY, AND WORKPLACE SETTING.
9.6 RESPECT INDIVIDUAL AND CULTURAL DIFFERENCES AND RECOGNIZE THE IMPORTANCE OF DIVERSITY IN THE WORKPLACE.
9.7 PARTICIPATE IN INTERACTIVE TEAMWORK TO SOLVE REAL EDUCATION, CHILD DEVELOPMENT, AND FAMILY SERVICES SECTOR ISSUES AND PROBLEMS.

10.0 TECHNICAL KNOWLEDGE AND SKILLS – APPLY ESSENTIAL TECHNICAL KNOWLEDGE AND SKILLS COMMON TO ALL PATHWAYS IN THE EDUCATION, CHILD DEVELOPMENT, AND FAMILY SERVICES SECTOR, FOLLOWING PROCEDURES WHEN CARRYING OUT EXPERIMENTS OR PERFORMING TECHNICAL TASKS. (DIRECT ALIGNMENT WITH WS 11-12.6)

- 10.1 INTERPRET AND EXPLAIN TERMINOLOGY AND PRACTICES SPECIFIC TO THE EDUCATION, CHILD DEVELOPMENT, AND FAMILY SERVICES SECTOR.
- 10.2 COMPLY WITH THE RULES, REGULATIONS, AND EXPECTATIONS OF ALL ASPECTS OF THE EDUCATION, CHILD DEVELOPMENT, AND FAMILY SERVICES SECTOR.
- 10.3 CONSTRUCT PROJECTS AND PRODUCTS SPECIFIC TO THE EDUCATION, CHILD DEVELOPMENT, AND FAMILY SERVICES SECTOR REQUIREMENTS AND EXPECTATIONS.
- 10.4 COLLABORATE WITH INDUSTRY EXPERTS FOR SPECIFIC TECHNICAL KNOWLEDGE AND SKILLS.

11.0 DEMONSTRATION AND APPLICATION – DEMONSTRATE AND APPLY THE KNOWLEDGE AND SKILLS CONTAINED IN THE EDUCATION, CHILD DEVELOPMENT, AND FAMILY SERVICES ANCHOR STANDARDS, PATHWAY STANDARDS, AND PERFORMANCE INDICATORS IN CLASSROOM, LABORATORY AND WORKPLACE SETTINGS, AND THROUGH THE CAREER TECHNICAL STUDENT ORGANIZATION (FHA-HERO, THE CALIFORNIA AFFILIATE OF FCCLA).

- 11.1 UTILIZE WORK-BASED/WORKPLACE LEARNING EXPERIENCES TO DEMONSTRATE AND EXPAND UPON KNOWLEDGE AND SKILLS GAINED DURING CLASSROOM INSTRUCTION AND LABORATORY PRACTICES SPECIFIC TO THE EDUCATION, CHILD DEVELOPMENT, AND FAMILY SERVICES SECTOR PROGRAM OF STUDY.
- 11.2 DEMONSTRATE PROFICIENCY IN A CAREER TECHNICAL PATHWAY THAT LEADS TO CERTIFICATION, LICENSURE, AND/OR CONTINUED LEARNING AT THE POSTSECONDARY LEVEL.

<u>EDUCATION, CHILD DEVELOPMENT, AND FAMILY SERVICES CTE STANDARDS</u>
EDUCATION PATHWAY

C1.0 DESCRIBE THE STRUCTURE OF THE EDUCATION INDUSTRY AND ITS ROLE IN LOCAL, STATE, AND GLOBAL ECONOMIES.

- C1.4 EXPLAIN THE DIFFERENCES IN ORGANIZATIONAL STRUCTURES AT EDUCATIONAL FACILITIES, INCLUDING RELATIONSHIPS AND INTERACTIONS AMONG PERSONNEL.

C2.0 NAME OPERATIONAL PROCEDURES AND ORGANIZATIONAL POLICIES AT VARIOUS LEVELS IN EDUCATION.

- C2.1 IDENTIFY THE BUSINESS PROCEDURES RELATED TO THE ACQUISITION OF SUPPLIES AND COLLECTION OF FEES.
- C2.3 IMPLEMENT APPROPRIATE PROCEDURES AT THE CLASSROOM LEVEL (E.G., ATTENDANCE; OBSERVATIONS; EVALUATIONS; ILLNESS, INCIDENT, ACCIDENT, AND INJURY REPORTS).

C3.0 STATE SPECIFIC APPLICATIONS OF GOVERNMENT REGULATIONS IN THE EDUCATION INDUSTRY.

- C3.1 DESCRIBE THE CRITICAL HEALTH AND SAFETY PROCEDURES THAT ARE USED AT A SCHOOL SITE.
- C3.2 IDENTIFY THE INDICATORS OF CHILD ABUSE AND NEGLECT AND THE ROLE OF THE MANDATED REPORTER.
- C3.3 LOCATE AND UNDERSTAND THE CREDENTIALING REQUIREMENTS FOR TEACHERS OF STUDENTS IN PREKINDERGARTEN THROUGH COMMUNITY COLLEGE.

C4.0 PRACTICE CRITICAL EMERGENCY AND DISASTER PROCEDURES AT A SCHOOL SITE.

- C4.2 RECOGNIZE THE TYPICAL HAZARDS AT THE WORK SITE AND KNOW THE PROCEDURES AND PRACTICES THAT CONTRIBUTE TO A SAFE AND HEALTHY ENVIRONMENT.
- C4.3 DESCRIBE THE STAFF PROCEDURES, DUTIES, AND RESPONSIBILITIES RELATED TO SAFETY, EMERGENCY, AND DISASTER PREPAREDNESS PLANS.

C4.4 DEMONSTRATE HOW TO USE CERTIFIED FIRST AID, CARDIOPULMONARY RESUSCITATION (CPR), AND OTHER EMERGENCY PROCEDURES.

C6.0 USE POSITIVE INTERACTION, GUIDANCE, AND DISCIPLINE IN THE EDUCATIONAL ENVIRONMENT.

C6.1 LIST COMMON BEHAVIOR PROBLEMS, POSSIBLE CAUSES, AND DEVELOP POTENTIAL POSITIVE SOLUTIONS.

C6.3 DEMONSTRATE HOW TO SUPPORT THE DEVELOPMENT OF A POSITIVE SELF-IMAGE AND SELF-ESTEEM AS WELL AS INDEPENDENCE AND RESPECT FOR ONESELF AND OTHERS.

C6.4 PRACTICE STRATEGIES FOR BUILDING RELATIONSHIPS AND EFFECTIVE CLASSROOM MANAGEMENT, INCLUDING APPROPRIATE GUIDANCE AND DISCIPLINE.

C6.5 DEVELOP STRATEGIES FOR BUILDING RELATIONSHIPS WITH ALL STAKEHOLDERS.

C7.0 EXPLAIN THE ROLE AND PURPOSE OF STANDARDS-BASED INSTRUCTION AND ASSESSMENT.

C7.1 IDENTIFY RELEVANT CURRICULUM STANDARDS AND DEMONSTRATE THEIR USE IN INSTRUCTION.

C7.2 PRACTICE USING TEACHING STRATEGIES THAT PROMOTE STUDENT LEARNING, CRITICAL THINKING, AND PROBLEM SOLVING.

C9.0 ASSESS HOW TO COMMUNICATE AND INTERACT EFFECTIVELY WITH FAMILIES AND COMMUNITY GROUPS.

C9.1 RECOGNIZE THE FACTORS THAT INFLUENCE EFFECTIVE COMMUNICATION BETWEEN THE SCHOOL AND HOME AND HOW TO FOSTER FAMILIAL INVOLVEMENT.

C9.3 EXPLAIN ISSUES OF DIVERSITY AND HOW TO EXHIBIT SENSITIVITY TO CULTURAL DIFFERENCES.

C10.0 INTEGRATE THE PROCESS OF DEVELOPING QUALITY TEACHING MATERIALS AND RESOURCES FOR CLASSROOM INSTRUCTION.

C10.1 EVALUATE VARIOUS TYPES AND SOURCES OF QUALITY, DEVELOPMENTALLY APPROPRIATE MATERIALS AND EQUIPMENT.

C10.2 DEMONSTRATE THE APPROPRIATE USE OF CURRENT AND EMERGING TECHNOLOGY TO DEVELOP INSTRUCTIONAL MATERIALS AND SUPPORT LEARNING.

C10.3 ASSESS AVAILABLE MATERIALS AND RESOURCES FOR QUALITY, ACCURACY, RELEVANCE, AND GRADE APPROPRIATENESS.

C10.4 DESIGN GRADE-APPROPRIATE INSTRUCTIONAL MATERIALS AND RESOURCES, INCLUDING THOSE THAT AUGMENT EDUCATIONAL MATERIALS ADOPTED BY THE STATE BOARD OF EDUCATION.

C11.0 EVALUATE THE ROLE OF INSTRUCTIONAL STAFF IN SUPPORTING THE LEARNING PROCESS.

C11.1 NAME BEHAVIOR STANDARDS EXPECTED OF STUDENTS IN CLASSROOMS, LIBRARIES, AND BATHROOMS ON THE SCHOOL GROUNDS AND DURING EDUCATIONAL AND RECREATIONAL TRIPS.

C11.2 DEMONSTRATE TECHNIQUES FOR PROVIDING POSITIVE FEEDBACK ON STUDENT WORK, ATTENDANCE, AND CLASSROOM PERFORMANCE.

C11.3 EXPLAIN HOW TO HELP THE TEACHER WITH STUDENT INSTRUCTION, ASSESSMENT, AND CONFIDENTIALITY.

3. Key Assignments:

~~IV. List of Skills Taught and Correlation of Skills with District Goals and Objectives.~~

~~Directions:~~

1. ~~List the skills that are covered in the course.~~
2. ~~Check either the "core" or "Optional" box for each skill. ("Core" indicates that the skill is part of the core curriculum and must be covered. "Optional" indicates that the skill is to be covered as time and student ability permits.) Use additional pages as needed.~~
3. ~~Check the "Dist. G & O" column if the skill is in line with the district goals and objectives. (The district goals and objectives are in Volume IV of the Secondary Curriculum Guide which is located at each secondary school.)~~

~~SPECIFIC SKILLS~~	~~CORE~~	~~OPTIONAL~~	~~DIST. G & O~~

~~Use courteous conduct at all times when representing the library.~~	*		*
~~Follow directions given orally: Remember a series of instructions.~~	*		*
~~Take notes on instructions given.~~	*		*
~~Follow written directions.~~	*		*
~~Identify information contained in the card catalog.~~	*		*
~~Use clues as to whether a book or other resource is useful for purpose: title, chapter heading, level of difficulty.~~	*		*
~~Use reference features of a book or other resource: table of contents, index, date of publication~~	*		*
~~Find a topic in encyclopedia.~~	*		*
~~Identity information contained in the Readers Guide to Periodical Literature.~~		*	*
~~Understand the decimal place value system~~	*		*
~~Identify the correct place and/or face value of any given numeral of up to 7 digits.~~	*		*
~~Know the difference between fiction and non-fiction books.~~	*		*
~~Identify information contained in a dictionary.~~		*	*

~~V. Suggested Activities to make the course more meaningful to students~~
~~Suggest at least three activities which will relate some of the skills included in this course (Section IV. page l7) to skills needed (e.g. career and personal) outside of school. (Show in meaningful ways why these skills are important for students to learn.)~~

~~Skill(s) or areas included in the course~~	~~Suggested Activities~~
~~Find information in the library on a given topic or subject.~~ ~~Find magazine articles on a given topic or subject by using the Readers' Guide to Periodical Literature.~~ ~~Understand basic library organization.~~	~~1. Prepare a bibliography of library materials related to individual career interests, and/or another topic of personal interest.~~ ~~2. Research the possible purchase of a consumer item by either student or family, such as a TV set or stereo system, by using the Readers Guide to Periodical Literature.~~ ~~3. Visit other libraries in the area, such as public and college libraries, and compare their organization with the way the school library is organized. This will help to familiarize students with the type of facilities available to them in the future.~~

UNIT 1:

- IDENTIFY THE CHARACTERISTICS AND TEAM MEMBERS OF THE LIBRARY ENVIRONMENT.
- FORMULATE A CLEAR CAREER PATHWAY AND/OR EDUCATIONAL PLAN.
- DEVELOP A PORTFOLIO.

UNIT 2:

- VERBALLY DISCUSS THE HISTORY OF VARIOUS LIBRARIES AND HOW THEY HAVE CHANGED OVER TIME.
- PRODUCE AN ESSAY COMPARING TWO TYPES OF LIBRARIES, THEIR SIMILARITIES AND DIFFERENCES.

UNIT 3:

- DEFINE A LIBRARY CLASSIFICATION SYSTEM AND ITS NEED.
- DESCRIBE THE USE OF A LIBRARY CLASSIFICATION SYSTEM IN A LIBRARY.
- PERFORM ACCURATE SHELVING OF LIBRARY MATERIALS 95% OF THE TIME.
- DIFFERENTIATE BETWEEN THE DEWEY DECIMAL CLASSIFICATION SYSTEM AND LIBRARY OF CONGRESS CLASSIFICATION SYSTEM.

UNIT 4:

- DEFINE OPAC SYSTEMS AND THEIR USE IN THE LIBRARY.
- PERFORM SEARCHES FOR PATRONS USING THE OPAC SYSTEM.
- DEFINE THE PATRON'S LIBRARY RIGHTS.

UNIT 5:

- DEFINE THE PROCESS OF CONDUCTING A PATRON INTERVIEW.
- PERFORM A PATRON INTERVIEW.
- DEMONSTRATE THE ABILITY TO FIND THE PATRON REQUESTED LIBRARY MATERIAL 80% OF THE TIME.
- DEVELOP A MOCK INTERVIEW FOR THEIR PORTFOLIO.

UNIT 6:

- DEMONSTRATE AN UNDERSTANDING OF AGE APPROPRIATE MATERIAL IN VARIOUS LIBRARIES.
- REVIEW LIBRARY MATERIAL FOR AGE APPROPRIATENESS.
- LIST APPROPRIATE BOOKS GIVEN AN AGE RANGE.
- PERFORM BOOK REVIEWS USING BOTH PRINT AND DIGITAL RESOURCES.
- LEVEL BOOKS USING TECHNOLOGY SOFTWARE.
- PRODUCE A LIST OF 10 BOOKS, CONFINED WITHIN A BUDGET.
- CONSTRUCT A SUMMARY OF THE PROCESS FOR THEIR PORTFOLIO.

UNIT 7:

- DESCRIBE THE USE OF TECHNOLOGY IN THE LIBRARY AND CLASSROOM.
- DEMONSTRATE AND PRESENT THE USE OF AT LEAST 1 WEBSITE OR APPLICATION.
- PRODUCE AN EXAMINATION OF THE WEBSITE OR APPLICATION FOR THEIR PORTFOLIO.
- ANALYZE RISKY FORMS OF SELF-DISCLOSURE AND THEIR POSSIBLE CONSEQUENCES.

UNIT 8:

- PRODUCE A LIBRARY PROMOTIONAL DISPLAY SUCH AS A BULLETIN BOARD, BOOK DISPLAY, OR OTHER THEMED AREA.
- WORK EFFECTIVELY IN A TEAM TO COLLABORATE IDEAS, ASSIGN DUTIES, AND COMPLETE THE PROJECT.
- SHOWCASE PICTURES OF THE PROMOTIONAL DISPLAY IN THEIR PORTFOLIO.

UNIT 9:

- DEMONSTRATE SKILLS LEARNED IN PREVIOUS UNITS TO COLLABORATE A COMMUNITY EVENT.
- WORK EFFECTIVELY AS A WHOLE IN THE DEVELOPMENT OF THE COMMUNITY EVENT.

- SHOWCASE PICTURES OF THE COMMUNITY EVENT IN THEIR PORTFOLIO.

UNIT 10

- DESCRIBE LIBRARY MECHANIC SKILLS NEEDED IN A LIBRARY.
- PERFORM LIBRARY MECHANIC SKILLS IN A LIBRARY.
- PRODUCE A SUMMARY OF LIBRARY MECHANIC SKILL COMPETENCIES FOR THEIR PORTFOLIO.

4. Instructional Methods and/or Strategies:

~~N/A~~

- SMALL GROUP INSTRUCTION
- WRITTEN AND ORAL ASSIGNMENTS
- AUDIOVISUAL PRESENTATIONS
- COMPUTER WORK
- GROUP DISCUSSION
- COOPERATIVE LEARNING
- ROLE PLAYS
- GUEST SPEAKERS
- DIRECT INSTRUCTION
- GUIDED PRACTICE

5. Assessment Including Methods and/or Tools:

- ~~Grades will be based on evaluation of the quality of completed assignments as defined in the syllabus.~~
- ~~Students are expected to complete all assignments within deadlines. Due date for all assignments are final unless prior arrangements have been made. If you have questions contact instructor by email.~~

THE EVALUATION OF STUDENT PROGRESS AND EVALUATION WILL BE BASED ON THE FOLLOWING CRITERIA OUTLINED IN BOARD POLICY:

- ASSESSMENTS SUCH AS PORTFOLIO, ONLINE, SHORT-ANSWER ASSESSMENT, SHORT RESEARCH PROJECT, REFLECTIVE WRITING PIECE, RESUME, AND REGULAR SUPERVISOR EVALUATION OF PROFESSIONALISM AND RESPONSIBILITIES: 60-75% OF THE FINAL GRADE
- ASSIGNMENTS SUCH DAILY ACTIVITIES AND DUTIES THE SUPERVISOR DEEMS APPROPRIATE: 25-40% OF THE FINAL GRADE

Chino Valley Unified School District
Our Motto:
Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: May 17, 2018

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Grace Park, Ed.D., Assistant Superintendent, Curriculum, Instruction, Innovation, and Support

SUBJECT: **SAN BERNARDINO COUNTY SUPERINTENDENT OF SCHOOLS WILLIAMS FINDINGS DECILE 1-3 SCHOOLS THIRD QUARTERLY REPORT 2017/2018**

==========

BACKGROUND

California Education Code 1240 requires that the San Bernardino County Superintendent of Schools visit all decile 1-3 schools (Williams monitored schools currently based on the 2012 Academic Performance Index and all Quality Education Investment Act schools) identified in the county and report the results of findings on a quarterly basis to ensure compliance with the Williams Legislation. The San Bernardino County Superintendent of Schools office is required to file quarterly reports on schools progress in rectifying any findings.

Consideration of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education receive for information the San Bernardino County Superintendent of Schools Williams Findings Decile 1-3 Schools Third Quarterly Report 2017/2018.

FISCAL IMPACT

None.

WMJ:GP:rtr

San Bernardino County
Superintendent of Schools

Ted Alejandre
County Superintendent

Transforming lives through education

April 23, 2018

Mr. Wayne M. Joseph, Superintendent
Chino Valley Unified School District
5130 Riverside Drive
Chino, CA 91710

Dear Mr. Joseph,

California Education Code section 1240 requires that I annually visit all deciles 1-3 schools (*Williams* monitored schools currently based on the 2012 Academic Performance Index [API]) identified in our county and report to you the results of my findings on a quarterly basis (October, January, April, and July). This report serves as your district's ***third quarterly report*** for the 2017/18 fiscal year.

Education Code section 1240 (c)(2)(G) also requires that the results of the visits and/or reviews be reported to the governing board of each school district at a regularly scheduled meeting held in accordance with public notification requirements. ***Please be sure to include this report as an agenda item for your next regularly scheduled Board meeting.***

In summary, there are no findings to report in the following areas:

1. **Instructional Materials**
   The instructional materials sufficiency reviews were conducted during the first quarter of the 2017/18 fiscal year as part of the *Williams* site visitations and the findings were reported in the first quarterly reports generated in October 2017.

2. **School Accountability Report Cards (SARC)**
   The SARC reviews were conducted during the second quarter of the 2017/18 fiscal year and the findings were reported in the second quarterly reports generated in January 2018.

3. **School Facilities**
   The facilities inspections were conducted during the first quarter of the 2017/18 fiscal year as part of the *Williams* site visitations and the findings were reported in the first quarterly reports generated in October 2017.

4. **Teacher Assignments**
   The annual assignment monitoring and review process for the 2017/18 fiscal year began November 1, 2017, and concludes by report to the California Commission on Teacher Credentialing on June 30, 2018. The final teacher assignment information will be provided in the fourth quarterly report in July 2018.

On behalf of the SBCSS *Williams* team, it has been a pleasure to work in partnership with you and the staff of the Chino Valley Unified School District.

Sincerely,

Ted Alejandre
County Superintendent

cc: Ms. Pamela Feix, Board President
Dr. Grace Park, *Williams* Liaison
Mr. Richard De Nava, SBCSS Assistant Superintendent, Business Services
Ms. Barbara Alejandre, SBCSS Chief Intergovernmental Relations Officer
Ms. Supriya Barrows, SBCSS Legislative Services Manager
Ms. Cheryln Varela, SBCSS Credentials Manager