



Agenda

Thursday, August 20, 2026

[1:30 PM]

Fresno County Office of Education

1111 Van Ness Avenue, Fresno, California 93721

PLEASE NOTE: Prior to action by the Fresno County Board of Education (Board) on any item on this agenda, the public may comment by submitting a Request to Address the Board form prior to the start of the meeting. It may become necessary to act on an item out of agenda order. In compliance with the Americans with Disabilities Act of 1990 and the federal rules and regulations adopted in implementation thereof, any individual with a disability who requires reasonable accommodation to access the Board's meeting room or to otherwise participate at the meeting, including auxiliary aids or interpreter services, is to contact Angela Bowlin, administrative assistant to the Board, at (559) 265-3090 at least two business days before the meeting. Public records relating to an open session item that are distributed to all or a majority of the Board members prior to a Board meeting are available for public inspection at the Fresno County Office of Education, 1111 Van Ness Avenue, Fresno, California during normal business hours. They are additionally available on the Board's website at: www.fcoe.org/board-education/meetings-agendas. Open session proceedings are recorded, and such recording is kept in accordance with Board Bylaws 9324.

Page

A. OPENING CEREMONY

President Masumoto

1. Call Meeting to Order
2. Flag Salute
3. Roll Call – Establish Quorum

Communications Strategy & Outreach

Jenny Brietigam

4. Inspirational Reading

Student Representative

Khalee Landeros

5. Career Technical High School Report

B. ADOPT AGENDA

President Masumoto

1. Agenda for August 20, 2026.

C. APPROVAL OF MINUTES

President Masumoto

1. Regular Meeting Minutes - July 16, 2026. 5
[\[Regular Meeting Minutes - July 16, 2026\].pdf](#) 

D. RECOGNITION

Administration

Superintendent Copher

1. 2026 Board Project Recipients. 10
[Recognition - 2026 Board Project Recipients.pdf](#) 

E. EMPLOYEE OF THE MONTH

Communications, Strategy & Outreach

Jenny Brietigam

1. Employee of the Month for August 2026. 11
[\[Attachment - EOM - August\].pdf](#) 

F. RECOGNITION

Communications, Strategy & Outreach

Lisa Birrell

1. Superintendent's Superstar for July 2026. 12
[Superintendents Superstar August 2026.docx](#) 

G. RECESS

H. COMMUNITY INPUT

The public may address the Board pursuant to established procedures. No action shall be taken pursuant to California Government Code section 54954.3. Individual speakers shall be allowed three minutes to address the Fresno County Board of Education per Board Bylaw 9323.

I. CLOSED SESSION

1. Interdistrict Attendance Appeal No. 2026-22, Sanger Unified School District (Education Code §§ 35146 and 46601).
2. Interdistrict Attendance Appeal No. 2026-23, Sanger Unified School District (Education Code §§ 35146 and 46601).
3. Interdistrict Attendance Appeal No. 2026-26, Clovis Unified School District (Education Code §§ 35146 and 46601).

J. PUBLIC HEARING

There is no public hearing.

K. REPORTS/INFORMATION/DISCUSSION

Charter Schools

Dr. Jeff Hunt

1. Receive Charter School Update-Big Picture Educational Academy. 13
[\[Information - BPEA Update\].pdf](#) 

Business Services

Kevin Otto

2. Receive Quarterly Fixed Asset Report Pursuant to Education Code Section 1279. 14
[\[Report - Fixed Asset\].pdf](#) 

L. ACTION ITEMS

Alternative Education

Joe Hammond

1. Consider Approval of the Court & Community Schools' Curriculum Guide 2026-2027. 16
[\[Attachment - Curriculum Guide\].pdf](#) 

Legal Services

Jason Parkin

2. Consider Ratification of the issuance and cancelation of temporary certificates for May 1, 2026 through July 31, 2026. 184
[\[Action - Ratification CTC\].pdf](#) 

Administration

Superintendent Copher

3. Consider Adoption of FCBE Resolution No. 2026-24 - Recognizing Sept. 15 - Oct. 15, 2026, as National Hispanic Heritage Month. 198
[\[Action - FCBE Resolution No. 2026-24\].pdf](#) 
4. Consider Adoption of FCBE Resolution No. 2026-25 - Recognizing September 25, 2026, as Native American Day. 201
[\[Action - FCBE Resolution No. 2026-25\].pdf](#) 
5. Consider Adoption of FCBE Resolution No. 2026-27 - Recognizing September 13-19, 2026, as Suicide Prevention Week. 204
[\[Action - FCBE Resolution No. 2026-27\].pdf](#) 

6. Consider Adoption of FCBE Resolution No. 2026-28 - Recognizing September 17th as Constitution Day. 207
[\[Action - FCBE Resolution No. 2026-28\].pdf](#) 

M. TRUSTEE ACTIVITIES

1. Travel Requests - Consider approval of travel requests by Board members
2. Consider Approval of Travel Expenses and Quarterly Mileage Reimbursements as follows:
 - Bryan Burton - Mileage Claim \$60.90
 - Dr. Allen Clyde - Mileage Claim \$130.28
 - Dr. Marcy Masumoto - Mileage Claim \$422.53
 - Kimberly Tapscott-Munson: - Mileage Claim \$114.26 - CABSE Conference Reimbursement \$428.28

Total = \$965.07
3. Receipt of Correspondence
4. Comments by Board Members

N. SUPERINTENDENT'S REPORT

Administration

Superintendent Copher

O. FUTURE AGENDA ITEMS

P. NEXT MEETING

The next regular Board meeting will be held on September 17, 2026, 4:30 p.m., at the Fresno County Office of Education, 1111 Van Ness Avenue, Fresno, CA 93721.

Q. ADJOURNMENT

1. FCSS Special Events Calendar. 210
[2026-2027 Special Events Calendar - AUGUST BOARD.docx](#) 
2. Board Budget Status Summary. 211
[2026.07 Budget Status Summary as of 073126.pdf](#) 



Minutes

Thursday, July 16, 2026

A. OPENING CEREMONY

1. Call Meeting to Order at 1:30 p.m.
2. Flag Salute
3. Roll Call – Establish Quorum

Board Members Present: President Masumoto, Vice President Tapscott-Munson, and Member Burton, and Member Robles. A quorum was established. Member Clyde was absent.

County Superintendent and Staff Present: Dr. Michele Cantwell-Copher, Fresno County Superintendent of Schools, and Ex-Officio Secretary and Executive Officer of the Board; Kevin Otto, Deputy Superintendent Business Services; Dr. Diane Lira, Deputy Superintendent Instructional Division; Jason Parkin, General Counsel; and Angela Bowlin, Administrative Assistant to the Board.

4. Inspirational Reading was given by Jenny Brietigam.

B. ADOPT AGENDA

1. Adopted Agenda for July 16, 2026, Board Meeting.

The motion to adopt was

Moved by: Itzi Robles; seconded by: Kimberly Tapscott-Munson

Yes: Bryan Burton, Dr. Marcy Masumoto, Kimberly Tapscott-Munson, and Itzi Robles

Absent: Dr. Allen Clyde

The motion carried. 4-0

C. APPROVAL OF MINUTES

1. Approved the Minutes for Regular Board Meeting - June 18, 2026.

The motion to approve was

Moved by: Kimberly Tapscott-Munson; seconded by: Bryan Burton

Yes: Bryan Burton, Dr. Marcy Masumoto, Kimberly Tapscott-Munson, and Itzi Robles

Absent: Dr. Allen Clyde

The motion carried. 4-0

2. Approved the Minutes for Special Board Meeting - June 25, 2026.
The motion to approve was
Moved by: Bryan Burton; seconded by: Kimberly Tapscott-Munson
Yes: Bryan Burton, Dr. Marcy Masumoto, Kimberly Tapscott-Munson, and Itzi Robles
Absent: Dr. Allen Clyde

The motion carried. 4-0

D. EMPLOYEE OF THE MONTH

1. Jacob Pence, Lead Data and Analytics Specialist, Assessments & Data was recognized as July 2026, Employee of the Month.

E. RECOGNITION

1. Alisha Melgoza, Kingsburg High School Adult Transition Program was recognized as the July 2026, Superintendent Superstar.

F. RECESS

A recess was called at 2:08 p.m. for reception celebrating the honorees. President Masumoto reconvened the meeting at 2:20 p.m.

G. COMMUNITY INPUT

There was no community input.

H. PUBLIC HEARING

There was no public hearing.

I. REPORTS/INFORMATION/DISCUSSION

1. Received the Quarterly Report for Williams Lawsuit Compliance Settlement Agreement, Fourth Quarter of the 2025-2026 School Year (April 1, 2026 - June 30, 2026).

J. ACTION ITEMS

1. Approved Big Picture Educational Academy Material Revision (July 1, 2025-June 30, 2027).
The motion to approve was
Moved by: Itzi Robles; seconded by: Bryan Burton
Yes: Bryan Burton, Dr. Marcy Masumoto, Kimberly Tapscott-Munson, and Itzi Robles
Absent: Dr. Allen Clyde

The motion carried. 4-0

2. Approved Amendment No. 2 to Memorandum of Understanding with Big Picture Educational Academy (July 1, 2025 - June 30, 2027).
The motion to approve was
Moved by: Kimberly Tapscott-Munson; seconded by: Itzi Robles
Yes: Bryan Burton, Dr. Marcy Masumoto, Kimberly Tapscott-Munson, and Itzi Robles
Absent: Dr. Allen Clyde

The motion carried. 4-0

3. Approved Crescent View West Public Charter School Material Revision (July 1, 2021 - June 30, 2027).
The motion to approve was
Moved by: Kimberly Tapscott-Munson; seconded by: Itzi Robles
Yes: Bryan Burton, Dr. Marcy Masumoto, Kimberly Tapscott-Munson, and Itzi Robles
Absent: Dr. Allen Clyde

The motion carried. 4-0

4. Approved Amendment No. 3 to Memorandum of Understanding with Crescent View West Public Charter, Inc. (July 1, 2021 - June 30, 2026)

The motion to approve was

Moved by: Bryan Burton; seconded by: Kimberly Tapscott-Munson

Yes: Bryan Burton, Dr. Marcy Masumoto, Kimberly Tapscott-Munson, and Itzi Robles

Absent: Dr. Allen Clyde

The motion carried. 4-0

5. Approved Crescent View West Public Charter School ("Crescent View West") Renewal Charter Petition (2027-3032) and Adopted Recommended Resolution No. 2026-23.

The motion to approve the renewal charter petition and adopt was

Moved by: Bryan Burton; seconded by: Kimberly Tapscott-Munson

Yes: Bryan Burton, Dr. Marcy Masumoto, Kimberly Tapscott-Munson, and Itzi Robles

Absent: Dr. Allen Clyde

The motion carried. 4-0

6. Approved Memorandum of Understanding – Charter School Authorization with Crescent View West Public Charter, Inc. (July 1, 2027 – June 30, 2032).

The motion to approve was

Moved by: Itzi Robles; seconded by: Kimberly Tapscott-Munson

Yes: Bryan Burton, Dr. Marcy Masumoto, Kimberly Tapscott-Munson, and Itzi Robles

Absent: Dr. Allen Clyde

The motion carried. 4-0

7. Rejected the bid protest of HBC Enterprises, waived the irregularities to GCB1, Inc.'s bid and awarded Construction Services Agreement to GCB1, Inc. for the Playground Improvements at Monte Vista, Ramacher, and Sutherland Project No. C2026-18.

The motion to reject the bid protest by HBC Enterprises, waive the irregularities to GCB1, Inc.'s bid, and award the Construction Services Agreement to GCB1, Inc. for the Playground Improvements at Monte Vista, Ramacher, and Sutherland Project No. C2026-18 was

Moved by: Bryan Burton; seconded by: Kimberly Tapscott-Munson

Yes: Bryan Burton, Dr. Marcy Masumoto, Kimberly Tapscott-Munson, and Itzi Robles

Absent: Dr. Allen Clyde

The motion carried. 4-0

8. Awarded the 2026-2027 Board Project to The Boys and Girls Clubs of Fresno County for \$3800.00.

The motion to award \$3,800.00 to The Boys and Girls Clubs of Fresno County for the board project was

Moved by: Bryan Burton; seconded by: Kimberly Tapscott-Munson

Yes: Bryan Burton, Dr. Marcy Masumoto, Kimberly Tapscott-Munson, and Itzi Robles

Absent: Dr. Allen Clyde

The motion carried. 4-0

K. CLOSED SESSION

1. In closed session, by the following vote, the Board took action to deny government claims brought against the Fresno County Board of Education by claimants Deshawn White-Davis & Daylend Apodaca.

Yes: Bryan Burton, Dr. Marcy Masumoto, Kimberly Tapscott-Munson, and Itzi Robles

Absent: Dr. Allen Clyde

The motion carried. 4-0

L. TRUSTEE ACTIVITIES

1. Travel Requests from Board members
There were no travel requests.
2. Travel Expenses and Reimbursements:
Approved the reimbursement for ACCBE Strategic Summit, 6/12/26 - 6/13/26, for Bryan Burton in the amount of \$302.98.

The motion to approve was

Moved by: Kimberly Tapscott-Munson; seconded by: Itzi Robles

Yes: Bryan Burton, Dr. Marcy Masumoto, Kimberly Tapscott-Munson, and Itzi Robles

Absent: Dr. Allen Clyde

The motion carried. 4-0

3. Receipt of Correspondence
There was no correspondence received.
4. Comments by Board Members:
Vice President Tapscott-Munson
 - CABSE Conference ReportBryan Burton
 - ACCBE updatePresident Masumoto
 - ACCBE and CSBA Legislative Issues.
 - Consider potential process for County Board to consider support for legislation.

M. SUPERINTENDENT'S REPORT

- Revisiting the Strategic Plan
- Unique contributions from exceptional staff: - Trina Frazier, Assistant Superintendent - Student Services Division, advocates for students
- Finance End of Year
- Statewide Publications regarding Math - Shout out to Meagan Thompson, Content Coordinator – STEM Dept.
- Concerned about ebikes/electric scooters
- Intentional about data collection
- Continued gains in ELA - data available in October 2026
- Pre-school - priority for the last 15 years
- Dual Enrollment

- CTE Programs increase in enrolment
- Funding for College Career in Technical Assistance programs
-

N. FUTURE AGENDA ITEMS

- Acknowledging Project Recipients
- Big Picture Charter Academy report.

O. NEXT MEETING

The next regular Board meeting will be held on August 20, 2026, at Fresno County Office of Education, 1111 Van Ness Avenue, Fresno, CA 93721.

P. ADJOURNMENT

The motion to adjourn was

Moved by: Kimberly Tapscott-Munson; seconded by: Bryan Burton

Yes: Bryan Burton, Dr. Marcy Masumoto, Kimberly Tapscott-Munson, and Itzi Robles

Absent: Dr. Allen Clyde

The motion carried. 3:41 p.m. 4-0

Superintendent of Schools

RECOGNITION

TOPIC

2026 Board Project Recipients

BACKGROUND

The Fresno County Superintendent of Schools (FCSS) annually supports a Project(s) with the goal of improving the wellness, education, and future success of the school children in Fresno County. The FCBE Project(s) should sponsor events and programs that enhance existing programs or services that impact the diversity of Fresno County students, families, schools, and communities, or support community initiatives that seek student participation and increase student opportunities. The following recipients will be presented with their award:

1. Boys & Girls Clubs of Fresno County | \$3800.00
Project Title: Summer Brain Gain
Representative: Jason Hannold | President & CEO
2. Educational & Leadership Foundation | \$5000.00
Project Title: Empowerment Fellowship Program
Representative: Belkis Carino
3. Educational & Leadership Foundation | \$5000.00
Project Title: Environmental Awareness through Recycling
Representative: Mario A. Gonzalez

PRESENTER

Dr. Michele Cantwell-Copher, Superintendent
Administration (559) 265-3010

**Employee of the Month
August 2026**

Karla Campos
Special Day Class Teacher-Moderate/Severe, Special Education/Sutherland Center

We honor Karla Campos, Special Day Class Teacher-Moderate/Severe, Special Education/Sutherland Center, as the Employee of the Month for August 2026.

With 10 years of service at the Fresno County Superintendent of Schools, including seven years as a classroom teacher, Karla exemplifies the very best of her profession. She is an exceptionally caring and dedicated educator who consistently puts her students and their families at the center of everything she does. She goes above and beyond to ensure that each student's academic, social and emotional needs are met, often extending her support well beyond the classroom. Families deeply trust her, knowing she is a steady advocate for their children and a compassionate partner in their educational journey.

Karla's calm and grounded demeanor is one of her greatest strengths. It allows her to build meaningful connections with students, families and colleagues, even in the most challenging situations. She creates a supportive, respectful environment where students feel safe, valued and capable of success. Additionally, her dedication extends to support staff because she is always willing to collaborate, mentor and lend a helping hand.

Karla represents the highest standards of Special Education and has made a lasting, positive impact on countless students, families, and colleagues.

RECOGNITION

TOPIC

Superintendent's Superstar August 2026

ISSUE

Madison Bisko, Sierra High School

BACKGROUND

An incoming senior at Sierra High School, Madison is an exceptional scholar-athlete, ranking second in her class with a 4.43 GPA. She has taken several dual-enrollment college courses alongside her high school honors and AP courses, meeting all academic standards with exemplary marks, all resulting from diligent work habits.

While completing the Marketing and Business Leadership CTE pathway, Madison has excelled in learning Canva, Google Workspace and Canvas, demonstrating her creativity through media posts and campus promotional materials. Madison has been a member of the Associated Student Body Leadership program since junior high here at Sierra Junior Senior High School. During this period, she has served the Class of 2027 as class representative, secretary, and vice president.

As the current ASB Music and Dance Co-Commissioner, Madison demonstrates her critical thinking and problem-solving skills, organizational and planning skills and displays her ability to manage time effectively by meeting demanding deadlines. Madison has demonstrated superior interpersonal skills and works well both independently and in group settings.

Among her many service activities in the school and community, Madison has been a part of Girls Varsity Volleyball, Girls Varsity Soccer, Girls Varsity Softball, ASB, CSF, FCA, Ski Club and Stewards of the Sierra Club. Well-liked and respected by her peers and teachers, Madison has served as a liaison between the community non-profit The Sierra Foundation and Sierra High ASB for the past several years, encouraging others to volunteer and serve their community.

Madison embodies the highest leadership standards and Sierra Unified principles and always demonstrates a servant leadership style.

RESOURCE

Lisa Birrell, Program Coordinator, Communications Strategy & Outreach

PRESENTER

Superintendent Dr. Michele Cantwell-Copher

MC/lb
8/20/26

INFORMATION

TOPIC	Charter School Update-Big Picture Educational Academy
ISSUE	Presentation of Charter School Board Update for Big Picture Educational Academy
BACKGROUND	The Fresno County Board of Education renewed Big Picture Educational Academy (BPEA) for a two-year term, effective July 1, 2025, through June 30, 2027. As a condition of renewal, BPEA agreed to submit quarterly written updates to the County Board regarding its progress toward meeting the alternative metrics established as part of the renewal process. In addition to these quarterly reports, BPEA committed to appearing before the County Board in August 2026 to provide an update on student performance and its implementation of the alternative metrics.
PRESENTER	Dr. Jeffrey Hunt- Director of Charter Schools Educational Innovation and Support Division (559) 265-3074 Stephanie Hinton, Executive Director, BPEA Natalie Abrams, Interim Superintendent, BPEA

REPORT

TOPIC:	Receive Quarterly Fixed Asset Report Pursuant to Education Code section 1279
ISSUE:	Report on Sale and Disposal of Books, Equipment and Supplies
BACKGROUND:	The Quarterly Fixed Asset Report ("Report") lists the obsolete personal property items that were disposed of between April 1, 2026 and June 30, 2026. By submitting the Report, the Presenter certifies that the estimated value of each item is less than \$25,000.
PRESENTER:	Kevin Otto, Deputy Superintendent Business Services (559) 265-3083
RESOURCE:	Dominico Johnston, Senior Director Business Services (559) 603-6769

Fresno County Superintendent of Schools - Business Services
Fixed Asset Quarterly Retirement Report: April - June, 2026

Asset Number	Description	Date Purchased	Date Retired	Service Years	Original Value	Accumulated Depreciation	Depreciated Value
143401	DELL LATITUDE 5511 (T. MORAN)	10/15/2020	4/1/2026	5.42	\$2,012.61	\$2,012.61	\$0.00
135226	APC SMART UPS 1500VA	3/27/2018	4/8/2026	8.00	\$677.99	\$677.99	\$0.00
139277	DELL LATITUDE LAPTOP	2/2/2021	4/21/2026	5.17	\$1,324.94	\$1,324.94	\$0.00
143518	SAMSUNG PRO TV SERIES 70 LED TV"	11/10/2020	4/27/2026	5.42	\$1,366.47	\$1,366.47	\$0.00
140752	NIC TECH 48VDC 50AH 2U LITHIUM-ION EBM	1/26/2022	5/13/2026	4.25	\$3,249.42	\$2,762.01	\$487.41
145111	13 INCH MACBOOK PRO 512GB SPACE GRAY (SEL MOBILE DJ LAB)	4/1/2022	5/19/2026	4.08	\$1,515.82	\$1,237.92	\$277.90
120633	DELL POWEREDGE R720 SERVER	5/14/2013	5/20/2026	13.00	\$21,613.26	\$21,613.26	\$0.00
120633	DELL POWEREDGE R720 SERVER	4/26/2012	5/20/2026	14.00	\$21,613.26	\$21,613.26	\$0.00
120631	DELL POWEREDGE R820 SERVER W/EVGA TERADICI APEX 2800 OFFLOAD	9/13/2012	5/20/2026	13.67	\$34,347.54	\$34,347.54	\$0.00
120817	DELL POWEREDGE R730xd SERVER	3/1/2016	5/20/2026	10.17	\$17,545.85	\$17,545.85	\$0.00
120818	DELL POWEREDGE R730xd SERVER	3/1/2016	5/20/2026	10.17	\$17,545.85	\$17,545.85	\$0.00
120956	DELL POWEREDGE R730xd SERVER	3/1/2016	5/20/2026	10.17	\$17,545.85	\$17,545.85	\$0.00
145113	13 INCH MACBOOK PRO 512GB SPACE GRAY (SEL MOBILE DJ LAB)	4/1/2022	5/20/2026	4.08	\$1,515.82	\$1,237.92	\$277.90
132798	SONY FW599GCB LAPTOP COMPUTER	11/12/2009	5/26/2026	16.50	\$2,616.32	\$2,616.32	\$0.00
132801	NEC MONITOR	5/3/2011	5/26/2026	15.00	\$710.34	\$710.34	\$0.00
132805	NEC 26 LCD MONITOR"	4/6/2010	5/26/2026	16.08	\$1,393.79	\$1,393.79	\$0.00
132806	NEC 26 LCD MONITOR"	4/6/2010	5/26/2026	16.08	\$1,393.79	\$1,393.79	\$0.00
132809	NEC LCD MONITOR	4/6/2010	5/26/2026	16.08	\$1,393.79	\$1,393.79	\$0.00
132819	iPAD2 (LOPEZ)	6/16/2011	5/26/2026	14.92	\$903.40	\$903.40	\$0.00
134308	iPAD3/64GB/WI-FI + 4G FOR VERISON/BLACK/KEN GLASS	5/8/2012	5/26/2026	14.00	\$901.11	\$901.11	\$0.00
135213	APPLE IPAD 2, REPLACE 132816	4/26/2013	5/26/2026	13.08	\$500.00	\$500.00	\$0.00
135225	DELL PRECISION MINI TOWER	2/2/2016	5/26/2026	10.25	\$2,320.16	\$2,320.16	\$0.00
143523	DELL LATITUDE 3410 LAPTOP (LENDER)	6/21/2021	6/1/2026	4.92	\$500.00	\$491.67	\$8.33
142449	DELL LATITUDE 5500 LAPTOP (R. NAKAMURA)	5/5/2020	6/5/2026	6.08	\$1,701.75	\$1,701.75	\$0.00

ACTION

TOPIC:	Consider Approval of the Court & Community Schools' Curriculum Guide 2026-2027
ISSUE:	Annual approval of the new school year curriculum used in the Court and Community School programs
PRESENTER:	Joe Hammond, Director of Alternative Education (559) 600-4950
RESOURCE:	Joe Hammond, Director of Alternative Education (559) 600-4950
RECOMMENDATION:	The Administration recommends the Board join the County Superintendent of schools in approving the 2026-2027 Curriculum Guide For the Court and Community Schools.



Alternative Education
Curriculum Guide
2026-2027

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FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

MISSION

The Office of the Fresno County Superintendent of Schools provides educational leadership, fosters partnerships and coordinates services to districts to ensure equitable opportunities for ALL students.

ALTERNATIVE EDUCATION

VISION

The vision for the Fresno County Alternative Education department is to provide exemplary educational programming guided by a well-defined curriculum designed to address the individual needs of Fresno County's at-risk pupils.

MISSION

The mission of the Fresno County Alternative Education department is to assess students' educational needs; provide educational opportunities for all students which strive to develop positive self-esteem, academic skills, practical life and social skills; provide relevant career technical education; assist students in completing their high school education and/or in transitioning to other appropriate educational program.

ALTERNATIVE EDUCATION GOALS

Assessment

1. To assess students' educational needs and to provide services to best meet their needs.

Academic

2. To increase students' academic skills to a level commensurate with their ability.
3. To provide courses which will fulfill grade level requirements and will facilitate the students' re-entry into public schools.
4. To prepare our young people for high school graduation and college/career readiness.

Social

6. To enhance students' self-esteem.
7. To assist students in developing self-discipline and accepting responsibility for decision-making.
8. To enhance students' social skills.

Career/Vocational

9. To provide guidance in the area of career awareness and exploration.
10. To provide vocational training and employment opportunities.

Transition

11. To assist students in their transition into appropriate programs upon leaving our school.

FRESNO COUNTY ALTERNATIVE EDUCATION
SCHOOL-WIDE LEARNER OUTCOMES

1. Students will demonstrate progress toward proficiency in academics, 21st Century skills, and college and career readiness.
2. Students will exhibit pro-social behavior, demonstrate self-discipline, responsibility, and encourage peer improvement.
3. Students will successfully transition and continue on an educational and/or career path.

Core Curricular Areas

English-Language Arts

History

Mathematics

Science

Personal Social Development/Life Skills/Health Science

Career Education

Physical Education

(Standards, Goals and Objectives see the following course specific sections.)

Curriculum Matrix: English-Language Arts

Topic	S	O	N	D	J	F	M	A	M	J	J	A
College and Career Readiness Standards for Reading 6 - 12	X	X	X	X	X	X	X	X	X	X	X	X
College and Career Readiness Standards for Writing 6 - 12	X	X	X	X	X	X	X	X	X	X	X	X
College and Career Readiness Standards for Speaking and Listening 6 - 12	X	X	X	X	X	X	X	X	X	X	X	X
College and Career Readiness Standards for Language 6 -12	X	X	X	X	X	X	X	X	X	X	X	X
Explanatory Writing CS.ELA-Literacy.W.9-10.2	X	X	X	X								
Argumentative CS.ELA-Literacy.W.9-10.1					X	X	X	X				
Narrative CS.ELA-Literacy.W.9-10.3									X	X	X	X
Production and Distribution of Writing CLA-Literacy.W.9-10.4CSS.E	X	X	X	X	X	X	X	X	X	X	X	X
Research to Build and Present Knowledge CCSS.ELA-Literacy.W.9-10.7	X	X	X	X	X	X	X	X	X	X	X	X
Range of Writing CCSS.ELA-Literacy.W.9-10.10	X	X	X	X	X	X	X	X	X	X	X	X

English-Language Arts/ English Language Development Philosophy

The English course of study is designed to encourage the appreciation and understanding of both informational and literary text while examining major human values and issues in a strategic and systematic reading program. English instruction includes the domains of reading, writing, speaking, and listening as essential components of the curriculum. Students at minimum will read and compose Argumentative, Informational/Explanatory, and Narrative text types with the following key shifts called for by the California Standards:

- 1) Regular practice with complex texts and their academic language.
- 2) Reading, writing, and speaking grounded in evidence from texts, both literary and informational.
- 3) Building knowledge through content-rich nonfiction.

[CA Common Core State Standards in English Language Arts and Literacy \(2010\)](#)

[CA English Language Development Standards \(2012\) CA ELA/ELD Framework \(2014\)](#)

English Language Arts and English-Language Development Textbooks (Grades 6 – 12)

Core (Primary)

- Grades 6 – 8
 - California Collections, Houghton Mifflin Harcourt
- Grades 9 – 12
 - California Collections, Houghton Mifflin Harcourt

Intervention/Designated and Integrated/Designated ELD

- Grades 6-12
 - Escalate English, Houghton Mifflin Harcourt 2017
- Grades 9-12
 - HMH Scholastic READ180 (Levels System 44, A, B, C)

Ancillary (Supplementary)

- Grades 6 – 12
 - Expository Reading and Writing Course (ERWC) CSU Fresno
 - Document Based Questioning, The DBQ Project: Mini-Q's in Literature, Volumes 1-3 (2017)
 - READ 180

- Sopris: REWARDS
- HMH English 3D

- Grades 9 – 12
 - Collections, Grade 9 and Grade 10 Curriculum – (see reading selections to support CBL themes, listed under CBL 2016-2017 Readings) Houghton Mifflin Harcourt 2017
 - READ 180
 - Sopris: REWARDS

Cyber High

Office of the Fresno County Superintendent of Schools

Edmentum- VHEA Independent Study

ELA Scope and Sequence: Alternative Education 2026-2027 (Click link below)

[ELA Scope and Sequence: Alternative Education 2026-2027](#)

History/Social Science

World History/Ancient Civilizations (Grade 6)

TOPIC	S	O	N	D	.	F	M	A	M	.	J	A
Topic 1: Origins of Civilization (Prehistory-4000 BCE) Standards: HSS 6.1.1, 6.1.2, 6.1.3, 6.2.1, 6.2.2, 6.2.9, 7.7.1, 7.7.2, 7.7.4, 7.7.5 1.1 The Distant Past 1.2 Humans Spread Out 1.3 Developing Complex Cultures 1.4 New Ways of Life 1.5 The Rise of Civilizations 1.6 Case Study: The Mayan Civilization	X											
Topic 2: Civilizations and Peoples of Fertile Crescent (3400 BCE-70 CE) Standards: HSS 6.2.1, 6.2.2, 6.2.3, 6.2.4, 6.2.9, 6.3.1, 6.3.2, 6.3.3, 6.3.4, 6.3.5 2.1 Civilization Emerges in Mesopotamia 2.2 The First Empires 2.3 The Assyrian and Persian Empires		X										
Topic 2: Civilizations and Peoples of Fertile Crescent (3400 BCE-70 CE) Standards: HSS 6.2.1, 6.2.2, 6.2.3, 6.2.4, 6.2.9, 6.3.1, 6.3.2, 6.3.3, 6.3.4, 6.3.5 2.4 The Phoenicians 2.5 Origins of Judaism 2.6 Beliefs of Judaism 2.7 Early History of the Jewish People			X									
Topic 3: Ancient Egypt and Kush (3000 BCE-600 BCE) Standards: HSS 6.2.1, 6.2.2, 6.2.3, 6.2.5, 6.2.6, 6.2.7, 6.2.8, 6.2.9 3.1 Egypt Under the Pharaohs 3.2 Achievements of Egyptian Civilization 3.3 Egypt and Kush				X								

Topic 4: Early Civilizations of India (3100 BCE-540 CE) Standards: HSS 6.5.1, 6.5.2, 6.5.3, 6.5.4, 6.5.5, 6.5.6, 6.5.7 4.1 Indus Valley Civilization 4.2 India's Vedic Age 4.3 Origins and Beliefs of Hinduism					X							
Topic 4: Early Civilizations of India (3100 BCE-540 CE) Standards: HSS 6.5.1, 6.5.2, 6.5.3, 6.5.4, 6.5.5, 6.5.6, 6.5.7 4.4 Origins and Beliefs of Buddhism 4.5 The Maurya Empire Begins 4.6 Asoka's Rule 4.7 The Gupta Empire						X						
Topic 5: Early Civilization of China (1700 BCE-220 CE) Standards: HSS 6.2.9, 6.6.1, 6.6.2, 6.6.3, 6.6.4, 6.6.5, 6.6.6, 6.6.7, 6.6.8 5.1 The Huang Valley 5.2 The Zhou Dynasty 5.3 Chinese Belief System 5.4 The Unification of China 5.5 The Han Dynasty Expands 5.6 Han Society and Achievements							X					
Topic 6: Ancient Greece (2000 BCE-300 BCE) Standards: HSS 6.4.1, 6.4.2, 6.4.3, 6.4.4, 6.4.6, 6.4.7, 6.4.8 6.1 The Early Years of Greek Civilization 6.2 Democracy in Athens 6.3 Oligarchy in Sparta 6.4 Ancient Greek Society and Economic Expansion								X				
Topic 6: Ancient Greece (2000 BCE-300 BCE) Standards: HSS 6.4.1, 6.4.2, 6.4.3, 6.4.4, 6.4.6, 6.4.7, 6.4.8 6.5 Warfare in Ancient Greece 6.6 Ancient Greek Beliefs and Arts 6.7 Ancient Greek Learning 6.8 Alexander and the Hellenistic World									X			

Topic 7: The Roman Republic (800 BCE-30 BCE) Standards: HSS 6.7, 6.7.1, 6.7.2, 6.7.3, 6.7.4 7.1 The Roman Republic Rises 7.2 Government of the Republic 7.3 Society in the Republic 7.4 The Republic Struggles										X		
Topic 8: The Roman and Byzantine Empires (30 BCE-1453 CE) Standards: HSS 6.7.3, 6.7.4, 6.7.5, 6.7.6, 6.7.8, 7.1.1, 7.1.2, 7.1.3 8.1 The Roman Empire Begins 8.2 Origins of Christianity 8.3 Beliefs of Christianity											X	
Topic 8: The Roman and Byzantine Empires (30 BCE-1453 CE) Standards: HSS 6.7.3, 6.7.4, 6.7.5, 6.7.6, 6.7.8, 7.1.1, 7.1.2, 7.1.3 8.4 Roman Culture and Its Legacy 8.5 Decline of the Roman Empire 8.6 The Byzantine Empire Rises 8.7 Byzantine Religion and Culture												X

World History/Medieval and Early Modern Times (Grade 7)

TOP IC	S	O	N	D	.	F	M	A	M	.	J	A
Topic 1: The Roman and Byzantine Empires (30 BCE-1453 CE) Standards: HSS 6.7.3, 6.7.4, 6.7.5, 6.7.6, 6.7.8, 7.1.1, 7.1.2, 7.1.3 1.1 The Roman Empire Begins 1.2 Origins of Christianity 1.3 Beliefs of Christianity	X											
Topic 1: The Roman and Byzantine Empires (30 BCE-1453 CE) Standards: HSS 6.7.3, 6.7.4, 6.7.5, 6.7.6, 6.7.8, 7.1.1, 7.1.2, 7.1.3 1.4 Roman Culture and its Legacy 1.5 Decline of the Roman Empire 1.6 The Byzantine Empire Rises 1.7 Byzantine Religion and Culture		X										
Topic 2: Life in Medieval Christendom (486-1300) Standards: HSS 7.6.1, 7.6.2, 7.6.3, 7.6.4, 7.6.8 2.1 The Early Middle Ages in Europe 2.2 Christianity Spreads 2.3 Feudalism and the Manor Economy 2.4 Revival of Towns and Trade 2.5 The Church and Medieval Culture			X									
Topic 3: Struggle in Medieval Europe (962-1492) Standards: HSS 7.6.4, 7.6.5, 7.6.6, 7.6.7, 7.6.9 3.1 Conflicts Between Popes and Monarchs 3.2 England Takes Shape 3.3 The Crusades 3.4 The Reconquista 3.5 Decline of Medieval Society				X								
Topic 4: The Islamic World and South Asia (610-1550) Standards: HSS 7.2.1, 7.2.2, 7.2.3, 7.2.4, 7.2.5, 7.2.6 4.1 Origins of Islam 4.2 Beliefs of Islam 4.3 Expansion of the Muslim World					X							

4.4 Achievements of Islamic Civilization 4.5 The Gupta Empire 4.6 India After the Fall of the Gupta												
Topic 5: Civilizations of East Asia and Southeast Asia (250 BCE-1644 CE) Standards: HSS 7.3.1, 7.3.2, 7.3.3, 7.3.4, 7.3.5, 7.3.6, 7.5.1, 7.5.2, 7.5.3, 7.5.4, 7.5.5, 7.5.6 5.1 Tang and Song China 5.2 The Mongol and Ming Empires 5.3 Chinese Thought and Achievements						X						
Topic 5: Civilizations of East Asia and Southeast Asia (250 BCE-1644 CE) Standards: HSS 7.3.1, 7.3.2, 7.3.3, 7.3.4, 7.3.5, 7.3.6, 7.5.1, 7.5.2, 7.5.3, 7.5.4, 7.5.5, 7.5.6 5.4 Emergence of Japan 5.5 Japanese Feudalism 5.6 Japanese Society and Culture 5.7 Korea and Southeast Asia							X					
Topic 6: Civilizations of the Americas (Prehistory-1533 CE) Standards: HSS 7.7.1, 7.7.2, 7.7.3, 7.7.4, 7.7.5 6.1 The Maya 6.2 The Aztecs 6.3 The Incas 6.4 North American Cultures								X				
Topic 7: African Civilizations (300-1591) Standards: HSS 7.2.5, 7.4.1, 7.4.2, 7.4.3, 7.4.4, 7.4.5 7.1 The Rise of Ghana in West Africa 7.2 Mali and Songhai 7.3 Trading States in East Africa 7.4 African Traditions									X			
Topic 8: The Renaissance and Reformation (1300-1648) Standards: HSS 7.8.1, 7.8.2, 7.8.4, 7.8.5, 7.9.1, 7.9.2, 7.9.3, 7.9.4, 7.9.5, 7.9.6, 7.10.1, 7.10.2 8.1 What Was the Renaissance? 8.2 Arts and Literature of the Renaissance 8.3 Impact of the Renaissance 8.4 Reformation and Reaction										X		

8.5 Legacy of the Protestant Reformation 8.6 The Scientific Revolution												
Topic 9: Global Convergence (1415-1763) Standards: HSS 7.7.3, 7.9.6, 7.11.1, 7.11.2, 7.11.3 9.1 Voyages of Discovery 9.2 The Conquest of the Aztec and Incan Empires 9.3 The Spanish Empire 9.4 The Portuguese Empire 9.5 Impact of Global Trade 9.6 Colonial Rivalries in North America 9.7 The Atlantic Slave Trade											X	
Topic 10: Absolutism and Enlightenment (1516-1796) Standards: HSS 7.11, 7.11.4, 7.11.5, 7.11.6 10.1 Absolute Monarchy in Spain and France 10.2 Absolutism in Russia and Central Europe 10.3 Rise of Parliament in England 10.4 The Enlightenment												X

American History/Growth and Conflict (Grade 8)

TOPIC	S	O	N	D	.	F	M	A	M	.	J	A
Review: Connecting with Past Learnings Standards: HSS 7.11.1, 7.11.2, 7.11.3, 7.11.4, 7.11.5, 7.11.6, 8.1.1, 8.2.1, 8.3.7, 8.7.2 1.1 The Voyages of Discovery 1.2 Commerce and Colonies 1.3 The 13 English Colonies 1.4 A Tradition of Liberty and Rights	X											
Topic 1: The Revolutionary Era (1750-1783) Standards: HSS 8.1, 7.11 1.1 The French and Indian War 1.2 Growing Resentment Against Britain 1.3 Taking Up Arms 1.4 The Move Toward Independence 1.5 Winning Independence		X										
Topic 2: A Constitution for the United States (1776-Present) Standards: HSS 7.11.5, 7.11.6, 8.1.4, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.2.5, 8.2.6, 8.2.7, 8.3.1, 8.3.2, 8.3.5, 8.3.6, 8.3.7, 8.9.3 2.1 A Weak Confederation 2.2 Drafting a Constitution 2.3 Ideas That Influenced the Constitution			X									
Topic 2: A Constitution for the United States (1776-Present) Standards: HSS 7.11.5, 7.11.6, 8.1.4, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.2.5, 8.2.6, 8.2.7, 8.3.1, 8.3.2, 8.3.5, 8.3.6, 8.3.7, 8.9.3 2.4 Federalists, Antifederalists, and the Bill of Rights 2.5 Understanding the Constitution 2.6 Federalism and Amendments 2.7 Citizens' Rights and Responsibilities				X								

Topic 3: The Early Republic Standards: HSS 8.1.3, 8.3.3, 8.3.4, 8.3.5, 8.3.7, 8.4.1, 8.4.2, 8.4.3, 8.4.4, 8.5.1, 8.5.2, 8.5.3, 8.6.2, 8.8.2, 8.8.4 3.1 Washington's Presidency 3.2 A Two-Party System Develops 3.3 Presidents Adams and Jefferson 3.4 A Changing Nation 3.5 Madison and the War of 1812 3.6 Monroe's Presidency and Everyday Life					X							
Topic 4: The Age of Jackson and Westward Expansion (1824-1860) Standards: HSS 8.4.2, 8.4.3, 8.5.2, 8.6.2, 8.8.1, 8.8.2, 8.8.3, 8.8.4, 8.8.5, 8.8.6 4.1 Jackson Wins the Presidency 4.2 Political Conflicts and Economic Crisis 4.3 Conflict with American Indians						X						
Topic 4: The Age of Jackson and Westward Expansion (1824-1860) Standards: HSS 8.4.2, 8.4.3, 8.5.2, 8.6.2, 8.8.1, 8.8.2, 8.8.3, 8.8.4, 8.8.5, 8.8.6 4.4 Westward Movement 4.5 Settling Oregon Country 4.6 New Spain and Independence for Texas 4.7 Manifest Destiny in California and the Southwest							X					
Topic 5: Society and Culture Before the Civil War (1820-1860) Standards: HSS 8.4.4, 8.6.1, 8.6.2, 8.6.3, 8.6.4, 8.6.5, 8.6.6, 8.6.7, 8.7.1, 8.7.2, 8.7.3, 8.7.4, 8.9.1, 8.9.2, 8.9.3, 8.9.6 5.1 The Industrial Revolution 5.2 Industrialization and Immigration 5.3 King Cotton and Life in the South 5.4 Abolitionism 5.5 Reform and Women's Rights 5.6 Arts and Literature								X				

Topic 6: Sectionalism and Civil War (1820-1865) Standards: HSS 8.9.1, 8.9.4, 8.9.5, 8.10.1, 8.10.2, 8.10.3, 8.10.4, 8.10.5, 8.10.6, 8.10.7 6.1 Conflicts and Compromises 6.2 Growing Tensions 6.3 Division and the Outbreak of War 6.4 The Course of War 6.5 Emancipation and Life in Wartime 6.6 The War's End									X			
Topic 7: The Reconstruction Era (1865-1877) Standards: HSS 8.10.4, 8.10.7, 8.11.1, 8.11.2, 8.11.3, 8.11.4, 8.11.5 7.1 Early Reconstruction 7.2 Radical Reconstruction 7.3 Reconstruction and Southern Society 7.4 The Aftermath of Reconstruction										X		
Topic 8: Industrial and Economic Growth (1865-1914) Standards: HSS 8.6.1, 8.8.3, 8.11.2, 8.12.1, 8.12.2, 8.12.3, 8.12.4, 8.12.5, 8.12.6, 8.12.8, 8.12.9 8.1 Mining, Railroads, and the Economy 8.2 Western Agriculture 8.3 Hardship for American Soldiers 8.4 Industry and Corporations 8.5 The Labor Movement 8.6 New Technologies											X	
Topic 9: The Progressive Era (1865-1920) Standards: HSS 8.12.5, 8.12.7, 8.6.6, 8.8.3 9.1 A New Wave of Immigration 9.2 Urbanization 9.3 The Rise of Progressivism 9.4 The Progressive Presidents 9.5 Progress and Setbacks for Social Justice 9.6 A Changing American Culture												X

World History (Grade 9-10)

TOPIC	S	O	N	D	.	F	M	A	M	.	J	A
Review: Connecting with Past Learnings (Prehistory-1700) Standards: HSS 10.1.1, 10.2.2; Analysis CST.1, 2; Analysis HRE.4; Analysis HI.1 R.1 Origins of Civilization R.2 The Ancient Middle East and Egypt R.3 Ancient India and China R.4 The Americas R.5 Ancient Greece R.6 Ancient Rome and the Origins of Christianity R.7 Medieval Christian Europe R.8 The Muslim World and Africa R.9 Civilizations of Asia R.10 The Renaissance and Reformation R.11 New Global Connections	X											
Topic 1 Absolutism and Revolution (1550-1850) Standards: HSS 10.1.1; 10.1.3; 10.2; 10.2.1; 10. 2.2; 10.2.3; 10.2.4; 10.2.5; 10.3.6; Analysis CST.1; CST.2; CST.3; Analysis HRE.4; Analysis HI.1 1.1 Absolute Monarchy in Spain and France 1.2 Rise of Austria, Prussia, and Russia 1.3 Triumph of Parliament in England 1.4 The Enlightenment 1.5 The American Revolution 1.6 The French Revolution Begins 1.7 A Radical Phase 1.8 The Age of Napoleon		X										
Topic 2 The Industrial Revolution (1750-1914) Standards: HSS 10.3; 10.3.1; 10.3.2; 10.3.3; 10.3.4; 10.3.5; 10.3 2.1 The Industrial Revolution Begins 2.2 Social Impact of Industrialism 2.3 The Second Industrial Revolution 2.4 Changing Ways of Life and Thou			X									

Topic 3: Nationalism and the Spread of Democracy (1790-1914) Standards: HSS.10.3.4; Analysis CST.1; Analysis CST.2; Analysis CST.3; Analysis HRE.4; Analysis HI.1 3.1 Revolutions Sweep Europe 3.2 Latin American Nations Win Independence 3.3 The Unification of Germany 3.4 The Unification of Italy 3.5 Democratic Reforms in Britain 3.6 Divisions and Democracy in France 3.7 Growth of the United States 3.8 Nationalism in Eastern Europe and Russia				X								
Topic 4: The Age of Imperialism (1800-1914) Standards: HSS 10.4, 10.4.1, 10.4.2, 10.4.3, 10.4.4; Analysis CST.1, 2, 3; Analysis HRE.4; Analysis HI.1 4.1 The New Imperialism 4.2 European Colonies in Africa 4.3 Europe and the Muslim World 4.4 India Becomes a British Colony 4.5 China and the West 4.6 The Modernization of Japan 4.7 Southeast Asia and the Pacific 4.8 The Americas in the Age of Imperialism					X							
Topic 5: World War I and the Russian Revolution Standards: HSS 10.5, 10.5.1, 10.5.2, 10.5.3, 10.5.4, 10.5.5, 10.6, 10.6.1, 10.6.2, 10.7.1, 10.8.1; Analysis CST.1, 2; Analysis HRE.4; Analysis HI.1 5.1 World War I Begins 5.2 Fighting the Great War 5.3 World War I Ends 5.4 Revolution in Russia						X						
Topic 6: The World Between the Wars (1910-1939) Standards: HSS 10.6.3, 10.6.4, 10.7, 10.7.2, 10.7.3, 10.8.2; Analysis CST.1, 2, 3; Analysis HRE.4; Analysis HI.1 6.1 Revolution and Nationalism in Latin America 6.2 Nationalist Movements in Africa and the Middle East 6.3 India Seeks Self-Rule 6.4 New Forces in China and Japan							X					

6.5 The West After World War I 6.6 Fascism Emerges in Italy 6.7 The Soviet Union Under Stalin 6.8 The Rise of Nazi Germany												
Topic 7: World War II (1930-1945) Standards: HSS 10.8, 10.8.1, 10.8.2, 10.8.3, 10.8.4, 10.8.5, 10.8.6, 10.9.8, Analysis CST.1, 2, 3; Analysis HRE.4; Analysis HI.1 7.1 Aggression, Appeasement, and War 7.2 Axis Powers Advance 7.3 The Holocaust 7.4 The Allies Turn the Tide 7.5 Victory for the Allies								X				
Topic 8: The Cold War Era (1945-1991) Standards: HSS 10.9, 10.9.1, 10.9.2, 10.9.3, 10.9.4, 10.9.5, 10.9.7, 10.9.8; Analysis CST.1, 2; Analysis HRE.4; Analysis HI.1 8.1 New Global Conflict 8.2 The Western Democracies and Japan 8.3 Communism in East Asia 8.4 War in Southeast Asia 8.5 The Cold War Ends									X			
Topic 9: The New Nations Emerge (1945-Present) Standards: HSS 10.9.2, 10.9.3, 10.9.6, 10.10, 10.10.1, 10.10.2; Analysis CST.1, 2, 4; Analysis HRE.4; Analysis HI.1 9.1 New Nations in South Asia and Southeast Asia 9.2 African Nations Win Independence 9.3 The Modern Middle East Takes Shape 9.4 Conflicts in the Middle East										X		
Topic 10: The World Today (1980-Present) Standards: HSS 10.9.2, 10.9.4, 10.9.8, 10.10, 10.10.1, 10.10.2, 10.3, 10.11; Analysis CST.1, 2, 4; Analysis HRE.4; Analysis HI.1 10.1 Challenges of Development 10.2 Challenges for African Nations 10.3 Rapid Development in China and India 10.4 Latin American Nations Move Toward Democracy											X	

10.5 The Industrialized World												
Topic 10: The World Today (1980-Present) Standards: HSS 10.9.2, 10.9.4, 10.9.8, 10.10, 10.10.1, 10.10.2, 10.3, 10.11; Analysis CST.1, 2, 4; Analysis HRE.4; Analysis HI.1 10.6 Globalization and Trade 10.7 Social and Environmental Issues 10.8 Terrorism and International Security 10.9 Advances in Science and Technology												X

United States History (Grade 11-12)

TOPIC	S	O	N	D	.	F	M	A	M	.	J	A
Topic 1: Industry and Immigration (1865-1914) Standards: HSS 11.1.4, 11.2, 11.2.1, 11.2.2, 11.2.4, 11.2.5, 11.2.6, 11.3.3, 11.6.5, 11.8.6, 11.8.8; Analysis CST.4 1.1 Innovation Boosts Growth 1.2 Big Business Rises 1.3 The Organized Labor Movement 1.4 The New Immigrants 1.5 A Nation of Cities 1.6 New Ways of Life	X											
Topic 2: Challenges in the Late 1800s (1865-1900) Standards: HSS 11.2.3, 11.2.6, 11.2.8; Analysis CST.4; Analysis HI.1; Analysis HI.5 2.1 American Indians Under Pressure 2.2 The West is Transformed 2.3 Corruption Plagues the Nation 2.4 Farm and Populism		X										
Topic 3: America Comes of Age (1890-1920) Standards: 11.1.4, 11.2.3, 11.2.4, 11.2.5, 11.2.6, 11.2.7, 11.2.9, 11.3.1, 11.3.2, 11.4, 11.4.1, 11.4.2, 11.4.3, 11.4.4, 11.5.4, 11.6.1, 11.6.5, 11.9.7, 11.10.7, 11.11.5; Analysis CST.4 3.1 Progressive Drive Reform 3.2 Women Gain Rights 3.3 Striving for Equality 3.4 Reformers in the White House 3.5 American Influence Grows 3.6 The Spanish-American War 3.7 The United States Emerges as a World Power			X									
Topic 4: World War I and the 1920s (1914-1929) Standards: HSS 11.2.2, 11.2.6, 11.2.7, 11.3, 11.3.2, 11.4, 11.4.4, 11.4.5, 11.5, 11.5.1, 11.5.2, 11.5.3, 11.5.4, 11.5.5, 11.5.6, 11.5.7, 11.6.1, 11.8.8, 11.9.7, 11.11.3; Analysis CST.4; Analysis HRE.2; Analysis HI.2 4.1 America Enters World War I 4.2 The Home Front During World War I 4.3 The End of World War I 4.4 The Postwar Economy Booms				X								

4.5 Government in the 1920s 4.6 An Unsettled Society 4.7 The Roaring Twenties 4.8 The Harlem Renaissance												
Topic 5: The Great Depression and the New Deal (1928-1941) Standards: HSS 11.1.3, 11.3.3, 11.5.6, 11.6, 11.6.1, 11.6.2, 11.6.3, 11.6.4, 11.6.5, 11.8.5, 11.8.8, 11.9.7, 11.11.5; Analysis CST.4 5.1 Causes of the Depression 5.2 Americans Suffer 5.3 Two Presidents Respond 5.4 The New Deal Expands 5.5 Effects of the New Deal 5.6 Culture During the Depression					X							
Topic 6: World War II (1931-1945) Standards: 11.4, 11.4.6, 11.7, 11.7.1, 11.7.2, 11.7.3, 11.7.4, 11.7.5, 11.7.6, 11.7.7, 11.8.2, 11.8.5, 11.9.1, 11.9.7, 11.10.1; Analysis CST.4 6.1 Rise of Aggressive Dictators 6.2 America Debates Involvement 6.3 America Enters World War II 6.4 A War on Two Fronts 6.5 The Home Front 6.6 The Allies Win World War II 6.7 The Holocaust 6.8 Impact of World War II						X						
Topic 7: Postwar America (1945-1960) Standards: 11.2.3, 11.4.6, 11.7, 11.7.8, 11.8, 11.8.1, 11.8.2, 11.8.3, 11.8.4, 11.8.5, 11.8.7, 11.8.8, 11.9, 11.9.2, 11.9.3, 11.9.4, 11.9.7, 11.10.1, 11.11.2, 11.11.3, 11.11.7, Analysis CST.4 7.1 The Beginning of the Cold War 7.2 The Korean War 7.3 The Cold War Intensifies 7.4 Cold War Fears at Home 7.5 Postwar Prosperity 7.6 Mass Culture 7.7 Social Issues of the 1950s							X					
Topic 8: Civil Rights and Reform in the 1960s (1945-1968) Standards: 11.3, 11.3.1, 11.3.5, 11.10, 11.10.1, 11.10.2, 11.10.4, 11.10.5, 11.10.6, 11.11.1, 11.11.2, 11.11.6, 11.11.7; Analysis CST.3; Analysis CST.4 8.1 The Civil Rights Movement Strengthens 8.2 The Movement Surges Forward								X				

8.3 Successes and Setbacks 8.4 Kennedy's Reforms 8.5 Reform Under Johnson												
Topic 9: The Vietnam War Era (1954-1975) Standards: HSS 11.8.5, 11.9, 11.9.2, 11.9.3, 11.9.4; Analysis HI.2 9.1 The Cold War and Vietnam 9.2 America's Role Escalates 9.3 The Antiwar Movement 9.4 The War's End and Effects									X			
Topic 10: An Era of Change (1960-1980) Standards: HSS 11.3, 11.6.5, 11.8.6, 11.8.8, 11.9, 11.9.3, 11.10.5, 11.10.7, 11.11.2, 11.11.3, 11.11.4, 11.11.5; Analysis CST.4; Analysis HI.5 10.1 The Counterculture of the 1960s 10.2 The Women's Rights Movement 10.3 Expanding the Push for Equality 10.4 The Environmental Movement 10.5 The Two Sides of the Nixon Presidency 10.6 Ford and Carter Struggle										X		
Topic 11: America in the 1980s and 1990s (1980-1999) Standards: 11.3, 11.3.2, 11.6.5, 11.8.7, 11.9, 11.9.3, 11.9.4, 11.9.5, 11.9.6, 11.11.2, 11.11.6; Analysis CST.4 11.1 The Conservative Movement Surges 11.2 The Reagan Era 11.3 The Cold War Ends 11.4 A New Era in Foreign Policy 11.5 Clinton and the 1990s											X	
Topic 12: America in the Twenty-First Century (2000-Today) Standards: 11.3.4, 11.5.6, 11.6.5, 11.8.7, 11.9, 11.9.6, 11.9.7, 11.11, 11.1, 11.1.3, 11.11.6, 11.11.7; Analysis CST.4; Analysis HRE.4 12.1 America and the World Economy 12.2 The George W. Bush Presidency 12.3 The Barack Obama Presidency 12.4 Americans Look to the Future												X

TOPICS FOR INTEGRATION	S	O	N	D	J	F	M	A	M	J	J	A
Geography	X	X	X	X	X	X	X	X	X	X	X	X
Economics	X	X	X	X	X	X	X	X	X	X	X	X
Principles of Democracy	X	X	X	X	X	X	X	X	X	X	X	X
Multicultural Awareness	X	X	X	X	X	X	X	X	X	X	X	X
Current Events	X	X	X	X	X	X	X	X	X	X	X	X

Links to CA HSS Standards and Frameworks Documents:

[CA History Social Science Framework \(2016\)](#)

[CA History Social-Studies Standards \(2000\)](#)

[CA ELA/ELD Framework \(2014\)](#)

[CA Literacy Standards in History-Social Science \(2010\)](#)

[CA ELD Standards \(2012\)](#)

World History: Ancient Civilizations (Grade 6)

Description

The focus of the Ancient Civilizations Curriculum at FCSS Alternative Education is to give the student an understanding of the people and events that ushered in the dawn of civilization. In studying the ancient world, the students should come to appreciate the special significance of geography in the development of human history.

Instructional Goals

Students will learn and be able to communicate about the following:

1. How the environment influenced human migration, ancient ways of life, and the development of societies;
2. What the early human ways of life (hunting and gathering, agriculture, civilizations, urban societies, states, and empires) were, and how they changed over time;
3. How the major religious and philosophical systems (Judaism, Greek thought, Hinduism, Buddhism, Confucianism) supported individuals, rulers, and societies;
4. How societies interacted with each other;
5. How connections between societies increased over time.

Primary Textbook: *MyWorld Interactive World History: Ancient Civilizations*, Pearson, 2019

Supplemental Materials: *The DBQ Project: Mini-Qs in World History, Vols. 1-3* (2016)

World History and Geography: Medieval and Early Modern Times (Grade 7)

Description

The study of world history and geography continues with an examination of the cultural and technological changes that took place during the period between 30 BCE-1796.

Instructional Goals

Students will learn and be able to communicate about the following:

1. How the distant regions of the world became more interconnected through medieval and early modern times;
2. The multiple ways people of different cultures interacted at sites of encounter and the effects of their interactions;
3. How the environment and technological innovations affected the expansion of agriculture, cities, and human population;
4. The impact human expansion had on the environment.

Primary Textbook: *MyWorld Interactive World History: Medieval and Early Modern Times*, Pearson, 2019

Supplemental Materials: *The DBQ Project: Mini-Qs in World History, Vols. 1-3* (2016)

American History: Growth and Conflict (Grade 8)

Description

Covering parts of three centuries, the historical content of this course helps students understand how individual events and people make up a larger narrative explanation of America's past. As students learn American history from the late 1700s through the end of the nineteenth century, they will develop reading, writing, speaking, and listening skills that will enhance their understanding of the content. Students will learn that history is an investigative discipline, one that is continually reshaped based on primary-source research and on new perspectives that can be uncovered.

Instructional Goals

Students will learn and be able to communicate about the following:

1. What freedom meant to the nation's founders, and how it changed over time;
2. How and why the United States expanded;
3. Who is considered an American.

Primary Textbook: *MyWorld Interactive American History: Growth and Conflict*, Pearson, 2019

Supplemental Materials: *The DBQ Project: Mini-Qs in American History, Vols. 1-3* (2016)

Modern World History (Grade 9-10)

Description

The Modern World History course covers a period of more than 250 years and highlights the intensification of a truly global history as people, products, diseases, knowledge, and ideas spread around the world as never before. The course begins with a turning point: the important transition in European systems of governance from divine monarchy to a modern definition of a nation-state organized around principles of the Enlightenment. The course ends with the present, providing ample opportunities for teachers to make connections to the globalized world in which students live.

Instructional Goals

Students will learn and be able to communicate about the following:

1. How ideas associated with the Enlightenment, the Scientific Revolution, the Age of Reason, and a variety of democratic revolutions developed and impacted civil society;

2. The reasons imperial powers sought to expand their empires and how colonies responded, as well as the legacies of these conquests.
3. Reasons the modern period is defined by global conflict and cooperation, economic growth and collapse, and global independence and connection.

Primary Textbook: *The Modern World*, Pearson, 2019

Supplemental Materials: *The DBQ Project: Mini-DBQs in World History, Vols. 1-3* (2016), Cyber High

United States History (Grade 11-12)

Description

In this course, students examine major developments and turning points in nearly 150 years of American history, from the late nineteenth century to the present. During the year, the following themes are emphasized: the expanding role of the federal government; the emergence of a modern corporate economy and the role of organized labor; the role of the federal government and Federal Reserve System in regulating the economy; the impact of technology on American society and culture; changes in racial, ethnic, and gender dynamics in American society; the movements toward equal rights for racial, ethnic, religious, and sexual minorities and for women; and the rise of the United States as a major world power.

Instructional Goals

Students will learn and be able to communicate about the following:

1. How the federal government grew between the late nineteenth and twenty-first centuries;
2. What it means to be an American in modern times;
3. How the United States became a superpower;
4. How the United States' population became more diverse over the twentieth century.

Primary Textbook: United States History, *The Twentieth Century*, Pearson, 2019

Supplemental Materials: *The DBQ Project: Mini-Qs in American History, Vols. 1-2* (2016); Cyber High Online Materials

Unites States Government

TOPIC	S	O	N	D	J	F	M	A	M	J	J	A
Foundations of American Government										N/A	N/A	X
Foundations of American Government The Legislative and Executive Branch	X									N/A	N/A	
The Executive and Judicial Branch Constitutional Freedoms		X								N/A	N/A	
Political Parties, Elections and Voting Public Policies and Services			X							N/A	N/A	
Foreign Policy and Defense State and Local Government Political and Economic Systems				X						N/A	N/A	
Foundations of American Government					X					N/A	N/A	
The Legislative and Executive Branch						X				N/A	N/A	
The Judicial Branch Constitutional Freedoms							X			N/A	N/A	
Political Parties, Elections and Voting, and Public Policies and Services								X		N/A	N/A	
State and Local Government Political and Economical Systems									X	N/A	N/A	

UNITED STATES GOVERNMENT

Philosophy

The focus of the American Government curriculum is to provide students with an understanding of their rights and responsibilities as United States Citizens. We believe that when students have a thorough understanding of American government structures, The United States Constitution, The Bill of Rights, and our legal system, they will become more encouraged to actively participate in the democratic process.

- I. Foundations of American Government
 - 1. Principles of Government
 - 2. The Formation of Government
 - 3. Types of Government
 - 4. Economic Theories
- II. The Origins of American Government
 - 1. The Colonial Period
 - 2. Writing for Independence
 - 3. The Articles of Confederation
 - 4. The Constitutional Convention
- III. The Constitution
 - 1. Structure and Principles
 - 2. Three Branches of Government
 - 3. Amending the Constitution
 - 4. The Amendments
- IV. The Federal System
 - 1. National and State Powers
 - 2. Relations Among the States
 - 3. Developing Federalism
 - 4. Federalism and Politics
- V. The Organization of Congress
 - 1. Congressional Membership
 - 2. The House of Representatives
 - 3. The Senate
 - 4. Congressional Committees
 - 5. Staff and Support Agencies
- VI. Development of Congressional Powers
 - 1. Constitutional Powers
 - 2. Investigations and Oversight
 - 3. Congress and the President

- VII. Congress at Work
 - 1. How a Bill Becomes a Law
 - 2. Taxing and Spending Bills
 - 3. Influencing Congress
 - 4. Helping Constituents
- VIII. The Presidency
 - 1. President and the Vice President
 - 2. Electing the President
 - 3. The Cabinet
 - 4. The Executive Office
- IX. Presidential Leadership
 - 1. Presidential Powers
 - 2. Roles of the President
 - 3. Styles of Leadership
- X. The Federal Bureaucracy
 - 1. Bureaucratic Organization
 - 2. The Civil Service System
 - 3. The Bureaucracy at Work
- XI. The Federal Court System
 - 1. Powers of the Federal Courts
 - 2. Lower Federal Courts
 - 3. The Supreme Court
- XII. Supreme Court Decision Making
 - 1. The Supreme Court at Work
 - 2. Shaping Public Policy
 - 3. Influencing Court Decisions
- XIII. Constitutional Freedoms
 - 1. Constitutional Rights
 - 2. Freedom of Religion
 - 3. Freedom of Speech
 - 4. Freedom of Press
 - 5. Freedom of Assembly
- XIV. Citizenship and Equal Justice
 - 1. A Nation of Immigrants
 - 2. The Basis of Citizenship
 - 3. Equal Protection of the Law
 - 4. Civil Liberties Challenges

- XV. Law in America
 - 1. Sources of American Law
 - 2. Civil Law
 - 3. Criminal Law
 - 4. Rights of the Accused
- XVI. Political Parties
 - 1. Development of Parties
 - 2. Party Organization
 - 3. Nominating Candidates
- XVII. Elections and Voting
 - 1. Election Campaigns
 - 2. Expanding Voting Rights
 - 3. Influence on Voters
- XVIII. Interest Groups and Public Opinion
 - 1. Interest Group Organization
 - 2. Affecting Public Policy
 - 3. Shaping Public Opinion
 - 4. Measuring Public Opinion
- XIX. Mass Media and the Internet
 - 1. How Media Impact Government
 - 2. Regulating Print and Broadcast Media
 - 3. The Internet and Democracy
- XX. Taxing and Spending
 - 1. Raising Money
 - 2. Preparing the Federal Budget
 - 3. Managing the Economy
- XXI. Social and Domestic Policy
 - 1. Business and Labor Policy
 - 2. Agriculture and Environment
 - 3. Health and Public Assistance
 - 4. Education, Housing, and Transportation
- XXII. Foreign Policy and Defense
 - 1. Development of Foreign Policy
 - 2. Shared Foreign Policy Powers
 - 3. State and Defense Departments
 - 4. Foreign Policy in Action

XXIII. State Governments

1. State Constitutions
2. The Three Branches
3. State Government Policy
4. Financing State Government

XXIV. Local Governments

1. Structure of Local Government
2. Serving Localities
3. Challenges of Urban Growth

XXV. Political Systems in Today's World

1. Democratic Governments
2. Authoritarian Governments
3. International Organizations
4. Global Issues

XXVI. Development of Economic Systems

1. Capitalist and Mixed Systems
2. Emerging Economies
3. Major Economies in Transition
4. The Global Economy

National Standards for Civics and Government

United States Government: Democracy In Action to the National Standards for Civics and Government

National Standards for Civics and Government	Student Pages
Standard 1 What are civic life, politics, and government?	
I.A. What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?	Chapter 1, pp. 4–33; Chapter 13, pp. 354–385; Chapter 14, pp. 392–397
I.B. What are the essential characteristics of limited and unlimited government?	Chapter 1, pp. 5–11; Chapter 25, pp. 688–701
I.C. What are the nature and purposes of constitutions?	Chapter 2, pp. 48–61; Chapter 3, pp. 62–93
I.D. What are alternative ways of organizing constitutional governments?	Chapter 1, pp. 12–25; Chapter 2, pp. 48–61; Chapter 3, pp. 62–93; Chapter 25, pp. 688–701
Standard 2 What are the foundations of the American political system?	
II.A. What is the American idea of constitutional government?	Chapter 2, pp. 53–61; Chapter 3, pp. 62–93
II.B. What are the distinctive characteristics of American society?	Chapter 14, pp. 354–385; Chapter 14, pp. 386–413; Chapter 15, pp. 422–443; Chapter 16, pp. 452–473; Chapter 17, pp. 474–501; Chapter 18, pp. 502–523; Chapter 19, pp. 524–551; Chapter 20, pp. 554–573; Chapter 21, pp. 574–605; Chapter 22, pp. 606–633
II.C. What is American political culture?	Chapter 15, pp. 452–473; Chapter 17, pp. 474–501; Chapter 18, pp. 502–523; Chapter 19, pp. 524–551
II.D. What values and principles are basic to American constitutional democracy?	Chapter 3, pp. 62–93; Chapter 13, pp. 354–385; Chapter 14, pp. 392–397; Chapter 15, pp. 422–443
Standard 3 How does the government established by the Constitution embody the purposes, values, and principles of American democracy?	
III.A. How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?	Chapter 3, pp. 62–93; Chapter 4, pp. 94–119; Chapter 5, pp. 122–155; Chapter 6, pp. 156–179; Chapter 7, pp. 180–209; Chapter 8, pp. 212–243; Chapter 9, pp. 244–273; Chapter 10, pp. 274–301; Chapter 11, pp. 304–329; Chapter 12, pp. 330–351
III.B. How is the national government organized and what does it do?	Chapter 5, pp. 122–155; Chapter 6, pp. 156–179; Chapter 7, pp. 180–209; Chapter 8, pp. 212–243; Chapter 9, pp. 244–273; Chapter 10, pp. 274–301; Chapter 11, pp. 304–329; Chapter 12, pp. 330–351
III.C. How are state and local governments organized and what do they do?	Chapter 23, pp. 636–661; Chapter 24, pp. 662–685

National Standards for Civics and Government	Student Pages
III.D. What is the place of law in the American constitutional system?	Chapter 15, pp. 422–449
III.E. How does the American political system provide for choice and opportunities for participation?	Chapter 16, pp. 452–473; Chapter 17, pp. 474–501; Chapter 18, pp. 502–525; Chapter 19, pp. 526–551
Standard 4 What is the relationship of the United States to other nations and to world affairs?	
IV.A. How is the world organized politically?	Chapter 25, pp. 688–715
IV.B. How do the domestic politics and constitutional principles of the United States affect its relations with the world?	Chapter 22, pp. 606–633; Chapter 25, pp. 688–715
IV.C. How has the United States influenced other nations, and how have other nations influenced American politics and society?	Chapter 22, pp. 606–633; Chapter 25, pp. 688–715; Chapter 26, pp. 716–739
Standard 5 What are the roles of the citizen in American democracy?	
V.A. What is citizenship?	Chapter 14, pp. 386–413
V.B. What are the rights of citizens?	Chapter 14, pp. 386–413
V.C. What are the responsibilities of citizens?	Chapter 14, pp. 386–413
V.D. What civic dispositions or traits of private and public character are important to the preservation and improvement of American constitutional democracy?	Chapter 14, pp. 386–413
V.E. How can citizens take part in civic life?	Chapter 16, pp. 452–473; Chapter 17, pp. 474–501; Chapter 18, pp. 502–525; Chapter 19, pp. 526–551

US Government Textbook

Core (Primary)

United States Government: Democracy in Action
(Textbook) Glencoe 2010

Ancillary (Supplementary)

1. Guided Reading Activities
2. Reading Essentials and Study Guide
3. Chapter Summaries
4. Vocabulary Activities
5. Re-teaching Activities
6. Interpreting Political Cartoons
7. Section Quizzes and Chapter Tests

Cyber High

Office of the Fresno County Superintendent of Schools

Edmentum- VHEA Independent Study

Principals of American Democracy (Grade 12 – One Semester)

Description

In this course, students apply knowledge gained in previous years of study to pursue a deeper understanding of American government. Students consider the role of and necessity for government as they think about key questions concerning how much power government should have over its citizens, how government can attain goals sanctioned by the majority while protecting its citizens from the abuse of power by considering the balance of responsibilities and rights. They will review and expand their knowledge of the key elements of a representative form of democracy, such as the idea that the authority to govern resides in its citizens, as well as the understanding that all citizens have certain inalienable rights such as due process, what to believe, and where and how to live. This course is the culmination of the civic literacy strand of history–social studies that prepares students to vote and to be informed, skilled, and engaged participants in civic life.

Instructional Goals

Students will learn and be able to communicate about the following:

1. The key elements of representative democracy, and how did they developed over time;
2. The trade-offs between majority rule and the protection of individual rights;
3. How much power government should have over its citizens;
4. The rights and responsibilities a citizen has in a democracy;
5. How people get elected;
6. Why the government works sometimes and not at others.

Primary Textbook: Cyber High Online Curriculum

Edmentum- VHEA Independent Study

Supplemental Materials: *United States Government: Principles in Practice*, Holt McDougal, 2010; *The DBQ Project: Mini-Qs in Economics* (2016)

Economics

TOPIC	S	O	N	D	J	F	M	A	M	J	J	A
An Introduction to Economics										N/A	N/A	X
An Introduction to Economics Practical Economics: How Theory Works for You	X									N/A	N/A	
Practical Economics: How Theory Works for You Microeconomics: Markets, Prices, and Business Competition Microeconomics: American Business in Action		X								N/A	N/A	
Microeconomics: American Business in Action Macroeconomics: The Nation's Economy			X							N/A	N/A	
Macroeconomics: The Nation's Economy The International Scene				X						N/A	N/A	
										N/A	N/A	
An Introduction to Economics Practical Economics: How Theory Works for You					X					N/A	N/A	
Practical Economics: How Theory Works for You Microeconomics: Markets, Prices, and Business Competition						X				N/A	N/A	
Microeconomics: Markets, Prices, and Business Competition Microeconomics: American Business in Action							X			N/A	N/A	
Macroeconomics: The Nation's Economy								X		N/A	N/A	
The International Scene									X	N/A	N/A	

ECONOMICS

Philosophy

Economics is the lifeblood of our economy. Today it has become imperative people understand economics as more and more decisions are being made by the individual. Economics encompasses both domestic and international issues of importance. Its understanding will help us to make educated decisions within these parameters.

The student will be able to make reasoned decisions on economic issues on the local, state, national, and world scale. It will give the students a better understanding of institutions and their operations in our society. Practical applications of concepts and the implications of economic factors on personal lives will be learned.

- I. What is Economics?
 - 1. The Basic Problem in Economics
 - 2. Trade-offs
 - 3. What Do Economists Do?

- II. Economic Systems and the American Economy
 - 1. Economic Systems
 - 2. Characteristics of the American Economy
 - 3. The Goals of the Nation
 - 4. Socialism and Capitalism

- III. Your Role as a Consumer
 - 1. Consumption, Income, and Decision Making
 - 2. Buying Principles and Strategies
 - 3. Consumerism

- IV. Going Into Debt
 - 1. Americans and Credit
 - 2. Sources of Loans and Credit
 - 3. Applying for Credit
 - 4. Government Regulation of Credit

- V. Buying the Necessities
 - 1. Shopping for Food
 - 2. Clothing Choices
 - 3. To Rent or To Buy
 - 4. Buying and Operating a Vehicle

- VI. Saving and Investing
 - 1. Why Save?
 - 2. Investing: Taking Risks With Your Savings

17. Special Savings Plans and Goals
- VII. Demand and Supply
1. Demand
 2. The Demand Curve and Elasticity of Demand
 3. The Law of Supply and the Supply Curve
 4. Putting Supply and Demand Together
- VIII. Business Organizations
1. Starting a Business
 2. Sole Proprietorships and Partnerships
 3. The Corporate World and Franchises
- IX. Competition and Monopolies
1. Perfect Competition
 2. Monopoly, Oligopoly, Monopolistic Competition
 3. Government Policies Toward Competition
- X. Financing and Producing Goods
1. Investing in the Free Enterprise System
 2. Types of Financing for Business Operations
 3. The Production Process
- XI. Marketing and Distribution
1. The Changing Role of Marketing
 2. The Marketing Mix
 3. Distribution Channels
- XII. The American Labor Force
1. Americans at Work
 2. Organized Labor
 3. Collective Bargaining
- XIII. Measuring the Economy's Performance
1. National Income Accounting
 2. Correcting Statistics for Inflation
 3. Aggregate Demand and Supply
 4. Business Fluctuations
 5. Causes and Indicators of Business Fluctuations
- XIV. Money and Banking
1. The Functions and Characteristics of Money
 2. History of American Money and Banking
 3. Types of Money in the United States

- XV. The Federal Reserve System and Monetary Policy
 - 1. Organization and Functions of the Fed
 - 2. Money Supply and the Economy
 - 3. Regulating the Money Supply

- XVI. Government Spends, Collects, and Owes
 - 1. Growth in the Size of the Government
 - 2. The Functions of Government
 - 3. The Federal Budget and the National Debt
 - 4. Taxation

- XVII. Stabilizing the National Economy
 - 1. Unemployment and Inflation
 - 2. The Fiscal Policy Approach to Stabilization
 - 3. Monetarism and the Economy

- XVIII. Trading With Other Nations
 - 1. The Benefits of World Trade
 - 2. Financing World Trade
 - 3. Restrictions on World Trade

- XIX. Economic Growth in Developing Nations
 - 1. Characteristics of Developing Nations
 - 2. The Process of Economic Development
 - 3. Obstacles to Growth in Developing Nations
 - 4. Economic Development in China

- XX. The Global Economy
 - 1. Reasons for and Results of Global Integration
 - 2. Direct Foreign Investment – Should We Be Worried?
 - 3. Multinationals and Economic Competition

Text Correlation to the Voluntary National Content Standards in Economics

In 1994 the United States Congress designated economics as one of the nine core subjects to be taught in America's schools. As a result, the Council for Economic Education developed the *Voluntary National Content Standards in Economics* for use in economics curricula.

Economics Today and Tomorrow provides extensive coverage for the 20 voluntary content standards. For a

complete discussion of the standards, you can reach the Council for Economic Education through the Internet at www.councilforeconed.org, or at 1-800-338-1192. Note: The Voluntary National Content Standards are currently being revised. Please visit www.councilforeconed.org to check on their status. Find updated correlations once the standards are finalized at gencon.com.

For each standard, students will understand:	<i>Economics Today and Tomorrow</i> Chapter and Section Coverage
1 Scarcity Productive resources are limited. Therefore, people cannot have all the goods and services they want; as a result, they must choose some things and give up others.	Chapter 1 What Is Economics? Section 1 The Basic Problem in Economics Section 2 Trade-Offs Chapter 3 Your Role as a Consumer Section 1 Consumption, Income, and Decision Making Section 2 Buying Principles and Strategies Chapter 5 Buying the Necessities Section 1 Shopping for Food Section 2 Clothing Choices Section 3 To Rent or to Buy
2 Marginal Cost/Benefit Effective decision making requires comparing the additional costs of alternatives with the additional benefits. Most choices involve doing a little more or a little less of something; few choices are 'all-or-nothing' decisions.	Chapter 1 What Is Economics? Section 2 Trade-Offs Chapter 3 Your Role as a Consumer Section 1 Consumption, Income, and Decision Making Section 2 Buying Principles and Strategies Chapter 5 Buying the Necessities Section 1 Shopping for Food Section 2 Clothing Choices Section 3 To Rent or to Buy Section 4 Buying and Operating a Vehicle
3 Allocation of Goods and Services Different methods can be used to allocate goods and services. People, acting individually or collectively through government, must choose which methods to use to allocate different kinds of goods and services.	Chapter 2 Economic Systems and the American Economy Section 1 Economic Systems Section 4 Capitalism and Socialism Chapter 11 Marketing and Distribution Section 3 Distribution Channels Chapter 19 Economic Growth in Developing Nations Section 1 Characteristics of Developing Nations Section 2 The Process of Economic Development Section 3 Obstacles of Growth in Developing Nations Section 4 Economic Development in China

4 Role of Incentives People respond predictably to positive and negative incentives.	Chapter 2 Economic Systems and the American Economy Section 1 Economic Systems Section 2 Characteristics of the American Economy Section 3 The Goals of the Nation Chapter 11 Marketing and Distribution Section 1 The Changing Role of Marketing Section 2 The Marketing Mix Section 3 Distribution Channels
5 Gain from Trade Voluntary exchange occurs only when all participating parties expect to gain. This is true for trade among individuals or organizations within a nation, and among individuals or organizations in different nations.	Chapter 3 Your Role as a Consumer Section 1 Consumption, Income, and Decision Making Chapter 18 Trading With Other Nations Section 1 The Benefits of World Trade Section 2 Financing World Trade Section 3 Restrictions on World Trade
6 Specialization and Trade When individuals, regions, and nations specialize in what they can produce at the lowest cost and then trade with others, both production and consumption increase.	Chapter 18 Trading With Other Nations Section 1 The Benefits of World Trade Section 2 Financing World Trade Section 3 Restrictions on World Trade Chapter 19 Economic Growth in Developing Nations Section 2 The Process of Economic Development Section 3 Obstacles to Growth in Developing Nations Chapter 20 The Global Economy Section 1 Reasons for and Results of Global Integration Section 2 Direct Foreign Investment—Should We Be Worried? Section 3 Multinationals and Economic Competition
7 Markets—Price and Quantity Determination Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce goods and services.	Chapter 7 Demand and Supply Section 1 Demand Section 2 The Demand Curve and Elasticity of Demand Section 3 The Law of Supply and the Supply Curve Section 4 Putting Supply and Demand Together
8 Role of Price in Market System Prices send signals and provide incentives to buyers and sellers. When supply or demand changes, market prices adjust, affecting incentives.	Chapter 7 Demand and Supply Section 1 Demand Section 2 The Demand Curve and Elasticity of Demand Section 3 The Law of Supply and the Supply Curve Section 4 Putting Supply and Demand Together Chapter 11 Marketing and Distribution Section 1 The Changing Role of Marketing Section 2 The Marketing Mix

9 Role of Competition Competition among sellers lowers costs and prices, and encourages producers to produce more of what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.	Chapter 9 Competition and Monopolies Section 1 Perfect Competition Section 2 Monopoly, Oligopoly, Monopolistic Competition Section 3 Government Policies Toward Competition
10 Role of Economic Institutions Institutions evolve in market economies to help individuals and groups accomplish their goals. Banks, labor unions, corporations, legal systems, and not-for-profit organizations are examples of important institutions. A different kind of institution, clearly defined and enforced property rights, is essential to a market economy.	Chapter 4 Going Into Debt Section 2 Sources of Loans and Credit Section 3 Applying for Credit Section 4 Government Regulation of Credit Chapter 6 Saving and Investing Section 1 Why Save? Section 2 Investing: Taking Risks With Your Savings Section 3 Special Savings Plans and Goals Chapter 8 Business Organizations Section 1 Starting a Business Section 2 Sole Proprietorships and Partnerships Section 3 The Corporate World and Franchises Chapter 10 Financing and Producing Goods Section 1 Investing in the Free Enterprise System Chapter 12 The American Labor Force Section 1 Americans at Work Section 2 Organized Labor Section 3 Collective Bargaining Chapter 14 Money and Banking Section 2 History of American Money and Banking
11 Role of Money Money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.	Chapter 14 Money and Banking Section 1 The Functions and Characteristics of Money Section 2 History of American Money and Banking Section 3 Types of Money in the United States Chapter 15 The Federal Reserve System and Monetary Policy Section 2 Money Supply and the Economy
12 Role of Interest Rates Interest rates, adjusted for inflation, rise and fall to balance the amount saved with the amount borrowed, which affects the allocation of scarce resources between present and future uses.	Chapter 4 Going Into Debt Section 1 Americans and Credit Section 2 Sources of Loans and Credit Section 3 Applying for Credit Section 4 Government Regulation of Credit Chapter 6 Saving and Investing Section 1 Why Save? Section 2 Investing: Taking Risks With Your Savings Section 3 Special Savings Plans and Goals

13 Role of Resources in Determining Income Income for most people is determined by the market value of the productive resources they sell. What workers earn depends, primarily, on the market value of what they produce and how productive they are.	Chapter 12 The American Labor Force Section 1 Americans at Work Section 2 Organized Labor Section 3 Collective Bargaining
14 Profit and the Entrepreneur Entrepreneurs are people who take the risks of organizing productive resources to make goods and services. Profit is an important incentive that leads entrepreneurs to accept the risks of business failure.	Chapter 8 Business Organizations Section 1 Starting a Business Section 2 Sole Proprietorships and Partnerships Section 3 The Corporate World and Franchises Chapter 20 The Global Economy Section 1 Reasons for and Results of Global Integration
15 Growth Investment in factories, machinery, new technology, and in the health, education, and training of people can raise future standards of living.	Chapter 10 Financing and Producing Goods Section 1 Investing in the Free Enterprise System Section 2 Types of Financing for Business Operations Section 3 The Production Process Chapter 19 Economic Growth in Developing Nations Section 2 The Process of Economic Development Section 3 Obstacles to Growth in Developing Nations
16 Role of Government There is an economic role for government in a market economy whenever the benefits of a government policy outweigh its costs. Governments often provide for national defense, address environmental concerns, define and protect property rights, and attempt to make markets more competitive. Most government policies also redistribute income.	Chapter 2 Economic Systems and the American Economy Section 2 Characteristics of the American Economy Section 3 The Goals of the Nation Chapter 9 Competition and Monopolies Section 3 Government Policies Toward Competition Chapter 16 Government Spends, Collects, and Owes Section 1 Growth in the Size of Government Section 2 The Functions of Government Section 3 The Federal Budget and the National Debt Section 4 Taxation

17 Using Cost/Benefit Analysis to Evaluate Government Programs Costs of government policies sometimes exceed benefits. This may occur because of incentives facing voters, government officials, and government employees, because of actions by special interest groups that can impose costs on the general public, or because social goals other than economic efficiency are being pursued.	Chapter 7 Demand and Supply Section 4 Putting Supply and Demand Together Chapter 16 Government Spends, Collects, and Owes Section 1 Growth in the Size of Government Section 2 The Functions of Government Section 3 The Federal Budget and the National Debt Chapter 18 Trading With Other Nations Section 3 Restrictions on World Trade Chapter 19 Economic Growth in Developing Nations Section 3 Obstacles to Growth in Developing Nations
18 Macroeconomy-Income/Employment, Prices A nation's overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government agencies, and others in the economy.	Chapter 13 Measuring the Economy's Performance Section 1 National Income Accounting Section 2 Correcting Statistics for Inflation Section 3 Aggregate Demand and Supply Section 4 Business Fluctuations Section 5 Causes and Indicators of Business Fluctuations Chapter 19 Economic Growth in Developing Nations Section 1 Characteristics of Developing Nations Section 2 The Process of Economic Development Section 3 Obstacles to Growth in Developing Nations
19 Unemployment and Inflation Unemployment imposes costs on individuals and nations. Unexpected inflation imposes costs on many people and benefits some others because it arbitrarily redistributes purchasing power. Inflation can reduce the rate of growth of national living standards, because individuals and organizations use resources to protect themselves against the uncertainty of future prices.	Chapter 13 Measuring the Economy's Performance Section 2 Correcting Statistics for Inflation Section 4 Business Fluctuations Section 5 Causes and Indicators of Business Fluctuations Chapter 17 Stabilizing the National Economy Section 1 Unemployment and Inflation
20 Monetary and Fiscal Policy Federal government budgetary policy and the Federal Reserve System's monetary policy influence the overall levels of employment, output, and prices.	Chapter 15 The Federal Reserve System and Monetary Policy Section 1 Organization and Functions of the Fed Section 2 Money Supply and the Economy Section 3 Regulating the Money Supply Chapter 16 Government Spends, Collects, and Owes Section 3 The Federal Budget and the National Debt Chapter 17 Stabilizing the National Economy Section 1 Unemployment and Inflation Section 2 The Fiscal Policy Approach to Stabilization Section 3 Monetarism and the Economy

Economics Textbooks

Core (Primary)

Economics Today and Tomorrow (Textbook)
Glencoe 2012

Ancillary (Supplementary)

8. Vocabulary Activities
9. Chapter Quizzes and Chapter Tests
10. Reading Essentials and Note-Taking Guide
11. Re-teaching Activities
12. Enrichment Activities
13. Math Practice for Economics
14. Hands-on Economics
15. Guided Reading Activities
16. Economic Cartoons
17. Critical Thinking Activities

Cyber High
Office of the Fresno County Superintendent of Schools

Edmentum- VHEA Independent Study

Principles of Economics (Grade 12 – One Semester)

Description

The study of economics provides students with a unique opportunity to consider the impact of choice on individuals, groups, and institutions. It offers a lens to understand and analyze human behavior, and it builds a student's ability to make informed decisions based on relevant economic information such as an analysis of costs and benefits; the trade-offs between consumption, investment, and savings; the availability and allocation of natural resources; the distribution of resources among investors, managers, workers, and innovation; the role of the government in supporting, taxing, and investing in industries; and human and physical capital.

Instructional Goals

Students will learn and be able to communicate about the following:

1. How economics is about scarcity, investment, growth, employment, competition, protection, entrepreneurship, and markets;
2. The benefits and problems of capitalism;
3. What it means to be financially literate;
4. How worldwide markets affect individuals.

Primary Instructional Resource: Cyber High Online Curriculum; Edmentum- VHEA Independent Study

Supplemental Materials: *Understanding Economics*, McGraw Hill, 2018; *The DBQ Project: Mini-Qs in Civics* (2016)

TOPICS FOR INTEGRATION	S	O	N	D	J	F	M	A	M	J	J	A
Geography	X	X	X	X	X	X	X	X	X	X	X	X
Economics	X	X	X	X	X	X	X	X	X	X	X	X
Principles of Democracy	X	X	X	X	X	X	X	X	X	X	X	X
Multicultural Awareness	X	X	X	X	X	X	X	X	X	X	X	X
Current Events	X	X	X	X	X	X	X	X	X	X	X	X

Topic	A	S	O	N	D	J	F	M	A	M	J	J
Chapter 1 (17 days) Numerical Expressions and Factors 6.NS.2, 6.NS.4, 6.EE.1, 6.EE.2b	X	X										
Chapter 2 (20 days) Fractions and Decimals 6.NS.1, 6.NS.3		X	X									
Chapter 3 (13 days) Algebraic Expressions and Properties 6.NS.4, 6.EE.2a-c, 6.EE.3&4, 6.EE.6			X									
Chapter 4 (13 days) Areas of Polygons 6.G.1, 6.G.3				X								
Chapter 5 (18 days) Ratios and Rates 6.RP.1, 6.RP.2, 6.RP.3a-d				X	X							
Chapter 6 (15 days) Integers and Coordinate Plane 6.NS.5, 6.NS.6a-c, 6.NS.7a-d, 6.NS.8						X						
Chapter 7 (18 days) Equations and Inequalities 6.RP.3a, 6.EE.5-6.EE.9						X	X					
Chapter 8 (12 days) Surface Area and Volume 6.G.2, 6.G.4							X	X				
Chapter 9 (14 days) Statistical Measures 6.SP.1-6.SP.4, 6.SP.5a-c								X				
Chapter 10 (13 days) Data Displays 6.SP.2, 6.SP.4, 6.SP.5a-c									X			
Big Ideas Math Strategic Intervention and Customized Learning Intervention Programs										X	X	X

Topic	A	S	O	N	D	J	F	M	A	M	J	J
Chapter 1 (14 days) Integers 7.NS.1c-d, 7.NS.2a-d, 7.NS.3	X	X										
Chapter 2 (12 days) Rational Numbers 7.NS.1a-d, 7.NS.2a-d, 7.NS.3		X										
Chapter 3 (15 days) Equations 7.EE.1&2, 7.EE.4a			X									
Chapter 4 (12 days) Inequalities 7.EE.4b			X	X								
Chapter 5 (17 days) Proportions 7.RP.1, 7.RP.2a-d, 7.RP.3				X	X							
Chapter 6 (18 days) Percents 7.RP.3, 7.EE.3					X	X						
Chapter 7 (17 days) Constructions and Scale Drawings 7.G.1&2, 7.G.5						X	X					
Chapter 8 (12 days) Circles and Areas 7.G.4, 7.G.6							X					
Chapter 9 (16 days) Surface Area and Volume 7.G.4, 7.G.6								X				
Chapter 10 (20 days) Probability and Statistics 7.SP.1-6, 7.SP.7a-b, 7.SP.8a-c								X	X			
Big Ideas Math Strategic Intervention and Customized Learning Intervention Programs										X	X	X

Topic	A	S	O	N	D	J	F	M	A	M	J	J
Chapter 1 (12 days) Equations 8.EE.7a-b	X	X										
Chapter 2 (19 days) Transformations 8.G.1a-c, 8.G.2-4		X	X									
Chapter 3 (13 days) Angles and Triangles 8.G.5			X									
Chapter 4 (19 days) Graphing & Writing Linear Equations 8.EE.5&6, 8.F.4			X	X								
Chapter 5 (13 days) Systems of Linear Equations 8.EE.7a-b, 8.EE.8a-c				X	X							
Chapter 6 (14 days) Functions 8.F.1-5					X	X						
Chapter 7 (15 days) Real Numbers & Pythagorean Theorem 8.NS.1&2, 8.EE.2, 8.G.6-8						X	X					
Chapter 8 (13 days) Volume and Similar Solids 8.G.9							X					
Chapter 9 (12 days) Data Analysis & Displays 8.SP.1-4								X				
Chapter 10 (18 days) Exponents and Scientific Notation 8.EE.1, 8.EE.3&4								X				
Big Ideas Math Strategic Intervention and Customized Learning Intervention Programs										X	X	X

CA Standards Integrated Mathematics I

Houghton Mifflin Harcourt 2015

Topic	A	S	O	N	D	J	F	M	A	M	J
Unit 1 Quantities and Modeling	X	X									
Unit 2 Understanding Functions		X	X								
Unit 3 Linear Functions, and Inequalities			X	X							
Unit 4 Statistical Models				X	X						
Unit 5 Linear Systems						X	X				
Unit 6 Exponential Relationships							X	X			
Unit 7 Transformations and Congruence								X	X		
Unit 8 Lines, Angels, and Triangles									X	X	
Unit 9 Quadrilaterals and Coordinate Proof											X

Note: Integrated Mathematics II Matrix in progress

Integrated Mathematics I and II*

The primary purpose of this curriculum is to provide solid Common Core based instruction for the at-risk youth of Fresno County Office of Education's Alternative Education Schools. Experience with this population has taught us the learning math within real-world context provides the needed foundation for mathematical understanding. Anecdotal and quantifiable data has given us evidence that documents higher mathematics can be learned in an at-risk and academically delayed population with task based contextual instruction. The Fresno County Alternative Education Schools provides opportunities for students to learn building trades as well as advanced graphic arts. The current curriculum uses contexts in both graphic arts and construction as a foundation within several modules. This foundational context allows for strong cross curricular collaboration and connection to these fields of study. Additionally these programs provide excellent opportunity to collaborate with English language arts classrooms as the student's ability to describe in written form a given mathematical issue is instrumental to true conceptual understanding.

The Integrated Mathematics Program from HMH is divided into a module system this program develops a strong balance between the direct instruction model and a constructivist approach, placing mathematical skill in the real world. "The Mathematics Vision Project (MVP) was created as a resource to teachers who desire to implement the Common Core State Standards (CCSS) using a task--based approach that leads to skill and efficiency in mathematics by first developing understanding. The MVP approach is neither purely constructivist nor purely traditional. Rather, the approach takes seriously the Standards of Mathematical Practice and develops these practices through experiential learning in mathematics". The 25 modules within the HMH Integrated Mathematics Program supported by the 8 modules within the MVP program provides a strong support to the At-risk youth in Fresno County creating a robust pathway to mathematical understanding and real-world application and problem solving.

The primary student outcomes of this Integrated Mathematics One course are three fold. First, that all students will understand and know how to apply mathematics to real-world issues and problems. Second, that all students will be able to verbalize and describe in written form the mathematical processes for any given mathematical skill within the CCSS Integrated Mathematics I standards. Third, that all students will gain the mathematical knowledge necessary to facilitate an appropriate transition to further mathematical study.

*Integrated Mathematics II matrix, module system, and MVP integration for this course are in progress.

Integrated Math I program outline
HMH Integrated Math I with MVP support

HMH Unit 1 Quantities and Modeling

Module 1 Quantitative Reasoning

Module one focuses on equipping our students to answer this Essential Question: How do you use quantitative reasoning to solve real world questions? Answer: When the units are the same, you can use the rules of significant digits to calculate. When the units are different, you can convert them using dimensional analysis.

Lesson 1.1: Solving Equations - Essential Question: How do you solve an equation in one variable? (A-REI.1)

Lesson 1.2: Modeling Quantities - Essential Question: How can you use rates, ratios, and proportions to solve real world problems? (N-Q.1, N-Q.2)

Lesson 1.3: Reporting with Precision and Accuracy - Essential Question: How do you use significant digits when reporting the results of calculations using measurement? (N-Q.1, N-Q.3)

MVP Support: 1.1 Classroom Task: Checkerboard Borders - A Develop
Understanding Task: *Defining quantities and interpreting expressions* (N.Q.2, A.SSE.1)

Module 2 Algebraic Models

Module two focuses on this Essential Question: How can you use algebraic models to solve real world problems? Answer: You can write an equation or inequality to model the real-world problem. Then solve the equation or inequality by using inverse operations on each side to isolate the variable.

Lesson 2.1: Modeling with Expressions - Essential Question: How do you interpret algebraic expressions in terms of their context? (A-SSE.1a, ASSE.1b, N-Q.2)

MVP Support: 1.10 Classroom Task: Taking Sides – A Practice Understanding Task:
Solving linear inequalities and representing the solution (A-REI.1, A-REI.3)

Lesson 2.2: Creating and Solving Equations - Essential Question: How do you use an equation to model and solve a real-world problem? (A-CED.1, A-CED.3, A-REI.3)

Lesson 2.3: Solving for a Variable - Essential Question: How do you rewrite formulas and literal equations? (A-CED.4, A-REI.3)

Lesson 2.4: Creating and Solving Inequalities - Essential Question: How do you write and solve an inequality that represents a real-world situation? (A-CED.1, A-CED.3, A-REI.3)

Lesson 2.5: Creating and Solving Compound Inequalities - Essential Question: How can you solve compound inequalities and graph the solution set? (A-CED.1, A-REI.3)

HMH Unit 2 Understanding Functions

Module 3 Functions and Models

Module three equips our students to answer this Essential Question: How can you use functions to solve real-world problems? Answer: A real-world functional relationship can be modeled using a two-variable equation or rule, a graph, a table or a word description.

Lesson 3.1: Solving Graphing Relationships - Essential Question: How can you describe a relationship given a graph and sketch a graph given a description? (F-IF.4)

MVP Support: 5.1 Classroom Task: Getting Ready for a Pool Party- A Develop Understanding Task: *Using a story context to graph and describe key features of functions t* (F-IF. 4)

Lesson 3.2: Understanding Relationships and Functions - Essential Question: How do you represent relations and functions? (F-IF.1)

Lesson 3.3: Modeling With Functions - Essential Question: What is function notation and how can you use functional notation to model real-world situations? (F-IF.1, F-IF.2, A-CED.2)

Lesson 3.4: Graphing Functions - Essential Question: How do you graph functions? (F-IF.1, F-IF.2)

Module 4 Patterns and Sequences

Module four trains our students to answer this Essential Question: How are patterns and sequences used to solve real-world problems? Answer: You can find an explicit rule for a real-world sequence. You can then use that explicit rule to find any specific term in a sequence without finding any of the previous terms.

Lesson 4.1: Identifying and Graphing Sequences - Essential Question: What is a sequence and how are sequence and functions related? (F-IF.3, F-BF.2, F-LE.2)

Lesson 4.2: Constructing Arithmetic Sequences - Essential Question: What is an arithmetic sequence? (F-LE.2, F-BF.1a, F-BF.2, F-IF.3)

MVP Support: 4.1 Classroom Task: Connecting the Dots: Piggies and Pools – A Develop Understanding Task: *Introducing continuous linear and exponential functions* (F-IF.3)

Lesson 4.3: Modeling with Arithmetic Sequences - Essential Question: How can you solve real-world situations using arithmetic sequences? (F-BF.1a, F-LE.2, F-IF.3)

HMH Unit 3 Linear Functions, Equations, and Inequalities

Module 5 Linear Functions

Module five equips our students to answer this Essential Question: How can you use a linear function to solve real-world problems? Answer: You can find the rate of change which is represented by the slope of the linear relationship. The y-intercept b in the slope-intercept form of the linear equation represents the initial value.

Lesson 5.1: Understanding Linear Functions - Essential Question: What is a linear function? (F-LE.1b, F-LE.1a, F-LE.2, A-REI.10, F-IF.7a)

MVP Support; 4.2 Classroom Task: Sorting Out the Change – A Solidify

Understanding Task: *Defining linear and exponential functions based upon the pattern of change* (F.LE.1, F.LE.2)

Lesson 5.2: Using Intercepts - Essential Question: How can you identify and use intercepts in linear relationships? (F-IF.7a, F-IF.4, F-LE.5)

Lesson 5.3: Intercepting Rate of Change and Slope- Essential Question: How can you relate rate of change and slope in linear relationships? (F-IF.6, F-LE.5)

Module 6 Forms of Linear Equations

Module 6 prepares our students to answer this Essential Question: How can you use different forms of linear equations to solve real-world problems? Answer: You can use slope-intercept form to model real-world situations when you know the rate of change and an initial value. You can use point-slope form when you know the rate and a non-initial value

Lesson 6.1: Slope-Intercept Form - Essential Question: How can you represent a linear function in a way that reveals its slope and y-intercept? (F-IF.7a, A-CED.2, A-REI.10)

MVP Support; 4.5 Classroom Task: Getting Down to Business – A Solidify

Understanding Task *Comparing the growth of linear and exponential functions* (F.LE.2, F.LE.3, F.LE.5, F-IF.7)

Lesson 6.2: Slope- Intercept Form - Essential Question: How can you represent a linear function in a way that reveals its slope and y-intercept? (F-IF.7a, A-CED.2, A-REI.10)

Lesson 6.3: Standard Form – Essential Question: How can you write a linear equation in standard form given properties of the line including its slope on the line? (A-CED.2, A-REI.10)

Lesson 6.4: Transforming Linear Functions – Essential Question: What are the ways in which you can transform the graph of a linear function? (F-BF.3, A-CED.2)

Lesson 6.5: Comparing Properties of Linear Functions – Essential Question: How can you compare linear functions that are represented on different ways? ((F-IF.9)

Module 7 Linear Equations and Inequalities

Module 7 focuses on the Essential Question: How can you use linear equations and inequalities to solve real-world problems? Answer: You can write and solve an equation or inequality that models any real-world problem that involves a linear relationship.

Lesson 7.1: Modeling Linear Relationships - Essential Question: How can you model linear relationships given limited information? (A-CED.3, S-ID.7, N-Q.1, N-Q.2)

MVP Support: 5.4 Classroom Task: The Water Park – A Solidify Understanding Task: *Interpreting functions using notation* (F.IF.2, F.IF.4, F.IF. 5, F.IF.7, A.REI.11, A.CED.3)

MVP Support: 5.5 Classroom Task: Pooling it Together – A Solidify Understanding Task: *Combining functions and analyzing contexts using functions* (F.BF.1b, F.IF.2, F.IF.4, F.IF. 5, F.IF.7, A.REI.11, A.CED.3)

MVP Support: 5.6 Classroom Task: Interpreting Functions – A Practice Understanding Task: *Using graphs to solve problems given in function notation* (F.BF.1b, F.IF.2, F.IF.4, F.IF. 5, F.IF.7, A.REI.11, A.CED.3)

MVP Support: 5.9 Classroom Task: Match that Function – A Practice Understanding Task *Matching features and representations of a specific function* (F.IF.2, F.IF.4, F.IF. 5, F.IF.7, A.REI.11, A.CED.3)

Lesson 7.2: Using Functions to Solve One-Variable Equations – Essential Question: How can you use functions to solve one-variable equations? (A-REI.11)

Lesson 7.3: Linear Inequalities in Two Variables – Essential Question: How do you write and graph linear inequalities in two variables? (A-REI.12, A-CED.3)

HMH Unit 4 Statistical Models

Module 8 Multi-Variable Categorical Data

Module 8 focuses on the Essential Question: How can you use multi-variable categorical data to solve real-world problems? Answer: Gathering data involving more than one variable about a group of subjects allows you to draw conclusions about relationships between the variables.

Lesson 8.1: Two-Way Frequency Tables – Essential Question: How can categorical data for two categories be summarized? (S-ID.5)

MVP Support: 8.3 Classroom Task: After School Activity – A Solidify Understanding Task: *Interpret two way frequency tables* (S.ID.5)

Lesson 8.2: Relative Frequency – Essential Question: How can you recognize possible associations and trends between two categories of categorical data? (S-ID.5)

Module 9 One-Variable Data Distribution

Module 9 focuses on the Essential Question: How can you use one-variable data distribution to solve real-world problems? Answer: If you own a shoe store, you can record the percentage of

your customers that purchase black shoes. Then you can base your next order on the outcome to meet your customer's preferences.

Lesson 9.1: Measures of Center of Spread – Essential Question: How can you describe and compare data sets? (SID.2)

Lesson 9.2: Data Distribution and Outliers – Essential Question: What statistics are most affected by what shapes can data distribution have? (S-ID.1, S-ID.2, S-ID.3, N-Q.1)

MVP Support: 8.1 Classroom Task: Texting By the Numbers-- A Solidify Understanding Task: *Use context to describe data distribution and compare statistical representations* (S.ID.1, S.ID.3)

MVP Support: 8.2 Classroom Task: Data Distributions – A Solidify/Practice Understanding Task: *Describe data distributions and compare two or more data sets* (S.ID.1, S.ID.3)

Lesson 9.3: Histograms and Box Plots – Essential Question: How can you interpret and compare data sets using data displays? (S-ID.2, S-ID.1, N-Q.1)

Lesson 9.4: Normal Distributions – Essential Question: How can you use characteristics of a normal distribution to make estimates and probability about the population that the data represents? (S-ID.2, S-ID.1, N-Q.1)

Module 10 Linear modeling and Regression

The focus of module 10 is to answer the Essential Question: How can you use linear modeling and regression to solve real-world problems? Answer: You can use existing data to create a trend line. Then, you can use that trend line to make a prediction that fits the original data.

Lesson 10.1: Scatter Plots and Trend lines – Essential Question: How can you describe the relationship between two variables and use it to make predictions? (S-ID.6c, S-ID.7, S-ID.9, F-LE.5)

MVP Support: 8.7 Classroom Task: Getting Schooled – A Solidify Understanding Task: *Use linear models of data and interpret the slope and intercept of regression lines with various units* (S.ID.6, S.ID.7, S.ID.8)

MVP Support: 8.8 Classroom Task: Rocking the Residuals – A Develop Understanding Task: *Use residual plots to analyze the strength of a linear model for data* (S.ID.6)

Lesson 10.2: Fitting a Linear Model to Data – Essential Question: How can you use the linear regression function on a graphing calculator to find the line of best fit for a two-variable data set? (S-ID.6b, S-ID.6c, SID.8, F-LE.5)

HMH Unit 5 Linear Systems

Module 11 Solving System of Linear Equations

The focus of module 11 is to equip our students to answer the Essential Question: How can you use a system of linear equations to solve real-world problems? Answer: Many problem situations are more easily translated into two equations than one equation. You can solve the system of linear equations by graphing, by substitution, by adding or subtracting, or by multiplying first.

Lesson 11.1: Solving Linear Systems by Graphing – Essential Question: How can you find the solution of a system of linear equations by graphing? (A-REI.6)

MVP Support: 2.6 Classroom Task: Get to the Point – A Solidify Understanding Task
Solving systems of linear equations in two variables (A-REI.6) Ready, Set, Go
Homework: Systems 2.6

MVP Support: 2.7 Classroom Task: Shopping for Cats and Dogs – A Develop Understanding Task: *An introduction to solving systems of linear equations by elimination* (A-REI.5, A-REI.6)

MVP Support: 2.8 Classroom Task: Can You Get to the Point, Too? – A Solidify Understanding Task: *Solving systems of linear equations by elimination* (A-REI.5, A-REI.6)

MVP Support: 2.10 Classroom Task: Taken Out of Context – A Practice Understanding Task: *Working with systems of linear equations, including inconsistent and dependent systems* (A-REI.6)

Lesson 11.2: Solving Linear Systems by Substitution – Essential Question: How can you solve a system of linear equations by using substitution? (A-REI.6)

Lesson 11.3: Solving Linear System by Adding or Subtracting – Essential Question: How can you solve a system of linear equations by adding and subtracting? (A-REI.6)

Lesson 11.4: Solving Linear Systems by Multiplying First – Essential Question: How can you solve systems of linear equations by using multiplication and elimination? (A-REI.5, A-REI.6)

Module 12 Modeling with Linear Systems

The focus of module 12 is to equip our students to answer the Essential Question: How can you model with linear system to solve real-world problems? Answer: Once your problem situation is represented by equations, you can graph them and look for the intersection point to find the solution.

Lesson 12.1: Creating Systems of Linear Equations – Essential Question: How do you use systems of linear equations to model and solve real-world problems? (A-CED.3, F-LE.5)

MVP Support: 2.1 Classroom Task: Pet Sitters- A Develop Understanding Task: *An introduction to representing constraints with systems of inequalities* (A.CED.3)

MVP Support: 2.4 Classroom Task: Pampering and Feeding Time – A Practice Understanding Task: *Writing and graphing inequalities in two variables to represent constraints* (A.CED.2, A.CED.3, A.REI.12)

MVP Support: 2.5 Classroom Task: All for One, One for All – A Solidify Understanding Task *Graphing the solution set to a linear system of inequalities* (A.CED.3, A.REI.12)

MVP Support: 2.9 Classroom Task: Food for Fido and Fluffy – A Solidify Understanding Task *Solving systems of linear inequalities representing constraints* (A.CED.3)

Lesson 12.2: Graphing Systems of Linear Inequalities – Essential Question: How do you solve a system of linear inequalities? (A-REI.12, A-CED.3)

Lesson 12.3: Modeling with Linear Systems – Essential Question: How can you use system of linear equations or inequalities to model and solve contextual problems? (A-CED.3)

Module 13 Piecewise-Defined Functions

The purpose of module 13 is to address the Essential Question: How can you use piecewise-defined functions to solve real-world Problems. Answer: Piecewise-defined functions can be used to determine total cost for situations where rates change, such as with a cable service that has a special introductory rate and then a higher rate.

Lesson 13.1: Understanding Piecewise-Defined Functions – Essential Question: How are piecewise-defined functions different from other functions? (F-IF.7b, F-BF.1b)

MVP Support: 5.4 Classroom Task: The Water Park – A Solidify Understanding Task: *Interpreting functions using notation* (F-IF.2, F-IF.4, F-IF. 5, F-IF.7, A-REI.11, A.CED.3)

MVP Support: 5.5 Classroom Task: Pooling it Together – A Solidify Understanding Task: *Combining functions and analyzing contexts using functions* (F-BF.1b, F-IF.2, F-IF.4, F-IF. 5, F-IF.7, A-REI.11, A.CED.3)

MVP Support: 5.6 Classroom Task: Interpreting Functions – A Practice Understanding Task: *Using graphs to solve problems given in function notation* (F-BF.1b, F-IF.2, F-IF.4, F-IF. 5, F-IF.7, A-REI.11, A.CED.3)

MVP Support: 5.9 Classroom Task: Match that Function – A Practice Understanding Task *Matching features and representations of a specific function* (F-IF.2, F-IF.4, F-IF. 5, F-IF.7, A-REI.11, A.CED.3)

Lesson 13.2: Absolute Value Functions and Transformations – Essential Question: What are the Effects of parameter changes of the graph of $y = a|x - h| + k$? (F-IF.7b, F-BF.3)

Lesson 13.3: Solving Absolute Value Equations – Essential Question: How can you solve an absolute value equation? (A-REI.3.1, A-CED.1, AREI.1.1)

Lesson 13.4: Solving Absolute Value Inequalities – Essential Question: What are two ways to solve an absolute value inequality? (A-REI.3, A-REI.11, A-CED.1)

HMH Unit 6 Exponential Relationships

Module 14 Geometric Sequences and Exponential Functions

The purpose of module 14 is to prepare students to answer the Essential Question: How can you use geometric sequences and exponential functions to solve real-world problems? Answer: Geometric sequences and exponential functions have a wide range of applications in fields including economics and biology.

Lesson 14.1: Understanding Geometric Sequences – Essential Question: How are the terms of a geometric sequence related? (F-LE.2, F-LE.3)

MVP Support: 4.2 Classroom Task: Sorting Out the Change – A Solidify
Understanding Task: *Defining linear and exponential functions based upon the pattern of change* (F.LE.1, F.LE.2)

MVP Support: 4.3 Classroom Task: Where’s My Change – A Practice Understanding Task: *Identifying rates of change in linear and exponential functions* (F.LE.1, F.LE.2)

MVP Support: 4.5 Classroom Task: Getting Down to Business – A Solidify
Understanding Task *Comparing the growth of linear and exponential functions* (F.LE.2, F.LE.3, F.LE.5, F-IF.7)

MVP Support: 4.6 Classroom Task: Growing, Growing, Gone – A Solidify
Understanding Task: *Comparing linear and exponential models of population* (F.BF.1, F.BF.2, F.LE.1, F.LE.2, F.LE.3)

Lesson 14.2: Constructing Geometric Sequences – Essential Question: How do you write a geometric sequence? (F-IF.1a, F-LE.2, F-BF.2)

Lesson 14.3: Constructing Exponential Sequences – Essential Question: What are discrete exponential functions and how do you represent them? (F-IF.2, F-LE.2, F-IF.7e)

Lesson 14.4: Graphing Exponential Functions – Essential Question: How do you graph an exponential function of the form $f(x) = abx$? (F-IF.8b, F-IF.7e)

Lesson 14.5: Transforming Exponential Functions – Essential Question: How does the graph of $f(x) = abx$ change when a and b are changed? (F-BF.3, F-IF.9, F-BF.1b)

Module 15 Exponential Equations and Models

The purpose of module 15 is to prepare students to answer the Essential Question: How can you use exponential equations to represent real-world situations? Answer: Many real-world situations cannot be represented by linear functions. Exponential equations can be used to represent situations in which the output values increase or decrease by a constant ratio for each unit increase in the input value.

Lesson 15.1: Using Graphs and Properties to Solve Equations with Exponents – Essential Question: How can you solve equations involving variable exponents? (A-CED.1, A-SSE.3c, A-REI.11, F-BF.1, F-LE.2)

Lesson 15.2: Modeling Exponential Growth and Decay – Essential Question: How can you use exponential functions to model the increase or decrease of a quantity over time? (F-BF.1a, F-LE.2, F-IF.7e, F-IF.5, F-LE.1c)

MVP Support 4.5 Classroom Task: Getting Down to Business – A Solidify Understanding Task *Comparing the growth of linear and exponential functions* (F.LE.2, F.LE.3, F.LE.5, F-IF.7)

MVP Support 4.9 Classroom Task: Up a Little, Down a Little – A Solidify Understanding Task: *Understanding and interpreting formulas for exponential growth and decay* (A.SSE.1, A.CED.2, F.LE.5, F-IF.7)

Lesson 15.3: Using Exponential Regression Models – Essential Question: How can you use exponential regression to model data? (S-ID.6a, S-ID.6b, A-CED.2, A-REI.11, F-LE.1c)

MVP Support 8.7 Classroom Task: Getting Schooled – A Solidify Understanding Task: *Use linear models of data and interpret the slope and intercept of regression lines with various units* (S.ID.6, S.ID.7, S.ID.8)

MVP Support 8.8 Classroom Task: Rocking the Residuals – A Develop Understanding Task: *Use residual plots to analyze the strength of a linear model for data* (S.ID.6)

Lesson 15.4: Comparing Linear and Exponential Models – Essential Question: How can you recognize when to use a linear model or exponential model? (F-LE.1c, F-LE.1a, F-LE.1b, F-LE.3)

HMH Unit 7 Transformations and Congruence

Module 16 Tools of Geometry

The purpose of module 16 is to prepare students to answer the Essential Question: How can you use tools of geometry to solve real-world problems? Just about any real-world situation involving shapes or the location of objects in space can be represented using the tools of geometry.

Lesson 16.1: Segment Length and Endpoints – Essential Question: How do you draw a segment and measure its length? (G-CO.1, G-CO.12, G-GPE.4)

MVP Support 6.1 Classroom Task: Leaping Lizards! - A Develop Understanding Task: *Developing the definitions of the rigid-motion transformations: translations, reflections and rotations* (G.CO.1, G.CO.4, G.CO.5)

MVP Support 6.2 Classroom Task: Is It Right? - A Solidify Understanding Task: *Examining the slope of perpendicular lines* (G.CO.1, G.GPE.5)

MVP Support 6.4 Classroom Task: Leap Year – A Practice Understanding Task:
*Writing and applying formal definitions of the rigid-motion transformations:
translations, reflections and rotations (G.CO.1, G.CO.2, G.CO.4, G.GPE.5)*

Lesson 16.2: Angle Measures and Angle Bisectors – Essential Question: How is measuring an angle similar to and different from measuring a line segment? (G-CO.1, G-CO.12)

Lesson 16.3: Representing and Describing Transformations – Essential Question: How can you describe transformations in the coordinate plane using algebraic representations and using words? (G-CO.2, G-CO.5)

Lesson 16.4: Reasoning and Proof – Essential Question: How do you go about proving a statement? (A-REI.A1, G-CO.9)

Module 17 Transformations and Symmetry

The purpose of module 17 is to prepare students to answer the Essential Question: How can you use transformations to solve real-world problems? Answer: Rigid transformations can represent situations in which objects slide, turn, or flip.

Lesson 17.1: Segment Length and Endpoints– Essential Question: How do you draw the image of a figure under translation? (G-CO.1, G-CO.2, G-GCO.4, G-CO.5, G-CO.6)

MVP Support 6.3 Classroom Task: Leap Frog– A Solidify Understanding Task:
Determining which rigid-motion transformations carry one image onto another congruent image (G.CO.4, G.CO.5)

MVP Support 6.4 Classroom Task: Leap Year – A Practice Understanding Task:
*Writing and applying formal definitions of the rigid-motion transformations:
translations, reflections and rotations (G.CO.1, G.CO.2, G.CO.4, G.GPE.5)*

MVP Support 6.7 Classroom Task: Quadrilaterals-Beyond Definition – A Practice Understanding Task *Making and justifying properties of quadrilaterals using symmetry transformations (G.CO.3, G.CO.4, G.CO.6)*

Lesson 17.2: Segment Length and Endpoints– Essential Question: How do you draw the image of a figure under a reflection? (G-CO.1, G-CO.2, G-GCO.4, G-CO.5, G-CO.6, G-CO.12, G-MG.3)

Lesson 17.3: Rotations – Essential Question: How do you draw the image of a figure under a rotation? (G-CO.2, G-GCO.4, G-CO.5, G-CO.6)

Lesson 17.4: Investigating Symmetry – Essential Question: How do determine whether a figure has line symmetry or rotational symmetry? (G-CO.3)

Module 18 Congruent Figures

The purpose of module 18 is to prepare students to answer the Essential Question: How can you use congruency to solve real-world problems? Answer: The principles of congruency can be used to establish whether two objects in the real world are the same shape or not.

Lesson 18.1: Sequences of Transformations – Essential Question: What happens when you apply more than one transformation to a figure? (G-CO.2, G-CO.5, G-CO.6)

MVP Support 6.1 Classroom Task: Leaping Lizards! - A Develop Understanding Task: *Developing the definitions of the rigid-motion transformations: translations, reflections and rotations* (G.CO.1, G.CO.4, G.CO.5)

MVP Support 6.2 Classroom Task: Is It Right? - A Solidify Understanding Task: *Examining the slope of perpendicular lines* (G.CO.1, G.GPE.5)

MVP Support 6.8 Classroom Task: Can You Get There From Here? – A Develop Understanding Task: *Describing a sequence of transformations that will carry congruent images onto each other* (G.CO.5)

Lesson 18.2: Proving Figures are Congruent Using Rigid Motions – Essential Question: How can you determine whether two figures are congruent? (G-CO.5, G-CO.6)

Lesson 18.3: Corresponding Parts of Congruent Figures are Congruent – Essential Question: What do you conclude about two figures that are congruent? (G-CO.7)

HMH Unit 8 Lines, Angles and Triangles

Module 19 Lines and Angles

The purpose of module 19 is to prepare students to answer the Essential Question: How can you use parallel and perpendicular lines to solve real-world problems? Answer: The characteristics of parallel and perpendicular lines can help you analyze real-world objects such as street intersections.

Lesson 19.1: Angles Formed by Intersecting Lines – Essential Question: How can you find the measures of angles formed by intersecting lines? (G-CO.9)

Lesson 19.2: Transversals and Parallel Lines – Essential Question: How can you prove and use theorems about angles formed by transversals that intersect parallel lines? (G-CO.9)

Lesson 19.3: Proving Lines are Parallel – Essential Question: How can you prove that two lines are parallel? (G-CO.9, G-CO.12)

Lesson 19.4: Perpendicular Lines – Essential Question: What are the key ideas about perpendicular bisectors of a segment? (G-CO.9, G-CO.12, MP3.1)

Lesson 19.5: Equations of Parallel and Perpendicular Lines – Essential Question: How can you find the equation of a line that is parallel or perpendicular to a given line? (G-PE.5)

MVP Support 6.2 Classroom Task: Is It Right? - A Solidify Understanding Task: *Examining the slope of perpendicular lines* (G.CO.1, G.GPE.5)

MVP Support 6.4 Classroom Task: Leap Year – A Practice Understanding Task:
*Writing and applying formal definitions of the rigid-motion transformations:
translations, reflections and rotations (G.CO.1, G.CO.2, G.CO.4, G.GPE.5)*

Module 20 Triangle congruence Criteria

The purpose of module 20 is to prepare students to answer the Essential Question: How can you use triangle congruence to solve real-world problems? Answer: You can use the principles of triangle congruence to analyze architectural and engineering features such as trusses.

Lesson 20.1: Exploring What Makes Triangles Congruent – Essential Question: How can you show that two triangles are congruent? (G-CO.7)

MVP Support 6.9 Classroom Task: Congruent Triangles – A Solidify Understanding Task: *Establishing the ASA, SAS and SSS criteria for congruent triangles (G.CO.6, G.CO.7, G.CO.8)*

Lesson 20.2: ASA Triangle Congruence – Essential Question: What does the ASA Triangle Congruence Theorem tell you about triangles? (G-CO.7, G-CO.8, G-CO.10, G-SRT.5)

Lesson 20.3: SAS Triangle Congruence – Essential Question: What does the SAS Triangle Congruence Theorem tell you about triangles? (G-CO.7, G-CO.8, G-CO.10, G-SRT.5)

Lesson 20.4: SSS Triangle Congruence – Essential Question: What does the SSS Triangle Congruence Theorem tell you about triangles? (G-CO.7, G-CO.8, G-CO.10, G-SRT.5)

Module 21 Applications of Triangle Congruence

The purpose of module 21 is to prepare students to answer the Essential Question: How can you use applications or triangle congruence to solve real-world problems? Answer: Triangle congruence is involved in the analysis and construction of structures such as geodesic domes.

21.1: Justifying Constructions – Essential Question: How can you be sure that the result of a construction is valid? (G-CO.12, G-CO.13, G-SRT.5)

MVP Support 6.11 Classroom Task: Under Construction – A Develop Understanding Task: *Exploring compass and straightedge constructions to construct rhombuses and squares (G.CO.12, G.CO.13)*

MVP Support 6.12 Classroom Task: More Things Under Construction – A Develop Understanding Task: *Exploring compass and straightedge constructions to construct parallelograms, equilateral triangles and inscribed hexagons (G.CO.12, G.CO.13)*

MVP Support 6.13 Classroom Task: Justifying Constructions – A Solidify Understanding Task: *Examining why compass and straightedge constructions produce the desired objects (G.CO.12, G.CO.13)*

MVP Support 6.14 Classroom Task: Construction Blueprints – A Practice Understanding Task: *Writing procedures for compass and straightedge constructions (G.CO.12, G.CO.13)*

Lesson 21.2: AAS Triangle Congruence – Essential Question: What does the AAS Triangle Congruence Theorem tell you about two triangles? (G-SRT.5)

Lesson 21.3: HL Triangle Congruence – Essential Question: What does the HL Triangle Congruence Theorem tell you about two triangles? (G-SRT.5)

Module 22 Properties of Triangles

The purpose of module 22 is to prepare students to answer the Essential Question: How can you use properties of triangles to solve real-world problems? Answer: The properties of triangles can be used to solve problems wherever triangles appear in the real world, such as in the shape of a building or a park.

Lesson 22.1: Interior and Exterior Angles– Essential Question: What can you say about the interior and exterior angles of a triangle or any other polygon? (G-CO.10)

Lesson 22.2: Isosceles and Equilateral– Essential Question: What are the special relationships among angles and sides in isosceles and equilateral triangles? (G-CO.10)

Lesson 22.3: Triangle Inequalities– Essential Question: How can you use inequalities to describe the relationships among lengths and angle measures in a triangle? (G-CO.10, G-CO.12, G-GMD.6, G-SRT.5)

Lesson 22.4: Triangle Inequalities– Essential Question: How can you use inequalities to describe the relationships among lengths and angle measures in a triangle? (G-CO.10, G-CO.12, G-GMD.6, G-SRT.5)

Module 23 Special Segments in Triangles

The purpose of module 23 is to prepare students to answer the Essential Question: How can you use special segments in triangles to solve real-world problems? Answer: Special segments can be used to find many characteristics of real-world triangles, such as their areas or centers of mass.

Lesson 23.1: Perpendicular Bisectors of Triangles– Essential Question: How can you use perpendicular bisectors to find the point that is equidistant from all the vertices of a triangle? (G-C.3, G-CO.12, G-GPE.4, G-GPE.5)

Lesson 23.2: Angle Bisectors of Triangles– Essential Question: How can you use angle bisectors to find the point that is equidistant from all the sides of a triangle? (G-C.3, G-CO.9, G-CO.10, G-CO.12)

Lesson 23.3: Medians and Altitudes of Triangles– Essential Question: How can you find the balance point or center of gravity of a triangle? (G-CO.10, G-CO.12, G-PE.4, G-PE.5)

Lesson 23.4: Midsegments of Triangles– Essential Question: How are the segments that join the midpoints of a triangle's sides related to the triangle's sides? (G-CO.10, G-CO.12, G-PE.4, G-PE.5)

HMH Unit 9 Quadrilaterals and Coordinate Proof

Module 24 Properties of Quadrilateral

The purpose of module 24 is to prepare students to answer the Essential Question: How can you use properties of quadrilaterals to solve real-world problems? Answer: Wherever quadrilaterals are found in the real-world, such as in buildings, billboards, or paving stones, their properties can be used to answer questions about them.

Lesson 24.1: Properties of Parallelograms– Essential Question: What can you conclude about the sides, angles, and diagonals of a parallelogram? (G-CO.11)

Lesson 24.2: Conditions for Parallelograms– Essential Question: What criteria can you use to prove that a quadrilateral is a parallelogram? (G-CO.10, G-CO.11, G-SRT.5)

Lesson 24.3: Properties of Rectangles, Rhombuses, and Squares– Essential Question: What are the properties of rectangles, rhombuses, and squares? (G-CO.11, G-SRT.5)

Lesson 24.4: Conditions for Rectangles, Rhombuses, and Squares– Essential Question: How can you use given conditions to show that a quadrilateral is a rectangle, rhombus, or a square? (G-CO.11, G-SRT.5)

Lesson 24.5: Properties and Conditions for Kites and Trapezoids– Essential Question: What are the properties of kites and trapezoids? (G-SRT.5)

Module 25 Coordinate Proof Using Slope and Distance

The purpose of module 25 is to prepare students to answer the Essential Question: How can you use coordinate proofs using slope and distance to solve real-world problems? Answer: The use of coordinates can make it easier to represent the orientations, locations and dimensions of objects in space, helping to solve any number of real-world problems.

Lesson 25.1: Slope and Parallel Lines – Essential Question: How can you use slope to solve problems involving parallel lines? (G-GPE.4, G-GPE.5)

MVP Support 7.2 Classroom Task: Slippery Slopes – A Solidify Understanding Task
Prove slope criteria for parallel and perpendicular lines (G.GPE.5)

Lesson 25.2: Slope and Perpendicular Lines – Essential Question: How can you use slope to solve problems involving perpendicular lines? (G-GPE.4, G-GPE.5)

Lesson 25.3: Coordinate Proof Using Distance with Segments and Triangles – Essential Question: How do you write a coordinate proof? (G-CO.10, G-GPE.4, G-GPE.5, G-GPE.7)

MVP Support 7.3 Classroom Task: Prove It! – A Solidify Understanding Task: *Use coordinates to algebraically prove geometric theorems* (G.GPE.4)

Lesson 25.4: Coordinate Proof Using Distance with Quadrilaterals – Essential Question: How can you use slope and the distance formula in coordinate proofs? (G-CO.11, G-GPE.4, G-GPE.5)

Lesson 25.5: Perimeter and Area on the Coordinate Plane – Essential Question: How can you find the perimeter and area of polygons in the coordinate plane? (G-GPE.7)

MVP Support 7.1 Classroom Task: Go the Distance-- A Develop Understanding Task:
Use coordinates to find distances and determine the perimeter of geometric shapes
(G.GPE.7)

Questions, Topics/Anchor Phenomenon, Lesson Resources and Scope and Sequence may be found at the following link:

[Common Core State Standards for Mathematics, Adopted August 2010 and Modified January 2013](#)

Additional On-Line Resources

1. <http://edutech.csun.edu/trd/sites/edutech.csun.edu.rtcweb/files/CMI%20Article.doc>.
For more information about the Learning Cycle follow the link.
2. www.mathematicsvisionproject.com
For more information about the Mathematics Vision Project visit.
3. www.insidemathematics.org/
Videos of the 8 practices and links to sample assessment questions
4. <http://illustrativemathematics.org/>
All the Common Core standards are listed, many with example problems
5. www.learnzillion.com
Lessons and videos to watch and use for planning
6. <http://nsdl.org/commcore/math>
Math Common Core collection features digital learning resources that address concept and skills components of the Math Common Core State Standards
7. http://ccsstoobox.agilemind.com/resources_samples.html
Sample Scope and Sequence documents
8. <http://www.livebinders.com>
Unpacked and Clarified standards
9. <http://www.schools.utah.gov/CURR/mathsec/Core.aspx>
Class layouts for the MS and HS levels with examples
10. <http://map.mathshell.org/materials/tasks.php?taskid=279&subpage=expert>
A site put out by the people that are assisting with writing tasks for SBAC
11. <http://nrich.maths.org/frontpage>
Math Rich activities to get kids thinking and problem solving
12. [Georgia DOE resources](http://www.georgiastandards.org/Common-Core/Pages/Math-K-5.aspx) <https://www.georgiastandards.org/Common-Core/Pages/Math-K-5.aspx>
Link to this site for the Georgia version of Curriculum Maps and activities. Although this is a K-5 site, you can link to all grades from here.
13. [Mathematics Assessment Website](http://map.mathshell.org/materials/index.php) <http://map.mathshell.org/materials/index.php>

The project is working to design and develop well-engineered assessment tools to support US schools in implementing the Common Core State Standards for Mathematics (CCSSM). The project is a collaboration between the Shell Center team at the University of Nottingham and the University of California, Berkeley.

14. [New York City Schools](http://schools.nyc.gov/Academics/CommonCoreLibrary/TasksUnitsStudentWork/default.htm)

<http://schools.nyc.gov/Academics/CommonCoreLibrary/TasksUnitsStudentWork/default.htm>

The NYC page is a great page to look at performance tasks with Unit plans for all grade levels and content areas.

15. [Teaching Channel](https://www.teachingchannel.org/videos/exploring-math-practice-standards) <https://www.teachingchannel.org/videos/exploring-math-practice-standards>

Searching for what the Standards for Mathematical Practice look like in the classroom?

This site offers videos or/for educators to learn from

16. [Writing a performance assessment](http://www.pgcps.pg.k12.md.us/~elc/designsteps.html) <http://www.pgcps.pg.k12.md.us/~elc/designsteps.html>

A lot of work goes into writing a performance assessment. This page walks you through the basics.

17. [Max Ray Blog @ Math Forum](http://mathforum.org/blogs/max/) <http://mathforum.org/blogs/max/>

great place to get ideas for use in your classroom - and to keep up on new ideas for CCSS Math

18. [AIMS Blog](http://blog.aimsedu.org/) <http://blog.aimsedu.org/>

AIMS - a great resource for activities and materials also has an incredible blog to help develop depth and rigor in your classroom

19. [Numeracy Continuum K-10](http://numeracycontinuum.com/) <http://numeracycontinuum.com/>

Videos that show how numeracy progresses for young children

20. [Open Ed](https://www.opened.io/) <https://www.opened.io/>

More than 250,000 videos, games, and other resources aligned with standards

21. [Gooru Learning](http://www.goorulearning.org/#discover) <http://www.goorulearning.org/#discover>

An open and collaborative online community used by more than 400,000 teachers in 140 countries and all 50 states

22. [Creative Commons](http://search.creativecommons.org/) <http://search.creativecommons.org/>

An effective tool for finding copyright-free resources

Integrated Math Textbooks

Core (Primary)

Integrated Mathematics I

Houghton Mifflin Harcourt 2015

Ancillary (Supplemental)

Mathematics Vision Project mathematicsvisionproject.org (Utah)

Integrated Mathematics II

Houghton Mifflin Harcourt 2015

Math 180

Cyber High

Office of the Fresno County of Schools

Integrated Math 1 Scope and Sequence: Alternative Education 2026-2027 (Click link below)

[Integrated Math 1 Scope and Sequence](#)

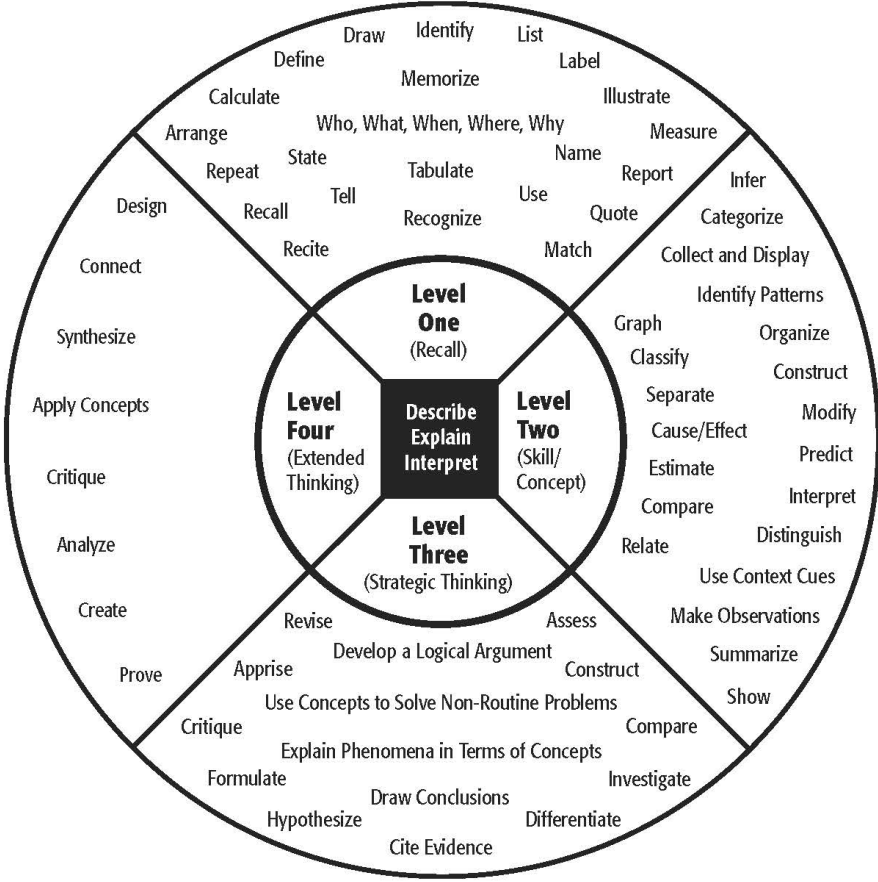
The Eight Standards For Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council’s report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy).

- 1 Make sense of problems and persevere in solving them.
 - Find meaning in problems
 - Look for entry points
 - Analyze, conjecture and plan solution pathways
 - Monitor and adjust
 - Verify answers
 - Ask themselves the question: “Does this make sense?”
- 2 Reason abstractly and quantitatively.
 - Make sense of quantities and their relationships in problems
 - Learn to contextualize and decontextualize
 - Create coherent representations of problems
- 3 Construct viable arguments and critique the reasoning of others.
 - Understand and use information to construct arguments
 - Make and explore the truth of conjectures
 - Recognize and use counterexamples
 - Justify conclusions and respond to arguments of others
- 4 Model with Mathematics.
 - Apply mathematics to problems in everyday life
 - Make assumptions and approximations
 - Identify quantities in a practical situation

- Interpret results in the context of the situation and reflect on whether the results make sense
- 5 Use appropriate tools strategically.
 - Consider the available tools when solving problems
 - Are familiar with tools appropriate for their grade or course (pencil and paper, concrete models, ruler, protractor, calculator, spreadsheet, computer programs, digital content located on a website, and other technological tools)
 - Make sound decisions of which of these tools might be helpful
 - 6 Attend to precision.
 - Communicate precisely to others
 - Use clear definitions, state the meaning of symbols and are careful about specifying units of measure and labeling axes
 - Calculate accurately and efficiently
 - 7 Look for and make use of structure.
 - Discern patterns and structures
 - Can step back for an overview and shift perspective
 - See complicated things as single objects or as being composed of several objects
 - 8 Look for and express regularity in repeated reasoning.
 - Notice if calculations are repeated and look both for general methods and shortcuts
 - In solving problems, maintain oversight of the process while attending to detail
 - Evaluate the reasonableness of their immediate results

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wcer.wisc.edu/WAT/index.aspx>>

Common Core Math Lesson Design Template

Class/Grade: _____ Teacher(s): _____

1. Cluster:

Previous Lesson	Grade Level Standard(s) Central to Lesson	Upcoming Concept
	Students will understand...	
	Students will be able to...	

2. Relevance/Rationale:

- a) Why are the outcomes of this lesson important and applicable in the real world?
- b) Why are these outcomes essential for future learning?
- c) What level of rigor is appropriate?
- Conceptual Understanding • Procedural skill & fluency • Application
- d) How is conceptual understanding going to be developed?
- e) How will students interact with the mathematics?

3. What lesson type best meets the learning target?

- | | | |
|---|---|--|
| ☐ Debate / Open-ended discussion | ☐ Direct Instruction | ☐ Modeling-Real World |
| ☐ Developmental | ☐ Drill and Practice | ☐ Skill Application |
| | ☐ Discovery | ☐ Reinforcement |

4. Common Core Standard(s) for Mathematical Practice Addressed:

- | | |
|--|---|
| ☐ 1. Make sense of problems and persevere in solving them. | ☐ 5. Use appropriate tools strategically. |
| ☐ 2. Reason abstractly and quantitatively. | ☐ 6. Attend to precision. |
| ☐ 3. Construct viable arguments and critique the reasoning of others. | ☐ 7. Look for and make use of structure. |
| ☐ 4. Model with mathematics. | ☐ 8. Look for and express regularity in repeated reasoning |

5. Formative Assessment Criteria for Success:

What types of formative assessments will you use and at which points in your lesson will you check for understanding?

6. Reflection: (The following are process questions to help with reflect and reteach)

- How did the student perform on tasks?
- What evidence did you collect? (... and what are you going to do with it?)
- Were students participating and engaged?

Do you need to reteach? If so, what parts and how

Career Connections

TOPIC	S	O	N	D	J	F	M	A	M	J	J	A
Communication	X											
Self-Assessment		X										
Career Awareness			X									
Word Processing				X								
Career Preparation					X							
Obtaining Employment						X						
Money Management							x					
Independent Living								X				
Continuing Education									X			
TOPIC	S	O	N	D	J	F	M	A	M	J	J	A
Maintaining Employment										X		
Keyboarding											X	
Career Advancement												X
Drawing/Graphics	X	X	X	X	X	X	X	X	X	X	X	X
Spreadsheets	X	X	X	X	X	X	X	X	X	X	X	X
Database	X	X	X	X	X	X	X	X	X	X	X	X
Presentation Software	X	X	X	X	X	X	X	X	X	X	X	X

BioZone, The Living Earth (2018) (Complete Course)

TOPIC	A	S	O		N	D	J	F	M	A	M	J	J
Chapters 1- 2: The Nature of Life	X	X											
Chapters 7-10: Cells		X	X		X								
Chapters 35-40: The Human Body					X	X	X						
Chapters 11- 14: Genetics							X	X					
Chapters 15 – 18: Evolution									X	X			
Chapters 3-6: Ecology										X	X		
Chapters 19-21: Microorganisms and Fungi											X	X	
Chapters 22 – 25: Plants												X	X
Chapters 26 – 29: Invertebrates												X	X
Chapters 30 – 34: Chordates	X											X	X

BIOLOGICAL SCIENCE

Philosophy

This class focuses on the guidelines for Life Sciences in the California State Science frameworks and high school graduation requirements for the area of life science. The students will develop an understanding of the interaction of organisms within the environment. They will study scientific procedures, cell biology, genetics, ecology, and anatomy/physiology. Students will also gain an understanding of the complexities, similarities, and structures of living organisms. Students will develop questions; perform investigations and experiments to solve the questions.

Core (Primary)

**The Living Earth*, Biozone 2018

The Living Earth, Next Generation Science Standards aligned Units of Study, inclusive of Performance Expectations, Guiding Questions, Topics/Anchor Phenomenon, Lesson Resources and Scope and Sequence may be found at the following link:

[CA Next Generation Science Standards](#)

Ancillary (Supplementary)

Prentice Hall Biology Prentice Hall 2004

Gizmos

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Biology Scope and Sequence: Alternative Education 2026-2027 (Click link below)

[Biology Scope and Sequence](#)

General Science

TOPIC	S	O	N	D	J	F	M	A	M	J	J	A
Process of Discovery	X											
The Study of Life	X											
Cells and Life	X											
Kingdoms of Life		X										
The Plant Kingdom		X										
The Animal Kingdom			X									
Ecology				X								
Genetics					X							
The Human Body						X						
Body's Acquisition and Utilization of Energy						X						
Properties of Matter							X					
Energy and Matter							X					
Force and Motion								X				
Heat, Light, and Sound									X			
Electricity and Magnetism									X			
The Planet Earth/Geology										X		
Earth's Oceans										X		
Atmosphere and Weather											X	
Exploring Space												X

GENERAL SCIENCE

Philosophy

This class focuses on the guidelines in the State Science frameworks and high school graduation requirements for the areas of life and physical sciences. The students will develop an understanding of the interaction of organisms within the environment. They will study scientific procedures, cell biology, genetics, ecology, and anatomy/physiology. Students will also gain an understanding of the complexities, similarities, and structures of living organisms. In regards to physical science, the students will develop a general understanding and appreciation of science by studying key concepts involved in the scientific universe, motion, chemical reactions, geology, electromagnetism, and biogeochemical cycles. The students will develop questions and perform investigations and experiments to solve the questions.

1.0 The Process of Discovery

Goal: The students will understand that science is studying new facts and discovering new facts. The students will learn the basic steps in the science process.

Learning Objectives:

- 1.1 The students will define science and identify what scientists do.
- 1.2 The students will explain the scientific process.
- 1.3 The students will know the three main branches of science.
- 1.4 The students will explain the five steps of the scientific method.
- 1.5 The students will identify and be able to implement the metric units of measurements.
- 1.6 The students will describe equipment used in a science laboratory.
- 1.7 The students will discuss the safety rules in the science laboratory.

2.0 The Study of Life

Goal: Biology is the study of living organisms and is studied in five main divisions: botany, zoology, genetics, microbiology, and ecology. The students will further acquire an understanding of how all living organisms share five main characteristics.

Learning Objectives:

- 2.1 The students will be able to distinguish the five main divisions of biology.
- 2.2 The students will be able to describe the characteristics of an organism.
- 2.3 The students will be compare and contrast the life spans of different organisms.
- 2.4 The students will give examples of how an organism adapts to its environment.

3.0 Cells and Life

Goal: The cell is the basic unit of all living organisms. The students will acquire an understanding of the various cell parts and their interdependence upon each other for the cell's survival.

Learning Objectives:

- 3.1 The students will explain how cells were discovered.
- 3.2 The students will compare and contrast between cells, atoms, molecules, and elements.
- 3.3 The students will be able to describe the parts of a cell and give their functions.
- 3.4 The students will explain how cells acquire energy and utilize it.
- 3.5 The students will compare and contrast plant cells and animal cells.
- 3.6 The students will define and describe DNA and its function.

4.0 Kingdoms of Life

Goal: The students will gain an understanding of how scientists classify organisms and their relationships to other organisms.

Learning Objectives:

- 4.1 The students will be able to name the kingdoms of life.
- 4.2 The students will be able to explain the relationship between a kingdom, phylum, and species.
- 4.3 The students will be able to compare and contrast protists, monera, and fungi.
- 4.4 The students will be able to compare and contrast plants and fungi.
- 4.5 The students will be able to identify members of each kingdom.

5.0 The Animal Kingdom

Goal: The students will acquire an understanding of the complexity of animal organism. The students will distinguish between the two main groups and their characteristics.

Learning Objectives:

- 5.1 The students will identify the common characteristics of all animals.
- 5.2 The students will compare and contrast animals with simple organisms.
- 5.3 The students will compare and contrast invertebrates with vertebrates.
- 5.4 The students will be able to identify groups of invertebrates and vertebrates and give characteristics of each.

6.0 The Plant Kingdom

Goal: The students will gain an understanding of how plants are self-sufficient for their own food due to their stationary status. The students will also gain an understanding of the specialized parts of a plant for growth and reproduction.

Learning Objectives:

- 6.1 The students will explain how plants differ from animals.
- 6.2 The students will explain the functions of seeds, roots, stems, and leaves.
- 6.3 The students will explain the process of photosynthesis.
- 6.4 The student will identify the parts of a flower and its functions.
- 6.5 The students will describe the process of fertilization and seed germination.
- 6.6 The students will explain the functions of fruits for seed plants.

7.0 Ecology

Goal: The students will gain an appreciation and understanding of how all organisms are dependent on other living and nonliving organisms for survival.

Learning Objectives:

- 7.1 The students will compare and contrast populations, communities, and ecosystems.
- 7.2 The students will describe how organisms interact with nonliving things in an ecosystem.
- 7.3 The students will produce examples of food chains and food webs.
- 7.4 The students will identify energy sources from the past, present, and future.
- 7.5 The students will describe the water and air cycles.
- 7.6 The students will describe reasons for conserving natural resources.

8.0 Genetics

Goal: The students will gain an understanding of the hereditary process, which determines your biological make-up.

Learning Objectives:

- 8.1 The students will explain how organisms pass on their traits to their offspring.
- 8.2 The students will be able to compare dominant and recessive traits.
- 8.3 The students will describe how DNA, genes, and chromosomes are related and how they differ.
- 8.4 The students will compare the number of chromosomes in body cells and sex cells.
- 8.5 The students will explain the process of mutation.

- 8.7 The students will be able to use genetic tables to determine traits of offspring.
- 8.8 The students will give examples of how environmental factors can affect an organism's traits.

9.0 The Human Body

Goal: The students will gain an understanding and appreciation of the complexities of the human body systems and their complex functions.

Learning Objectives:

- 9.1 The students will compare and contrast the body's tissues and organs.
- 9.2 The students will be able to compare and contrast two body systems.
- 9.3 The students will describe the control center of the human body.
- 9.4 The students will name and describe the functions of the five sense organs.
- 9.5 The students will compare and contrast the functions of bones and muscles.

10.0 The Body's Acquisition and Utilization of Energy

Goal: The students will gain an understanding of the functions of the digestive, respiratory, and circulatory systems and how they are dependent upon each other for acquiring, transporting, and utilizing energy for the body.

Learning Objectives:

- 10.1 The students will identify the main parts of the digestive system and their functions.
- 10.2 The students will identify the main parts of the respiratory system and their functions.
- 10.3 The students will identify the main parts of the circulatory system and their functions.
- 10.4 The students will describe measures to prevent heart disease.

11.0 The Properties of Matter

Goal: The students will gain an understanding of how certain forces in the universe can affect objects and cause them to change their position or form.

Learning Objectives:

- 11.1 The students will be able to compare and contrast the two main branches of physical science.
- 11.2 The students will be to identify elements and utilize the Periodic Table of Elements.
- 11.3 The students will be able to describe an atom and its parts.
- 11.5 The students will be able to explain how density affects mass.
- 11.6 The students will be able to compare and contrast compounds, mixtures, and solutions.

12.0 Energy and Matter

Goal: The students will understand there are two main types of energy, but in many different forms. The students will understand how energy interacts with matter and can affect changes in matter.

Learning Objectives:

- 12.1 The students will be able to identify energy and its relationship to matter.
- 12.2 The students will be able to explain the differences between potential energy and kinetic energy.
- 12.3 The students will be able to identify and describe the different forms of energy.
- 12.4 The students will be able to describe how heat energy changes matter.
- 12.5 The students will be able to compare and contrast physical and chemical changes.

13.0 Force and Motion

Goal: The students will gain an understanding of how forces affect our movements everyday by pushing or pulling an object. The students will gain an appreciation of how machines make work easier by changing the speed, direction, and amount of force.

Learning Objectives:

- 13.1 The students will be able to describe the effects of gravity, friction, and centripetal force.
- 13.2 The students will be able to explain the differences between weight and mass.
- 13.3 The students will be able to describe how inertia affects an object's motion.
- 13.4 The students will be able to define a machine in relation to work.
- 13.5 The students will be able to explain how effort force and resistance force affects an object's movement.
- 13.6 The students will be able to identify the six simple machines.
- 13.7 The students will be able to compare and contrast compound and simple machines.

14.0 Heat, Light, and Sound

Goal: The students will understand that heat, light, and sound are all forms of energy, which travel by the movement of particles or in waves.

Learning Objectives:

- 14.1 The students will be able to describe how heat and temperature are related.
- 14.2 The students will be able to describe ways that heat moves.
- 14.3 The students will be able to identify the features of a wave.
- 14.4 The students will be able to list four things that light may do when it strikes an object.
- 14.5 The students will be able to explain the origin of colors.
- 14.6 The students will be able to explain how sounds are produced.

15.0 Electricity and Magnetism

Goal: The students will understand how energy in the form of electricity and magnetism is used in nature and to run machines for work.

Learning Objectives:

- 15.1 The students will be able to discuss the relationship between electrons and electricity.
- 15.2 The students will be able to explain the causes of static electricity.
- 15.3 The students will be able to describe what happens when lightning occurs.
- 15.4 The students will be able to compare electrical conductors and insulators.
- 15.5 The students will be able to explain how batteries and generators work.
- 15.6 The students will be able to describe an electrical circuit.
- 15.7 The students will be able to describe magnetism and magnetic fields.

16.0 The Planet Earth/Geology

Goal: The students will acquire an understanding of the geological characteristics and components of the planet Earth.

Learning Objectives:

- 16.1 The students will be able to explain the theory of how and when the earth was formed.
- 16.2 The students will be able to describe the Earth's features and three layers.
- 16.3 The students will be able to compare and contrast rotation and revolution and explain its relationship to how the Earth moves through the solar system.
- 16.4 The students will be able to identify the causes of the four seasons.
- 16.5 The students will be able to explain longitude, latitude, and time zones.
- 16.6 The students will be able to describe the theory of plate tectonics while comparing earthquakes and volcanoes.
- 16.7 The students will be able to explain how trenches and mountains are formed.
- 16.8 The students will be able to identify the three main types of rock in the Earth's crust and describe how they are formed.
- 16.9 The students will be able to describe the processes of weathering and erosion.

17.0 The Earth's Atmosphere and Weather

Goal: The students will acquire an understanding of the Earth's atmosphere and its properties, which affect our daily life. The students will further understand how weather and climate are daily conditions of the atmosphere.

Learning Objectives:

- 17.1 The students will be able to identify the layers of the atmosphere.
- 17.2 The students will be able to explain air pressure and how it affects weather.
- 17.3 The students will be able to compare and contrast the different types of precipitation and cloud forms.
- 17.4 The students will be able to compare and contrast weather and the three main climates.
- 17.5 The students will be able to describe how air masses and fronts affect weather.
- 17.6 The students will be able to identify and describe different kinds of violent storms.

18.0 The Earth's Oceans

Goal: The students will acquire an understanding of how the Earth greatly consists of water. The students will further understand how the water moves throughout the Earth.

Learning Objectives:

- 18.1 The students will be able to describe four features of the ocean floor.
- 18.2 The students will be able to compare surface and density currents.
- 18.3 The students will be able to explain the causes and movements of waves and tides.
- 18.4 The students will be able to explain the importance of the ocean's resources and life on Earth.

19.0 Exploring Space

Goal: The students will acquire an understanding of the characteristics and components of the solar system.

Learning Objectives:

- 19.1 The students will be able to describe the Milky Way.
- 19.2 The students will be able to describe the characteristics of the sun.
- 19.3 The students will be able to identify and describe the characteristics of the nine planets.
- 19.4 The students will be able to compare and contrast asteroids, comets, and meteoroids.
- 19.5 The students will be able to describe important events in the history of space exploration.

General Science Textbook

Ancillary (Supplementary)

General Science: 3rd Edition
Globe Fearon 2001

Success in Science: Basic Biology
Globe Fearon 2001

Success in Science: Basic Chemistry
Globe Fearon 2001

Concepts and Challenges in Physical Science: 4th Edition
Globe Fearon 2002

Concepts and Challenges in Life Science: 4th Edition
Globe Fearon 2002

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PHYSICAL SCIENCE

Philosophy, standards, goals and objectives are in development and are to be added in this section and in the matrix.

Physical Science Textbook

Holt Physical Science with Earth and Space Science
Houghton Mifflin Harcourt 2008

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Earth Science 6th grade

TOPIC	S	O	N	D	J	F	M	A	M	J	J	A
The Nature of Earth Science												
Tools of Earth Science	X											
Earth's Systems and Cycles		X										
Material Resources			X									
Energy Resources				X								
Plate Tectonics												
Earthquakes					X							
Volcanoes						X						
Weathering and Soil Formation							X					
Agents of Erosion and Deposition								X				
Rivers and Groundwater								X				
Exploring the Oceans									X			
The Movement of Ocean Water										X		
The Atmosphere										X		
Weather and Climate											X	
Interactions of Living Things												X
Biomes and Ecosystems												

Life Science 7th grade

TOPIC	S	O	N	D	J	F	M	A	M	J	J	A
The Nature of Life Science	X											
It's Alive!! Or Is It?												
Light and Living Things		X										
Cells: The Basic Units of Life			X									
Cells: The Basic Units of Life												
The Cell in Action				X								
Heredity												
Genes and DNA					X							
Studying Earth's Past						X						
The History of Life on Earth							X					
The Evolution of living Things								X				
Classification									X			
Introduction to Plants									X			
Plant Processes										X		
Introduction to Animals											X	
Body organization and Structure											X	
Circulation and Respiration												X
Communication and Control												
Reproduction and Development												X

Physical Science 8th grade

TOPIC	S	O	N	D	J	F	M	A	M	J	J	A
The Nature of Physical Science	X											
Data in Science		X										
Properties of Matter States of Matter			X									
Elements, Compounds, and Mixtures				X								
Introduction to Atoms The Periodic Table					X							
Chemical Bonding						X						
Chemical Reactions							X					
Chemical Compounds The Chemistry of Living Things								X				
Matter in Motion									X			
Forces and Motion Forces in Fluids										X		
Stars, Galaxies, and the Universe											X	
Our Solar System												X

6th, 7th, and 8th Grade Science

This class focuses on the guidelines in the California State Science frameworks for 6th, 7th and 8th grade requirements for the areas of Earth, life and physical sciences. The students will study the scientific process and the importance of experimental design. The students will develop a general understanding and appreciation of science by studying key concepts including the universe, motion, chemical reactions, geology, electromagnetism, and biogeochemical cycles. The students will develop questions and perform investigations and experiments to test hypothesis and draw conclusions.

Core (Primary)

1. *Earth Science*, Holt, Rinehart and Winston (2008)
2. *Life Science*, Holt Rinehart and Winston (2008)
3. *Physical Science*, Holt Rinehart and Winston (2008)

Ancillary (Supplementary)

1. *California Science Dimensions*, Houghton Mifflin Hardcourt (2018)

6th Grade California State Standards, Focus on Earth Science

<http://www.cde.ca.gov/be/st/ss/>

Plate Tectonics and Earth's Structure

- Students know evidence of plate tectonics is derived from the fit of the continents; the location of earthquakes, volcanoes, and midocean ridges; and the distribution of fossils, rock types, and ancient climatic zones.
- Students know Earth is composed of several layers: a cold, brittle lithosphere; a hot, convecting mantle; and a dense, metallic core.
- Students know lithospheric plates the size of continents and oceans move at rates of centimeters per year in response to movements in the mantle.
- Students know that earthquakes are sudden motions along breaks in the crust called faults and that volcanoes and fissures are locations where magma reaches the surface.
- Students know major geologic events, such as earthquakes, volcanic eruptions, and mountain building, result from plate motions.
- Students know how to explain major features of California geology (including mountains, faults, volcanoes) in terms of plate tectonics.
- Students know how to determine the epicenter of an earthquake and know that the effects of an earthquake on any region vary, depending on the size of the earthquake, the distance of the region from the epicenter, the local geology, and the type of construction in the region

Shaping Earth's Surface

- Students know water running downhill is the dominant process in shaping landscape, including California's landscape
- Students know rivers and streams are dynamic systems that erode, transport sediment, change course, and flood their banks in natural and recurring patterns.
- Students know beaches are dynamic systems in which the sand is supplied by rivers and moved along the coast by the action of waves.
- Students know earth quakes, volcanic eruptions, landslides, and floods change human and wildlife habitats.

Heat (Thermal Energy) (Physical Sciences)

- Students know energy can be carried from one place to another by heat flow or by waves, including water, light and sound waves, or by moving objects.
- Students know that when fuel is consumed, most of the energy released becomes heat energy.
- Students know heat flows in solids by conduction (which involves no flow of matter) and in fluids by conduction and by convection (which involves flow of matter).
- Students know heat energy is also transferred between objects by radiation (radiation can travel through space).

Energy in the Earth System

- Students know the sun is the major source of energy for phenomena on Earth's surface; it powers winds, ocean currents, and the water cycle.
- Students know solar energy reaches Earth through radiation, mostly in the form of visible light.
- Students know heat from Earth's interior reaches the surface primarily through convections.
- Students know convection currents distribute heat in the atmosphere and oceans.
- Students know differences in pressure, heat, air movement, and humidity result in changes of weather.

Ecology (Life Sciences)

- Students know energy entering ecosystems as sunlight is transferred by producers into chemical energy through photosynthesis and then from organism to organism through food webs.
- Students know matter is transferred over time from one organism to others in the food web and between organisms and the physical environment.
- Students know populations of organisms can be categorized by the functions they serve in an ecosystem.
- Students know different kinds of organisms may play similar ecological roles in similar biomes

- Students know the number and types of organisms an ecosystem can support depends on the resources available and on abiotic factors, such as quantities of light and water, a range of temperatures, and soil composition.

Resources

- Students know the utility of energy sources is determined by factors that are involved in converting these sources to useful forms and the consequences of the conversion process.
- Students know different natural energy and material resources, including air, soil, rocks, minerals, petroleum, fresh water, wildlife, and forests, and know how to classify them as renewable or nonrenewable.
- Students know the natural origin of the materials used to make common objects.

Investigation and Experimentation

- Students will develop a hypothesis.
- Students will select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.
- Students will construct appropriate graphs from data and develop qualitative statements about the relationships between variables.
- Students will communicate the steps and results from an investigation in written reports and oral presentations.
- Students will recognize whether evidence is consistent with a proposed explanation.
- Students will read a topographic map and a geologic map for evidence provided on the maps and construct and interpret a simple scale map.
- Students will interpret events by sequence and time from natural phenomena (e.g., the relative ages of rocks and intrusions).
- Students will identify changes in natural phenomena over time without manipulating the phenomena (e.g., a tree limb, a grove of trees, a stream, a hillslope).

7th Grade California State Standards, Focus on Life Sciences

<http://www.cde.ca.gov/be/st/ss/>

Cell Biology

- Students know cells function similarly in all living organisms.
- Students know the characteristics that distinguish plant cells from animal cells, including chloroplasts and cell walls.
- Students know the nucleus is the repository for genetic information in plant and animal cells.
- Students know that mitochondria liberate energy for the work that cells do and that chloroplasts capture sunlight energy for photosynthesis.
- Students know cells divide to increase their numbers through a process of mitosis, which results in two daughter cells with identical sets of chromosomes.
- Students know that as multicellular organisms develop, their cells differentiate.

Genetics

- Students know the differences between the life cycles and reproduction methods of sexual and asexual organisms.
- Students know sexual reproduction produces offspring that inherit half their genes from each parent.
- Students know an inherited trait can be determined by one or more genes.
- Students know plant and animal cell contain many thousands of different genes and typically have two copies of every gene. The two copies (or alleles) of the gene may or may not be identical, and one may be dominant in determining the phenotype while the other is recessive.
- Students know DNA (deoxyribonucleic acid) is the genetic material of living organisms and is located in the chromosomes of each cell.

Evolution

- Students know both genetic variation and environmental factors are causes of evolution and diversity of organisms.
- Students know the reasoning used by Charles Darwin in reaching his conclusion that natural selection is the mechanism of evolution.
- Students know how independent lines of evidence from geology, fossils, and comparative anatomy provide the bases for the theory of evolution.
- Students know how to construct a simple branching diagram to classify living groups of organisms by shared derived characteristics and how to expand the diagram to include fossil organisms.
- Students know that extinction of a species occurs when the environment changes and the adaptive characteristics of a species are insufficient for its survival.

Earth and Life History (Earth Science)

- Students know Earth processes today are similar to those that occurred in the past and slow geologic processes have large cumulative effects over long periods of time.
- Students know the history of life on Earth has been disrupted by major catastrophic events, such as major volcanic eruptions or the impacts of asteroids.
- Students know that the rock cycle includes the formation of new sediment and rocks and that rocks are often found in layers, with the oldest generally on the bottom.
- Students know that evidence from geologic layers and radioactive dating indicates Earth is approximately 4.6 billion years old and that life on this planet has existed for more than 3 billion years.
- Students know fossils provide evidence of how life and environmental conditions have changed.
- Students know how movements of earth's continental and oceanic plates through time, with associated changes in climate and geographic connections, have affected the past and present distribution of organisms.
- Students know how to explain significant developments and extinctions of plant and animal life on the geologic time scale.

Structure and Function in Living Systems

- Students know plants and animals have levels of organization for structure and function, including cells, tissues, organs, organ systems, and the whole organism.
- Students know organ systems function because of the contributions of individual organs, tissues, and cells. The failure of any part can affect the entire system.
- Students know how bones and muscles work together to provide a structural framework for movement.
- Students know how the reproductive organs of the human female and male generate eggs and sperm and how sexual activity may lead to fertilization and pregnancy.
- Students know the function of the umbilicus and placenta during pregnancy.
- Students know the structures and processes by which flowering plants generate pollen, ovules, seeds, and fruit.
- Students know how to relate the structures of the eye and ear to their functions.

Physical Principles in Living Systems (Physical Sciences)

- Students know visible light is a small band within a very broad electromagnetic spectrum.
- Students know that for an object to be seen, light emitted by or scattered from it must be detected by the eye.
- Students know light travels in straight lines if the medium it travels through does not change.
- Students know how simple lenses are used in a magnifying glass, the eye, a camera, a telescope, and a microscope
- Students know that white light is a mixture of many wavelengths (colors) and that retinal cells react differently to different wavelengths.

- Students know light can be reflected, refracted, transmitted, and absorbed by matter.
- Students know the angle of reflection of a light beam is equal to the angle of incidence.
- Students know how to compare joints in the body (wrist, shoulder, thigh) with structures used in machines and simple devices (hinge, ball-and socket, and sliding joints).
- Students know how levers confer mechanical advantage and how the application of this principle applies to musculoskeletal system.
- Students know that contractions of the heart generate blood pressure and that heart valves prevent backflow of blood in the circulatory system.

Investigation and Experimentation

- Students will select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.
 - Students will use a variety of print and electronic resources (including the World Wide Web) to collect information and evidence as part of a research project.
- Students will communicate the logical connection among hypotheses, science concepts, tests conducted, data collected, and conclusions drawn from the scientific evidence.
- Students will construct scale models, maps, and appropriately labeled diagrams to communicate scientific knowledge (e.g., motion of Earth's plates and cell structure).
- Students will communicate the steps and results from an investigation in written reports and oral presentations.

8th grade California State Standards, Focus on Physical Sciences

<http://www.cde.ca.gov/be/st/ss/>

Motion

- Students know position is defined in relation to some choice of a standard reference point and a set of reference directions.
- Students know that average speed is the total distance traveled divided by the total time elapsed and that the speed of an object along the path traveled can vary.
- Students know how to solve problems involving distance, time, and average speed.
- Students know the velocity of an object must be described by specifying both the direction and the speed of the object.
- Students know changes in velocity may be due to changes in speed, direction, or both. f. Students know how to interpret graphs of position versus time and graphs of speed versus time for motion in a single direction.

Forces

- Students know a force has both direction and magnitude.
- Students know when an object is subject to two or more forces at once, the result is the cumulative effect of all the forces.
- Students know when the forces on an object are balanced, the motion of the object does not change.

- Students know how to identify separately the two or more forces that are acting on a single static object, including gravity, elastic forces due to tension or compression in matter, and friction.
- Students know that when the forces on an object are unbalanced, the object will change its velocity (that is, it will speed up, slow down, or change direction).
- Students know the greater the mass of an object, the more force is needed to achieve the same rate of change in motion.
- Students know the role of gravity in forming and maintaining the shapes of planets, stars, and the solar system.

Structure of Matter

- Students know the structure of the atom and know it is composed of protons, neutrons, and electrons.
- Students know that compounds are formed by combining two or more different elements and that compounds have properties that are different from their constituent elements.
- Students know atoms and molecules form solids by building up repeating patterns, such as the crystal structure of NaCl or long-chain polymers.
- Students know the states of matter (solid, liquid, gas) depend on molecular motion.
- Students know that in solids the atoms are closely locked in position and can only vibrate; in liquids the atoms and molecules are more loosely connected and can collide with and move past one another; and in gases the atoms and molecules are free to move independently, colliding frequently.
- Students know how to use the periodic table to identify elements in simple compounds.

Earth in the Solar System (Earth Sciences)

- Students know galaxies are clusters of billions of stars and may have different shapes.
- Students know that the sun is one of many stars in the Milky Way galaxy and that stars may differ in size, temperature, and color.
- Students know how to use astronomical units and light years as measures of distances between the Sun, stars, and the Earth.
- Students know that stars are the source of light for all bright objects in outer space and that the Moon and planets shine by reflected sunlight, not by their own light.
- Students know the appearance, general composition, relative position and size, and motion of objects in the solar system, including planets, planetary satellites, comets, and asteroids.

Reactions

- Students know reactant atoms and molecules interact to form products with different chemical properties.
- Students know the idea of atoms explains the conservation of matter: In chemical reactions the number of atoms stays the same no matter how they are arranged, so their total mass stays the same.
- Students know chemical reactions usually liberate heat or absorb heat.
- Students know physical processes include freezing and boiling, in which a material changes form with no chemical reaction.
- Students know how to determine whether a solution is acidic, basic, or neutral.

Chemistry of Living Systems (Life Sciences)

- Students know that carbon, because of its ability to combine in many ways with itself and other elements, has a central role in the chemistry of living organisms.

- Students know that living organisms are made of molecules consisting largely of carbon, hydrogen, nitrogen, oxygen, phosphorus, and sulfur.
- Students know that living organisms have many different kinds of molecules, including small ones, such as water and salt, and very large ones, such as carbohydrates, fats, proteins, and DNA.

Periodic Table

- Students know how to identify regions corresponding to metals, nonmetals and inert gases.
- Students know each element has a specific number of protons in the nucleus (the atomic number) and each isotope of the element has a different but specific number of neutrons in the nucleus.
- Students know substances can be classified by their properties, including their melting temperature, density, hardness, and thermal and electrical conductivity.

Density and Buoyancy

- Students know density is mass per unit volume.
- Students know how to calculate the density of substances (regular and irregular solids and liquids) from measurements of mass and volume.
- Students know the buoyant force on an object in a fluid is an upward force equal to the weight of the fluid the object has displaced.
- Students know how to predict whether an object will float or sink.

Investigation and Experimentation

Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

Plan and conduct a scientific investigation to test a hypothesis.

Evaluate the accuracy and reproducibility of data.

Distinguish between variable and controlled parameters in a test.

Recognize the slope of the linear graph as the constant in the relationship and apply this principle in interpreting graphs constructed from data.

Construct appropriate graphs from data and develop quantitative statements about the relationships between variables.

Apply simple mathematic relationships to determine a missing quantity in a mathematic expression, given the two remaining terms (including $\text{speed} = \text{distance}/\text{time}$, $\text{density} = \text{mass}/\text{volume}$, $\text{force} = \text{pressure} \times \text{area}$, $\text{volume} = \text{area} \times \text{height}$).

Distinguish between linear and nonlinear relationships on a graph of data.

Personal Social Development/Life Skills/Health Science /Career Education

TOPIC	S	O	N	D	J	F	M	A	M	J	J	A
Obtaining Employment	X											
Maintaining Employment												
Career Awareness		X										
Career Preparation												
Continuing Education			X									
Career Advancement												
Word Processing				X								
Keyboarding												
Communication					X							
Self-Assessment												
Money Management						X						
Independent Living												
Breaking the Cycle							X					
Intrapersonal/Interpersonal Development												
Parental Responsibilities								X				
Extended Family Responsibilities												
Illegal Substances/Drug Abuse/Alcohol/Tobacco									X			
Use/Communicable/Non-Communicable Diseases												
School Related Responsibilities										X		
Job Related Responsibilities												
Emotional/Mental Health											X	
First Aid/Nutrition												
Community Involvement												X
State/National/International Responsibilities												
Multicultural Awareness	X	X	X	X	X	X	X	X	X	X	X	X
Computer Literacy: Spreadsheet/Database/ Presentation Software	X	X	X	X	X	X	X	X	X	X	X	X

PERSONAL SOCIAL DEVELOPMENT/LIFE SKILLS/HEALTH SCIENCE/CAREER EDUCATION

Philosophy

Students in the Court Schools are in need of information and skills necessary to obtain and maintain gainful employment. Our goal is to provide students with a body of knowledge that will enhance their employability skills and as such will enhance their ability to seek and secure employment. Our goal is to create an awareness of what is healthy and unhealthy in regard to daily living, and to foster an understanding of personal health as related to nutrition, use and misuse of drugs and first aid. Focus will be placed on how a healthy lifestyle impacts a person while in a work related role. An intense study of the attributes of good character will result in an improved quality of life and a greater opportunity to succeed in society. Instruction will center on the “Six Pillars” of Character Counts! These are:

Trustworthiness: A person of character is trustworthy, lives with integrity, and is honest, reliable and loyal.

Respect: A person of character values all persons, lives by the Golden Rule, respects the dignity, privacy and freedom of others, is courteous and polite to all and is tolerant and accepting of differences.

Responsibility: A person of character meets the demands of duty, is accountable, and pursues excellence and exercises self-control.

Fairness: A person of character is fair and just, is impartial, listens and is open to differing viewpoints.

Caring: A person of character is caring, compassionate, kind, loving, considerate, and charitable.

Citizenship: A person of character is good citizen, does his or her share, helps the community, and plays by the rules, and respects authority and law.

1.0 Obtaining Employment

Goal:

- The student will gain an understanding of career preparation and skills needed to seek employment.

Objectives:

- 1.1 The student will be able to demonstrate employment interview preparation techniques.
- 1.2 The student will be able to describe appropriate dress for an employment interview.
- 1.3 The student will demonstrate and describe the various verbal and non-verbal skills that will affect the employment interview.
- 1.4 The student will demonstrate effective employment interview techniques.
The student will write an appropriate employment interview follow-up letter.

2.0 Maintaining Employment

Goal:

- The student will gain an understanding of basic skills necessary to maintain employment.

Objective:

- 2.1 The student will be able to identify and describe desirable work attitudes and habits at the person's place of employment.
- 2.2 The student will be able to describe effective verbal and non-verbal communication skills.
- 2.3 The student will be able to describe cooperative work habits.

3.0 Career Awareness

Goal:

- The student will become aware of his/her career opportunities and will become knowledgeable regarding employment within their previously identified interests and aptitudes.

Objectives:

- 3.1 The student will identify those occupations as outlined in the fifteen occupational career clusters, which relate to their interests, aptitudes, and abilities.
- 3.2 The student will demonstrate understanding of basic skill requirements as well as other educational requirements to the occupational cluster(s) of their choice.

4.0 Career Preparation

Goal:

- The student will gain an understanding of career preparation and skills needed to seek employment.

Objectives:

- 4.1 The student will be able to demonstrate employment search strategies to locate potential sources of employment.
- 4.2 The student will be able to complete applications for a social security number and a work permit.
- 4.3 The student will be able to complete a variety of employment application forms neatly and accurately.
- 4.4 The student will be able to write a resume using correct spelling and grammar.
- 4.5 The student will be able to prepare a cover letter to accompany a resume.

5.0 Continuing education

Goal:

- The student will gain an understanding of earning as a life-long process.

Objectives:

- 5.1 The student will be able to understand the importance of continuing education both formal and informal.
- 5.2 The student will be able to locate schools and programs for learning job skills.
- 5.3 The student will learn the benefits gained by volunteering and how it can further their education.
- 5.4 The student will have an understanding of the armed forces.

6.0 Career Advancement

Goal:

- The student will gain an understanding of the basic skills necessary for maintain career advancement.

Objectives:

- 6.1 The student will be able to identify techniques to resolve conflicts their employment site.
- 6.2 The student will be able to discuss effective time management skills their employment site.
- 6.3 The student will be able to explain the purpose of income taxes and complete sample federal and state withholding tax forms.

7.0 Word Processing

Goal:

- Students will be able to work with text to produce attractive, professional, word processing documents.
- All text features, including procedures, buttons, and troubleshooting, and how to use onscreen Help.

Objectives:

- 7.1 The student will be able to create and compose letters and memos.
- 7.2 The student will be able to create lists and outlines.
- 7.3 The student will be able to write cover letters, resumes, and follow up letters using business format.
- 7.4 The student will be able to write research papers and reports.

8.0 Keyboarding

Goal:

- The student will gain an understanding of basic keyboarding techniques and be able to use them to enhance his/her computer literacy.

Objectives:

- 8.1 The student will be able to understand and use the home position for his/her hands on the keyboard.
- 8.2 The student will be able to understand the ergonomics of the proper typing position.
- 8.3 The student will understand the principle of touch-typing.
- 8.4 The student will increase his/her typing speed to at least 35 wpm.
- 8.5 The student will be able to use the number pad to record numbers.

9.0 Communication

Goal:

- The student will develop the skills needed to communicate with others in a manner that is both effective and acceptable to those involved.

Objectives:

- 9.1 The student will be able to discuss the characteristics of good communication.
- 9.2 The student will be able to define verbal and non-verbal communication skills.
- 9.3 The student will demonstrate effective listening, speaking, reading, and writing skills.
- 9.4 The student will express their ideas, wants, and concerns openly and honestly.
- 9.5 The student will be able to define and identify aggressive, passive, and assertive behavior.
- 9.6 The student will be able to define criticism and respond appropriately.
- 9.7 The student will be able to use technology to communicate ideas.

10.0 Self-Assessment

Goal:

- The student will become aware of his/her interests and aptitudes and will become knowledgeable regarding employment within those interests and aptitudes.

Objectives:

- 2.1 The student will be able to articulate the concept of vocational self-assessment including interests, aptitudes, values, and abilities as it relates to his/her vocational choice.
- 2.2 The student will be able to assess his/her values, interests, aptitudes, and lifestyle needs to identify a personal profile through the use of various instruments.

11.0 Money Management**Goal:**

- The student will gain an understanding of how to manage their money and cope with financial responsibility.

Objectives:

- 11.1 The student will be able to identify steps in planning a budget and keep records effectively.
- 11.2 The student will be able to use a spreadsheet to set up his own budget.
- 11.3 The student will be able to understand the principles of savings.
- 11.4 The student will be able to understand the principles of a checking account and be able to write checks and balance a checkbook.

12.0 Independent Living**Goal:**

- The student will gain an understanding of the responsibilities of living on their own.

Objectives:

- 12.1 The student will be able to read and understand their paycheck.
- 12.2 The student will be able to describe ways of balancing his work life and personal life.
- 12.3 The student will be able to understand the importance of participating in his/her community as a volunteer.
- 12.4 The student will be able to understand FICA and the federal and state income taxes and be able to fill out a federal tax return.
- 12.5 The student will be able to define some common insurance terms and be able to list some ways to lower insurance costs.
- 12.6 The student will be able to compare and contrast basic types of health insurance coverage and explain the basic types of life insurance.

13.0 Computer Literacy

Goal:

- The student will develop competency in computer usage that will enhance employability and career advancement.

Objectives:

- 13.1 The student will be able to use and understand basic keyboard techniques.
- 13.2 The student will be able to use and understand basic word processing.
- 13.3 The student will be able to use and understand basic usage of a database and spreadsheet program.
- 13.4 The student will be able to compose and present a basic computer presentation.

14.0 Breaking the Cycle

Goal:

- To learn how to break the cycle of reoccurring offenses/problems, and examine ways that the pillars of character may be used as a tool to break this cycle of dysfunction that plague many youth today.

Objectives:

- 14.1 The student will be able to identify various dysfunctional lifestyles.
- 14.2 The student will begin to understand the consequences that dysfunctional lifestyles bring.
- 14.3 The student will begin to understand that their life is a series of choices and Decisions.
- 14.4 The student will be able to use the pillars of character to make healthy life choices.

15.0 Intra-personal Development

Goal:

- To learn what constitutes good character and learn how to acquire the six pillars of character and apply them to one's life.

Objectives:

- 14.1 The student will be able to develop a healthy relationship with themselves.
- 14.2 The student will be able to examine themselves in relation to the pillars of character.

- 14.3 The student will be able to understand the need to make changes in their life following the six pillars of character.
- 15.4 The student will be able to identify things in their life that need to be changed by following the six pillars of character.

16.0 Inter-personal Development

Goal:

- To utilize the Pillars of Character in our interaction with others and to instill the values of Character Counts! in others.

Objectives:

- 16.1 The student will be able to understand how other people perceive them.
- 16.2 The student will be able describe how the pillars of character can make a difference in the way they are perceived by others.
- 16.3 The student will be able to describe how the pillars of character can make a difference in the way they communicate with others.
- 16.4 The student will be able to describe how the pillars of character will assist them in getting along with others in a positive manner.

17.0 Parental Responsibilities

Goal:

- To examine the importance of character in parenting, and learn how the pillars of character can improve a family setting.

Objectives:

- 17.1 The student will be able to describe how to care for an infant.
- 17.2 The student will be able to describe ways to nurture children by referencing the six pillars of character.
- 17.3 The student will be able to describe ways to guide children by referencing the six pillars of character.
- 17.4 The student will be able to describe ways to meet various family responsibilities through the six pillars of character.

16.0 Extended Family Responsibilities

Goal:

- To explore how the pillars of character can assist the relationships in the extended family.

Objectives:

- 16.1 The student will be able to identify their extended family.
- 16.2 The student will be able to identify how their actions affect their extended family.
- 16.3 The student will be able to describe how actions of their extended family affect them.
- 16.4 The student will be able to describe how conflict can be resolved between extended family members using the six pillars of character.
- 16.5 The student will be able to describe the responsibilities they have to their extended family.
- 16.6 The student will be able to describe how the six pillars of character can be used to make decisions concerning their extended family.

17.0 Alcohol/Tobacco Usage**Goals:**

- The student will develop an awareness of how the use and misuse of alcohol and tobacco can affect personal health and lifestyle.

Objectives:

- 19.1 The student will be able to identify the harmful substances found in tobacco smoke.
- 19.2 The student will be able to describe the harmful effects of smoking on the body.
- 19.3 The student will be able to describe the harmful effects of secondhand smoke.
- 19.4 The student will be able to describe the harmful effects of tobacco.
- 19.5 The student will be able to describe the harmful effects of alcohol on the body.
- 19.6 The student will be able to explain blood alcohol levels and identify the factors that influence alcohol's effects on the body.
- 19.7 The student will be able to describe the cause and effects of fetal alcohol syndrome.

20.0 Use and Misuse of Substances**Goal:**

- The student will develop an awareness of how the use and misuse of substances can affect personal health and lifestyle.

Objectives:

- 20.1 The student will define "Drug".
- 20.2 The student will categorize drugs as "legal" and "illegal".
- 20.3 The student will recognize peer pressure to use drugs.
- 20.4 The student will describe the effect of drugs on the human body.

- 20.5 The student will list ways to use drugs safely and effectively for wellness purposes.
- 20.6 The student will describe harmful side effects caused by drugs.

21.0 Communicable/Non-Communicable Diseases

Goal:

- The student will become familiar with common communicable and non-communicable diseases and the means of prevention.

Objectives:

- 21.1 The student will state what pathogens are.
- 21.2 The student will list common infectious diseases and how to prevent them.
- 21.3 The student will be able to explain what active immunity is.
- 21.4 The student will be able to explain what passive immunity is.
- 21.5 The student will be able to state the importance of being immunized.
- 21.6 The student will be able to explain the differences between communicable and non-communicable diseases.
- 21.7 The student will be able to list examples of non-communicable diseases.
- 21.8 The student will be able to summarize some of the recent scientific theories concerning prevention and treatment of non-communicable diseases.

22.0 School/Education Related Responsibilities

Goal:

- To examine how the pillars of character can help in obtaining success in an educational environment and in life-long learning.

Objectives:

- 22.1 The student will be able to identify their responsibilities to their school.
- 22.2 The student will be able to describe the responsibilities the school has to them.
- 22.3 The student will be able describe how conflicts at school can be resolved using the six pillars of character.
- 22.4 The student will be able to describe some ways that they can make school life better for themselves and other students by using the six pillars of character.

23.0 Job Related Responsibilities

Goal:

- To explore the value of the pillars of character in a work environment.

Objectives:

- 23.1 The student will be able to describe their responsibilities to their job.

- 23.2 The student will be able to describe their jobs' responsibility to them.
- 23.3 The student will be able to describe how their actions can affect their job.
- 23.4 The student will be able to describe how conflicts in the workplace can be resolved by using the six pillars of character.
- 23.5 The student will be able to describe some ways that they can make their work environment better for their fellow workers and supervisors by using the six pillars of character.

24.0 Emotional/Mental Health

Goal:

- The student will develop knowledge of good mental health.

Objectives:

- 24.1 The student will define emotional health.
- 24.2 The student will be able to describe the six types of defense mechanisms.
- 24.3 The student will be able to give a short job description of at least two mental health professions and where they are most likely to be found.
- 24.4 The student will be able to identify some times of crisis.
- 24.5 The student will be able to describe some forms of neurosis and psychosis.
- 24.6 The student will be able to list the signs of depression.
- 24.7 The student will be able to describe some warning signs of suicide and what to do if a person is suicidal.
- 24.8 The student will be able to compare and contrast the differences between mental illness and mental disabilities.

25.0 First Aid

Goal:

- The student will develop knowledge of first aid as it relates to health and wellness.

Objectives:

- 25.1 The student will list ways to foresee and prevent accidents involving burns.
- 25.2 The student will list ways to foresee and prevent an accident involving heat stroke and sunburn.
- 25.3 The student will list ways to foresee and prevent accidents involving chemicals.
- 25.4 The student will list ways to foresee and prevent accidents involving poisons.
- 25.5 The student will list ways to foresee and prevent accidents involving electrical shock.
- 25.6 The student will list ways to foresee and prevent accidents involving drugs.
- 25.7 The student will list first aid procedures for bleeding injuries.
- 25.8 The student will list first aid procedures for preventing infections from cuts.
- 25.9 The student will distinguish between proper and improper treatment for injuries.

26.0 Nutrition

Goal:

- The student will develop knowledge of nutritional principles that lead to good health and wellness.

Objectives:

- 26.1 The student will list vitamins, effects of overdoses and effects of deficiency.
- 26.2 The student will define “calorie”.
- 26.3 The student will list nutritional requirements.
- 26.4 The student will list minerals, effects of overdoses and effects of deficiency.
- 26.5 The student will interpret labels.
- 26.6 The student will interpret food ads by using critical thinking.
- 26.7 The student will write a nutritionally balanced menu using guidelines for vitamin, mineral, protein, and carbohydrate requirements.
- 26.8 The student will explain the negative interactions of tobacco, alcohol, and other drugs with food nutrients.
- 26.9 The student will balance ethnic food diets.
- 26.10 The student will state how diet promotes serious disease (malnutrition, diabetes, heart disease.)
- 26.11 The student will relate balanced diets to wellness.
- 26.12 The student will list the effects of refined sugar on physical and emotional well-being.
- 26.13 The student will explain the importance of water in the diet.

27.0 Community Involvement

Goal:

- To establish ways in which utilizing the pillars of character can strengthen the community.

Objectives:

- 27.1 The student will be able to describe their responsibility to their community.
- 27.2 The student will be able to describe their community’s responsibility to them.
- 27.3 The student will be able to describe how their actions affect the community.
- 27.4 The student will be able to describe how conflicts in their community can be resolved by using the six pillars of character.
- 27.5 The student will be able to describe some ways that they can make the their community a better place to live by using the six pillars of character counts.

28.0 State/National/International Responsibilities

Goal:

- To explore ways the pillars of character can play a role in our responsibilities to our state, nation, and world.

Objectives:

- 28.1 The student will be able to describe their responsibilities to their state, nation, and the world.
- 28.2 The student will be able to describe their states, nations', and world's responsibility to them.
- 28.3 The student will be able to describe how their actions affect their state, nation and the world.
- 28.4 The student will be able to describe how conflicts in their state, nation, and world can be resolved by using the six pillars of character.
- 28.5 The student will be able to describe some things that they can do to make their state, nation, and world a better place to live by using the six pillars of character.

29.0 Leadership Responsibilities**Goal:**

- To explore leadership and create an awareness of the importance for individuals to develop leadership skills and learn how the pillars of character can impact leadership.

Objectives:

- 29.1 The student will be able to describe what personal leadership is by referencing the six pillars of character.
- 29.2 The student will be able to describe the qualities of leadership in small informal groups by referencing the six pillars of character.
- 29.3 The student will be able to describe the qualities of leadership in a family setting by referencing the six pillars of character.
- 29.3 The student will be able to describe the qualities of leadership in an extended family setting by referencing the six pillars of character.
- 29.4 The student will be able to describe the qualities of leadership in a school setting by referencing the six pillars of character.
- 29.5 The student will be able to describe the qualities of leadership in a job setting by referencing the six pillars of character.
- 29.6 The student will be able to describe the qualities of leadership in a community setting by referencing the six pillars of character.
- 29.7 The student will be able to describe the qualities of leadership in the state, national, and world setting by referencing the six pillars of character.

Personal Social Development/Life Skills/Health Science/Career Education Textbooks

Core (Primary)

From School to Work (COURT SCHOOL)
Goodheart-Wilcox 2009

Strengthening the Family and Self (COMMUNITY/COMMUNITY DAY)
Goodheart-Wilcox 2006

Ancillary (Supplementary)

<http://usworkworld.com/>
Contemporary Living
Ryder/Harter
Goodheart-Wilcox 2006
BASE Education
Nearpod

Cyber High
Office of the Fresno County Superintendent of Schools

Edmentum- VHEA Independent Study

Consumer Math

TOPIC	S	O	N	D	J	F	M	A	M	J	J	A
Covering Your Expenses/Making & Changing Your Budget	X											
Your Salary/Your Take-home Pay		X										
Choosing A Bank			X									
Using a Checking Account				X								
Credit Card Math/Loans and Interest					X							
Finding a Place to Live/Decorating Your Home						X						
Eating for Good Health/Choosing and Buying Groceries							X					
Deciding What You Need								X				
Getting the Best Buy/Buying & Leasing a Vehicle									X			
Maintaining a Vehicle										X		
Budgeting for Recreation											X	
Planning a Trip												X

CONSUMER MATH

Philosophy

Students must be prepared for their future by learning skills such as how to prepare a monthly budget, maintain a bank account, and make educated purchases. With these tools, our students have an increased opportunity for success in their everyday lives.

7. Consumer Math/Covering Your Expenses

Objectives: Students will...

- 1.1 Tell the difference between needs and wants.
- 1.2 Prepare and analyze expense records.
- 1.3 Identify variable and fixed expenses.
- 1.4 Find the amount of income left after paying fixed expenses.
- 1.5 Create a savings plan to pay for a big expense.
- 1.6 Add, subtract, multiply, and divide money.
- 1.7 Round money to the nearest cent.

2.0 Consumer Math/Making and Changing Your Budget

Objectives: Students will...

- 2.1 Prepare a budget.
- 2.2 Find ways to make your income meet your needs.

- 2.3 Determine steps you can take to balance a budget.
- 2.4 Determine ways to cope with financial emergencies.
- 2.5 Decide how to budget and spend extra money.
- 2.6 Estimate costs to the nearest dollar.
- 2.7 Find an average.
- 2.8 Add, subtract, multiply, and divide money.

8. Consumer Math/Your Salary

Objectives: Students will...

- 3.1 Determine yearly, monthly, and weekly salaries
- 3.2 Read a time card and find overtime pay.
- 3.3 Find income based on salary and tips.
- 3.4 Determine job-related expenses.
- 3.5 Determine commission and find income based on salary and commission.
- 3.6 Add, subtract, and divide with money.
- 3.7 Find the percent of a number.
- 3.8 Round money amounts to the nearest cent.

9. Consumer Math/Your Take-Home Pay

Objectives: Students will...

- 4.1 Identify earnings deductions and determine net pay.
- 4.2 Interpret an earnings statement.
- 4.3 Determine taxable income and use a tax table.
- 4.4 Calculate an income tax refund or balance due.
- 4.5 Compare two health insurance options.
- 4.6 Identify savings options and retirement benefits.
- 4.7 Interpret a circle graph showing percents.
- 4.8 Find percent, given the whole and the part.

10. Consumer Math/Choosing a Bank

Objectives: Students will...

- a. 5.1 Identify bank services and fees.
- b. 5.2 Determine the best bank and checking account.
- c. 5.3 Understand and compare savings accounts and CDs.
- d. 5.4 Find simple and compound interest.
- e. 5.5 Understand how to use an ATM.
- f. 5.6 Add, subtract, multiply, and divide with money.
- g. 5.7 Find the percent of a number.

11. Consumer Math/Using a Checking Account

Objectives: Students will...

- 6.1 Describe how to open a checking account.
- 6.2 Prepare deposit and withdrawal slips.
- 6.3 Write a check and use a check register.
- 6.4 Use a debit card.
- 6.5 Read a bank statement.
- 6.6 Reconcile a checking account.
- 6.7 Add, subtract, multiply, and divide with money

7.0 Consumer Math/Credit Card Math

Objectives: Students will...

- 7.1 Compare the good and bad things about credit cards.
- 7.2 Understand how to complete a credit card application.
- 7.3 Identify ways to protect a credit card account.
- 7.4 Find the amount of a finance charge.
- 7.5 Read and understand a monthly statement.
- 7.6 Find the new balance on a credit card account.
- 7.7 Decide if a credit card should be used to buy items.
- 7.8 Find how a cash advance affects your credit card account.
- 7.9 Find the percent of a number.
- 7.10 Find the percent, given the whole and the part.

8.0 Consumer Math/Loans and Interest

Objectives: Students will...

- 8.1 Learn about different types of loans and determine the best rate.
- 8.2 Learn about steps you can take to maintain a good credit rating and improve a bad credit rating.
- 8.3 Find the total amount paid on a loan and the monthly payment.
- 8.4 Complete a loan application.
- 8.5 Learn about loan fees.
- 8.6 Add, subtract, multiply, and divide with money.
- 8.7 Compare percents.
- 8.8 Find the percent of a number.

9.0 Consumer Math/Finding a Place to Live

Objectives: Students will...

- 9.1 Determine how much you can afford for rent.
- 9.2 Identify the best type of place for you to rent.
- 9.3 Understand what a lease and a security deposit are and how they work.
- 9.4 Determine if you can afford to buy a house.
- 9.5 Calculate the down payment for a house.
- 9.6 Calculate mortgage payments.

- 9.7 Calculate the closing costs, real estate tax, and homeowner's insurance.
- 9.8 Add, subtract, multiply, and divide with money.
- 9.9 Find the percent of a number.

10.0 Consumer Math/Decorating Your Home

Objectives: Students will...

- 10.1 List priorities based on income and need.
- 10.2 Identify ways to furnish a home on a budget.
- 10.3 Find the sale price.
- 10.4 Compare the efficiency ratings of appliances.
- 10.5 Choose a phone plan.
- 10.6 Determine how much paint is needed to paint a room.
- 10.7 Determine how many tiles are needed to cover a floor.
- 10.8 Add, subtract, multiply, and divide.
- 10.9 Find the perimeter and area of a rectangle.

11.0 Consumer Math/Eating for Good Health

Objectives: Students will...

- 11.1 Learn about the food groups and plan a balanced diet.
- 11.2 Find the amount of protein a person needs.
- 11.3 Count calories and identify activities that burn calories.
- 11.4 Identify the health problems caused by eating too much fat, sugar, or salt.
- 11.5 Solve a proportion.
- 11.6 Add, subtract, multiply, and divide decimals.
- 11.7 Find the percent of a number.

12.0 Consumer Math/Choosing and Buying Groceries

Objectives: Students will...

- 12.1 Read and analyze nutrition labels on food items.
- 12.2 Find and compare unit prices to determine the better buy.
- 12.3 Analyze store coupons and manufacturers' coupons.
- 12.4 Learn how to spend money wisely when buying groceries.
- 12.5 Add, subtract, multiply, and divide with money.
- 12.6 Find the unit price.

13.0 Consumer Math/Deciding What You Need

Objectives: Students will...

- 13.1 Identify things to consider for personal spending.
- 13.2 Find the sales tax on items.
- 13.3 Analyze your clothing budget.
- 13.4 Determine which clothes are right for work.
- 13.5 Determine the better buy.
- 13.6 Analyze store advertisements.
- 13.7 Find the retail price.
- 13.8 Add, subtract, multiply, and divide with money.
- 13.9 Find the percent of a number.

14.0 Consumer Math/Getting the Best Buy

Objectives: Students will...

- 14.1 Determine the best times of year to find sales.
- 14.2 Find the discount.
- 14.3 Find the sale price.
- 14.4 Complete an order form.
- 14.5 Find the total cost of a catalog or online purchase, including tax and shipping costs.
- 14.6 Find the percent of a number.
- 14.7 Add, subtract, multiply, and divide with money.

15.0 Consumer Math/Buying and Leasing a Vehicle

Objectives: Students will...

- 15.1 Choose the best vehicle for your needs.
- 15.2 Use car price guides to compare car prices.
- 15.3 Identify ways to buy or lease a car.
- 15.4 Understand a loan contract.
- 15.5 Find the monthly car payment amount and the total amount of the car loan.
- 15.6 Find the residual value of a car.
- 15.7 Find the charges in a lease agreement.
- 15.8 Add, subtract, and multiply with money.
- 15.9 Find the percent of a number.

16.0 Consumer Math/Maintaining a Vehicle

Objectives: Students will...

- 16.1 Know what information you need to give to an insurance agent to get car insurance.
- 16.2 Understand the different types of insurance coverage you can get for your car.
- 16.3 Understand why the cost of car insurance may vary.
- 16.4 Understand how a deductible works.
- 16.5 Understand how to take care of your car.
- 16.6 Analyze a repair bill.
- 16.7 Add and subtract whole numbers.

- 16.8 Add and subtract with money.
- 16.9 Find an average.

17.0 Consumer Math/Budgeting for Recreation

Objectives: Students will...

- 17.1 Find the costs of recreational activities, including equipment and clothing.
- 17.2 Determine the amount of money saved from a bargain.
- 17.3 Compare costs for the same activity.
- 17.4 Determine how to budget for recreation.
- 17.5 Add, subtract, multiply, and divide with money.
- 17.6 Find the percent of a number.

18.0 Consumer Math/Planning a Trip

Objectives: Students will...

- 18.1 Read a road map and find the distance between places.
- 18.2 Find how much time it takes to make a trip.
- 18.3 Find gas mileage and the cost of gas for a trip.
- 18.4 Compare food and lodging costs.
- 18.5 Compare costs of different forms of travel.
- 18.6 Add, subtract, multiply, and divide.
- 18.7 Find the percent of a number.

19.0 Number Sense

Objectives: Students will...

- 19.1 Know how to add integers.
- 19.2 Know how to change any subtraction problem to an addition problem.
- 19.3 Know how to multiply and divide integers.
- 19.4 Review the correct order of operations.
- 19.5 Write numbers using scientific notation.
- 19.6 Convert numbers written in scientific notation to “regular” numbers.
- 19.7 Convert fractions from mixed numbers to improper fractions.
- 19.8 Simplify fractions.
- 19.9 Find the least common denominators.
- 19.10 Add and subtract fractions with like and unlike denominators.
- 19.11 Know the definition of a prime number.
- 19.12 Know how to find the prime factorization of a number.
- 19.13 Find least common denominators and write in prime factored form.
- 19.14 Know how to add, subtract, multiply, and divide fractions.
- 19.15 Know how to add and subtract terminating decimals.
- 19.16 Know how to use estimation to answer questions with decimals.
- 19.17 Know how to multiply decimals.
- 19.18 Take positive numbers to whole number powers.
- 19.19 Know how to divide numbers with decimals.

- 19.20 Know how to change fractions into percents and vice versa.
- 19.21 Know how to change fractions into decimals and vice versa.
- 19.22 Know how to change decimals into percents and vice versa.
- 19.23 Extract the necessary information from a word problem to solve it.
- 19.24 Know how to find simple interest.
- 19.25 Know how to take a discount and find the sale price.
- 19.26 Know the definitions of “discount” “markup” “commission” and “profit.”
- 19.27 Know how to find percent increase (from a word problem.)
- 19.28 Know how to find percent decrease (from a word problem.)
- 19.29 Multiply and divide expressions with exponents (same base.)
- 19.30 Understand what a negative exponent means.
- 19.31 Understand the exponent rules.
- 19.32 Multiply and divide rational numbers using the exponent rules.
- 19.33 Simplify rational numbers using the exponent rules.
- 19.34 Take square roots of perfect squares.
- 19.35 Determine between what two integers a square root of a number (not a perfect square) lies.
- 19.36 Estimate using square roots.
- 19.37 Know that absolute value means distance from zero.
- 19.38 Relate absolute value to a number line.
- 19.39 Calculate the absolute value of real numbers.

20.0 Algebra and Functions

Objectives: Students will...

- 20.1 Write an expression using variables.
- 20.2 Write an equation using variables.
- 20.3 Write an inequality using variables.
- 20.4 Write and evaluate a variable expression for given values.
- 20.5 Substitute values into algebraic expressions.
- 20.6 Follow the order of operations to evaluate an expression.
- 20.7 Substitute values into algebraic expressions.
- 20.8 Interpret different values from a variety of different graphs.
- 20.9 Represent data using a variety of different graphic organizers.
- 20.10 Rewrite an expression with positive exponents in expanded form.
- 20.11 Simplify expressions with positive exponents.
- 20.12 Simplify and evaluate expressions with 0 powers.
- 20.13 Rewrite expressions with negative exponents in expanded form as repeated multiplication by the multiplicative inverse.
- 20.14 Simplify expressions with negative exponents.
- 20.15 Multiply monomials and simplify the results.
- 20.16 Divide monomials and simplify the results.
- 20.17 Simplify expressions with negative exponents.
- 20.18 Extract roots of monomials.
- 20.19 Identify graphs of the form $y = nx^2$.

- 20.20 Identify graphs of the form $y = nx^3$.
- 20.21 Understand how the coefficient n affects each graph.
- 20.22 Identify the slope from a graph.
- 20.23 Identify the y-intercept from a graph.
- 20.24 Find the slope between two points by graphing them.
- 20.25 Write the equation of a line in slope-intercept form from looking at a graph.
- 20.26 Construct a graph from an equation in slope-intercept form.
- 20.27 Interpret information given to find the slope of a line.
- 20.28 Fill in a chart to help determine if ratios are always the same.
- 20.29 Construct a graph from information whose ratios are always the same.
- 20.30 Review how to solve one step equations.
- 20.31 Solve and analyze a variety of application problems.
- 20.32 Solve two step inequalities.

21.0 Measurement and Geometry

Objectives: Students will...

- 21.1 Compare weights, capacities, geometric measures, times, and temperatures within measurement systems (e.g. minutes to hours, feet to miles).
- 21.2 Compare weights, capacities, geometric measures, times, and temperatures between measurement systems (e.g. miles per hour and feet per second, cubic inches to cubic centimeters).
- 21.3 Construct and read drawings and models made to scale.
- 21.4 Measure expressed rates (e.g. speed, density) and measures expressed as products (e.g. person-days) to solve problems.
- 21.5 Check the units of the solutions.
- 21.6 Use unit analysis to check the reasonableness of the answer.
- 21.7 Use formulas routinely for finding the perimeter of basic two-dimensional figures.
- 21.8 Use formulas routinely for finding the area of basic two-dimensional figures.
- 21.9 Estimate and compute the area of more complex or irregular two-dimensional figures by breaking the figures down into more basic geometric objects.
- 21.10 Construct and read drawings made to scale.
- 21.11 Determine perimeter and area of basic two-dimensional figures.
- 21.12 Compute the surface area of prisms and cylinders.
- 21.13 Compute the volume of prisms and cylinders.
- 21.14 Compute the surface area and volume of more complex or irregular three-dimensional figures.
- 21.15 Determine the surface area of basic three-dimensional figures.
- 21.16 Determine the volume of basic three-dimensional figures.
- 21.17 Understand that when the lengths of all dimensions are multiplied by a scale factor, the perimeter is multiplied by the same scale factor.
- 21.18 Understand that when the lengths of all dimensions are multiplied by a scale factor, the area is multiplied by the square of the scale factor.

- 21.19 Understand that when the lengths of all dimensions are multiplied by a scale factor, the volume is multiplied by the cube of the scale factor.
- 21.20 Use known conversions (1 foot = 12 inches) and the understanding of changes in measurement as it relates to changes in scale to convert between units (1 square foot = 144 square inches.)
- 21.21 Plot simple figures on coordinate graphs.
- 21.22 Determine the perimeters of simple figures.
- 21.23 Determine the areas of simple figures.
- 21.24 Determine the images of simple figures under translation.
- 21.25 Determine the images of simple figures under reflection.
- 21.26 Know and understand the Pythagorean theorem.
- 21.27 Know and understand the Pythagorean theorem and its converse and use it to find the length of the missing side of a right triangle.
- 21.28 Use the Pythagorean theorem to find the lengths of other line segments.
- 21.29 Know the conditions that indicate two geometric figures are congruent; specifically, that congruent figures must have corresponding angles and sides equal.
- 21.30 Identify and correctly name congruent figures.

22.0 Probability, Statistics, and Data Analysis

Objectives: Students will...

- 22.1 Compute the mean of data sets.
- 22.2 Compute the median of data sets.
- 22.3 Compute the mode of data sets.
- 22.4 Identify claims based on statistical data.
- 22.5 Evaluate the validity of claims.
- 22.6 Represent all possible outcomes using a table or tree diagram.
- 22.7 Express the theoretical probability of each outcome.
- 22.8 Represent probabilities as proportions and decimals.
- 22.9 Verify reasonableness of answers.
- 22.10 Given the probability of an event find the probability that the event does not occur.
- 22.11 Determine the probabilities of independent events.
- 22.12 Calculate probabilities without replacement.
- 22.13 Interpret information from a circle graph, bar graph and line graph.
- 22.14 Describe the relationship between the two variables.
- 22.15 Determine the type of correlation given a scatter plot.
- 22.16 Create a scatter plot given two variable numerical data.

23.0 Algebra 1

Objectives: Students will...

- 23.1 Know how to take the opposite.
- 23.2 Know how to find the reciprocal of expressions and equations involving variables.
- 23.3 Take the root of perfect squares in the context of solving an equation.
- 23.4 Solve equations involving absolute values.
- 23.5 Solve inequalities involving absolute values.
- 23.6 Simplify expressions to solve linear equations in one variable.
- 23.7 Simplify expressions to solve linear inequalities in one variable.
- 23.8 Solve multi-step problems, including word problems, involving linear equations.
- 23.9 Solve multi-step problems, including word problems, involving linear inequalities.
- 23.10 Provide justification for each step.
- 23.11 Identify the x- and y- intercepts.
- 23.12 Students will be able to graph a linear equation by plotting the x- and y- intercepts.
- 23.13 Verify that a point is on a line, given an equation of the line.
- 23.14 Understand how to determine the slope of a linear equation by manipulating the equation.
- 23.15 Determine if two lines are parallel given their equations.
- 23.16 Understand the relationship between parallel lines and slopes.
- 23.17 Understand that the solution set will make both equations true.
- 23.18 Add, subtract, multiply, and divide monomials.
- 23.19 Add, subtract, multiply, and divide polynomials.
- 23.20 Solve multi-step problems, including word problems using these techniques.
- 23.21 Apply techniques to solve rate problems.
- 23.22 Apply techniques to solve work problems.
- 23.23 Apply techniques to solve percent mixture problems.

Consumer Math

Core (Primary)

Practical Math for Consumers, Globe Fearon 2004

FINE ARTS

Philosophy

The focus of the fine arts curriculum is to provide the students with an overview of Music, Theatre, and Visual Arts. We feel that this knowledge will enable students to understand their world in ways that support and enhance their learning in other core subject areas. Students will also learn how each of the arts contributes to their own sensitivity of the aesthetic qualities of life.

1.0 Music

Goal:

The student will understand that music exists in every culture and generation; it embodies the distinctly human need to organize sounds to express the dimensions of human feelings.

Objectives:

1.1 Artistic Expression

- 1.1.1 The student will learn that music is a complex activity that includes listening, contemplating, analyzing, evaluating, and feeling.
- 1.1.2 The student will be able to analyze the elements of music: melody, harmony, rhythm, form, tempo, dynamics, and timbre.
- 1.1.3 The students will become familiar with the written symbol systems for rhythm, pitch, dynamics, tempo, articulation, and expression.

1.2 Creative Expression

- 1.1.1 The student will realize that the creative expression of music occurs in the process of performance, composition, and arrangement of music.
- 1.1.2 The student will understand that musical understanding grows out of frequent experiences with music and sequential musical skill development.
- 1.2.3 The student will understand that musical skills include both performance of written music and participation in the creative process.

1.3 Historical and Cultural Context

- 1.3.1 The student will understand that every culture has characteristic identifying musical styles that help shape the cultural identity of each member of the culture.
- 1.3.2 The student will understand that an individual's artistic life is shaped by the surrounding culture.

- 1.3.3 The student will gain an understanding of music from around the world.
- 1.3.4 The student will gain an understanding of the role that music has played in various historical events.

1.4 Aesthetic Valuing

- 1.4.1 The student will begin to comprehend the power and expression that music embodies.
- 1.4.2 The students will learn to think and reflect on their responses to music.
- 1.4.3 The student will find that aesthetic valuing begins with artistic perception and extends to critical judgments about music.

1.5 Connections, Relationships, Applications

- 1.5.1 The student will be able to explain how musical elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts.
- 1.5.2 The student will be able to analyze the role and function of music in radio, television, and advertising.

2.0 Theatre

Goal:

The student will understand that theatre is an integral part of society. It is both a retainer of folklore and traditions as well as a tool to educate societal members. Dramatization is also a powerful way to reflect on the issues and challenges of life.

Objectives:

2.1 Artistic Expression

- 2.1.1 The student will understand that artistic expression in theatre is the process of observing the environment and constructing meaning from it.
- 2.1.2 The student will learn the vocabulary of theatre.
- 2.1.3 The student will learn that ordinary experiences can take on an artistic dimension.

2.2 Creative Expression

- 2.2.1 The student will learn that creative expression is both process and product.
- 2.2.2 The student will develop their skills through exploration, reflection, revision, and self-reflection.

- 2.2.3 The student will realize that the artistic perception appropriate to theatre is embodied in the creative expression of performance.

2.3 Historical and Cultural Context

- 2.3.1 The student will realize that in theatre the convention, mores and standards of a culture come alive.
- 2.3.2 The student will realize that theatre allows them to look at the world through the lens of a particular place and time.
- 2.3.3 The student will understand that theatre is an important part of culture and history.

2.4 Aesthetic Valuing

- 2.4.1 The students will understand that theatre is a universal language that speaks to the heart and mind.
- 2.4.2 The students will have the opportunity to discover the difference between theatre reviews and dramatic criticism.
- 2.4.3 The student will acquire the ability to think and speak about aspects of theatre with reason and intelligence.

2.5 Connections, Relationships, Applications

- 2.5.1 The students will apply what they learn in theatre, film, video, and electronic media across subject areas.
- 2.5.2 The student will learn about careers in and related to theatre.

3.0 Visual Arts

Goal:

The student will understand that visual arts have been a part of human expression since prehistoric times. They have appeared in all cultures and civilizations to communicate ideas, customs, traditions, and beliefs.

3.1 Artistic Perception

- 3.1.1 The student will develop an understanding of the visual characteristics of artworks.
- 3.1.2 The student will learn to recognize the visual structure and function of art through the observation, comprehension, and application of composition and design principles.

3.2 Creative Expression

- 3.2.1 The student will create original works of art

- 3.2.2 The student will understand and appreciate the visual arts.
- 3.2.3 The student will develop visual arts skills and increase their literacy by using a variety of media and technical processes.
- 3.2.4 The student will better appreciate their own and others' creativity.

3.3 Historical and Cultural Context

- 3.3.1 The student will gain an understanding and appreciation of the creative expression of people across time and place.
- 3.3.2 The student will understand the role and social context of visual arts and artists.
- 3.3.3 The student will understand the significance of the visual arts within world cultures.
- 3.3.4 The student will understand the historical development of the visual arts in the United States.

3.4 Aesthetic Valuing

- 3.4.1 The student will be able to analyze and respond to their own art works and those of others.
- 3.4.2 The student will understand the feelings and ideas expressed in two-dimensional and three-dimensional works of art created by artists of many cultures, places and times.
- 3.4.3 The student will learn to make sound critical judgments about the quality and success of artworks from their own experiences in and perceptions about visual arts.

3.5 Connections, Relationships, Applications

- 3.5.1 The student will apply what they have learned in the visual arts across subject areas.
- 3.5.2 The student will develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills.

Journalism

Purpose:

- 1. To encourage responsible design and preparation of the school newsletter.
- 2. To promote understanding of the legal and ethical ramifications of the student newsletter.
- 3. To teach journalism and writing skills.
- 4. To provide an opportunity for creative expression through artistic and literary means.

5. To inform the entire school community by reporting on activities, individuals, events, and/or analyzing issues of interest.

Target Students: The course is open to all students who are interested. A proficiency in writing skills is highly recommended.

Course Content and Skills

Journalism courses at all levels are designed to promote professionalism in the field of journalism. Students should see the press as the informer of government, the economy, technological change, and the lifestyle trends. The credibility of the press is emphasized with the insistence on the search for truth and accuracy in reporting. The journalist's cherished idea of fair play is promoted and objectivity is always the goal.

The course will incorporate the following areas:

1. Student press ethics, 2. Methods of journalistic writing, 3. Interview techniques, 4. Polling techniques, 5. Advertising layout and design, 6. Page layout and design, and 7. Photography

Primary Teaching Strategies

1. Discuss the ethics of actual articles and how they apply to good reporting.
2. Students are instructed in every area of writing: opinion, sports, news, feature, editorial, etc. Each student is graded on each of these types of stories. The students practice preparing each type of story. Before students can advance to a position as staff reporter, they must have a passing grade in the foregoing areas.
3. Students begin to take part in the production of the newsletter once they have advanced to staff level. While the paper is in production, students continue to study current events, prepare debates to foster objectivity, and write certain types of stories for a grade in addition to that given for the stories written for the newsletter.

Assessment

Students are graded on the quality of the stories, layouts, or photos they submit. Grades will also be given for participation in debates and for special writing assignments. Deadlines for the work/article must be met in order to receive full credit.

Grading System

Each student will earn a letter grade for high school credit earned.

FITNESS FOR LIFE

Philosophy

The recent trend in America has pointed to an increasing amount of obese, sedentary, and physically unfit individuals whether adults, adolescents, or children. This trend has proven to be a primary risk factor for heart disease as well as other diseases. Students must gain an appreciation and understanding of the values of physical fitness and lifetime activity for a healthier lifestyle physically, psychologically, and socially. Scientific evidence has proven that regular physical activity is essential to maintaining proper health and wellness. Fitness for Life will be taught as the classroom or online component for physical education. The class will consist of fitness related activities that correspond to physical education. The Fitness for Life curricular philosophy is based upon the HELP acronym that consists of four basic philosophical concepts: **H** for help, **E** for everyone, **L** for lifetime, and **P** for personal. The program is designed to promote lifetime fitness and physical activity while enhancing personal fitness, health, and wellness. Everyone can find lifetime activities based upon their personal needs and interests, which will allow for an active and fit person. The focus on personal decision-making and assessment is a key component of the course in order to guide students in planning their own personal fitness program. Further, the curriculum will assist students to prepare for active living throughout their lives by incorporating self-management skills they will need to stay active on a regular basis.

(Ten credits of the Fitness for Life classroom or online component may be used toward PE credits.)

Course Objectives:

- 1.1 The students will acquire knowledge about the benefits of physical activity for health and wellness.
- 1.2 The students will be able to discuss and apply the principles of fitness and benefits of physical activity.
- 1.3 The students will demonstrate their acquired knowledge by becoming physically active for their personal health and wellness.
- 1.4 The students will be able to self-assess their fitness levels so that they can identify and determine their fitness needs.
- 1.5 The students will be able to incorporate goal-setting and decision-making skills in planning a personal fitness program based upon their personal fitness assessments.
- 1.6 The students will be able to become independent decision-makers responsible for their own lifetime physical activity and fitness.
- 1.7 The students will develop positive attitudes towards fitness and lifetime activity that will allow them to implement their self-assessment, self-planning, and self-management skills throughout their lifetime.

Ancillary (Supplementary)

Fitness for Life: 6th Edition Human Kinetic

Student: <http://courses.humankinetics.com/shell.cfm?siteCourseID=738>

Teacher: <http://humankinetics.com/registration>

PHYSICAL EDUCATION

Philosophy

The recent trend in America has pointed to the increasing amount of obese, sedentary, and physically unfit individuals whether adult, adolescent, or child. Students must gain an appreciation and understanding of the values of physical fitness and lifetime activity for a healthier lifestyle physically, psychologically, and socially. The class will focus on the guidelines in the California State Physical Education frameworks which highlight three major goals: movement skills and movement knowledge; self-image, self-esteem, and self-realization; social development and social interaction. The curriculum focuses on individual and team sports, assessing and developing personal fitness, and the enjoyment and reinforcement of lifetime activity. Students will be exposed to a variety of activities to assist in their development of physical fitness, skills and personal well-being.

Course Objectives:

- 1.1 The students will learn about their physical well-being.
- 1.2 The students will experience the effects physical activity has on all aspects of life: physiologically, psychologically, and socially.
- 1.3 The students will realize the importance of activity, value of sport, and joy of human movement.
- 1.4 The students will learn to incorporate sports and activities into their overall physically fit lifestyle.
- 1.5 The students will build upon their athletic skills already acquired and develop them at a more advanced level.
- 1.6 The students will develop a sense of game dynamics and competition.
- 1.7 The students will develop and demonstrate an understanding of strategies incorporated in the class.
- 1.8 The students will develop and demonstrate an understanding of the rules and concepts of individual and team sports.
- 1.9 The students will develop and demonstrate basic skill competencies.
- 1.10 The students will develop and demonstrate an improvement in their physical fitness levels through standardized fitness tests and assessments.
- 1.11 The students will most importantly HAVE FUN!

Ancillary (Supplementary)

Fitness for Life: 6th Edition Human Kinetic

Student: <http://courses.humankinetics.com/shell.cfm?siteCourseID=738>

Teacher: <http://humankinetics.com/registration>

AREAS OF INTEGRATION ACROSS THE CURRICULUM

1.0 Multi-cultural Awareness

Goal: To provide an awareness of, and respect for, cultural similarities/differences relating to the topics set forth across the subject areas listed in this guide.

2.0 Character Counts!

Goal: To instill the importance of character in one's life. The six pillars of character are integrated into the curriculum throughout the school year. The pillars are: trustworthiness, respect, responsibility, fairness, caring, and citizenship.

3.0 Cybersafety (<http://www.ctap4.org/cybersafety>)

Cybersafety is the safe and responsible use of the Internet and all information and communication technology devices in the areas of:

- A. Identity Safety: Students will be able to identify how to protect themselves from identity theft. Too much personal information puts users at risk, can lead to physical harm or identity theft. The information can also be used for scamming, [spamming](#) and [phishing](#).
- B. Cyber Predators: Students will be able to define Cyber Predators and their practices and demonstrate how to avoid them.
- C. Inappropriate Content: Students will be able to distinguish between inappropriate and appropriate material.
- D. Cyberbullying: Students will be able to identify Cyberbullying as the use of technology for social cruelty, which can include harassment, impersonation, denigration, trickery, exclusion and stalking.
- E. Piracy or Intellectual Property: Students will be able to define Piracy as inappropriately referring to the ownership rights of materials, created, written, designed or expressed by individuals. These materials include music, games, movies, photos, and writing. Illegally downloading or sharing intellectual property without the permission of the creator is a crime punishable by law.
- F. Social Networks: Students will be able to identify a Social Network a service that uses the Internet for online communication through an interactive network of photos, web logs, user profiles, e-mail, web forums, and groups, as well as other media.

Character Counts! (Six Pillars of Good Character)

TOPIC	S	O	N	D	J	F	M	A	M	J	J	A
Trustworthiness	X						X					
Respect		X						X				
Responsibility			X						X			
Fairness				X						X		
Caring					X						X	
Citizenship						X						X

Cyber Safety

Identity Safety	X	X	X	X	X	X	X	X	X	X	X	X
Cyber Predators	X	X	X	X	X	X	X	X	X	X	X	X
Inappropriate Content	X	X	X	X	X	X	X	X	X	X	X	X
Cyberbullying	X	X	X	X	X	X	X	X	X	X	X	X
Cyber Predators	X	X	X	X	X	X	X	X	X	X	X	X
Social Networks	X	X	X	X	X	X	X	X	X	X	X	X

COURSE DATA

Title: Building Trades
Prerequisite(s): None

Course Description (describe the course, focusing on content):

This course is an introduction to construction. It begins with Fundamentals of Construction and progresses to twelve spin-off specialty building trades areas. The Fundamentals of Construction covers basic knowledge necessary for all individuals in construction. Each specialty area covers basic skills necessary for entry-level employment. Through hands-on, competency-based program, students will have the opportunity to learn the basic skills required, as well as an understanding of the common terminology, materials, and tools used in each of the building trades areas including green sustainable construction. Upon successful completion of this course, students will have sufficient skills and knowledge to perform the basic jobs required in each of the building trades covered as well as a broad base of knowledge from which to choose a career in the construction industry.

Textbook (primary textbook if more than one is used) and Resources will include:

Introduction to Construction Series, 1988
A Guide to the Dwelling House Requirements, 1990 Edition
National Construction Estimator, 38 Edition

COURSE PROFILE

Core Competencies: (reference for course outline)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Course Objectives (list several detailed subject specific learning objectives)

Students will:

- a.
- b.
- c.
- d.
- e.
- f.
- g.
- h.

Instructional Methods

Methods of instruction will include, but are not limited to:

1. Direct instruction (lecture, reading, labs, and investigations, writing – reports, journals, analyses, essay – speaking, presentations, guest speakers).
2. Laboratory investigations and project using educational courseware and computer technology.

3. Team teaching including assisted instruction from university, business, and community partners.
4. Community – based research projects with professional mentors.
5. Use variety of instructional materials and resources including electronic media, professional journals and reference materials, textbooks and other print information.
6. Self-directed, cooperative, and collaborative learning to increase responsibility of students for their own learning.
7. Student presentations, exhibits, and competitions – both team and individual.
8. Embedded assessment as a learning tool.
9. SDAIE (Specially Designed Academic Instruction in English).
10. Differentiated instruction of exceptional students.

Evaluation Procedures

Assessment opportunities, which allow continuous evaluation of students' progress, will be embedded throughout the course and should be a learning experience. All students will be expected to achieve mastery of all topics; often, demonstrations of mastery will occur in a public forum. The following strategies, which include both formal and informal assessment techniques will include, but are not limited to:

1. Performance – based assessments such as experiments, demonstrations, discussions, debates simulations, and projects.
2. Student presentations, exhibits, and competitions – both team and individual
3. On-going and cumulative portfolio record of project and component investigative accomplishments.
4. Written tests with a variety of short answer and essay questions.
5. Written assignments such justification, investigations, and research, evaluative, or technical papers.
6. Individual and group assessments (including assessments of working relationships).
7. Opportunities for self assessment and peer assessment.

Process Skills Infused Throughout The Course:

- a. Research Types and Methods.
- b. Accurate Lab Techniques.
- c. Data Collection and Analysis.
- d. Teamwork and Collaboration.
- e. Presentation Skills.
- f. Project Completion – Initiation, Investigation, Collaboration and Presentation.



COURSE OUTLINE
Building Trades

Course Outline	CLRM Hrs	CC Hrs	CVE Hrs	Career Pathway Standards	CTE Foundation Standards	Core Competencies	Content Activities & Assessments	ELA Standards 9/10	ELA Standards 11/12	Math Standards
I. Fundamental Of Construction	20			D 40, D 4.1, D 42, D 4.3, D 4.4	ELR 8.1					
A. Industry Orientation				ELR 8.1						
1. Free enterprise system				ELR 8.1						
2. America's infrastructure				ELR 8.1						
3. Starting a business				ELR 8.1						
4. Orientation										
B. Basic construction knowledge	20			D 40, D 4.1, D 42, D 4.3, D 4.4	ELR 8.1, ELR 8.2, ELR 8.3, ELR 8.4, LT9.1					
1. Safety and first aid				DA 110			Read and review general safety instructions. Discuss and take notes on safety procedures and requirements. Shop tour and discussion. General shop safety test passed by 100%.	R 2.0, R 2.4, R 2.5, R 2.7, LS 1.1	R 2.0, R 2.3	
2. Basic math				DA 110						
3. Measuring										
4. Basic plan reading										
5. Builder's level and transit										
6. Site layout										
C. Related Equipment	12									
1. Equipment related to all crafts										
2. Ladders and scaffolds										
3. Rigging and material handling										
4. Safety test										
II. Brick Laying (Optional)	3			D 40, D 4.1, D 42, D 4.3, D 4.4						
A. Brick laying materials										
1. Types and sizes of concrete block										
2. Brick nomenclature										
3. Brick positions										
4. Characteristics										
5. Bonds										
6. Types of sizes of concrete block										

Course Outline	CLRM Hrs	CC Hrs	CVE Hrs	Career Pathway Standards	CTE Foundation Standards	Core Competencies	Content Activities & Assessments	ELA Standards 9/10	ELA Standards 11/12	Math Standards
7. Block nomenclature										
8. Types of sills										
9. Types of lintels										
10. Types of mortars										
B. Brick laying tools	2									
1. Hand tools										
2. Power tools										
C. Brick laying layout	3									
1. Procedures for wall layout										
2. Methods of layout				DA 11.0						
3. Types of wall bonds				DA 11.0						
4. Types of through wall bonding										
5. Types of leads										
D. Brick laying skills	15									
1. Using a brick trowel										
2. Placing mortar										
3. Laying brick and block										
III. Concrete Masonry				D 4.0, D 4.1, D 4.2, D 4.3, D 4.4	DA 11.0					
A. Concrete Materials	4									
1. Raw materials in Portland cement										
2. Types of Portland cement										
3. Properties of cement, aggregate, and water										
4. Aggregate categories										
5. Admixtures										
6. Stucco										
7. Code requirements										
B. Concrete Tools	4									
1. Measuring tools										
2. Hand tools										
3. Power tools										
4. Commercial tools/equipment										
C. Concrete layout	15						Given a verbal description illustrate the 3-dimensional measurements of a concrete slab and then determine the volume of concrete needed for that particular slab. <u>Concrete Calculation Worksheet</u> <u>Successful illustration and calculation of the volume of concrete needed for a particular slab.</u>			7NS 1.2, 7NS 2.2, 7AF 1.1, 7MG 2.3, 7MR 1.1, 7MR 2.5, 7MR 2.8, 7MR 3.1, 7MR 3.2, 7MR 3.3, G 8.0, G 11.0
1. Tools and equipment										
2. Layout of a square corner							Determine the layout of an Inverted T	R 2.0, R 2.4,	R 2.0, R 2.3	7NS 1.2,

Course Outline	CLRM Hrs	CC Hrs	CVE Hrs	Career Pathway Standards	CTE Foundation Standards	Core Competencies	Content Activities & Assessments	ELA Standards 9/10	ELA Standards 11/12	Math Standards
							foundation and a concrete slab based on given dimensions and scale measurements from a plan. Calculate the square footage and cubic yards of the amount of concrete needed for each type of foundation. Determine the proper ratio of cement, sand, lime (optional) and gravel in regard to what the concrete is to be used for. <u>Successful calculation proper amount of concrete in cubic yards based on given dimensions. Accurate ratio of materials included in concrete mix. Skills Test Evaluation.</u>	R 2.5, R 2.7		7NS 1.3, 7NS 2.2, 7MG 1.1, 7MG 1.2, 7MG 2.1, 7MG 2.3, 7MG 2.4, 7MR 1.1, 7MR 1.3, 7MR 2.4, 7MR 2.8, 7MR 3.1, 7MR 3.2, 7MR 3.3, G 3.0, G 8.0, G 11.0
a. Framing square										
b. 3-4-5 method										
3. Basic math										
a. Topics as needed										
b. Estimating cubic yards										
c. Estimating jobs – labor, materials										
4. Builder's level and transit										
5. Site layout										
6. Foundation and footings							Create an estimate of materials and cost to complete the foundation. Use plan measurements to determine the perimeter, surface area and volume of materials needed as appropriate. Include sales tax. Use estimations to check validity of calculations. <u>Tools and Materials Estimate including sales tax. Notebook: a log of calculations used in determining the estimate of costs to complete the foundation.</u>	W 1.2, W 2.6, ELC 1.0, ELC 1.4		7NS 1.2, 7NS 1.3, 7NS 1.7, 7NS 2.2, 7MG 1.2, 7MG 2.1, 7MG 2.2, 7MG 2.3, 7MG 2.4, 7MR 1.1, 7MR 1.3, 7MR 2.1, 7MR 2.2, 7MR 2.4, 7MR 2.5, 7MR 2.6, 7MR 2.8, 7MR 3.1, 7MR 3.2, 7MR 3.3, G 3.0, G 8.0, G 11.0
D. Concrete basic skills	8									
1. Codes and zoning					ELR 8.1					
2. Plan reading					ELR 8.1, ELR 8.2, ELR 8.3, ELR 8.4					

Course Outline	CLRM Hrs	CC Hrs	CVE Hrs	Career Pathway Standards	CTE Foundation Standards	Core Competencies	Content Activities & Assessments	ELA Standards 9/10	ELA Standards 11/12	Math Standards
3. Use of hammer										
4. Use of crosscut saw										
5. Construct edge forms										
a. Sidewalks										
b. Slab on grade										
6. Proper use of tools										
a. Bull float										
b. Hand float										
c. Finishing trowel										
d. Edger										
e. Power trowel										
IV. Concrete Reinforcing				D 4.0, D 4.1, D 4.2, D 4.3, D 4.4	DA 11.0		Discuss the different types of reinforcement used in foundations. They then estimate re-bar needed for a foundation.	LS 1.1		7MR 1.1, 7MR 2.1, 7MR 3.1
A. Reinforcing materials	2									
1. Welding wire fabric										
2. Rebar supports										
3. Wire ties										
4. Rebar supports										
5. Stucco mesh										
B. Reinforcing Installation Tools	2									
C. Reinforcing basic skills	2									
1. Install and tie rebar										
2. Lay and tie welding wire fabric										
3. Codes				D 4.0, D 4.1, D 4.2, D 4.3, D 4.4						
D. Project	4									
V. Carpentry				D 4.0, D 4.1, D 4.2, D 4.3, D 4.4	DA 11.0					
A. Carpentry Materials	10									
1. Lumber							Discuss and identify different sheet materials such as melamine, MDF, OSB, particle board, and plastic laminate. Students take notes. Students read text and do terms and questions at end of chapter. Estimate material usage based on square feet and application specifications. Discuss manufacturing processes and the environmental considerations.	R 2.0, R 2.4, R 2.5, R 2.7, LS 1.1	R 2.0, R 2.3	7MG 2.1, 7MG 2.3, 7MR 1.1, 7MR 2.1, 7MR 2.5, 7MR 3.1, 7MR 3.3
a. Sawing methods										
b. Hardwoods/softwoods					ELR 8.1					
c. Lumber defects					ELR 8.1					
d. Grading					ELR 8.1					
1. Lumber					ELR 8.1					
a. Softwood							Identify various softwoods used in construction. Discuss aspects of strength.	LS 1.1		

Course Outline	CLRM Hrs	CC Hrs	CVE Hrs	Career Pathway Standards	CTE Foundation Standards	Core Competencies	Content Activities & Assessments	ELA Standards 9/10	ELA Standards 11/12	Math Standards
							moisture content, working properties, aesthetics and finishing applications. Students take notes during discussion.			
b. Hardwood							Identify various hardwood used in cabinetmaking and millwork applications. Discuss properties such as strength, color, workability, moisture content, and availability.	LS 1.1		
2. Plywood										
a. Softwood										
b. Hardwood							Identify hardwood plywood by grades, types of cores, glues, and thicknesses according to the American Plywood Association. Fill out a plywood requisition properly identifying the grade, core, glue and thickness.			
2. Types of plywood construction					ELR 8.1					
3. Trim and moldings										
4. Pennyweight of nails					ELR 8.1					
5. Measuring										
6. Math as needed				D 4.0, D 4.1, D 4.2, D 4.3, D 4.4						
7. Measurement of lumber										
a. Board feet										
b. Square feet										
c. Lineal feet										
8. Writing a lumber requisition										
B. Carpentry tools	3									
1. Hand tools										
2. Power tools										
3. Pneumatic fasteners										
4. Powder actuated tools										
C. Carpentry layout	10									
1. Codes					ELR 8.1, ELR 8.2, ELR 8.3, ELR 8.4					
2. Plan reading					ELR 8.1, ELR 8.2, ELR 8.3, ELR 8.4		Using plan measurements and supplies necessary to complete a project, list materials and costs of designing a project and calculate an estimate. Read drawing made to scale. Compute the length of the perimeter, surface area of the faces and volume of the project to determine the amount of materials needed. Calculate square feet, board feet, lineal feet and the cost based on those measurements. <u>Tools and Materials Estimate including sales tax.</u> <u>Notebook: recorded computations finding</u>	R 2.0, R 2.4, R 2.5, R 2.7	R 2.0, R 2.3	7NS 1.2, 7NS 1.3, 7NS 1.7, 7AF 2.4, 7MR 1.1, 7MR 1.2, 7MR 1.3, 7MR 2.5, 7MR 2.6, 7MR 2.8, 7MR 3.1, 7MR 3.2,

Course Outline	CLRM Hrs	CC Hrs	CVE Hrs	Career Pathway Standards	CTE Foundation Standards	Core Competencies	Content Activities & Assessments	ELA Standards 9/10	ELA Standards 11/12	Math Standards
							perimeter, surface area and volume of plans.			7MR 3.3, G 8.0, G 11.0., G 12.0
3. Framing square										
4. Layout wall locations on floor										
5. Plate layout										
6. Layout ceiling joist										
7. Floor/Wall framing							Construct a floor frame from a given plan. Calculate the allowable span of floor beams depending on the size and wood species of the beam. Calculate the load size, span, and girder from plan measurements and use the code book to determine the joists. Determine the proper measurements and location of notches on joists and studs. Ascertain the size of nail needed depending on the connection materials. Calculate the allowable plywood sub floor span. Calculate and select metal connectors needed to join framing members. <u>Portfolio: students write a reflective essay explaining exactly what was done to construct the floor frame, what was learned, problems that were encountered and how they were solved, and how the project was a cooperative effort.</u>	R 2.0, R 2.4, R 2.5, R 2.7	R 2.0, R 2.3	7NS 1.2, 7NS 1.3, 7NS 2.2, 7MG 1.2, 7MG 2.1, 7MG 2.3, 7MG 3.1, 7MR 1.1, 7MR 1.3, 7MR 2.5, 7MR 2.6, 7MR 2.8, 7MR 3.1, 7MR 3.2, 7MR 3.3., G 8.0, G 11.0, G 16.0
8. Stairs										
D. Carpentry basic skills	20			DA 11.0						
1. Use of hammer										
2. Use of hand and power circular saw										
3. Construct solid headers										
4. Construct wall corners										
5. Construct partition Ts										
6. Wall bracing										
7. Plumb and line walls										
8. Safety					ELR 8.1, ELR 8.2, ELR 8.3, ELR 8.4					
VI. Roofing							Create an <u>estimate of materials and costs</u> to complete the roofing project. Use plan measurements to determine the perimeter, surface area and volume of materials needed. Include sales tax. Use estimations to check validity of calculations. Determine the type of roofing materials to be used: e.g. composition, concrete, clay, tiles, shingle, wood shake, etc. Use manufacturer's suggestion for amount of covering per square. Determine	R 2.0, R 2.4, R 2.5, R 2.7, W 1.2, W 2.6, ELC 1.0, ELC 1.4	R 2.0, R 2.3	7NS 1.2, 7NS 1.3, 7NS 1.7, 7NS 2.2, 7MG 1.2, 7MG 2.1, 7MG 2.2, 7MG 2.3, 7MG 2.4, 7MR 1.1, 7MR 1.3.

Course Outline	CLRM Hrs	CC Hrs	CVE Hrs	Career Pathway Standards	CTE Foundation Standards	Core Competencies	Content Activities & Assessments	ELA Standards 9/10	ELA Standards 11/12	Math Standards
							measurements for flashings and quantity of flashing required for the project. <u>Notebook: a log of calculations used in determining the estimate of materials for a roofing project.</u>			7MR 2.1, 7MR 2.2, 7MR 2.4, 7MR 2.5, 7MR 2.6, 7MR 2.8, 7MR 3.1, 7MR 3.2, 7MR 3.3, G 3.0, G 8.0, G 11.0
A. Roofing materials	2									
B. Roofing tools	2									
C. Roofing basic skills	10									
1. Apply sheathing										
2. Apply felt										
3. Apply roofing materials										
D. Roofing layout and calculations	8									
1. Common rafters										
2. Hip and valley rafters										
3. Jack rafters										
4. Ridges										
5. Layout rafters										
6. Cut rafters										
E. Project	2									
VII. Electricity				D 4.0, D 4.1, D 4.2, D 4.3, D 4.4	VA 11.0		Assemble two 6-volt, lantern type, dry cell batteries, a SPST switch, a heater filament or 300-watt lamp attached to a base, to create an apparatus from which current can be measured. <u>Measure and record the current</u> using both a volt-ohm-meter (VOM) and a digital millimeter (DMM). Take meter readings with both one and two of the 6-volt batteries attached to the circuit. Add a second light and take a reading of the current of the second light in the circuit. Given three lights and a power source, create a series circuit, a parallel circuit, and a series parallel circuit. <u>Notebook: Describe the amount of current flowing in the circuit when all the components remain the same but the source voltage is increased or decreased, or the number of lights increases—support this explanation with evidence from the activity. Schematic Diagram of circuit with all of the components labeled correctly.</u>	W 1.2, W 2.6, ELC 1.0, ELC 1.4		7NS 1.2, 7NS 1.6, 7MR 1.1, 7MR 2.1, 7MR 2.4, 7MR 2.5, 7MR 2.8, 7MR 3.1
A. Safety	2				ELR 8.1, ELR 8.2, ELR 8.3, ELR 8.4					
B. Electrical materials	4						Complete the steps in wiring a construction project for electricity. Draw to scale an	R 2.0, R 2.4, R 2.5, R 2.7	R 2.0, R 2.3	7NS 1.2, 7NS 2.2,

Course Outline	CLRM Hrs	CC Hrs	CVE Hrs	Career Pathway Standards	CTE Foundation Standards	Core Competencies	Content Activities & Assessments	ELA Standards 9/10	ELA Standards 11/12	Math Standards
							electrical plan layout of the construction project. Identify and draw electrical symbols on schematic and electrical plans. Given a maximum load for the circuit, determine the number of light fixtures allowable based on specific fixture wattage. Using the floor plan, determine the number of outlets needed in each room as specified in electrical code requirements. Given a variation of amps, volts or watts, find the unknown based on the general formula: $AMPS \times VOLTS = WATTS$. Complying with electrical code requirements, complete the electrical work required to wire the room/building. <u>Electrical Work Activity.</u>			7MG 2.1, 7MR 1.1, 7MR 2.5, 7MR 2.8, 7MR 3.1, 7MR 3.2, 7MR 3.3, G 8.0, G 11.0
1. Conductors										
2. Conduit systems					ELR 8.1					
3. Device boxes										
4. Octagon boxes										
5. Square boxes										
6. Devices										
7. Covers and plates										
8. Supports and anchors										
9. Load centers										
C. Electrical tools	2									
1. Pouch tools										
2. Specialty tools										
D. Electrical layout	10				ELR 8.1					
1. Schematic symbols					ELR 8.1					
2. Circuits										
3. Location of devices							Electrical Circuits: <u>Hook up both a parallel load circuit and a series load circuit</u> using a 6V dry-cell battery, an SPST switch, two 6-volt, type 40 lamps, 2 miniature screw bases and four 4'-long wire segments 18AWG. Measure the voltages of each circuit using a multimeter. <u>Record multimeter readings</u> for the battery and each of the lamps from each circuit on a data table. <u>Determine if the sum of the voltages for each lamp equal that of the battery.</u> <u>Notebook:</u> Draw a schematic diagram for the circuit that connects a table lamp to a wall outlet and describe the limitations of the voltage from the outlet in relation to how many table lamps can be plugged into the same outlet.			7NS 1.2, 7NS 1.3, 7MR 1.1, 7MR 1.2, 7MR 2.4, 7MR 2.5, 7MR 3.1
E. Electrical basic skills (Project)	12									
1. Wire circuits involving switches										
2. Wire circuits involving receptacles										

Course Outline	CLRM Hrs	CC Hrs	CVE Hrs	Career Pathway Standards	CTE Foundation Standards	Core Competencies	Content Activities & Assessments	ELA Standards 9/10	ELA Standards 11/12	Math Standards
3. Wire circuits involving switches and receptacles										
4. Install a load center an circuit breakers										
VIII. Plumbing				D 4.0, D 4.1, D 4.2, D 4.3, D 4.4	VA 11.0		Review and discuss types, sizes, fittings and joining methods. Students take notes. Students read text and then do terms and questions for chapter.	R 2.0, R 2.4, R 2.5, R 2.7, LS 1.1	R 2.0, R 2.3	
A. Plumbing materials	2									
1. Steel										
2. ABS										
3. Plastic										
4. Copper										
B. Plumbing tools	4									
1. Hand tools										
2. Power tools										
3. Testing equipment										
4. Soldering equipment										
C. Plumbing basic skills	10									
1. Measuring and mark pipe										
2. Cut and ream steel pipe										
3. Cut threads										
4. Cut, ream, and join pipe										
a. Copper pipe										
1. Sweat method										
2. Compression method										
b. Plastic pipe										
5. Bend copper tubing										
D. Project	8									
IX. Finish Carpentry	4			D 4.0, D 4.1, D 4.2, D 4.3, D 4.4	VA 11.0					
A. Interior	4									
1. Interior trim										
2. Doors and windows										
3. Paneling										
B. Exterior	4			D 4.0, D 4.1, D 4.2, D 4.3, D 4.4	VA 11.0					
1. Exterior trim										
2. Siding installation										
3. Hardware										
C. Finish carpentry skills	8									
1. Install a window or door										
2. Trim out an opening										
3. Identify various molding used in finish and trim										
4. Install exterior trim										
X. Insulation				D 4.0, D 4.1, D 4.2, D 4.3,	VA 11.0		Create an <u>estimate of materials and costs</u> of insulation for a project. Use plan	R 2.0, R 2.4 R 2.5,	R 2.0, R 2.3	7NS 1.2, 7NS 1.3,

Course Outline	CLRM Hrs	CC Hrs	CVE Hrs	Career Pathway Standards	CTE Foundation Standards	Core Competencies	Content Activities & Assessments	ELA Standards 9/10	ELA Standards 11/12	Math Standards
				D 4.4			measurements to determine the perimeter, surface area and volume of project. Based on these measurements determine where insulation is needed (e.g. walls, attic), the size of the insulation based on the width of the wall/area it will be placed in (e.g. R30, R12), and the total square feet of insulation needed for project. For wall insulation, determine the exterior wall surface and subtract the surface area of doors and windows. Given manufacturer's prices and guidelines, determine the total cost of insulation materials for project.	R 2.7, W 1.2, W 2.6, ELC 1.0, ELC 1.4		7NS 2.2, 7MG 1.1, 7MG 1.2, 7MG 2.1, 7MG 2.3, 7MG 2.4, 7MR 1.1, 7MR 1.3, 7MR 2.5, 7MR 2.8, 7MR 3.1, 7MR 3.2, 7MR 3.3, AI 25.2, G 8.0, G 10.0, G 11.0
A. Insulations materials	4				ELR 8.1					
1. Benefits of insulation										
2. Types of insulation										
3. Vapor barriers					ELR 8.1					
4. Insulation selection					ELR 8.1					
5. Physical properties of insulation										
6. Amount of insulation required										
7. Urethane foam spray										
8. Application methods										
B. Insulation tools	2									
1. Hand tools										
2. Power tools										
3. Safety rules for insulation					ELR 8.1, ELR 8.2, ELR 8.3, ELR 8.4					
C. Energy calculation project	4									
XI. Drywall					ELR 8.1, ELR 8.2, ELR 8.3, ELR 8.4		Identify sizes and types of drywall and composite board. Demonstrate proper application and finishing techniques used for each type of materials.	ELC 1.0, LS 1.0, LS 1.4, LS 2.0, LS 2.2	ELC 1.0, LS 1.0	
A. Drywall materials	4									
1. Gypsum wallboard										
2. Size of wall board										
3. Edge shapes										
4. Hardware and fasteners										
5. Other materials										
6. Safety										
B. Drywall tools	2									
1. Tools										
2. Equipment										
C. Drywall layout and basic skills	15									
1. Basic math										
2. Measuring										
3. Installation skills										
4. Methods										
5. Inspecting a job before				D 4.0, D 4.1,						

Course Outline	CLRM Hrs	CC Hrs	CVE Hrs	Career Pathway Standards	CTE Foundation Standards	Core Competencies	Content Activities & Assessments	ELA Standards 9/10	ELA Standards 11/12	Math Standards
installation				D 4.2, D 4.3, D 4.4						
6. Guideline for installation										
D. Project: Finish a drywall surface	10									
XII. Construction Related Projects	62				LT 9.3		Using building plans drawn to scale, create a lumber sheet for a construction project. Calculate lineal feet, board feet and square feet. Estimate measurements as you go to ensure reasonableness of calculations. <u>Appropriate amount of lumber for project model using nominal size lumber for ordering.</u>			7NS 1.2, 7NS 2.2, 7NS 2.2, 7MG1.1, 7MG 2.1, 7MG 2.3, 7MG 2.4, 7MR 1.1, 7MR 2.1, 7MR 2.8, 7MR 3.1, G 8.0, G 11.0
IX. Employability Skills	65				LT 9.3					
A. Career Paths					LT 9.2, LT 9.3, LT 9.4, LT 9.5, LT 9.6					
1. Employment Opportunities					LT 9.2, LT 9.3					
2. Educational/ Certification Requirements					ELR 8.1					
B. Sources of Job Information										
C. Communication Skills										
D. Employment Literacy					ELR 8.1		Students <u>write job applications and resumes</u> that provide clear and purposeful information and address the intended audience appropriately. Modify the tone to fit the purpose and audience. Follow the conventional style for that type of document and use page formats, fonts, and spacing that contribute to the documents' readability and impact. Standard English language conventions will be used in all writing and speaking assignments.	W 1.2, W 1.8, W 1.9, ELC 1.0, ELC 1.2 ELC 1.3, ELC 1.4, ELC 1.5	W 1.5, W 2.0, W 2.5, ELC 1.0, ELC 1.1, ELC 1.2, ELC 1.3	
1. Application					LT 9.2, LT 9.3					
2. Resume					LT 9.3					
3. Cover Letter				ELR 8.1	ELR 3.1					
4. Interviews					LT 9.2, LT 9.3					
5. Grooming and Dress										
6. Follow Up Letter										
E. Job Retention Skills										
1. Team Work – Cooperation										
2. Ethics and Professionalism										
3. Work Habits and Ethics				ELR 8.1						
Total CLRM Hours	360			Note: See attached tool list						

Course Outline	CLRM Hrs	CC Hrs	CVE Hrs	Career Pathway Standards	CTE Foundation Standards	Core Competencies	Content Activities & Assessments	ELA Standards 9/10	ELA Standards 11/12	Math Standards
Total CC Hours										
Total CVE Hours										

This tool list was compiled from the AGC curriculum skill sheets and is meant only to give a general idea of most of the tools required for each unit. The AGC curriculum should be referenced before purchasing necessary tools

General Tools: 1 Hard hat per student				Concrete Tools: 2 Builder's level and tripods				Per Group:		
1	Primary tool box (required for each group of 3-4)			2	Plumb bobs			1	Primary tool box	
1	Framing square			1	Bullfloat (10' handle)			200	Mason's string	
1	Combination square			1	*Power Trowel Machine			1	Hand float	
1	Two foot spirit level			1	*Electric sprayer			1	Edger	
3	30' tape measures			2	Bolt cutters			1	Margin towel	
3-4	Framing hammers			1	Tamper			1	Protective gloves	
1	Crosscut handsaw			1	Wheelbarrow			1	Rubber boots	
1	Sledge hammer			5	Shovels			1	Side cutter	
3-4	Safety goggles									
1	Keel (lumber crayon)									
1	Chalk box									
2	Chisels									
1	Pry bar/nail puller									
	Scaffolding and rigging									
Carpentry Tools: 2 Ladders				Sheet metal Tools: Per Group:				1-2	Left-cutting snips	
	Per Group:			1-2	Folding rule			1-2	Right-cutting snips	
1	Primary tool box			3-4	Compasses			1	Rivet set	
1	Portable circular saw			3-4	Wing Dividers			1-2	Sheet metal hammer	
1	Extension cord			1-2	Circumference rule			1-2	Hand punches	
2	Saw horses			3-4	Scratch awl			1-2	Cold chisel	
				3-4	Protractor			1-2	Face shield	
				3-4	Square			1-2	Hand notcher	
				1-2	Straight snips					
Welding Tools:				Roofing Tools: 2 Ladders				Per Group:		
3-4	Arc welding machines			1	Primary tool box					
3-4	Leather gloves			1	Hammer tacker					
3-4	Helmet									
3-4	Wire brush									
3-4	Chipping hammer									
3-4	Oxyacetylene equipment (tanks, hoses, regulators)									
3-4	Torch body with tips									
3-4	Cutting attachment									
3-4	Strikers									
3-4	Tip cleaners									
Electrical Tools:				Plumbing Tools:				Per Group:		
1	EMT Bender			1	Ratchet-type die and die stock					
1	Pipe cutter			2-3	Tubing Benders					
1	Volt/Ohm meter			2-3	Torches and Accessories					
1	Soldering Gun			2-3	Gas tanks or small propane tanks					
1	Hacksaw			2-3	Strikers					
2	Electric drills (angle drill preferred)			1-2	Flaring tool and block					
1	Knockout punch			1-2	Hammer-type flaring tools					
2	Keyhole saws			1	Socket wrench set					
2	Mason's chisels									
	Per Group:									
1	Sidecut (linesman) plier			1	Pipe vise					
				1	Pipe cutter					



**FRESNO COUNTY OFFICE OF
EDUCATION** (7/17/15)

Basic Course Information

Course Title:	Welding Fabrication & Application (Ag & TI)
CTE Industry Sector:	Agriculture & Natural Resources/
Career Pathway:	Agricultural Mechanics
Certification(s):	AWA Certifications, OSHA 10, NCCER

Please check:

Course Level:	Introductory		Concentrator	X	Capstone	X
UC Designation Category:						

Local Course Number:	
CBEDS Title:	Intermediate Ag Mechanics/Advanced Ag Mechanics, Welding Technologies/Advanced/Specialized Welding & Materials Joining
CBEDS Number:	4026 (Intermediate)/4027 (Advanced), 5639 (Welding Technologies)/5630 (Advanced/Specialized Welding)

Course Hours:	360
Dual Enrollment/Unitrack Information:	
Board Approval Date:	10/2002 (original approval date)
Advisory Committee Meeting:	10/2002 (original approval date)

Career Pathway: Identify the sequence of courses for students (Ed. Code Section 52314(b))

ROP/CTE Recommended Courses	Grade 9	Grade 10	Grade 11	Grade 12	Post-secondary course, certificate or degree program
	Ag Mech I or Metal Fab I	Ag Mech II Metal Fab II	Welding Fabrication & Application or Welding Processes & Fabrication	Welding Fabrication & Application or Welding Processes & Fabrication	

Pathway occupations organized by level of education and training required for workplace entry. (Asterisked occupations require certification or licensure.)

High School (diploma)	Postsecondary Training (certification and/or AA degree)	College University (bachelor's degree or higher)
Maintenance Welder	Robotic	

ROP Course Description:

ROP Welding Fabrication and Application is the capstone course designed to train students for entry-level positions in welding/metal fabrication shops and preparing students for post-secondary agricultural mechanics, welding technology & industrial technology educational programs. This full year course emphasizes welding and fabrication skills in the advanced phases of Oxyacetylene, SMAW (Arc Welding), GMAW (MIG Welding) & TIG welding. This course applies the practical knowledge and skills learned during the previous three years of instruction. The course devotes a high percentage of classroom time in project planning and job seeking skills; Students will prepare working drawings, develop and compute bill of materials, prepare a resume, letter of application, student work samples and complete an individual portfolio. Shop time is devoted to constructing and fabricating student projects. The majority of advanced shop skills will be taught on an individual basis on student projects. Students are encouraged to exhibit any constructed, repaired or restored projects at the local County Fair and the California State Fair.

Course Objectives/Core Competencies:

Core Competencies: (reference for course outline)

1. Student has good safety habits and uses good judgment
2. Understands measuring and squaredness
3. Make simple sketches
4. ARC welding skills
5. ARC plasma skills
6. MIG welding skills
7. Oxy fuel cutting skills
8. Read basic blueprints

Course Objectives (list several detailed subject specific learning objectives)

Students will:

- a. Demonstrate proper safety habits and use good judgment.
- b. Be able to accurately measure down to 1/16th of an inch
- c. Layout, plan and cut materials efficiently
- d. Set up and operate arc welding machines
- e. Be able to change and adjust regulators

- f. Perform and understand the five basic weld joints
- g. Possess basic competency in the five basic welding processes
- h. Demonstrate basic concepts and practices of technical drawing and blueprint reading in accordance with industry standards
- i. Produce drawings using Computer Aided Drafting (CAD) software
- j. Demonstrate fabrication techniques and cost estimation, and principles of applied statics and strength of materials

Instructional Strategies:

Methods of instruction will include, but are not limited to:

- 1. Direct instruction (lecture, reading, labs, and investigations, writing – reports, journals, analyses, essay – speaking, presentations, guest speakers).
- 2. Laboratory investigations and project using educational courseware and computer technology.
- 3. Team teaching including assisted instruction from university, business, and community partners.
- 4. Community – based research projects with professional mentors.
- 5. Use variety of instructional materials and resources including electronic media, professional journals and reference materials, textbooks and other print information.
- 6. Self-directed, cooperative, and collaborative learning to increase responsibility of students for their own learning.
- 7. Student presentations, exhibits, and competitions – both team and individual.
- 8. Embedded assessment as a learning tool.
- 9. SDAIE (Specially Designed Academic Instruction in English).
- 10. Differentiated instruction of exceptional students.

Evaluation Procedures

Assessment opportunities, which allow continuous evaluation of students' progress, will be embedded throughout the course and should be a learning experience. All students will be expected to achieve mastery of all topics; often, demonstrations of mastery will occur in a public forum. The following strategies, which include both formal and informal assessment techniques will include, but are not limited to:

- 1. Performance – based assessments such as experiments, demonstrations, discussions, debates simulations, and projects.
- 2. Student presentations, exhibits, and competitions – both team and individual
- 3. On-going and cumulative portfolio record of project and component investigative accomplishments.
- 4. Written tests with a variety of short answer and essay questions.
- 5. Written assignments such justification, investigations, and research, evaluative, or technical papers.
- 6. Individual and group assessments (including assessments of working relationships).

7. Opportunities for self-assessment and peer-assessment.

Process Skills Infused Throughout The Course:

- a. Research Types and Methods.
- b. Accurate Lab Techniques.
- c. Data Collection and Analysis.
- d. Teamwork and Collaboration.
- e. Presentation Skills.
- f. Project Completion – Initiation, Investigation, Collaboration and Presentation.

Instructional Materials:

Textbooks & Supplemental Materials:

Agriculture Mechanics: Fundamentals and Applications
Welding Skills and Practices

			Curriculum Map:		
Content Areas of Instruction	Class/CC/ CVE Hrs.	Key Assignments	Anchor Standards	Pathway Standards	CC
I. Safety A. General Shop Safety Review - Personal Equipment - Helmets - Gloves - Safety Glasses - Leathers - Oxyacetylene Equipment Review - Basic Hand Tools – Use & Storage - Grinders – Portable & Stationary - Drills – Portable & Stationary - Air Compressors & Air Tools - Iron Worker & Shears - Band Saws, Abrasive Saws & Cold Cut Saws - Other - Welding Equipment Review - Shop Cleanup & Procedures Review	30				
II. Metal Cutting Processes A. Safety B. Oxyacetylene Cutting (Hand, Line Machines, Portable) C. Plasma D. Arc E. Air Carbon Arc					
III. Shielded Metal Arc Welding (Out of Position) A. Power Sources - Transformer - Rectifier - Generator - Inverter Technology B. Welding Positions - Vertical Up - Overhead C. Electrode Proficiencies - E-7018 - E-7024 - Specialty Electrodes					
IV. Gas Metal Arc Welding A. GMAW Processes - Short Circuit Transfer - Spray Arc Transfer - Flux Core - Dual Shield - Inner Shield B. Gases	75				

	1. Carbon Dioxide 2. Argon 3. Mixes C. AWS Wire Classification D. Positions 1. Flat 2. Horizontal 3. Vertical 4. Overhead E. Machine Maintenance 1. Care & Use 2. Wire Spool Change 3. Tips, Liners, Etc.				
V.	Gas Tungsten Arc Welding A. TIG Welding 1. Power Source & Equipment 2. Gases 3. Filler Rods B. TIG Torches 1. Air 2. Water C. Tungsten Electrode D. Metal Preparation E. Aluminum & Stainless Steel	20			
VI.	Pipe Welding A. SMAW – All Positions B. GMAW – All Positions C. GTAW – All Positions	20			
VII.	Metallurgy A. Classification B. Ferrous C. Non-Ferrous Metals D. Shapes E. Size	25			
VIII.	Demonstrated Skill Applications A. Electrode Use B. Multiple Positions C. AWS Certification	20			
IX.	Individual or Group Project Design & Fabrication A. Measuring Review B. CAD Drafting C. Welding Symbols D. Bill of Materials E. Cutting List F. Drawing & Layout G. Project Finish				
X.	Competitions & Community Services Activities	40			
XI.	Employability Skills	20			

A. Career Paths 1. Employment Opportunities 2. Educational/Certification Requirements B. Sources of Job Information C. Communication Skills D. Employment Literacy 1. Application 2. Resume 3. Cover Letter 4. Interviews 5. Grooming and Dress 6. Follow Up Letter E. Job Retention Skills 1. Team Work/Cooperation 2. Ethics and Professionalism 3. Work Habits and Ethics					

Codes for California Standards:

ELA Strand Codes K – 12: RL – Reading: Literature; RI – Reading: Informational Text; RF – Reading: Foundational Skills; RH – Reading: History/Social Studies; RST – Reading: Science & Technical Subjects; W – Writing; WHST – Writing: History/Social Studies, Science & Technical Subjects; SL – Speaking & Listening

Mathematics Strand Codes: Number & Quantity (NQ); The Real Number System (N-RN); Quantities (N-Q); The Complex Number System (N-CN); Vector & Matrix Quantities (N-VM); Algebra (A); Seeing Structure in Expressions (A-SSE); Arithmetic with Polynomials & Rational Expressions (A-APR); Creating Equations (A-CED); Reasoning with Equations & Inequalities (A-REI); Functions (F); Interpreting Functions (I-IF); Building Functions (F-BF); Linear, Quadratic & Exponential Models (F-LE); Trigonometric Functions (F-TF); Geometry (G); Congruence (G-CO); Similarity, Right Triangles, & Trigonometry (G-SRT); Circles (G-C); Expressing Geometric Properties with Equations (G-PE); Geometric Measurement & Dimension (G-MGD); Modeling with Geometry (G-MG); Statistics & Probability (SP); Interpreting Categorical & Quantitative Data (S-ID); Making Inferences & Justifying Conclusions (S-IC); Conditional Probability & the Rules of Probability (S-CP); Using Probability to Make Decisions (S-MD)

Next Generation Science Standards:

History/Social Science Standards:

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☒ Employment Literacy		Notification process followed per CA code Section 52330		☐ Out of region notification completed	
☒ Technology Literacy		Current labor market demand	☐ High	☒ Medium	☐ Low
Academic Standards Supported by content area		Current labor market demand developed last 12 months	☐ Yes	☐ No	
☒ Mathematics	☒ Science	Advisory Meeting Date:		08/6/09	
☐ English Language Arts	☒ Visual & Performing Arts	Approvals			
☐ History Social Science		DC Advisory committee reviewed curriculum (date):		9/3/09	
Industry – Specific Certification		Advisory committee approved curriculum (date):		8/6/09	
☐ None	☐ Certification: _____	Advisory committee composite	Educators 3	Staff	Industry 4
		Governing Board (Advisory Board of Management) Approval date: 8/19/09			
*Inactive Course					

COURSE DATA

Title: Environmental Horticulture Science

Prerequisite(s): Algebra I

Course Description (describe the course, focusing on content):

This course will provide students with theories and principles related to environmental horticulture science, with an emphasis to plant biological principles and scientific methods as related to modern agricultural practices. Course content includes environmental ecology, plant reproduction, plant physiology, and related agricultural practices as landscape design, nursery/agricultural production, and emerging technologies. It is intended to successfully prepare those students who plan on majoring in agricultural sciences at a four-year college and or university. The course does meet UC "a-g" admission requirements (g; college preparatory elective)

Textbook (primary textbook if more than one is used) and Resources will include:

Stern, K (1998). Pant Biology – 5th Edition, Wm. C. Brown Publishing, NY, NY

Arms, K (1996). Environmental science, Harcourt Brace & Company, Orlando Florida

Schroeder, C., Seagle, E. & Felton, L. (2003) Horticulture – 4th Edition, Prentice Hall Interstate, Upper Saddle River, New Jersey

University of California, Davis & California Department of Education (1991)

Agriculture Model Curriculum Lesson Plans for Ornamental Horticulture. CDE Press, Sacramento, CA

CDE Biological Science Content Standards

Research Handouts

Videos

DVD's

Internet

COURSE PROFILE

Core Competencies: (reference for course outline)

1. To be determined, Fall 2009
- 2.
- 3.
- 4.
- 5.
- 6.

Course Objectives (list several detailed subject specific learning objectives)

Students will:

- a. To develop an appreciation of horticulture.
- b. To incorporate scientific methods and biological principles with modern agricultural practices.
- c. To create an awareness of the importance of horticulture.
- d. To prepare students for college level entry in the various disciplines of horticulture.
- e. To understand the importance of plants, their uses, and incorporation of plants in our society.
- f. To be familiar with cell theory and its application to the organization of all organisms.
- g. To recognize plant physiology, growth requirements, and nutrients needed for optimum plant growth.
- h. To recognize the diversity of life and the interrelationships among all organisms.
- i. To understand the role of plants in our landscape, the process of design, installation, and maintenance of those plant materials.
- j. To be aware of the historical and descriptive nature of horticulture as a science.
- k. To acquire agricultural and biological vocabulary, and the reading, writing and critical thinking skills pertaining to the science.

Instructional Methods

Methods of instruction will include, but are not limited to:

1. Direct instruction (lecture, reading, labs, and investigations, writing – reports, journals, analyses, essay – speaking, presentations, guest speakers).
2. Laboratory investigations and project using educational courseware and computer technology.
3. Team teaching including assisted instruction from university, business, and community partners.
4. Community – based research projects with professional mentors.
5. Use variety of instructional materials and resources including electronic media, professional journals and reference materials, textbooks and other print information.
6. Self-directed, cooperative, and collaborative learning to increase responsibility of students for their own learning.
7. Student presentations, exhibits, and competitions – both team and individual.
8. Embedded assessment as a learning tool.
9. SDAIE (Specially Designed Academic Instruction in English).
10. Differentiated instruction of exceptional students.

Evaluation Procedures

Assessment opportunities, which allow continuous evaluation of students' progress, will be embedded throughout the course and should be a learning experience. All students will be expected to achieve mastery of all topics; often, demonstrations of mastery will occur in a public forum. The following strategies, which include both formal and informal assessment techniques will include, but are not limited to:

1. Performance – based assessments such as experiments, demonstrations, discussions, debates simulations, and projects.
2. Student presentations, exhibits, and competitions – both team and individual
3. On-going and cumulative portfolio record of project and component investigative accomplishments.
4. Written tests with a variety of short answer and essay questions.
5. Written assignments such justification, investigations, and research, evaluative, or technical papers.
6. Individual and group assessments (including assessments of working relationships).
7. Opportunities for self assessment and peer assessment.

Process Skills Infused Throughout The Course:

- a. Research Types and Methods.
- b. Accurate Lab Techniques.
- c. Data Collection and Analysis.
- d. Teamwork and Collaboration.
- e. Presentation Skills.
- f. Project Completion – Initiation, Investigation, Collaboration and Presentation.

Course Outline	CLRM Hrs	CC Hrs	CVE Hrs	Career Pathway Standards	CTE Foundation Standards	Core Competencies	Content Activities & Assessments	ELA Standards 9/10	ELA Standards 11/12	Math Standards
I. Agricultural Effects of Environmental Ecology	20	(20)								
A. Categories and sources of pollution										
B. Conserving natural and water resources										
C. Agricultural practices beneficial and harmful to the environment										
D. Chemical erosion and physical properties										
E. Ecosystems										
F. The Nitrogen Cycle										
F. The Carbon Cycle										
G. Water Cycle										
II. Plant Reproduction	15	(15)								
A. Asexual reproduction										
B. Sexual reproduction										
III. Nature of Life	15	(15)								
A. Attributes of living organisms										
B. Chemical and physical bases of plant life										
C. Chemical components of protoplasm										
IV. Plant Physiology and Growth	60	(60)								

Course Outline	CLRM Hrs	CC Hrs	CVE Hrs	Career Pathway Standards	CTE Foundation Standards	Core Competencies	Content Activities & Assessments	ELA Standards 9/10	ELA Standards 11/12	Math Standards
A. Function of plant cells										
B. Examination of cell wall and function										
C. Cellular reproduction										
D. DNA, RNA, and synthesis of proteins										
E. Introduction of root, stem, and leaf structures and functions										
F. Plant growth requirements										
G. Environmental factors on growth										
H. Specialized roots, stems, and leaves										
I. Requirements for seed germination										
J. Plant hormones										
K. Phytochrome										
L. Photoperiodism										
M. Environmental modifications for growth										
N. Managing plant growth										
V. Plant Pathology and Entomology	30	(30)								
A. Common diseases										

Course Outline	CLRM Hrs	CC Hrs	CVE Hrs	Career Pathway Standards	CTE Foundation Standards	Core Competencies	Content Activities & Assessments	ELA Standards 9/10	ELA Standards 11/12	Math Standards
B. Effect on development and growth										
C. Method of controls										
D. Orders of insects										
E. Insect structure and development										
F. IPM practices										
VI. Biotechnology Applications in Environmental Horticulture	40	(40)								
A. Biotechnology										
B. Molecular biotechnology; genetic importance										
C. Genetic engineering										
D. Tissue culture										
VII. Soil Structure and Function	30	(30)								
A. Components, function, economic uses, and relationship to the earth										
B. Geologic Cycle										
C. Chemical and physical weathering										
D. Soil formation										
VIII. Plant Nutrients	30	(30)								
A. Primary, secondary, and micro-nutrients										

Course Outline	CLRM Hrs	CC Hrs	CVE Hrs	Career Pathway Standards	CTE Foundation Standards	Core Competencies	Content Activities & Assessments	ELA Standards 9/10	ELA Standards 11/12	Math Standards
B. Function of nutrients in plant growth										
C. Nutrient deficiencies & Symptoms										
D. PH requirements and effects on plant life										
E. Nitrogen fixation and absorption										
F. Modifying growth										
IX. Plant Names and Classification	25	(25)								
A. Development of the binomial system of nomenclature										
B. Development of kingdom concept										
C. Classification of major groups of plants										
D. Synoptic key to major groups of plants										
X. Introduction to Seed Plants: Gymnosperms	15	(15)								
A. Human and ecological relevance of gymnosperms										
B. Examination of four major divisions of gymnosperms										

Course Outline	CLRM Hrs	CC Hrs	CVE Hrs	Career Pathway Standards	CTE Foundation Standards	Core Competencies	Content Activities & Assessments	ELA Standards 9/10	ELA Standards 11/12	Math Standards
C. History of gymnosperms										
XI. Flowering Plants	15	(15)								
A. Structure and reproduction of flowering plants										
B. Trends of specialization and classification in flowering plants										
C. Division Anthophyta										
D. Plant preservation										
XII. Fruits and Seeds	20	(20)								
A. Kinds of fruits										
B. Fruit and seed dispersals										
C. See structure										
D. Longevity of seeds and fruits										
XIII. Plants and Civilizations	15	(15)								
A. Origin of cultivated plants										
B. Selected families of flowering plants										
C. Agricultural and urban environment influence										
D. Multiculturalism and plants										
E. Ethno-botany										

Course Outline	CLRM Hrs	CC Hrs	CVE Hrs	Career Pathway Standards	CTE Foundation Standards	Core Competencies	Content Activities & Assessments	ELA Standards 9/10	ELA Standards 11/12	Math Standards
F. Pioneers of plants and civilizations										
XIV. Plant Research Projects	80	(80)								
A. Development of environmental horticulture science projects										
B. Statistical management of project via Record Book										
C. Instructional coordination and supervision										
D. Analysis of project results										
XV. Agricultural Inter Personal & Leadership Development	20	(20)								
A. Completion of a supervised agricultural experience program and data collection										
B. Development of listening, speaking, writing and reading skill activities										
C. Critical thinking and group team building activities										
D. Agriculture presentations										
XVI. Employability Skills	20	(20)								

Course Outline	CLRM Hrs	CC Hrs	CVE Hrs	Career Pathway Standards	CTE Foundation Standards	Core Competencies	Content Activities & Assessments	ELA Standards 9/10	ELA Standards 11/12	Math Standards
A. Career Paths										
1. Employment Opportunities										
2. Educational/ Certification Requirements										
B. Sources of Job Information										
C. Communication Skills										
D. Employment Literacy										
1. Application										
2. Resume										
3. Cover Letter										
4. Interviews										
5. Grooming and Dress										
6. Follow Up Letter										
E. Job Retention Skills										
1. Team Work – Cooperation										
2. Ethics and Professional- ism										
3. Work Habits and Ethics										
Total CLRM Hours	450	450								

Course Outline	CLRM Hrs	CC Hrs	CVE Hrs	Career Pathway Standards	CTE Foundation Standards	Core Competencies	Content Activities & Assessments	ELA Standards 9/10	ELA Standards 11/12	Math Standards
Total CC Hours										
Total CVE Hours										

Key Assignments:	Laboratory Activities:
Research paper on environmental horticulture Seminar presentation on horticulture science practices Development of science fair project relating to environmental horticulture Laboratory activities Supervised agricultural experience project and record book FFA leadership participation	The Scientific Method Analyzing Ecosystems Checking water from Coliform Bacteria Genotypic and phenotypic ratios Cell identification Flower dissection and pollen growth germination Secondary and microelements with N-P-K tissue test on plants Water germination test Cold germination test Determining salt tolerance Factors affecting photosynthesis Effect of leaf surface area, air movement, and light on transpiration rates Effects of light quality on plant growth Geotropism Phototropism The Hydrologic Cycle Comparison of soil vs. non soil plant culture Effect of nutrient concentration on hydroponics plant growth Effect of chemicals (herbicides) on plants Herbicide biopsy Effects of rooting hormone on root development Effects of gibbarellic acid on seed germination Anther culture DNA extraction Probability of trait inheritance Tissue culture Seed dispersal Genetic probability Insect identification Environmental forcing structures Comparison of asexual propagation methods
Instructional Methods:	
Lecture Audio Visual Materials Research Reading and Written Presentations Homework Assignments Group & Individual Activities Laboratory Investigation – 1 per week (20% grade) Discussion & Group Dynamics Quizzes, Tests & Final Exam Guest Speakers Field Trips Internet Exploration	

Seminar Presentation		Water quality Plant pigment chromatography
Assessment Methods:		
Quizzes, Test & Final Exam	40%	
Laboratory Investigation & Write up's		
Writing Assignments	20%	
Leadership & Critical Thinking Activities		
Research report and seminar presentation	10%	
Supervised Agricultural Experience Project & Record Book	10%	
	10%	
	10%	

ACTION

TOPIC: Consider ratification of the issuance and cancelation of temporary certificates for May 1, 2026 through July 31, 2026.

ISSUE/BACKGROUND: Education Code section 44332 authorizes the County Board to issue temporary certificates to individuals authorizing them to provide and be compensated for instructional, pupil and administrative services while they have their credential or permit applications pending with the California Commission on Teacher Credentialing ("CTC"). The statute further directs the County Board to cancel such temporary certificates upon receipt of notification from CTC regarding an individual's ineligibility for a credential or permit.

On August 17, 2023, the County Board adopted Resolution No 2023-29 which formally established a procedure to authorize the issuance and cancelation of temporary certificates in accordance with Education Code section 44332. In Resolution No 2023-29, the County Board delegated the responsibility of issuing and canceling temporary certificates to the Fresno County Superintendent of Schools or designee and established that such issuances and cancelations would be presented to the County Board for ratification on a quarterly basis.

PRESENTER: Jason C. Parkin, General Counsel
Legal Services
(559) 265-3003

RECOMMENDATION: It is recommended that the County Board ratify the issuance and/or cancelation of temporary certificates for May 1, 2026 through July 31, 2026.

**Temporary County Certificate Issuances/Cancelations
(May 1, 2026 through July 31, 2026)**

No.	Last Name	First Name	Credential Code	Description	Subject	Term	District/Employer	Date Issued	Initials	TCC Cancellation Date
1	Alamudun	Jakob	TC13	Short Term Staff Permit	Social Science	SL	Kerman Unified School District	7/20/2026	fu	
2	Alejandro	Cheyenne	SC3A	School Nurse Services Credential	School Nurse	P5	Clovis Unified School District	6/30/2026	gs	
3	Anderson	Sarah	TLA1	General Education Limited Assignment Single Subject Teaching Permit	Music	AL	Kingsburg Elementary Charter	6/11/2026	gs	
4	Arteaga	Ramon	SA17	Certificate of Completion of Staff Development	SDAIE	WV	Valley ROP	6/29/2026	fu	
5	Assem	Noha	TC14	Provisional Internship Permit	Mild to Moderate Support Needs, Extensive Support Needs, and Early Childhood Special Education	SE	Fresno Unified School District	7/20/2026	ac	
6	Azparren	Theresa	SC8	Speech-Language Pathology Services Credential	Language, Speech and Hearing	WV	Fresno County Superintendent of Schools	6/1/2026	gs	
7	Badella	Anthony	SC1A	Administrative Services Credential		P5	Clovis Unified School District	7/8/2026	gs	
8	Baker	Tristan	TC13	Short Term Staff Permit	Mild to Moderate Support Needs	SE	Clovis Unified School District	6/16/2026	gs	
9	Barnes	Ryan	TC13	Short Term Staff Permit	PE1	SL	Kerman Unified School District	7/14/2026	fu	
10	Bathan Coffman	Celeste	SA13	Crosscultural, Language and Academic Development Permit	CLAD	EM	Central Unified School District	6/4/2026	fu	
11	Bergstrom	Philip	SA13	Crosscultural, Language, and accademic Development Permit	CLAD	EM	Kingsburg Joint High School	6/2/2026	fu	
12	Berndt	Breshelle	TC1	Single Subject Teaching Credential	Science: Biological Sciences; Chemistry, Geosciences	CL	Fresno County Superintendent of Schools	5/6/2026	gs	
13	Bitliar	Mark	SA12	Crosscultural, Language and Academic Development Certificate	CLAD	CL	Clovis Unified School District	7/8/2026	gs	
14	Bonnette Garcia	Daeja	TC14	Provisional Internship Permit	Mild to Moderate Support Needs, Extensive Support Needs, and Early Childhood Special Education	SE	Fresno Unified School District	7/14/2026	ac	
15	Book	Danielle	SC1A	Administrative Services Credential		P5	Clovis Unified School District	6/9/2026	gs	

No.	Last Name	First Name	Credential Code	Description	Subject	Term	District/Employer	Date Issued	Initials	TCC Cancellation Date
16	Booth	Kia	TC13	Short Term Staff Permit	Mild to Moderate Support Needs, Extensive Support Needs, and Early Childhood Special Education	SE	Fresno Unified School District	7/6/2026	ac	
17	Bradshaw	Regina	SA13	Crosscultural, Language and Academic Development Permit	CLAD	EM	Central Unified School District	7/9/2026	fu	
18	Brink	Jordan	TC13	Short Term Staff Permit	Physical Education	SL	Clovis Unified School District	6/4/2026	gs	
19	Bryan	Aaron	SC1A	Administrative Services Credential		P5	Fresno County Superintendent of Schools	6/30/2026	gs	
20	Burton	Grace	TC13	Short Term Staff Permit	Mathematics	SL	Mendota Unified School District	5/26/2026	gs	
21	Caballero Suarez	Gisele	P12E	Child Development Site Supervisor Permit		CD	Early Childhood Discovery Center	7/30/2026	ac	
22	Cameron	Nathan	SA17	Certificate of Completion of Staff Development	SDAIE	WV	Fresno Unified School District	7/15/2026	ac	
23	Campbell	Robin	SC2E	Teacher Librarian Services Permit		EM	Fresno County Superintendent of Schools	6/3/2026	gs	
24	Capper	Jordan	TLA1	General Education Limited Assignment Single Subject Teaching Permit	Art	AL	Fresno County Superintendent of Schools	7/15/2026	gs	
25	Cartwright	Brittany	SC8	Speech-Language Pathology Services Credential	Language, Speech and Hearing	CL	Clovis Unified School District	5/29/2026	gs	
26	Castro	Jeanette	TC13	Short Term Staff Permit	Deaf, Hard of Hearing	SE	Fresno County Superintendent of Schools	7/17/2026	gs	
27	Cervantes	Stephanie	TLA1	General Education Limited Assignment Single Subject Teaching Permit	Physical Education	AL	Fresno Unified School District	7/2/2026	ac	
28	Chase	Andrea	TLA3	Special Education Limited Assignment Teaching Permit	Extensive Support Needs	AL	Central Unified School District	7/13/2026	fu	
29	Chevalier	Heather	SC1A	Administrative Services Credential		P5	Clovis Unified School District	6/9/2026	gs	
30	Clayton	Christina	SC1A	Administrative Services Credential		P5	Kerman Unified School District	7/20/2026	fu	
31	Cooper	Clarissa	TC13	Short Term Staff Permit	Mild to Moderate Support Needs	SE	Central Unified School District	7/9/2026	fu	

TCC Issuances/Cancellations

No.	Last Name	First Name	Credential Code	Description	Subject	Term	District/Employer	Date Issued	Initials	TCC Cancellation Date
32	Corea	Austin	TC14	Provisional Internship Permit	Social Science	SL	Fresno County Superintendent of Schools	6/1/2026	gs	
33	Crossman	Jared	TC1	Single Subject Teaching Credential	Theatre	CL	Fresno Unified School District	7/23/2026	ac	
34	Davidson	Brittany	P12C	Child Development Teacher Permit		CD	Riverdale Joint Union	7/2/2026	ac	
35	Deaver	Kyra	SA13	Crosscultural, Language and Academic Development Permit	CLAD	EM	Clovis Unified School District	7/2/2026	gs	
36	Deaver	Kyra	TC2	Multiple Subjects Teaching Credential	General Subjects	P5	Clovis Unified School District	5/20/2026	gs	
37	Delgado	Aliyah	TC13	Short Term Staff Permit	Visual Impairments	SE	Fresno County Superintendent of Schools	6/29/2026	gs	
38	Delgado Jr	George	SC1A	Administrative Services Credential		WV	Kerman Unified School District	7/29/2026	fu	
39	Demedio	Ashley	SC2E	Teacher Librarian Services Permit		EM	Fresno Unified School District	7/2/2026	ac	
40	Diaz	Samuel	TC13	Short Term Staff Permit	Mild to Moderate Support Needs, Extensive Support Needs, and Early Childhood Special Education	SE	Fresno Unified School District	7/6/2026	ac	
41	Douglas	Wilkins	TLA1	General Education Limited Assignment Single Subject Teaching Permit	Physical Education	AL	Fresno Unified School District	6/30/2026	ac	
42	Douglass	Lindsay	SA13	Crosscultural, Language, and academic Development Permit	CLAD	EM	Clovis Unified School District	6/23/2026	gs	
43	East	Jacynda	SC3A	School Nurse Services Credential	School Nurse	P5	Kingsburg Elementary Charter	7/9/2026	gs	
44	Ekizian	Isabella	TC14	Provisional Internship Permit	Mild to Moderate Support Needs	SE	Kingsburg Joint High School	5/27/2026	fu	
45	Ellison	Victoria	SA13	Crosscultural, Language and Academic Development Permit	CLAD	EM	Fowler Unified School District	6/30/2026	ac	
46	Elswick	Joseph	SA17	Certificate of Completion of Staff Development	SDAIE	WV	Clovis Unified School District	7/27/2026	gs	

TCC Issuances/Cancellations

No.	Last Name	First Name	Credential Code	Description	Subject	Term	District/Employer	Date Issued	Initials	TCC Cancellation Date
47	Enomoto	Lois	TC13	Short Term Staff Permit	Extensive Support Needs	SE	Fresno County Superintendent of Schools	7/8/2026	gs	
48	Erickson	Kristine	SC3A	School Nurse Services Credential	School Nurse	P3	Fresno Unified School District	6/17/2026	ac	
49	Everson	Shauna	SC1A	Administrative Services Credential		P5	Clovis Unified School District	5/1/2026	gs	
50	Fairly	Candice	TC14	Provisional Internship Permit	Mild to Moderate Support Needs	SE	Central Unified School District	5/11/2026	fu	
51	Falk	Sydney	SC3A	School Nurse Services Credential	School Nurse	P5	Clovis Unified School District	7/16/2026	gs	
52	Fernandez	Lorena	TC13	Short Term Staff Permit	General Subjects	ML	Fresno Unified School District	7/24/2026	ac	
53	Ferrell	Miranda	TLA1	General Education Limited Assignment Single Subject Teaching Permit	Mathematics	AL	Firebaugh Unified School District	5/29/2026	fu	
54	Filippi	Matthew	TC2	Multiple Subjects Teaching Credential	Supplementary Authorization: Social Science	CL	Clovis Unified School District	6/17/2026	gs	
55	Forbes	Kevin	TC1	Single Subject Teaching Credential	Geosciences (Exam)	CL	Central Unified School District	7/30/2026	fu	
56	Fox	Elizabeth	SA17	Certificate of Completion of Staff Development	SDAIE	WV	Valley ROP	6/24/2026	fu	
57	Fox	Sandra	TLA3	Special Education Limited Assignment Teaching Permit	Extensive Support Needs	AL	Kings Canyon Unified School District	5/8/2026	gs	
58	Franco	Andrea	SA17	Certificate of Completion of Staff Development	SDAIE	WV	Valley ROP	6/25/2026	fu	
59	Freeman	Alexis	SC1A	Administrative Services Credential		P5	Central Unified School District	7/23/2026	fu	
60	Fuller	Kevin	SA17	Certificate of Completion of Staff Development	SDAIE	WV	Clovis Unified School District	7/27/2026	gs	
61	Garcia	Jorge	SA17	Certificate of Completion of Staff Development	SDAIE	WV	Fresno County Superintendent of Schools	6/23/2026	gs	
62	Garcilazo Ortiz	Selene	TLA1	General Education Limited Assignment Single Subject Teaching Permit	Biology	AL	Parlier Unified School District	7/7/2026	fu	

TCC Issuances/Cancellations

No.	Last Name	First Name	Credential Code	Description	Subject	Term	District/Employer	Date Issued	Initials	TCC Cancellation Date
63	Godínez	Maximiliano	SA17	Certificate of Completion of Staff Development	SDAIE	WW	Fresno Unified School District	6/29/2026	ac	
64	Gonzalez	Lidia	SC1A	Administrative Services Credential		P3	Fresno Unified School District	5/19/2026	ac	
65	Gonzalez	Alejandra	TC13	Short Term Staff Permit	Mild to Moderate Support Needs	SE	Sanger Unified School District	5/8/2025	fu	
66	Gonzalez	Yaritza	TC14	Provisional Internship Permit	Mild to Moderate Support needs	SE	Firebaugh Unified School District	6/24/2026	fu	
67	Gonzalez Carrillo	Heriberto	TLA1	General Education Limited Assignment Single Subject Teaching Permit	English	AL	Coalinga Huron Unified School District	6/23/2026	ac	
68	Graef	Faith	TC13	Short Term Staff Permit	Extensive Support Needs	SE	Clovis Unified School District	7/13/2026	gs	
69	Greenberg	Robert	SC2E	Teacher Librarian Services Permit		EM	Fresno Unified School District	7/1/2026	ac	
70	Guillen-Guzman	Aldo	TC13	Short Term Staff Permit	Mathematics	SL	Partier Unified School District	5/6/2026	fu	
71	Hale	David	SC1A	Administrative Services Credential		P5	Clovis Unified School District	5/1/2026	gs	
72	Hale	Breeann	TLA1	General Education Limited Assignment Single Subject Teaching Permit	Agriculture	AL	Fresno Unified School District	6/30/2026	ac	
73	Heer	Lauren	SC8	Speech-Language Pathology Services Credential	Language, Speech and Hearing	P2	Fresno County Superintendent of Schools	7/17/2026	gs	
74	Herman	Faith	TC13	Short Term Staff Permit	General Subjects	ML	Kingsburg Elementary Charter	6/30/2026	gs	
75	Hernandez	Karina	P12D	Child Development Master Teacher Permit		CD	Clovis Unified School District	6/23/2026	gs	
76	Hernandez	Linda	SA17	Certificate of Completion of Staff Development	SDAIE	WW	Valley ROP	6/24/2026	fu	
77	Hernandez	Gabriel	TC13	Short Term Staff Permit	Mild to Moderate Support Needs and Early Childhood Special Education	SE	Clovis Unified School District	6/30/2026	gs	
78	Huerta Hernandez	Jorge	TC13	Short Term Staff Permit	Music	SL	Partier Unified School District	7/29/2029	fu	

TCC Issuances/Cancellations

No.	Last Name	First Name	Credential Code	Description	Subject	Term	District/Employer	Date Issued	Initials	TCC Cancellation Date
79	Hunt	Katie	TLA3	Special Education Limited Assignment Teaching Permit	Early Childhood Special Education	AL	Clovis Unified School District	7/17/2026	gs	
80	Ilic	Teagan	TLA1	General Education Limited Assignment Single Subject Teaching Permit	Mathematics	AL	Fresno Unified School District	7/30/2026	ac	
81	Intong	Alexis	SA12	Crosscultural, Language and Academic Development Certificate	CLAD	CL	Central Unified School District	7/16/2026	fu	
82	Intong	Alexis	SA13	Crosscultural, Language and Academic Development Permit	CLAD	EM	Central Unified School District	5/7/2026	fu	
83	Isquiedo	Jospeh	SC1A	Administrative Services Credential		P5	Kerman Unified School District	5/6/2026	fu	
84	Jackson	Yasmeen	TLA1	General Education Limited Assignment Single Subject Teaching Permit	Chemistry	AL	Fresno Unified School District	7/7/2026	ac	
85	Jackson	Alexandrea	TLA1	General Education Limited Assignment Single Subject Teaching Permit	Social Science	AL	Fresno Unified School District	7/30/2026	ac	
86	Iapos	Dominic	SC3A	School Nurse Services Credential	School Nurse	P5	Clovis Unified School District	7/1/2026	gs	
87	Johnson	Kimberly	SC3A	School Nurse Services Credential	School Nurse	P5	Clovis Unified School District	5/29/2026	gs	
88	Karagozian	Seth	TC13	Short Term Staff Permit	General Subjects	ML	Kerman Unified School District	7/20/2026	fu	
89	Katz	Elizabeth	P12E	Child Development Site Supervisor Permit		CD	Kepler Neighborhood School	6/8/2026	gs	
90	Kayaian	Mia Rose	TC13	Short Term Staff Permit	Science: Chemistry	SL	Clovis Unified School District	7/2/2026	gs	
91	Kelm	Jason	TC1	Single Subject Teaching Credential	English	CL	Clovis Unified School District	6/16/2026	gs	
92	Kok	Hadarah	TPSL	Teaching Permit for Statutory Leave	General Subjects	TL	Clovis Unified School District	6/12/2026	gs	
93	Krumpe	Philip	SC1A	Administrative Services Credential		P5	Fresno County Superintendent of Schools	7/6/2026	gs	
94	Laplaca	Susan	SC1A	Administrative Services Credential		P5	Fresno Unified School District	6/29/2026	ac	

TCC Issuances/Cancellations

No.	Last Name	First Name	Credential Code	Description	Subject	Term	District/Employer	Date Issued	Initials	TCC Cancellation Date
95	Layseca Manganaa	Carmen	SA17	Certificate of Completion of Staff Development	SDAIE	WV	Fresno County Superintendent of Schools	7/27/2026	gs	
96	Le Fore	Jason	SC1A	Administrative Services Credential		P5	Clovis Unified School District	5/29/2026	gs	
97	Ledieff	John	SC1A	Administrative Services Credential		P5	Clovis Unified School District	6/17/2026	gs	
98	Lemus Rangel	Elvia	TC13	Short Term Staff Permit	Mild to Moderate Support Needs	SE	Clovis Unified School District	6/3/2026	gs	
99	Leyva	Melissa	TLA1	General Education Limited Assignment Single Subject Teaching Permit	Social Science	AL	Fresno Unified School District	7/13/2026	ac	
100	Lopez	Arnold	SA17	Certificate of Completion of Staff Development	SDAIE	WV	Fresno Unified School District	6/29/2026	ac	
101	Lopez	Antonio	SC1A	Administrative Services Credential		P5	Central Unified School District	6/30/2026	fu	
102	Lopez Prieto	Magdali	P12B	Child Development Associate Teacher Permit		CD	Reading and Beyond	5/26/2026	fu	
103	Louie	Christopher	TC13	Short Term Staff Permit	Foundational-level General Science	SL	Clovis Unified School District	7/17/2026	gs	
104	Lozano	Anthony	SUBT	Substitute Teaching Permit for Prospective Teachers		EM	Central Unified School District	5/19/2026	fu	
105	Lupo	Liliana	SUBT	Substitute Teaching Permit for Prospective Teachers		EM	Coalinga Huron Unified School District	7/30/2026	ac	
106	Luther	Jeremy	SC8	Speech-Language Pathology Services Credential	Language, Speech and Hearing	WV	Parlier Unified School District	6/24/2026	fu	
107	MacFarland	Carissa	SC1A	Administrative Services Credential		P5	Clovis Unified School District	6/3/2026	gs	
108	Madrid	Janessa	TC13	Short Term Staff Permit	Mild to Moderate Support Needs	SE	Washington Unified School District	7/9/2026	fu	
109	Maher	Michelle	TC14	Provisional Internship Permit	General Subjects	ML	Fresno Unified School District	7/13/2026	ac	
110	Mao	Cindy	TC13	Short Term Staff Permit	Mild to Moderate Support Needs	SE	Washington Unified School District	6/18/2026	fu	

TCC Issuances/Cancellations

No.	Last Name	First Name	Credential Code	Description	Subject	Term	District/Employer	Date Issued	Initials	TCC Cancellation Date
111	Martin	Julie	TPSL	Teaching Permit for Statutory Leave	General Subjects	TL	Clovis Unified School District	5/18/2026	gs	
112	Martinez	Daniel	SA17	Certificate of Completion of Staff Development	SDAIE	WV	Valley ROP	6/24/2026	fu	
113	Martinez	Eric	TC14	Provisional Internship Permit	Extensive Support Needs	SE	Fresno County Superintendent of Schools	6/9/2026	gs	
114	May	Berretta	TC14	Provisional Internship Permit	Social Science	SL	Fresno Unified School District	7/20/2026	ac	
115	McTeer	Ekaterina	SA17	Certificate of Completion of Staff Development	SDAIE	WV	Valley ROP	6/24/2026	fu	
116	Meador	Lauren	SC2E	Teacher Librarian Services Permit		EM	Fresno Unified School District	7/30/2026	ac	
117	Melgarejo	Ana	SC1A	Administrative Services Credential		P5	Fresno Unified School District	6/29/2026	ac	
118	Mendez	Kate	P12E	Child Development Site Supervisor Permit		CD	Stone Soup Day Care	7/27/2026	fu	
119	Mora	Veronica	TC1	Single Subject Teaching Credential	Mathematics	CL	Coalinga Huron Unified School District	6/26/2026	ac	
120	Moua	Jacqueline	SC1A	Administrative Services Credential		P5	Fresno Unified School District	6/29/2026	ac	
121	Muhawi	Rain	TLA1	General Education Limited Assignment Single Subject Teaching Permit	English	AL	Fresno Unified School District	6/30/2026	ac	
122	Nakaguchi	Jean	SC1A	Administrative Services Credential		P3	Fresno Unified School District	7/15/2026	ac	
123	Obermire	James	SC1A	Administrative Services Credential		P5	Fresno Unified School District	6/29/2026	ac	
124	Ochoa	Maria	SC1A	Administrative Services Credential		P5	Mendota Unified School District	7/6/2026	gs	
125	Orellana Mendoza	Jaqueline	SC8	Speech-Language Pathology Services Credential	Language, Speech and Hearing	WV	Mendota Unified School District	7/7/2026	gs	
126	Osuna	Humerto	SA15	Bilingual Authorization Permit	Spanish	WV	Fresno Unified School District	7/15/2026	ac	
127	Patterson	Ashley	SC3A	School Nurse Services Credential	School Nurse	P1	Clovis Unified School District	5/8/2026	gs	

TCC Issuances/Cancellations

No.	Last Name	First Name	Credential Code	Description	Subject	Term	District/Employer	Date Issued	Initials	TCC Cancellation Date
128	Pedersen	Benjamin	TC13	Short Term Staff Permit	General Subjects	ML	Kingsburg Elementary Charter	7/14/2026	gs	
129	Penner	Jillian	TC14	Provisional Internship Permit	Mild to Moderate Support Needs	SE	Clovis Unified School District	7/29/2026	gs	
130	Perez	Jenna	SC3A	School Nurse Services Credential	School Nurse	P5	Clovis Unified School District	7/16/2026	gs	
131	Perotti	Brittnie	SA17	Certificate of Completion of Staff Development	SDAIE	WV	Fresno Unified School District	7/2/2026	ac	
132	Peterson	Melissa	TC13	Short Term Staff Permit	Art	SL	Clovis Unified School District	5/28/2026	gs	
133	Plantinga	Joel	SA12	Crosscultural, Language and Academic Development Certificate	CLAD	CL	Clovis Unified School District	6/26/2026	gs	
134	Preston	Travis	TC2	Multiple Subject Teaching Credential	General Subjects	P5	Kingsburg Elementary Charter	7/27/2026	gs	
135	Price	Brandi	SA17	Certificate of Completion of Staff Development	SDAIE	WV	Valley ROP	6/24/2026	fu	
136	Pumarejo	Jacob	SA17	Certificate of Completion of Staff Development	SDAIE	WV	Valley ROP	6/24/2026	fu	
137	Reents	Sheila	SC1A	Administrative Services Credential		P5	Clovis Unified School District	6/3/2026	gs	
138	Rigney	Willow	TC13	Short Term Staff Permit	Extensive Support Needs	SE	Fresno County Superintendent of Schools	6/24/2026	gs	
139	Rios	Ana	SA14	Provisional Internship Permit	Mild to Moderate Support Needs, Early Childhood Special Educations	SE	Fresno County Superintendent of Schools	7/28/2026	gs	
140	Rios	Alana	SA17	Certificate of Completion of Staff Development	SDAIE	WV	Fresno Unified School District	6/30/2026	ac	
141	Rivera	Juna	TPSL	Teaching Permit for Statutory Leave	Special Education	TL	Fresno Unified School District	5/4/2026	ac	
142	Robledo	Juan	SA17	Certificate of Completion of Staff Development	SDAIE	WV	Fresno Unified School District	6/29/2026	ac	
143	Rodriguez	Shawn	SA17	Certificate of Completion of Staff Development	SDAIE	WV	Fresno County Superintendent of Schools	6/24/2026	gs	

TCC Issuances/Cancellations

No.	Last Name	First Name	Credential Code	Description	Subject	Term	District/Employer	Date Issued	Initials	TCC Cancellation Date
144	Rodriguez	Gabriela	SA17	Certificate of Completion of Staff Development	SDAIE	WV	Valley ROP	6/24/2026	fu	
145	Rodriguez	Selena	TC13	Short Term Staff Permit	Mild to Moderate Support Needs	SE	Partier Unified School District	7/29/2026	fu	
146	Rodriguez Marroquin	Claudia	P12C	Child Development Teacher Permit		CD	Community Action Partnership of San Luis Obispo County, Inc.	5/19/2026	gs	
147	Rolen	Kaitlin	SC1A	Administrative Services Credential		P5	Clovis Unified School District	5/29/2026	gs	
148	Rosas	Victor	SA17	Certificate of Completion of Staff Development	SDAIE	WV	Valley ROP	6/24/2026	fu	
149	Rubio	Myra	TC3S	Education Specialist Instruction Credential	Deaf, Hard of Hearing	WV	Fresno Unified School District	7/6/2026	ac	
150	Ryan	Megan	SA13	Crosscultural, Language and Academic Development Permit	CLAD	EM	Clovis Unified School District	6/30/2026	gs	
151	Salazar	Mary	SA17	Certificate of Completion of Staff Development	SDAIE	WV	Valley ROP	6/24/2026	fu	
152	Salazar	Yadira	TLA1	General Education Limited Assignment Single Subject Teaching Permit	Art	AL	Partier Unified School District	7/16/2026	fu	
153	Sanchez	Hernan	SC3A	School Nurse Services Credential	School Nurse	P5	Partier Unified School District	7/9/2026	fu	
154	Schrieber	Kyle	TC13	Short Term Staff Permit	Music	SL	Kerman Unified School District	7/7/2026	fu	
155	Seese	Cole	SA17	Certificate of Completion of Staff Development	SDAIE	WV	Mendota Unified School District	6/3/2026	gs	
156	Sekhon	Tanvir	TC13	Short Term Staff Permit	General Subjects	ML	Kingsburg Elementary Charter	7/17/2026	gs	
157	Self	Eric	SA17	Certificate of Completion of Staff Development	SDAIE	WV	Fresno Unified School District	6/29/2026	ac	
158	Severin	Randy	TC14	Provisional Internship Permit	Mild to Moderate Support Needs, Extensive Support Needs, and Early Childhood Special Education	SE	Fresno Unified School District	7/21/2026	ac	
159	Shelton III	Johnnell	SA17	Certificate of Completion of Staff Development	SDAIE	WV	Fresno Unified School District	7/14/2026	ac	

TCC Issuances/Cancellations

No.	Last Name	First Name	Credential Code	Description	Subject	Term	District/Employer	Date Issued	Initials	TCC Cancellation Date
160	Silva	Casey	SC8	Speech-Language Pathology Services Credential	Language, Speech and Hearing	CL	Clovis Unified School District	7/22/2026	gs	
161	Simmons	Jacob	SA12	Crosscultural, Language and Academic Development Permit	CLAD	EM	Kingsburg Joint High School	7/20/2026	fu	
162	Simmons	Gavin	TC14	Provisional Internship Permit	Mathematics	SL	Central Unified School District	5/14/2026	fu	
163	Smith	Kayla	TLA1	General Education Limited Assignment Single Subject Teaching Permit	Foundational-level General Science and Biology	AL	Parlier Unified School District	6/16/2026	fu	
164	Soliz	Noraliza	SA13	Crosscultural, Language and Academic Development Permit	CLAD	EM	Central Unified School District	5/6/2026	fu	
165	Spivey	Brandon	SA17	Certificate of Completion of Staff Development	SDAIE	WV	Fresno County Superintendent of Schools	7/24/2026	gs	
166	Stump	Samantha	P12D	Child Development Master Teacher Permit	with school-age emphasis	CD	Sanger Unified School District	5/22/2026	fu	
167	Sumida	Timothy	TLA1	General Education Limited Assignment Single Subject Teaching Permit	Foundational-level General Science	AL	Clovis Unified School District	7/29/2026	gs	
168	Swain	Ryan Michael	SC1A	Administrative Services Credential		P5	Clovis Unified School District	5/14/2026	gs	
169	Tapia	Fernando	TC13	Short Term Staff Permit	Mild to Moderate Support Needs, Extensive Support Needs, and Early Childhood Special Education	SE	Fresno Unified School District	7/15/2026	ac	
170	Tenyerhuis	Caitlin	TC13	Short Term Staff Permit	Foundational-level General Science	SL	Clovis Unified School District	7/9/2026	gs	
171	Thao	Mai	SC3A	School Nurse Services Credential	School Nurse	P1	Central Unified School District	7/23/2026	fu	
172	Theobald	Colby	TC13	Short Term Staff Permit	Mild to Moderate Support Needs	SE	Clovis Unified School District	7/8/2026	gs	
173	Torres	Isabel	P12F	Child Development Program Director Permit		CD	Kings Canyon Unified School District	5/28/2026	gs	
174	Valenzuela	Raymond	SA17	Certificate of Completion of Staff Development	SDAIE	WV	Mendota Unified School District	6/4/2026	gs	
175	Valenzuela	Ricardo	TC14	Provisional Internship Permit	General Subjects	ML	Alvina Elementary Charter	7/27/2026	gs	
176	Van Bebbler Lewis	Katy	SC1A	Administrative Services Credential		P5	Clovis Unified School District	6/3/2026	gs	
177	Vang	Bruce	TLA2	General Education Limited Assignment Multiple Subjects Teaching Permit	General Subjects	AL	Fresno Unified School District	7/1/2026	ac	
178	Vang	Liyanne	TLA3	Special Education Limited Assignment Teaching Permit	Early Childhood Special Education	AL	Fresno Unified School District	7/20/2026	ac	
179	Wafer	Brandon	TC13	Short Term Staff Permit	General Subjects	ML	Clovis Unified School District	5/28/2026	gs	

TCC Issuances/Cancellations

No.	Last Name	First Name	Credential Code	Description	Subject	Term	District/Employer	Date Issued	Initials	TCC Cancellation Date
180	Walker	Destani	SC2E	Teacher Librarian Services Permit		EM	Fresno Unified School District	7/30/2026	ac	
181	Wood	Tyler	TLA1	General Education Limited Assignment Single Subject Teaching Permit	Social Science	AL	Fresno Unified School District	7/6/2026	ac	
182	Wright-Villalobos	Melissa	SC1A	Administrative Services Credential		P5	Central Unified School District	5/12/2026	fu	
183	Ybarra	Stephanie	TC13	Short Term Staff Permit	Physical Education	SL	Coalinga Huron Unified School District	6/22/2026	ac	
184	Younus	Saleha	TC2	Multiple Subjects Teaching Credential	General Subjects	P5	Clovis Unified School District	5/11/2026	gs	

ACTION

TOPIC:	Consider Adoption of FCBE Resolution No. 2026-24 - Recognizing Sept. 15-Oct. 15, 2026, as National Hispanic Heritage Month.
ISSUE:	Recognizing National Hispanic Heritage Month
BACKGROUND:	National Hispanic Heritage Month celebrates the histories, cultures, and enduring contributions of Hispanic and Latino Americans
PRESENTER:	Dr. Michele Cantwell-Copher, Superintendent Administration, (559) 265-3010
RESOURCE:	Lisa Birrell, Program Coordinator Communications Strategy & Outreach, (559) 304-7342
RECOMMENDATION:	The Administration recommends the Board join the County Superintendent of Schools to adopt this resolution.



Superintendent Dr. Michele Cantwell-Copher	District 1 Kimberly Tapscott-Munson	District 2 Bryan Burton	District 3 Itzi Robles	District 4 Dr. Marcy Masumoto	District 5 Dr. Allen Clyde
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BEFORE THE FRESNO COUNTY BOARD OF EDUCATION
AND THE FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
FRESNO COUNTY, CALIFORNIA

In the Matter Recognizing September 15
- October 15, 2026, as National Hispanic
Heritage Month.

Resolution No. 2026 - 24 (FCBE)
Resolution No. 2026 - 49 (FCSS)

WHEREAS, National Hispanic Heritage Month celebrates the histories, cultures and enduring contributions of Hispanic and Latino Americans whose heritage traces to Spain, Mexico the Caribbean and Central and South America; and

WHEREAS, Hispanic and Latino individuals have helped shape the history and future of our nation through leadership, innovation, entrepreneurship, education, civic engagement and artistic expression, while strengthening communities through their diverse traditions, languages and values; and

WHEREAS, Hispanic Heritage Month provides an opportunity for schools and communities to recognize the achievements and experiences of Hispanic and Latino Americans, inspire meaningful learning about their impact on society, and encourage appreciation for the diversity that strengthens our schools and communities.

NOW, THEREFORE, BE IT RESOLVED that the Fresno County Board of Education and the Fresno County Superintendent of Schools hereby adopt this resolution, National Hispanic Heritage Month.

This Resolution is adopted by the Fresno County Board of Education at its meeting on August 20, 2026, by the following votes:

President Marcy Masumoto:	Yes	_____	No	_____	Abstain	_____	Absent	_____
Vice President Kimberly Tapscott-Munson:	Yes	_____	No	_____	Abstain	_____	Absent	_____
Member Allen Clyde:	Yes	_____	No	_____	Abstain	_____	Absent	_____
Member Bryan Burton:	Yes	_____	No	_____	Abstain	_____	Absent	_____
Member Itzi Robles:	Yes	_____	No	_____	Abstain	_____	Absent	_____

Marcy Masumoto, President

This Resolution is adopted by the Fresno County Superintendent of Schools as of the date immediately stated below as evident by her signature hereunder:

Dr. Michele Cantwell-Copher, Superintendent

Date: _____

CERTIFICATION

I am the Ex-Officio Secretary and Executive Officer of the Fresno County Board of Education and hereby certify that the foregoing resolution is the full, true, and correct resolution duly passed and adopted by the Fresno County Board of Education on the date stated above.

By: _____

Date: _____

Dr. Michele Cantwell-Copher
Fresno County Superintendent of Schools
Ex-Officio Secretary and Executive Officer of the
Fresno County Board of Education

ACTION

TOPIC:	Consider Adoption of FCBE Resolution No. 2026-25 - Recognizing Sept. 25, 2026, as Native American Day.
ISSUE:	Recognizing Native American Day
BACKGROUND:	Native American Day provides an opportunity to recognize and celebrate the rich histories, cultures, traditions, and enduring contributions of the first peoples of California and the United States
PRESENTER:	Dr. Michele Cantwell-Copher, Superintendent Administration, (559) 265-3010
RESOURCE:	Lisa Birrell, Program Coordinator Communications Strategy & Outreach, (559) 304-7342
RECOMMENDATION:	The Administration recommends the Board join the County Superintendent of Schools to adopt this resolution.



Superintendent
Dr. Michele Cantwell-Copher

District 1
Kimberly Tapscott-Munson

District 2
Bryan Burton

District 3
Itzi Robles

District 4
Dr. Marcy Masumoto

District 5
Dr. Allen Clyde

BEFORE THE FRESNO COUNTY BOARD OF EDUCATION
AND THE FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
FRESNO COUNTY, CALIFORNIA

In the Matter Recognizing September 25,
2026, as Native American Day.

Resolution No. 2026 -25 (FCBE)
Resolution No. 2026 -50 (FCSS)

WHEREAS, Native American Day provides an opportunity to recognize and celebrate the rich histories, cultures, traditions and enduring contributions of the first peoples of California and the United States; and

WHEREAS, Native American communities have made invaluable contributions to education, government, the arts, environmental stewardship, science, military service and countless other fields while preserving cultural traditions, languages and values that enrich our communities; and

WHEREAS, Native American Day provides an opportunity to promote respect, understanding, and appreciation for the history, heritage, and contemporary contributions of Native Americans while encouraging students and communities to learn about the diverse cultures, perspectives, and enduring impact of Indigenous peoples on our region, state, and nation.

NOW, THEREFORE, BE IT RESOLVED that the Fresno County Board of Education and the Fresno County Superintendent of Schools hereby adopt this resolution, Native American Day.

This Resolution is adopted by the Fresno County Board of Education at its meeting on August 20, 2026, by the following votes:

President Marcy Masumoto:	Yes	_____	No	_____	Abstain	_____	Absent	_____
Vice President Kimberly Tapscott-Munson:	Yes	_____	No	_____	Abstain	_____	Absent	_____
Member Allen Clyde:	Yes	_____	No	_____	Abstain	_____	Absent	_____
Member Bryan Burton:	Yes	_____	No	_____	Abstain	_____	Absent	_____
Member Itzi Robles:	Yes	_____	No	_____	Abstain	_____	Absent	_____

Marcy Masumoto, President

This Resolution is adopted by the Fresno County Superintendent of Schools as of the date immediately stated below as evident by her signature hereunder:

Dr. Michele Cantwell-Copher, Superintendent

Date: _____

CERTIFICATION

I am the Ex-Officio Secretary and Executive Officer of the Fresno County Board of Education and hereby certify that the foregoing resolution is the full, true, and correct resolution duly passed and adopted by the Fresno County Board of Education on the date stated above.

By: _____

Date: _____

Dr. Michele Cantwell-Copher
Fresno County Superintendent of Schools
Ex-Officio Secretary and Executive Officer of the
Fresno County Board of Education

ACTION

TOPIC:	Consider Adoption of FCBE Resolution No. 2026-27- Recognizing September 13-19, 2026 as Suicide Prevention Week.
ISSUE:	To increase prevention and early intervention efforts, and to call upon residents, government and community agencies, businesses, hospitals, and schools to increase awareness and understanding of mental illness, along with the need for appropriate and accessible services for all.
PRESENTER:	Dr. Michele Cantwell-Copher, Superintendent Administration (559) 265-3010
RESOURCE:	Trish Small, Senior Director Pupil Personnel Services (559) 265-3001
RECOMMENDATION:	The Pupil Personnel Services Department recommends the Board join The County Superintendent of Schools in a proclamation in recognition of the week of September 13-19, 2026 as Suicide Prevention Week



Superintendent
Dr. Michele Cantwell-Copher

District 1
Kimberly Tapscott-Munson

District 2
Bryan Burton

District 3
Itzi Robles

District 4
Dr. Marcy Masumoto

District 5
Dr. Allen Clyde

BEFORE THE FRESNO COUNTY BOARD OF EDUCATION
AND THE FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
FRESNO COUNTY, CALIFORNIA

In the Matter Recognizing September 13-
19, 2026, as Suicide Prevention Week.

Resolution No. 2026 - 27 (FCBE)

Resolution No. 2026 - 52 (FCSS)

WHEREAS, the week of September 13th through 19th, 2026 is National Suicide Prevention Week, and September 2026 is National Suicide Prevention Month, a time in which individuals, organizations and communities around the country join their voices and efforts to amplify and lift up the message that suicide can be prevented; and

WHEREAS, it is recognized that people of all ages benefit from common tenets of wellness, such as access to effective health and behavioral health care, social-emotional support, and a sense of community and purpose; and

WHEREAS, attitudes and perceptions of behavioral health challenges and suicides have a significant impact on individual wellness and their willingness to reach out for support and services that can alleviate distress; and

WHEREAS, cultivating and maintaining wellness is a lifelong pursuit, and individuals of all ages can benefit from integrating wellness into their daily routine to prevent or reduce the severity of a broad range of health and behavioral health problems; and

WHEREAS, residents of Fresno County, through the Suicide Prevention Collaborative known as Fresno Cares, have come together since 2018 to work across sectors to develop plans, resources, and strategies that can promote wellness, awareness and to save lives; and

WHEREAS, knowing the signs of suicide, finding the words to talk with someone that may be thinking of suicide, and reaching out to local resources like 9-8-8 are actions everyone can take to care for themselves and others; and

WHEREAS, residents of Fresno County are urged to take action for suicide prevention and promote mental health and wellness as Fresno County strive towards zero suicides.

NOW, THEREFORE, BE IT RESOLVED that the Fresno County Board of Education and the Fresno County Superintendent of Schools hereby proclaims and recognizes on this 20th Day of August 2026, that the month of September 2026 be declared Suicide Prevention Month.

This Resolution is adopted by the Fresno County Board of Education at its meeting on August 20, 2026, by the following votes:

President Marcy Masumoto:	Yes	☐	No	☐	Abstain	☐	Absent	☐
Vice President Kimberly Tapscott-Munson:	Yes	☐	No	☐	Abstain	☐	Absent	☐
Member Allen Clyde:	Yes	☐	No	☐	Abstain	☐	Absent	☐
Member Bryan Burton:	Yes	☐	No	☐	Abstain	☐	Absent	☐
Member Itzi Robles:	Yes	☐	No	☐	Abstain	☐	Absent	☐

Marcy Masumoto, President

This Resolution is adopted by the Fresno County Superintendent of Schools as of the date immediately stated below as evident by her signature hereunder:

Dr. Michele Cantwell-Copher, Superintendent

Date: _____

CERTIFICATION

I am the Ex-Officio Secretary and Executive Officer of the Fresno County Board of Education and hereby certify that the foregoing resolution is the full, true, and correct resolution duly passed and adopted by the Fresno County Board of Education on the date stated above.

By: _____ Date: _____
Dr. Michele Cantwell-Copher
Fresno County Superintendent of Schools
Ex-Officio Secretary and Executive Officer of the
Fresno County Board of Education

ACTION

- TOPIC:** Consider Adoption of FCBE Resolution No. 2026-28 - Recognizing September 17, 2025, as Constitution Day.
- ISSUE:** Consider recognizing Tuesday, September 17th as “United States Constitution Day” with the attached Resolution.
- BACKGROUND:**
1. Pursuant to legislation passed by Congress and signed by President George Bush in December of 2004; educational institutions receiving Federal funding are required to hold an *educational program pertaining to the “United States Constitution” on September 17th of each year.
 2. The State Board of Education requires the districts to conduct commemorative exercises on Constitution Day.
 3. The history-social science framework goals, which guide California schools, call for the teaching of our Constitutional heritage.
 4. Designating the observance of “United States Constitution Day” provides schools with another opportunity to teach the basic principles of democracy.
- PRESENTER:** Dr. Michele Cantwell-Copher, Superintendent
Administration (559) 265-3010
- RESOURCE:** Dr. Lisa Clark, Director
C&I- ELA/ELD/HSS (559) 774-6103
- RECOMMENDATION:** The administration recommends that the Board join the County Superintendent of Schools in adopting Resolution No. 2026-28 in observance of “United States Constitution Day,” thereby encouraging districts in Fresno County to plan appropriate activities on September 17th (or the first school day preceding or following September 17th) hereafter.

MCC/ev
8/20/26



Superintendent
Dr. Michele Cantwell-Copher

District 1
Kimberly Tapscott-Munson

District 2
Bryan Burton

District 3
Itzi Robles

District 4
Dr. Marcy Masumoto

District 5
Dr. Allen Clyde

BEFORE THE FRESNO COUNTY BOARD OF EDUCATION
AND THE FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
FRESNO COUNTY, CALIFORNIA

In the Matter Recognizing September 17th
as Constitution Day.

Resolution No. 2026 - 28 (FCBE)
Resolution No. 2026 - 53 (FCSS)

WHEREAS, students need to understand the basic principles of democracy; and,

WHEREAS, the United States Constitution, signed by our founding fathers on September 17, 1787, changed the course of human events and helped shape the United States; and,

WHEREAS, studies and activities pertaining to Constitution Day will help students to gain a better understanding of the principles of the Constitution that created our democratic form of government; and,

WHEREAS, pursuant to legislation passed by Congress and signed by President George W. Bush in December of 2004, educational institutions receiving Federal funding are required to hold an educational program pertinent to the United States Constitution on September 17th of each year (or the first school day preceding or following September 17th); and,

WHEREAS, current state law (Education Code 37221) requires California districts to conduct commemorative exercises on Constitution Day; and,

WHEREAS, Fresno County Office of Education joins the national effort to ensure the understanding of the United States' Constitutional heritage.

NOW, THEREFORE, BE IT RESOLVED that the Fresno County Board of Education and the Fresno County Superintendent of Schools hereby adopt this resolution, September 17th as United States Constitution Day.

This Resolution is adopted by the Fresno County Board of Education at its meeting on August 20, 2026, by the following votes:

President Marcy Masumoto:	Yes	_____	No	_____	Abstain	_____	Absent	_____
Vice President Kimberly Tapscott-Munson:	Yes	_____	No	_____	Abstain	_____	Absent	_____
Member Allen Clyde:	Yes	_____	No	_____	Abstain	_____	Absent	_____
Member Bryan Burton:	Yes	_____	No	_____	Abstain	_____	Absent	_____
Member Itzi Robles:	Yes	_____	No	_____	Abstain	_____	Absent	_____

Marcy Masumoto, President

This Resolution is adopted by the Fresno County Superintendent of Schools as of the date immediately stated below as evident by her signature hereunder:

Dr. Michele Cantwell-Copher, Superintendent

Date: _____

CERTIFICATION

I am the Ex-Officio Secretary and Executive Officer of the Fresno County Board of Education and hereby certify that the foregoing resolution is the full, true, and correct resolution duly passed and adopted by the Fresno County Board of Education on the date stated above.

By: _____

Date: _____

Dr. Michele Cantwell-Copher
Fresno County Superintendent of Schools
Ex-Officio Secretary and Executive Officer of the
Fresno County Board of Education

Event	Date	Time	Location	Address	Contact
August 2026					
Fresno County Board of Education Meeting	8/20	1:30pm-4:30pm	FCSS	Room 301	Angela Bowlin 265-3090
All Staff Day	8/21	1:30pm-3:30pm	Wilson Theater	1463 Fulton St. Fresno, CA 93721	Jennifer Quinn-Yovino 603-6741
September 2026					
College Night	9/9	5:30pm-8:00pm	Exhibit Hall @ Fresno Convention Center	848 M St. Fresno, CA 93721	Lisa Birrell 603-6735
9/11 Memorial Event	9/11	8:30am-10:00am	California 9/11 Memorial	3485 Never Forget Ln. Clovis, CA 93612	Dr. Lisa Benham-Lewis 265-3073
One Voice: Spirit of 9/12	9/12	10:00am-11:30am	Clovis Veterans Memorial Auditorium	808 4th St. Clovis, CA 93612	Dr. Lisa Benham-Lewis 265-3073
Fresno County Board of Education Meeting	9/17	1:30pm-4:30pm	FCSS	Room 301	Angela Bowlin 265-3090
Early Care and Education Career & Family Resource Fair	9/19	10:00am-2:00pm	CTEC High School	1320 N Mariposa St. Fresno, CA 93703	Sandra Valenton 774-6327
FCOE Honors Gala	9/19	6:00pm	Fresno City College Old Administration Bldg.	1101 East University Ave. Fresno, CA 93741	MaryEllen Galvan 497-3770
October 2026					
Scout Island Adventure Challenge	10/3	7:00am-12:30pm	Scout Island	7695 N Van Ness Ave. Fresno, CA 93711	Josue Lucatero 443-4850
Fresno Fair Jr. Art Exhibition Awards	10/8	6:00pm-7:00pm	Fresno Fair Grounds Jr. Exhibits Building	1121 S. Chance Ave. Fresno, CA 93702	Aaron Bryan 313-8661
Behavioral Threat Assessment Training	10/12 - 10/13	8:00am-4:00pm	Clovis Veterans Memorial	808 4th St. Clovis, CA 93612	Farah McGovern 265-3001
Fresno County Board of Education Meeting	10/15	1:30pm-4:30pm	FCSS	Room 301	Angela Bowlin 265-3090
STEM for Girls	10/17	8:00am-2:00pm	Fresno State Resnick Center Rooms 105-107	5244 N Jackson Ave. Fresno, CA 93740	Jason Horsman 443-4878
District Tech Connect	10/23	12:00pm-3:00pm	FCSS	Room 201	Sami Jo Olmos 265-3015
Innovation Grant Reception	10/28	4:00pm-5:00pm	FCSS	Room 201	MaryEllen Galvan 497-3770
Alice M. Worsley School Graduation	10/30	3:00pm-4:00pm	Detention Gym @ Fresno County JJC Alice M. Worsley School	3333 E. American Ave. Fresno, CA 93725	Nick Moreno 497-3985



Fresno County Board of Education

2026-27 BUDGET STATUS SUMMARY

as of July 31, 2026

Object Description	Working Budget	Expenditures to Date	Encumbered to Date	Unencumbered Balance
1. Classified Supervisors/Admin. Salaries	\$63,300.00	\$6,239.75	\$0.00	\$57,060.25
2. Administrative & Classified Benefits	\$5,513.00	\$554.78	\$0.00	\$4,958.22
3. Health & Welfare	\$98,250.00	\$5,192.75	\$0.00	\$93,057.25
4. Dues & Memberships	\$19,000.00	\$13,788.00	\$0.00	\$5,212.00
5. Travel & Conference - Board Seminar	\$0.00	\$0.00	\$0.00	\$0.00
6. Travel & Conferences - Board Members	\$10,000.00	\$3,883.33	\$0.00	\$6,116.67
7. Postage/Freight	\$100.00	\$0.00	\$0.00	\$100.00
8. Payroll Liability Insurance	\$75.00	\$0.00	\$0.00	\$75.00
9. Materials & Supplies/Other Supplies	\$4,000.00	\$0.00	\$1,000.00	\$3,000.00
10. Professional/Consulting Services	\$100.00	\$0.00	\$0.00	\$100.00
TOTAL	\$200,338.00	\$29,658.61	\$1,000.00	\$169,679.39

BOARD PROJECT

	Working Budget	Expenditures to Date	Encumbered to Date	Unencumbered Balance
2024/2025 Project	\$20,000.00	\$20,000.00	\$0.00	\$0.00
2025/2026 Project	\$20,000.00	\$16,200.00	\$0.00	\$3,800.00
2026/2027 Project	\$20,000.00	\$0.00	\$15,000.00	\$5,000.00