



CHINO VALLEY
UNIFIED SCHOOL DISTRICT

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

BOARD OF EDUCATION AGENDA

March 5, 2020

BOARD OF EDUCATION

Joe Schaffer, President

Christina Gagnier, Vice President

Irene Hernandez-Blair, Clerk Andrew

Cruz, Member

James Na, Member

Audrey Ing, Student Representative

SUPERINTENDENT

Norm Enfield, Ed.D.

CHINO VALLEY UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF EDUCATION
5130 Riverside Drive, Chino, CA 91710
5:00 p.m. - Closed Session • 6:00 p.m. - Regular Meeting
March 5, 2020

AGENDA

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

I. OPENING BUSINESS

I.A. CALL TO ORDER – 5:00 P.M.

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

Discussion and possible action (times are approximate):

- a. Conference with Legal Counsel Anticipated Litigation (Government Code 54954.5(c) and 54956.9 (d)(2) and (e)(1)): One possible case. (Terry Tao, Esquire) (5 minutes)
- b. Student Discipline Matter (Education Code 35146, 48918 (c) & (j)): Expulsion case 19/20-36. (20 minutes)
- c. Public Employee Discipline/Dismissal/Release (Government Code 54957): (30 minutes)

I.B. RECONVENE TO REGULAR OPEN MEETING – 6:00 P.M.

1. Report Closed Session Action
2. Pledge of Allegiance

I.C. STAFF REPORT

1. LCAP Annual Update: Goal 2 – Parent and Family Engagement

I.D. COMMENTS FROM STUDENT REPRESENTATIVE

I.E. COMMENTS FROM EMPLOYEE REPRESENTATIVES

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

The proceedings of this meeting are being recorded.

I.G. CHANGES AND DELETIONS**II. ACTION****II.A. BUSINESS SERVICES****II.A.1. 2019/2020 Second Interim Financial Report**

Page 7

Recommend the Board of Education approve the 2019/2020 Second Interim Financial Report, and authorize the President of the Board of Education and the Superintendent to sign the positive Certification of Financial Condition for the current and two subsequent fiscal years.

Motion ____ Second ____

Preferential Vote: ____

Vote: Yes ____ No ____

III. CONSENT

Motion ____ Second ____

Preferential Vote: ____

Vote: Yes ____ No ____

III.A. ADMINISTRATION**III.A.1. Minutes of the February 20, 2020 Regular Meeting**

Page 8

Recommend the Board of Education approve the minutes of the February 20, 2020 regular meeting.

III.B. BUSINESS SERVICES**III.B.1. Warrant Register**

Page 15

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

III.B.2. Fundraising Activities

Page 16

Recommend the Board of Education approve/ratify the fundraising activities.

III.B.3. Donations

Page 19

Recommend the Board of Education accept the donations.

III.B.4. Legal Services

Page 22

Recommend the Board of Education approve payment for legal services to the law offices of Atkinson, Andelson, Loya, Ruud & Romo; Margaret A. Chidester & Associates; and The Tao Firm.

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

III.C.1. Student Expulsion Case 19/20-36

Page 23 Recommend the Board of Education approve expulsion case 19/20-36.

III.C.2. School-Sponsored Trips

Page 24 Recommend the Board of Education approve/ratify the following school-sponsored trips: Liberty ES, Ayala HS, Chino Hills HS, and Don Lugo HS.

III.C.3. New Course: Engineering Essentials (PLTW)

Page 26 Recommend the Board of Education approve the new course Engineering Essentials.

III.C.4. New Course: Hospitality Senior Project

Page 32 Recommend the Board of Education approve the new course Hospitality Senior Project.

III.C.5. Revision of French 3 Honors Course

Page 37 Recommend the Board of Education approve the revision of the French 3 Honors course.

III.C.6. Revision of Health Course

Page 47 Recommend the Board of Education approve the revision of the Health course.

III.C.7. Revision of Mandarin 3 Honors Course

Page 60 Recommend the Board of Education approve the revision of the Mandarin 3 Honors course.

III.D. FACILITIES, PLANNING, AND OPERATIONS

III.D.1. Purchase Order Register

Page 70 Recommend the Board of Education approve/ratify the purchase order register, provided under separate cover.

III.D.2. Agreements for Contractor/Consultant Services

Page 71 Recommend the Board of Education approve/ratify the Agreements for Contractor/Consultant Services.

III.D.3. Surplus/Obsolete Property

Page 74 Recommend the Board of Education declare the District property surplus/obsolete and authorize staff to sell/dispose of said property.

III.D.4. Notice of Completion for CUPCCAA Projects

Page 76 Recommend the Board of Education approve the Notice of Completion for CUPCCAA Projects.

III.D.5. Notice of Completion for Bid 18-19-05F, Chino HS Reconstruction—Phase (Bid Package #2)

Page 78

Recommend the Board of Education approve the Notice of Completion for Bid 18-19-05F, Chino HS Reconstruction—Phase 0 (Bid Package #2).

III.D.6. Notice of Completion for Bid 18-19-05F, Chino HS Reconstruction—Phase (Bid Package #3)

Page 79

Recommend the Board of Education approve the Notice of Completion for Bid 18-19-05F, Chino HS Reconstruction—Phase 0 (Bid Package #3).

III.D.7. Change Order for Bid 18-19-08F, Ayala HS New Science Lab Building

Page 80

Recommend the Board of Education approve the Change Order for Bid 18-19-08F, Ayala HS New Science Lab Building.

III.D.8. Change Order for Bid 18-19-10F, Cattle ES, Litel ES, and Oak Ridge ES Alteration Project

Page 84

Recommend the Board of Education approve the Change Order for Bid 18-19-10F, Cattle ES, Litel ES, and Oak Ridge ES Alteration Project.

III.E. HUMAN RESOURCES

III.E.1. Certificated/Classified Personnel Items

Page 89

Recommend the Board of Education approve/ratify the certificated/classified personnel items.

III.E.2. New Job Description for Athletic Director/Dean of Students

Page 93

Recommend the Board of Education:

- a) Approve the new job description for Athletic Director/Dean of Students, and
- b) Authorize the creation of an Athletic Director/Dean of Students position.

IV. INFORMATION

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

IV.A.1. New Course: CSU Expository Reading and Writing (11th)

Page 101

Recommend the Board of Education receive for information the new course CSU Expository Reading and Writing (11th).

IV.A.2. Revision of Japanese 3 Honors Course

Page 111

Recommend the Board of Education receive for information the revision of the Japanese 3 Honors course.

IV.A.3. Revision of Physical Education—Yoga Course

Page 125 Recommend the Board of Education receive for information the revision of the Physical Education—Yoga Course.

IV.A.4. 2019/2020 First Semester Student Expulsion Report

Page 134 Recommend the Board of Education receive for information the 2019/2020 First Semester Student Expulsion Report.

V. COMMUNICATIONS

BOARD MEMBERS AND SUPERINTENDENT

VI. ADJOURNMENT

Prepared by: Patricia Kaylor, Administrative Secretary, Board of Education
Date posted: February 28, 2020

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: March 5, 2020
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Sandra H. Chen, Associate Superintendent, Business Services
Liz Pensick, Director, Fiscal Services
SUBJECT: 2019/2020 SECOND INTERIM FINANCIAL REPORT

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BACKGROUND

Pursuant to Education Code 42131, twice each year, the Board of Education must certify to the County Office of Education and the California Department of Education that the District can meet its financial obligations for the current and two subsequent fiscal years.

The Second Interim Financial Report (submitted under separate cover) presents actual data as of January 31, 2020. This report must be approved and certified as positive, qualified, or negative by the Board of Education and submitted to the County Superintendent of Schools by March 15, 2020. The three certifications are defined as follows:

1. **A Positive Certification** means that a Local Education Agency (LEA) will meet its financial obligations for the current **and** two subsequent fiscal years.
2. **A Qualified Certification** means that an LEA may not meet its financial obligations for the current **or** two subsequent fiscal years.
3. **A Negative Certification** means that an LEA will not meet its financial obligations for the remainder of the fiscal year **or** for the subsequent fiscal year.

The Second Interim Report is being presented to the Board of Education for approval with a positive certification.

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

RECOMMENDATION

It is recommended the Board of Education approve the 2019/2020 Second Interim Financial Report, and authorize the President of the Board of Education and the Superintendent to sign the positive Certification of Financial Condition for the current and two subsequent fiscal years.

FISCAL IMPACT

Financial information presented for this Second Interim Report reflects a balanced budget for fiscal years 2019/2020, 2020/2021, and 2021/2022.

CHINO VALLEY UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF EDUCATION
February 20, 2020

MINUTES

I. OPENING BUSINESS

I.A. CALL TO ORDER – 4:40 P.M.

1. Roll Call

President Schaffer called to order the regular meeting of the Board of Education, Thursday, February 20, 2020, at 4:40 p.m. with Cruz, Gagnier, Hernandez-Blair, and Schaffer present. Mr. Na arrived at 4:55 p.m.

Administrative Personnel

Norm Enfield, Ed.D., Superintendent

Sandra H. Chen, Associate Superintendent, Business Services

Grace Park, Ed.D., Associate Superintendent, CIIS

Lea Fellows, Assistant Superintendent, CIIS

Richard Rideout, Assistant Superintendent, Human Resources

Gregory J. Stachura, Assistant Supt., Facilities, Planning, & Operations

2. Public Comment on Closed Session Items

Chris Lardieri, Shannon Miki, Sean Snider, Kevin Butscher, Jennifer Ramirez, and Sarah Schweitzer addressed the Board regarding Butterfield Ranch ES teachers.

3. Closed Session

President Schaffer adjourned to closed session at 4:40 p.m. regarding conference with legal counsel anticipated litigation; conference with real property negotiators; a student readmission; student discipline matters; and public employee discipline/dismissal/release.

I.B. RECONVENE TO REGULAR OPEN MEETING – 6:00 P.M.

1. Report Closed Session Action

President Schaffer reconvened the regular meeting of the Board of Education at 6:00 p.m. with Cruz, Gagnier, Hernandez-Blair, Na, and Schaffer present. The Board met in closed session from 4:57 p.m. to 5:51 p.m. regarding conference with legal counsel anticipated litigation; conference with real property negotiators; a student readmission; student discipline matters; and public employee discipline/dismissal/release.

Pursuant to Education Code 44929.21, the Board authorized the Superintendent or his designee to issue notices of non-reelection to certificated teachers identified by employee numbers 27444 and 23936 by a unanimous vote of 5-0 with Cruz, Gagnier, Hernandez-Blair, Na, and Schaffer voting yes; and issued notices of non-reelection to certificated teachers identified by employee numbers 26104, 26943, 27013, and 27014 by a vote of 3-2 with Gagnier, Hernandez-Blair, and Schaffer voting yes, and Cruz and Na voting no. No further action was taken that required public disclosure.

2. Pledge of Allegiance

Zoe Adams led the Pledge of Allegiance.

I.C. STAFF REPORT

1. LCAP Annual Update: English Learner Progress Indicator

CIIS staff presented the English Learner Progress Indicator report, which included: conditions of learning, engagement, and student outcomes.

I.D. COMMENTS FROM STUDENT REPRESENTATIVE

Audrey Ing reported on the annual Student Government Day activities, Student Advisory Council meeting, and high school activities.

I.E. COMMENTS FROM EMPLOYEE REPRESENTATIVES

Tom Mackessy, CHAMP President, announced that ACSA Region 12 selected Dr. Kim Cabrera, Don Lugo HS principal, as recipient of the Secondary Principal of the Year award, and Trevor Carenzo as recipient of the Elementary Co-administrator of the Year award.

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

Illia Bekalo, Jacob Smith, Mikayla Estrella, Sydney Reyes, Maya Terry, Edward Cocks, Lisa Terry, and Kylie Kramer addressed the Board in support of Ayala HS teacher Mr. Prisk; Amy Desmet, Roy Schafhuizen, Kevin Butsch, and Sean Snider addressed the Board in support of Butterfield Ranch ES teachers; Debi Woolery and Annette Deming addressed the Board regarding the Don Lugo HS journalism program; and Cynthia Moran provided a report to the Board regarding the city of Chino Hills activities.

I.G. CHANGES AND DELETIONS

The following change was read into the record: Item III.D.2., Agreements for Contractor/Consultants Services, under approved contracts to be amended, Resolution 2018/2019-28 Savanna School District, amended the new term to read January 17, 2021.

II. ACTION

II.A. ADMINISTRATION

- II.A.1. 2020 California School Boards Association Delegate Assembly Election**
Moved (Blair) seconded (Gagnier) motion carried (4-0, Cruz was absent during the vote) to vote for Christina Cameron-Otero, Barbara Dew, Barbara Flores, Cindy Gardner, James O'Neill, and Wilson So to the California School Boards Association Delegate Assembly, subregion 16-B. Student representative voted yes.

- II.A.2. 2020 Richard Gird Educational Hall of Fame Inductee**
Moved (Na) seconded (Blair) carried unanimously (5-0) to approve Michael Finkbiner as the 2020 Richard Gird Educational Hall of Fame employee category recipient. Student representative voted yes.

II.B. FACILITIES, PLANNING, AND OPERATIONS

- II.B.1. Approval of the Grant of the Corporation Property from the Chino Unified School District Land Acquisition Corporation and Acceptance of said Real Property Subject to Confirmation of the Release of any and all Encumbrances on the Corporation Property and Delegate Authority to the Superintendent or the Superintendent's Designee to Execute the Public Agency Certificate of Acceptance and to do any and all Things Necessary to Execute and Deliver any and all Documents Which the Superintendent or the Superintendent's Designee, in Consultation with Legal Counsel, May Deem Necessary or Advisable in Order to Consummate the Acceptance of the Corporation Property**
Moved (Blair) seconded (Na) carried unanimously (5-0) to approve the grant of the Corporation Property from the Chino Unified School District Land Acquisition Corporation and acceptance of said real property subject to confirmation of the release of any and all encumbrances on the Corporation Property, and delegate authority to the Superintendent or the Superintendent's designee to execute the Public Agency Certificate of Acceptance and to do any and all things necessary to execute and deliver any and all documents which the Superintendent or the Superintendent's designee, in consultation with legal counsel, may deem necessary or advisable in order to consummate the acceptance of the Corporation Property. Student representative voted yes.

II.B.2. Delegate Approval to the Superintendent or Designee to Finalize the Terms of the Joint Occupancy Agreement, Ground Lease, and Construction Services Agreement with Xebec Building Company in Response to Request for Proposal 18-19-07, Joint Occupancy

Greg Stachura, Assistant Superintendent of Facilities, Planning, and Operations, provided an overview. Moved (Gagnier) seconded (Blair) carried unanimously (5-0) to delegate approval to the Superintendent or designee to finalize the terms of the Joint Occupancy Agreement, Ground Lease, and Construction Services Agreement with Xebec Building Company in response to Request for Proposal 18-19-07, Joint Occupancy. Student representative voted yes.

II.B.3. Resolution 2019/2020-38, Authorizing Public Sale of Property (Galstian Site)

Moved (Blair) seconded (Gagnier) carried unanimously (5-0) to adopt Resolution 2019/2020-38, Authorizing Public Sale of Property (Galstian Site). Student representative voted yes.

II.C. HUMAN RESOURCES

II.C.1. Resolution 2019/2020-37 Release of Temporary Certificated Employees

Moved (Blair) seconded (Gagnier) motion carried (3-2, Cruz and Na voted no) to adopt Resolution 2019/2020-37 Release of Temporary Certificated Employees, and authorize the Superintendent or his designee to send Notice of Release to employees affected with an effective date of June 30, 2020. Student representative voted yes.

III. CONSENT

Christina Gagnier pulled for separate action Item III.D.4. Moved (Blair) seconded (Na) carried unanimously (5-0) to approve the remainder of the consent calendar, as amended.

III.A. ADMINISTRATION

III.A.1. Minutes of the February 6, 2020 Regular Meeting

Approved the minutes of the February 6, 2020 regular meeting.

III.A.2. Resolution 2019/2020-39 In Support of 2020 Census

Adopted Resolution 2019/2020-39 In Support of 2020 Census.

III.B. BUSINESS SERVICES

III.B.1. Warrant Register

Approved/ratified the warrant register.

III.B.2. Fundraising Activities

Approved/ratified the fundraising activities.

III.B.3. Donations

Accepted the donations.

III.B.4. Legal Services

Approved payment for legal services to the law office of The Tao Firm.

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

III.C.1. Student Readmission Case 18/19-18

Approved admission case 18/19-18.

III.C.2. Student Expulsion Cases 19/20-29, 19/20-30, 19/20-31, 19/20-32, and 19/20-33

Approved expulsion cases 19/20-29, 19/20-30, 19/20-31, 19/20-32, and 19/20-33.

III.C.3. School-Sponsored Trips

Approved/ratified the following school-sponsored trips: Briggs K-8, Ayala HS, Chino HS, and Don Lugo HS.

III.D. FACILITIES, PLANNING, AND OPERATIONS

III.D.1. Purchase Order Register

Approved/ratified the purchase order register.

III.D.2. Agreements for Contractor/Consultant Services

Approved/ratified the Agreements for Contractor/Consultant Services.

III.D.3. Surplus/Obsolete Property

Declared the District property surplus/obsolete and authorized staff to sell/dispose of said property.

III.D.4. Resolution 2019/2020-36, Authorization to Utilize a Piggyback Contract

Moved (Blair) seconded (Na) motion carried (4-0, Gagnier recused herself from the vote) to adopt Resolution 2019/2020-36, authorization to utilize a piggyback contract.

III.D.5. Notice of Completion for CUPCCAA Project

Approved the Notice of Completion for CUPCCAA Project.

III.D.6. Change Orders for Bid 18-19-10F, Cattle ES, Litel ES, and Oak Ridge ES Alteration Project

Approved change orders for Bid 18-19-10F, Cattle ES, Litel ES, and Oak Ridge ES Alteration Project.

- III.D.7. Bid 19-20-24F, Chino HS Reconstruction Phase I—PKG #20 HVAC Rebid**
Awarded Bid 19-20-24F, Chino HS Reconstruction Phase I—Pkg #20 HVAC Rebid, to West-Tech Mechanical, Inc.

III.E. HUMAN RESOURCES

- III.E.1. Certificated/Classified Personnel Items**
Approved/ratified the certificated/classified personnel items.
- III.E.2. Rejection of Claims**
Rejected the claims and referred them to the District's insurance adjuster.
- III.E.3. Comprehensive School Safety Plan for Each School**
Approved the Comprehensive School Safety Plan for each school.
- III.E.4. Speech Pathologist Fieldwork Agreement with Baylor University**
Approved the speech pathologist fieldwork agreement with Baylor University.

IV. INFORMATION

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

- IV.A.1. New Course: Engineering Essentials (PLTW)**
Received for information the new course Engineering Essentials.
- IV.A.2. New Course: Hospitality Senior Project**
Received for information the new course Hospitality Senior Project.
- IV.A.3. Revision of French 3 Honors Course**
Received for information the revision of the French 3 Honors course.
- IV.A.4. Revision of Health Course**
Received for information the revision of the Health course.
- IV.A.5. Revision of Mandarin 3 Honors Course**
Received for information the revision of the Mandarin 3 Honors course.

V. COMMUNICATIONS**BOARD MEMBERS AND SUPERINTENDENT**

Andrew Cruz acknowledged advocates of the Don Lugo HS journalism program; and thanked supporters of the Ayala HS drama teacher and program.

James Na acknowledged Don Lugo HS's journalism teacher; acknowledged Ayala HS theater students who attended the meeting in support of Mr. Prisk; asked Superintendent Enfield to show commitment and support for the Ayala HS theater program; spoke about the situation at Butterfield Ranch ES; asked Superintendent Enfield to review the District's policy regarding bullying against students, teachers, staff, and all adults and ensure it is strengthened; spoke about security personnel receiving protective vests; and thanked everyone for coming to the Board meetings to express themselves.

Irene Hernandez-Blair said she heard from a few teachers who expressed concerns regarding Measure G modifications to their classrooms that are not what they had recommended, and asked if there is a mechanism to check that modifications are functional and reflect teacher needs; said the Chino Branch Library is having its grand reopening on February 22; and said the Festival of the Arts is taking place on February 25 and 26 at Magnolia JHS.

Christina Gagnier acknowledged students, and parents/community for attending the meeting; spoke about the investigation being conducted at Butterfield Ranch ES, the process, timelines, expected lessons learned, and action plan for moving forward.

Superintendent Enfield made no comment.

President Schaffer thanked everyone who attended the meeting; spoke about decision making relative to the Butterfield Ranch ES matter; visited Country Springs ES and Levi Dickey ES campuses; spoke about Student Government Day activities, and thanked city partners and fire district partners for their support and participation; and spoke about the District-wide Science Fair at Woodcrest JHS.

VI. ADJOURNMENT

President Schaffer adjourned the regular meeting of the Board of Education at 7:38 p.m.

Joe Schaffer, President

Irene Hernandez-Blair, Clerk

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: March 5, 2020
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Sandra H. Chen, Associate Superintendent, Business Services
Liz Pensick, Director, Fiscal Services
SUBJECT: WARRANT REGISTER

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BACKGROUND

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

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

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

RECOMMENDATION

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

FISCAL IMPACT

\$2,583,821.25 to all District funding sources.

NE:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: March 5, 2020

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: FUNDRAISING ACTIVITIES

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BACKGROUND

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

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

RECOMMENDATION

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

FISCAL IMPACT

None.

NE:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT
March 5, 2020

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<u>Butterfield Ranch ES</u>		
PTA	Penny Collection	3/9/20 - 3/13/20
PTA	Movie Night Refreshment Sale	4/24/20
<u>Cortez ES</u>		
PFA	Paint Night	5/1/20
<u>Eagle Canyon ES</u>		
PTA	Family Fun Night	4/3/20
PTA	Family Night at Angel Stadium	4/25/20
<u>Glenmeade ES</u>		
PTA	On Campus Dinner Party	4/3/20
PTA	Spring Book Fair	4/27/20 - 5/1/20
<u>Hidden Trails ES</u>		
PTA	Panera Bread Family Night Out	4/15/20
<u>Cal Aero K-8</u>		
PTO	Cal Aero Carnival	5/1/20
<u>Canyon Hills JHS</u>		
Music Club	Bowl-A-Thon	3/18/20
Music Club	Spring Concert Refreshment Sale	5/2/20
<u>Magnolia JHS</u>		
ASB	Chick-fil-A Spirit Day	3/10/20
ASB	Islands Restaurant Spirit Day	3/18/20
<u>Ayala HS</u>		
Make-A-Wish Club	Chipotle Family Night Out	3/11/20
BAC Boosters	Off Campus See's Candy Sale	3/13/20 - 3/30/20
Choir	Casa Sanchez Spirit Day	3/20/20

CHINO VALLEY UNIFIED SCHOOL DISTRICT
March 5, 2020

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<u>Ayala HS (cont.)</u>		
Choir	Chick-fil-A Spirit Day	3/26/20
Key Club	Acoustic Show	4/17/20
<u>Chino HS</u>		
Track & Field Boosters	Donation Drive	3/6/20 - 4/3/20
Girls Tennis Boosters	Donation Drive	3/6/20 - 4/3/20
<u>Chino Hills HS</u>		
Academic Decathlon	Donation Drive	3/9/20 - 6/1/20
Track	Snap-Raise.com	3/18/20 - 4/18/20
<u>Don Lugo HS</u>		
Spirit Leader Boosters	Spirit Donation Drive	3/15/20 - 3/22/20
Baseball	Baseball Tournament	3/18/20 - 3/29/20
Baseball	Easter Baseball Tournament	3/23/20 - 3/26/20
Grad Night Boosters	Applebee's Pancake Breakfast	4/18/20

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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DATE: March 5, 2020
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Sandra H. Chen, Associate Superintendent, Business Services
Liz Pensick, Director, Fiscal Services
SUBJECT: DONATIONS

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BACKGROUND

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

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

RECOMMENDATION

It is recommended the Board of Education accept the donations.

FISCAL IMPACT

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

NE:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT
March 5, 2020

<u>DEPARTMENT/SITE DONOR</u>	<u>ITEM DONATED</u>	<u>APPROXIMATE VALUE</u>
<u>HOPE Program/CARE Closet</u>		
Wendy Orosco	Cash	\$100.00
Knights of Columbus	Cash	\$500.00
<u>Cortez ES</u>		
Horace Mann Companies	Chromebook	\$275.00
<u>Dickey ES</u>		
Dickey PTO	Cash	\$259.00
<u>Dickson ES</u>		
Dickson PTA	Cash	\$1,200.00
<u>Hidden Trails ES</u>		
Hidden Trails PTA	Cash	\$200.00
<u>Litel ES</u>		
Wells Fargo Foundation	Cash	\$140.00
<u>Walnut ES</u>		
Walnut PFA	Cash	\$320.00
Walnut PFA	Cash	\$1,200.00
<u>Canyon Hills JHS</u>		
Canyon Hills PTSA	Cash	\$484.00

CHINO VALLEY UNIFIED SCHOOL DISTRICT
March 5, 2020

<u>DEPARTMENT/SITE DONOR</u>	<u>ITEM DONATED</u>	<u>APPROXIMATE VALUE</u>
<u>Magnolia JHS</u>		
Vanessa Huguez	Colorguard Flags & Poles	\$40.00
Vanessa Huguez	Band Shoes	\$80.00
<u>Don Lugo HS</u>		
Patricia Gilbert	Cash	\$50.00
Patricia Gilbert & Eugene Beaucage	Cash	\$100.00
Zoe Williams & Derwin Chu	Cash	\$100.00
Chino Police Officers Foundation	Cash	\$150.00
John & Yolanda Beasley	Cash	\$200.00
Regal Packaging, Inc.	Cash	\$200.00
Sophie Yu	Cash	\$230.00

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

DATE: March 5, 2020

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: LEGAL SERVICES

=====

BACKGROUND

The following law firms provide services to the Chino Valley Unified School District and have submitted their invoices. The current invoice amounts, along with the fiscal year-to-date totals for each individual law firm, are listed below.

FIRM	MONTH	INVOICE AMOUNTS	2019/2020 YEAR-TO-DATE
Atkinson, Andelson, Loya, Ruud & Romo	January 2020	\$ 8,647.63	\$ 106,687.36
Margaret A. Chidester & Associates	January 2020	\$ 59,356.20	\$ 437,075.45
The Tao Firm	January 2020	\$ 13,925.00	\$ 46,607.50
	Total	\$ 81,928.83	\$ 590,370.31

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

RECOMMENDATION

It is recommended the Board of Education approve payment for legal services to the law offices of Atkinson, Andelson, Loya, Ruud & Romo; Margaret A. Chidester & Associates; and The Tao Firm.

FISCAL IMPACT

\$ 81,928.83 to the General Fund.

NE:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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DATE: March 5, 2020

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Lea Fellows, Assistant Superintendent, Curriculum, Instruction,
Innovation, and Support
Stephanie Johnson, Director, Student Support Services

SUBJECT: STUDENT EXPULSION CASE 19/20-36

=====

BACKGROUND

The Board of Education has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct; when other forms of discipline, including suspension, have failed to bring about proper conduct; or when the student's presence causes a continuing danger to him/herself or others.

A student may be expelled only by the Board of Education. The Board shall expel, as required by law, any student found to have committed certain offenses listed in Education Code 48915.

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

RECOMMENDATION

Based upon the recommendation of the Expulsion Hearing Administrative Panel, it is recommended the Board of Education approve student expulsion case 19/20-36.

FISCAL IMPACT

None.

NE:LF:SJ:ss

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: March 5, 2020

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Lea Fellows, Assistant Superintendent, Curriculum, Instruction, Innovation, and Support

SUBJECT: SCHOOL-SPONSORED TRIPS

=====

BACKGROUND

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

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

RECOMMENDATION

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

School-Sponsored Trips	Date	Fiscal Impact
Site: Liberty ES Event: Sacramento Day Trip Place: Sacramento, CA Chaperone: 15 students/14 chaperones	April 3, 2020	Cost: \$387.00 per student Funding Source: Parents and fundraising
Site: Ayala HS Event: Students Against Destructive Decisions - Every 15 Minutes Place: Chino Hills, CA Chaperone: 28 students/3 chaperones	March 5-6, 2020	Cost: \$55.63 per student Funding Source: California Highway Patrol Grant

Site: Ayala HS Event: Band and Color Guard - Winter Guard International World Guard West Power Regional Competition Place: Las Vegas, NV Chaperone: 28 students/4 chaperones	March 13-16, 2020	Cost: \$323.00 per student Funding Source: Parents and fundraising
Site: Chino Hills HS Event: USA Dance Nationals Place: Anaheim, CA Chaperone: 33 students/4 chaperones	March 19-21, 2020	Cost: \$300.00 per student Funding Source: Parents and fundraising
Site: Don Lugo HS Event: Future Farmers of America University of California, Davis Field Day Event Place: Davis, CA Chaperone: 16 students/3 chaperones	March 6-8, 2020	Cost: \$100.00 per student Funding Source: Perkins Grant

FISCAL IMPACT

None.

NE:LF:rtr

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: March 5, 2020

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: NEW COURSE: ENGINEERING ESSENTIALS (PLTW)

=====

BACKGROUND

The Chino Valley Unified School District routinely revises curriculum guides and develops new courses in accordance with State Content Standards, State Frameworks, and student need. Accordingly, the revision and development of curriculum guides are the results of a collaborative effort of teachers in the related academic areas. This item was presented to the Board of Education on February 20, 2020, for information.

Engineering Essentials is a Career Technical Education Introductory course in the Engineering Industry Sector. Engineering Essentials is designed to be a high school student's first exposure to the Project Lead The Way (PLTW) Engineering program. The course introduces students to engineering concepts that are applicable across multiple engineering disciplines and is designed to be an introductory level course in the Engineering Technology career pathway and to meet UC/CSU 'g' elective requirement.

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

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

RECOMMENDATION

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

FISCAL IMPACT

None.

NE:GP:JAR:lar

Chino Valley Unified School District

High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Dr. Phone: (909) 628-1201 Web Site: chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum Position/Title: Director of Secondary Curriculum Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	Engineering Essentials (PLTW)
2. Transcript Title/Abbreviation:	PLTW Eng Essentials
3. Transcript Course Code/Number:	
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	Meets UC/CSU 'g' elective
6. Grade Level(s):	9-12
7. Unit Value:	10 credits/ 5 credits per semester
8. Course Previously Approved by UC:	No
9. Classified as a Career Technical Education Course:	Yes
10. Modeled after an UC-approved course:	No
11. Repeatable for Credit:	No
12. Date of Board Approval:	
Date of Revision Approval:	
Date of Revision Approval:	
13. Brief Course Description:	
Engineering Essentials is a full-year course designed to be a high school student's first exposure to the PLTW Engineering program and is appropriate for students in grades 9-12. Students explore the work of engineers and their role in the design and development of solutions to real-world problems. The course introduces students to engineering concepts that are applicable across multiple engineering disciplines and empowers them to build technical skills through a variety of engineering tools, such as Geographic Information Systems (GIS), 3-D solid modeling software, and prototyping equipment. Students learn and apply the engineering design process to develop mechanical, electronic, process, and logistical solutions to relevant problems across a variety of industry sectors, including health care, public service, and product development and manufacturing.	
14. Prerequisites:	None
15. Context for Course:	
Engineering Essentials is a survey course in engineering. Students develop skills that help them create solutions to problems as they practice common engineering design and development protocols, such as experimental design, testing, project management, and peer review. In addition, the course emphasizes statistical analysis and mathematical modeling – computational methods that are commonly used in engineering problem-solving.	
16. History of Course Development:	
This course was designed to provide students with skills and knowledge in a Career Technical Education (CTE) pathway and introduce them to the Engineering Technology pathway. Coursework is meant to prepare students for professional life as indicated by the college and careers readiness standards in the Engineering and Architecture industry sector.	
17. Textbooks:	PLTW's Electronic Classroom Resources.
18. Supplemental Instructional Materials:	None

Chino Valley Unified School District

High School Course Description

C. COURSE CONTENT

1. Course Purpose:

This course is designed for the California Career and Technical Education Engineering and Architecture sector. This course is aligned to the California Career and Technical Education Standards: Engineering Technology pathway and is designed to be an Introductory level course.

2. Course Outline:

Unit 1: Inclined to Design

Unit 1 introduces students to foundational cross-disciplinary engineering concepts, empowers them to develop and strengthen their transportable skills, and exposes them to global engineering challenges that the next generation will face. Throughout the unit, students will imagine themselves as engineers and envision a future in which they can make a difference in the world.

Students learn the engineering design process and have the opportunity to apply that process to multiple projects and problems throughout the unit as they improve their communication and collaboration skills. They reflect on design problems and solutions from a systems perspective and investigate ethics as they consider the impact of engineering decisions. Students also learn basic skills associated with project management, including developing a project schedule and critical path analysis to help them plan and track progress during larger projects. They use a GIS as a tool to help identify, define, and solve problems using spatial information.

Unit 2: Make it Move

In Unit 2, students apply mechanical and mathematical concepts to design solutions to engineering problems. They develop multiple types of models to represent aspects of real objects/phenomena, including conceptual models, graphic models (drawings), 3-D solid computer models, physical models, and mathematical models, and begin to understand the inherent limitations of each. These models are used to define, test, and communicate design ideas and mechanical solutions.

Students build on skills and knowledge gained from Unit 1 and have additional opportunities to apply the design process, experimental design, systems thinking, and project management to design and test mechanical solutions to improve people's lives. Students continue to develop their collaboration and communication skills and consider the impact of their solution on people and society.

Unit 3: Power it Up

In Unit 3, students discover the foundation of all modern electronic devices, such as cellular phones, MP3 players, and high-definition televisions. Students learn how to use digital circuits to develop electronic solutions that improve people's lives.

Students review energy forms and the transfer of energy into the form of electricity. They investigate the fundamental circuit components, concepts, equipment, and skill set associated with circuit design. Students use graphical, computer, and physical models to represent and investigate analog circuits. Students design experiments to determine the relationship among voltage, current, and resistance in circuits. They are then introduced to the basics of digital signals, starting with truth tables and logic expressions, then apply the design process to design, simulate, and breadboard a circuit to accomplish a goal. Finally, students collaborate and work with other teams as they apply skills and knowledge learned in prior units to develop a proof of concept prototype for an electromechanical system.

Unit 4: Make a Plan

In Unit 4, students investigate issues related to population growth and development, and use geographic information systems as tools to define, model, and solve engineering challenges that result from development.

Engineering and Architecture Pathway Standards

Engineering Design Pathway

C1.0 Understand historical and current events related to engineering design and their effects on society

C1.1 Know historical and current events that have relevance to engineering design

C1.2 Interpret the development of graphic language in relation to engineering design

C2.0 Understand the effective use of engineering design equipment

Chino Valley Unified School District

High School Course Description

- C2.1 Employ engineering design equipment using the appropriate methods and techniques
- C2.2 Apply conventional engineering design equipment procedures accurately, appropriately, and safely
- C2.3 Apply the concepts of engineering design to the tools, equipment, projects, and procedures of the engineering design pathway
- C3.0 Understand the sketching process used in concept development
 - C3.1 Apply sketching techniques to a variety of architectural models
 - C3.2 Produce proportional two- and three-dimensional sketches and designs
 - C3.3 Present conceptual ideas, analysis, and design concepts using freehand, graphic, communication techniques
- C4.0 Understand measurement systems as they apply to engineering design
 - C4.1 Know how the various measurement systems are used in engineering drawings
 - C4.2 Understand the degree of accuracy necessary for engineering design
- C5.0 Use proper projection techniques to develop orthographic drawings
 - C5.1 Understand the concepts and procedures necessary for producing drawings
 - C5.2 Develop multi view drawings using the orthographic projection process
 - C5.3 Understand the various techniques for viewing objects
 - C5.4 Use the concepts of geometric construction in the development of design drawings
 - C5.5 Apply pictorial drawings derived from orthographic multi view drawings and sketches
- C6.0 Understand the applications and functions of sectional views
 - C6.1 Understand the function of sectional views
 - C6.2 Clarify hidden features of an object using a sectional view and appropriate cutting planes
- C7.0 Understand the applications and functions of auxiliary views
 - C7.1 Understand the function of auxiliary views
 - C7.2 Use auxiliary views to clarify the true shape and size of an object
- C8.0 Understand and apply proper dimensioning standards to drawings
 - C8.1 Know a variety of drafting applications and understand the proper dimensioning standards for each
 - C8.2 Apply dimension to various objects and features
- C9.0 Understand the tolerance relationships between mating parts
 - C9.1 Understand what constitutes mating parts in engineering design
 - C9.2 Interpret geometric tolerancing symbols in a drawing
 - C9.3 Use tolerancing in an engineering drawing
- C10.0 Understand the methods of applying text to a drawing
 - C10.1 Describe the processes of lettering and/or text editing
 - C10.2 Implement standard methods of title block creation and use
 - C10.3 Develop drawings using notes and specifications
 - C10.4 Plan, prepare, and interpret drawings and models through traditional drafting Computer-Aided Design (CAD) techniques
- C11.0 Understand the methods of creating both written and digital portfolios
 - C11.1 Develop a binder or digital portfolio representative of completed work for presentation
 - C11.2 Give an effective oral presentation of a portfolio

3. Key Assignments:

1.1 Engineers and Engineering

In Lesson 1.1, students consider their perception of engineers and engineering. They learn brainstorming techniques, define mindset characteristics that are important to success in engineering, and identify their own personal traits that align with engineering. Using their personal engineering perspective, students reflect individually and within a team on global engineering challenges, choose a challenge that they feel is the most important challenge facing their generation, and gather evidence to make a persuasive presentation to convince an audience of its importance.

Chino Valley Unified School District

High School Course Description

1.2 Systems and the Engineering Design Process

Students are introduced to the concepts of systems and systems thinking as a mindset used to consider the interconnectedness of our world and the far-reaching impacts of engineering decisions. Students use a GIS to investigate natural and man-made systems to inform design decisions. Students also practice brainstorming techniques as they address ethical considerations related to systems thinking.

1.3 Product Design

In this lesson, students explore a variety of ethical perspectives, then analyze a scientific experiment and learn to design experiments in order to gain specific knowledge and understanding. The lesson also introduces the concept of sustainability as students design and carry out an experiment related to sustainability, consider the impacts and trade-offs necessary in engineering decision-making, and discuss the ethical implications of those decisions.

1.4 Natural Disaster Relief Center

In the final lesson of Unit 1, students develop basic skills necessary to create maps and layers in a geographic information system in order to address the unit problem. Students work independently and as part of a team to apply the knowledge and skills developed throughout the unit to design a relief center system to serve a community devastated by a natural disaster.

2.1 Machines

In this lesson, students review simple and compound machines as they develop and use models to represent objects and systems. Students employ experimental design to inform development of a model that represents important aspects of a phenomenon and develop a protocol to test the function of a compound machine compared to design criteria. Finally, students work collaboratively using a design process to develop an assistive mechanical device to improve the health and well-being of an individual.

2.2 Mechanical Motion

Students are introduced to – and practice determining – quantities related to mechanical systems, including mechanical energy, gear ratio, torque, and mechanical advantage. They explore various types of motion and methods to convert one type of motion to another (e.g., linear motion to rotation). Students continue to develop skills in using 3-D design software to represent parts and systems and learn how to constrain degrees of freedom to simulate realistic motion. Students apply a design process and employ the use of conceptual, computer, mathematical, and physical models and the concepts of mechanical work and mechanical advantage to reduce the amount of work we do.

2.3 Mechanical Systems

Students apply prior learning and technical skills, a design process, experimental design, systems thinking, and project management to design and test a mechanical solution to improve people's lives. In the process, students continue to improve their collaboration and communication skills.

3.1 Energy Conversion

This lesson begins by examining the importance of energy and electricity in our lives. Students view a video timeline of the impact of electricity on society and learn about how energy converted to electricity and transferred to our homes and businesses – where it is transformed into other forms of energy for our use. Students examine local and global electrical usage and consider the ethical implications associated with energy sources and energy use. In addition, students are introduced to electrical circuits and various models used to represent electrical circuits, including physical models, schematics, and computer simulations. Students use technology to measure voltage, current, and resistance, and experiment to determine a mathematical model to represent the relationship among those quantities in a circuit.

3.2 Logic

In this lesson, students gain knowledge and skills necessary to design and build circuits – starting with truth tables and logic expressions – used to represent the input and output of a logic gate, the basic building block of digital circuits. Students investigate how circuits work, learn to represent circuits with truth tables and logic expressions, and build physical models using integrated chips. Students also learn the basics of programming

Chino Valley Unified School District

High School Course Description

a microcontroller to electronically control products and devices through data collection, sensing, and actuation of physical components. Using a microcontroller to gather data from multiple sensors, students collaboratively design an input device that can be used later in the design of an electromechanical device.

3.3 Electromechanical Systems

Students work in teams to develop a proof of concept design and prototype of an electromechanical system to perform specific functions. This problem provides opportunities for students to continue building skills in communication, collaboration, and ethical engineering practice.

4.1 Urban Design

In Lesson 4.1, students predict global population growth and investigate impacts and challenges of population growth and urbanization. They investigate urban subsystems that allow high-density population centers to function and are introduced to the concept of urban planning. The ideas of risk and trade-offs in engineering design are discussed, and students consider risks and rewards related to potential solutions to urban infrastructure problems. In collaborative teams, students apply their learning as they design a city development plan and consider the environmental, social, and economic impacts of their design.

4.2 Maps as Models

This lesson provides opportunities to investigate a variety of online geographic information system tools that support urban planning and engineering design (e.g., determining flood probabilities, locating traffic controls, conducting feasibility studies for new waste disposal facilities). Students practice geospatial data collection strategies and produce maps to model geospatial information.

4.3 The Sustainable Urban Environment

Students learn additional GIS development skills and use geographic information systems as a tool to consider sustainable solutions to modern challenges from a systems perspective. They use GIS technology to investigate population density and the ethical implications related to high versus low population density development. Students explore the UN Sustainable Development Goal of making cities inclusive, safe, resilient, and sustainable, then students create a map to help communicate the problem. Students further investigate a local sustainability issue (land cover resulting in increased storm water runoff and erosion) and modify a previously created GIS map to include additional geospatial features. They use their maps to estimate impervious land cover and compare their model to published map data to assess its accuracy. Students design a method to reduce runoff and use an online mathematical model to predict the impact of their solution on the volume of storm water runoff.

4.4 A Better Place

In this lesson, students have the opportunity to fully apply the engineering design process and prior learning related to systems thinking, modeling, and project management as they work in collaborative teams to develop a solution to improve the safety and well-being of the citizens of a local community. As part of the design process, teams reflect on the impact and ethical implications of their design decisions and solutions.

4. Instructional Methods and/or Strategies:

- Direct Instruction
- Hands-On Labs
- Project Based Learning
- Work Based Learning
- Collaborative Environment
- Modeling

5. Assessment Including Methods and/or Tools:

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

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

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: March 5, 2020

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: NEW COURSE: HOSPITALITY SENIOR PROJECT

=====

BACKGROUND

The Chino Valley Unified School District routinely revises curriculum guides and develops new courses in accordance with State Content Standards, State Frameworks, and student need. Accordingly, the revision and development of curriculum guides are the results of a collaborative effort of teachers in the related academic areas. This item was presented to the Board of Education on February 20, 2020, for information.

Hospitality Senior Project is a Career Technical Education Capstone course designed to support the knowledge and skills students have gained in their Hospitality, Tourism and Recreation career pathway course. The course requires students to propose a final project within the area of Hospitality, Tourism, and Recreation, conduct research, develop a business plan, and present the final product. This course meets the UC/CSU 'g' requirement.

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

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

RECOMMENDATION

It is recommended the Board of Education approve the new course Hospitality Senior Project.

FISCAL IMPACT

None.

NE:GP:JAR:lar

Chino Valley Unified School District

High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Drive Phone: 909 628-1201 Web Site: www.chino.k12.ca.us.
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum Position/Title: Director of Secondary Curriculum Site: District Office Phone: (909)628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	Hospitality Senior Project
2. Transcript Title/Abbreviation:	Hosp Senior Proj
3. Transcript Course Code/Number:	
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	Meets UC/CSU 'g' elective requirement
6. Grade Level(s):	12
7. Unit Value:	5 credits per semester/10 credits
8. Course Previously Approved by UC:	No
9. Classified as a Career Technical Education Course:	Yes
10. Modeled after an UC-approved course:	Yes
11. Repeatable for Credit:	No
12. Date of Board Approval:	
13. Brief Course Description: The Hospitality Senior Project provides students the opportunity and support to design and implement their interest, knowledge and the skills they have gained in their Business Hospitality career pathway courses and their visions for their future education while applying higher level of skills through this Capstone course. The course introduces students to advanced study in the career pathway area of specialization. A final project includes developing a project proposal, research, developing a business plan, and presentation of the completed project. The course requirements help students develop skills that target a specific area in the industry. Students will also have the opportunity to manage a school-based enterprise.	
14. Corequisites:	Hospitality Consumer Economics
15. Context for Course: This course was developed to complement and complete courses developed as introductory and concentrator courses in the Hospitality, Tourism, and Recreation industry sector.	
16. History of Course Development: The course was designed so students can put into practice what they have learned during their time in the Hospitality, Tourism, and Recreation career pathway.	
17. Textbooks:	Principles of Business, Marketing, and Finance by Robert L Dansby, Chris Gassen, and Brenda Clark Copyright, 2017 Subject: Business Grade Level: 9-12
18. Supplemental Instructional Materials:	Marketing Essentials McGraw Hill Education Carl Woloszyk
C. COURSE CONTENT	
1. Course Purpose: The primary focus of the course is to prepare college-bound 12th graders to succeed in the rigorous academic setting of college in a Business or Hospitality major. The Hospitality Senior Project course is an in-depth project-based class	

Chino Valley Unified School District

High School Course Description

designed to encourage and improve skills in: Communication (reading, writing, conversing, presenting, and listening for a multitude of purposes), organization (locating, accessing, and organizing information), research, digital technology (Excel, GoogleSlides and Microsoft Word). The course will also require students to manage and operate a school-based enterprise with our Husky Café.

2. Course Outline:

Unit 1-Internship, Work Experience, Job Shadowing

The real-world working conditions and learning experience that is provided by this Capstone course will allow students the opportunity to apply their career and academic skills in a practical business and finance setting. Students develop and practice an understanding of high skill career duties and responsibilities, terminology, climate, protocol, and other information that will enable students to analyze and revise their meaningful plans. During this course, students will be participating in paid or non-paid work-based learning experiences (job shadowing, observations, and internships) with classroom instruction in employability skills and career exploration. Students develop positive work habits, self-confidence, job skills, and a personal career exploration. While completing a real-life experience in an area of the student's choice, a student will complete a weekly reflection report. Each week the class will share their experience with classmates. Students will reflect on their learning and how they can apply to future career or college plans.

Unit 2- Research Project/Business Plan

The research project is designed to provide students the opportunity to demonstrate their skills and knowledge learned in the Business, Hospitality and Tourism Industry Sector. Completing the project demonstrates their ability to plan, organize and create a product or event. The project also allows them to pursue specific interests and to meet professional expectations for the Hospitality and Tourism Industry. There are three main components of the research project: a research paper, a product or activity and the project presentation.

- Research Paper: The student will write an in dept, 8-12-page research paper using MLA guidelines for margins, text, formatting, heading and titles and page numbering.
- Conducting Research: As students research their topics, they should ask questions such as "What do I really want to know about the subject?" "What interests me the most about it?" "What makes it worth investigating?" Using primary sources, students will seek answers to their questions and gain a deeper understanding about their topic by finding facts and ideas from a variety of reliable sources. They will be guided through the process of drafting their research findings using appropriate rhetorical, grammatical and syntactical patters, forms and structures to meet the needs of their intended audiences (peers and panel of judges). They will incorporate and write a business plan for a new company or product which will include developing goals and objective, creating a complete marketing plan, and construct projected financial reports. By reading materials such as corporate annual reports, marketing communications documents, company profiles, and the textbook "Marketing Essentials", the student will be able to determine and conduct surveys to analyze and graph consumer preferences and interview two corporate executives to attain advice and suggestions in creating their business plan.
- Upon completion of the research and gathering data, the student will write and present their plan developed for an audience of potential investors.

Unit 3- Portfolio

The portfolio is a collection of evidence that demonstrates the student's skills and abilities throughout the hospitality Capstone course. It helps prepare students for college and employment in three compliment ways. First, it is the central part of the course that gives student an opportunity to master important writing skills, meaningful to their possible audiences. Second, by completing the requirements, students can showcase their best works to colleges and potential employers. Third, by taking responsibility for putting together this collection, students plan and document their accomplishments, as well as identify areas for further improvement.

Work Samples: Students showcase and describe four work samples of their best work that reflects a substantial program activity. There are practical examples of the student's workplace learning and written work that are linked directly to the CTE Model Curriculum Standards for the Hospitality Business and Tourism Sector.

Chino Valley Unified School District

High School Course Description

Unit 4-Operating a School-Based Enterprise (SBE)

Student will operate and manage a business laboratory which will provide several benefits to the students. Student will operate an actual business where student can apply the marketing theory and principles learned during academy coursework. Students will conduct research, practice merchandising/display, apply forms of business operations, analyze financial data, execute purchasing procedure and inventory control. In addition, students will understand product security, salesmanship and practice the marketing mix. The school laboratory will give students an opportunity to supplement, reinforce, and enhance the knowledge, skills and attitudes required for careers in the Hospitality Industry. Development of business-like procedures, management skills, and leadership proficiencies are the focus of the unit.

3. Key Assignments:

- Analyze and evaluate other SBEs to product the target market would like
- Evaluate your competition to determine product mix and pricing that the competition offers. How will the SBE compete with these businesses
- Plan and maintain an e-portfolio
- Weekly reflections on work experience through internships and job shadowing
- Create a list of possible vendors
- Prepare a layout of your SBE
- Compete in the Prostart Management Competition
- Shop for equipment and supplies needed for your SBE
- Use the internet to research other business plans
- Prepare projected income statements
- Prepare projected balance sheets
- Prepare cash flow projections
- Working with spreadsheets- creating worksheets, writing formulas, reports, learning worksheets enhancements
- Working with word processing and desktop publishing documents-letters, Tale's graphics, catalog memorandums, business forms, and templates
- Working with the internet- using search engines, e-mails, creating web pages, and business transactions
- Working with presentations- creating slideshows and presentations, using text, graphics, charts, animations, digital photo imaging, audio, and scanning
- Working with databases- designing, editing, maintaining, and producing reports
- Working with a personal information manager- calendar, e-mail, journal, contacts, notes, and tasks
- Prepare a business plan which will include the following components:
 - a. The business plan will clearly define the goals of a business and outlines the methods for achieving them
 - b. The business plan will describe a business objective, how it will be done, who must do it, where it will be done, why it is being done and when it must be done. Most importantly, will assist students in making sound fiscal sense
 - c. Realistic smart goals will be established with a sound methodology for achieving them
 - d. Students will prepare a business description which includes name, goals and objectives, define market niche, identify and analyze the competition, determine customers, and identify trends in your specific market
 - e. Products and services created will be to determine the product mix and conduct market research
 - f. Practice and participate in sales and marketing activities. Student will learn formulas to price products
 - g. Student will create (promotional mix) to promote the SBE
 - h. Student will create an operating plan which will address the size and location of the business, identify and describe the equipment needed, create a layout and discuss management and student employees

Chino Valley Unified School District

High School Course Description

i. Create and analyze financial management forms which will include sales forecast, budgeting, and profit and loss statement

4. Instructional Methods and/or Strategies:

- Close Reading
- Process Reflections and Portfolios
- Class Discussions
- Informal and Formal Speeches/Presentations
- Journals
- Annotated Bibliographies
- Online and Offline Research
- Socratic Seminars
- Peer Review of Writing and Presentations

5. Assessment Including Methods and/or Tools:

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

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

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: March 5, 2020

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: REVISION OF FRENCH 3 HONORS COURSE

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BACKGROUND

The Chino Valley Unified School District routinely revises curriculum guides and develops new courses in accordance with State Content Standards, State Frameworks, and student need. Accordingly, the revision and development of curriculum guides are the results of a collaborative effort of teachers in the related academic areas. This item was presented to the Board of Education on February 20, 2020, for information.

French 3 Honors is a year-long, World Language elective course aligned with the five goal areas specified by the National World Language Standards. This course revision reflects the addition of the most recent California's World Language Standards for grades K-12, the District's new template for course descriptions, as well submission to the University of California A-G Course Management Portal for honors consideration. This course meets the UC/CSU 'e' requirement, Level 3 Language Other Than English.

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

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

RECOMMENDATION

It is recommended the Board of Education approve the revision of the French 3 Honors course.

FISCAL IMPACT

None.

NE:GP:JAR:lar

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A. CONTACTS	
1. School/District Information:	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Drive, Chino, Ca. 91710 Phone: 909)628-1201 Web Site: www.chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum and Instruction Position/Title: Director of Secondary Curriculum and Instruction Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	French 3 Honors
2. Transcript Title/Abbreviation:	French 3 H
3. Transcript Course Code/Number:	5732
4. Seeking Honors Distinction:	Yes
5. Subject Area/Category:	MEETS UC/CSU 'E' REQUIREMENT LANGUAGE OTHER THAN ENGLISH (LOTE) LEVEL 3 Meets the "e" requirement
6. Grade Level(s):	9 - 12
7. Unit Value:	5 credits per semester/10 credits total
8. Course Previously Approved by UC:	Yes
9. Classified as a Career Technical Education Course:	No
10. Modeled after an UC-approved course:	YES
11. Repeatable for Credit:	No
12. Date of Board Approval:	November 21, 2002
Date of Revision Approval:	
13. Brief Course Description: <p>STUDENTS RECEIVE IN-DEPTH TRAINING IN SPEAKING AND WRITING PROFICIENCY, LEARN TO USE ADVANCED GRAMMATICAL AND IDIOMATIC STRUCTURES, AND RECEIVE EXTENSIVE PRACTICE EXPRESSING CRITICAL THINKING THROUGH ORAL AND WRITTEN FRENCH LANGUAGE BY ANALYSIS OF AUTHENTIC FRENCH LANGUAGE THROUGH LITERATURE, PERIODICALS AND CINEMA. STUDENTS WILL LEARN TO EXPRESS THEMSELVES IN A CULTURALLY APPROPRIATE MANNER BY STUDYING AND ANALYZING FRENCH LANGUAGE AND CULTURE WITHIN THE CONTEXT OF THE GLOBAL FRANCOPHONE WORLD. SPECIFIC VOCABULARY AND GRAMMAR WILL BE TAUGHT SYSTEMATICALLY AS WELL AS THROUGH AUTHENTIC RESOURCES. THE INSTRUCTOR WILL SENSITIZE STUDENTS TO THE SUBTLE NUANCES OF FRANCOPHONE CULTURES WORLDWIDE.</p> <p>The curriculum included in this document is generic to the modern languages. The modern language standards are meant to be inclusive of all languages and are not written for any specific language, however, all languages are different and have different vocabulary, syntactic structures, sound systems, writing systems, and represent different cultures. The standards for foreign language are aligned with the five goal areas specified by the National Foreign Language Standards as follows: communication, cultures, connections, comparisons, and communities. There are a total of eleven (11) standards. These standards are general in nature and apply to all levels of foreign language instruction. For each of the eleven standards, there are specific objectives that define what students should know and be able to do upon completion of a particular level of instruction. In addition, performance indicators, or examples of student performance and appropriate classroom activities, are provided for many of the objectives.</p>	

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14. Prerequisites:	FRENCH 2; OR FRENCH 2H; AND/OR TEACHER RECOMMENDATION Successful completion of Foreign Language 2 or teacher recommendation
15. Context for Course: A key element to success in our current world is the ability to speak other peoples' languages and to function with people from other cultures. In our own state alone, proficiency in languages in addition to English is critical simply as a means for communicating with one another.	
16. History of Course Development: THIS COURSE IS BEING REVISED TO REFLECT THE RIGOR NECESSARY FOR UC/CSU HONORS DISTINCTION AS WELL AS THE DISTRICT'S MOST RECENT TEMPLATE FOR COURSE DESCRIPTIONS.	
17. Textbooks:	D'accord 3 Vista Higher Learning 2015 Edition
18. Supplemental Instructional Materials:	Literary Texts: Les Aventures du Petit Nicolas by Rene Goscinny/Jean-Jacques Sempe Graded French Reader by Golding/Bauer Paroles by Jacques Prevert
C. COURSE CONTENT	
1. Course Purpose: THE PURPOSE OF FRENCH 3 HONORS IS TO PROVIDE AN ACCELERATED PACE AND RIGOR IN CURRICULUM FOR STUDENTS INTENDING TO CONTINUE TO ADVANCE PLACEMENT (AP) FRENCH.	
2. Course Outline: LE MONDE DU TRAVAIL: A L'ÉCOLE ET AU BOULOT STUDENTS WILL EXAMINE HOW EDUCATIONAL AND WORK ENVIRONMENTS DIFFER THROUGHOUT THE FRANCOPHONE WORLD. IN ADDITION TO THE OVERVIEW PROVIDED BY THE CLASSROOM TEXT AND SUPERSITE, THE ADVANCED CLASS WILL USE AUTHENTIC SOURCES SUCH AS FRANCOPHONE NEWS WEBSITES, MAGAZINES, FRENCH YOUTUBE VIDEOS, AND ONLINE FRANCOPHONE RADIO TALK SHOWS. FURTHER, ANALYSIS OF THESE SOURCES WILL LEAD STUDENTS TO ANALYZE THE ORGANIZATIONAL STRUCTURES INHERENT IN EACH CULTURE'S EDUCATIONAL SYSTEM AND THE RELATIONSHIP BETWEEN THAT SYSTEM AND THE FRANCOPHONE CULTURE AND SOCIETY THAT IT REPRESENTS. CURRENT EVENTS AND ONLINE JOURNAL SOURCES WILL ALSO PROVIDE A WINDOW TO THE EMPLOYMENT OPPORTUNITIES AND THE EFFECTS OF UNEMPLOYMENT THROUGHOUT THE FRANCOPHONE WORLD, AS A REFLECTION OF THE ECONOMY AND THE CULTURE. THE UNIT WILL CULMINATE WITH AN ANALYSIS OF THE EFFECTIVENESS OF EDUCATIONAL SYSTEMS TO PREPARE STUDENTS FOR THE WORK ENVIRONMENT. STUDENTS WILL EXPLORE THE ONISEP FRENCH GOVERNMENT WEBSITE THAT HELPS ORIENT STUDENTS TOWARDS CAREERS. THEY WILL CHOOSE A CAREER PATH AND PREPARE A FLOWCHART TO SHOW THE NECESSARY SKILLS AND EDUCATION PATH TO OBTAIN A JOB IN THIS AREA. NOS RESPONSABILITÉS À L'ENVIRONNEMENT FRANCOPHONE WEBSITES, MAGAZINES, LITERATURE, NEWS WEBSITES, AND RADIO RESOURCES WILL BE USED IN ADDITION TO THE FRENCH HONORS TEXTBOOK MATERIALS TO FOCUS ON THE RELATIONSHIP BETWEEN MANKIND AND THE ENVIRONMENT INCLUDING: ENERGY, FOOD AND WATER RESOURCES AND RESERVES; GLOBAL WARMING, CLIMATE CHANGE, NATURAL DISASTERS; TRANSPORTATION ALTERNATIVES; PERSONAL RESPONSIBILITIES. CLASSROOM DISCUSSION WILL REQUIRE STUDENTS TO CRITICALLY ANALYZE MANKIND'S EFFECTS ON THE ENVIRONMENT, ETHICS WITH RESPECT TO SCIENCE AND TECHNOLOGY AND THE ROLE OF GOVERNMENT. STUDENTS WILL USE FRANCOPHONE WEBSITES AND JOURNAL ARTICLES TO REFLECT ON VARIOUS LOCAL AND GLOBAL PERSPECTIVES CONCERNING MANKIND'S "CARBON FOOTPRINT". THEY WILL DRAW PERSONAL CONCLUSIONS WITH RESPECT TO THEIR OWN RESPONSIBILITY. STUDENTS WILL SELECT AN ENVIRONMENTAL ISSUE AND CREATE A BROCHURE THAT ADDRESSES THIS ISSUE. THEY MUST SELECT THEIR AUDIENCE, THEN REFER DIRECTLY TO THE SOURCES PROVIDED, EXPLAINING THE ISSUE AND PROVIDING POSSIBLE SOLUTIONS. THE AP RUBRICS WILL BE USED TO SCORE THIS ASSIGNMENT. TO ACHIEVE AN A,	

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THE STUDENT MUST CLEARLY AND EFFICIENTLY TRANSMIT THE MESSAGE BY USING A VARIED AND SOMEWHAT EXTENSIVE VOCABULARY, EFFECTIVELY USING IDIOMATIC EXPRESSIONS, AND USING SOME COMPLEX GRAMMATICAL STRUCTURES. THE CONTENT MUST PROVIDE STRONG AND ORGANIZED LINKS TO THE TOPICS COVERED IN CLASS, AND INCLUDE PERSONAL INSIGHT, OPINIONS AND SUGGESTIONS. STUDENTS MUST ALSO EFFECTIVELY USE A VARIETY OF THE CONVENTIONS RELATIVE TO THE FORMAT OF THE TEXT.

COMMUNICATIONS ET MÉDIAS

STUDENTS WILL ANALYZE HOW PEOPLE INTERACT, TRANSMIT AND GATHER DATA FOR THE PURPOSES OF INFORMATION AND ENTERTAINMENT BY READING FRANCOPHONE ADVERTISING AND NEWS WEBSITES, BY LISTENING TO ONLINE FRANCOPHONE RADIO, AND BY WATCHING EDUCATIONAL FRANCOPHONE YOUTUBE VIDEOS. DISCUSSIONS WILL EXAMINE THE EMOTIONAL INFLUENCES BROUGHT ABOUT BY THE LINGUISTIC AND VISUAL CHOICES IN ADVERTISING AND THE MEDIA, AS WELL AS BIAS, SENSATIONALISM AND CENSORSHIP. STUDENTS WILL BE GUIDED TO A CRITICAL ANALYSIS OF PERSPECTIVE, VOICE AND AUDIENCE.

STUDENTS PRESENT A MOVIE REVIEW TO THEIR FELLOW STUDENTS. THEY MUST ADDRESS THE FILM'S ABILITY TO TRANSMIT THE DESIRED THEME(S) THROUGH THE DIALOGUE AND IMAGERY EMPLOYED BY THE DIRECTOR. THE AP RUBRICS WILL BE USED TO SCORE THIS ASSIGNMENT. TO ACHIEVE AN A, THE STUDENT MUST CLEARLY AND EFFICIENTLY TRANSMIT THE MESSAGE BY USING A VARIED AND SOMEWHAT EXTENSIVE VOCABULARY, EFFECTIVELY USING IDIOMATIC EXPRESSIONS, AND USING SOME COMPLEX GRAMMATICAL STRUCTURES. THE CONTENT MUST PROVIDE STRONG AND ORGANIZED LINKS TO THE TOPICS COVERED IN CLASS, AND INCLUDE PERSONAL INSIGHT, OPINIONS AND SUGGESTIONS. STUDENTS MUST ALSO EFFECTIVELY USE A VARIETY OF THE CONVENTIONS RELATIVE TO THE FORMAT OF THE TASK.

STUDENTS WILL CREATE AN ADVERTISEMENT FOR A FRANCOPHONE VACATION DESTINATION. THEY MUST INCLUDE CULTURAL AND HISTORICAL COMPONENTS TO THEIR VACATION PACKAGE, AS WELL AS LOCAL ACTIVITIES THAT WILL ATTRACT TOURISTS. THEIR ADVERTISEMENT WILL BE PRESENTED TO THE CLASS. STUDENTS WILL EVALUATE EACH OTHER'S WORK BASED ON EACH ADVERTISEMENT'S ABILITY TO ENGAGE THEIR INTEREST AND PROVIDE SUFFICIENT INFORMATION REGARDING THE VACATION PACKAGE. THE TEACHER'S RUBRIC WILL INCLUDE ADVANCED DETERMINANTS OF LANGUAGE FLUENCY FROM THE AP RUBRICS.

AS STUDENTS ANALYZE POLITICAL SYSTEMS IN THE FRANCOPHONE WORLD AND THE KEY CHALLENGES FACED IN REGARDS TO THE IMMIGRATION CRISIS, THE ENVIRONMENT, THE CONTRIBUTIONS AND NEGATIVE IMPACTS OF TECHNOLOGY, THEY CREATE AN ORAL PRESENTATION ON THEIR POLITICAL VIEWS USING KEY VOCABULARY AND STATE WHICH ISSUES ARE MOST IMPORTANT TO THEM.

RELATIONS SOCIALES:

STUDENTS WILL EXAMINE BEHAVIORS RELATED TO FAMILY AND COMMUNITY GROUPS THROUGHOUT THE FRANCOPHONE WORLD. THEY WILL COMPARE THEIR PERSONAL GROUP DYNAMICS WITH THOSE OF VARIOUS FRANCOPHONE CULTURES, INCLUDING BEHAVIORS RELATED TO CELEBRATIONS, RELIGIOUS EVENTS, MINORITY GROUPS, PATRIOTISM, INTERPERSONAL RELATIONSHIPS AND SOCIAL BEHAVIORS. A WIDE VARIETY OF TOPICS INCLUDES DATING, SOCIAL TABOOS, AND SOCIAL INTERACTION THROUGH LEISURE ACTIVITIES SUCH AS SPORTS, HOBBIES, AND ENTERTAINMENT. STUDENTS WILL BE EXPECTED TO GO BEYOND THE BASIC UNDERSTANDING OF CULTURAL RELATIVISM, DEVELOPING ARGUMENTS TO SUPPORT THE SIGNIFICANCE OF LOCAL CUSTOMS WITH RESPECT TO CULTURAL IDENTITY.

WITH A PARTNER, STUDENTS WILL SELECT A RITE OF PASSAGE FROM A FRANCOPHONE COUNTRY ACCORDING TO INTEREST. THE STUDENTS WILL BE REQUIRED TO RESEARCH CUSTOMS RELEVANT TO THAT CULTURE AND PROVIDE AN ORGANIZED PRESENTATION. STUDENTS WILL EVALUATE EACH OTHER'S ORAL PRESENTATIONS BASED ON THE PRESENTATION'S ABILITY TO ENGAGE THEIR INTEREST, AND TO PROVIDE Sufficient INFORMATION REGARDING THE RITE OF PASSAGE UNIQUE TO THAT CULTURE. THE TEACHER'S RUBRIC WILL INCLUDE ADVANCED DETERMINANTS OF LANGUAGE FLUENCY FROM THE AP RUBRICS. STUDENTS PRESENT ON A RELATIONSHIP IMPORTANT TO THEM AND HOW IT HELPS THEM COPE WITH EVERYDAY LIFE. STUDENTS ANALYZE HOW THE QUALITIES OF SIGNIFICANT OTHERS CAN IMPACT THEIR WELL-BEING. STUDENTS GIVE SOME THOUGHT OF THE IMPACT OF PERSONALITY ATTRIBUTES.

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LA DIVERSITÉ CULTURELLE:

STUDENTS WILL CONTINUE THEIR STUDIES OF ETHNIC, RACIAL, IDEOLOGICAL AND SOCIO-ECONOMIC DIVERSITY THROUGHOUT THE FRANCOPHONE WORLD THROUGH FURTHER EXAMINATION OF CUSTOMS AND TRADITIONS. TOPICS INCLUDE REGIONAL CULINARY SPECIALTIES, AS WELL OF CONCEPTS OF HUMAN BEAUTY AND FASHION. IN ADDITION TO INFORMATION PROVIDED IN THE FRENCH 3 HONORS TEXTBOOKS AND SUPERSITE, STUDENTS WILL READ EXCERPTS FROM FRANCOPHONE LITERATURE THAT PROVIDES PERSONAL PERSPECTIVES WITH RESPECT TO FAMILY, RELIGIOUS AND REGIONAL CELEBRATIONS.

TO DEMONSTRATE AN UNDERSTANDING OF THE RELATIONSHIP BETWEEN CULTURE AND CELEBRATIONS, SMALL GROUPS WILL EACH CREATE A MINI-FÊTE FOR THE CLASS. THEY MUST PREPARE THE FOOD AND DECORATIONS ASSOCIATED WITH A HOLIDAY OR CELEBRATION, DESCRIBE A BRIEF HISTORY OF THE HOLIDAY, INCLUDING SYMBOLS AND TRADITIONS ASSOCIATED WITH THAT HOLIDAY, AND EXPLAIN THE SIGNIFICANCE OF THAT CELEBRATION TO THE GROUP STUDIED. THE AP RUBRICS WILL BE USED TO SCORE THIS ASSIGNMENT. TO ACHIEVE AN A, THE STUDENT MUST CLEARLY AND EFFICIENTLY DESCRIBE THE CELEBRATION BY USING A VARIED AND SOMEWHAT EXTENSIVE VOCABULARY, EFFECTIVELY USING IDIOMATIC EXPRESSIONS, AND USING SOME COMPLEX GRAMMATICAL STRUCTURES. THE CONTENT MUST PROVIDE STRONG AND ORGANIZED CONNECTIONS TO REGIONAL CULTURE AND INCLUDE PERSONAL INSIGHT AND OPINIONS. STUDENTS WILL WRITE AND ILLUSTRATE A BOOK ON A SUBJECT OF THEIR CHOICE ABOUT CONTEMPORARY LIFE FOR OTHER STUDENTS TO READ. THEY WILL SHARE THEIR PERSONAL IDENTITY BY WRITING A BRIEF AUTOBIOGRAPHY FOR THE "ABOUT THE AUTHOR".

COMMUNICATION ET L'ART:

STUDENTS WILL EXAMINE MANKIND'S EXPRESSION THROUGH THE VARIOUS GENRES OF ART. THEY WILL DO A LITERARY ANALYSIS OF SELECTIONS OF LITERATURE SUCH AS *LE PETIT PRINCE*, BY SAINT-EXUPÉRY, *PERSEPOLIS* BY MARJANE SATRAPI AND THE POEMS OF JACQUES PRÉVERT DISCUSSING THE IMAGERY, THEMES AND RELEVANCE TO TODAY'S SOCIETY. THEY WILL ALSO EXAMINE FAMOUS QUOTES BY FRENCH PHILOSOPHERS. THEY WILL DO A VIRTUAL TOUR OF LE MUSÉE DU RODIN, LE MUSÉE DU LOUVRE AND DISCUSS VARIOUS GENRES OF VISUAL ARTS. THEY WILL DISCUSS THE IMPACT OF MUSIC AND COMPARE BOTH TRADITIONAL AND CONTEMPORARY COMPOSITIONS. THEY WILL EXAMINE THE VISUAL IMAGERY AND MESSAGES PORTRAYED IN FILMS SUCH AS JEAN COCTEAU'S *LA BELLE ET LA BÊTE*, *LA VACHE*, AND *UN PEU, BEAUCOUP, AVEUGLÉMENT*.

STUDENTS WILL BE PROVIDED WITH THE PHOTOGRAPH OF A WORK OF ART, OR A SCENE FROM A FILM. THEY WILL HAVE FIFTEEN MINUTES TO PREPARE, THEN FIVE MINUTES TO DISCUSS THE SIGNIFICANCE OF THE SUBJECT OF THE PHOTOGRAPH WITH RESPECT TO FRANCOPHONE CULTURE, COMMUNICATION, PHILOSOPHY AND/OR SOCIAL RELATIONS. FOLLOWING THEIR ORAL ANALYSIS, THEY WILL RESPOND TO SEVERAL FOLLOW UP QUESTIONS. STUDENTS WILL BE GRADED USING THE ADVANCED DETERMINANTS OF LANGUAGE FLUENCY FROM THE AP RUBRICS.

3. Key Assignments:

SEMESTER 1 COMPREHENSIVE WRITTEN FINAL AND ORAL PROJECT:

STUDENTS DEMONSTRATE COMPETENCE AND MASTERY OF ALL KNOWLEDGE AND SKILLS LEARNED THROUGHOUT THE SEMESTER THROUGH THE SEMESTER COMPREHENSIVE FINAL AND FINAL PROJECT.

SEMESTER WRITTEN FINAL:

PART 1 - STUDENTS READ THREE FRANCOPHONE SELECTIONS WITHIN THE CATEGORIES OF *LE MONDE DU TRAVAIL*, *NOS RESPONSABILITÉS À L'ENVIRONNEMENT* AND *COMMUNICATIONS ET MÉDIAS*. THEY RESPOND TO A VARIETY OF QUESTIONS INCLUDING MULTIPLE CHOICE, TRUE AND FALSE AND CONSTRUCTED WRITTEN RESPONSE TO DEMONSTRATE THEIR LEVEL OF READING FLUENCY AS WELL AS THEIR ABILITY TO ACCURATELY USE VOCABULARY AND GRAMMATICAL STRUCTURES.

PART 2 - THE INSTRUCTOR PROVIDES THREE WRITING TOPICS WITHIN THE CATEGORIES OF THE UNITS STUDIED. EACH WRITING PROMPT IS LINKED TO A SPECIFIC WRITING FORMAT (IE: BROCHURE, FORMAL LETTER, NEWSPAPER ARTICLE). THE STUDENT SELECTS ONE OF THESE THREE TOPICS AND HAS AN HOUR AND A HALF TO WRITE 200-250 WORDS WITHIN THE WRITING FORMAT INDICATED FOR THAT TOPIC.

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SEMESTER ORAL FINAL:

THEY WILL BE GIVEN A LIST OF ESSENTIAL QUESTIONS FROM THE TOPICS STUDIED DURING THE SEMESTER. THEY WILL RESEARCH THESE QUESTIONS PRIOR TO THE FINAL. STUDENTS WILL BE ASKED ONE QUESTION, WILL HAVE TWO MINUTES TO PREPARE, AND TWO MINUTES TO SPEAK ON THE TOPIC ONE-ON-ONE WITH THE TEACHER.

SEMESTER 2 COMPREHENSIVE WRITTEN AND ORAL FINAL:

STUDENTS DEMONSTRATE COMPETENCE AND MASTERY OF ALL KNOWLEDGE AND SKILLS LEARNED THROUGHOUT THE YEAR THROUGH THE COMPREHENSIVE FINAL.

SEMESTER WRITTEN FINAL:

PART 1 - STUDENTS READ FOUR FRANCOPHONE SELECTIONS THAT REFLECT COMPONENTS OF THE THREE UNITS STUDIED THIS SEMESTER. THEY RESPOND TO A VARIETY OF QUESTIONS INCLUDING MULTIPLE CHOICE, TRUE AND FALSE AND CONSTRUCTED WRITTEN RESPONSE TO DEMONSTRATE THEIR LEVEL OF READING FLUENCY AS WELL AS THEIR ABILITY TO ACCURATELY USE VOCABULARY AND GRAMMATICAL STRUCTURES.

PART 2 - THE INSTRUCTOR PROVIDES FIVE WRITING TOPICS WITHIN THE CATEGORIES OF THE UNITS STUDIED. EACH WRITING PROMPT IS LINKED TO A SPECIFIC WRITING FORMAT (*IE*: BROCHURE, FORMAL LETTER, NEWSPAPER ARTICLE). THE STUDENT SELECTS ONE OF THESE THREE TOPICS AND HAS AN HOUR AND A HALF TO WRITE 200-250 WORDS WITHIN THE WRITING FORMAT INDICATED FOR THAT TOPIC.

SEMESTER ORAL FINAL:

STUDENTS WILL BE GIVEN A LIST OF ESSENTIAL QUESTIONS FROM THE TOPICS STUDIED DURING THE SEMESTER. THEY WILL RESEARCH THESE QUESTIONS PRIOR TO THE FINAL. STUDENTS WILL BE ASKED ONE QUESTION, WILL HAVE TWO MINUTES TO PREPARE, AND TWO MINUTES TO SPEAK ON THE TOPIC ONE-ON-ONE WITH THE TEACHER.

Stages of Learning—For each level of instruction, stages of learning are indicated. There are three stages of learning: *beginning*, *developing*, and *expanding*. The learning stages represent a continuum of development, reflecting the diversity and idiosyncratic nature of individual student learning, as opposed to levels of instruction, defined by years or semesters of classroom instruction. Each learning stage may require more than one level of instruction, depending on various factors such as student ability, classroom instruction, diversity of scheduling, and other variables affecting student learning. The *beginning* stage commences in Level I and may carry over into Level II. The *developing* stage may begin in Level II and generally includes Level III, perhaps extending into Level IV. The *expanding* stage will usually incorporate instruction initiated in Level IV and possibly continue through Level VI.

Beginning Stage—Students can communicate with memorized phrases and words. Expressing basic wants and needs is accomplished with simple statements such as “I would like to go to the movies.”

Developing Stage—Students are not only able to express basic wants and needs, but can also elaborate on them. For example, “I would like to go to the movies, but I don’t have any money because I spent it all on CDs yesterday.”

Expanding Stage—Students are able to communicate in more complex and involved situations, can respond to problems, and can resolve those problems using the foreign language. For example, “I would like to go to the movies, but I don’t have any money. Could you loan me some money and I’ll pay you back when I have the chance.”

Developing and Expanding Learning Stages—Communication

Standard 1—Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions. (Interpersonal)

1.1 Objective: Ask and respond to factual and interpretive questions.

1.2 Objective: Interact in complex social situations.

1.2.1 Performance Indicator: Students will role play a conversation at a party by asking and answering questions on dating, sports, family, etc.

1.3 Objective: Express and support opinions.

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1.3.1 Performance Indicator: Students will share opinions with classmates on familiar topics of interest, e.g., films, musical groups, athletic teams.

1.4 Objective: Express judgments.

1.5 Objective: Paraphrase or restate what has been said.

1.5.1 Performance Indicator: Students will describe the weather in different regions where the foreign language is spoken and compare it to students' own regional weather, making reference to a weather map from the foreign culture.

1.6 Objective: Describe problems and possible solutions.

1.6.1 Performance Indicator: Students will solve a predicament (e.g., a lost piece of clothing, a need for medication, a flat tire, etc.) by identifying the problem, discussing, and proposing possible solutions.

Standard 2—Students understand and interpret written and spoken language on a variety of topics. (Interpretive)

2.1 Objective: Understand selected authentic written and oral materials on topics of personal interest.

2.2 Objective: Comprehend main ideas of unfamiliar written and oral language with limited visual support.

2.2.1 Performance Indicator: Students will demonstrate understanding of an authentic hotel guide by matching particular hotels to written descriptions of specific travelers' needs.

2.2.2 Performance Indicator: Students will demonstrate understanding of foreign cultural travel ads by identifying destination, price, departure/arrival times, and intermediate stops of the trip.

2.2.3 Performance Indicator: Students will demonstrate understanding of authentic catalogue order forms or job application forms by appropriately filling them out.

2.3 Objective: Comprehend and respond to formal written communication, e.g., business, official documents, etc.

2.4 Objective: Demonstrate comprehension of particular literary selections.

Standard 3—Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (Presentational)

3.1 Objective: Write short well-organized compositions on given topics.

3.2 Objective: Produce and/or present elaborate creative works.

3.2.1 Performance Indicator: Students will create short written pieces such as children's "books" or travel brochures.

3.3 Objective: Write personal letters using culturally appropriate format and style.

3.3.1 Performance Indicator: Students will write a letter to an advice column explaining a personal problem and requesting help in solving it.

3.4 Objective: Give oral reports on a variety of topics.

3.4.1 Performance Indicator: Students will select a famous tourist attraction in the foreign culture and describe (orally or in writing) certain aspects of the attraction, e.g., history, architecture, current relevance, etc.

Cultures

Standard 4—Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studies.

4.1 Objective: Identify differences in cultural practices among same-language cultures.

4.1.1 Performance Indicator: Students will list cultural similarities and differences observed in a film or a literary work from the foreign culture, e.g., family roles and relationships, methods of conflict resolution, use of leisure time.

4.2 Objective: Recognize sociolinguistic features of the foreign culture, e.g., conversational distance, gestures, facial expressions, meaningful sounds which are not themselves words (paralanguage).

4.3 Objective: Interpret the cultural connotations of common words, phrases, and idioms.

4.4 Objective: Discuss unfounded generalizations and stereotypes.

4.5 Objective: Discuss social and geographic factors that affect cultural practices.

4.5.1 Performance Indicator: Students will list ways in which geographical features have affected culture, e.g., the development of winter sports in the mountains, eating more seafood along the coast, etc.

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~~4.5.2 Performance Indicator: Students will conduct research on the regional—differences in a province or country in which the foreign language is spoken and explain how geography and/or history influences such differences, e.g., language, cooking, style of homes, clothing, etc.~~

~~4.5.3 Performance Indicator: Students will research traditional clothing of various regions of the countries where the foreign language is spoken and explain the influence of geography and climate.~~

~~**Standard 5—**Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.~~

~~5.1 Objective: Describe various aspects of the culture, including major historical events, political structures, visual arts, architecture, literature, and music.~~

~~5.1.1 Performance Indicator: Students will discuss the importance of and identify possible causes for identified current events in the foreign culture.~~

~~5.1.2 Performance Indicator: Students will compare attitudes toward the use of alcoholic beverages in the foreign culture and the United States.~~

~~5.2 Objective: Demonstrate an awareness of the major literary, musical, and artistic periods and genres of at least one of the cultures in which the foreign language is spoken.~~

Connections

~~**Standard 6—**Students reinforce and further their knowledge of other disciplines through the foreign language.~~

~~6.1 Objective: Identify and discuss elements of literature, e.g., plot development, characterization, etc~~

~~6.2 Objective: Conduct traditional and electronic research on selected topics related to the foreign language and culture.~~

~~6.2.1 Performance Indicator: Students will conduct Internet research on contemporary cultural practices and products of the foreign culture.~~

~~6.3 Objective: Present findings from research in oral and written form, using presentational skills acquired in other disciplines.~~

~~6.3.1 Performance Indicator: Students will present findings from foreign culture media research (e.g., magazines, newspapers, Internet, TV stations, etc.) on selected topics of contemporary society.~~

~~**Standard 7—**Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.~~

~~7.1 Objective: Access a variety of entertainment media available to speakers of the language.~~

~~7.1.1 Performance Indicator: Students will view current videos to understand the roles of males and females in the foreign culture.~~

~~7.1.2 Performance Indicator: Students will use a variety of authentic sources to prepare reports on topics of personal interest, comparing foreign culture perspectives to information available on the same topics from an American viewpoint.~~

~~7.2 Objective: Read and interpret short stories, poetry, or plays in the foreign language.~~

~~7.3 Objective: Use primary sources to write brief reports.~~

Comparisons

~~**Standard 8—**Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.~~

~~8.1 Objective: Analyze differences between identified grammatical structures of English and the foreign language~~

~~8.1.1 Performance Indicator: Students will apply the correct possessive structures in communicating in the foreign language.~~

~~8.2 Objective: Identify the historical and cultural reasons for cognates, loan words, and borrowed words.~~

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~~8.2.1 Performance Indicator: Students will explain the historical reasons for specified place names in California.~~
~~8.3 Objective: Use knowledge of sound-symbol correspondence, stress, and intonation patterns to communicate in particular contexts.~~
~~8.3.1 Performance Indicator: Students will read a poem with correct intonation, phrasing, and stress.~~
~~8.4 Objective: Understand the use of idiomatic expressions in the foreign language.~~

~~**Standard 9**— Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.~~

~~9.1 Objective: Identify and compare current issues in the foreign culture and students' own culture.~~
~~9.2 Objective: Explain the impact of contributions of the foreign culture to students' own culture.~~
~~9.3 Objective: Compare and contrast global artistic contributions of the foreign culture with artistic contributions of the United States.~~
~~9.3.1 Performance Indicator: Students will note and explain foreign culture contributions (e.g., advertising, architectural styles, etc.) as evidence in the print media in the United States.~~

Communities

~~**Standard 10**— Students use the language both within and beyond the school setting.~~
~~10.1 Objective: Communicate orally or in writing with members of the foreign culture on a variety of topics.~~
~~10.1.1 Performance Indicator: Students will ask informed, comprehensible questions that can be answered by a native guest speaker, following a presentation.~~
~~10.1.2 Performance Indicator: Students will initiate a conversation or respond in the foreign language when encountering the foreign language teacher or other speakers of the language outside the classroom.~~
~~10.1.3 Performance Indicator: Invite identified community members to class to explain how they use the foreign language in their occupations, e.g., health care workers, executive assistants in corporations, police officers, etc.~~
~~10.2 Objective: Participate in travel to the foreign culture with family or school.~~

~~**Standard 11**— Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.~~
~~11.1 Objective: Appreciate and comprehend plays, museum exhibits, films, etc., representative of the foreign culture, outside of the classroom setting.~~
~~11.1.1 Performance Indicator: Students will attend a performance of a ballet or theatrical play representative of the foreign culture.~~
~~11.1.2 Performance Indicator: Students will attend an international soccer game.~~
~~11.2 Objective: Research current issues related to the foreign culture through various sources.~~

4. Instructional Methods and/or Strategies:

- COLLABORATIVE ACADEMIC DISCUSSIONS
- PROVIDE LANGUAGE MODELS INCLUDING SENTENCE FRAMES, STARTERS, WORD WALLS AND ANCHOR CHARTS
- INFORMATION SYSTEMS INCLUDING GRAPHIC ORGANIZERS, THINKING MAPS, MULTIMEDIA SOURCES, TECHNOLOGY
- METACOGNITIVE DEVELOPMENT THROUGH THINK-ALOUDS AND SELF-ASSESSMENTS
- EXPLICIT VOCABULARY INSTRUCTION INCLUDING MORPHOLOGY, CONTEXT CLUES, AND COGNATES
- GRADUAL RELEASE OF RESPONSIBILITY/DIRECT INSTRUCTION
- COMPUTER-BASED RESEARCH PROJECTS
- NON-LINGUISTIC GRAPHIC REPRESENTATIONS

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- WRITING SAMPLES/EXEMPLARS, RUBRIC SCORING WITH PEERS AND TEACHER
- MODELED WRITING
- LINKING PRIOR/BACKGROUND KNOWLEDGE
- COLLABORATIVE LEARNING
- QUESTIONING THAT PROMOTES CRITICAL THINKING AND EXTENDED DISCOURSE
- SENTENCE UNPACKING
- CHECKING FOR UNDERSTANDING THROUGH ENGAGEMENT STRATEGIES: QUICK WRITES, GIVE ONE GET ONE, FIST TO 5

5. Assessment Including Methods and/or Tools:

ALL MODES OF LANGUAGE ARE INCLUDED IN TESTING: READING, WRITING, LISTENING, AND SPEAKING. THE GRADING RUBRICS REQUIRE A MORE ADVANCED LEVEL OF FLUENCY (GRAMMAR, SYNTAX, CONTENT) THAN THE RUBRICS FOR THE REGULAR FRENCH 3 COURSE. TO ACHIEVE AN A, THE STUDENT MUST CLEARLY AND EFFICIENTLY TRANSMIT THE MESSAGE BY USING A VARIED AND SOMEWHAT EXTENSIVE VOCABULARY, EFFECTIVELY USING IDIOMATIC EXPRESSIONS, AND USING SOME COMPLEX GRAMMATICAL STRUCTURES. THE CONTENT MUST PROVIDE STRONG AND ORGANIZED LINKS TO THE TOPICS COVERED IN CLASS AND INCLUDE PERSONAL INSIGHT AND OPINIONS. STUDENTS MUST ALSO EFFECTIVELY USE A VARIETY OF THE CONVENTIONS RELATIVE TO THE FORMAT OF THE TEXT. THE EVALUATION OF STUDENT PROGRESS AND EVALUATION WILL BE BASED ON THE FOLLOWING CRITERIA OUTLINED IN BOARD POLICY:

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

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: March 5, 2020

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: REVISION OF HEALTH COURSE

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BACKGROUND

The Chino Valley Unified School District routinely revises curriculum guides and develops new courses in accordance with State Content Standards, State Frameworks, and student need. Accordingly, the revision and development of curriculum guides are the results of a collaborative effort of teachers in the related academic areas. This item was presented to the Board of Education on February 20, 2020, for information.

The primary goal of health education is to improve academic achievement and health literacy for all students in California. Health is being revised to include information and topics required by the 2016 California Healthy Youth Act. This course meets the health education graduation requirement for Chino Valley Unified School District.

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

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

RECOMMENDATION

It is recommended the Board of Education approve the revision of the Health course.

FISCAL IMPACT

None.

NE:GP:JAR:lar

Chino Valley Unified School District

High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Drive, Chino, CA 91710 Phone: (909) 628-1201 Web Site: chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum Position/Title: Director of Secondary Curriculum Site: District Office Phone: (909)628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	Health
2. Transcript Title/Abbreviation:	Health
3. Transcript Course Code/Number:	5502
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	Health
6. Grade Level(s):	9-12
7. Unit Value:	5 credits/semester
8. Course Previously Approved by UC:	N/A
9. Classified as a Career Technical Education Course:	No
10. Modeled after an UC-approved course:	N/A
11. Repeatable for Credit:	No
12. Date of Board Approval:	February 5, 2009
Date of Revision Approval:	
13. Brief Course Description:	<p>Health education is a continuum of learning experiences that enables students, as individuals and as members of society, to make informed decisions, modify behaviors, and change social conditions in ways that are health enhancing and increase health literacy. The health education standards signify the essential skills and knowledge that all students need to become health literate. The health education standards represent a strong consensus of the essential knowledge and skills that students should know in grades nine through twelve in California's public schools. The focus in the health education standards is on teaching the skills that enable students to make healthy choices and avoid high-risk behaviors.</p>
14. Prerequisites:	None
15. Context for Course:	This course provides students an essential overview to health concepts and fulfills a CVUSD graduation requirement.
16. History of Course Development:	THE MOST RECENT REVISION INCLUDES INFORMATION AND TOPICS REQUIRED BY THE 2016 CALIFORNIA HEALTHY YOUTH ACT (CHYA).
17. Textbooks:	<p>GLENCOE, MCGRAW HILL <i>GLENCOE HEALTH</i>. 2009.</p> <p>HIGH SCHOOL CURRICULUM - CALIFORNIA DEPARTMENT OF EDUCATION, CALIFORNIA DEPARTMENT OF PUBLIC HEALTH, FEDERAL OFFICE OF ADOLESCENT HEALTH, <i>POSITIVE PREVENTION PLUS, SEXUAL HEALTH EDUCATION FOR CALIFORNIA YOUTH</i>, KIM ROBERT CLARK, DRPH, CHRISTINE JANET RIDLEY, RN, MED. 2015</p>
18. Supplemental Instructional Materials:	N/A

Chino Valley Unified School District

High School Course Description

C. COURSE CONTENT

1. Course Purpose:

THE PRIMARY GOAL OF HEALTH EDUCATION IS TO IMPROVE ACADEMIC ACHIEVEMENT AND HEALTH LITERACY FOR ALL STUDENTS IN CALIFORNIA. THIS COURSE MEETS THE HEALTH EDUCATION GRADUATION REQUIREMENT FOR CHINO VALLEY UNIFIED SCHOOL DISTRICT.

2. Course Outline:

Standard 1 – Students understand the effects of alcohol, tobacco, and other drugs on health.

1.1 Objective: Comprehend essential concepts related to enhancing health by avoiding the abuse of alcohol, tobacco, and other drugs.

1.1.1 Performance Indicator: Students will be able to describe health benefits of abstaining from or discontinuing use of alcohol, tobacco, and other drugs.

1.1.2 Performance Indicator: Students will be able to explain the impact of alcohol, tobacco, and other drug use on brain chemistry, functioning, and behavior.

1.1.3 Performance Indicator: Students will be able to explain the impact of alcohol and tobacco use on risk of oral cancer.

1.1.4 Performance Indicator: Students will be able to identify the social and legal implications of using and abusing alcohol, tobacco, and other drugs.

1.1.5 Performance Indicator: Students will be able to examine the use and abuse of prescription and nonprescription medicines and illegal substances.

1.1.6 Performance Indicator: Students will be able to analyze the consequences to the mother and child of using alcohol, tobacco, and other drugs during pregnancy, including fetal alcohol spectrum disorder and other birth defects.

1.1.7 Performance Indicator: Students will be able to analyze consequences of binge drinking and its relationship to cancer, liver, pancreatic, and cardiovascular diseases, as well as a variety of gastrointestinal problems, neurological disorders, and reproductive system disorders.

1.1.8 Performance Indicator: Students will be able to interpret school policies and community laws related to alcohol, tobacco, and illegal drug use, possession, and sales.

1.1.9 Performance Indicator: Students will be able to explain the relationship between alcohol and other drug use on vehicle crashes, injuries, violence, and sexual risk behavior.

1.1.10 Performance Indicator: Students will be able to clarify myths regarding the scope of alcohol, tobacco, and other drug use among adolescents.

1.2 Objective: Demonstrate the ability to analyze internal and external influences of alcohol, tobacco, and other drugs that affect health.

1.2.1 Performance Indicator: Students will be able to evaluate strategies for managing the impact of internal and external influences on alcohol, tobacco, and other drug use.

1.2.2 Performance Indicator: Students will be able to analyze the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs.

1.2.3 Performance Indicator: Students will be able to describe financial, political, social, and legal influences regarding alcohol, tobacco, and other drugs.

1.3 Objective: Students will demonstrate the ability to access and analyze health information, products, and services as they relate to alcohol, tobacco, and other drugs.

1.3.1 Performance Indicator: Students will be able to access information, products, and services related to the use of alcohol, tobacco, and other drugs.

1.3.2 Performance Indicator: Students will be able to evaluate alcohol, tobacco, and other drug prevention, intervention, and treatment resources and programs.

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- 1.4 Objective: Demonstrate the ability to use interpersonal communication skills to enhance health and resist pressures to engage in the use of alcohol, tobacco, and other drugs.
 - 1.4.1 Performance Indicator: Students will be able to demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs.
 - 1.4.2 Performance Indicator: Students will be able to use effective refusal and negotiation skills to avoid riding in a car or engaging in other risky behaviors with someone who has been using alcohol or other drugs.
- 1.5 Objective: Demonstrate the ability to use decision-making skills to enhance health in opposition to the use of alcohol, tobacco, and other drugs.
 - 1.5.1 Performance Indicator: Students will be able to use a decision-making process to evaluate how the use of alcohol, tobacco, and other drugs affects individuals, families, and society.
 - 1.5.2 Performance Indicator: Students will be able to examine healthy alternatives to alcohol, tobacco, and other drug use.
- 1.6 Objective: Demonstrate the ability to use goal-setting skills to enhance health in opposition to alcohol, tobacco, and other drug use.
 - 1.6.1 Performance Indicator: Students will be able to predict how a drug-free lifestyle will support the achievement of short and long-term goals.
- 1.7 Objective: Demonstrate the ability to practice behaviors that reduce risk and promote health in opposition to alcohol, tobacco, and other drug use.
 - 1.7.1 Performance Indicator: Students will be able to use effective coping strategies when faced with a variety of social situations involving the use of alcohol, tobacco, and other drugs.
- 1.8 Objective: Demonstrate the ability to promote and support personal, family, and community health in opposition to alcohol, tobacco, and other drug use.
 - 1.8.1 Performance Indicator: Students will be able to participate in activities that support other individuals in the school and community to make positive health choices regarding the use of alcohol, tobacco, and other drugs.
 - 1.8.2 Performance Indicator: Students will be able to present a persuasive solution to the problem of alcohol, tobacco, and other drug use among youth.

Standard 2 – Students understand growth, development, and sexual health.

- 2.1 Objective: Comprehend essential concepts related to growth, development, and sexual health.
 - 2.1.1 Performance Indicator: Students will be able to describe physical, social, and emotional changes associated with being a young adult.
 - 2.1.2 Performance Indicator: Students will be able to explain how conception occurs, the stages of pregnancy, and responsibilities.
 - 2.1.3 Performance Indicator: Students will be able to discuss the characteristics of healthy relationships, dating, committed relationships, and marriage.
 - 2.1.4 Performance Indicator: Students will be able to identify why abstinence is the most effective method for the prevention of HIV/STDs SEXUALLY TRANSMITTED INFECTIONS (STI) and pregnancy.
 - 2.1.5 Performance Indicator: Students will be able to summarize fertilization, fetal development, and childbirth.
 - 2.1.6 Performance Indicator: Students will be able to examine responsible prenatal/perinatal care and parenting, including California's Safe Haven law.
 - 2.1.7 Performance Indicator: Students will be able to describe the short-and long-term effects of HIV/AIDS/STDs STI.
 - 2.1.8 Performance Indicator: Students will be able to analyze the rates of sexually transmitted diseases (STDs) STI among teens.
 - 2.1.9 Performance Indicator: Students will be able to explain laws related to sexual behavior and involvement of minors.

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- 2.1.10 Performance Indicator: Students will be able to recognize that there are individual differences in growth and development, body image, gender roles, and sexual orientation.
- 2.1.11 Performance Indicator: Students will be able to evaluate the benefits to mother, father, and child of teenagers waiting until adulthood to become parents.
- 2.1.12 Performance Indicator: Students will be able to evaluate and compare the effectiveness, safety, success, and failure rates of condoms and all FDA- approved contraceptives for preventing pregnancy and HIV/STDs STI.
- 2.2 Objective: Demonstrate the ability to analyze internal and external influences of growth, development, and sexual health that affect overall health.
 - 2.2.1 Performance Indicator: Students will be able to determine personal, family, school, and community factors that can help reduce the risk of engaging in sexual activity.
 - 2.2.2 Performance Indicator: Students will be able to evaluate how growth and development, relationships, and sexual behaviors are affected by internal and external influences.
 - 2.2.3 Performance Indicator: Students will be able to examine the discrepancy between actual and perceived social norms related to teen sexual involvement.
 - 2.2.4 Performance Indicator: Students will be able to assess situations that could lead to pressure for sexual activity and the risk of HIV/STDs STI and pregnancy.
 - 2.2.5 Performance Indicator: Students will be able to evaluate how culture, media, and other people influence our perceptions about body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.
- 2.3 Objective: Demonstrate the ability to access and analyze health information, products, and services in relation to growth, development, and sexual health.
 - 2.3.1 Performance Indicator: Students will be able to analyze the validity of health information, products, and services for reproductive and sexual health.
 - 2.3.2 Performance Indicator: Students will be able to identify local resources for reproductive and sexual health, including all FDA-approved contraceptives, HIV/STD STI testing, and medical care.
 - 2.3.3 Performance Indicator: Students will be able to compare the success and failure rates of condoms and all FDA-approved contraceptives in preventing pregnancy and HIV/STDs STI.
 - 2.3.4 Performance Indicator: Students will be able to evaluate laws related to sexual involvement with minors.
- 2.4 Objective: Demonstrate the ability to use interpersonal communication skills to affect relationships.
 - 2.4.1 Performance Indicator: Students will be able to analyze how interpersonal communication affects relationships.
 - 2.4.2 Performance Indicator: Students will be able to use effective verbal and nonverbal communication skills to prevent sexual involvement, pregnancy, and HIV/STDs STI.
 - 2.4.3 Performance Indicator: Students will be able to demonstrate effective communication skills within healthy dating relationships.
- 2.5 Objective: Demonstrate the ability to use decision-making skills to evaluate situations regarding sexual health.
 - 2.5.1 Performance Indicator: Students will be able to use a decision-making process to evaluate the physical, emotional, and social benefits of abstinence, monogamy, and the avoidance of multiple sexual partners.
 - 2.5.2 Performance Indicator: Students will be able to use a decision-making process to examine barriers to making healthy decisions about relationships and sexual health.
 - 2.5.3 Performance Indicator: Students will be able to use a decision-making process to analyze when it is necessary to seek help and/or leave and unhealthy situation.
 - 2.5.4 Performance Indicator: Students will be able to evaluate the risks and consequences associated with sexual activities, including HIV/STDs STI and pregnancy.
 - 2.5.5 Performance Indicator: Students will be able to use a decision-making process to analyze the benefits of respecting individual differences in growth and development, body image, gender roles, and sexual orientation.

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- 2.5.6 Performance Indicator: Students will be able to use a decision-making process to evaluate the social, emotional, physical, and economic impact of teen pregnancy on the child, the teen parent, the family, and society.
 - 2.5.7 Performance Indicator: Students will be able to use a decision-making process to evaluate using FDA-approved contraception and condoms for pregnancy and ~~STD~~ STI prevention.
 - 2.6 Objective: Demonstrate the ability to use goal-setting skills regarding their sexual health.
 - 2.6.1 Performance Indicator: Students will be able to evaluate how HIV/AIDS/~~STDs~~ STI and/or pregnancy could impact life goals.
 - 2.6.2 Performance Indicator: Students will be able to identify short- and long- term goals related to abstinence and maintaining reproductive and sexual health, including using FDA- approved contraception and condoms for pregnancy and ~~STD~~ STI prevention.
 - 2.7 Objective: Demonstrate the ability to practice behaviors that reduce risk and promote health in regard to growth, development, and sexual health.
 - 2.7.1 Performance Indicator: Students will be able to examine personal actions that can be taken to protect reproductive and sexual health, including one's ability to deliver a healthy baby in adulthood.
 - 2.8 Objective: Demonstrate the ability to promote and support personal, family, and community health in relation to growth, development, and sexual health.
 - 2.8.1 Performance Indicator: Students will be able to encourage and support safe, respectful, and responsible relationships.
 - 2.8.2 Performance Indicator: Students will be able to advocate for respect and dignity of persons living with HIV/AIDS.
 - 2.8.3 Performance Indicator: Students will be able to support others in making positive and healthful choices about sexual behavior.
- Standard 3 – Students understand the effects of nutrition and physical activity on health.
- 3.1 Objective: Comprehend essential concepts of nutrition and physical activity as they relate to enhancing health.
 - 3.1.1 Performance Indicator: Students will be able to distinguish between facts and myths regarding nutrition practices, products, and physical performance.
 - 3.1.2 Performance Indicator: Students will be able to research and discuss the practical use of current research-based guidelines for a nutritionally balanced diet.
 - 3.1.3 Performance Indicator: Students will be able to explain the importance of variety and moderation in food selection and consumption.
 - 3.1.4 Performance Indicator: Students will be able to describe dietary guidelines, food groups, nutrients, and serving size for healthy eating habits.
 - 3.1.5 Performance Indicator: Students will be able to describe the relationship between poor eating habits and chronic diseases such as heart disease, obesity, cancer, diabetes, hypertension, and osteoporosis.
 - 3.1.6 Performance Indicator: Students will be able to explain how to keep food safe through proper food purchasing, preparation, and storage practices.
 - 3.1.7 Performance Indicator: Students will describe nutrition practices that are important for the health of a pregnant woman and her baby.
 - 3.1.8 Performance Indicator: Students will be able to describe the prevalence, causes, and long-term consequences of unhealthy eating.
 - 3.1.9 Performance Indicator: Students will be able to analyze the relationship between physical activity and overall health.
 - 3.1.10 Performance Indicator: Students will be able to evaluate various approaches to maintaining a healthy weight.

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- 3.1.11 Performance Indicator: Students will be able to identify the cases, symptoms, and harmful effects of eating disorders.
- 3.1.12 Performance Indicator: Students will be able to explain why people with eating disorders need professional help.
- 3.1.13 Performance Indicator: Students will be able to describe the amounts and types of physical activity recommended for teenagers' overall health and maintain to healthy body weight.
- 3.1.14 Performance Indicator: Students will be able to analyze the harmful effects of using diet pills and anabolic steroids.
- 3.1.15 Performance Indicator: Students will be able to explain physical, academic, mental, and social benefits of physical activity and the relationship of a sedentary lifestyle to chronic disease.
- 3.2 Objective: Demonstrate the ability to analyze internal and external influence of nutrition and physical activity that affect health.
 - 3.2.1 Performance Indicator: Students will be able to evaluate internal and external influences that affect food choices.
 - 3.2.2 Performance Indicator: Students will be able to assess personal barriers to healthy eating and physical activity.
 - 3.2.3 Performance Indicator: Students will be able to distinguish between facts and myths regarding nutrition practices, products, and physical performance.
 - 3.2.4 Performance Indicator: Students will be able to examine the impact of nutritional choices on future reproductive and prenatal health.
 - 3.2.5 Performance Indicator: Students will be able to analyze the impact of various influences, including the environment, on eating habits and attitudes toward weight management.
 - 3.2.6 Performance Indicator: Students will be able to examine internal and external influences that affect physical activity.
- 3.3 Objective: Demonstrate the ability to access and analyze health information, products, and services relating to nutrition and physical activity.
 - 3.3.1 Performance Indicator: Students will be able to access sources of accurate information about safe and healthy weight management.
 - 3.3.2 Performance Indicator: Students will be able to evaluate the accuracy of claims about food and dietary supplements.
 - 3.3.3 Performance Indicator: Students will be able to describe how to use nutrition on food labels to compare products.
 - 3.3.4 Performance Indicator: Students will be able to evaluate the accuracy of claims about the safety of fitness products.
 - 3.3.5 Performance Indicator: Students will be able to describe community programs and services that help people get access to affordable healthy foods.
 - 3.3.6 Performance Indicator: Students will be able to examine internal and external influences that affect physical activity.
- 3.4 Objective: Demonstrate the ability to use interpersonal communication skills to enhance nutritional and physical health.
 - 3.4.1 Performance Indicator: Students will be able to analyze positive strategies to communicate healthy eating and physical activity needs at home, school, and in the community.
 - 3.4.2 Performance Indicator: Students will be able to practice how to refuse less nutritious foods in social settings.
- 3.5 Objective: Demonstrate the ability to use decision-making skills to enhance health in relation to nutrition and physical activity.
 - 3.5.1 Performance Indicator: Students will be able to examine how nutritional needs are affected by age, gender, activity level, pregnancy, and health status.

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- 3.5.2 Performance Indicator: Students will be able to use a decision-making process to plan nutritionally adequate meals at home and away from home.
 - 3.5.3 Performance Indicator: Students will be able to demonstrate how to prepare meals and snacks using safe food handling procedures.
 - 3.6 Objective: Demonstrate the ability to use goal-setting skills to enhance health in relation to nutrition and physical activity.
 - 3.6.1 Performance Indicator: Students will be able to assess one's personal nutrition needs and level of physical activity.
 - 3.6.2 Performance Indicator: Students will be able to develop practical solutions to remove barriers to healthy eating and physical activity.
 - 3.6.3 Performance Indicator: Students will be able to create a personal nutrition and physical activity plan based on current guidelines.
 - 3.7 Objective: Demonstrate the ability to practice behaviors that reduce risk and promote healthy living in relation to nutrition and physical activity.
 - 3.7.1 Performance Indicator: Students will be able to select healthy food and beverages in a variety of settings.
 - 3.7.2 Performance Indicator: Students will be able to critique one's own personal diet for overall balance of key nutrients.
 - 3.7.3 Performance Indicator: Students will be able to identify ways an individual can eat more fruits and vegetables.
 - 3.7.4 Performance Indicator: Students will be able to describe how to take more personal responsibility for eating healthy foods.
 - 3.7.5 Performance Indicator: Students will be able to participate in school and community activities that promote fitness and health.
 - 3.8 Objective: Demonstrate the ability to promote and support personal, family, and community health in relation to nutrition and physical activity.
 - 3.8.1 Performance Indicator: Students will be able to support providing enhanced nutritional options in the school and community.
 - 3.8.2 Performance Indicator: Students will be able to educate family and peers to choose healthy foods.
- Standard 4 – Students will be able to examine, describe, and discuss concepts of mental, emotional, and social health.
- 4.1 Objective: Comprehend essential concepts related to enhancing mental, emotional and social health.
 - 4.1.1 Performance Indicator: Students will be able to examine the benefits of having positive relationships with trusted adults.
 - 4.1.2 Performance Indicator: Students will be able to analyze the qualities of healthy relationships with family and peers.
 - 4.1.3 Performance Indicator: Students will be able to describe healthy ways to express caring, friendship, affection, and love.
 - 4.1.4 Performance Indicator: Students will be able to describe qualities that contribute to a positive self-image.
 - 4.1.5 Performance Indicator: Students will be able to describe how social environments affect health and well-being.
 - 4.1.6 Performance Indicator: Students will be able to describe the importance of recognizing signs of disordered eating and other common mental health conditions.
 - 4.1.7 Performance Indicator: Students will be able to analyze signs of depression and self-destructive behaviors, including potential suicide.
 - 4.1.8 Performance Indicator: Students will be able to explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.
 - 4.1.9 Performance Indicator: Students will be able to classify personal stressors at home, in school, and with peers.
 - 4.1.10 Performance Indicator: Students will be able to identify warning signs for suicide.

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- 4.1.11 Performance Indicator: Students will be able to identify loss and grief.
- 4.2 Objective: Demonstrate the ability to analyze internal and external influences that affect health.
 - 4.2.1 Performance Indicator: Students will be able to examine the internal and external issues related to seeking mental health assistance.
- 4.3 Objective: Demonstrate the ability to access and analyze health information, products, and services in relation to mental, emotional, and social health.
 - 4.3.1 Performance Indicator: Students will be able to access school and community resources to help with mental, emotional, and social health concerns.
 - 4.3.2 Performance Indicator: Students will be able to evaluate the benefits of professional services for people with mental, emotional, or social health conditions.
- 4.4 Objective: Demonstrate the ability to use interpersonal communication skills to enhance mental, emotional, and social health.
 - 4.4.1 Performance Indicator: Students will be able to seek help from trusted adults for self or a friend with an emotional or social health problem.
 - 4.4.2 Performance Indicator: Students will be able to discuss healthful ways to respond when you or someone you know is grieving.
- 4.5 Objective: Demonstrate the ability to use decision-making skills to enhance mental, emotional, and social health.
 - 4.5.1 Performance Indicator: Students will be able to monitor personal stressors and assess techniques for managing them.
 - 4.5.2 Performance Indicator: Students will be able to compare various coping mechanisms for managing stress.
 - 4.5.3 Performance Indicator: Students will be able to analyze situations when it is important to seek help with stress, loss, unrealistic body image, and depression.
- 4.6 Objective: Demonstrate the ability to use goal-setting skills to enhance health.
 - 4.6.1 Performance Indicator: Students will be able to evaluate how preventing and managing stress and getting help for mental and social problems help achieve short and long-term goals.
 - 4.6.2 Performance Indicator: Students will be able to set a goal to reduce life stressors in a health-enhancing way.
- 4.7 Objective: Demonstrate the ability to practice behaviors that reduce risk and promote mental, emotional, and social health.
 - 4.7.1 Performance Indicator: Students will be able to self-assess personal patterns in response to stress and use of resources.
 - 4.7.2 Performance Indicator: Students will be able to practice effective coping mechanisms and strategies for managing stress.
 - 4.7.3 Performance Indicator: Students will be able to discuss suicide prevention strategies.
 - 4.7.4 Performance Indicator: Students will be able to practice respect for individual differences and diverse backgrounds.
 - 4.7.5 Performance Indicator: Students will be able to participate in clubs, organizations, and activities in the school and community that offer opportunities for student and family involvement.
 - 4.7.6 Performance Indicator: Students will be able to practice personal boundaries in a variety of situations.
- 4.8 Objective: Demonstrate the ability to promote and support personal, family, and community health as it relates to mental, emotional, and social health.
 - 4.8.1 Performance Indicator: Students will be able to support the needs and rights of others regarding mental and social health.
 - 4.8.2 Performance Indicator: Students will be able to promote a positive and respectful environment at school and in the community.
 - 4.8.3 Performance Indicator: Students will be able to object appropriately to teasing of peers and community members based on perceived personal characteristics.

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Standard 5 – Students understand the value of personal and community health.

5.1 Objective: Comprehend essential concepts related to enhancing personal and community health.

5.1.1 Performance Indicator: Students will be able to examine the value for teenagers in actively managing their personal health behaviors (e.g., adequate sleep, ergonomics, and self-examination).

5.1.2 Performance Indicator: Students will be able to evaluate the importance of routine medical and dental check-ups, vaccinations, and examinations.

5.1.3 Performance Indicator: Students will be able to identify symptoms that should prompt individuals to seek health care.

5.1.4 Performance Indicator: Students will be able to identify types of pathogens that cause disease.

5.1.5 Performance Indicator: Students will be able to investigate the causes and symptoms of communicable and noncommunicable diseases.

5.1.6 Performance Indicator: Students will be able to describe the dangers of exposure to ultraviolet (UV) light, lead, asbestos, pesticides, and unclean air and water; and discuss strategies for avoiding exposure.

5.1.7 Performance Indicator: Students will be able to identify symptoms that indicate a need for an ear, eye, or dental exam.

5.1.8 Performance Indicator: Students will be able to examine common types and symptoms of cancer.

5.1.9 Performance Indicator: Students will be able to identify the importance of medical screenings, including melanoma, breast and testicular examinations, and testing necessary to maintain reproductive health.

5.1.10 Performance Indicator: Students will be able to explain how public health policies and government regulations influence health promotion and disease prevention.

5.1.11 Performance Indicator: Students will be able to examine ways to prevent and manage asthma.

5.1.12 Performance Indicator: Students will be able to identify global environmental issues.

5.1.13 Performance Indicator: Students will be able to describe the impact of air and water pollution on health.

5.1.14 Performance Indicator: Students will be able to identify ways to reduce pollution and harmful effects to health by using alternative methods of transportation.

5.2 Objective: Demonstrate the ability to analyze internal and external influences that affect personal and community health.

5.2.1 Performance Indicator: Students will be able to discuss influences that affect positive health practices.

5.2.2 Performance Indicator: Students will be able to evaluate influences on the selection of personal healthcare products and services.

5.2.3 Performance Indicator: Students will be able to analyze how environmental conditions affect personal and community health.

5.2.4 Performance Indicator: Students will be able to discuss ways to stay informed about environmental issues.

5.2.5 Performance Indicator: Students will be able to analyze the social influences that encourage or discourage a person to practice sun safety.

5.2.6 Performance Indicator: Students will be able to evaluate the benefits of informed health choices.

5.2.7 Performance Indicator: Students will be able to evaluate the need for sleep, rest, and exercise.

5.3 Objective: Demonstrate the ability to access and analyze health information, products, and services pertaining to personal and community health.

5.3.1 Performance Indicator: Students will be able to access valid information about personal health products and services in the community.

5.3.2 Performance Indicator: Students will be able to access valid information about common diseases.

5.3.3 Performance Indicator: Students will be able to evaluate current research about the health consequences of poor environmental conditions.

5.3.4 Performance Indicator: Students will be able to identify government and community agencies that promote health and protect the environment.

Chino Valley Unified School District

High School Course Description

- 5.3.5 Performance Indicator: Students will be able to assess ways to be a responsible consumer of health products and services.
 - 5.4 Objective: Demonstrate the ability to use interpersonal communication skills to enhance personal and community health.
 - 5.4.1 Performance Indicator: Students will be able to use effective communication skills to ask for assistance from parents, guardians, medical or mental health care professionals to enhance health.
 - 5.5 Objective: Demonstrate the ability to use decision-making skills to enhance personal and community health.
 - 5.5.1 Performance Indicator: Students will be able to apply a decision-making process to a personal health issue or problem.
 - 5.5.2 Performance Indicator: Students will be able to explain how decisions regarding health behaviors have consequences on self and others.
 - 5.5.3 Performance Indicator: Students will be able to apply a decision-making process to a community or environmental health issue.
 - 5.5.4 Performance Indicator: Students will be able to analyze how using alcohol, tobacco, and other drugs influences health and other behaviors.
 - 5.5.5 Performance Indicator: Students will be able to analyze the possible consequences of risky hygienic and health behaviors and fads (e.g., tattooing, piercing of body or mouth, sun exposure, and sound volume).
 - 5.6 Objective: Demonstrate the ability to use decision-making skills to enhance personal and community health.
 - 5.6.1 Performance Indicator: Students will be able to develop a plan of preventive health management.
 - 5.6.2 Performance Indicator: Students will be able to develop a plan of preventive dental health management.
 - 5.7 Objective: Demonstrate the ability to practice behaviors that reduce risk and promote personal and community health.
 - 5.7.1 Performance Indicator: Students will be able to analyze environmental barriers to adopting positive personal health practices and strategies for overcoming these barriers.
 - 5.7.2 Performance Indicator: Students will be able to execute a plan for maintaining good personal hygiene, oral hygiene and getting adequate sleep and rest.
 - 5.7.3 Performance Indicator: Students will be able to demonstrate the proper steps to protect against harm from the sun.
 - 5.7.4 Performance Indicator: Students will be able to describe steps involved in breast or testicular self-exams.
 - 5.8 Objective: Demonstrate the ability to promote and support personal, family, and community health.
 - 5.8.1 Performance Indicator: Students will be able to support personal or consumer health issues that promote community wellness.
 - 5.8.2 Performance Indicator: Students will be able to encourage societal and environmental conditions that benefit health.
- Standard 6 – Students will understand concepts and skills behind injury prevention and safety.
- 6.1 Objective: Comprehend essential concepts related to enhancing health in relation to injury prevention and safety.
 - 6.1.1 Performance Indicator: Students will be able to discuss ways to reduce risk of injuries during sporting and social activities.
 - 6.1.2 Performance Indicator: Students will be able to recognize potentially harmful or abusive relationships, including dangerous dating situations.
 - 6.1.3 Performance Indicator: Students will be able to analyze emergency preparedness plans for the home, school, and community.
 - 6.1.4 Performance Indicator: Students will be able to examine ways to reduce risk of injuries while traveling to and from school and in the community, including reckless driving.
 - 6.1.5 Performance Indicator: Students will be able to describe rules and laws intended to prevent injuries.

Chino Valley Unified School District

High School Course Description

- 6.1.6 Performance Indicator: Students will be able to evaluate the risks and responsibilities regarding teen driving and auto accidents.
- 6.1.7 Performance Indicator: Students will be able to discuss the characteristics of gang members.
- 6.1.8 Performance Indicator: Students will be able to describe California laws regarding bullying, sexual violence, and sexual harassment.
- 6.1.9 Performance Indicator: Students will be able to explain the effects of violence on individuals, families, and communities.
- 6.1.10 Performance Indicator: Students will be able to describe procedures for emergency care and lifesaving, including CPR, first aid, and control of bleeding.
- 6.1.11 Performance Indicator: Students will be able to identify ways to stay safe during natural disasters and emergency situations (e.g., landslide, flood, earthquake, wildfire, electrical storm, winter storm, and terrorist attack).
- 6.1.12 Performance Indicator: Students will be able to identify ways to prevent situations that might harm vision, hearing, and dental health.
- 6.2 Objective: Demonstrate the ability to analyze internal and external influences that affect injury prevention and safety.
 - 6.2.1 Performance Indicator: Students will be able to analyze internal and external influences on personal, family, and community safety.
 - 6.2.2 Performance Indicator: Students will be able to analyze the influence of alcohol and other drug use on personal, family and community safety.
 - 6.2.3 Performance Indicator: Students will be able to explain how one's behavior, when an occupant of a vehicle, influences the behavior of others.
 - 6.2.4 Performance Indicator: Students will be able to analyze reasons why it is risky to belong to a gang.
- 6.3 Objective: Demonstrate the ability to access and analyze injury prevention and safety information, products, and services.
 - 6.3.1 Performance Indicator: Students will be able to analyze sources of information and services about safety and violence prevention.
 - 6.3.2 Performance Indicator: Students will be able to examine community resources for disaster preparedness.
- 6.4 Objective: Demonstrate the ability to use interpersonal communication skills to enhance injury prevention and safety.
 - 6.4.1 Performance Indicator: Students will be able to demonstrate effective negotiation skills to avoid dangerous and risky situations.
 - 6.4.2 Performance Indicator: Students will be able to use effective communication skills for preventing and reporting sexual assault and molestation.
- 6.5 Objective: Demonstrate the ability to use decision-making skills to enhance injury prevention and safety.
 - 6.5.1 Performance Indicator: Students will be able to apply a decision-making process to avoid potentially dangerous situations.
 - 6.5.2 Performance Indicator: Students will be able to examine the laws and detrimental effects of sexual harassment.
 - 6.5.3 Performance Indicator: Students will be able to analyze the consequences of gang involvement to self, family, and community.
 - 6.5.4 Performance Indicator: Students will be able to analyze the consequences of violence to self, family, and community.
- 6.6 Objective: Demonstrate the ability to use goal-setting skills to enhance injury prevention and safety.
 - 6.6.1 Performance Indicator: Students will be able to develop a plan to prevent injuries during emergencies and disasters.

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- 6.7 Objective: Demonstrate the ability to practice behaviors that reduce risk and promote injury prevention and safety.
- 6.7.1 Performance Indicator: Students will be able to practice injury prevention during sporting, social, and motor vehicle-related activities.
 - 6.7.2 Performance Indicator: Students will be able to demonstrate conflict resolution skills to avoid potentially violent situations.
 - 6.7.3 Performance Indicator: Students will be able to demonstrate first aid and CPR procedures.
 - 6.7.4 Performance Indicator: Students will be able to apply strategies to avoid and report dangerous situations, including conflicts involving weapons and gangs.
 - 6.7.5 Performance Indicator: Students will be able to assess characteristics of harmful or abusive in relationships.
- 6.8 Objective: Demonstrate the ability to promote and support personal, family, and community health.
- 6.8.1 Performance Indicator: Students will be able to identify and support changes in the home, school, or community that promote safety.
 - 6.8.2 Performance Indicator: Students will be able to encourage peers to use safety equipment during physical activity.
 - 6.8.3 Performance Indicator: Students will be able to encourage actions to promote safe driving experiences.

3. Key Assignments:

4. Instructional Methods and/or Strategies:

- FOUR CORNERS DISCUSSIONS (AGREE, STRONGLY AGREE, DISAGREE, STRONGLY DISAGREE)
- DATA INTERPRETATION AND PREDICTIONS
- JIG SAW RESEARCH PROJECTS
- COMPUTER BASED RESEARCH PROJECTS: INDIVIDUAL STUDENTS OR GROUPS RESEARCH
- EVIDENCE BASED DATA INTERPRETATION (CLAIM, EVIDENCE, AND REASONING WRITING FROM LABS OR RESEARCH PROJECTS)
- STUDENT CENTERED AND CREATED ACTIVITIES
- SCIENTIFIC ARTICLE READING, ANNOTATION AND/OR CLASS REPORT/PRESENTATION
- USING CER (CLAIMS, EVIDENCE, AND REASONING) GRAPHIC ORGANIZER
- PROJECT BASED LEARNING
- ARGUMENT DRIVEN INSTRUCTION
- "5 E" LESSONS (ENGAGE, EXPLORE, EXPLAIN, ELABORATE, AND EVALUATE)

5. Assessment Including Methods and/or Tools:

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

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

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: March 5, 2020

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: REVISION OF MANDARIN 3 HONORS COURSE

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BACKGROUND

The Chino Valley Unified School District routinely revises curriculum guides and develops new courses in accordance with State Content Standards, State Frameworks, and student need. Accordingly, the revision and development of curriculum guides are the results of a collaborative effort of teachers in the related academic areas. This item was presented to the Board of Education on February 20, 2020, for information.

Mandarin 3 Honors is a year-long, World Language elective course aligned with the five goal areas specified by the National World Language Standards. This course revision reflects the addition of the most recent California's World Language Standards for grades K-12, the District's new template for course descriptions, as well submission to the University of California A-G Course Management Portal for honors consideration. This course meets the UC/CSU 'e' requirement, Level 3 Language Other Than English.

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

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

RECOMMENDATION

It is recommended the Board of Education approve the revision of the Mandarin 3 Honors course.

FISCAL IMPACT

None.

NE:GP:JAR:lar

Chino Valley Unified School District

High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Dr., Chino, CA 91710 Phone: (909) 628-1201 Web Site: chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum Position/Title: Director of Secondary Curriculum Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	Mandarin Chinese 3 Honors
2. Transcript Title/Abbreviation:	Mandarin 3 H
3. Transcript Course Code/Number:	5909
4. Seeking Honors Distinction:	YES
5. Subject Area/Category:	MEETS UC/CSU 'E' REQUIREMENT LANGUAGE OTHER THAN ENGLISH (LOTE) LEVEL 3 Meets the "e" requirements
6. Grade Level(s):	9-12
7. Unit Value:	10 credits/5 credits per semester
8. Course Previously Approved by UC:	Yes
9. Classified as a Career Technical Education Course:	No
10. Modeled after an UC-approved course:	YES
11. Repeatable for Credit:	No
12. Date of Board Approval:	November 21, 2002
Date of Revision Approval:	
13. Brief Course Description: <p>THE STANDARDS FOR FOREIGN LANGUAGE ARE ALIGNED WITH THE FIVE GOAL AREAS SPECIFIED BY THE NATIONAL FOREIGN LANGUAGE STANDARDS AS FOLLOWS: COMMUNICATION, CULTURES, CONNECTIONS, COMPARISONS, AND COMMUNITIES. THERE IS A TOTAL OF ELEVEN (11) STANDARDS. THESE STANDARDS ARE GENERAL IN NATURE AND APPLY TO ALL LEVELS OF FOREIGN LANGUAGE INSTRUCTION. FOR EACH OF THE ELEVEN STANDARDS, THERE ARE SPECIFIC OBJECTIVES THAT DEFINE WHAT STUDENTS SHOULD KNOW AND CAN DO UPON COMPLETION OF A PARTICULAR LEVEL OF INSTRUCTION. IN ADDITION, PERFORMANCE INDICATORS, OR EXAMPLES OF STUDENT PERFORMANCE AND APPROPRIATE CLASSROOM ACTIVITIES, ARE PROVIDED FOR MANY OF THE OBJECTIVES.</p> <p>The curriculum included in this document is generic to the modern languages. The modern language standards are meant to be inclusive of all languages and are not written for any specific language, however, all languages are different and have different vocabulary, syntactic structures, sound systems, writing systems, and represent different cultures. The standards for foreign language are aligned with the five goal areas specified by the National Foreign Language Standards as follows: communication, cultures, connections, comparisons, and communities. There are a total of eleven (11) standards. These standards are general in nature and apply to all levels of foreign language instruction. For each of the eleven standards, there are specific objectives that define what students should know and be able to do upon completion of a particular level of instruction. In addition, performance indicators, or examples of student performance and appropriate classroom activities, are provided for many of the objectives.</p>	
14. Prerequisites:	CHINESE MANDARIN 2; OR CHINESE MANDARIN 2H; AND/OR TEACHER RECOMMENDATION

Chino Valley Unified School District

High School Course Description

	Successful completion of Foreign Language 2 or teacher recommendation
<p>15. Context for Course:</p> <p>MANDARIN CHINESE 3 HONORS IS DESIGNED TO CONTINUE DEVELOPING VOCABULARY, DEEPENING THE UNDERSTANDING OF WORD FORMATION AND SENTENCE STRUCTURE OF THE CHINESE LANGUAGE AND BRING THE STUDENTS AN OPPORTUNITY TO REFINE THEIR FOUR LANGUAGE PROFICIENCY SKILLS: LISTENING, SPEAKING, READING AND WRITING IN THE INTERMEDIATE TO ADVANCED-LEVEL RANGE ACROSS THE THREE COMMUNICATIVE MODES (INTERPERSONAL, INTERPRETIVE, AND PRESENTATIONAL) AND THE FIVE C'S (COMMUNICATION, CULTURES, CONNECTIONS, COMPARISONS AND COMMUNITIES) AS DEFINED IN THE STANDARDS FOR FOREIGN LANGUAGE LEARNING IN THE 21ST CENTURY. ESSENTIAL GRAMMAR IS REVIEWED AND DEFINED FOR ADVANCED PROFICIENCY IN THE LANGUAGE. THIS COURSE PROVIDES THE STUDENTS AN OPPORTUNITY TO IMMERSE IN THE RICHNESS OF CHINESE LANGUAGE AND CULTURE BY COMPARING CHINESE-SPEAKING CULTURES WITH HIS/HER OWN CULTURE AND PRESENTING SELECTIONS FROM A VARIETY OF LITERATURE AND MEDIA. STUDENTS ARE REQUIRED TO SPEAK IN CHINESE AS MUCH AS POSSIBLE TO INCREASE THEIR CONFIDENCE IN APPLYING TARGET LANGUAGE AT HOME, AT SCHOOL, AND IN THE COMMUNITY.</p> <p>A key element to success in our current world is the ability to speak other peoples' languages and to function with people from other cultures. In our own state alone, proficiency in languages in addition to English is critical simply as a means for communicating with one another.</p>	
<p>16. History of Course Development: This course is being revised to reflect the rigor necessary for UC/CSU honors distinction as well as the District's most recent template for course descriptions.</p>	
17. Textbooks:	FANG, TIFFANY. <i>ZHĒN BÀNG!</i> EMC PUBLISHING, ST. PAUL, 2013.
18. Supplemental Instructional Materials:	<p>INTEGRATED CHINESE, LEVEL 2 PART 1 TEXTBOOK/WORKBOOK, 3RD EDITION (SIMPLIFIED AND TRADITIONAL) HARDCOVER BY CHENG AND TSUI COMPANY (BOSTON)</p> <p>INTEGRATED CHINESE, LEVEL 2 PART 1 AUDIO CDS</p> <p>INCLUDING BUT NOT LIMITED TO: NEWSPAPERS, PERIODICALS, VIDEOS, CD-ROMS</p> <p>CHINESE LANGUAGE AND CULTURE: AN INTERMEDIATE READER. HUANG, WEIJIA. AND AO, QUN. HONG KONG: THE CHINESE UNIVERSITY PRESS. 2002</p> <p>FAR EAST CHINESE CULTURE (BY THE FAR EAST BOOK CO., LTD.)</p> <p>HAPPY READING I, II, III (BY PEKING UNIVERSITY PRESS)</p>
C. COURSE CONTENT	
<p>1. Course Purpose:</p> <p>STUDENTS CONTINUE TO DEVELOP THEIR PROFICIENCY LEVEL IN THE FOLLOWING AREAS:</p> <p>SPEAKING:</p> <ul style="list-style-type: none"> • ENGAGE IN EVERYDAY CONVERSATIONS IN A CULTURALLY APPROPRIATE MANNER ON A VARIETY OF TOPICS (INTERPERSONAL) EXPRESS FEELINGS AND EMOTIONS (INTERPRETIVE) • PROVIDE AND OBTAIN INFORMATION AND EXCHANGE OPINIONS ON A VARIETY OF TOPICS (INTERPERSONAL) • PRESENT INFORMATION, CONCEPTS, CULTURAL UNDERSTANDING, AND IDEAS TO AN AUDIENCE OF LISTENERS OR READERS ON A VARIETY OF TOPICS (PRESENTATIONAL) • DEMONSTRATE THE UNDERSTANDING OF THE RELATIONSHIP BETWEEN THE PERSPECTIVES AND PRODUCTS OF THE CULTURE STUDIED (PRESENTATIONAL) 	

Chino Valley Unified School District

High School Course Description

LISTENING:

- EXTRACT INFORMATION AND UNDERSTAND THE DETAILS OF A SPEAKER OR A TEXT (INTERPRETIVE)
- UNDERSTAND AN EXPRESSED OPINION ON SOCIAL AND CULTURAL ISSUES (INTERPRETIVE)

READING:

- DEMONSTRATE THE UNDERSTANDING OF READING COMPREHENSION PASSAGES AND/OR AUTHENTIC OR SEMI-AUTHENTIC WRITTEN MATERIALS, SUCH AS TEXT, GRAPHS, ADVERTISEMENTS, AND SIGNS (INTERPRETIVE)
- FURTHER RECOGNIZE THEME RELATED CHARACTERS TO SUPPORT THE UNDERSTANDING AND ANALYSIS OF THE CONTEXT (INTERPRETIVE)
- DEMONSTRATE THE UNDERSTANDING OF THE TEXT AT VARIED LEVELS OF SENTENCE COMPLEXITY (INTERPRETIVE)
- PRESENT THE COMPARISON AND CONTRAST ON SIMILARITIES AND DIFFERENCES BETWEEN LANGUAGES LITERALLY AND CULTURALLY

WRITING:

- EXCHANGE INFORMATION AND CREATE EXTENDED DISCOURSE (CONVERSATIONAL) ON VARIED TOPICS (INTERPERSONAL)
- WRITE AND TYPE THE CHARACTERS IN TARGET LANGUAGE PROFICIENTLY AND ACCURATELY IN AN APPROPRIATE MANNER (INTERPRETIVE)
- SUMMARIZE OR RETELL THE STORY OR THE READING COMPREHENSION IN THEIR OWN WORDS (INTERPRETIVE AND INTERPERSONAL)
- WRITE 3-PARAGRAPH ESSAY (PERSONAL NARRATIVE) INCLUDING BEGINNING (SETTING), BODY, AND CONCLUSION (INTERPRETIVE)

WRITE LETTERS AND/OR NOTES IN VARIED TYPES OF FORMAT SUCH AS PEN-PAL LETTER, INVITATION LETTER, SICK LEAVE NOTE, POSTCARDS (INTERPERSONAL)

2. Course Outline:

FOR EVERY UNIT, THERE WILL BE CHARACTER RECOGNITION AND WRITING, GRAMMAR DRILLING, READING COMPREHENSION AND TEXT Q & A, AND CHECKING FOR UNDERSTANDING (CFU). TYPING CHINESE WILL BE REQUIRED IN CHINESE 3 HONORS IN ORDER TO HELP PREPARE STUDENTS FOR AP CHINESE; THEREFORE, WRITING ASSIGNMENTS WILL BE ALTERNATED BETWEEN HANDWRITING AND TYPING.

FIRST SEMESTER

1. STARTING SCHOOL

- EXPLAIN HOW TO WRITE CHINESE NAMES
- DESCRIBE WHERE YOU WERE BORN AND GREW UP
- DISCUSS THE PROS AND CONS OF LIVING ON AND OFF CAMPUS (POST-SECONDARY PLANNING)
- EXPRESS POLITELY A DISSENTING OPINION

CULTURE HIGHLIGHTS

- THE WAY OF PEOPLE TALKING ABOUT THE ORIGINS OF THEIR NAMES
- THE HOUSING OF COLLEGE STUDENTS IN CHINA
- SERVICES FOR FIRST-YEAR COLLEGE STUDENTS
- HOUSING ADVERTISEMENTS ON STREET

LITERATURE READING

- THE FOUR CHINESE TREASURES OF THE STUDY 文房四宝.
- TRADITIONAL CHINESE SEAL 中国印章
- FAR EAST CHINESE CULTURE (BY THE FAR EAST BOOK CO., LTD.

2. SPORTS

- NAME SOME POPULAR SPORTS
- TALK ABOUT YOUR EXERCISE HABITS

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- DISCUSS YOUR FEELINGS ABOUT VARIOUS SPORTS
- DISCUSS YOUR FEELINGS ABOUT VARIOUS SPORTS
- SIMPLE COMPARISON BETWEEN HOW SOCCER AND AMERICAN FOOTBALL ARE PLAYED

CULTURE HIGHLIGHTS

- THE “FOOTBALL” GAME IN CHINA
- TAI CHI BOXING
- TELEVISION SYSTEM IN CHINA
- SUPPLEMENTAL FOLK STORIES ABOUT TAI CHI AND SPORTS NEWS CLIPS

LITERATURE READING

- READ A NEWSPAPER ARTICLE: “YAO MING – A NEW IDOL FOR AN ERA” 姚明——一个时代的新偶像 BY WANG JINGYU

3. AT A RESTAURANT

- NAME FOUR PRINCIPAL REGIONAL CHINESE CUISINES
- ORDER FOOD AND DRINKS
- TALK ABOUT WHAT FLAVORS YOU LIKE OR DISLIKE
- MAKE YOUR DIETARY RESTRICTIONS OR PREFERENCES KNOWN

CULTURE HIGHLIGHTS

- SETTLING A BILL AND TIPPING IN CHINESE RESTAURANTS
- PRIVATE BANQUET ROOMS IN RESTAURANTS IN CHINA
- BASIC CHINESE COOKING TECHNIQUES
- MAJOR CULINARY STYLES IN CHINA
- SUPPLEMENTAL FOLK STORIES AND NEWS CLIPS

LITERATURE READING:

- PEACH/LING-LIFE NOODLES 过生日为什么要吃寿桃/生日面 (FAR EAST CHINESE CULTURE (FAR EAST BOOK CO., LTD.)
- 2. READ A CHAPTER OF CHINESE NOVEL “茶馆” BY 老舍 AND WRITE AN ESSAY TO TELL THE STORY

4. SHOPPING

- NAME BASIC CLOTHING, BEDDING, AND BATH ITEMS
- DESCRIBE YOUR SHOPPING PREFERENCES AND CRITERIA
- DISAGREE WITH OTHERS TACTFULLY
- PRESENT YOUR ARGUMENTS WITH RHETORICAL QUESTIONS

CULTURE HIGHLIGHTS

- KNOWING WHEN TO BARGAIN
- CASH, CREDIT CARD, OR PERSONAL CHECK
- SUPPLEMENTAL LOCAL MARKET NEWS CLIPS

LITERATURE READING

- CHINESE SILK (HAPPY READING I, II, III (BY PEKING UNIVERSITY PRESS)

SECOND SEMESTER

5. SEEING A DOCTOR

- TALK ABOUT BASIC SYMPTOMS OF A COLD
- DESCRIBE COMMON SYMPTOMS OF ALLERGIES
- UNDERSTAND AND REPEAT INSTRUCTIONS ON WHEN AND HOW OFTEN TO TAKE MEDICATIONS
- TALK ABOUT WHY YOU DO OR DON'T WANT TO SEE THE DOCTOR; URGE OTHERS TO SEE A DOCTOR WHEN THEY ARE NOT FEELING WELL
- WRITE A COMPLETE STORY ACCORDING TO YOUR EXPERIENCE OF SEEING A DOCTOR

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High School Course Description

LITERATURE READING

- READ CHINESE IDIOM STORY “HUI JI JI YI” (讳疾忌医)

6. LIFE AND WELLNESS

- TALK ABOUT YOUR EXERCISE ROUTINE
- OUTLINE SOME HEALTHY EATING HABITS
- DESCRIBE HABITS THAT COULD MAKE YOU AGE PREMATURELY OR HARM YOUR HEALTH

CULTURE HIGHLIGHTS

- HOUSING IN BEIJING
- SMOKING IN CHINA
- MORNING EXERCISES IN CHINESE CITIES

IN YOUR OWN CULTURE/COMMUNITY

- DO MANY PEOPLE EXERCISE IN THE MORNING IN PARKS?
- DO PEOPLE GO TO THE GYM TO EXERCISE?
- ARE PEOPLE CONSCIENTIOUS ABOUT HEALTH AND FITNESS?
- ARE MANY PEOPLE CONCERNED ABOUT THEIR WEIGHT?

7. TRAVEL

- TALK ABOUT YOUR PLANS FOR SUMMER VACATION
- DESCRIBE WHAT KIND OF CITY BEIJING IS
- DESCRIBE YOUR TRAVEL ITINERARY
- ASK FOR DISCOUNTS, COMPARE AIRFARES AND ROUTES, AND BOOK AN AIRPLANE TICKET
- ASK ABOUT SEAT ASSIGNMENTS AND REQUEST MEAL ACCOMMODATIONS BASED ON YOUR DIETARY RESTRICTIONS OR PREFERENCES

CULTURE HIGHLIGHTS

- THREE TRAVEL AGENCY GROUPS IN CHINA
- RAILROAD SERVICE IN CHINA
- THE BUSIEST TRAVEL SEASON NEWS CLIPS

LITERATURE READING

- THE GREAT WALL-THE STORY OF MENJIANGNU 孟姜女的传说; (2.)
- TERRA-COTTA WARRIORS AND HORSES.秦始皇兵马俑 (HAPPY READING I, II, III (PEKING UNIVERSITY PRESS))

Stages of Learning—For each level of instruction, stages of learning are indicated. There are three stages of learning: *beginning*, *developing*, and *expanding*. The learning stages represent a continuum of development, reflecting the diversity and idiosyncratic nature of individual student learning, as opposed to levels of instruction, defined by years or semesters of classroom instruction. Each learning stage may require more than one level of instruction, depending on various factors such as student ability, classroom instruction, diversity of scheduling, and other variables affecting student learning. The *beginning* stage commences in Level I and may carry over into Level II. The *developing* stage may begin in Level II and generally includes Level III, perhaps extending into Level IV. The *expanding* stage will usually incorporate instruction initiated in Level IV and possibly continue through Level VI.

Beginning Stage—Students can communicate with memorized phrases and words. Expressing basic wants and needs is accomplished with simple statements such as “I would like to go to the movies.”

Developing Stage—Students are not only able to express basic wants and needs, but can also elaborate on them. For example, “I would like to go to the movies, but I don’t have any money because I spent it all on CDs yesterday.”

Expanding Stage—Students are able to communicate in more complex and involved situations, can respond to problems, and can resolve those problems using the foreign language. For example, “I would like to go to the movies, but I don’t have any money. Could you loan me some money and I’ll pay you back when I have the chance.”

Chino Valley Unified School District

High School Course Description

Developing and Expanding Learning Stages—Communication

Standard 1—Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions. (Interpersonal)

1.1 Objective: Ask and respond to factual and interpretive questions.

1.2 Objective: Interact in complex social situations.

1.2.1 Performance Indicator: Students will role-play a conversation at a party by asking and answering questions on dating, sports, family, etc.

1.3 Objective: Express and support opinions.

1.3.1 Performance Indicator: Students will share opinions with classmates on familiar topics of interest, e.g., films, musical groups, athletic teams.

1.4 Objective: Express judgments.

1.5 Objective: Paraphrase or restate what has been said.

1.5.1 Performance Indicator: Students will describe the weather in different regions where the foreign language is spoken and compare it to students' own regional weather, making reference to a weather map from the foreign culture.

1.6 Objective: Describe problems and possible solutions.

1.6.1 Performance Indicator: Students will solve a predicament (e.g., a lost piece of clothing, a need for medication, a flat tire, etc.) by identifying the problem, discussing, and proposing possible solutions.

Standard 2—Students understand and interpret written and spoken language on a variety of topics. (Interpretive)

2.1 Objective: Understand selected authentic written and oral materials on topics of personal interest.

2.2 Objective: Comprehend main ideas of unfamiliar written and oral language with limited visual support.

2.2.1 Performance Indicator: Students will demonstrate understanding of an authentic hotel guide by matching particular hotels to written descriptions of specific travelers' needs.

2.2.2 Performance Indicator: Students will demonstrate understanding of foreign cultural travel ads by identifying destination, price, departure/arrival times, and intermediate stops of the trip.

2.2.3 Performance Indicator: Students will demonstrate understanding of authentic catalogue order forms or job application forms by appropriately filling them out.

2.3 Objective: Comprehend and respond to formal written communication, e.g., business, official documents, etc.

2.4 Objective: Demonstrate comprehension of particular literary selections.

Standard 3—Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (Presentational)

3.1 Objective: Write short well-organized compositions on given topics.

3.2 Objective: Produce and/or present elaborate creative works.

3.2.1 Performance Indicator: Students will create short written pieces such as children's "books" or travel brochures.

3.3 Objective: Write personal letters using culturally appropriate format and style.

3.3.1 Performance Indicator: Students will write a letter to an advice column explaining a personal problem and requesting help in solving it.

3.4 Objective: Give oral reports on a variety of topics.

3.4.1 Performance Indicator: Students will select a famous tourist attraction in the foreign culture and describe (orally or in writing) certain aspects of the attraction, e.g., history, architecture, current relevance, etc.

Cultures

Standard 4—Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studies.

4.1 Objective: Identify differences in cultural practices among same-language cultures.

4.1.1 Performance Indicator: Students will list cultural similarities and differences observed in a film or a literary work from the foreign culture, e.g., family roles and relationships, methods of conflict resolution, use of leisure time.

Chino Valley Unified School District

High School Course Description

- 4.2 Objective: Recognize sociolinguistic features of the foreign culture, e.g., conversational distance, gestures, facial expressions, meaningful sounds which are not themselves words (paralanguage).
- 4.3 Objective: Interpret the cultural connotations of common words, phrases, and idioms.
- 4.4 Objective: Discuss unfounded generalizations and stereotypes.
- 4.5 Objective: Discuss social and geographic factors that affect cultural practices.
- 4.5.1 Performance Indicator: Students will list ways in which geographical — features have affected culture, e.g., the development of winter sports in the mountains, eating more seafood along the coast, etc.
- 4.5.2 Performance Indicator: Students will conduct research on the regional — differences in a province or country in which the foreign language is spoken and explain how geography and/or history influences such differences, e.g., language, cooking, style of homes, clothing, etc.
- 4.5.3 Performance Indicator: Students will research traditional clothing of various regions of the countries where the foreign language is spoken and explain the influence of geography and climate.

Standard 5 — Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

- 5.1 Objective: Describe various aspects of the culture, including major historical events, political structures, visual arts, architecture, literature, and music.
- 5.1.1 Performance Indicator: Students will discuss the importance of and identify possible causes for identified current events in the foreign culture.
- 5.1.2 Performance Indicator: Students will compare attitudes toward the use of alcoholic beverages in the foreign culture and the United States.
- 5.2 Objective: Demonstrate an awareness of the major literary, musical, and artistic periods and genres of at least one of the cultures in which the foreign language is spoken.

Connections

Standard 6 — Students reinforce and further their knowledge of other disciplines through the foreign language.

- 6.1 Objective: Identify and discuss elements of literature, e.g., plot development, characterization, etc.
- 6.2 Objective: Conduct traditional and electronic research on selected topics related to the foreign language and culture.
- 6.2.1 Performance Indicator: Students will conduct Internet research on contemporary cultural practices and products of the foreign culture.
- 6.3 Objective: Present findings from research in oral and written form, using presentational skills acquired in other disciplines.
- 6.3.1 Performance Indicator: Students will present findings from foreign culture media research (e.g., magazines, newspapers, Internet, TV stations, etc.) on selected topics of contemporary society.

Standard 7 — Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.

- 7.1 Objective: Access a variety of entertainment media available to speakers of the language.
- 7.1.1 Performance Indicator: Students will view current videos to understand the roles of males and females in the foreign culture.
- 7.1.2 Performance Indicator: Students will use a variety of authentic sources to prepare reports on topics of personal interest, comparing foreign culture perspectives to information available on the same topics from an American viewpoint.
- 7.2 Objective: Read and interpret short stories, poetry, or plays in the foreign language.
- 7.3 Objective: Use primary sources to write brief reports.

Chino Valley Unified School District

High School Course Description

Comparisons

~~**Standard 8**— Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.~~

~~8.1 Objective: Analyze differences between identified grammatical structures of English and the foreign language~~

~~8.1.1 Performance Indicator: Students will apply the correct possessive structures in communicating in the foreign language.~~

~~8.2 Objective: Identify the historical and cultural reasons for cognates, loan words, and borrowed words.~~

~~8.2.1 Performance Indicator: Students will explain the historical reasons for specified place names in California.~~

~~8.3 Objective: Use knowledge of sound-symbol correspondence, stress, and intonation patterns to communicate in particular contexts.~~

~~8.3.1 Performance Indicator: Students will read a poem with correct intonation, phrasing, and stress.~~

~~8.4 Objective: Understand the use of idiomatic expressions in the foreign language.~~

~~**Standard 9**— Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.~~

~~9.1 Objective: Identify and compare current issues in the foreign culture and students' own culture.~~

~~9.2 Objective: Explain the impact of contributions of the foreign culture to ——— students' own culture.~~

~~9.3 Objective: Compare and contrast global artistic contributions of the foreign culture with artistic contributions of the United States.~~

~~9.3.1 Performance Indicator: Students will note and explain foreign culture ——— contributions (e.g., advertising, architectural styles, etc.) as evidence in — the print media in the United States.~~

Communities

~~**Standard 10**— Students use the language both within and beyond the school setting.~~

~~10.1 Objective: Communicate orally or in writing with members of the foreign culture on a variety of topics.~~

~~10.1.1 Performance Indicator: Students will ask informed, comprehensible questions that can be answered by a native guest speaker, following a presentation.~~

~~10.1.2 Performance Indicator: Students will initiate a conversation or respond in the foreign language when encountering the foreign language teacher or other speakers of the language outside the classroom.~~

~~10.1.3 Performance Indicator: Invite identified community members to class to — explain how they use the foreign language in their occupations, e.g., health care workers, executive assistants in corporations, police officers, etc.~~

~~10.2 Objective: Participate in travel to the foreign culture with family or school.~~

~~**Standard 11**— Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.~~

~~11.1 Objective: Appreciate and comprehend plays, museum exhibits, films, etc., representative of the foreign culture, outside of the classroom setting.~~

~~11.1.1 Performance Indicator: Students will attend a performance of a ballet or theatrical play representative of the foreign culture.~~

~~11.1.2 Performance Indicator: Students will attend an international soccer game.~~

~~11.2 Objective: Research current issues related to the foreign culture through various sources.~~

3. Key Assignments:

TO HELP STUDENTS ACHIEVE THE GOALS, THE TEACHER WILL:

- ASSIGN STUDENTS CHARACTER WRITING WORKSHEETS AND CREATE VOCABULARY WEB TO REINFORCE THE VOCABULARY LEARNING
- ASSIGN GRAMMATIC EXERCISE WORKSHEET
- ASSIGN STUDENTS BELL WORK AND HOMEWORK ON DAILY BASIS

Chino Valley Unified School District

High School Course Description

- CREATE GRAPHIC ORGANIZERS FOR LISTENING AND READING COMPREHENSION AND WRITING AS WELL
- CREATE STORYLINES USING THE NEWLY LEARNED VOCABULARY OR PHRASES IN VARIED TENSES
- CREATE AND CONDUCT PAIR WORK OR CONVERSATION ON VARIED TOPICS
- PRACTICE LISTENING AND READING COMPREHENSION THEMATICALLY
- COMPLETE PROJECTS AND/OR PRESENTATION INDIVIDUALLY AND IN GROUP FOR EACH UNIT/THEME
- EDIT PICTURE BOOKS
- MAKE PROJECT MOVIES
- COMPLETE REAL-LIFE TASKS SUCH AS EATING AT CHINESE RESTAURANT, LION DANCE, AND SO FORTH
- COMPARE AND CONTRAST THE CULTURAL SIMILARITIES AND DIFFERENCES BETWEEN TWO COUNTRIES IN VARIED PERSPECTIVES
- CELEBRATE AND DESIGN CULTURAL PRODUCTS OR ART CRAFTS ON VARIED SEASONAL OCCASIONS
- CONNECT THEIR LANGUAGE LEARNING TO OTHER SUBJECT LEARNING
- WRITE SHORT PARAGRAPH(S) OR ESSAYS: STUDENTS ARE REQUIRED TO WRITE SHORT PARAGRAPHS ON VARIED TOPICS IMPLEMENTING THE NEWLY LEARNED VOCABULARY AND GRAMMATIC TERMS OR SENTENCE FRAMES

4. Instructional Methods and/or Strategies:

MANDARIN CHINESE 3 HONORS AIMS TO DEVELOP EFFECTIVE COMMUNICATORS WHO NOT ONLY UNDERSTAND CHINESE CULTURE BUT ALSO RESPOND TO SITUATIONS IN A CULTURALLY APPROPRIATE MANNER. VARIOUS INSTRUCTIONAL METHODS AND/OR STRATEGIES WILL BE APPLIED, BUT NOT LIMITED TO, SUCH AS INNER-OUTER CIRCLES, INFORMATION GAP, TOTAL PHYSICAL RESPONSE STORYTELLING (TPRS), ROUND TABLE, FOUR CORNERS, TABLE TALK, PUZZLES, VARIOUS TYPES OF EDUCATIONAL GAMES, GRAMMAR DRILLS, FLASH CARDS, ONLINE RESOURCES (QUIZLET, KAHOOT, ETC.) INTERVIEWS, ROLE PLAYS, SKITS, PRESENTATION, READER'S THEATER, PRE-CLOSE-POST READING, LISTENING/READING COMPREHENSION, I DO-WE DO-YOU DO, AND MAKING MOVIES.

5. Assessment Including Methods and/or Tools:

- DIAGNOSTIC ASSESSMENTS: SUCH AS ORAL QUESTION AND ANSWER, VARIOUS GRAPHIC ORGANIZERS WILL BE USED IN THE BEGINNING OF EVERY UNIT TO EVALUATE STUDENTS' PRIOR KNOWLEDGE TO DETERMINE THE STARTING POINT OF THE LESSON.
- FORMATIVE ASSESSMENTS: QUIZZES INCLUDE DICTATION OF CHARACTERS, FILL-IN AND WITH COMPREHENSION QUESTIONS FOR THE TEXT. THEMATIC UNIT TESTS ARE DESIGNED TO ASSESS STUDENTS' OVERALL MASTERY OF THE UNIT AND INCLUDE SECTIONS ON VOCABULARY, GRAMMAR, ORAL QUESTION AND ANSWERING, READING COMPREHENSION, AND WRITING.
- SUMMATIVE ASSESSMENTS: UNIT PROJECTS PROVIDE AN ALTERNATIVE OPPORTUNITY FOR STUDENTS TO WORK INDEPENDENTLY OR IN GROUPS TO FURTHER RESEARCH ON TOPICS RELATED TO THE SPECIFIC THEMES THAT ARE DISCUSSED IN THE UNIT. STUDENTS MAY CHOOSE OR BE ASSIGNED A PROJECT OF INTEREST. SPECIFIC GUIDELINES AND RUBRICS FOR PROJECTS ARE GIVEN PRIOR TO THE ASSIGNMENT SO STUDENTS UNDERSTAND HOW AND WHAT WILL BE EVALUATED. PROJECTS MAY INCLUDE SKIT, POWERPOINT PRESENTATION, FLYERS, MOVIES, AND SIMULATION OF TRAVEL EXHIBITION. A COMPREHENSIVE WRITTEN AND ORAL EXAM WILL BE GIVEN AT THE END OF EACH SEMESTER. FOR THE SECOND SEMESTER THE EXAM WILL INCLUDE MATERIAL FROM THE ENTIRE YEAR.
- ASSESSMENT TOOLS: AERIES GRADING SYSTEM; 25-40% OF GRADE (ASSIGNMENT SUCH AS HOMEWORK AND CLASSWORK, AND CLASS DISCUSSION); 60% OF GRADE (QUIZZES, TESTS, PROJECTS, AND PRESENTATION).

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: March 5, 2020

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Gregory J. Stachura, Assistant Superintendent, Facilities, Planning, and Operations
Anna G. Hamilton, Director, Purchasing

SUBJECT: PURCHASE ORDER REGISTER

=====

BACKGROUND

Board Policy 3310 Business and Noninstructional Operations – Purchasing requires approval/ratification of purchase orders by the Board of Education. A purchase order is a legal contract between a district and vendor, containing a description of each item listed and/or a statement to the effect that supplies, equipment or services furnished herewith shall be in accordance with specifications and conditions.

Purchase orders represent a commitment of funds. No item on this register will be processed unless within budgeted funds. The actual payment for the services or materials is made with a warrant (check) and reported on the warrant register report.

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

RECOMMENDATION

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

FISCAL IMPACT

\$549,207.49 to all District funding sources.

NE:GJS:AGH:pw

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: March 5, 2020

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Gregory J. Stachura, Assistant Superintendent, Facilities, Planning, and Operations
Anna G. Hamilton, Director, Purchasing

SUBJECT: AGREEMENTS FOR CONTRACTOR/CONSULTANT SERVICES

=====

BACKGROUND

All contracts between the District and outside agencies shall conform to standards required by law and shall be prepared under the direction of the Superintendent or designee. To be valid or to constitute an enforceable obligation against the District, all contracts must be approved and/or ratified by the Board of Education.

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

RECOMMENDATION

It is recommended the Board of Education approve/ratify the Agreements for Contractor/Consultant Services.

FISCAL IMPACT

As indicated.

NE:GJS:AGH:pw

CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT	FISCAL IMPACT
CIIS-1920-198 Studentnest Inc. dba Studentnest.com. To provide tutoring services for after school programs. Submitted by: Health Services Duration of Agreement: March 6, 2020 - June 30, 2020	Contract amount: \$4,800.00 Funding source: ASES Grant
CIIS-1920-199 Academic Entertainment Inc. To provide after school assemblies at each After School Education and Safety (ASES) site. Submitted by: Health Services Duration of Agreement: March 6, 2020 - June 30, 2020	Contract amount: \$7,470.00 Funding source: ASES Grant
CIIS-1920-200 Scientific Learning Corporation. To provide web based ELA intervention program. Submitted by: Borba ES Duration of Agreement: March 15, 2020 - March 14, 2021	Contract amount: \$3,298.50 Funding source: Title I
CIIS-1920-201 Studentnest Inc. dba Studentnest.com. To provide tutoring services for subsidized after school programs. Submitted by: Health Services/Child Development Duration of Agreement: March 6, 2020 - June 30, 2020	Contract amount: \$7,200.00 Funding source: Fun Club Budget
CIIS-1920-202 Batta Group Inc. dba Nekter Juice Bar. To provide free samples of cold press and fresh juices to attendees for site event. Submitted by: Chaparral ES Duration of Agreement: March 6, 2020 - June 30, 2020	Contract amount: None Funding source: None
CIIS-1920-203 Rockstar Recruiting, LLC dba StaffRehab. To provide one to one instructional aide services. Submitted by: Health Services/Child Development Duration of Agreement: March 6, 2020 - June 30, 2020	Contract amount: \$15,000.00 Funding source: Fun Club Budget

FACILITIES, PLANNING, AND OPERATIONS	FISCAL IMPACT
F-1920-060 DPI-Diversified Property Investments. To provide school property consultant. Submitted by: Facilities, Planning, and Operations Duration of Agreement: March 6, 2020 - March 5, 2021	Contract amount: 2.5% of land sale price Funding source: Proceeds of Land Sale

MASTER CONTRACTS	FISCAL IMPACT
MC-1920-050 My Delight Cupcakery LLC. To provide onsite food vendor services. Submitted by: Cal Aero K-8 Duration of Agreement: March 6, 2020 - June 30, 2023	Contract amount: Per rate sheet Funding source: ASB/USB/PFA/PTA/Boosters
MC-1920-051 Harvey Vue dba Kaboom Kettle Korn. To provide onsite food vendor services. Submitted by: Cal Aero K-8 Duration of Agreement: March 6, 2020 - June 30, 2023	Contract amount: Per rate sheet Funding source: ASB/USB/PFA/PTA/Boosters
MC-1920-052 Salt N Pepper Truck. To provide onsite food vendor services. Submitted by: Cal Aero K-8 Duration of Agreement: March 6, 2020 - June 30, 2023	Contract amount: Per rate sheet Funding source: ASB/USB/PFA/PTA/Boosters
MC-1920-053 Christopher Flynn dba Flaming Flynn's Woodfired Pizza. To provide onsite food vendor services. Submitted by: Cal Aero K-8 Duration of Agreement: March 6, 2020 - June 30, 2023	Contract amount: Per rate sheet Funding source: ASB/USB/PFA/PTA/Boosters

APPROVED CONTRACTS TO BE AMENDED	AMENDMENT
B-1617-008 Vavrinek, Trine, Day & Co., LLP. To provide auditing services for fiscal year 2016/2017, 2017/2018, and 2018/2019. Submitted by: Business Services Duration of Agreement: July 1, 2016 - June 30, 2019 Original Agreement Board Approved: September 1, 2016	Change name to Eide Bailly LLP and extend contract through 2019/2020. Contract amount: \$72,000.00 Funding source: General Fund
CIIS-1920-081 Athena Software. To provide subscription renewal for Penelope Case Management software and support. Submitted by: Health Services Duration of Agreement: July 1, 2019 - June 30, 2020 Original Agreement Board Approved: June 20, 2019	Add three (3) additional licenses. Contract amount: Per rate sheet Funding source: Various
F-1819-057 Elite Modular Leasing & Sales Inc. To provide one-year lease of four (4) portable classrooms for Briggs K-8. Submitted by: Facilities, Planning, and Operations Duration of Agreement: May 1, 2019 - April 30, 2020 Original Agreement Board Approved: April 18, 2019	Extend lease of four (4) relocatable modular buildings at Briggs K-8 for one additional year for interim housing. Contract amount: Increase from \$104,044.00 to \$143,244.00 Funding source: Building Fund 21
HR-1920-014 Soraya Sutherlin dba Emergency Management Safety Partners, LLC. To provide consulting services to assist with the District's Comprehensive School Safety Plans and Emergency Management. Submitted by: Risk Management Duration of Agreement: August 16, 2019 - June 30, 2020 Original Agreement Board Approved: August 15, 2019	Add additional plan/school site support and services. Contract amount: Increase from \$25,200.00 to \$32,700.00 Funding source: General Fund

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: March 5, 2020
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Gregory J. Stachura, Assistant Superintendent, Facilities, Planning, and Operations
SUBJECT: SURPLUS/OBSOLETE PROPERTY

=====

BACKGROUND

The Board of Education recognizes that the District may own personal property which is unusable, obsolete, or no longer needed by the District. The Superintendent or designee shall arrange for the sale or disposal of District personal property in accordance with Board policy and the requirements of Education Code 17545.

Lists of surplus items are emailed to the Facilities/Planning Department to be placed on an upcoming Board agenda. After Board approval, items may be picked up by District warehouse or a liquidation company for public auction. Proceeds of the sale are deposited into the General Fund.

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

RECOMMENDATION

It is recommended the Board of Education declare the District property surplus/obsolete and authorize staff to sell/dispose of said property.

FISCAL IMPACT

Increase to the General Fund from proceeds of sale.

NE:GJS:pw

**CHINO VALLEY UNIFIED SCHOOL DISTRICT
SURPLUS/OBSOLETE PROPERTY**

March 5, 2020

<u>DESCRIPTION</u>	<u>MAKE/MODEL</u>	<u>I.D./SERIAL</u>	<u>DEPT/SITE</u>
Computer	Dell	39266	Magnolia JHS
Computer	Dell	46319	Magnolia JHS
Computer	Dell	46324	Magnolia JHS
Computer	Dell	46326	Magnolia JHS
Computer	Dell	46318	Magnolia JHS
Computer	Dell	46325	Magnolia JHS
Computer	Dell	46273	Magnolia JHS
Computer	Dell	46320	Magnolia JHS
Computer	Dell	46322	Magnolia JHS
Computer	Dell	46327	Magnolia JHS
Computer	Dell	46321	Magnolia JHS
Computer	Dell	46323	Magnolia JHS
Computer	Dell	46313	Magnolia JHS
Typewriter	Canon	33189	Magnolia JHS
Printer	Dell P513w		Magnolia JHS

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: March 5, 2020

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Gregory J. Stachura, Assistant Superintendent, Facilities, Planning, and Operations

SUBJECT: NOTICE OF COMPLETION FOR CUPCCAA PROJECTS

=====

BACKGROUND

On May 9, 2013, the Board of Education adopted Resolution 2012/2013-71, Adoption of California Uniform Public Construction Cost Accounting Act (CUPCCAA). Per Public Contract Code 22030, the adoption of CUPCCAA allows the use of alternate bidding procedures for projects under \$175,000.00, while still ensuring the District receives the lowest pricing possible from responsible vendors and contractors. Utilizing CUPCCAA, the District has completed the projects listed below.

CUPCCAA Project	Project Description	Contractor	Original Quotation	Change Order	Total	Funding Source
CC2020-15	Don Lugo HS Diving Board and Installation	Horizon Mechanical Contractors of California	\$32,746.72	N/A	\$32,746.72	25
CC2020-24	Rhodes ES Classrooms and MPR Flooring Installation	Rite-Way Flooring Inc.	\$38,104.00	N/A	\$38,104.00	14

Documentation indicating satisfactory completion and compliance with specifications has been obtained from: Horizon Mechanical Contractors of California, Construction/Project Manager; Chase Chavira, Construction/Project Manager; Molly Large, Authorized Department Head; Alex Rivera, Construction Coordinator; and Martin Silveira, Director, Maintenance, Operations, and Construction.

Staff recommends approval of the Notice of Completion for these projects.

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

RECOMMENDATION

It is recommended the Board of Education approve the Notice of Completion for CUPCCAA Projects.

FISCAL IMPACT

\$38,104.00 to Deferred Maintenance Fund 14.

\$32,746.72 to RDA Fund 25.

NE:GJS:pw

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: March 5, 2020

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Gregory J. Stachura, Assistant Superintendent, Facilities, Planning, and Operations
Anna G. Hamilton, Director, Purchasing

SUBJECT: NOTICE OF COMPLETION FOR BID 18-19-05F, CHINO HS RECONSTRUCTION – PHASE 0 (BID PACKAGE #2)

=====

BACKGROUND

On September 20, 2018, the Board of Education awarded Bid 18-19-05F, Chino HS Reconstruction – Phase 0 Bid Package #2 to Southern California Landscape, Inc. All contracted work was completed on February 5, 2020. Contract summary is provided below.

Original Bid Amount	Approved Change Orders	Total Contract	5% Retention Amount
\$1,014,600.00	(\$5,508.00)	\$1,009,092.00	\$50,454.60

Documentation indicating satisfactory completion and compliance with specification has been obtained from: school site administrator; Joe Henderson, DSA Inspector; Jim DiCamillo, Architect/Engineer; Robert Stewart, Construction Manager; James Costa, Construction Coordinator; and Martin Silveira, Director, Maintenance, Operations, and Construction.

Staff recommends approval of the Notice of Completion for this bid. The final retention payment of 5% of the value of work done under this contract shall be made 35 days after the Notice of Completion is recorded with the County Recorder.

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

RECOMMENDATION

It is recommended the Board of Education approve the Notice of Completion for Bid 18-19-05F, Chino HS Reconstruction – Phase 0 (Bid Package #2).

FISCAL IMPACT

None.

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: March 5, 2020

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Gregory J. Stachura, Assistant Superintendent, Facilities, Planning, and Operations
Anna G. Hamilton, Director, Purchasing

SUBJECT: NOTICE OF COMPLETION FOR BID 18-19-05F, CHINO HS RECONSTRUCTION – PHASE 0 (BID PACKAGE #3)

=====

BACKGROUND

On September 20, 2018, the Board of Education awarded Bid 18-19-05F, Chino HS Reconstruction – Phase 0 Bid Package #3 to New Dynasty Construction Co. All contracted work was completed on February 5, 2020. Contract summary is provided below.

Original Bid Amount	Approved Change Orders	Total Contract	5% Retention Amount
\$1,086,463.00	N/A	\$1,086,463.00	\$54,323.15

Documentation indicating satisfactory completion and compliance with specification has been obtained from: school site administrator; Joe Henderson, DSA Inspector; Jim DiCamillo, Architect/Engineer; Robert Stewart, Construction Manager; James Costa, Construction Coordinator; and Martin Silveira, Director, Maintenance, Operations, and Construction.

Staff recommends approval of the Notice of Completion for this bid. The final retention payment of 5% of the value of work done under this contract shall be made 35 days after the Notice of Completion is recorded with the County Recorder.

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

RECOMMENDATION

It is recommended the Board of Education approve the Notice of Completion for Bid 18-19-05F, Chino HS Reconstruction – Phase 0 (Bid Package #3).

FISCAL IMPACT

None.

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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DATE: March 5, 2020

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Gregory J. Stachura, Assistant Superintendent, Facilities, Planning, and Operations
Martin Silveira, Director, Maintenance, Operations, and Construction

SUBJECT: CHANGE ORDER FOR BID 18-19-08F, AYALA HS NEW SCIENCE LAB BUILDING

=====

BACKGROUND

On November 15, 2018, the Board of Education awarded Bid 18-19-08F, Ayala HS New Science Lab Building to the following contractors: Bid Package 01 Survey/Demo/Earthwork/Asphalt Paving to Lee & Stires, Inc.; Bid Package 02 Site/Structural Concrete to Bravo Concrete Construction Services Inc.; Bid Package 03 Masonry to Kretschmar & Smith, Inc.; Bid Package 04 Structural Steel/Misc. Steel to VSC, Inc. dba Vulcan Steel Company; Bid Package 05 Wood Framing to Tomahawk Builders, Inc.; Bid Package 06 Insulation/Drywall/Metal Stud Framing/Plaster to Sierra Lathing Co., Inc.; Bid Package 07 Sheet Waterproofing/Membrane Roofing to Danny Letner Inc., dba Letner Roofing Co.; Bid Package 08 Sheet Metal/Metal Panels to Risher Sutherland, Inc. dba United Contractors; Bid Package 09 Doors/Frames/Hardware to Construction Hardware; Bid Package 10 Glass/Glazing to E & R Glass Contractors, Inc.; Bid Package 11 Tile to Floored Tile & Stone, Inc.; Bid Package 12 Acoustical Panel Ceilings to Southcoast Acoustical Interiors, Inc.; Bid Package 14 Painting to Cramer Painting Inc.; Bid Package 15 Specialties to RVH Constructors, Inc.; Bid Package 16 Laboratory Casework/Finish Millwork to Stolo Cabinets, Inc.; Bid Package 17 Fire Protection to Kincaid Industries, Inc.; Bid Package 18 Plumbing/Site Utilities to Empyrean Plumbing; Bid Package 19 HVAC to Coutts Heating and Cooling, Inc.; Bid Package 20 Electrical/Fire Alarm/Low Voltage/Elevator to Southern California West Coast Electric, Inc. During the course of construction, modifications to the original approved plans are made due to unforeseen conditions, revisions, or amended project scope. The following change order has been reviewed and recommended for approval by District staff.

Change Order	Contractor	Amount
1	Bid Package 05-Wood Framing –Tomahawk Builders, Inc.	\$21,706.43
Bid Amount:		\$1,840,777.00
Revised Total Project Amount:		\$1,862,483.43

The change order results in a net increase of \$21,706.43 to the construction cost and no change in contract time. The revised total project cost, including all change orders, is \$13,661,046.74. Approval of the change order allows for compensation to the contractor to perform the additional work as described.

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

RECOMMENDATION

It is recommended the Board of Education approve the Change Order for Bid 18-19-08F, Ayala HS New Science Lab Building.

FISCAL IMPACT

\$21,706.43 to Building Fund 21.

NE:GJS:MS:pw



CHINO VALLEY UNIFIED SCHOOL DISTRICT

Facilities, Planning and Operations Division

5130 Riverside Drive

Chino, CA 91710

Telephone: 909.628.1202, Ext. 1200 Fax: 909.548.6034

CHANGE ORDER

DATE: 2/17/2020 BID #: 18-19-08F CHANGE ORDER: 001

PROJECT: Ayala High School New Science / Lab Building

DSA APPLICATION #: 04-117359 DSA FILE #: _____

OWNER: Chino Valley Unified School District

ARCHITECT: WLC Architects CONTRACTOR: Tomahawk Builders, (BP 05)

The Contractor is hereby authorized to make the following changes to your construction contract when this change order has been approved by the undersigned parties:

ITEM NO. 1:	Description:	Add wood blocking for new guy wire posts on roof
	Reason:	Request For Information 125 – Guy Wire attachment shown on Detail 6/M4.3 will not work with roofing requirements and would be buried within the roof as shown in RFI. New pipe post (by HVAC Contractor) for guy wire attachment approved with revised blocking detail installed by this Contractor.
	Document Ref:	Change Order Request No. 05
	Requested by:	Tomahawk Builders
	Change in Contract Sum:	\$12,174.59 / ADD
	Time Extension:	0 Calendar days
ITEM NO. 2:	Description:	Add blocking and framing out for each ceiling access panel in hard lid ceilings as shown on new drawings
	Reason:	Instruction Bulletin 20 – Add ceiling access panel per attached drawings A3.1 and A3.2
	Document Ref:	Change Order Request No. 08
	Requested by:	WLC Architects
	Change in Contract Sum:	\$9,531.84 / ADD
	Time Extension:	0 Calendar days

END OF CHANGE ORDER NO. 001 ITEMS

CONTRACT SUMMARY

The original contract amount was:	<u>\$1,840,777.00</u>
Previously approved change order amount(s):	<u>\$0.00</u>
The contract amount will be increased/decreased by this Change Order:	<u>\$21,706.43</u>
The new contract amount including this change order will be:	<u>\$1,862,483.43</u>
The original contract completion date:	<u>01/03/20</u>
The contract time will be increased/decreased by days:	<u>0</u>
The date of completion as a result of this Change Order is:	<u>01/03/20</u>

APPROVED BY:

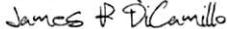


SignNow e-signature ID: 93c07ce753...
02/17/2020 21:58:32 UTC

John T. Sommers President

02/17/2020

Contractor (Tomahawk Builders)



Print Name / Title

Date

SignNow e-signature ID: 821943d6ed...
02/19/2020 18:21:11 UTC

Architect (WLC Architects)



Jim Dicamillo / President

02/19/2020

Print Name / Title

Date

SignNow e-signature ID: dfde9563ca...
02/18/2020 19:08:25 UTC

**DSA Inspector of Record
(Knowland Construction Services)**



Ken Burr / DSA Inspector

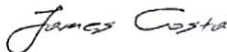
02/18/2020

Print Name / Title

Date

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02/17/2020 21:26:55 UTC

**Construction/Project Manager
(Balfour Beatty)**



Mark Mercado / Project Manager

02/17/2020

Print Name / Title

Date

SignNow e-signature ID: 2fb18b9868...
02/18/2020 14:48:15 UTC


CVUSD Construction Coordinator

James Costa / Construction Coordinator,
Maintenance, Operations & Construction

02/18/2020

Print Name / Title

Date



Director, M.O.C.

Martin Silveira / Director of Maintenance, Operations
and Construction

2/20/19
Date

Print Name / Title



Owner (authorized agent)

Gregory Stachura / Assistant Superintendent, Facilities,
Planning & Operations Department

Date

Print Name / Title

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: March 5, 2020

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Gregory J. Stachura, Assistant Superintendent, Facilities, Planning, and Operations
Martin Silveira, Director, Maintenance, Operations, and Construction

SUBJECT: CHANGE ORDER FOR BID 18-19-10F, CATTLE ES, LITEL ES, AND OAK RIDGE ES ALTERATION PROJECT

=====

BACKGROUND

On December 13, 2018, the Board of Education awarded Bid 18-19-10F, Cattle ES, Litel ES, and Oak Ridge ES Alteration Project to the following contractors: Bid Package 02-01, Precision Contracting; Bid Package 03-01, KAR Construction; Bid Package 06-01, Miller Construction; Bid Package 06-02, Stolo Cabinets; Bid Package 07-01, Letner Roofing; Bid Package 08-01, Construction Hardware; Bid Package 09-01, Mirage Builders; Bid Package 09-02, Continental Marble & Tile; Bid Package 09-03, CG Acoustics; Bid Package 09-04, Signature Flooring, Inc.; Bid Package 09-05, AJ Fistes Corp.; Bid Package 10-01, Bogh Engineering, Inc.; Bid Package 11-01, Kitcor Corp.; Bid Package 22-01, Empyrean Plumbing; Bid Package 23-01, Aire-Masters Air Conditioning; Bid Package 26-01, RDM Electric; and Bid Package 32-01, General Consolidated. During the course of construction, modifications to the original approved plans are made due to unforeseen conditions, revisions, or amended project scope. The following change order has been reviewed and recommended for approval by District staff.

Change Order	Contractor	Amount
2	Bid Package 09-04-Flooring-Signature Flooring, Inc.	(\$6,468.00)
	Previously Approved Change Orders:	\$135,270.00
	Bid Amount:	\$498,800.00
	Revised Total Project Amount:	\$627,602.00

The change order results in a net decrease of \$6,468.00 to the construction cost and no change in contract time. The revised total project cost, including all change orders, is \$27,417,877.00. Approval of the change order allows for compensation to the contractor to perform the additional work as described.

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

RECOMMENDATION

It is recommended the Board of Education approve the Change Order for Bid 18-19-10F, Cattle ES, Litel ES, and Oak Ridge ES Alteration Project.

FISCAL IMPACT

(\$6,468.00) to Building Fund 21.

NE:GJS:MS:pw



CHINO VALLEY UNIFIED SCHOOL DISTRICT

Facilities, Planning and Operations Division

5130 Riverside Drive

Chino, CA 91710

Telephone: 909.628.1202, Ext. 145 Fax: 909.548.6034

CHANGE ORDER

DATE: 01/24/20 BID #: 18-19-10F CHANGE ORDER: 002

PROJECT: Cattle, Oak Ridge & Litel Elementary School – Alterations

DSA APPLICATION #: See below DSA FILE #: See below

OWNER: Chino Valley Unified School District

ARCHITECT: WLC Architects, Inc. CONTRACTOR: Signature Flooring, Inc.

The Contractor is hereby authorized to make the following changes to your construction contract when this change order has been approved by the undersigned parties:

Cattle Elementary School

DSA Application #A04-117035 / DSA File #36-11

ITEM NO. 1:	Description:	Transfer Unused Unforeseen Allowance Amount from Litel ES
	Reason:	Transfer remaining unused unforeseen allowance amount from Litel ES to Cattle ES for Bid Package 09-04.
	Document Ref:	Change Order Request No. C-001 (PCO No. C-014)
	Requested by:	District
	Change in Contract Sum:	\$260.00 / ADD
	Time Extension:	0 Calendar days
ITEM NO. 2:	Description:	RFI #177 Material Credit for change in MCT Forbo to CVUSD provided Shaw at Building B Admin Area. Add for temporary carpet in Media Building B.
	Reason:	RFI #177 Material Credit for change in MCT Forbo to CVUSD provided Shaw at Building B Admin Area. Add for temporary carpet in Media Building B for temporary Admin Staff use while Phase 4 is completed. (ref: Signature COR #004 & 005R1)
	Document Ref:	Change Order Request No. C-0017 (PCO No. C-135)
	Requested by:	District
	Change in Contract Sum:	<\$6,468.00> / DEDUCT
	Time Extension:	0 Calendar days

Litel Elementary School

DSA Application #A04-117036 / DSA File #36-11

ITEM NO. 1: Description: Transfer Unused Unforeseen Allowance Amount

Reason: Reconcile Litel ES Unforeseen Allowance and to transfer remaining unused unforeseen allowance amount from Litel ES to Oak Ridge ES and Cattle ES.

Document Ref: Change Order Request No. L-012 (PCO No. L-142)

Requested by: District

Change in Contract Sum: <\$3,837.00> / DEDUCT

Time Extension: 0 Calendar days

Oak Ridge Elementary School

DSA Application # A04-117034 / DSA File #36-11

ITEM NO. 1: Description: Transfer Unused Unforeseen Allowance Amount from Litel ES

Reason: Transfer remaining unused unforeseen allowance amount from Litel ES to Oak Ridge ES for Bid Package 09-04.

Document Ref: Change Order Request No. O-009 (PCO No. O-153)

Requested by: District

Change in Contract Sum: \$3,577 / ADD

Time Extension: 0 Calendar days

END OF CHANGE ORDER NO. 002 ITEMS

SCHOOL SITE SUMMARY

School	Original Contract Amount	Previous Change Orders	This Change Order	Revised Amount
Cattle ES	\$250,000.00	<\$ 24,039.00>	<\$6,208.00>	\$219,753.00
Litel ES	\$124,400.00	\$111,830.00	<\$3,837.00>	\$232,393.00
Oak Ridge ES	\$124,400.00	\$ 47,479.00	\$3,577.00	\$175,456.00
Total	\$498,800.00	\$135,270.00	<\$6,468.00>	\$627,602.00

CONTRACT SUMMARY

The original contract amount was: \$498,800.00

Net change by previous Change Order: \$135,270.00

The contract amount will be decreased by this Change Order: -\$6,468.00

The new contract amount including this change order will be:

\$627,602.00

The original contract completion date:

4/16/20

The contract time will be increased/decreased by days:

0

The date of completion as a result of this Change Order is:

4/16/20

The cumulative adjustment of the Contract Price and the Contract Time for each Change included in this Change Order represents and reflects the entire adjustment of the Contract Price and the Contract Time due Contractor for such items of Changes. The Contract Price adjustment herein for the items included in this Change Order includes without limitation, all costs for labor, materials, services and/or equipment as well as any and all costs arising out of or associated in any manner with impacts, disruptions, interference, delays or hindrances in performing or providing the Changes included in this Change Order. By executing this Change Order, Contractor acknowledges the foregoing and agrees that any rights or claims of Contractor, whether known or unknown, for costs or times associated with providing or performing the Changes included in this Change Order and not specifically reflected and included in this Change Order are waived, relinquished and released by Contractor; in connection with the foregoing, Contractor waives and releases any rights under Civil Code Section 1542 with regard to any unknown costs or additional time associated with the changes included in this Change Order.

APPROVED BY:


Signature Flooring, Inc. (Contractor)

JEFFREY GRIMSLEY / PRESIDENT 1-27-2020
Print Name / Title Date


WLC Architects Inc. (Architect)

Jim DiCamillo / President 2-10-20
Print Name / Title Date


DSA Inspector of Record (Team Inspections)


Frank Sand / Inspector 2-12-20
Print Name / Title Date


Construction Manager (CW Driver)

Hung Truong / Project Manager 2/5/20
Print Name / Title Date


CVUSD Construction Coordinator

Samuel Sousa / Construction Coordinator,
Maintenance, Operations & Construction 2/5/20
Print Name / Title Date


Director, M.O.C.

Martin Silveira / Director of Maintenance,
Operations and Construction 2/13/20
Print Name / Title Date


Owner (authorized agent)

Greg Stachura / Assistant Superintendent, Facilities,
Planning & Operations Department 2/14/20
Print Name / Title Date

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: March 5, 2020

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Richard Rideout, Assistant Superintendent, Human Resources
Frank Arce, Director, Human Resources
Isabel Brenes, Director, Human Resources

SUBJECT: CERTIFICATED/CLASSIFIED PERSONNEL ITEMS

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BACKGROUND

Board approval of personnel transactions is required by Board Bylaw 9324 Bylaws of the Board - Minutes and Recordings and Education Code 35163. Included are new hires based on need, which includes replacements, growth, and/or class size reduction.

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

RECOMMENDATION

It is recommended the Board of Education approve/ratify the certificated/classified personnel items.

FISCAL IMPACT

All personnel assignments are within the approved staffing ratio for the appropriate school year budget.

NE:RR:FA:IB:mcm

CERTIFICATED PERSONNEL

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>EFFECTIVE DATE</u>
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HIRED AT THE APPROPRIATE PLACEMENT ON THE CERTIFICATED SALARY SCHEDULE AND APPROPRIATE CREDENTIAL FOR THE 2019/2020 SCHOOL YEAR

GONZALES, Bridgette	School Nurse	Health Services	03/09/2020
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RESIGNATION

MATTHEWS, Jennifer	Elementary Teacher	Dickson ES	06/30/2020
MADRID, Yajaira	Special Education Teacher	Liberty ES	06/30/2020
MOORE-CAVALLO, Julie	Special Education Teacher	Walnut ES	02/19/2020
DAILEG, Precious	Science Teacher	Ramona JHS	06/30/2020
DICE, Jeffrey	Special Education Teacher	Woodcrest JHS	06/30/2020
ARNELL, Derek	Computer Teacher	Ayala HS	06/30/2020
GANCZ, Gerardo	Spanish Teacher	Ayala HS	06/30/2020
SUM, Polly	Math Teacher	Buena Vista	06/30/2020
GARCIA, Brian	Video Production Teacher	Don Lugo HS	06/30/2020
MENTE, Yustini	School Nurse	Health Services	06/30/2020

RETIREMENT

NUNEZ, Veronica (30 years of service)	Elementary Teacher	Cattle ES	01/10/2020
LUGO, Karen (24 years of service)	Elementary Teacher	Dickey ES	05/30/2020

APPOINTMENT - EXTRA DUTY

BARTHOLIO, Chloe (NBM)	Band (B)	Townsend JHS	03/06/2020
CUEVAS, Roxanne (NBM)	Track & Field (B)	Ayala HS	03/06/2020
KRANAWETTER, Timothy (NBM)	Football (B)	Ayala HS	03/06/2020
GUERRA, Keven (NBM)	Swim (B)	Chino HS	03/06/2020
WENDLING, Jacqueline	Swim (GF)	Chino HS	03/06/2020
BINYON, Daniel (NBM)	Football (B)	Chino Hills HS	03/06/2020
ESPINOSA, Jose	Football (B)	Chino Hills HS	03/06/2020
PLAYER, Scott (NBM)	Track & Field (B)	Chino Hills HS	03/06/2020
SPENCER, Andre (NBM)	Football (B)	Chino Hills HS	03/06/2020
STULL, Tyson (NBM)	Football (B)	Chino Hills HS	03/06/2020
WARD, Brian (NBM)	Football (B)	Chino Hills HS	03/06/2020
CLARK, Richard (NBM)	Boys Golf (B)	Don Lugo HS	03/06/2020

TOTAL:	\$3,697.00
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CLASSIFIED PERSONNEL

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>EFFECTIVE DATE</u>
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HIRED AT THE APPROPRIATE PLACEMENT ON THE CLASSIFIED SALARY SCHEDULE**APPOINTMENT**

MEZA, Vanessa	Playground Supervisor (GF)	Dickson ES	03/06/2020
VALADEZ, Benjamin	IA/Special Education (SELPA/GF)	Liberty ES	03/06/2020
JOHNSON, Denise	IA/Special Education/SH (SELPA/GF)	Walnut ES	03/06/2020
SILVA-BAZULTO, Vicki	IA/Special Education/SH (SELPA/GF)	Walnut ES	03/06/2020
TAN, Piyada	Playground Supervisor (GF)	Cal Aero K-8	03/06/2020
VELAZQUEZ, Jeanette	IA/Special Education (SELPA/GF)	Ayala HS	03/06/2020
CAMPOS, Evelyn	Bus Driver (GF)	Transportation	03/06/2020
HERRERA, Lucy	Bus Driver (GF)	Transportation	03/06/2020
HERRERA, Mark	Bus Driver (GF)	Transportation	03/06/2020

PROMOTION

TEPALT, Maria	FROM: Bilingual Typist Clerk I (C) 3 hrs./201 work days and School Community Liaison (C) 1 hr./201 work days TO: Typist Clerk II 8 hrs./201 work days	Marshall ES Marshall ES	03/06/2020
CORDOBA GARCIA, Priscilla	FROM: Attendance Clerk 8 hrs./195 work days TO: Counseling Assistant 8 hrs./213 work days	Ayala HS Don Lugo HS	03/06/2020
WARNER, David	FROM: Custodian I (GF) 8 hrs./261 contract days TO: Custodian II (GF) 8 hrs./261 contract days	Ayala HS Ayala HS	03/06/2020
LOPEZ, Jesus	FROM: Maintenance Sprinkler Technician III (GF) 8 hrs./261 contract days TO: Maintenance III-Locksmith (GF) 8 hrs./261 contract days	Maintenance Maintenance	03/06/2020

CHANGE OF ASSIGNMENT

MORRISON, Amanda	FROM: IA/Childhood Ed. (CDF) 3.6 hrs./180 work days TO: IA/Special Ed./SH (SELPA/GF) 6 hrs./181 work days	Country Springs FC Country Springs ES	03/06/2020
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CLASSIFIED PERSONNEL

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>EFFECTIVE DATE</u>
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ADDITIONAL ASSIGNMENT

BELLE, Claudiane	IA/Childhood Education (CDF)	Butterfield Ranch FC	03/06/2020
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CLOSING OF OFFICIAL RECORDS

TRUJILLO, Joe	Custodian I (GF)	Maintenance	02/24/2020
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RESIGNATION

ARIAS, Priscilla	Playground Supervisor (GF)	Dickson ES	02/14/2020
MEJIA, Fabiola	IA/Bilingual-Biliterate (C) and Playground Supervisor (GF)	Woodcrest JHS	03/06/2020

RETIREMENT

SHULER, Tracy (16 years of service)	IA/Special Education (SELPA/GF)	Canyon Hills JHS	06/06/2020
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APPOINTMENT OF CLASSIFIED SUBSTITUTES EFFECTIVE JULY 1, 2019, THROUGH JUNE 30, 2020

ARCA, Sarah	BRADY, Connie	COTA, Kristine
DAY, Shannon	GUTIERREZ, Erick	JARIDLY, Annette
LEGG, Melissa	LEMONS, Maria	MENDOZA GARCIA, Norma
MERGY, Monique	MEZA, Abigail	MEZA, Richard
MORENO, Steven	RIVERA, Krystal	ROJAS, Joseph
SIFUENTES, Unique	TROVAO, Marilia	WINDER, Vanessa

(504)	= Federal Law for Individuals with Handicaps
(ABG)	= Adult Education Block Grant
(ASB)	= Associated Student Body
(ASF)	= Adult School Funded
(ATE)	= Alternative to Expulsion
(B)	= Booster Club
(BTSA)	= Beginning Teacher Support & Assessment
(C)	= Categorically Funded
(CDF)	= Child Development Fund
(CVLA)	= Chino Valley Learning Academy
(CWY)	= Cal Works Youth
(E-rate)	= Discount Reimbursements for Telecom.
(G)	= Grant Funded
(GF)	= General Fund
(HBE)	= Home Base Education
(MAA)	= Medi-Cal Administrative Activities
(MG)	= Measure G – Fund 21

(MH)	= Mental Health – Special Ed.
(NBM)	= Non-Bargaining Member
(ND)	= Neglected and Delinquent
(NS)	= Nutrition Services Budget
(OPPR)	= Opportunity Program
(PFA)	= Parent Faculty Association
(R)	= Restricted
(ROP)	= Regional Occupation Program
(SAT)	= Saturday School
(SB813)	= Medi-Cal Admin. Activities Entity Fund
(SELPA)	= Special Education Local Plan Area
(SOAR)	= Students on a Rise
(SPEC)	= Spectrum Schools
(SS)	= Summer School
(SWAS)	= School within a School
(VA)	= Virtual Academy
(WIA)	= Workforce Investment Act

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: March 5, 2020

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Richard Rideout, Assistant Superintendent, Human Resources
Frank Arce, Director, Human Resources
Isabel Brenes, Director, Human Resources

SUBJECT: NEW JOB DESCRIPTION FOR ATHLETIC DIRECTOR/DEAN OF STUDENTS

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BACKGROUND

Job descriptions are a statement of duties, qualifications, and responsibilities associated with a particular job. It is a matter of standard practice to modify and/or create job descriptions as new positions become necessary, jobs evolve, and responsibilities and duties change. Additionally, changes in organizational structure, student needs, and other factors require the revision of existing positions to support the District's mission of increased student achievement.

The Athletic Director/Dean of Students job description is being established to assist the principal and assistant principals in areas of attendance, student discipline, supervision of athletics, activities, extra-curricular programs, clubs, ASB, and general administrative duties as assigned to effectively establish a positive school culture through continued leadership and collaboration in various areas of school involvement.

New language is provided in UPPER CASE.

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

RECOMMENDATION

It is recommended the Board of Education:

- a) Approve the new job description for Athletic Director/Dean of Students; and
- b) Authorize the creation of an Athletic Director/Dean of Students position.

FISCAL IMPACT

A fiscal impact to the General Fund of \$132,819.00 inclusive of mandatory benefits.

CHINO VALLEY UNIFIED SCHOOL DISTRICT
POSITION DESCRIPTION

TITLE:	ATHLETIC DIRECTOR/ DEAN OF STUDENTS	REPORTS:	PRINCIPAL
DEPARTMENT:	C.I.I.S.	CLASSIFICATION:	MANAGEMENT
FLSA:	EXEMPT	WORK YEAR:	205
ISSUED:		SALARY:	RANGE 22

BASIC FUNCTION:

UNDER THE DIRECTION OF THE HIGH SCHOOL PRINCIPAL, SUPERVISES COACHES AND ATHLETIC PROGRAMS AT THE HIGH SCHOOL LEVEL; AND SERVES AS AN ADMINISTRATOR ASSISTING THE PRINCIPAL AND ASSISTANT PRINCIPALS IN AREAS OF ATTENDANCE, SCHOOL DISCIPLINE, SUPERVISION, AND GENERAL ADMINISTRATIVE DUTIES AS ASSIGNED.

REPRESENTATIVE DUTIES MAY INCLUDE, BUT ARE NOT LIMITED TO:

ATHLETIC PROGRAM - ADMINISTRATION

RESPONSIBLE FOR THE OVERALL ATHLETIC PROGRAM AND FOR ADMINISTERING ALL INTERSCHOLASTIC POLICIES AND PROCEDURES WORKING WITHIN THE CONFINES OF THE RULES AND BYLAWS OF THE CALIFORNIA INTERSCHOLASTIC FEDERATION (CIF). **(E)**

DEVELOPS ALL INTERSCHOLASTIC GAMES SCHEDULES FOR ALL SPORTS. APPROVES THE PUBLICATION OF ALL SCHEDULES. ENSURES ALL CIF PAPERWORK IS COMPLETED AND SUBMITTED APPROPRIATELY. **(E)**

DEVELOPS AND PLACES INTO OPERATION APPROPRIATE RULES AND REGULATIONS GOVERNING THE CONDUCT OF ATHLETIC ACTIVITIES IN CONJUNCTION WITH SOUTHERN SECTION CIF. **(E)**

ATTENDS ALL HOME AND AWAY GAMES, MEETS, AND CONTESTS WHEN POSSIBLE. IF UNABLE TO ATTEND A HOME GAME, ARRANGES FOR ADMINISTRATIVE COVERAGE FOR THE EVENT. **(E)**

PROVIDES FOR THE PROPER ADMINISTRATION AND SUPERVISION OF ALL ATHLETIC CONTESTS. THIS MUST INCLUDE: **(E)**

- SELLING AND TAKING OF TICKETS
- ARRANGING FOR SUFFICIENT POLICE/SECURITY COVERAGE AND SUPERVISION
- ARRANGING FOR MEDICAL AND AMBULANCE COVERAGE
- PROVIDING SEATING FACILITIES FOR TEAMS AND SPECTATORS
- PROVIDING NECESSARY FACILITIES FOR THE VISITING TEAM
- PROVIDING THE NECESSARY GAME EQUIPMENT
- SETTING UP THE FACILITY FOR GAME TIME

KEEPS RECORDS OF THE RESULTS OF ALL SENIOR HIGH SCHOOL ATHLETIC CONTESTS AND MAINTAINS A RECORD FILE OF ALL AWARD WINNERS, STATING THE DATE AND TYPE

OF THE AWARD, INCLUDING ATHLETIC SCHOLARSHIPS. (E)

PLANS AND SUPERVISES AN ANNUAL RECOGNITION PROGRAM FOR SCHOOL ATHLETES. (E)

MAINTAINS AN ACTIVE PROGRAM THAT PROMOTES SPORTSMANSHIP AND WELCOMES THE COMPETING TEAMS AND GUESTS. (E)

REPRESENTS THE SCHOOL IN ALL ATHLETIC BUSINESS AT LEAGUE, CONFERENCE, AND STATE MEETINGS. (E)

ATTENDS MEETINGS RELATED TO ATHLETIC MATTERS AT THE DISTRICT AND SCHOOL AS WELL AS LEAGUE AND OTHER MEETINGS AS DESIGNATED BY THE PRINCIPAL. (E)

INTERPRETS CIF BLUE BOOK, SCHOOL, AND DISTRICT POLICIES. PROVIDE GUIDELINES FOR THE SCHOOL AND COACHES AND ENSURE COMPLIANCE. (E)

RESPONSIBLE FOR GAME MANAGEMENT AT ALL HOME INTERSCHOLASTIC CONTESTS AND, WHEN ADMISSION IS CHARGED, IS RESPONSIBLE FOR THE SAFEKEEPING AND DEPOSIT OF GATE RECEIPTS. (E)

EVALUATES THE INTERSCHOLASTIC ATHLETIC PROGRAMS FOR NEEDED UPDATES OR IMPROVEMENTS FOR THE SCHOOL SITE. (E)

SERVES AS POINT PERSON IN THE EVENT THAT A CONFLICT OR CONCERN ARISES WITH COACHING STAFF, STUDENT ATHLETES, OR VISITORS. (E)

WORKS IN CONJUNCTION WITH THE PRINCIPAL AND/OR DESIGNEE IN DEVELOPING THE YEARLY BUDGET FOR THE ATHLETIC PROGRAM. (E)

SUPERVISES ALL TICKET SALES AND FUNDRAISING EVENTS CONNECTED WITH THE ATHLETIC PROGRAM AND ASSUMES RESPONSIBILITY FOR PROPER HANDLING OF ACCOUNTING OF MONIES INVOLVED. (E)

ESTABLISHES PRIORITIES FOR THE ACQUISITION OF NEW AND REPLACEMENT EQUIPMENT. (E)

FOLLOWS THE GUIDELINES OF THE ASSOCIATE STUDENT BODY ACCOUNTING MANUAL (I.E., FUNDRAISERS, PURCHASES, CASH COLLECTIONS, DEPOSITS, DONATIONS, ETC.). (E)

ATHLETIC PROGRAM - MEDIA/PROMOTION

FOSTERS POSITIVE SCHOOL AND COMMUNITY RELATIONS BY KEEPING THE COMMUNITY AWARE OF AND RESPONSIVE TO THE ATHLETIC PROGRAM. (E)

COMMUNICATES (WRITTEN AND VERBAL) CLEARLY, CONCISELY, AND CORRECTLY. (E)

COMMUNICATES EFFECTIVELY VIA E-MAIL AND OTHER ELECTRONIC COMMUNICATIONS. (E)

ENSURES MEDIA COVERAGE OF ATHLETIC EVENTS IS ARRANGED AS APPROPRIATE. (E)

SENDS SCHEDULES TO APPROPRIATE MEDIA PERSONNEL, CONTACTS MEDIA FOR SPECIAL EVENTS, PREPARES PRESS RELEASES AS NEEDED, ENSURES GAMES/MATCH RESULTS ARE PROVIDED, AND UPDATES SITE'S SOCIAL MEDIA ACCOUNTS WITH SCHEDULE AND RESULT INFORMATION. (E)

PROMOTES PUBLICITY FOR ALL INTERSCHOLASTIC SPORTS, SUCH AS PRESS, RADIO, SOCIAL MEDIA, AND GAME PROGRAMS. (E)

RESPONSIBLE FOR OPERATION AND ORGANIZATION OF THE PRESS BOX. (E)

COORDINATES THE PREPARATION AND DISTRIBUTION OF COMPLIMENTARY PASSES FOR THE SCHOOL DISTRICT. (E)

ATHLETIC PROGRAM - COACHES

PROVIDES LEADERSHIP FOR AND WORKS IN COORDINATION WITH COACHES TO MAINTAIN COMPETITIVE ATHLETIC ETHICAL STANDARDS. (E)

TRAINS, MENTORS, AND ASSISTS ALL COACHES ON STAFF ESPECIALLY NEW AND WALK ON COACHES WITH SCHEDULING GAMES, FACILITIES, TRANSPORTATION, ETC., WITHIN DISTRICT POLICIES AND PROCEDURES. (E)

OBSERVES COACHES ON A REGULAR, ON-GOING BASIS AND PROVIDES EVALUATIVE FEEDBACK IN ORDER TO ENSURE COACHES MEET EXPECTATIONS OUTLINED IN JOB DESCRIPTIONS AND FULFILLS THE MISSION AND VISION OF THE SCHOOL'S ATHLETIC PROGRAM. (E)

ASSISTS IN THE SELECTION, ASSIGNMENT, AND SUPERVISION OF PHYSICAL EDUCATION TEACHERS, COACHES, AND OTHER PERSONNEL INVOLVED IN ATHLETICS, INCLUDING VOLUNTEERS. (E)

PROVIDES APPROPRIATE ORIENTATION, INCLUDING REVIEW OF THE COACHES HANDBOOK TO NEW STAFF MEMBERS. (E)

WORKS WITH THE HUMAN RESOURCES DEPARTMENT TO ENSURE ALL DISTRICT, STATE, AND CIF REQUIREMENTS FOR COACHES (I.E. CPR, FIRST AID, CIF COACH, CONCUSSION PROTOCOL TRAINING, AND DOJ/FBI CLEARANCE) ARE MET BEFORE ALLOWING COACHES OR VOLUNTEERS TO PARTICIPATE IN THE INTERSCHOLASTIC ATHLETIC PROGRAM. (E)

REMOVES COACHES WHO DO NOT ADHERE TO DISTRICT POLICIES, CIF REQUIREMENTS, AND/OR SITE EXPECTATIONS. (E)

ATHLETIC PROGRAM - FIELD & EQUIPMENT

ESTABLISHES AND MONITORS PROCEDURES THAT CREATE AND MAINTAIN ATTRACTIVE, ORGANIZED, FUNCTIONAL, HEALTHY, CLEAN, AND SAFE FACILITIES, WITH PROPER ATTENTION TO THE VISUAL, ACOUSTIC, AND THERMAL ENVIRONMENTS. (E)

PREPARES REQUISITIONS FOR SUPPLIES, UNIFORMS, AND EQUIPMENT FOR ATHLETIC PROGRAMS. (E)

ARRANGES DETAILS OF VISITING TEAMS NEEDS (E.G., GYMNASIUM SERVICES, FIELD ASSISTANCE, FACILITY SERVICES, LOCKER ROOM ACCOMMODATIONS, SECURITY MATTERS). (E)

SUPERVISES THE CLEANING, STORAGE, AND CARE OF ALL ATHLETIC EQUIPMENT. (E)

MAKES ALL NECESSARY ARRANGEMENTS FOR THE USE OF NON-SCHOOL PLAYING FIELDS AND FACILITIES. (E)

COLLABORATES WITH DISTRICT SITE AND DISTRICT FACILITIES PERSONNEL TO INSPECT FIELDS AND FACILITIES; MAKES RECOMMENDATIONS REGARDING IMPROVEMENTS, REPAIRS AND MAINTENANCE IN ACCORDANCE WITH ESTABLISHED GUIDELINES; ENSURES A SAFE ENVIRONMENT FOR STUDENTS, STAFF, AND VISITORS. (E)

ATHLETIC PROGRAM - STUDENTS

ESTABLISHES THE PHYSICAL AND ACADEMIC REQUIREMENTS OF ELIGIBILITY FOR PARTICIPATION IN EACH SPORT PER CIF GUIDELINES AND APPROPRIATE BOARD POLICIES AND VERIFIES THE ATHLETE'S ELIGIBILITY. (E)

FACILITATES THE OPPORTUNITY OF ANNUAL PHYSICAL EXAMINATIONS FOR ATHLETES PRIOR TO THE BEGINNING OF EACH NEW SCHOOL YEAR. (E)

DIRECTS IN SCHOOL, EXTRACURRICULAR PROGRAMS DESIGNED TO FOSTER SUPPORT FOR THE ATHLETIC TEAMS AND SCHOOL SPIRIT AMONG NON-PARTICIPANTS. (E)

SUPERVISES AND COORDINATES STUDENT ATTENDANCE AND DISCIPLINE. RESPONSIBLE FOR MAINTAINING CAMPUS DISCIPLINE. (E)

ASSISTS IN THE ADMINISTRATION OF THE DISTRICT APPROVED INSURANCE PROGRAM THAT PROVIDES OPTIONAL INSURANCE COVERAGE FOR SCHOOL ATHLETES AND ASSUMES RESPONSIBILITY FOR THE PROCESSING THE INITIAL MEMBERSHIP FEES AND MAINTAINS SUCH RECORDS. (E)

ENSURES ALL ATHLETES HAVE COMPLETED AND SIGNED THE ATHLETIC CODE OF CONDUCT. (E)

ENSURES THAT ALL ATHLETES ARE PROPERLY COVERED BY MEDICAL INSURANCE. (E)

ATHLETIC PROGRAM - SCHEDULES

MAKES ARRANGEMENTS FOR GAME OFFICIALS, TEAM TRAINERS/PHYSICIANS, AND GAME PERSONNEL REQUIRED AND ASSUMES GENERAL RESPONSIBILITY FOR THE PROPER SUPERVISION OF HOME GAMES. (E)

ARRANGES TRANSPORTATION FOR ATHLETIC CONTEST PARTICIPANTS. (E)

FACILITATES THE PRACTICE SCHEDULES FOR THE COACHES ON THE FIELDS AND IN THE GYMNASIUMS IN ACCORDANCE TO SCHOOL WIDE FACILITY USAGE AND COMMUNITY USAGE. (E)

OTHER ADMINISTRATIVE DUTIES

SERVES AS A MEMBER OF THE SITE ADMINISTRATIVE LEADERSHIP TEAM. (E)

ASSISTS THE PRINCIPAL AND ASSISTANT PRINCIPALS IN AREAS OF ATTENDANCE, STUDENT DISCIPLINE, SUPERVISION OF ACTIVITIES, EXTRA-CURRICULAR PROGRAMS, CLUBS, ASB, AND GENERAL ADMINISTRATIVE DUTIES AS ASSIGNED. (E)

ASSISTS IN SELECTION, PLACEMENT, INCLUDING EMPLOYMENT INTERVIEWS, AND PROFESSIONAL DEVELOPMENT IN ACCORDANCE WITH DISTRICTS ADOPTED GUIDELINES, POLICIES, AND PROCEDURES. (E)

SUPERVISES AND EVALUATES THE PERFORMANCE OF ASSIGNED STAFF. (E)

PARTICIPATES IN DEVELOPING SCHOOL PLANS AND ORGANIZATION PROCEDURES FOR HEALTH, SAFETY, STUDENT BODY ACTIVITIES, DISCIPLINE, AND CONDUCT OF STUDENTS AS ESTABLISHED BY DISTRICT PROCEDURES. (E)

PARTICIPATES IN MAINTAINING EFFECTIVE COMMUNICATION WITH PARENTS ABOUT PROGRAMS, INDIVIDUAL PUPIL PROGRESS, BEHAVIOR, AND PARENT PARTICIPATION. (E)

PARTICIPATES IN CARRYING OUT A PROGRAM OF COMMUNITY RELATIONS THROUGH PARENT ADVISORY GROUPS AND OTHER COMMUNITY ORGANIZATIONS. (E)

PERFORMS ANY OTHER DUTIES THAT ARE WITHIN THE SCOPE OF EMPLOYMENT AND CERTIFICATION, AS ASSIGNED BY PRINCIPAL. (E)

DEVELOPS EFFECTIVE WORKING RELATIONSHIPS WITH STUDENTS, STAFF AND THE SCHOOL COMMUNITY. (E)

KNOWS AND OPERATES COMPUTER PROGRAMS. (E)

ESTABLISHES AND MAINTAINS EFFECTIVE WORKING RELATIONSHIPS WITH STAFF, STUDENTS, PARENTS, AND COMMUNITY MEMBERS. (E)

(E) = ESSENTIAL FUNCTIONS

MINIMUM REQUIREMENTS:

EDUCATION, EXPERIENCE, LICENSES, AND OTHER REQUIREMENTS:

BACHELOR'S DEGREE REQUIRED IN HUMANITIES, LANGUAGES, LIBERAL ARTS, SUBJECT AREA CONTENT, EDUCATION, OR RELATED FIELD. MASTER'S DEGREE IN RELATED FIELD PREFERRED.

A MINIMUM OF FIVE (5) YEARS' EXPERIENCE IN TEACHING SECONDARY-LEVEL PREFERRED, AND/OR OTHER JOB-RELATED OCCUPATIONS IS REQUIRED. TWO (2) OR MORE YEARS OF SITE LEADERSHIP EXPERIENCE, SECONDARY-LEVEL PREFERRED.

POSSESSION OF A VALID CALIFORNIA PRELIMINARY OR PROFESSIONAL CLEAR TEACHING CREDENTIAL AUTHORIZING SERVICE AS A TEACHER IS REQUIRED.

POSSESSION OF A VALID CALIFORNIA ADMINISTRATIVE CREDENTIAL AUTHORIZING SERVICE AS AN ADMINISTRATOR IS REQUIRED.

DEMONSTRATED EXPERTISE IN CURRICULUM/INSTRUCTIONAL LEADERSHIP.

DEMONSTRATED UNDERSTANDING IN PERSONNEL SUPERVISION, BUDGET DEVELOPMENT, FACILITIES MANAGEMENT, AND COMMUNITY RELATIONS.

SUCCESSFUL EXPERIENCE AS A COACH AND/OR ATHLETIC DIRECTOR PREFERRED.

EMPLOYMENT ELIGIBILITY THAT MAY INCLUDE FINGERPRINTS, HEALTH (TB), AND/OR OTHER EMPLOYMENT CLEARANCE.

MUST HAVE VALID CALIFORNIA DRIVER'S LICENSE AND AUTOMOBILE AVAILABLE FOR USE. MUST BE WILLING TO ATTEND EVENING, NIGHT, AND WEEKEND MEETINGS.

WORKING CONDITIONS:**ENVIRONMENT:**

- SCHOOL SITES;
- DEMANDING TIMELINES;
- SUBJECT TO DRIVING TO A VARIETY OF LOCATIONS TO CONDUCT WORK DURING DAY AND EVENING HOURS;
- SUBJECT TO FREQUENT INTERRUPTIONS AND EXTENSIVE CONTACT WITH STUDENTS, STAFF, PARENTS, AND THE PUBLIC; AND
- INDOOR AND OUTDOOR ENVIRONMENT.

PHYSICAL DEMANDS:

- BENDING AT THE WAIST, KNEELING OR CROUCHING, AND REACHING TO RETRIEVE AND MAINTAIN FILES AND RECORDS;
- REACHING OVERHEAD, ABOVE THE SHOULDERS AND HORIZONTALLY;
- DEXTERITY OF HANDS AND FINGERS TO OPERATE STANDARD OFFICE EQUIPMENT, COMPUTER KEYBOARD, AND OTHER EQUIPMENT NECESSARY TO COMPLETE THE REQUIRED DUTIES;
- HEARING AND SPEAKING TO EXCHANGE INFORMATION IN PERSON AND ON THE TELEPHONE;
- VISUAL ABILITY TO READ, AND TO PREPARE/PROCESS DOCUMENTS AND TO MONITOR VARIOUS SERVICES AND PERSONNEL;
- SITTING FOR EXTENDED PERIODS;
- STANDING FOR EXTENDED PERIODS;
- WALKING OVER ROUGH OR UNEVEN SURFACES;
- CLIMBING, OCCASIONAL USE OF STEPLADDERS;
- PHYSICAL ACTIVITY MAY BE REQUIRED, WHICH COULD INCLUDE MODERATE LIFTING;
- ABLE TO CLIMB SLOPES, STAIRS, STEPS, RAMPS AND LADDERS; AND
- ABLE TO OPERATE OFFICE MACHINES AND EQUIPMENT IN A SAFE AND EFFECTIVE MANNER.

HAZARDS:

- EXTENDED VIEWING OF COMPUTER MONITOR;
- WORKING AROUND AND WITH OFFICE EQUIPMENT HAVING MOVING PARTS;
- MAY BE EXPOSED TO CONTACT WITH UNCOOPERATIVE OR ABUSIVE INDIVIDUALS; AND
- EXPOSURE TO CONTACT WITH BLOOD OR BODY FLUIDS.

I HAVE READ THE ABOVE POSITION DESCRIPTION AND FULLY UNDERSTAND THE REQUIREMENTS SET FORTH THEREIN. I HEREBY ACCEPT THE POSITION OF HIGH SCHOOL ATHLETIC DIRECTOR/DEAN OF STUDENTS AND AGREE TO ABIDE BY THE REQUIREMENTS AND DUTIES SET FORTH. I WILL PERFORM ALL DUTIES AND RESPONSIBILITIES TO THE BEST OF MY ABILITY.

(SIGNATURE OF EMPLOYEE)

(DATE)

IN COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT, THE CHINO VALLEY UNIFIED SCHOOL DISTRICT WILL PROVIDE REASONABLE ACCOMMODATIONS TO QUALIFIED INDIVIDUALS WITH DISABILITIES, AND ENCOURAGES BOTH PROSPECTIVE AND CURRENT EMPLOYEES TO DISCUSS POTENTIAL ACCOMMODATIONS WITH THE DIVISION OF HUMAN RESOURCES.

BOARD APPROVED:

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: March 5, 2020

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

**SUBJECT: NEW COURSE: CSU EXPOSITORY READING AND WRITING
(11TH)**

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BACKGROUND

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

CSU Expository Reading and Writing (11th) is a rigorous, year-long college-preparatory English course designed to increase academic preparation of California's diverse students for college-level reading and writing. This course is the most recent revision of the ERWC curriculum designed by high school teachers along with California State University and meets the UC/CSU 'b' English requirement. This is a new course offering for 11th grade students and compliments the 12th grade course we have offered since 2014.

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

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

RECOMMENDATION

It is recommended the Board of Education receive for information the new course CSU Expository Reading and Writing (11th).

FISCAL IMPACT

None.

NE:GP:JAR:lar

Chino Valley Unified School District

High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Drive, Chino, Ca. 91710 Phone: 909)628-1201 Web Site: www.chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum and Instruction Position/Title: Director of Secondary Curriculum and Instruction Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	CSU Expository Reading and Writing (11 th)
2. Transcript Title/Abbreviation:	CSU ERWC 11
3. Transcript Course Code/Number:	5039
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	Meets UC/CSU "b" English requirement
6. Grade Level(s):	11
7. Unit Value:	5 credits per semester/10 credits total
8. Course Previously Approved by UC:	No
9. Classified as a Career Technical Education Course:	No
10. Modeled after an UC-approved course:	Yes
11. Repeatable for Credit:	No
12. Date of Board Approval:	
13. Brief Course Description: Expository Reading and Writing Course (ERWC) is a rigorous, year-long college-preparatory English course designed to increase academic preparation of California's diverse students for college-level reading and writing. The course meets UC/CSU 'b' English requirements. It is aligned with the most recent California Common Core State Standards for English Language Arts/English Language Development.	
14. Prerequisites:	Completion of 10 th grade English Course (recommended)
15. Context for Course: ERWC 11 has been voluntarily piloted on two of our high school campuses during the 2018-2019 and 2019-2020 academic years. The course prepares students for ERWC 12 should they wish to take it, but also provides instruction in reading and writing that will prepare students for English 11 and Advanced Placement Literature.	
16. History of Course Development: ERWC 11 – 3.0 is the most recent revision of the ERWC curriculum offered exclusively through county offices of education as well as the California State University. ERWC 11 was first approved as an 11 th grade course in 2018, joining the statewide adoption of the curriculum for 12 th graders since 2014.	
17. Textbooks:	ERWC teacher materials and student workbooks. Copyright: California State University; Early Assessment Program
18. Supplemental Instructional Materials:	
C. COURSE CONTENT	
1. Course Purpose: Successful completion of the course is one of many measures used to determine incoming students' placement in CA State University (CSU) general education English courses; the ERWC is a key component of the CSU's Graduation Initiative 2025.	

Chino Valley Unified School District

High School Course Description

2. Course Outline:

The grade 11 Expository Reading and Writing Course (ERWC) engages students in the discovery of who they are as persons, the realization of the ways in which they can participate in society, and their development as critical consumers and effective communicators within society. Teachers and schools build and personalize the yearlong course by selecting from approximately 35 modules (instructional units) to meet rigorous, college preparatory learning goals in reading, writing, listening, and speaking for all students while promoting student interest and motivation. Employing a rhetorical, inquiry-based approach that fosters critical thinking, student agency, and metacognition, the course includes six full-length modules drawn from five categories: 1) American foundational documents; 2) American drama; 3) full-length books; 4) research; and 5) contemporary issues (two modules).

In addition, the course includes five concept mini modules that address transferable skills applicable to conceptual development and practice across all modules, e.g., genre awareness, goal setting and self-assessment, rhetorical situation, Aristotelian appeals. The core structure of all the modules—the Assignment Template—progresses along an “arc” from reading rhetorically (preparing to read, reading purposefully, and questioning the text) to preparing to respond (discovering what you think) to writing rhetorically (composing a draft, revising rhetorically, and editing).

By the end of the course, students will have read a range of literary and nonfiction text genres and produced 10-12 culminating projects, including academic essays, research reports, creative writing and performances, and multimedia presentations, from initial draft to final revision and editing.

3. Key Assignments:

American Foundational Document Module (Category 1)

The four American foundational document module selections include the following: “The Big Breakup: The Declaration of Independence”; “*March* and the Civil Rights Movement, Then and Now”; “Segregation, Integration, Justice”; and “Speech in America”. Students read and analyze texts such as the Declaration of Independence, the Bill of Rights, Lincoln’s Second Inaugural Address, the Gettysburg Address, or *Brown v. Board of Education* in conjunction with Websites, videos, a graphic novel (*March, Book Three*), or other contemporary articles related to the themes of the selected module. In each module, students relate historical American documents to issues of the day and synthesize their understandings to create an argument for the role the Declaration of Independence should have in our society today; what the civil rights movement should look like today; or how best to integrate people of different backgrounds or abilities, or students identify an action to solve a problem in the school, community, or world.

Unit Assignment(s): Sample Assignment from “The Big Breakup: The Declaration of Independence”:

Activity 28: Considering Your Task and Your Rhetorical Situation

What is or should be the role of the Declaration of Independence in our country today? Taking into account the survey your class did in Activity 17, the two articles from the *Washington Post*, and the text of the Declaration itself, write an essay in which you define the role that the Declaration should have, support why it should have this role, and discuss some concrete things that could be done to achieve it.

There are many different positions that could be taken. One could argue, for example, that the Declaration achieved its purpose at the time, but now that we are a separate country, its job is done. On the other end of the spectrum, one could argue that it expresses the hopes and dreams of our country and should be remembered and consulted by everyone. If the latter is the case, both Gerson and NPR have suggested ways that people might keep the ideas of the Declaration in the forefront of the conversation, though their ideas may not be the best ones. Whatever position you take, support your arguments with words from the Declaration itself, from the discussions you have had in class, and from the two articles. You may also want to consider other sources.

You may find that some of the paragraphs you wrote in doing the activities in the module can be reworked to fit into your essay. Look back through your notes to see if there is material you can use.

Chino Valley Unified School District

High School Course Description

- a) Students will synthesize their readings and collaborative discussions in order to take a position expressed through an argumentative essay.
- b) Written essay.
- c) Students will learn to engage in collaborative discussions, synthesize multiple perspectives, analyze writing prompts and their rhetorical situation (audience, occasion, purpose), gather evidence and develop a position, and argue effectively in writing creating a product from initial drafting through final revision and editing using classroom technology, such as Google classroom, as appropriate.

American Drama Module (Category 2)

The two American drama module selections include “*The Crucible: A Power Play*” and “So What’s New? *Zoot Suit* and New Dramatic Potentials”. Students read and analyze one of the full length plays and, for *The Crucible*, a supplementary article and Web sites. Students perform dramatic readings of *Zoot Suit* and view a performance online. In the culminating task for *The Crucible*, students consider the core question—How is power used and abused?—and write an essay evaluating a character from the play or write a one-act play featuring a contemporary character of their invention. For *Zoot Suit*, students write a third act for the play exploring a present-day iteration of one of the play’s characters.

Unit Assignment(s): Sample assignment from “*The Crucible: A Power Play*”:

Activity 23: Considering Your Task and Your Rhetorical Situation

For the culminating assignment in this module, you will write an essay addressing the core question: How is power used and abused?

Prompt 1

Background: *The Crucible* presents a series of power plays between characters and groups of different status. Throughout the play, education, title, luck, age, gender, strength, wealth, and social connectedness confer power on individuals. In this essay, you will examine power brokerage—how characters get, use, and maintain power.

Writing Task: Choose a major character from *The Crucible* and using the French and Raven’s Five Forms of Power article, evaluate how that character assumes, utilizes, and maintains (or loses) power throughout the play. What power bases do they use? How do they use them? How could they have used a different power base to act with more humanity in the story and mitigate, or lessen, the abuse of power by themselves or other characters in the play? Make sure that you refer to your character’s development of power throughout the play. Cite your evidence from at least two acts of the play. Make sure that all your assertions are documented by correctly cited facts (quotes) from your sources and supported with the quote and your rationale. The rationale should backup, or defend, your assertions.

Prompt 2

Writing Task: Arthur Miller wrote *The Crucible* in response to his concerns about McCarthyism, the practice of making accusations of subversion or treason without proper regard for evidence.

Choose a contemporary group that is currently at risk of suffering from similar abuses of power. Create a character that represents this potentially persecuted group. Write a one-act play featuring this character. Your dramatic arc should demonstrate how humanity could mitigate or fail to combat abusive power.

In selecting your topic, consider the timeliness of your message. What topics or issues are particularly relevant in the current social and historical context? How might you make use of this *kairotic* moment?

After writing your act, complete a one-page reflection in which you address the following: In your act, what power base(s) did your characters use? How did their actions mitigate the abuses of power? How is your act particularly relevant to our current social and historical context? How are your characters and situations inspired by those of *The Crucible*?

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High School Course Description

- a) Students will engage in collaborative discussions and conduct a character analysis considering the question at issue in order to take a position expressed through an argumentative essay, *OR* students will create a character based on a contemporary issue related to themes from *The Crucible* and write a one-act play.
- b) Written essay *OR* one-act play.
- c) From this activity, students will learn to engage in classroom discussions collaboratively, conduct a character analysis, gather evidence from the text, analyze writing prompts and their rhetorical situation (audience, occasion, purpose), develop a position, and argue effectively in writing, *OR* students will learn to build on the themes of the play to create a character and write a narrative piece. Students learn to create a written product from initial drafting through final revision and editing, using classroom technology, such as Google classroom, as appropriate.

Full-Length Book Module (Category 3)

The four book module selections include the following: the great American novel, *The Great Gatsby*; the memoir of a young immigrant, *The Distance Between Us*; the book of linked short stories based on the Vietnam War, *The Things They Carried*; and the story of learning, persistence, and innovation during the Malawi famine, *The Boy Who Harnessed the Wind*. Students read and analyze the selected book considering its literary and rhetorical features and questions at issue. Students typically engage in activities for each section of the book—often with a major writing assignment at the conclusion of each. For example, *The Great Gatsby* module requires students to complete four writing assignments: a letter to Nick Carraway about the social landscape of a student's own neighborhood, an essay about Gatsby's true identity, a definitional essay about love, and an essay about how the novel has affected each student's attitudes toward literature and life.

Unit Assignment(s): Sample assignment from "*The Things They Carried* and the Power of Story":

You have been analyzing, exploring, and experimenting with the original literary form that Tim O'Brien invented for *The Things They Carried*. Write a fictionalized version of an event similar to the one you have experienced, using two or more of O'Brien's writing moves to convey the felt truth of this event (the point you are trying to make). You may want to adopt one of your letters or stories for this purpose—or choose another memory from your backpack. If you would prefer, you can reimagine an event from the life of someone you know, such as a parent or grandparent. Simulate O'Brien's approaches, but make this narrative your own. You might create a fictional protagonist who shares your name and write a narrative and descriptive passage about what "you" see and think and do, or you can create two or more versions of this same event that are told from multiple perspectives or with differing styles.

Be sure to at least use the following two O'Brienesque techniques in your story:

1. A central indelible (unforgettable) image or moment that conveys the strongest core of the memory or the truth of the story. This image should be revisited several times and be told with variations. See the following stories for models of a repeated central image:
 - "The Things They Carried" (death of Ted Lavender)
 - "How to Tell a True War Story" (death of Curt Lemon)
 - "The Man I Killed" / "Ambush" / "Good Form" (the killing of the "man")
 - The "field stories in readings 6 and 7 (the death of Kiowa)
 2. Repetition of the exact same phrasing or words. This could be combined with the central image, as O'Brien does in describing "the man [he] killed".
- a) Students will reflect on classroom discussions and the stories read in the book and create their own narrative of an event.
 - b) Written narrative
 - c) Students will learn to analyze literary text and incorporate imagery and effective diction in their own narrative writing, using classroom technology, such as Google classroom, as appropriate.

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High School Course Description

Research Module (Category 4)

The two research module selections include “Service and Sacrifice” and “Daily Challenge:

Mental Illness in Our Lives”. For the first, students read the full-length work, *Claudette Colvin: Twice Toward Justice*, and then conduct primary and secondary research on a community change movement of their choosing. They consider how change occurs and explore how to tell the story of a movement in their culminating task. For the second, students investigate issues surrounding Post-Traumatic Stress Disorder (PTSD) and other mental illnesses. They read and analyze a newspaper account of a veteran with PTSD and then research a mental illness in order to write and perform a public service announcement.

Unit Assignment(s): Sample assignment from “Service and Sacrifice”:

Activity 16: Considering Your Task and Your Rhetorical Situation

Project Overview: We have been reading about Claudette Colvin and the role she played in desegregating buses in Montgomery, AL, and in the nation. Our discussions of the book focused on her role in supporting this change, the risks and rewards of her actions, and the overall trajectory and *kairos* that are a part of such major social change. We also compared these events with other community change events. The point of this reading and these discussions is for us to consider what role we play in our communities in making change, and for us to consider the very important notion of the relationship between risk and reward in community action contexts.

Prompt 1: For this writing project assignment, building from Activity 14, you will analyze how change happens socially and rhetorically in communities. Drawing on the book about Colvin, as well as at least one other community change event (locally or nationally), highlight the important moments that led toward change for the residents of Montgomery as well as what moments led the people of another movement to make change and compare how moments in both situations created opportunities for change. Be sure to focus not only on events, but also the timing of those events, the genres of the events (for example, community meetings, speeches, flyers announcing events, maps of pick up and drop off locations, schedules and maps for people who needed rides, legal documents, books or articles that report on the event in the aftermath, etc.), the audience and purpose of people taking action, the opportunities that people took to take action, and the social factors that contributed to how events unfolded (for example, laws like Jim Crow that set the stage for activism). You also need to include multimedia elements as a way to enhance the meaning and analysis of your reflection. The point of this writing is to reflect with evidence, both textual and multimedia, about what it means and what it takes to make meaningful and large-scale social change.

Prompt 2: For this writing project assignment, building from Activity 14, choose an action that happened in your local or national community that should be documented and told. Interview knowledgeable residents of your community. Search local newspapers for information about how that story unfolded. Visit a local historical society or museum to brainstorm ideas or to find artifacts (that you can photograph and include in your text). Drawing on your experience reading about Colvin and the Montgomery Bus Boycott, use similar writerly practices and genre elements as Hoose used in his book to tell your own community’s story.

For both writing projects, you need to include at least five sources, which must include at least one primary, one secondary (the texts we read in class or that you read for homework can be counted toward these four), and one multimedia. Works cited need to be in MLA or APA format.

- a) Students will build on classroom discussions and other activities to research an issue either through secondary sources (prompt 1) or primary sources (prompt 2) in answer to the questions posed and develop a coherent written analysis.
- b) Written report
- c) Students will learn to research an issue either through secondary sources (prompt 1) or primary sources (prompt 2) in answer to the questions posed, synthesize and document sources, and present a coherent written analysis, using classroom technology, such as Google classroom, as appropriate.

Issue Module (Category 5)

The 14 issue module selections include the following: “Chance Me: Redefining Merit”;

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High School Course Description

“Changing Minds: Thinking About Immigration”; “Civil Disobedience From Thoreau to Present”; “The Danger (and Power) of a Single Story”; “Generation to Generation: Learning from Each Other”; “A Headache Becomes a Death Sentence: The NFL’s Arguments on the Concussion Crisis”; “Human Impact on Climate”; “Nonconformity: Yay or Nay?”; “Poetry is Among Us”; “Racin’ America”; “The Really Big One” (about earthquakes or other natural disasters); “Rhetoric of the Op-Ed Page”; “Teenage Sleepers”; and “What’s Next? Thinking About Life After High School”. Teachers and schools select at least two issue modules to teach. Based on the modules selected from the other categories, teachers and schools consider the balance of text genres, writing assignment types (argumentative, informative, narrative), opportunities for multimedia and oral presentations, assignment length, state standards addressed, and students’ needs and interests in order to select the most appropriate issue modules. All modules include extensive collaboration and discussion, examination of vocabulary, text based critical thinking questions, and analysis of rhetorical effects. Many of the issue modules engage students in using technology to identify additional sources of information and most offer choices of issues and assignments that students explore beyond the initial readings and assigned activities.

Unit Assignment(s): Sample assignment from “Changing Minds: Thinking About Immigration”:

Activity 20: Considering Your Task and Your Rhetorical Situation

Read the writing assignments for this module and make notes in response to the questions below:

Academic Essay

Prompt 1: Changing Other People’s Minds

What can we learn from Ropeik and Machado in order to try to change the minds of people who “hold tenaciously” to myths about immigration?

Write an essay to be posted on a Website for people interested in issues of changing minds about immigration such as the ADL Website. Make an argument about how to go about changing peoples’ minds on controversial topics like immigration. Use evidence from Ropeik’s and Machado’s articles, from “Myth and Facts About Immigrants and Immigration”, and your own observations and/or reading.

Make clear whose ideas or words you are using by including the author’s names and titles of the articles. You do not need to include in-text citations (page numbers) or a reference list. If you wish to cite discussions in class and the role the Norms for Civil Discourse that your class created, do not use the names of your fellow students.

Prompt 2: Changing My Mind

As a high school student, you may be an immigrant, from a family that includes immigrants or be surrounded by immigrants and the children of immigrants. You are inundated with information and misinformation about immigration.

Write an essay to be published in your school newspaper about how your own views about immigration have evolved in response to new information and experiences. Use evidence from both Ropeik’s and Machado’s articles and from “Myth and Facts About Immigrants and Immigration” to explain the stages in the evolution of your thinking and to argue for your current view about immigration.

You must make clear whose ideas or words you are using by including the author’s names and titles of the articles. You do not need to include in-text citations (page numbers) or a reference list. If you wish to cite discussions in class, do not use the names of your fellow students.

To prepare to write, take notes on your responses to the following questions:

- Now that you have read the texts for this module, what is your position about what it takes to change someone’s mind on a controversial topic like immigration?
- What will your purpose be in writing this essay?
- Who will read your essay? How will you take into account your readers’ knowledge, values, and assumptions? How will you engage in civil discourse and be respectful of alternative viewpoints?
- How will you develop your own credibility as someone knowledgeable on the subject of opinion formation and immigration at this time in our country’s history?

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- How will you balance your appeal to your readers' emotions with your need to provide sound factual information about immigration?
- a) Students synthesize their readings and discussions to address the final writing prompt. Both prompts ask students to develop an argument.
 - b) Argumentative writing for a Web posting or school newspaper.
 - c) Students will learn to synthesize multiple perspectives, analyze writing prompts and their rhetorical situation (audience, occasion, purpose), gather evidence and develop a position, and create a written product from initial drafting through final revision and editing, using classroom technology, such as Google classroom, as appropriate.

Sample assignment from "The Danger (and Power) of a Single Story":

Activity 22: Considering Your Task and Your Rhetorical Situation

After you listen to your teacher read the prompt, reread it and circle any unfamiliar words. Annotate the prompt with numbers indicating the steps you need to complete. Your class will work together to create a list of strategies to achieve each step.

Prompt 1: What is a dangerously narrow single story from a community you know? Perhaps it's one you believed until you learned more about the people involved, or maybe it's a single story some people believe about you or your family. Develop a narrative (fiction or nonfiction) to help complicate this simplistic belief for a specific audience. If your narrative focuses on a community different from your own, position yourself as an ally rather than co-opting the perspective you've selected. Anticipate your audience's needs by selecting a medium, genre, and style that will invite interest and empathy.

Prompt 2: In her TED Talk "The Danger of a Single Story," author Chimamanda Ngozi Adichie argues that stories have great power, both "to dispossess and to malign," and "to empower and to humanize". Choose a story from this module and decide whether, in its craft and appeal to a specific audience, it has achieved the power Adichie describes. Has it complicated a single story for an audience that previously held a simplistic view? Does it fall short by appealing only to audiences already familiar with the complex subject? Or does it wield a darker power, reinforcing a stereotype or maligning a marginalized community? Using specific evidence from Adichie's speech, your analysis of the short story, and your investigation of the story's intended audience, create an argument to convince your classmates and teacher that the story you select should be upheld as an example of literary social justice or rejected due to its limited appeal or purpose.

- a) Students synthesize their readings and discussions to address their choice of final writing prompt. One prompt asks students to create a narrative, and the other asks them to develop an argument.
- b) Narrative story based on the issues addressed in the module or an argumentative essay to be presented to the class.
- c) Students will learn to synthesize multiple perspectives, analyze writing prompts and their rhetorical situation (audience, occasion, purpose), gather evidence and develop a position, and create a written product from initial drafting through final revision and editing, using classroom technology, such as Google classroom, as appropriate.

Concept Mini-Module (Category 6)

The nine-concept mini-module selections include the following: "Introducing ERWC 11: Reflecting on Learning and Using Portfolios"; "Introducing the Rhetorical Situation"; "Three Ways to Persuade"; "Email, Text, or Call? Learning to Write through Genre Awareness"; "Becoming Assessment Savvy"; "Learning for Fun and Future"; "The Classical Pattern of Persuasion"; "The Toulmin Model of Argumentation"; and "Final Reflection on Learning: The ERWC 11 Portfolio." These mini modules take a few days to a week or two to teach and address many key or foundational concepts to ERWC. They focus on ideas considered threshold concepts for the course that will be used in most modules as well as in other disciplines. The most critical of these are the rhetorical situation (audience, purpose, occasion); Aristotelian rhetorical appeals (*ethos*, *pathos*, and *logos*); metacognition; and transfer of learning. The concluding mini-module, "Final Reflection on Learning", provides opportunities for students to look back on the year's learning and review what

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they've discovered and aspects of their reading, writing, listening, and speaking that may call for further development as they prepare for college and careers. Both the introductory and concluding portfolio mini modules directly address elements of Universal Design for Learning, including goal setting, formative assessment, student self-assessment, and metacognition.

Unit Assignment(s): Sample assignment from "Learning for Fun and Future":

Activity 4: Considering Your Task and Your Rhetorical Situation

The writing task for this module is to write a letter to another student in your class, using your understanding of *detect*, *elect*, and *connect* to suggest how your colleague can apply skills they are learning in their English class to one of their other classes. In this case, you will be doing the work of detecting for your colleague, and you will suggest ways that they can make connections between classes, but it will be up to them to elect to follow your advice, so make it convincing.

In order to make your advice convincing and helpful, you will need to interview your colleague to gather information and consider the connections you can help them make. They may be more inclined to use your advice if the class you suggest they apply their English skills in is one they especially enjoy or perhaps is one in which they struggle. Here are some questions you might ask to get you started. You will probably need to ask more to get all of the information you need. Make sure you take careful notes of your interview.

- What classes are you taking other than English?
- Which subject do you find the most interesting and enjoyable?
- In which class do you struggle the most?
- What kinds of reading do you do in your class?
- What kinds of writing do you do in your class?
- What other kinds of activities do you do?

Because you want to be helpful to your colleague, try to use your imagination to look for unexpected ways they might use English skills to deepen their learning in whichever class you choose to advise them about.

- a) Students interview their classmates and write a persuasive letter suggesting how they can transfer what they learn in English to other settings.
- b) Written letter.
- c) Students will learn to synthesize what they have learned about transfer and apply it to a classmate's own situation by writing a letter of advice. They will learn to analyze their rhetorical situation (audience, purpose, occasion) to write the most effective letter, using classroom technology, such as Google classroom, as appropriate.

Sample assignment from "Three Ways to Persuade":

Activity 8: Considering Your Task and Your Rhetorical Situation

Consider the following quotations from Aristotle in defense of rhetoric:

1. Rhetoric is useful because the true and the just are by nature stronger than their opposites and if judgments are not made in the right way, the true and the just will be defeated by their opposites.
2. Even if we were to have the most exact knowledge, it would not be easy for us in speaking to use it to persuade some audiences. Speech based on knowledge is teaching, but teaching is impossible with some audiences; rather it is necessary for . . . speeches as a whole to be formed on the basis of common beliefs.
3. It would be strange if an inability to defend oneself by means of the body [such as by learning boxing] is shameful, while there is no shame in an inability to use speech.
4. If it is argued that great harm can be done by unjustly using such power of words, this objection applies to all good things except virtue, and most of all useful things like strength, health, wealth, and military strategy; for by using these justly one would do the greatest good, and unjustly, the greatest harm. (Kennedy 34-35)

We have a saying, "The facts speak for themselves". In quotation number 1, Aristotle is saying that sometimes the facts need a little help from rhetoric. Taking this quote and the other three into account, does Aristotle make a good case

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that we should study and use rhetoric? Or is the use of rhetoric, especially ethos and pathos, deceptive and bad? Write a short essay in which you take a position on the use of rhetoric and analyze the four quotations from Aristotle.

- a) Students reflect on classroom discussions and other activities to write an essay taking a position on the use of rhetoric.
- b) Written essay.
- c) Students will learn to synthesize what they have learned about Aristotelian appeals and consider Aristotle's view in writing a short argumentative essay, using classroom technology, such as Google classroom, as appropriate.

4. Instructional Methods and/or Strategies:

- Collaborative academic discussions
- Information systems including graphic organizers, Thinking Maps, multimedia sources, technology
- Metacognitive development through think-alouds and self-assessments
- Explicit vocabulary instruction including morphology, context clues, and cognates
- Computer-based research projects
- Writing samples/exemplars, rubric scoring with peers and teacher
- Linking prior/background knowledge
- Collaborative learning
- Questioning that promotes critical thinking and extended discourse
- Checking for understanding through engagement strategies: No Opt Out Learning Environment

5. Assessment Including Methods and/or Tools:

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

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

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: March 5, 2020

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: REVISION OF JAPANESE 3 HONORS COURSE

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BACKGROUND

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

Japanese 3 Honors is a year-long World Language elective course aligned with the five goal areas specified by the National World Language Standards. This course revision reflects the addition of the most recent California's World Language Standards for grades K-12, the District's new template for course descriptions, as well as submission to the University of California A-G Course Management Portal for honors consideration. This course meets the UC/CSU 'e' requirement, Level 3 Language Other Than English.

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

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

RECOMMENDATION

It is recommended the Board of Education receive for information the revision of the Japanese 3 Honors course.

FISCAL IMPACT

None.

NE:GP:JAR:lar

Chino Valley Unified School District

High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Drive, Chino, Ca. 91710 Phone: 909)628-1201 Web Site: www.chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum and Instruction Position/Title: Director of Secondary Curriculum and Instruction Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	Japanese 3 Honors
2. Transcript Title/Abbreviation:	Japanese 3 H
3. Transcript Course Code/Number:	5796
4. Seeking Honors Distinction:	Yes
5. Subject Area/Category:	MEETS UC/CSU 'E' REQUIREMENT LANGUAGE OTHER THAN ENGLISH (LOTE) LEVEL 3 Meets the "e" requirement
6. Grade Level(s):	9 - 12
7. Unit Value:	5 credits per semester/10 credits total
8. Course Previously Approved by UC:	Yes
9. Classified as a Career Technical Education Course:	No
10. Modeled after an UC-approved course:	YES
11. Repeatable for Credit:	No
12. Date of Board Approval:	November 21, 2002
Date of Revision Approval:	
13. Brief Course Description: <p>JAPANESE 3 HONORS IS AN INTERMEDIATE-HIGH COURSE DESIGNED TO FURTHER DEVELOP STUDENTS' COMMUNICATIVE COMPETENCE IN THE FOUR LANGUAGE SKILLS (LISTENING, SPEAKING, READING, WRITING) THROUGH THE EXPLORATION OF CHALLENGING LEVEL-APPROPRIATE TOPICS. IN ADDITION, THE COURSE WILL FOCUS ON THE JAPANESE LANGUAGE PROFICIENCY EXAM (JLPT) AND PRE-AP JAPANESE STUDENTS. AFTER HAVING SUCCESSFULLY COMPLETED JAPANESE 1 AND 2, STUDENTS IN THE JAPANESE 3 HONORS COURSE WILL DELVE DEEPER INTO THE INTRICACIES OF THE JAPANESE HEART AND SOUL THROUGH CONTENT-BASED THEMES. BUILDING ON THE CONTENT OF THE REGULAR JAPANESE COURSES, THE JAPANESE 3 HONORS BEGINS WITH A REVIEW OF EARLIER COURSES, THEN MOVES ON TO WHAT IT IS LIKE TO LIVE AND EXPERIENCE JAPANESE CULTURE AND LANGUAGE IN JAPAN AS A FIRST TIME VISITOR. BEGINNING WITH LIFE IN JAPANESE HIGH SCHOOLS, THE COURSE CONTINUES ON TO DISCUSS JAPANESE LANGUAGE STUDIES, WRITE LETTERS TO JAPANESE STUDENTS IN JAPAN, NAVIGATE THROUGH THE POP CULTURE OF MUSIC, COMICS AND CARTOONS, THE TOKYO TRANSPORTATION SYSTEM, AND A MORE IN-DEPTH STUDY OF JAPANESE FOOD BASED ON THE VARIOUS REGIONS OF JAPAN. THESE AREAS WILL BE EXPLORED USING THE GENERAL GOALS IN THE NATIONAL STANDARDS FOR FOREIGN LANGUAGE.</p> <p>The curriculum included in this document is generic to the modern languages. The modern language standards are meant to be inclusive of all languages and are not written for any specific language, however, all languages are different and have different vocabulary, syntactic structures, sound systems, writing systems, and represent different cultures. The standards for foreign language are aligned with the five goal areas specified by the National Foreign Language Standards as follows: communication, cultures, connections, comparisons, and communities. There are a total of eleven (11) standards. These standards are general in nature and apply to all levels of foreign language instruction. For</p>	

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~~each of the eleven standards, there are specific objectives that define what students should know and be able to do upon completion of a particular level of instruction. In addition, performance indicators, or examples of student performance and appropriate classroom activities, are provided for many of the objectives.~~

14. Prerequisites:	JAPANESE 2; OR JAPANESE 2H; AND/OR TEACHER RECOMMENDATION Successful completion of Foreign Language 2 or teacher recommendation
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15. Context for Course:
A key element to success in our current world is the ability to speak other peoples' languages and to function with people from other cultures. In our own state alone, proficiency in languages in addition to English is critical simply as a means for communicating with one another.

16. History of Course Development: THIS COURSE IS BEING REVISED TO REFLECT THE RIGOR NECESSARY FOR UC/CSU HONORS DISTINCTION AS WELL AS THE DISTRICT'S MOST RECENT TEMPLATE FOR COURSE DESCRIPTIONS.

17. Textbooks:	<p>GENKI II: AN INTEGRATED COURSE IN ELEMENTARY JAPANESE (TEXTBOOK) AUTHOR: ERI BANNO; YUTAKA OHNO; YOKO SAKANE; CHIKAKO SHINAGAWA; KYOKO TAKAHASHI PUBLISHER: JAPAN TIMES EDITION: 2ND EDITION, 2011</p> <p>GENKI II: AN INTEGRATED COURSE IN ELEMENTARY JAPANESE (WORKBOOK) AUTHOR: ERI BANNO; YUTAKA OHNO; YOKO SAKANE; CHIKAKO SHINAGAWA; KYOKO TAKAHASHI PUBLISHER: JAPAN TIMES EDITION: 2ND EDITION, 2011</p>
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18. Supplemental Instructional Materials:	<p>SATORI READER GRADED READER – VARIOUS SHORT STORIES, INTERVIEWS, SPECIFIC CONVERSATIONS ON TRAVEL, SHOPPING AND DAILY LIFE. (USED THROUGHOUT THE YEAR BASED ON UNIT)</p> <p>MEGURO LANGUAGE CENTER ONLINE RESOURCE FOR STUDENTS FROM NOVICE TO ADVANCED. MATERIALS THAT SUPPORT JLPT N5 TO N1 (USED THROUGHOUT THE YEAR)</p> <p>NHK WEB EASY ONLINE RESOURCE CURRENT EVENTS, LOCAL NEWS, COMMUNITY SERVICES, EMERGENCY PREPAREDNESS. (USED THROUGHOUT THE YEAR)</p> <p>ERIN'S CHALLENGE AUTHOR: THE JAPAN FOUNDATION ONLINE RESOURCES FOLLOWING THE DAILY LIFE OF AN EXCHANGE STUDENT IN JAPAN. READING, WRITING, LISTENING, CULTURE, PRODUCT IDENTIFICATION, HISTORY.</p>
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C. COURSE CONTENT

1. Course Purpose:
THE PURPOSE OF JAPANESE 3 HONORS IS TO PROVIDE AN ACCELERATED PACE AND RIGOR IN CURRICULUM FOR STUDENTS INTENDING TO CONTINUE TO ADVANCE PLACEMENT (AP) JAPANESE.

2. Course Outline:
FOR EACH UNIT, STUDENTS LISTEN TO NATIVE SPEAKER CONVERSATIONS USED IN DAILY CONVERSATIONS, THEME-BASED VOCABULARY AND APPROPRIATE STRUCTURES BASED ON THE THEMES. STUDENTS PARTICIPATE IN ACTIVITIES SUCH AS KAHOOT, QUIZLET, SOCRATIVE, KARUTA, RUNNING DICTATION, AND RESPOND TO TEACHER-LED TEACHING PROFICIENCY THROUGH READING AND STORYTELLING (TPRS) MINI-STORIES INCORPORATING VOCABULARY AND

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GRAMMAR, FOLLOWED BY COMMUNICATIVE ACTIVITIES WITH A PARTNER WHERE THE TEACHER ONLY OBSERVES AND CORRECTS AS NEEDED. THERE WILL BE A TOTAL OF FIFTY HIGH-FREQUENCY CONVERSATIONS THAT STUDENTS WILL STUDY THROUGHOUT THE YEAR.

NEW KANJI CHARACTERS ARE INTRODUCED IN EACH UNIT. STUDENTS WILL ALSO USE PADLET AS A COLLABORATION TOOL TO FURTHER STUDY KANJI, SHORT STORIES AND CONVERSATIONS FOR EACH UNIT. STUDENTS WILL ALSO PERFORM DIALOGUES IN SKITS WITH A GROUP, AND COMPLETE READING (STORIES) AND WRITING (STORIES) ASSESSMENTS BASED ON UNIT CONTENT.

THE PRIMARY TEXTBOOK WILL BE A COLLEGE-BASED TEXTBOOK: GENKI II, AS WELL AS WEB-BASED CONTENT SUCH AS ERIN'S CHALLENGE (LANGUAGE AND CULTURE), NHK WEB EASY (CURRENT EVENTS, LOCAL NEWS, WEATHER AND PUBLIC SAFETY AND COMMUNITY SERVICES), SATORI READER (SHORT STORIES AND IN-DEPTH INTERVIEWS ON A VARIETY OF TOPICS) AND MEGURO LANGUAGE CENTER (LANGUAGE LEARNING SUPPORT, DAILY CONVERSATIONS, JLPT N5 TO N1 RESOURCES). STUDENTS MUST ACCESS THE INTERNET TO SEARCH FOR TRAVEL ITINERARY, LOCAL WEATHER, CURRENT WORLD EVENTS, LOCAL NEWS, EARTHQUAKE PREPAREDNESS, COMMUNITY SERVICES, LIVING ACCOMMODATIONS, CHECK HOTELS FOR ROOM AVAILABILITY, AND READ EMAILS IN THE TARGET LANGUAGE.

THE PRIMARY GOAL OF THE JAPANESE 3 HONORS COURSE IS TO FURTHER DEVELOP STUDENTS' PROFICIENCY ACROSS THREE MODES OF COMMUNICATION: INTERPRETATIVE, INTERPERSONAL, AND PRESENTATIONAL; AS WELL AS THE NATIONAL STANDARDS' FIVE GOAL AREAS: COMMUNICATION, CULTURES, CONNECTIONS, COMPARISONS, AND COMMUNITIES. STUDENTS' PROFICIENCY LEVELS ARE EXPECTED TO REACH THE INTERMEDIATE-MID TO INTERMEDIATE-HIGH RANGE, AS DESCRIBED IN THE AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES (ACTFL).

INTERPRETIVE MODE:

STUDENTS WORK WITH VARIOUS AUTHENTIC AND SEMI-AUTHENTIC MATERIALS (E.G. HOTEL WEBSITES, NEWS BROADCASTS) THAT ARE USUALLY INTENDED FOR NATIVE JAPANESE SPEAKERS.

INTERPERSONAL MODE:

CHARACTERIZED BY SPOKEN OR WRITTEN COMMUNICATION AMONG INDIVIDUALS WHICH ALLOWS FOR ACTIVE EXPRESSION, CLARIFICATION, AND UNDERSTANDING OF MEANING.

PRESENTATIONAL MODE:

STUDENTS MUST MAKE FREQUENT ORAL PRESENTATIONS WHICH ARE EXPLICITLY LINKED TO THE CONTENT OF EACH UNIT. WRITTEN PRESENTATIONS INCLUDE WRITING A RESEARCH-BASED ESSAY ABOUT JAPANESE HIGH SCHOOL LIFE ON COMPOSITION PAPER.

JAPANESE 3 HONORS IS TAUGHT ALMOST EXCLUSIVELY IN THE TARGET LANGUAGE. AS PART OF THEIR JAPANESE USAGE ASSESSMENT, STUDENTS ARE EXPECTED TO USE THE TARGET LANGUAGE TO SEEK CLARIFICATION, EXCHANGE INFORMATION, AND CONVEY IDEAS. IN ADDITION TO THE KANJI THAT ARE INTRODUCED IN GENKI II TEXTBOOK, JAPANESE 3 HONORS STUDENTS ARE REQUIRED TO KNOW THE READING AND ENGLISH MEANING OF THE PREVIOUS KANJI LEARNED IN JAPANESE 1 AND 2. THE RIGOROUS ACADEMIC CURRICULUM IS DESIGNED TO BE NEAR EQUIVALENT TO THAT OF A COLLEGE COURSE AND PROVIDE STUDENTS WITH THE SKILLS NECESSARY TO SUCCEED IN THE FOLLOWING YEAR'S AP JAPANESE COURSE.

COMPREHENSIVE FINAL EXAM EACH SEMESTER ASSESSING KNOWLEDGE AND SKILLS GAINED DURING THE ENTIRE SEMESTER. EACH EXAM WILL CONTAIN THE FOLLOWING:

- 100 MULTIPLE CHOICE QUESTIONS SCORED USING A SCANTRON.

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- 15 KANJI QUESTIONS WHERE STUDENTS WRITE THE UNDERLINED WORDS IN KANJI USING ONE SPACE PER KANJI CHARACTER.
- ESSAY: STUDENTS WRITE A 3 - 5 PARAGRAPH ESSAY IN JAPANESE ON ANY TOPIC OF THEIR CHOICE FROM A THEME DURING THE SEMESTER

3. Key Assignments

TEXTBOOK: GENKI 2 - (LESSONS 13 THROUGH 16)

PART A - GRAMMAR AND CONVERSATIONS: THE GRAMMAR AND CONVERSATION SECTION AIMS AT IMPROVING STUDENTS' SPEAKING AND LISTENING ABILITIES BY HAVING THEM LEARN BASIC GRAMMAR AND BY INCREASING THEIR VOCABULARY. THE GRAMMAR AND CONVERSATION SECTION IS ORGANIZED INTO THE FOLLOWING: DIALOG, VOCABULARY, GRAMMAR, PRACTICE, CULTURE NOTES, USEFUL EXPRESSIONS.

- LESSON 13 – LOOKING FOR A PART-TIME JOB
- LESSON 14 – VALENTINE'S DAY
- LESSON 15 – A TRIP TO NAGANO
- LESSON 16 – LOST AND FOUND

PART B - READING AND WRITING SECTIONS: THE READING AND WRITING SECTION AIMS TO FOSTER COMPREHENSION AND WRITING ABILITY THROUGH THE STUDY OF JAPANESE CHARACTERS AND THROUGH PRACTICE IN BOTH READING AND WRITING. KANJI IS INTRODUCED IN EACH LESSON AND ARE EXPOSED TO ABOUT 15 NEW CHARACTERS AND COMBINATIONS IN EACH LESSON.

- LESSON 13 – INTERESTING EXPERIENCES IN JAPAN
- LESSON 14 – PERSONAL ADVICE
- LESSON 15 – MY FAVORITE PLACES
- LESSON 16 – MANGA (VARIOUS SOURCES INCLUDING DORAEMON, DETECTIVE CONAN, ETC)

PRACTICE: READINGS FOR COMPREHENSION, QUESTIONS ABOUT THE CONTENT OF THE READINGS, AND WRITING PRACTICE. THE READINGS INTRODUCE JAPANESE AS IT IS USED IN A VARIETY OF AREAS RANGING FROM LETTERS AND FABLES TO ESSAYS AND ADVERTISEMENTS. THEY ASSUME KNOWLEDGE OF THE VOCABULARY AND GRAMMAR THAT THE STUDENT HAS ENCOUNTERED IN THE LESSON. WITH EACH LESSON, THE READINGS BECOMING MORE CHALLENGING THAN THE PREVIOUS READINGS. NEW WORDS IN THE READINGS ARE LISTED IN THE ORDER IN WHICH THEY APPEAR. AFTER EACH PRACTICE SECTION, TOPICS WILL BE GIVEN FOR STUDENTS TO WRITE ON.

AUDIO RECORDINGS FOR ALL SECTIONS ARE AVAILABLE THROUGH THE PUBLISHER AND WILL AID STUDENTS THROUGHOUT EACH LESSON AND UNIT.

UNIT 13: LOOKING FOR A PART-TIME JOB/EMPLOYMENT

THE UNIT STARTS WITH MULTIPLE CONVERSATIONS FOLLOWING AN INDIVIDUAL NAMED JOHN WHO READ A CLASSIFIED AD FOR A PART TIME JOB AT A RESTAURANT AND HAS CONTACTED THE RESTAURANT MANAGER TO INQUIRE IF THE POSITION IS AVAILABLE, ASK FOR A POSSIBLE INTERVIEW DATE AND TIME AND CONFIRM THE APPOINTMENT. THE SECOND CONVERSATION CONTINUES TO FOLLOW JOHN WITH THE MANAGER AT THIS POINT, WITH QUESTIONS ABOUT WHY JOHN IS INTERESTED IN THE POSITION, WHAT LANGUAGES HE CAN SPEAK AND IF HE HAS ANY EXPERIENCE IN THE RESTAURANT BUSINESS. FINALLY, JOHN SEES HIS PROFESSOR AND IS BEING ASKED QUESTIONS ABOUT THE NUMBER OF DAYS HE WORKS PER WEEK AND RECOMMENDATIONS THAT JOHN MIGHT HAVE ABOUT THE RESTAURANT.

- SUMMATIVE INTERPRETIVE ASSESSMENT: STUDENTS WILL READ VARIOUS CONVERSATIONS REGARDING EMPLOYMENT IN JAPAN, INTERVIEW QUESTIONS, AND APPROPRIATE RESPONSES UTILIZING STANDARD JAPANESE AS WELL AS KEIGO (FORMAL JAPANESE)
- SUMMATIVE INTERPERSONAL ASSESSMENT: STUDENTS WILL ROLE-PLAY AS INDIVIDUALS LOOKING FOR A PART-TIME OR FULL-TIME JOB. USING ONLY THE TARGET LANGUAGE, STUDENTS WILL TAKE ON THE ROLE OF INTERVIEWER OR INTERVIEWEE AND GO THROUGH A BATTERY OF QUESTIONS REGARDING THEIR EXPERIENCES, ABILITIES AND BREADTH OF KNOWLEDGE REGARDING THE POSITION.

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- **SUMMATIVE PRESENTATIONAL ASSESSMENT:** STUDENTS WILL PRESENT ON SPECIFIC OCCUPATIONS IN JAPAN AND PRESENT INFORMATION REGARDING THAT POSITION IN THE TARGET LANGUAGE. THEY WILL ALSO COMPARE AND CONTRAST THE SPECIFIC OCCUPATIONS TO THOSE IN THE UNITED STATES.

UNIT 14: VALENTINE'S DAY/CULTURAL PERSPECTIVES

STUDENTS WILL ENGAGE AND STUDY HOW THE JAPANESE VIEW VALENTINE'S DAY AND THEIR INTERPRETATION OF THIS AMERICAN OCCASION. USING A MULTITUDE OF SPECIFIC CONVERSATIONS ON ASKING SOMEONE OUT, DECLINING INVITATIONS, COMPLIMENTING AND GIVING AND RECEIVING GIFTS, STUDENTS WILL BE ABLE TO BETTER UNDERSTAND AND UTILIZE JAPANESE PERSPECTIVES AS THEY ARE INTEGRATED INTO ADOPTED WESTERN PRACTICES IN JAPAN.

- **SUMMATIVE INTERPRETIVE ASSESSMENTS:** STUDENTS WILL READ AUTHENTIC MATERIALS FROM ONLINE STORES, NEWS ARTICLES AND WATCH CLIPS FROM JAPANESE DRAMAS AND COMMERCIALS. THEY WILL DEMONSTRATE THE ABILITY TO INTERPRET THE CONTENT OF THE MATERIALS BY ANSWERING MULTIPLE CHOICE OR OPEN-ENDED QUESTIONS AS WELL AS LEADING SHORT CONVERSATIONS ABOUT THE AUTHENTIC MATERIALS.
- **SUMMATIVE INTERPERSONAL ASSESSMENTS:** STUDENTS WILL ROLE PLAY AS STORE CLERKS DURING VALENTINE'S DAY SEASON FOR PRODUCT PURCHASES, ASKING AND ANSWERING QUESTIONS ABOUT PREFERENCES AND POSSIBLE LIKES AND DISLIKES THAT THEIR SIGNIFICANT OTHER MAY HAVE, ASKING SOMEONE OUT ON A DATE OR DECLINING AN INVITATION POLITELY. USING ONLY THE TARGET LANGUAGE, STUDENT MUST DEMONSTRATE THE ABILITY TO UNDERSTAND VARIOUS SITUATIONS AND UTILIZE POLITE JAPANESE AS WELL AS CASUAL JAPANESE.
- **SUMMATIVE PRESENTATIONAL:** STUDENTS FORM GROUPS OF 3 OR 4 AND CREATE A VALENTINE'S DAY SPECIAL COMMERCIAL WHICH WILL ILLUSTRATE THEIR UNDERSTANDING OF THE PERSPECTIVES AND PRACTICES OF VALENTINE'S DAY IN JAPAN IN THE TARGET LANGUAGE. THE COMMERCIAL MUST PROMOTE PRODUCT, DESCRIPTION OF THE PRODUCT, REASONS FOR PURCHASING AND VARIOUS OPTIONS AVAILABLE.

UNIT 15: A TRIP TO NAGANO/TOYKO-TRAVEL

AN ESSENTIAL MOTIVATION FOR STUDYING JAPANESE LANGUAGE IS TO GAIN THE KNOWLEDGE AND SKILLS TO TRAVEL AROUND JAPAN. THIS UNIT IS DESIGNED SO THAT STUDENTS WILL BECOME PREPARED TRAVELERS IN JAPAN AND NAMELY, TOKYO, THE CAPITAL OF JAPAN. THE THEMATIC UNIT IS SPLIT INTO TWO INSTRUCTIONAL PLANS: 1) TRAVEL AND TRANSPORTATION, AND 2) TOKYO TRIP. FIRST, STUDENTS WILL FAMILIARIZE THEMSELVES WITH JAPAN RAILWAYS MAJOR TRAIN LINES (E.G. YAMANOTE-SEN), AS WELL AS THE SUBWAYS WHICH MAKE UP TOKYO'S COMPLEX PUBLIC TRANSPORTATION SYSTEM. NEXT, THEY WILL COMPARE THAT TO OTHER MODES OF TRANSPORTATION (E.G. TOUR BUS, BULLET TRAIN). STUDENTS WILL ALSO LEARN MEANINGFUL SKILLS SUCH AS HOW TO READ TIMETABLES AND COMPARE DIFFERENT TYPES OF LODGING. FOR THE TOKYO-FOCUSED LESSONS, STUDENTS WILL USE THE INTERNET TO RESEARCH FAMOUS DISTRICTS IN TOKYO AND FIND OUT WHAT EACH AREA IS FAMOUS FOR. THROUGHOUT THE UNIT, STUDENTS WILL FREQUENTLY VIEW (E.G. TOKYO HOTEL WEBSITE; TRAIN TIMETABLE) OR LISTEN TO (E.G. RECORDED TRAIN ANNOUNCEMENT) AUTHENTIC MATERIALS THAT ARE INTENDED FOR NATIVE JAPANESE SPEAKERS. THE CLASS WILL ALSO EXAMINE HOW RESPECT FOR CUSTOMERS IS MANIFESTED IN THE USAGE OF POLITE HONORIFIC SPEECH IN PUBLIC ANNOUNCEMENTS. THROUGH THIS AS WELL AS OTHER UNITS, LEARNERS WILL BE BETTER ABLE TO COMPREHEND RICH VOCABULARY AND COMPLEX STRUCTURES, WHICH WILL PREPARE THEM FOR THE AP JAPANESE COURSE.

TRAVELING TO NAGANO

- **SUMMATIVE INTERPRETIVE ASSESSMENT:** STUDENTS WILL READ AUTHENTIC MATERIALS SUCH AS ONLINE ARTICLES FROM NHK WORLD EASY. THEY WILL DEMONSTRATE THE ABILITY TO INTERPRET DIFFERENT REGIONS OF JAPAN AND WHAT THEY HAVE TO OFFER. STUDENTS WILL DEMONSTRATE UNDERSTANDING OF THE MATERIALS BY ANSWERING MULTIPLE CHOICE OR OPEN-ENDED QUESTIONS.
- **SUMMATIVE INTERPERSONAL ASSESSMENT:** IN DYADS, STUDENTS WILL ACT OUT A ROLE PLAY AS EITHER AN "AMERICAN HIGH SCHOOL EXCHANGE STUDENT" OR "JAPANESE HIGH SCHOOL STUDENT" WANTING TO GO ON AN EXCURSION OF A SPECIFIC REGION IN JAPAN. USING ONLY THE TARGET LANGUAGE, STUDENTS WILL EXCHANGE INFORMATION ABOUT THE LOCATION, WHAT THE AREA HAS TO OFFER, SPECIAL INTERESTS, FAMOUS

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LANDMARKS, SHOPS AND STORES, HOTELS AND NAVIGATING THE CITY BY TRAIN, BUS OR WALKING UTILIZING AUTHENTIC MATERIALS SUCH AS PAPER MAPS OR GOOGLE MAPS.

- **SUMMATIVE PRESENTATIONAL ASSESSMENT:** IN GROUPS OF 3 OR 4, STUDENTS WILL PERFORM A SKIT WHICH ILLUSTRATES THEIR UNDERSTANDING OF THE INTRICACIES WHEN TRAVELING THROUGH JAPAN. STUDENTS WILL TAKE ON THE ROLE OF A TRAVEL AGENT, FOREIGN EXCHANGE STUDENT OR TOURIST TRAVELING THROUGH JAPAN. STUDENTS WILL HAVE TO CREATE VISUAL AIDS OR PROPS FOR THE SKIT AND USE THEIR LINGUISTIC SKILLS AND CULTURAL KNOWLEDGE TO PREPARE A FINAL PRESENTATION IN BOTH ORAL AND WRITTEN FORMAT.

SUPPLEMENTAL: TRAVELING TO TOKYO

UNIT ASSIGNMENT(S):

- **SUMMATIVE INTERPRETIVE ASSESSMENT:** STUDENTS WILL LISTEN TO 50 HIGH FREQUENCY CONVERSATIONS THROUGHOUT THE YEAR FROM GENKI II, MEGURO LANGUAGE CENTER AND ERIN'S CHALLENGE. LEARNERS WILL DEVELOP STRATEGIES FOR UNDERSTANDING THE GIST OF WHAT THEY LISTEN TO AND IDENTIFY KEY WORDS. AS PART OF THIS STUDY, THE TRAVEL UNIT WILL INCORPORATE THESE CONVERSATIONS AS A TEMPLATE FOR INDIVIDUAL STUDENT PRODUCTION.
- **SUMMATIVE INTERPERSONAL ASSESSMENT:** USING AN AUTHENTIC MATERIAL, STUDENTS WILL WORK IN PAIRS TO NAVIGATE TRAVELING THROUGH JAPAN AND THE APPROPRIATE USE OF THE LANGUAGE WHEN DEALING WITH TRAVEL. STUDENTS WILL BE GIVEN SELECTED SITUATIONS TO COMMUNICATE THEIR NEEDS DURING TRAVEL; HOTEL, TRAIN TIMES AND DEPARTING PLATFORMS, CITY STREETS AND LOCATING SPECIFIC DISTRICTS WITH SPECIFIED AREAS OF TOKYO.
- **SUMMATIVE PRESENTATIONAL ASSESSMENT:** IMAGINING THAT THEIR CLASS IS GOING ON A TOKYO TRIP, STUDENTS WILL WORK IN GROUPS OF 3 OR 4 PEOPLE TO COME UP WITH A PROPOSED ITINERARY WITHIN A CERTAIN BUDGET. FIRST, THEY MUST EXTRACT INFORMATION ABOUT TOURIST "HOT SPOTS" IN TOKYO BY GOING ON THE INTERNET, INTERVIEWING NATIVE SPEAKERS, OR GOING TO A LOCAL JAPANESE TRAVEL AGENCY AND ASKING FOR SUGGESTIONS FROM A PROFESSIONAL TRAVEL AGENT. SECOND, THEY MUST PLAN OUT A TWO-DAY ITINERARY WHICH INCLUDES AT LEAST FOUR DISTRICTS THAT THEY WOULD MOST LIKE TO VISIT IN TOKYO, ALONG WITH A DETAILED EXPLANATION OF THE TRAIN ROUTES THAT THEY MUST TAKE. STUDENTS MUST ALSO GO TO SOME JAPANESE LODGING (E.G. HOTEL) WEBSITES TO CHECK FOR ROOM AVAILABILITY (STAYING WITHIN A BUDGET RESTRICTION OF 10,000 YEN PER PERSON), COMPARE ROOMS, AND NOTE THE PROXIMITY TO MAJOR STATIONS. AFTER WORKING COOPERATIVELY TO CREATE A REALISTIC ITINERARY FOR THEIR TOKYO SIGHTSEEING TRIP, EACH GROUP WILL DO A FOUR-MINUTE GOOGLE SLIDE PRESENTATION ABOUT THEIR PROPOSED ITINERARY TO HELP FUTURE TRAVELERS.

UNIT 16: LOST AND FOUND/COMMUNITY SERVICES

UNIT ASSIGNMENT(S):

MANY TOURIST TO JAPAN LOSE ITEMS ON A FREQUENT BASIS. WHETHER IT IS A PASSPORT, SUITCASE, WALLET OR OTHER PERSONAL ITEMS. IN THIS UNIT, STUDENTS WILL BE ABLE TO ACQUIRE THE SKILL SET NECESSARY TO INQUIRE, GIVE DETAILS AND REQUEST FOR ITEMS THAT HAVE BEEN LOST, TO RETURNING ITEMS THEY HAVE FOUND, AND IDENTIFYING WHERE TO RETURN THEM AND THE PROCEDURES TO FOLLOW.

- **SUMMATIVE INTERPRETIVE ASSESSMENT:** STUDENTS WILL USE AUTHENTIC MATERIALS TO LEARN HOW TO ASK FOR HELP WHEN THEY HAVE LOST ITEMS IN JAPAN WITH DESCRIPTION OF THE ITEM, LOCATION OF THE LAST KNOWN PLACE THEY HAD THE ITEM, TIME OF DAY AND CONTACT INFORMATION IF THE ITEM WAS FOUND. CONVERSELY, IF THEY HAVE FOUND A LOST ITEM, THEY WILL HAVE THE ABILITY TO STATE WHERE THEY FOUND THE ITEM AS WELL. THEY WILL ALSO UTILIZE GRAMMAR STRUCTURES SUCH AS "WHEN YOU FIND THE ITEM...", "IF YOU FIND THE ITEM...", "I APOLOGIZE FOR LOSING THE ITEM", AND MAKING REQUESTS TO RETURN ITEMS TO AN INDIVIDUAL OR GROUP.
- **SUMMATIVE INTERPERSONAL ASSESSMENT:** IN PAIRS, STUDENTS WILL ACT AS IF THEY ARE STUDY ABROAD STUDENTS THAT ARE SEARCHING FOR A LOST ITEM IN A BUSY TRAIN STATION. BY VIEWING STATION SIGNS AND

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LAW ENFORCEMENT ATTIRE/SUBSTATIONS, STUDENTS WILL BE ABLE TO UTILIZE THE TARGET LANGUAGE TO HELP RECOVER LOST ITEMS OR RETURN ITEMS TO THEIR RIGHTFUL OWNER.

- SUMMATIVE PRESENTATIONAL ASSESSMENT: AS A GROUP PROJECT, STUDENTS WILL CREATE A SKIT TO DEMONSTRATE A SITUATION.

ONGOING: THE WRITTEN LANGUAGE

WRITING IS AN IMPORTANT COMPONENT OF THE AP JAPANESE LANGUAGE EXAM, MAKING IT ESSENTIAL TO DEVELOP STUDENTS' ABILITY TO ORGANIZE WORDS ONTO PAPER. UNIT 3 INTRODUCES THE ART OF WRITING FORMAL LETTERS IN JAPANESE. STUDENTS WILL LEARN THE PROPER FORMAT THAT MUST BE FOLLOWED WHEN WRITING A TRADITIONAL LETTER, SUCH AS THE REQUISITE SET EXPRESSIONS FOR THE OPENING AND CLOSING GREETINGS. BY LEARNING ABOUT THE PRELIMINARY GREETINGS THAT OFTEN REFERENCE THE CURRENT SEASON OR CLIMATE, STUDENTS WILL GAIN AN APPRECIATION OF THE IMPORTANT ROLE OF NATURE IN JAPANESE LIFE. ALONG WITH TRADITIONAL LETTER WRITING, STUDENTS WILL ALSO DEVELOP SKILLS IN 21ST CENTURY MEANS OF COMMUNICATIONS, SUCH AS TEXT MESSAGING IN THE TARGET LANGUAGE. BY DEVELOPING THEIR KEYBOARD TYPING SKILLS, STUDENTS WILL BE BETTER PREPARED FOR THE FOLLOWING YEAR'S AP JAPANESE LANGUAGE EXAM - WHICH INCLUDES A FREE-RESPONSE TEXT CHAT SECTION. BY THE END OF THE UNIT, STUDENTS WILL BE ABLE TO DESCRIBE A CHANGE OF STATE, GIVE AND RECEIVE ADVICE, AND GIVE EXPLANATIONS. ALSO, IN THIS UNIT, STUDENTS WILL LEARN ABOUT POPULAR TYPES OF JAPANESE FORTUNE TELLING, SUCH AS BLOOD TYPE (E.G. TYPE A, B, AB, AND O) AND PALM READING. AFTER READING SOME OF THE COMMON CHARACTERISTICS ASSOCIATED WITH CERTAIN BLOOD TYPES (E.G. TYPE A PERSON IS PRIVATE) OR PALM LINES, STUDENTS WILL LOOK AT EACH OTHERS' HANDS AND TELL THEIR FORTUNE.

UNIT ASSIGNMENT(S):

- SUMMATIVE INTERPRETIVE ASSESSMENT: STUDENTS WILL READ KEN'S LETTER, WHICH DESCRIBES HIS INITIAL IMPRESSIONS AND EXPERIENCES OF LIVING IN JAPAN. STUDENTS WILL ALSO READ HIS TEXT CHAT EXCHANGES WITH FRIENDS, AS WELL AS AUTHENTIC BLOG POSTS ABOUT JAPANESE SCHOOL LIFE IN THE TARGET LANGUAGE.
- SUMMATIVE INTERPERSONAL ASSESSMENT: USING THE TRADITIONAL LETTER WRITING FORMAT, STUDENTS WILL CORRESPOND WITH JAPANESE HIGH SCHOOL STUDENTS FROM A SISTER SCHOOL. STUDENTS WILL EXCHANGE INFORMATION WITH THEIR PEN PALS ABOUT EACH OTHER'S FAMILIES, HOBBIES, DAILY ROUTINE, AND SCHOOL LIFE.
- SUMMATIVE PRESENTATIONAL ASSESSMENT: USING ONLINE RESOURCES, STUDENTS WILL RESEARCH THE BLOOD TYPE OF A FAMOUS JAPANESE PERSON AND PRESENT TO THE CLASS THEIR CONJECTURE ON HOW THAT CELEBRITY'S PERSONALITY MAY FIT OR NOT FIT THE TYPICAL CHARACTERISTICS OF TYPE A, B, AB, OR O PERSONALITIES.

ONGOING: THE STUDY OF KANJI OVERVIEW

THIS WILL BE AN ONGOING STUDY THROUGHOUT THE YEAR WITH THE FOCUS PLACED PRIMARILY ON KANJI - THE CHINESE CHARACTERS THAT COMPRISE ONE OF THE THREE JAPANESE WRITING SYSTEMS. FIRST, STUDENTS WILL LEARN THE HISTORY AND BACKGROUND OF KANJI, WHICH WAS ORIGINALLY BORROWED FROM THE CHINESE WRITING SYSTEM. KANJI CAN BE CLASSIFIED INTO ONE OF FOUR TYPES: SHOKEIMOJI (PICTOGRAPHS), SHIJIMOJI (ABSTRACT CONCEPTS), KAIIMOJI (COMPOUND IDEOGRAPHS), OR KEISEIMOJI (COMPOUND IDEOGRAMS). STUDENTS WILL LEARN THE IMPORTANCE OF BUSHU, THE RADICALS WHICH ARE THE MAIN IDENTIFYING COMPONENTS OF EACH KANJI CHARACTER. AFTER GETTING PRACTICE IN IDENTIFYING AND DECIPHERING THE MEANING OF BUSHU, STUDENTS WILL GAIN HANDS-ON EXPERIENCE IN USING DIFFERENT TYPES OF KANJI DICTIONARIES. TO LOOK UP AN UNFAMILIAR CHARACTER IN A KANJI DICTIONARY, STUDENTS MUST BE ABLE TO IDENTIFY THE CHARACTER'S OF BUSHU, COUNT THE NUMBER OF STROKES IN THAT BUSHU, AND COUNT THE REMAINING NUMBER OF STROKES IN THAT CHARACTER. WITH A SOLID KNOWLEDGE OF THE CONSTRUCTION OF KANJI, STUDENTS CAN LOOK UP ANY KANJI IN A KANJI DICTIONARY AND LEARN THE JAPANESE READING, CHINESE READING, AND ENGLISH MEANING OF NEW CHARACTERS.

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UNIT ASSIGNMENT(S):

- **SUMMATIVE INTERPRETIVE ASSESSMENT:** STUDENTS WILL VIEW A LIST OF KANJI THAT SHARE A COMMON RADICAL (E.G. SANZUI-HEN: 海、汗、浴; ONNA-HEN: 妹、姉、好) AND TRY TO DECIPHER THE MEANING OF THAT RADICAL - BASED ON THE COMMON MEANING THAT THOSE CHARACTERS MAY SHARE (E.G. WATER, FEMALE).
- **SUMMATIVE INTERPERSONAL ASSESSMENT:** WORKING IN PAIRS, STUDENTS WILL LOOK UP UNFAMILIAR CHARACTERS USING DIFFERENT TYPES OF KANJI DICTIONARIES (E.G. JISHO.ORG, YOSIDAINSTITUTE.ORG). AS THEY IDENTIFY BUSHU AND COUNT STROKES OF CHARACTERS, THEY WILL COMPARE THE TYPES OF DICTIONARIES AND STATE THEIR PREFERENCE. THEY WILL WORK TOGETHER TO READ CURRENT EVENTS, LOCAL NEWS AND EMERGENCY PREPAREDNESS ARTICLES ON THE NHK WORLD EASY WEBSITE.
- **SUMMATIVE PRESENTATIONAL ASSESSMENT:** STUDENTS WILL CHOOSE A KANJI CHARACTER THAT THEY HAVE NOT LEARNED AND MAKE A PRESENTATION TO THE CLASS ABOUT ITS HISTORICAL BACKGROUND, DEVELOPMENT, MEANING OF THE RADICAL, AND CREATE A MNEMONIC WHICH REPRESENTS A WAY TO BETTER MEMORIZE THAT CHARACTER.

ONGOING: ENTERTAINMENT OVERVIEW

STUDENTS WILL EXPLORE POPULAR LEISURE ACTIVITIES AND ENTERTAINMENT AMONG YOUNG PEOPLE IN JAPAN, WHICH INCLUDE MOVIES, DRAMA, MANGA, AND ANIME. FIRST, THE CLASS WILL VIEW AKIRA KURO- SAWA'S 1954 MASTERPIECE FILM "SEVEN SAMURAI" AND LEARN ABOUT THE INFLUENCE IT HAD ON WESTERN FILMS SUCH AS THE 1960 MOVIE "THE MAGNIFICENT SEVEN" (AS WELL AS THE 2016 HOLLYWOOD REMAKE). SINCE MUCH OF THIS FILM (AS WITH OTHER AUTHENTIC MATERIALS) MAY BE SOMEWHAT BEYOND THE LINGUISTIC GRASP OF STUDENTS, DELIVERY OF THIS FILM IS SCAFFOLDED TO MAKE MORE ACCESSIBLE. FOR EXAMPLE, A PORTION OF THE FILM IS SHOWN WITHOUT SUBTITLES SEVERAL TIMES WITH SELECTIVE COMPREHENSION TASKS, SUCH AS GRASPING THE OVERALL SITUATION (FIRST VIEWING) AND ANSWERING SPECIFIC QUESTIONS (SECOND VIEWING).

NEXT, THE UNIT'S FOCUS WILL SHIFT TO MODERN ENTERTAINMENT AND JAPANESE YOUTH'S CHANGING ATTITUDES. STUDENTS WILL LEARN TO IDENTIFY DIFFERENT GENRES OF CONTEMPORARY JAPANESE MUSIC, INCLUDING J-POP, VOCALOID MUSIC, AND ENKA. THEY WILL WATCH CLIPS OF THE ANNUAL EVENT ON TV CALLED "KOHAKU UTA GASEN (THE RED AND WHITE SONG CONTEST), WHICH FEATURES SINGERS AND GROUPS OF ALL TYPES OF MUSICAL GENRES. ALONG WITH OTHER TRENDS IN JAPAN, STUDENTS WILL ALSO ENGAGE IN AN ANALYSIS OF PERSPECTIVES RELATED TO THE PRODUCTS BEING STUDIED, SUCH AS THE UBIQUITY OF SMARTPHONES. BY THE END OF THIS UNIT, STUDENTS WILL HAVE EXPANDED THEIR COMMUNICATIVE ABILITY AND BE ABLE TO DESCRIBE PEOPLE'S PERSONALITIES WITH DETAIL, REPORT INFORMATION LEARNED THROUGH HEARSAY, AND CONCURRENT ACTIVITIES.

UNIT ASSIGNMENT(S):

- **SUMMATIVE INTERPRETIVE ASSESSMENT:** STUDENTS WILL VIEW VARIOUS TYPES OF AUTHENTIC MATERIAL SUCH AS POPULAR MANGA (E.G. DORAEMON), MOVIES (E.G. "SEVEN SAMURAI") OR TV SHOWS (E.G. VARIETY SHOWS) AND BE ABLE TO COMPREHEND THE GIST OF THE STORY OR ANSWER QUESTIONS ABOUT WHAT OCCURRED IN THE CLIP.
- **SUMMATIVE INTERPERSONAL ASSESSMENT:** STUDENTS WILL EXCHANGE INFORMATION WITH THEIR CLASSMATES (OR JAPANESE PEN PALS) ABOUT THEIR FAVORITE ACTORS, ACTRESSES, MUSICIANS, TV SHOWS, ETC. THEY WILL DISCUSS THE WAYS IN WHICH JAPANESE ENTERTAINMENT MAY BE SIMILAR TO OR DIFFERENT FROM THOSE IN THE U.S.
- **SUMMATIVE PRESENTATIONAL ASSESSMENT:** THE CLASS WILL LEARN DIFFERENT GENRES OF JAPANESE MUSIC AND SINGERS. FOR A "SHOW AND TELL" PRESENTATIONAL TASK, STUDENTS MUST CHOOSE A FAVORITE JAPANESE SINGER OR GROUP TO RESEARCH AND REPORT ON IT TO THE CLASS USING ONLY THE TARGET LANGUAGE. IN THE PRESENTATIONS, STUDENTS MUST DESCRIBE THE PERFORMER'S FULL BIOGRAPHY, PLAY A PORTION OF THE SINGER'S SONG IN ORDER TO DISSECT THE LYRICS, AND DESCRIBE THE IMPACT OF THE INDIVIDUAL ARTIST(S) ON JAPANESE SOCIETY. STUDENTS ARE ENCOURAGED TO BE IMAGINATIVE AND CREATIVE IN THEIR PRESENTATIONS TO CAPTURE THE SPIRIT OF THE SINGER (I.E. PERFORM THE SONG OR ACCOMPANYING DANCE; WEAR COSTUME,

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DO A MEDIA PRESENTATION). QUESTION-AND-ANSWER SESSIONS WILL FOLLOW EACH PRESENTATION. THIS MUSIC APPRECIATION ACTIVITY IS A FUN AND ENGAGING WAY TO GIVE STUDENTS ORAL PRACTICE ON A TOPIC THAT IS EXTREMELY INTERESTING TO THEM.

ONGOING: JAPANESE MEALS OVERVIEW

FIRST, STUDENTS WILL LEARN ABOUT THE COMMON PLACE SETTING OF DISHES AND UTENSILS FOR A JAPANESE MEAL ON A TRAY (E.G. BOWL OF RICE ON THE FRONT LEFT) AND COMPARE THAT TO WESTERN PLACE SETTINGS. NEXT, STUDENTS WILL EXPLORE THE DIFFERENT STYLES OF FOOD PREPARATION (E.G. BOILING, DEEP FRIED, SAUTÉED) THAT COMPRISE A JAPANESE MEAL. AFTER THAT, THE UNIT WILL FOCUS ON THE BENTO (BOX LUNCH). STUDENTS WILL LEARN ABOUT THE HISTORY AND EVOLUTION OF THE BENTO, SUCH AS HOW THE MEAL IS A REFLECTION OF NATURE (I.E. ASYMMETRICAL; INGREDIENTS FROM THE MOUNTAIN AND SEA), AND DIFFERENT TYPES OF BENTO (E.G. EKIBEN, KYARABEN). BY THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO DESCRIBE THEIR INTENTIONS AND MAKE STATEMENTS ABOUT SOMETHING THAT APPEARS TO BE TRUE IN JAPANESE.

UNIT ASSIGNMENT(S):

- SUMMATIVE INTERPRETIVE ASSESSMENT: STUDENTS WILL LOOK OVER AUTHENTIC MATERIALS SUCH AS THE LIST OF INGREDIENTS OR DATE OF EXPIRATION LABELS THAT ARE ON A JAPANESE BENTO. THEY WILL RESEARCH ONLINE RECIPES FOR JAPANESE DISHES AND DEMONSTRATE AN UNDERSTANDING OF THE STEPS NECESSARY TO MAKE THEM.
- SUMMATIVE INTERPERSONAL ASSESSMENT: STUDENTS WILL DO AN E-MAIL EXCHANGE WITH JAPANESE STUDENTS TO COMPARE SCHOOL LUNCHES. THEY WILL EXCHANGE PICTURES OF THE SCHOOL LUNCH SERVED AT THEIR CAFETERIA, AS WELL AS INFORMATION SUCH AS WHERE STUDENTS EAT THEIR LUNCH OR WHAT CONSTITUTES A HEALTHY MEAL.
- SUMMATIVE PRESENTATIONAL ASSESSMENT: STUDENTS WILL WORK WITH A PARTNER TO PLAN OUT AND COOK A COMPLETE BENTO LUNCH. FIRST, THEY MUST PLAN OUT THE BENTO, TAKING INTO CONSIDERATION THE ELEMENTS THAT THEY NEED TO INCLUDE, THE EASE OF PREPARATION, COST, AND THE NECESSARY INGREDIENTS. THEY WILL THEN DRAW A PRELIMINARY SKETCH, INCLUDING THE UTENSILS, CONTAINERS, AND GARNISHES THEY WILL USE. ON PRESENTATION DAY, EACH PAIR WILL BRING IN AND SHOW THE BENTO THAT THEY HAVE CREATED. USING ONLY THE TARGET LANGUAGE, THEY WILL STATE THE ITEMS IN THEIR PORTABLE LUNCH AND THE VARIOUS COOKING METHODS (E.G. GRILLED, BOILED) THAT THEY USED. AFTER THE PRESENTATIONS ARE DONE, STUDENTS CAN EAT THEIR BENTO.

~~**Stages of Learning**—For each level of instruction, stages of learning are indicated. There are three stages of learning: *beginning*, *developing*, and *expanding*. The learning stages represent a continuum of development, reflecting the diversity and idiosyncratic nature of individual student learning, as opposed to levels of instruction, defined by years or semesters of classroom instruction. Each learning stage may require more than one level of instruction, depending on various factors such as student ability, classroom instruction, diversity of scheduling, and other variables affecting student learning. The *beginning* stage commences in Level I and may carry over into Level II. The *developing* stage may begin in Level II and generally includes Level III, perhaps extending into Level IV. The *expanding* stage will usually incorporate instruction initiated in Level IV and possibly continue through Level VI.~~

~~**Beginning Stage**—Students can communicate with memorized phrases and words. Expressing basic wants and needs is accomplished with simple statements such as “I would like to go to the movies.”~~

~~**Developing Stage**—Students are not only able to express basic wants and needs, but can also elaborate on them. For example, “I would like to go to the movies, but I don’t have any money because I spent it all on CDs yesterday.”~~

~~**Expanding Stage**—Students are able to communicate in more complex and involved situations, can respond to problems, and can resolve those problems using the foreign language. For example, “I would like to go to the movies, but I don’t have any money. Could you loan me some money and I’ll pay you back when I have the chance.”~~

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Developing and Expanding Learning Stages—Communication

Standard 1—Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions. (Interpersonal)

1.1 Objective: Ask and respond to factual and interpretive questions.

1.2 Objective: Interact in complex social situations.

1.2.1 Performance Indicator: Students will role-play a conversation at a party by asking and answering questions on dating, sports, family, etc.

1.3 Objective: Express and support opinions.

1.3.1 Performance Indicator: Students will share opinions with classmates on familiar topics of interest, e.g., films, musical groups, athletic teams.

1.4 Objective: Express judgments.

1.5 Objective: Paraphrase or restate what has been said.

1.5.1 Performance Indicator: Students will describe the weather in different regions where the foreign language is spoken and compare it to students' own regional weather, making reference to a weather map from the foreign culture.

1.6 Objective: Describe problems and possible solutions.

1.6.1 Performance Indicator: Students will solve a predicament (e.g., a lost piece of clothing, a need for medication, a flat tire, etc.) by identifying the problem, discussing, and proposing possible solutions.

Standard 2—Students understand and interpret written and spoken language on a variety of topics. (Interpretive)

2.1 Objective: Understand selected authentic written and oral materials on topics of personal interest.

2.2 Objective: Comprehend main ideas of unfamiliar written and oral language with limited visual support.

2.2.1 Performance Indicator: Students will demonstrate understanding of an authentic hotel guide by matching particular hotels to written descriptions of specific travelers' needs.

2.2.2 Performance Indicator: Students will demonstrate understanding of foreign cultural travel ads by identifying destination, price, departure/arrival times, and intermediate stops of the trip.

2.2.3 Performance Indicator: Students will demonstrate understanding of authentic catalogue order forms or job application forms by appropriately filling them out.

2.3 Objective: Comprehend and respond to formal written communication, e.g., business, official documents, etc.

2.4 Objective: Demonstrate comprehension of particular literary selections.

Standard 3—Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (Presentational)

3.1 Objective: Write short well-organized compositions on given topics.

3.2 Objective: Produce and/or present elaborate creative works.

3.2.1 Performance Indicator: Students will create short written pieces such as children's "books" or travel brochures.

3.3 Objective: Write personal letters using culturally appropriate format and style.

3.3.1 Performance Indicator: Students will write a letter to an advice column explaining a personal problem and requesting help in solving it.

3.4 Objective: Give oral reports on a variety of topics.

3.4.1 Performance Indicator: Students will select a famous tourist attraction in the foreign culture and describe (orally or in writing) certain aspects of the attraction, e.g., history, architecture, current relevance, etc.

Cultures

Standard 4—Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studies.

4.1 Objective: Identify differences in cultural practices among same language cultures.

4.1.1 Performance Indicator: Students will list cultural similarities and differences observed in a film or a literary work from the foreign culture, e.g., family roles and relationships, methods of conflict resolution, use of leisure time.

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4.2 Objective: Recognize sociolinguistic features of the foreign culture, e.g., conversational distance, gestures, facial expressions, meaningful sounds which are not themselves words (paralanguage).

4.3 Objective: Interpret the cultural connotations of common words, phrases, and idioms.

4.4 Objective: Discuss unfounded generalizations and stereotypes.

4.5 Objective: Discuss social and geographic factors that affect cultural practices.

4.5.1 Performance Indicator: Students will list ways in which geographical features have affected culture, e.g., the development of winter sports in the mountains, eating more seafood along the coast, etc.

4.5.2 Performance Indicator: Students will conduct research on the regional differences in a province or country in which the foreign language is spoken and explain how geography and/or history influences such differences, e.g., language, cooking, style of homes, clothing, etc.

4.5.3 Performance Indicator: Students will research traditional clothing of various regions of the countries where the foreign language is spoken and explain the influence of geography and climate.

Standard 5— Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

5.1 Objective: Describe various aspects of the culture, including major historical events, political structures, visual arts, architecture, literature, and music.

5.1.1 Performance Indicator: Students will discuss the importance of and identify possible causes for identified current events in the foreign culture.

5.1.2 Performance Indicator: Students will compare attitudes toward the use of alcoholic beverages in the foreign culture and the United States.

5.2 Objective: Demonstrate an awareness of the major literary, musical, and artistic periods and genres of at least one of the cultures in which the foreign language is spoken.

Connections

Standard 6— Students reinforce and further their knowledge of other disciplines through the foreign language.

6.1 Objective: Identify and discuss elements of literature, e.g., plot development, characterization, etc.

6.2 Objective: Conduct traditional and electronic research on selected topics related to the foreign language and culture.

6.2.1 Performance Indicator: Students will conduct Internet research on contemporary cultural practices and products of the foreign culture.

6.3 Objective: Present findings from research in oral and written form, using presentational skills acquired in other disciplines.

6.3.1 Performance Indicator: Students will present findings from foreign culture media research (e.g., magazines, newspapers, Internet, TV stations, etc.) on selected topics of contemporary society.

Standard 7— Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.

7.1 Objective: Access a variety of entertainment media available to speakers of the language.

7.1.1 Performance Indicator: Students will view current videos to understand the roles of males and females in the foreign culture.

7.1.2 Performance Indicator: Students will use a variety of authentic sources to prepare reports on topics of personal interest, comparing foreign culture perspectives to information available on the same topics from an American viewpoint.

7.2 Objective: Read and interpret short stories, poetry, or plays in the foreign language.

7.3 Objective: Use primary sources to write brief reports.

Comparisons

Standard 8— Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

8.1 Objective: Analyze differences between identified grammatical structures of English and the foreign language

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~~8.1.1 Performance Indicator: Students will apply the correct possessive structures in communicating in the foreign language.~~

~~8.2 Objective: Identify the historical and cultural reasons for cognates, loan words, and borrowed words.~~

~~8.2.1 Performance Indicator: Students will explain the historical reasons for specified place names in California.~~

~~8.3 Objective: Use knowledge of sound-symbol correspondence, stress, and intonation patterns to communicate in particular contexts.~~

~~8.3.1 Performance Indicator: Students will read a poem with correct intonation, phrasing, and stress.~~

~~8.4 Objective: Understand the use of idiomatic expressions in the foreign language.~~

~~**Standard 9**— Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.~~

~~9.1 Objective: Identify and compare current issues in the foreign culture and students' own culture.~~

~~9.2 Objective: Explain the impact of contributions of the foreign culture to _____ students' own culture.~~

~~9.3 Objective: Compare and contrast global artistic contributions of the foreign culture with artistic contributions of the United States.~~

~~9.3.1 Performance Indicator: Students will note and explain foreign culture _____ contributions (e.g., advertising, architectural styles, etc.) as evidence in the print media in the United States.~~

Communities

~~**Standard 10**— Students use the language both within and beyond the school setting.~~

~~10.1 Objective: Communicate orally or in writing with members of the foreign culture on a variety of topics.~~

~~10.1.1 Performance Indicator: Students will ask informed, comprehensible questions that can be answered by a native guest speaker, following a presentation.~~

~~10.1.2 Performance Indicator: Students will initiate a conversation or respond in the foreign language when encountering the foreign language teacher or other speakers of the language outside the classroom.~~

~~10.1.3 Performance Indicator: Invite identified community members to class to explain how they use the foreign language in their occupations, e.g., health care workers, executive assistants in corporations, police officers, etc.~~

~~10.2 Objective: Participate in travel to the foreign culture with family or school.~~

~~**Standard 11**— Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.~~

~~11.1 Objective: Appreciate and comprehend plays, museum exhibits, films, etc., representative of the foreign culture, outside of the classroom setting.~~

~~11.1.1 Performance Indicator: Students will attend a performance of a ballet or theatrical play representative of the foreign culture.~~

~~11.1.2 Performance Indicator: Students will attend an international soccer game.~~

~~11.2 Objective: Research current issues related to the foreign culture through various sources.~~

4. Instructional Methods and/or Strategies:

- COLLABORATIVE ACADEMIC DISCUSSIONS
- PROVIDE LANGUAGE MODELS INCLUDING SENTENCE FRAMES, STARTERS, WORD WALLS AND ANCHOR CHARTS
- INFORMATION SYSTEMS INCLUDING GRAPHIC ORGANIZERS, THINKING MAPS, MULTIMEDIA SOURCES, TECHNOLOGY
- METACOGNITIVE DEVELOPMENT THROUGH THINK-ALOUDS AND SELF-ASSESSMENTS
- EXPLICIT VOCABULARY INSTRUCTION INCLUDING MORPHOLOGY, CONTEXT CLUES, AND COGNATES
- GRADUAL RELEASE OF RESPONSIBILITY/DIRECT INSTRUCTION
- COMPUTER-BASED RESEARCH PROJECTS
- NON-LINGUISTIC GRAPHIC REPRESENTATIONS

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- WRITING SAMPLES/EXEMPLARS, RUBRIC SCORING WITH PEERS AND TEACHER
- MODELED WRITING
- LINKING PRIOR/BACKGROUND KNOWLEDGE
- COLLABORATIVE LEARNING
- QUESTIONING THAT PROMOTES CRITICAL THINKING AND EXTENDED DISCOURSE
- SENTENCE UNPACKING
- CHECKING FOR UNDERSTANDING THROUGH ENGAGEMENT STRATEGIES: QUICK WRITES, GIVE ONE GET ONE, FIST TO 5

5. Assessment Including Methods and/or Tools:

ALL MODES OF LANGUAGE ARE INCLUDED IN TESTING: READING, WRITING, LISTENING, AND SPEAKING. THE GRADING RUBRICS REQUIRE A MORE ADVANCED LEVEL OF FLUENCY (GRAMMAR, SYNTAX, CONTENT) THAN THE RUBRICS FOR THE REGULAR JAPANESE 3 COURSE. TO ACHIEVE AN A, THE STUDENT MUST CLEARLY AND EFFICIENTLY TRANSMIT THE MESSAGE BY USING A VARIED AND SOMEWHAT EXTENSIVE VOCABULARY, EFFECTIVELY USING IDIOMATIC EXPRESSIONS, AND USING SOME COMPLEX GRAMMATICAL STRUCTURES. THE CONTENT MUST PROVIDE STRONG AND ORGANIZED LINKS TO THE TOPICS COVERED IN CLASS AND INCLUDE PERSONAL INSIGHT AND OPINIONS. STUDENTS MUST ALSO EFFECTIVELY USE A VARIETY OF THE CONVENTIONS RELATIVE TO THE FORMAT OF THE TEXT. THE EVALUATION OF STUDENT PROGRESS AND EVALUATION WILL BE BASED ON THE FOLLOWING CRITERIA OUTLINED IN BOARD POLICY:

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

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: March 5, 2020

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

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

SUBJECT: REVISION OF PHYSICAL EDUCATION-YOGA COURSE

=====

BACKGROUND

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

Physical Education-Yoga is a year-long physical education course designed to introduce students to the practice of yoga as an integrated part of their physical education experience. This course revision reflects the addition of standards from the Physical Education Framework for California Public Schools Individual Activities–Yoga domain, as well as the addition of High School Course 1 physical education standards. This revision effectively incorporates performance expectations for 9th grade students enrolled in the course.

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

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

RECOMMENDATION

It is recommended the Board of Education receive for information the revision of the Physical Education-Yoga course.

FISCAL IMPACT

None.

NE:GP:JAR:lar

Chino Valley Unified School District

High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Dr., Chino, CA 91710 Phone: (909) 628-1201 Web Site: chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum and Instruction Position/Title: Director of Secondary Curriculum and Instruction Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE – COURSE ID	
1. Course Title:	Physical Education – Yoga
2. Transcript Title/Abbreviation:	PE Yoga
3. Transcript Course Code/Number:	5611
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	Physical Education/Elective
6. Grade Level(s):	9-12 10-12
7. Unit Value:	5 units per semester/10 credits —physical education
8. Course Previously Approved by UC:	No
9. Classified as a Career Technical Education Course:	No
10. Modeled after an UC-approved course:	No
11. Repeatable for Credit:	Yes
12. Date of Board Approval:	July 17, 2014
Date of Revision Approval:	
13. Brief Course Description: This course is designed to introduce students safely and accessibly to the basic postures, breathing techniques, and relaxation methods of yoga. Students will begin to experience the benefits of stretching, moving, and breathing freely as they relieve built up stress, learn to relax, and build strength in the mind and body. The aim of this course is to promote vibrant health and lifelong fitness.	
14. Prerequisites:	None Grade of c or better in 9th grade Physical Education.
15. Context for Course: This course utilizes the current state standards required for Physical Education (PE) and is a compliment to the Physical Education curriculum. This course is designed to introduce and expose students to the practice of yoga as an integrated part of their Physical Education experience as well as a vehicle to discover the importance of connecting their mind with their physical well-being. The applications throughout the course allow students to experience the immediate benefits of yoga and adopt the ideals as a lifelong practice. This course also falls under the High School Course 3C Individual and Dual Activities. Yoga is identified as one of the choices of individual physical activities. When taught, yoga will address the following standards. <ul style="list-style-type: none"> • Demonstrate knowledge of and competency in motor skills, movement patterns, and strategies essential to perform each asana related to yoga form. (Standard 1) • Apply previously learned movement concepts to the learning and development of the motor skills required for successful participation in the yoga asana. (Standard 1) • Demonstrate acceptance and understanding of the etiquette of group yoga practice. (Standard 1) • Identify specific yoga asana they can practice for a lifetime. (Standard 3) • Create and implement an individualized yoga practice and continue to modify it in order to ensure personal 	

Chino Valley Unified School District

High School Course Description

benefit. (Standard 3)

- ~~Monitor and modify their independent yoga practice to ensure maximum physical and mental benefit. (Standard 2)~~
- ~~Select asana and practice them during leisure time. (Standard 3) After sampling and practicing a wide variety of yoga asana, develop an understanding of which particular ones are best suited to their own physical development and well-being. (Standard 2)~~
- ~~Develop an appreciation of their individual strengths and limitations in relation to their yoga practice. (Standard 3)~~
- ~~Become increasingly aware of the benefit they are receiving from yoga practice. (Standard 3)~~
- ~~Develop an appreciation for the importance of commitment and dedication to their yoga practice. (Standard 3)~~
- ~~Develop an awareness of the beauty and harmony of their yoga practice. (Standard 3)~~
- ~~Cultivate respect and appreciation of other students' practice by honoring the community environment of the yoga session. (Standard 3)~~
- ~~Cultivate respect and appreciation for the achievements and limitations of others. (Standard 1)~~
- ~~Discuss and consider the history of yoga and its influence in today's culture of physical fitness. (Standard 1)~~
- ~~Develop flowing patterns of asana in conjunction with relaxation breathing. (Standard 2)~~

16. History of Course Development:

~~In the fall of 2010, the Physical Education department members entertained an open discussion of the immediate concern to address the lack of electives offered by the Physical Education Department and the students' impacted schedules. In 2011, the notion of linking the students' physical well-being with their emotional status and increasing stress levels was addressed. By 2012, the idea of implementing yoga as an elective was discussed but interest from students proved very low. Open communication between the students and the Physical Education teachers addressing the desire for yoga, not just as a four week unit imbedded in the Physical Education teaching calendar but as a one semester elective course proved fruitful. Many alternatives were discussed with the administration concerning the space required for a yoga class. Space was found and the Physical Education department purchased 50 new yoga mats.~~

The curriculum for this course originated from the stunts and tumbling requirement for the 9th grade California state standards adopted in January of 2005 AND REVISED IN 2009. SINCE ITS ADOPTION IN 2014, PE-YOGA HAS GROWN AS A POPULAR AND RIGOROUS ALTERNATIVE TO TRADITIONAL PE COURSES. WITH THE INCLUSION OF COURSE 1 STANDARDS INTO THE COURSE, IT NOW MEETS THE REQUIREMENTS IN PREPARING STUDENTS TO TAKE THE 9TH GRADE PHYSICAL FITNESS TEST. Throughout this unit, balance poses were often taught. Connecting with the KIN 116A Yoga and Meditation class offered at Cal Poly Pomona, the style and teaching strategies were adapted to meet the needs of our high school students and used during the stunts and tumbling unit. The Cal Poly Pomona Yoga Alliance was formed to allow Cal Poly students, staff, faculty, and alumni to attend weekly Yoga classes. The strategies used in the teaching of the poses as well as the method of relaxation breathing during that class were adopted and incorporated into a four-week unit imbedded in the Physical Education calendar at Chino High School. Fitness and Wellness classes are offered by the University of San Diego, specifically a Yoga Power Flow class. The practice of yoga in this specific class was incorporated within the 9th grade preparation for the State Physical Fitness Test. The asana in the yoga class focused on muscular strength and flexibility and had a direct impact on the success of the 9th grade PFT scores. Combining the experiences and adoption of the teaching strategies and methodologies from the two university classes, as well as the success of the 4 week yoga unit within the PE calendar, this new yoga course as an elective open to 9-12 grades will complement and enhance the PE elective choices for students.

17. Textbooks:

None

Chino Valley Unified School District

High School Course Description

18. Supplemental Instructional Materials:	<p>YOGA MAT MUSIC BLUETOOTH SPEAKER</p> <ul style="list-style-type: none"> • Yoga mat for floor • Instructional handouts • Notebooks • Music • iPod <p>For Teacher's Reference:</p> <ul style="list-style-type: none"> • Yoga for Beginners; Ansari, Mark and Lark, Liz; New York: Harper Collins Publishers, Inc., 1998 • The Yoga Handbook; Belling, Noa; New York: Barnes & Noble Books, Inc., 2001 • Yoga, 28 Day Exercise Plan; Hittleman, Richard; New York: Workman Publishing Co., Inc., 1969 • 101 Essential Tips Yoga; Sivananda Yoga Vedanta Centre; New York: DK Publishing, Inc., 1995 • The Sivananda Companion to Yoga; Sivananda Yoga Center; New York: Simon & Schuster, Inc., 2000
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C. COURSE CONTENT

1. Course Purpose:

THE PURPOSE OF THIS COURSE IS TO PROVIDE STUDENTS WITH A FOUNDATION OF BASIC SKILLS, KNOWLEDGE, AND PRACTICE IN THE FIELD OF YOGA. STUDENTS WILL UTILIZE THIS FOUNDATION AND LEARN TO APPLY THEIR YOGA PRACTICE TO THE DEMANDS OF THEIR ENVIRONMENT. THROUGH THIS COURSE, WITH THE ACQUISITION OF THE BASIC SKILLS OF YOGA, STUDENTS CAN DEVELOP AN INDIVIDUAL PRACTICE ADDRESSING INDEPENDENT CONCERNS AND EXPERIENCE ITS LONG-TERM BENEFITS.

THIS COURSE IS ALIGNED WITH THE PHYSICAL EDUCATION MODEL CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS ADDRESSED FOR GRADES 9-12.

- ~~Acquire the basic skills of a yoga practice.~~
- ~~Develop an understanding of yoga etiquette and terminology.~~
- ~~Achieve and maintain a health-enhancing level of physical fitness.~~
- ~~Develop skills, knowledge, and interest to independently maintain a regular yoga practice.~~
- ~~Develop an understanding of individual differences and acquire a non-competitive, positive self image in regard~~
- ~~to their own body and yoga practice.~~
- ~~Experience immediate and long-term benefits of yoga practice.~~

2. Course Outline:

STUDENTS EXPLORE AND UTILIZE ALTERNATIVE METHODS TO BALANCE SOCIAL, HOME, AND ACADEMIC LIFE. THIS COURSE ADDRESSES PROPER BREATHING TECHNIQUES, BALANCE, FLEXIBILITY, STRESS MANAGEMENT, AND MINDFULNESS. THE STUDY OF YOGA THROUGH PHYSICAL EDUCATION CAN ENABLE STUDENTS TO PUT INTO PRACTICE THESE TECHNIQUES CREATING BETTER THINKERS, PROBLEMS SOLVERS, AND COMMUNICATORS. WITH THE DEMANDS OF MODERN LIVING AND THE EXPOSURE TO VAST SOCIAL TECHNOLOGY AND MEDIA, STUDENTS CAN LEARN AND

Chino Valley Unified School District

High School Course Description

PRACTICE SELF-CONTROL AND PEACE OF MIND WITH EXPOSURE TO THE PRACTICE OF YOGA. THIS COURSE PROVIDES A PROGRAM FOR STUDENTS TO ENJOY PHYSICAL ACTIVITY PRESENTED IN A NON-TRADITIONAL FORMAT ADDRESSING THE SOCIAL AND EMOTIONAL DEMANDS OF OUR STUDENTS' CURRENT ENVIRONMENT.

UNIT 1: HISTORY AND PHILOSOPHY

STUDENTS ACHIEVE A LEVEL OF PHYSICAL FITNESS FOR HEALTH AND PERFORMANCE WHILE DEMONSTRATING KNOWLEDGE OF FITNESS CONCEPTS, PRINCIPLE, AND STRATEGIES.

2.6 IDENTIFY THE PHYSICAL FITNESS REQUIREMENTS OF AN OCCUPATION

2.11 EXPLAIN THE ROLE OF PHYSICAL ACTIVITY IN THE PREVENTION OF DISEASE

3.4 DESCRIBE THE ENJOYMENT, SELF-EXPRESSION, CHALLENGE, AND SOCIAL BENEFITS EXPERIENCED BY ACHIEVING ONE'S BEST IN PHYSICAL ACTIVITIES

3.8 RECOGNIZE THE VALUE OF PHYSICAL ACTIVITY IN UNDERSTANDING MULTICULTURALISM

STUDENTS WILL:

- IDENTIFY THE HISTORICAL FOUNDATIONS AND PRINCIPLES OF YOGA
- DEBATE THE ORIGIN AND CHRONOLOGY OF YOGA
- DIFFERENTIATE BETWEEN YOGA AS A PHYSICAL PRACTICE AND A RELIGION
- APPLY THE INDIVIDUAL RECOGNITION OF YOGA AS A LIFELONG PRACTICE

UNIT 2: BREATHING TECHNIQUES

STUDENTS WILL DEMONSTRATE KNOWLEDGE OF PSYCHOLOGICAL AND SOCIOLOGICAL CONCEPTS, PRINCIPLES, AND STRATEGIES THAT APPLY TO THE LEARNING AND PERFORMANCE OF PHYSICAL ACTIVITY.

3.1 ENGAGE INDEPENDENTLY IN AEROBIC ACTIVITIES

3.2 DEVELOP PERSONAL GOALS TO IMPROVE PERFORMANCE IN AEROBIC ACTIVITIES

3.4 IDENTIFY AND ANALYZE AEROBIC ACTIVITIES THAT ENHANCE BOTH PERSONAL ENJOYMENT AND THE CHALLENGE IN INDIVIDUAL AND DUAL ACTIVITIES

3.5 EVALUATE THE RISKS AND SAFETY FACTORS THAT MAY AFFECT PARTICIPATION IN AEROBIC ACTIVITIES THROUGHOUT A LIFETIME

STUDENTS WILL:

- UNDERSTAND THE BIOMECHANICS OF BREATHING
- LEARN AND PRACTICE DIFFERENT FORMS OF PRANAYAMA BREATHING
- LEARN AND PRACTICE DIAPHRAGMATIC BREATHING
- LEARN AND PRACTICE SHALLOW BREATHING
- LEARN AND PRACTICE UJJAYI BREATHING

UNIT 3: PHYSICAL APPLICATION AND PERFORMANCE

STUDENTS DEMONSTRATE KNOWLEDGE OF AND COMPETENCY IN MOTOR SKILLS, MOVEMENT PATTERNS, AND STRATEGIES NEEDED TO PERFORM A VARIETY OF PHYSICAL ACTIVITIES.

1.9 CREATE OR MODIFY PRACTICE/TRAINING PLANS BASED ON EVALUATIVE FEEDBACK OF SKILL ACQUISITION AND PERFORMANCE IN AQUATIC, RHYTHMS/DANCE, AND INDIVIDUAL AND DUAL ACTIVITIES

1.12 DEMONSTRATE INDEPENDENT LEARNING OF MOVEMENT SKILLS

3.4 EVALUATE THE RISKS AND SAFETY FACTORS THAT MAY AFFECT PARTICIPATION IN INDIVIDUAL AND DUAL ACTIVITIES THROUGHOUT A LIFETIME

STUDENTS WILL LEARN AND DEMONSTRATE YOGA POSES FROM POSTURE TYPES AS FOLLOWS:

- BACK, SIDE, AND FORWARD BENDING
- BALANCING
- CORE STRENGTH
- TWISTING

Chino Valley Unified School District

High School Course Description

UNIT 4: ADVANCED APPLICATION

STUDENTS DEMONSTRATE KNOWLEDGE OF AND COMPETENCY IN MOTOR SKILLS, MOVEMENT PATTERNS, AND STRATEGIES NEEDED TO PERFORM A VARIETY OF PHYSICAL ACTIVITIES.

- 1.1 COMBINE AND APPLY MOVEMENT PATTERNS, SIMPLE TO COMPLEX, IN AQUATIC, RHYTHMS/DANCE, AND INDIVIDUAL AND DUAL ACTIVITIES. STUDENTS DEMONSTRATE KNOWLEDGE OF PSYCHOLOGICAL AND SOCIOLOGICAL CONCEPTS, PRINCIPLES, AND STRATEGIES THAT APPLY TO THE LEARNING AND PERFORMANCE OF PHYSICAL ACTIVITY
- 1.3 CREATE OR MODIFY PRACTICE/TRAINING PLANS BASED ON EVALUATIVE FEEDBACK FROM SKILL ACQUISITION AND PERFORMANCE
- 1.4 PRACTICE INDIVIDUAL AND DUAL ACTIVITIES IN REAL-WORLD SETTINGS
- 2.3 ACHIEVE A LEVEL OF FITNESS THAT IMPROVES HEALTH AND PERFORMANCE AND PROVIDES OPPORTUNITIES FOR ENJOYMENT AND CHALLENGE IN INDIVIDUAL AND DUAL ACTIVITIES
- 2.2 DESIGN A PERSONAL PHYSICAL FITNESS PROGRAM TO BE COMPLETED IN A HOME OR GYM AND THAT WILL BE CONSISTENT WITH THE DEMANDS OF A SELECTED INDIVIDUAL OR DUAL ACTIVITY
- 3.7 ANALYZE THE ROLE THAT PHYSICAL ACTIVITY PLAYS IN SOCIAL INTERACTION AND COOPERATIVE OPPORTUNITIES IN THE FAMILY AND THE WORKPLACE

STUDENTS WILL LEARN AND DEMONSTRATE YOGA POSES FROM POSTURE TYPES AS FOLLOWS:

- BACK, SIDE, AND FORWARD BENDING
- BALANCING
- CORE STRENGTH
- TWISTING

Course Outline:

Course Preparation and Policies:

- Brief history and philosophy of yoga
- Explanation of curriculum, expectations, and grading
- Rules and procedures
- Dress requirements, class procedure

Basics of Yoga Practice

- Breathing: Importance, philosophy, physiology
- Relaxation: Importance, philosophy, physiology
- Deep Relaxation practice (Savasana)

Beginning Yoga Poses: Instruction and guided practice in 10-15 elementary yoga postures, possibly including the following:

- Shoulder shrugs and neck exercises
- Chest Expansion (Uttanasana)
- Back Stretch (Paschimottanasana)
- Triangle Pose (Trikonasana)
- Cobra Pose (Bhujangasana)
- Warrior Pose (Virabhadrasana)
- Mountain Pose (Tadasana)
- Tree Pose (Vrksasana)
- Child's Pose (Darnikasana)
- Simple Twist (Ardha Matsyendrasana)
- Cat Stretch
- Butterfly Pose (Baddha Konasana)
- One Leg Seated Forward Bend (Janu Sirasana)
- Downward Facing Dog Pose (Adho Mukha Svanasan)

Chino Valley Unified School District

High School Course Description

- Extended Foot Pose (Padottanasana)

Intermediate Yoga Practice

Breathing: Instruction and practice of Alternate Nostril Breath (Aruloma Viloma)

Intermediate Yoga Poses: Instruction and guided practice in 8-10 intermediate yoga postures possibly including the following:

- Sun Salutation (Surya Namaskar)
- Half Locust/Locust Pose (Salabhasana)
- Shoulder Stand (Sarvangasana)
- Plow Pose (Halasana)
- Fish pose (Matsyanasana)
- Extended Side Angle Pose (Uthitta Parsvakonasana)
- Lying Twist (Jathara Parivartanasana)
- Straddle/Wide Leg Seated Forward Bend (Upavista Konasana)
- Camel Pose (Ustrasana)
- Dancer's Pose (Natarajasana)
- Eagle Pose (Garudanasana)
- Triangle Pose (Garudanasana)

3. Key Assignments:

UNIT 1: HISTORY AND PHILOSOPHY:

STUDENTS WILL GAIN AN UNDERSTANDING OF THE HISTORY AND PHILOSOPHY OF YOGA AS STUDIED IN THE DOCUMENTED ORIGIN YEARS. STUDENTS WILL USE CHOSEN AND APPROVED WEBSITES OR APPLICABLE LITERATURE DEFINING AND EXPOUNDING ON THE DEFINITIONS OF YOGA AND THE CORRELATING PHILOSOPHIES. STUDENTS WILL HAVE A CHOICE OF PRESENTING FOUND KNOWLEDGE IN EITHER WRITTEN OR ORAL FORMAT ADHERING TO DEFINED INSTRUCTIONS. THE STUDENT WILL LEARN THE ORIGIN OF YOGA, ITS VARIED PHILOSOPHIES, AND APPLY THIS INFORMATION TO THEIR PRACTICE.

ASSIGNMENTS:

- INVESTIGATE AND READ RELEVANT INFORMATION DEFINING AND DESCRIBING THE HISTORY OF YOGA
- PRESENT INFORMATION GAINED THROUGH READING OF HISTORY OF YOGA EITHER IN WRITTEN OR ORAL FORMAT
- INVESTIGATE AND READ RELEVANT INFORMATION DEFINING AND DESCRIBING THE MANY PHILOSOPHIES OF YOGA
- PRESENT INFORMATION GAINED THROUGH READING OF THE PHILOSOPHIES OF YOGA EITHER IN WRITTEN OR ORAL FORMAT
- DEVELOP PERSONAL PHILOSOPHY OF YOGA AS IT PERTAINS TO INDIVIDUAL NEED
- APPLY INDIVIDUAL YOGA PHILOSOPHY TO DAILY LIFE IN EFFECTIVE MANNER
- LEARN METHODS OF ADAPTING YOGA PHILOSOPHY APPLICABLE TO CHANGING SOCIAL ENVIRONMENT

UNIT 2: BREATHING TECHNIQUES:

STUDENTS WILL EXHIBIT SEVERAL EXAMPLES OF BREATHING TECHNIQUES USED DURING YOGA PRACTICE. DURING THE FLOW OF YOGA PRACTICE, STUDENTS WILL MAKE USE OF APPROPRIATE BREATHING TECHNIQUE APPLICABLE TO REQUIRED YOGA POSE(S). THE STUDENT WILL LEARN THE DIFFERENCES IN YOGA BREATHING COMBINED WITH THE RESPECTIVE YOGA POSE(S).

ASSIGNMENTS:

- READ PAST AND CURRENT TRENDS IN DIFFERENT FORMS OF BREATHING USED IN THE PRACTICE OF YOGA
- LEARN TO UTILIZE DIFFERENT FORMS OF PRANAYAMA BREATHING WITHIN THE STRUCTURE OF YOGA PRACTICE
- USE DIFFERENT FORMS OF PRANAYAMA BREATHING WHEN ENCOUNTERED WITH DIFFERENT POSES AND BALANCES DURING YOGA PRACTICE

Chino Valley Unified School District

High School Course Description

- EXHIBIT EFFECTIVE BREATHING TECHNIQUES DURING YOGA PRACTICE AND BE ABLE TO ADAPT AND ADJUST AS THE FLOW OF YOGA PRACTICE CONTINUES
- APPLY LEARNED RELAXATION BREATHING TECHNIQUES DURING SAVASANA AND RESTORATION

UNIT 3: PHYSICAL APPLICATION AND PERFORMANCE

STUDENTS WILL DEMONSTRATE LEARNED YOGA POSES FLOWING FROM ONE TO ANOTHER UTILIZING APPROPRIATE BREATHING TECHNIQUES. STUDENTS MAY PRODUCE THIS YOGA FLOW EITHER INDIVIDUALLY OR IN GROUP FORMAT. THE STUDENTS WILL FOLLOW THE PROMPT LEAD BY THE TEACHER OR STUDENT LEADER USING A PRE-PLANNED ROUTINE OR AN OPEN FLOW FORMAT. THE STUDENTS WILL LEARN HOW TO QUICKLY AND PHYSICALLY ADJUST TO COMMANDS, PROMPTS, AND SUGGESTED ADJUSTMENTS FROM THE INSTRUCTOR. THE STUDENT WILL GAIN APPRECIATION FOR THE DEMANDS OF YOGA PRACTICE AND MAKE CONSCIENTIOUS DECISIONS CONCERNING INDIVIDUAL LIMITATIONS.

- APPLY LEARNED PROPER CONDUCT AND BEHAVIORS REQUIRED FOR EFFECTIVE YOGA PRACTICE
- CULTIVATE RESPECT AND APPRECIATION OF OTHERS' YOGA PRACTICE BY HONORING THE COMMUNITY ENVIRONMENT OF THE YOGA SESSION
- APPLY LEARNED RESPECTFUL BEHAVIORS REQUIRED FOR EFFECTIVE YOGA PRACTICE OUTSIDE THE CLASSROOM BOUNDARIES
- TEST INDIVIDUAL LIMITS REQUIRING FLEXIBILITY, STRENGTH, BALANCE, AND ENDURANCE
- ENGAGE IN COMPLETE FOCUS ON ONESELF DURING YOGA PRACTICE
- CONTINUE FLOW OF YOGA POSES INTO PROLONGED SET PRACTICE
- UTILIZE LEARNED FLOW ROUTINES TO ENHANCE CARDIOVASCULAR ENDURANCE
- PHYSICALLY PRESENT KNOWLEDGE OF LEARNED YOGA POSES IN INDIVIDUAL OR PARTNER SETTING

UNIT 4: ADVANCED APPLICATION

THE STUDENT WILL EFFECTIVELY DEMONSTRATE SPECIFIC YOGA POSES IN A MODERATELY TIMED POSITION THEN FLOWING TO THE NEXT POSE. USING POISE AND DECORUM, THE STUDENT WILL FLOW FROM ONE POSE TO THE NEXT WITHOUT DEMONSTRATION FROM THE TEACHER. THE STUDENT WILL DEMONSTRATE COMPETENCE IN ADVANCED POSES AND CONTINUE WITH A BALANCE POSE, COMPLETING THE YOGA PRACTICE WITH SAVASANA (RELAXATION). THE STUDENT WILL LEARN EFFECTIVE METHODS TO COMPLETE A PLANNED FLOW SESSION OF YOGA IDENTIFYING ALL POSES WITHOUT TEACHER PROMPT. THE STUDENT WILL ALSO LEARN THE POWER AND DEPTH OF YOGA AND MAKE CONNECTION WITH THE PHYSICAL BODY AND THE INTERNAL EMOTIONS AND ENERGY INSIDE.

- PRESENT PREPARED YOGA ROUTINE INCLUDING USE OF MUSIC
- INCORPORATE ADVANCED YOGA POSES INTO INDIVIDUAL YOGA PRACTICE
- PRACTICE FLOW OF YOGA POSES WITHOUT TEACHER PROMPT
- PRESENT YOGA ROUTINE USING ADVANCED POSES EITHER INDIVIDUAL, PARTNER, OR GROUP SETTING
- WEEKLY PERSONAL JOURNAL ENTRY – INDIVIDUAL REFLECTION, PHYSICAL REFLECTION
- CUMULATIVE VOCABULARY TERMS AND IDENTIFIERS
- RELATED CURRENT EVENT DISCUSSION/ORAL PRESENTATION
- DEMONSTRATION OF ASANA
- DEMONSTRATION OF FLOW ASANA
- WRITTEN DESCRIPTION OF ASANA
- SELF-ANALYSIS OF PROGRESSION OF ASANA (VERBAL, WRITTEN)
- SMALL GROUP PRESENTATION - EACH STUDENT ROLE-PLAYS AS BOTH TEACHER AND STUDENT

4. Instructional Methods and/or Strategies:

Active Participation: Teachers will incorporate the principles of active participation and specific strategies to ensure consistent, simultaneous involvement of the minds of all learners in the classroom. Teachers should include both covert and overt active participation strategies, incorporating cooperative learning structures and research. Some of the possible active participation strategies include:

- Strategy for personal, social, and physical development

Chino Valley Unified School District

High School Course Description

- Team Building Activities
- Collaboration
- Small group Activities
- Personal Reflections on Individual Progression

5. Assessment Including Methods and/or Tools:

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

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

Student achievement in this course will be measured using multiple assessment tools including but not limited to:

- ATTENDANCE, PROMPTNESS, DRESS (DAILY POINTS)
- PARTICIPATION, COOPERATION, SINCERE EFFORT (DAILY POINTS)
- DEMONSTRATION OF YOGA ETIQUETTE AND MUTUAL RESPECT (DAILY POINTS)
- SMALL GROUP DEMONSTRATION (RUBRIC ASSESSED)
- PERSONAL REFLECTION - WRITTEN/ORAL
- ~~Attendance, promptness, dress (daily points)~~
- ~~Participation, cooperation, sincere effort (daily points)~~
- ~~Demonstration of yoga etiquette and mutual respect (daily points)~~
- ~~Notebooks~~
- ~~Small group demonstration (rubric assessed)~~
- ~~Projects (rubric assessed)~~

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: March 5, 2020

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Lea Fellows, Assistant Superintendent, Curriculum, Instruction,
Innovation, and Support
Stephanie Johnson, Director, Student Support Services

SUBJECT: 2019/2020 FIRST SEMESTER STUDENT EXPULSION REPORT

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BACKGROUND

In order to provide the Board of Education with regular and summative expulsion information, an expulsion report will be presented on a semester basis. This report will indicate the number of students recommended for expulsion, the offense, and the disposition of each case. During first semester 2019/2020, there were 33 students recommended for expulsion. Of those recommendations, 24 students were expelled and 9 were revoked.

In accordance with Board Policy 5144.1, policies and standards of behavior consistent with the Education Code are established in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to expel a student from regular classroom instruction.

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave or serious nature, expulsion is used only when there is a history of misconduct, when other means of correction, including other forms of discipline such as suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others.

The zero-tolerance approach makes the removal of potentially dangerous students from the classroom a top priority, ensures fair and equal treatment of all students, and requires that all offenders be punished to the fullest extent allowed by law. The Education Code mandates recommendations for expulsion in a number of instances, with discretion to actually impose expulsion vested in the final decision of the District's Board of Education after an evidentiary hearing has been held before a District expulsion hearing panel.

Before the expulsion process starts, site administration shall immediately report to the Superintendent or designee any incidence of offenses specified in law, board policy and administrative regulation as cause for suspension or expulsion.

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

RECOMMENDATION

It is recommended the Board of Education receive for information the 2019/2020 First Semester Student Expulsion Report.

FISCAL IMPACT

None.

NE:LF:SJ:ss

Expulsion Hearing Administrative Each expelled pupil is ordered to complete a plan of rehabilitation prior to application for readmission.		Full Expulsion	Suspended Enforcement	Time Frame				Program Referral		Revocation of Recommendation	
				1 semester	2 semesters	Split Semesters	1 Year	District	County	School Site Principal	Expulsion Hearing Panel or Board Decision
48900(a)(1)	Caused, attempted to cause, or threatened to cause physical injury.	3			3			3		1	
48900(a)(2)	Willfully used force or violence upon another person, except in self-defense.	7		1	6			7			
48900(b)	Possessed, sold, or furnished a firearm, knife, explosive, or other dangerous object.									1	
48900(c)	Possessed, used, sold, or furnished, or been under the influence of a controlled substance, an alcoholic beverage, or an intoxicant of any kind.	1			1			1		1	
48900(d)	Offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.										
48900(e)	Committed or attempted to commit robbery or extortion.										
48900(f)	Caused or attempted to cause damage to school property or private property.										
48900(g)	Stole, or attempted to steal, school property or private property.										
48900(h)	Possessed or used tobacco, or products containing tobacco or nicotine products.										
48900(i)	Committed an obscene act or engaged in profanity or vulgarity.										
48900(j)	Possessed or offered, arranged, or negotiated to sell drug paraphernalia.										
48900(k)(1)	Disrupted school activities or willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel.										
48900(l)	Knowingly received stolen school property or private property.										
48900(m)	Possessed an imitation firearm.										
48900(n)	Committed or attempted to commit a sexual assault or committed a sexual battery.										
48900(o)	Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.										
48900(p)	Offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.										
48900(q)	Engaged in, or attempted to engage in, hazing.										
48900(r)	Engaged in an act of bullying.										
48900(t)	A pupil who aids or abets, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion.										
48900.2	Committed sexual harassment. (Applicable to grades 4-12, only.)	1			1			1		2	
48900.3	Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. (Applicable to grades 4-12, only.)										

Expulsion Hearing Administrative Each expelled pupil is ordered to complete a plan of rehabilitation prior to application for readmission.		Full Expulsion	Suspended Enforcement	Time Frame				Program Referral		Revocation of Recommendation	
				1 semester	2 semesters	Split Semesters	1 Year	District	County	School Site Principal	Expulsion Hearing Panel or Board Decision
48900.4	Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils by creating an intimidating or hostile educational environment. (Applicable to grades 4-12, only.)	1			1				1		
48900.7	Made terroristic threats against school officials and/or school property.									1	
48915(a)(1)(A)	Causing serious physical injury to another person, except in self-defense.	1			1			1		1	1
48915a(1)(B)	Possession of any knife or other dangerous object of no reasonable use to the pupil.	3			3			3			
48915(a)(1)(C)	Unlawful possession of any controlled substance except for one of the following: (i) The first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis. (ii) The possession of over the counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.	3			3			2	1		
48915(a)(1)(D)	Robbery or extortion.										
48915(a)(1)(E)	Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee. An assault is an unlawful attempt, coupled with a present ability, to commit a violent injury on the person of another. A battery is any willful and unlawful use of force or violence upon the person of another.										
48915(c)(1)	The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds: (1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined in subdivision (m) of Section 48900, is not an offense for which suspension or expulsion is mandatory, but it is an offense for which suspension, or expulsion may be imposed.										
48915(c)(2)	Brandishing a knife at another person.										
48915(c)(3)	Selling a controlled substance.	3					3	3		1	
48915(c)(4)	Committing or attempting to commit a sexual assault or committing sexual battery as defined in subdivision (n) of Section 48900.										
48915(c)(5)	Possession of an explosive.	1					1	1			
TOTALS		24		1	19		4	22	2	8	1

Total Expulsions	33
Total Revocations	9
Total Expulsion Recommendations:	24