



**BOARD OF EDUCATION
REGULAR MEETING
And PUBLIC HEARING**

August 6, 2009

5:30 p.m. – Public Session

Public Comment to Precede Action Sessions

Closed Session to Commence following Action Sessions

***Location: Colton JUSD Student Services Center
Board Room
851 South Mt. Vernon Avenue
Colton, California***

AGENDA

I. CALL TO ORDER

Roll Call

- Mrs. Marge Mendoza-Ware (President) _____
- Mr. Mel Albiso (Vice President) _____
- Mr. David R. Zamora (Clerk) _____
- Mr. Robert D. Armenta, Jr. _____
- Mrs. Patt Haro _____
- Mr. Frank A. Ibarra _____
- Mr. Kent Taylor _____

- Mr. James A. Downs _____
- Mr. Jerry Almendarez _____
- Mrs. Mollie Gainey-Stanley _____
- Mr. Mike Snellings _____
- Mr. Jaime R. Ayala _____
- Mrs. Bertha Arreguín _____
- Mrs. Jennifer Jaime _____
- Mrs. Alice Grundman _____
- Mr. Todd Beal _____
- Mrs. Ingrid Munsterman _____
- Ms. Julia Nichols _____
- Ms. Sosan Schaller _____
- Dr. Patrick Traynor _____
- Ms. Helen Rodriguez _____
- Ms. Katie Orloff _____
- Ms. Jennifer Rodriguez _____

Strategic Plan -- Mission Statement

The Mission of the Colton Joint Unified School District, a team of caring employees dedicated to the education of children, is to ensure each student learns the academic knowledge and skills necessary to thrive in college or in the workforce and be responsible, productive citizens by providing engaging, challenging, and enriching opportunities and specialized programs in a safe environment in partnership with students, families and our diverse communities.

II. PUBLIC SESSION 5:30 p.m. Renewal of the Pledge of Allegiance

An interpreter is available for Spanish-speaking persons wanting assistance.

Announcement Regarding Public Comment for Items on the Agenda and Items Not on the Agenda (Gov. Code 54954.3[a])

The Board President clarifies the process regarding public comment and requests that the appropriate “Public Comment Card” be filled out. At the appropriate time during the Hearing Session, each speaker will be invited to the podium and should begin by stating his or her name and residing city. *No more than three minutes will be allotted to any speaker and no more than fifteen minutes per subject unless authorized by the Board President* (BP 1245).

Blue card—Specific Consent, Action, Study & Information or Closed Session Item:
Please list the specific agenda item number and subject

White card—Items/Topics Not on the Agenda: Please list topic / subject

III. HEARING SESSION / PUBLIC SESSION

1. Presentation Agenda Item B-15 Konica Minolta Digital Copier Equipment – Ernest Guillen

Public Hearing

2. Agenda Item B-13 Adoption of Resolution, Certification of Compliance Regarding Sufficiency of Instructional Materials for 2009-10 (Williams Settlement)
3. Public Comment: Specific Consent, Action, Study/Info or Closed Session Item
(blue card; list agenda item # and subject)
4. Public Comment: Item Not on the Agenda
(white card; list topic)

IV. ACTION SESSION

A. Consent Items

The following Consent Items are expected to be routine and non-controversial. They will be acted upon by the Board of Education at one time unless a Board Member, a staff member, or a member of the public requests that an item be held for discussion or deferred for separate action.

On motion of Board Member _____ and _____, the Board approved Consent Items #A-1 through #A-21.

1. Approval of Minutes July 16, 2009 – Regular Meeting and the Community Facilities District No. 3 (CFD)
2. Approval of Student Field Trips
3. Approval of Consultants for Staff Development
4. Approval of Partnership with the San Bernardino County Superintendent of Schools in Collaboration with the University of California Riverside for the *Growth in Literacy, Language, and Cognition in Children with Reading Disabilities who are English Learners* Research Project at four schools: Grimes, Grant, Crestmore and Rogers (Beginning August 2009)
5. Approval of Partnership with California State University San Bernardino, Department of Language, Literacy and Culture for the U.S. Department Of Education Women’s Educational Equity Act Program, Project Women In Numerous (WIN) at Bloomington Middle School (2009-10 through 2012-13)
6. Approval of Agreement with CGP Education Inc. to Custom Publish a Support Program for *Algebra I*, *Algebra II* and *Geometry*. Beginning Fall (2009-2011)
7. Approval of New Language! Intensive English Language Arts Intervention Program and Adoption of Textbooks for *California Language!* in Grades 7-8 (Beginning August 2009)
8. Approval of Math Intervention Program and Adoption of Textbooks for *California Math Triumphs* in Grades 7-8 (Beginning August 2009)
9. Approval of the Course Description for *Math Intervention 7*, Grade 7 (Beginning Fall 2009)
10. Approval of the Course Descriptions for *Language Intervention A-B* and *Language Intervention C-D*, Grades 7-8 (Beginning Fall 2009)
11. Approval of New Course Description and Adoption of Textbook and Ancillary and Supplemental Instructional Materials for *Intro to Health Careers Curriculum*, Grades 9-10 (Beginning Fall 2009)
12. Approval of the Course Description and Adoption of Textbook and Ancillary and Supplemental Instructional Materials for *You and the Law*, Grades 10-12 (Beginning June 2009)

13. Approval of the Course Description for *Music History*, Grades 9-12 (Beginning Fall 2009)
14. Approval of the Course Descriptions for *Intro to Career Opportunities to Protect and Serve (C.O.P.S.) Basic Training* and *Advanced to Career Opportunities to Protect and Serve (C.O.P.S.) Basic Training*, Grades 9-12 (Beginning June 2009)
15. Approval of the Course Descriptions for *SDC English III* and *SDC English IV*, Grades 11-12 (Beginning Fall 2009)
16. Approval of the Course Descriptions for *7th Grade Life Science*, *8th Grade Physical Science*, *7th Grade Physical Education* and *8th Grade Physical Education*, (Beginning Fall 2009)
17. Acceptance of Gifts
18. Approval of Cherrydale Fundraiser at Ruth O Harris Middle School (*September through October 2009*)
19. Approval of Sale and/or Disposal of Obsolete District Property
20. Approval to Renew the Agreement with Interquest Detection Canines of San Diego for Services to All Secondary School Sites (200-2010)
21. Approval of Amended Agreement (04-888 A-5) with the San Bernardino County Sheriff's Department for a Deputy Sheriff to serve as a School Resource Officer at Bloomington High School for the 2009-2010 School Year

B. Action Items

1. Approval of Personnel Employment
2. Approval of Contract for District Assistant Superintendent, Educational Services Division (July 1, 2009 to June 30, 2011)
3. Approval of Conference Attendance
4. Approval to Assign Teacher Under CA Commission on Teacher Credentialing Variable Term Waiver (2009-10)

5. Approval to Employ and Assign Teacher Under CA Commission on Teacher Credentialing Variable Term Waiver (2009-10)
6. Approval of Designated Authorized Agent for CJUSD – July 1, 2009 - Until Rescinded
7. Authorization to Establish a Sub-fund in School Facilities Fund 35 for Grand Terrace High School
8. Approval to Open an Escrow Account for the Deposit of Earned Retention for Davis Moreno Construction, Inc. on the Grand Terrace High School Project
9. Approval of Contract Amendment No. 1 with Winzler & Kelly for Grand Terrace High School
10. Adoption of Resolution No. 09-01 Five-Year Joint Use Agreement for Facility Use Between the Colton JUSD and the City of Grand Terrace, at Grand Terrace, Terrace View Elementary Schools, and Terrace Hills Middle School (2009-14)
11. Approval to pass through \$340,528 State Fiscal Stabilization Funds to Colton-Redlands-Yucaipa Regional Occupational Program (CRYOP)
12. Approval of Purchase Orders
13. Adoption of Resolution, Certification of Compliance Regarding Sufficiency of Instructional Materials for 2009-10 (Williams Settlement)
14. Approval of Disbursements
15. Approval of Sixty Three Month Lease Agreement with Konica Minolta for Digital Copier Equipment Utilizing the San Bernardino County Contract #09-283 for Office Equipment and Supplies/Services

V. STUDY, INFORMATION & REVIEW SESSION

1. Personnel -- Resignations
2. Budget Update – Jaime Ayala
3. Facilities Update – Jaime Ayala, Alice Grundman
4. ACE Representative
5. CSEA Representative

6. MAC Representative
7. ROP Board Members
8. Superintendent's Communiqué / Correspondence / Communications
9. Board Member Comments

VI. CLOSED SESSION Following action items: Board Room, Student Services Center, 851 So. Mt. Vernon Ave., Colton, California (Government Code 54950 et seq.)

1. **Student Discipline**
 - ♦ Reentry
2. **Personnel**
 - ♦ Public Employee: Contract – Assistant Superintendent, Educational Services Division
 - ♦ Public Employee: Discipline / Dismissal / Release / Reassignment (Gov. Code 54957)
 - ♦ Public Employee: Discussion: Addendum of Superintendent's Contract
3. **Conference with Real Property Negotiator** (Gov. Code 54956.8)
Property: APNs 1167-151-35, 36, 38 & 39 and 1167-221-01 & 02; 1167-151-45
District Negotiators: James A. Downs, Jaime R. Ayala, Alice Grundman,
Counsel, Best, Best & Krieger
4. **Conference with Legal Counsel—Anticipated Litigation**
Significant exposure to litigation pursuant to Government Code Section 54956.9(b)
Potential Case: One
5. **Conference with Legal Counsel—Existing Litigation**
Pursuant to Government Code Section 54956.9(a), CDSS vs. Colton JUSD/Wilson,
CDSS Case No. 6709050001
6. **Conference with Labor Negotiator**
Agency: Jerry Almendarez Assistant Superintendent, Human Resources
Ingrid Munsterman, Director, Human Resources
Employee Organizations: Association of Colton Educators (ACE)
California School Employees' Assoc. (CSEA)
Management Association of Colton (MAC)

VII. PUBLIC SESSION -- ACTION REPORTED FROM CLOSED SESSION

VIII. ADJOURNMENT

BOARD AGENDA

REGULAR MEETING
August 6, 2009

CONSENT ITEM

Board of Education

- PRESENTED BY:** James A. Downs, Superintendent
- SUBJECT::** **Approval of Minutes:**
Regular Meeting (July 16, 2009)
CFD No. 3 Meeting (July 16, 2009)
- GOAL:** Student Performance, Personnel Development, Facilities/Support Services, Budget Planning, School Safety & Attendance, Community Relations, & Parent Involvement
- STRATEGIC PLAN:** Strategy #1 – Communication Strategy #4 – Facilities
Strategy #2 – Curriculum Strategy #5 – College Career
Strategy #3 – Decision Making Strategy #6 – Character
- RECOMMENDATION:** That the Board approve the minutes for the Board of Education and CFD No. 3 meetings held on July 16, 2009, as presented.

BOARD OF EDUCATION

Minutes

**Regular Meeting
& CFD No. 3
July 16, 2009
5:30 p.m.**

The Board of Education of the Colton Joint Unified School District met in Regular Session on Thursday, July 16, 2009, 5:30 p.m. in the Board Room at the CJUSD Student Services Center, 851 So. Mt. Vernon Avenue, Colton, California.

**Community Facilities District
No. 3 Meeting Followed the
Regular Meeting**

Trustees Present

Mr. Mel Albiso	Vice President
Mr. David R. Zamora	Clerk
Mr. Robert D. Armenta	
Mrs. Patt Haro	
Mr. Frank A. Ibarra	
Mr. Kent Taylor	

Trustee Absent

Mrs. Marge Mendoza-Ware	President (Excused)
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Staff Members Present

Mr. James A. Downs	Mrs. Alice Grundman
Mr. Jerry Almendarez	Mrs. Ingrid Munsterman
Mrs. Mollie Gainey-Stanley	Ms. Julia Nichols
Mr. Mike Snellings	Ms. Sosan Schaller
Mr. Jaime R. Ayala	Dr. Patrick Traynor
Mrs. Bertha Arreguin	Ms. Katie Orloff
Mr. Todd Beal	Miss Jennifer Rodriguez
Mrs. Jennifer Jaime	

Call to Order: Board Vice President and Presiding Officer, Mel Albiso, called the meeting to order at 5:35 p.m. Board member Armenta led in the Renewal of the Pledge of Allegiance to the Flag of the United States of America. Spanish interpreter/translation services were provided available.

Hearing Session

As required by the Categorical Program Monitoring review process, Board Vice President, Mel Albiso, certified that the District adheres to policies of nondiscrimination as reflected in the following Board Policies:

- BP 0410 – Nondiscrimination in District Programs & Activities
- BP 4030 – Nondiscrimination in Employment
- BP 1312 – Uniform Complaint Procedure

1. Public Comment: Specific Consent, Action, Study/Info or Closed Session Item No comment
2. Public Comment: Item Not on the Agenda

Anthony Diaz, CSEA President, expressed discontent with the District for implementing the Centralized Custodial pilot program as a permanent practice. He asked that the implementation of the Centralized Custodial program be return to site-based management.

Mr. Downs stated the District is committed to working with CSEA to resolve their concerns in regard to Centralized Custodial program and will schedule problem-solving meetings.

Denise Evans, Riverside, on behalf of CSEA, spoke in opposition to the Centralized Custodial program.

Anthony McLemore, BHS, custodian, spoke in opposition to the Centralized Custodial program.

The Board directed the District to schedule problem-solving meetings prior to the August 6th Board Meeting. They also request that minutes from scheduled meetings be approved by representatives from the District and CSEA.

Mr. Downs introduced Jessica Gomez, newly-appointed principal at Lincoln Elementary School. Mrs. Gomez thanked the Board and Cabinet for their faith in her leadership abilities. She pledged her commitment to the continued academic success of all Lincoln students.

- Consent Items** #136 On a motion by Mr. Taylor, seconded by Mr. Armenta and carried on a 6-0 vote (Mendoza-Ware absent), the Board approved Consent Items #A-1 through #A-15 as presented.
- #136.1 (A-1) **Minutes: June 25, 2009:** Regular Meeting
Community Facilities District No. 2
- #136.2 (A-2) **Renewed the San Bernardino County District Advocates for Better Schools (SANDABS) Membership (2009-10)** as presented; \$2,000 General Fund.
- #136.3 (A-3) **Renewed the Agreement with the California School Boards' Association (CSBA) for the Governance and Management Using Technology (GAMUT) Online Policy Service (2009-10)** as presented; \$4,250 General Fund.
- #136.4 (A-4) **Renewed Membership in the California School Boards' Association (CSBA, 2009-10)** as presented; \$13494 CSBA membership only, General Fund.
- #136.5 (A-5) **Renewed Membership in the San Bernardino County School Boards' Association (SBCSBA, 2009-10)** as presented; \$250 General Fund.
- #136.6 (A-6) **Consultant for Assembly Presentation** (See Exhibit A)
- #136.7 (A-7) **Consultant for Staff Development** (See Exhibit B)
- #136.8 (A-8) **Approved Agreement with the San Bernardino County Superintendent of Schools Office to Provide SB472 English Language Professional Development (ELPD) Training for Elementary and Secondary Teachers (2009-10)** as presented; \$1,375 per participant, (\$750 registration cost and \$625 for a substitute) to be paid from SB472, Title II funds. Teachers who complete an 80 hour practicum will receive a \$500 stipend; DAIT requirement.
- #136.9 (A-9) **Approved Agreement with the San Bernardino County Superintendent of Schools Office to Provide SB472 Mathematics Training for Elementary and Secondary Teachers (2009-10)** as presented; \$1,375 per participant, (\$750 registration cost and \$625 for a substitute) to be paid from SB472, Title II funds. Teachers who complete an 80 hour practicum will receive a \$500 stipend; DAIT requirement.
- #136.10 (A-10) **Approved Memorandum of Understanding with the Sacramento County Office of Education for SB472 READ 180 Program for High School English Teachers (2009-10)** as presented; ; \$1,375 per participant, (\$750 registration cost and \$625 for a substitute) to be paid from SB472, Title II funds. Teachers who complete an 80 hour practicum will receive a \$500 stipend; DAIT requirement.

- #136.11 (A-11) **Approved Extended Literature Readings for Grades 9-12** (Beginning Fall, 2009) as presented; Titles: *No One Writes to the Colonel*; *Silas Marner*; *Enrique Journey*; *Maus I: A Survivor's Tale: My Father Bleeds History*. Books will be purchased with site funds. Secondary Curriculum Council approval on June 9, 2009.
- #136.12 (A-12) **Approved Resolution and Acceptance of 2009-10 Funding for Child Development Programs: California State Preschool Program (CSPP-9442) and General Child Care Development Program (CCTR-9234)** as presented; Total \$2,107,558 (\$2,024,155 State Preschool Program; \$83,403 General Child Care and Development Programs)
- #136.13 (A-13) **Acceptance of Gifts** (See Exhibit C)
- #136.14 (A-14) **Approved Cherrydale Fundraiser at Bloomington and Colton Middle Schools** (September through October, 2009) as presented; No cost to the District.
- #136.15 (A-15) **Accepted the National School Lunch Program 2009 Equipment Assistance Grant Funds** (2009-10) as presented; \$157,207 – increase to Fund 13, Resource Code 5315, Object Code 8290 (Federal Revenues)

Action Items

- #137 On a motion by Mr. Taylor, seconded by Mr. Armenta Jr. and carried on a 6-0 vote (Mendoza-Ware absent), the Board approved Action Items #B-1 through #B-13 as presented, with the exception of items *B-1* and *B-12* which were *withdrawn* until the Board Meeting on August 6, 2009.

Regarding item B-12, Board member Albiso questioned the timing of the significant expenditure. Following discussion and by a request initiated by Board member Zamora and by Board consensus, staff will provide a comprehensive report at the Board meeting on August 6, 2009.

WITHDRAWN
(Postponed to
8-6-09 Board Mtg)

~~(B-1) Personnel Employment as presented~~

- #137.1 (B-2) **Conference Attendance** as presented; expenses to be paid from funds indicated.

BHS Kimberli Thompson, Esmeralda Shreiner, teachers

AP By the Sea, August 2-7, 2009
San Diego, CA - APIP funds: \$2,632.35

BHS Ignacio Cabrera, principal –
Daniel Trevarthen, assistant principal
Lynn Park, Dora Zaragoza, counselors
Teachers: Leilani Bautista, Raymonn Brown,
Yeseida, DeLaTorre, Shelby Ericson,
Holly Todd, Matthew Welzel, Stacie Ziegler

2009 AVID Summer Institute, August 3-7, 2009
San Diego, CA - APIP funds: \$17,997.10

SSC/LSS Bertha Arreguin, director

Sheltered Instruction Observation Protocol, SIOP
Institute
August 13-14, 2009, Long Beach, CA
Title III funds: \$1,247.22

D.O./Supt.'s Office Kent Taylor, Board member

CLSBA Unity 2009 Conference
August 20-23, 2009, Sacramento, CA
Board funds: \$1,277.49

BHS Lisa Padilla, Curriculum Program Specialist WASC Accreditation Visit
March 22-24, 2010, Saugus, CA
No Cost to the District.

BHS Delores Curry, counselor WASC Accreditation Visit
April 19-21, 2010, Warner Springs, CA
No Cost to the District.

D.O./Supt's Office James A. Downs, Superintendent 2009 CSBA Annual Conference and Trade Show
Mel Albiso, Robert D. Armenta, Jr., Patt Haro, Kent December 3-5, 2009, San Diego, CA
Taylor, Marge Mendoza-Ware, David R. Zamora, Supt. funds: \$1,211.95 and Board funds: \$8,624.61
Board Members

- #137.2 (B-3) **Purchase Orders** as presented: \$2,552,430.57; various funds.
- #137.3 (B-4) **Disbursements:** payment as summarized and listed; all pertinent information is on file in the Business Office. Batch #1865 through Batch #1934 \$ 2,375,403.16
- #137.4 (B-5) **Accepted Gift (\$34,961.45) from "Committee for Yes on G" (Cash Balance); Funds to be Deposited in the District Special Reserve Fund for Capital Outlay Projects** as presented.
- #137.5 (B-6) **Approved Contract with Kiley Company Real Estate Appraisers to Provide an Appraisal for 8.88 Acre Property at Cedar and Santa Ana Avenues** as presented; \$4,000 Capital Facilities Fund 25.
- #137.6 (B-7) **Adopted Resolution No. 09-02: One-Year Joint Use Agreement for Facility Use Between the Colton JUSD and the City of Grand Terrace for After School Childcare Services at Grand Terrace and Terrace View Elementary Schools (2009-10)** as presented. City will assume responsibility for scheduling and cleaning of the facilities after scheduled events. No cost to the District.
- #137.7 (B-8) **Adopted Resolution No. 09-05 Five-Year Joint Use Agreement for Facility Use Between the Colton JUSD and the City of Colton at Cooley Ranch Elementary School (2009-14)** as presented; City will assume responsibility for scheduling and cleaning of the facilities after scheduled events. No cost to the District.
- #137.8 (B-9) **Adopted Resolution No. 09-29 Joint Use Agreement for Facility Use Between the Colton JUSD and the County of San Bernardino, Bloomington Recreation and Parks Department at Bloomington Middle School (2009-10)** as presented. Use of Swimming pool and locker rooms. No cost.
- #137.9 (B-10) **Approved to Change the Status of Colton Joint Unified School District Head Start Program from that of a Delegate Agency to that of Community Partner** as presented; No Cost.
- #137.10 (B-11) **Approval of Memorandum of Understanding Between the Colton JUSD and the City of Fontana for the After School Education and Safety Program (ASES) at Crestmore, Gerald A. Smith, and Zimmerman Elementary Schools (2009-10, 2010-11, 2011-12, 2012-13 School Years)** as presented; The grant will provide up to \$112,500 per site, per year, based on the number of students in the program. The District will retain 15% of the annual grant allocation for indirect and administrative services and \$5,000 per site for computer upgrades. The City of Fontana will receive the remaining funds.

Frances Hernandez, Community Facilities Manager, City of Fontana, spoke in regard to After-School Education & Safety (ASES) program at Crestmore, Smith and Zimmerman. She stated

that CJUSD employees are given first priority when hiring for the ASES program. She will provide information for the Board.

WITHDRAWN
(Postponed to
8-6-09 Board Mtg)

~~(B-12) Approval of Sixty Three Month Lease Agreement with Konica Minolta for Digital Copier Equipment Utilizing the San Bernardino County Contract #09-283 for Office Equipment and Supplies/Services~~

#137.11

**(B-13) Approved Amendment by Substitution of Board Policies and Administrative Regulation as presented. BP 7310 Naming of Facility
AR 7310 Naming of Facility**

Study, Information and Review Session

1. Personnel – Resignations
2. Quarterly Uniform Complaint Report Summary – Information provided

Budget Update: Assistant Superintendent Ayala provided an update of the last Board Budget Subcommittee (held in June) and discussed the flexibility options of Tier Three activities. After meeting with the subcommittee, Mr. Ayala received direction from the Board and staff is currently analyzing the information. No decision will be made until ideas are discussed with Cabinet and presented to the Board. Any ideas that can be implemented during the 2009-10 school year will be addressed as soon as possible and all others will be implemented July 1, 2010.

The Budget Advisory Committee is scheduled to meet on July 29, 2009. The focus of this meeting will be on all non personnel and benefits related to budget reductions. A suggestion box has been placed in the break room at the District Office for employees to submit cost-saving suggestions. He is currently working with David Thurston in IT to set up an on-line “suggestion box” that is available for community input.

3. Facilities Update: Assistant Superintendent Ayala introduced Facilities Director Alice Grundman who provided an update regarding the progress of mass rough grading at Grand Terrace High School (GTHS). The District will complete the GTHS project with the \$52 million received from the Office of Public School Construction and Measure B funds. A tour of GTHS will be scheduled for Board members as early as October, 2009.

Alice Grundman provided an update of other on-going projects (a priority list was requested):

- Middle School #5 at Valley and Cactus (bid next week will be good for 90 days; est. completion: Aug., 2011)
- Measure G projects
- School #30 in Bloomington
- BHS cafeteria and math/science building
- CHS, cafeteria and math/science building

4. ACE Vice President Robert Lamoine reported that several ACE members would be attending conferences and trainings this summer in preparation for the upcoming school year. ACE is also looking forward to meeting with Mr. Ayala and the *budget committee*. He expressed concern with the large number of participants at the budget meeting and suggested that the number of participants be limited.
5. CSEA – No report
6. MAC – No report

7. ROP – No report
8. Superintendent's Communiqué / Correspondence / Communications: Mr. Downs welcomed Mollie Gainey Stanley, newly-appointed Assistant Superintendent, Educational Services Division.

Mrs. Mollie Gainey Stanley expressed her gratitude to the Board for appointing her to lead the Educational Services Division. She is deeply honored to lead this team of dedicated individuals who are working hard to exit Program Improvement. She is committed to providing a high standard of education and she looks forward to working with Board, staff and community alike, to reach the District's academic targets for all students. She thanked her family and extended family for their support and showing her the true meaning of teamwork and collaboration.

Superintendent Downs reviewed information in the Communiqué: the upcoming Sexual Harassment Training, and the Zangle transition into elementary and secondary sites, 95% student attendance at Terrace View during the minimum make-up days, the 2009 Management retreat (August 7, 2009, ROHMS) will feature workshops will address goals for the 2009-10 school year; SB 472 training has been completed by all site administrators and over 90% of the elementary teachers; CELDT testing will be conducted this summer, and he reported on the success of the BHS and CHS summer school sessions.

9. Comments / Requests from Board Members

Frank Ibarra announced the upcoming football camp hosted by the Colton High School Booster Club. On August 8, 2009, children ages 7-13 are invited to attend football camp from 8:00 a.m. to 12:00 p.m. at the Colton High School Memorial Stadium. The workshop will be run by varsity head football coach, Harold Strauss, CHS coaching staff and football players. Interested persons should contact Coach Strauss at Colton High School for additional information.

Patt Haro thanked her colleagues and District employees for their support and well wishes during her surgery. She is healing well and looks forward to a swift recovery.

Robert Armenta publicized the upcoming Wilma Carter "30 Under 30" recognition. This award recognizes 30 Native American and Latinos under 30 years old who excel in career and community and live within the 62nd Assembly District area. He will forward nomination forms to Superintendent Downs for distribution to administrators and management. Mr. Armenta would like District employees to be nominated and recognized for their efforts in our community.

Kent Taylor extended his congratulations to Mrs. Mollie Gainey-Stanley, newly appointed Assistant Superintendent of Educational Services. He stated that he is confident she will continue to lead District out of Program Improvement. Working with Dr. Linda Gonzales, for DAIT. Mr. Taylor also welcomed Jennifer Rodriguez, Executive Secretary to the Superintendent and Board of Trustees. Mr. Taylor expressed his commitment to go "paperless" and respectfully requested that all correspondence be sent to his email address.

Mel Albiso requested that Jennifer Rodriguez inform the Board of illness and injury as it relates to other Board members. He also extended a formal apology to Mr. Robert Armenta for not allowing him to the opportunity to defer an item for separate consideration and action at the last Board meeting.

Closed Session At 6:36 p.m., Board Vice President Albiso announced that the Board would recess to Closed Session to discuss items on the agenda:

- Student Discipline
- Personnel
- Anticipated / Existing Litigation
- Labor Negotiators

- Real Property Issues

Board Reconvened—Closed Session Items Reported

The Board meeting reconvened at 8:01 p.m. and Board Vice President Albiso reported on action taken in Closed Session:

#138

Student Discipline

On a motion by Mr. Zamora and seconded by Mr. Taylor and carried on a 6-0 vote (Mendoza-Ware absent), the Board accepted staff recommendation on student discipline items 1-9 with the exception of student #3, which was pulled for separate action.

- | | |
|----------------------|------------|
| (1) 803004 | (5) 122370 |
| (2) 89779 | (6) 141623 |
| (3) 74002 | (7) 74089 |
| (4) 77924 | (8) 159930 |
| | (9) 141985 |

#139

Student Discipline (Student Item #3)

On a motion by Mr. Armenta, seconded by Mr. Zamora, and carried on a 4-2 vote, the Board accepted staff recommendation and expelled student #3 (74002).

Ayes: Armenta, Zamora, Ibarra, Albiso,
Noes: Taylor, Haro
Absent: Mendoza-Ware

Adjournment

At 8:03 p.m., the Board adjourned to the next Regular Board of Education Meeting on August 6, 2009, at the Colton JUSD Student Services Center, 851 South Mt. Vernon Avenue, Colton, California.

Reopened

At 8:06 p.m. the Board Vice President reopened the meeting to complete the read out of Closed Session items.

#140

Administrative Employment

On a motion by Mr. Kent Taylor, seconded by Mr. David Zamora, and carried on a 6-0 vote (Mendoza-Ware absent), the Board employed

Helen Rodriguez, Director, Pupil Personnel Services

#141

Other Closed Session Items—No reportable action

- Student Expulsion--Reentry
- Anticipation Litigation
- Existing Litigation: CDSS vs. Colton JUSD/Wilson, CDSS Case No. 6709050001
- Real Property Negotiator Grand Terrace High School issues
APNs 1167-151-37; 1167-151-32, 33, 34; 1167-151-31, 43, 44;
1167-151-35, 36, 38, 39; 1164-151-55, 01, 02; 1167-151-45;
1167-151-59, 58, 60
- Labor Negotiators

Adjournment

At 8:07 p.m., the Board adjourned to the next Regular Board of Education Meeting on August 6, 2009, at the Colton JUSD Student Services Center, 851 South Mt. Vernon Avenue, Colton, California.

DRAFT

EXHIBIT A: ASSEMBLIES/PROGRAMS: Regular Meeting: July 16, 2009

Site	Date	Time	Program/Purpose	Location	Consultant(s)	Cost	Funds	Strategic Plan*
Terrace View	9/3/09	8:30 a.m. to 9:15 a.m. (4-6) 9:30 a.m. to 10:15 a.m. (K-3)	<i>Mad Science Exploration Program</i> To provide students with hands-on interactive and educational activities to reinforce science concepts and facilitate understanding.	Terrace View	Mad Science of the Inland Empire Riverside, CA	\$650.00	PTA	Strategy #1

*Strategy #1: We will establish an effective internal and external communications system to keep all partners informed about our mission, objectives, strategies, policies, successes, and strengths.

EXHIBIT B: CONSULTANTS: Regular Meeting July 16, 2009

Site	Date	Time	Program/Purpose	Location	Consultant(s)	Cost	Funds	Strategic Plan*
District Office	8/7/09	10:15 a.m. to 12:15 p.m.	<i>True Colors Workshop</i> To provide management with tools to improve workplace culture, communication, and teambuilding; also leadership morale, and conflict resolution skills.	ROHMS	Nancy Johnson San Bernardino County Superintendent of Schools San Bernardino, CA	\$1,000.00	General Fund	Strategy #1
Zimmerman	8/10/09 to 8/14/09 8/27/09 9/3/09	7:00 a.m. to 2:15 p.m.	<i>Project GLAD (Guided Language Acquisition Design)</i> To provide a 7-day writing training to promote English language acquisition, academic achievement, and cross-cultural skills.	Zimmerman	Kathy Gomez Lupe Lastra-Short Irvine, CA	\$12,600.00	SLI (\$5,000) LEP (\$7,600)	Strategy #1
District-Staff Development Department	9/8/09 to 9/11/09 9/14/09	7:30 a.m. to 3:30 p.m.	<i>LANGUAGE! 4</i> To provide a 5-day training designed to prepare teachers to implement the <i>LANGUAGE! 4</i> reading program to increase student achievement.	District Office	Sopris West Longmont, CO	\$12,500.00	SB472	Strategy #1

*Strategy #1: We will establish an effective internal and external communications system to keep all partners informed about our mission, objectives, strategies, policies, successes, and strengths.

EXHIBIT C -- GIFTS / DONATIONS: Regular Meeting July 16, 2009

SITE	DONOR	DONATION / PURPOSE	AMOUNT
Cooley Ranch Elementary	LifeTouch 11000 Viking Drive, Suite 500 E., Eden Prairie, MN 55344	Check #1886092 Site discretion	\$641.00
District	Brad Craft, President - Image Source Authorized Xerox Sales Agent and HP Dealer 650 East Hospitality Lane, Suite 540 San Bernardino, CA 92408	Check #013875 District discretion	\$1,000.00
Grand Terrace Elementary	LifeTouch 11000 Viking Drive, Suite 500 E., Eden Prairie, MN 55344	Check #1865685 Site discretion	\$698.00
Grant Elementary	LifeTouch 11000 Viking Drive, Suite 500 E., Eden Prairie, MN 55344	Check #1888881 Site discretion	\$770.00
Grand Terrace Elementary	Calvary the Brook 12210 Michigan Street, Suite 1 Grand Terrace, CA 92313	Donation of a Source 4 750 w Go-Bo light used to project logos & images on a wall or back curtain of the stage including cost of installation by Studio 33.	Estimated value of new lighting is between \$300-\$400
Jurupa Vista Elementary	LifeTouch 11000 Viking Drive, Suite 500 E., Eden Prairie, MN 55344	Check #1889006 Site discretion	\$672.00
Lewis Elementary	Sandy Lee Teacher @ Lewis Elementary	First Act Clarinet SN 43157103	Estimated Value \$400.00
Ruth Harris Middle School	Ed Source 520 San Antonio Road #200, Mountain View, CA 94040	Check #7255 Site discretion	\$100.00
McKinley Elementary	LifeTouch 11000 Viking Drive, Suite 500 E., Eden Prairie, MN 55344	Check #1889099 Site discretion	\$600.00
Reche Canyon Elementary	Jamba Juice 6475 Christie Avenue, Suite 150, Emeryville, CA 94608	Check #0944228 Site discretion	\$12.25
Reche Canyon Elementary	LifeTouch 11000 Viking Drive, Suite 500 E., Eden Prairie, MN 55344	Check #1865894 Site discretion	\$714.00
Rogers Elementary	LifeTouch 11000 Viking Drive, Suite 500 E., Eden Prairie, MN 55344	Check #1889334 Site discretion	\$222.00
Smith Elementary	John Saunders Full Line Vending	Cash Site discretion	\$100.00
Smith Elementary	LifeTouch 11000 Viking Drive, Suite 500 E., Eden Prairie, MN 55344	Check #1897964 Site discretion	\$765.00

EXHIBIT C -- GIFTS / DONATIONS: Regular Meeting July 16, 2009

Sycamore Hills Elementary	MN 55344 LifeTouch 11000 Viking Drive, Suite 500 E., Eden Prairie, MN 55344	Check #1898535 Site discretion	\$859.00
Terrace View Elementary	LifeTouch 11000 Viking Drive, Suite 500 E., Eden Prairie, MN 55344	Check #1889432 Site discretion	\$732.00
Wilson Elementary	LifeTouch 11000 Viking Drive, Suite 500 E., Eden Prairie, MN 55344	Check #1889553 Site discretion	\$614.00
Wilson Elementary	U.P. Railroad Company 13181 Crossroads Pkwy N Ste 500, City of Industry, CA 91746	Check #1074734 For Cinco de Mayo Festival ASB Account	\$500.00
Zimmerman Elementary	Bonnie Simpson Teacher @ Zimmerman Elementary	Gemeinhardt Flute #67872, King Saxophone #613 (SN: N217109) Armstrong Clarinet #40 33220, Saxophone	Estimated Value \$3,400.00

Colton Joint Unified School District

COMMUNITY FACILITIES DISTRICT NO. 3 BOARD MEETING

Minutes

CFD No. 3 Board Meeting

July 16, 2009

8:04 p.m.

(Followed the Regular Meeting)

The Community Facilities District (CFD) No. 3 Board of the Colton Joint Unified School District met on Thursday, July 16, 2009, 8:04 p.m., in the Board Room at the CJUSD Student Services Center, 851 So. Mt. Vernon Avenue, Colton. This meeting followed the Regular Board of Education Meeting.

Trustees Present

Mr. Mel Albiso	Vice President
Mr. David R. Zamora	Clerk
Mr. Robert D. Armenta	
Mrs. Patt Haro	
Mr. Frank A. Ibarra	
Mr. Kent Taylor	

Trustees Absent

Mrs. Marge Mendoza-Ware	President (Excused)
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Staff Members Present /*Excused

Mr. James A. Downs	Mrs. Alice Grundman
Mr. Jerry Almendarez	Mrs. Ingrid Munsterman
Mrs. Mollie Gainey-Stanley	Ms. Julia Nichols
Mr. Mike Snellings	Ms. Sosan Schaller
Mr. Jaime R. Ayala	Dr. Patrick Traynor
Mrs. Bertha Arreguin	Ms. Katie Orloff
Mr. Todd Beal	Miss Jennifer Rodriguez
Mrs. Jennifer Jaime	

Call to Order: Presiding Officer Mel Albiso opened the Colton JUSD Community Facilities District No. 3 Board Meeting at 8:04 p.m.

#CFD3-60 Adoption of Resolution 09-30 CFE-3, Establishing the Annual Special Tax Levy for Fiscal Year 2009-10 for Community Facilities District No. 3.

On a motion by Mr. Zamora, seconded by Mr. Taylor, and carried on a 6-0 vote, the Board adopted Resolution 09-30 as presented.

No impact on the General Fund. Special taxes are deposited in CFE-3 to pay debt service on the bonds issued.

Adjournment—CFD No. 3

The Community Facilities District No. 3 Board meeting adjourned at 8:05 p.m. to the next Regular Board of Education Meeting on August 6, 2009, at the Colton JUSD Student Services Center, 851 South Mt. Vernon Avenue, Colton, California.

BOARD AGENDA

**REGULAR MEETING
August 6, 2009**

CONSENT ITEM

TO: **Board of Education**

PRESENTED BY: Mollie Gainey-Stanley, Assistant Superintendent
Educational Services Division

SUBJECT: **Approval of Student Field Trips**

GOAL: Improved Student Performance

STRATEGIC PLAN: Strategy #1 - Communication

RECOMMENDATION: That the Board approve the field trips as listed and expend the appropriate funds.

FIELD TRIPS: Regular Meeting August 6, 2009

Site	Date	Depart	Return	Destination	Activity/Background	Grade	Teacher	Cost	Funding	Strategic Plan*
CHS	8/29/09 to 8/30/09** (S/S)	7:30 a.m.	11:30 a.m.	Pine Summit Camp Big Bear, CA (District)	<i>High School Leadership Camp</i> Leadership students will participate in team building activities and planning for the school year.	9-12	Gloria Ramirez (11) + 1	\$1,240.00	ASB	Strategy #1
CHS	9/26/09 to 9/27/09** (S/S)	8:00 a.m.	11:00 a.m.	Singing Pines Lodge Big Bear City, CA (District)	<i>ASB/Renaissance Retreat</i> Leadership students will participate in team building activities and planning for the school year.	9-12	Gloria Ramirez (50) + 4	\$8,150.00	ASB	Strategy #1
Birney	10/5/09 to 10/9/09** (M/TW/ThF)	9:30 a.m.	12:00 noon	Forest Center Forest Falls, CA (District)	<i>Inside the Outdoors</i> Students will participate in a hands-on life science education in the natural environment.	6	Holly Preston Robin Urquhart Elissa Kirkland (80) + Orange Co. Dept. of Education chaperones	\$1,625.00	Economic Impact Aide (EIA) / State Compensatory Education (SCE) \$625.00 Donations \$1,000.00	Strategy #1
Wilson	3/8/10 to 3/12/10** (M/TW/ThF)	9:30 a.m.	12:00 noon	Calvary Chapel Christian Camp Green Valley Lake, CA (District)	<i>Inside the Outdoors</i> Students will participate in a hands-on life science education in the natural environment.	6	Tim Walker Christine Bravo Manuel Flores (60) + Orange Co. Dept. of Education chaperones	\$800.00	Donations	Strategy #1

*Strategy #1: We will establish an effective internal and external communications system to keep all partners informed about our mission, objectives, strategies, policies, successes, and strengths.
**Overnight

BOARD AGENDA

**BOARD MEETING
August 6, 2009**

CONSENT ITEM

TO: **Board of Education**

PRESENTED BY: Mollie Gainey Stanley, Assistant Superintendent
Educational Services Division

SUBJECT: **Approval of Consultants for Staff Development**

GOAL: Improved Student Performance

STRATEGIC PLAN: Strategy #1 - Communication

RECOMMENDATION: That the Board approve the consultants for staff development as listed and expend the appropriate funds.

Colton Joint Unified School District



Consultant Request Proposal

School: Alice Birney Elementary
Board Approval Date: August 6, 2009
Name of Consultant: Project GLAD (Kathy Gomez & Lupe Lastra-Short)
Billing Address: 207 Fallingstar; Irvine, CA 92614
Contact Number: 949-351-7393

Consultant Qualifications and Background:

Project GLAD presenters are “Certified Key Trainers”. They have gone through a program to certify them in the research based, classroom tested strategies of guided language acquisition.

List Districts Serviced and Accompanying API Scores for 3 years:

1. Colton Joint Unified School District: Spring 06: 653 Spring 07: 656 Spring 2008 676
2. Upland Unified School District: Spring 06: 780 Spring 07: 784 Spring 08: 789
3. Los Nietos School District: Spring 06: 689 Spring 07: 687 Spring 08: 713

Purpose:

This program trains teachers of English Language Learners to effectively aid students in reaching master-levels in all the State of California Standards by using sequential, specific skills and strategies appropriate for all grade levels.

Needs:

Alice Birney’s student population consists of many second language learners. In addition, the test scores of these learners, while making gains, are consistently the lowest subgroup in AYP and API measures. Therefore, staff development directed specifically towards success with this population of students is needed.

Strategies:

The foundation of the Project GLAD model is to integrate listening, speaking, writing, and reading into all content areas underscoring the research that shows that language is acquired most effectively when the emphasis is on meaning and message - language should be acquired while studying something of interest or in real life use.

Evaluation and Monitoring:

The effectiveness of this training will be evaluated using teacher surveys and feedback as well as by the evidence of its implementation in classrooms. Implementation of these strategies will be facilitated by the site ELD leader, who along with other Teachers on Assignment, will present and reiterate strategies on through coaching.

Budget:

The cost of these follow-up sessions are \$900 per presenter per day - each grade level has been schedule one follow-up day for a total of \$6,300.

CONSULTANTS: Regular Meeting August 6, 2009

Site	Date	Time	Program/Purpose	Location	Consultant(s)	Cost	Funds	Strategic Plan*
Birney	August September 2009 (7 days TBD)	7:15 a.m. to 2:30 p.m.	<i>Project GLAD (Guided Language Acquisition Design)</i> To provide a 7-day writing training to promote English language acquisition, academic achievement, and cross-cultural skills.	Birney	Kathy Gomez Lupe Lastra-Short Irvine, CA	\$6,300.00	EIA/LEP	Strategy #1

*Strategy #1: We will establish an effective internal and external communications system to keep all partners informed about our mission, objectives, strategies, policies, successes, and strengths.

BOARD AGENDA

REGULAR MEETING
August 6, 2009

CONSENT ITEM

- TO:** Board of Education
- PRESENTED BY:** Mollie Gainey-Stanley, Assistant Superintendent
Educational Services Division
- SUBJECT:** **Approval of Partnership with the San Bernardino County Superintendent of Schools in Collaboration with the University of California Riverside for the *Growth in Literacy, Language, and Cognition in Children with Reading Disabilities who are English Learners* Research Project at four schools: Grimes, Grant, Crestmore and Rogers (Beginning August 2009)**
- GOAL:** Improved Student Performance
- STRATEGIC PLAN:** Strategy #2: Curriculum
- BACKGROUND:** The purpose of this proposal is to participate in collaboration with the University of California, Riverside and San Bernardino County Superintendent of Schools to conduct research on developing a valid way of identifying learning disabilities (primarily in reading) in children who are learning English as a second language in grades First, Second, and Third.
- The University will administer cognitive, reading and math tests over a three year period. The data will be directly correlated to instructional practice and used to diagnosis reading disabilities in ELL students.
- BUDGET IMPLICATIONS:** The grant is funded by the U.S. Department of Education and no matching funds are required.
- RECOMMENDATION:** That the Board approve the agreement with the San Bernardino County Superintendent of Schools in collaboration with the University of California Riverside for the *Growth in Literacy, Language, and Cognition in Children with Reading Disabilities who are English Learners* research project at four schools: Grant, Grimes, Crestmore and Rogers. (Beginning August 2009)

BOARD AGENDA

REGULAR MEETING
August 6, 2009

CONSENT ITEM

TO: Board of Education

PRESENTED BY: Mollie Gainey-Stanley, Assistant Superintendent
Educational Services Division

SUBJECT: Approval of Partnership with California State University San Bernardino, Department of Language, Literacy and Culture for the U.S. Department Of Education Women’s Educational Equity Act Program, Project Women In Numerous (WIN) at Bloomington Middle School (2009-10 through 2012-13)

GOAL: Improved Student Performance

STRATEGIC PLAN: Strategy #2: Curriculum

BACKGROUND: The purpose of this proposal is to participate in collaboration with California State University San Bernardino to support student achievement in mathematics, particularly among female English learners at Bloomington Middle School. This project will provide students with instructional support and career awareness and development. Family involvement and commitment to Project WIN are required. Selected mathematics teachers will participate in on-going professional development grounded in research principles that lead to long term sustained development of instructional strategies and collegial relationships.

BUDGET

IMPLICATIONS: The grant is funded by the U.S. Department of Education, Women’s Educational Equity Act program and no matching funds are required.

RECOMMENDATION: That the Board approve the agreement with California State University San Bernardino, Department of Language, Literacy and Culture for the U.S. Department of Education Women’s Educational Equity Act Program, Project Women in Numerous (WIN) at Bloomington Middle School. (2009-10 through 2012-13)

BOARD AGENDA

REGULAR MEETING

August 6, 2009

CONSENT ITEM

- TO:** Board of Education
- PRESENTED BY:** Mollie Gainey-Stanley, Assistant Superintendent
Educational Services Division
- SUBJECT:** Approval of Agreement with CGP Education Inc. to Custom Publish a Support Program for *Algebra I*, *Algebra II* and *Geometry*. Beginning Fall (2009-2011)
- GOAL:** Improved Student Performance
- STRATEGIC PLAN:** Strategy # 2: Curriculum
Strategy # 3: Decision Making
- BACKGROUND:** The 2008-09 LEA Plan Addendum and DAIT plan requires a mathematics intervention program for 9th and 10th grade. The SBE adopts intervention materials for grades K-8, but high school materials in this area are to be developed or purchased from district-selected vendors.
- CJUSD has had mathematics teacher curriculum teams develop support pacing guides, materials, and assessments. The curriculum team in 2008-09 requested assistance with this task and met with the publisher's representative from CGP to discuss a potential project. The representatives from all four high schools agreed to request CGP to complete the project rather than to do it in-house.
- CGP is the district's current provider for 7th and 8th grade materials and is a small publishing company that focuses on California standards, particularly in mathematics. The contract would require us to purchase the created materials for 3 years and duplicate them for student use. After year 3, the materials would be the property of CJUSD.
- The courses involved are:
- Algebra with Support
 - Geometry with Support
 - Algebra II with Support
- BUDGET IMPLICATIONS:** \$66,385.00 per year (2009-2011) to be paid from American Recovery Reinvestment Act (ARRA) and Individuals with Disabilities Education Act Part B, Section 611, Local Assistance Early Intervening Services (IDEA) funds.
- RECOMMENDATION:** That the Board approve the agreement with CGP Education Inc. to Custom Publish a Support Program for *Algebra I*, *Algebra II* and *Geometry*. Beginning Fall. (2009-2011)



17241 Murphy Avenue, Irvine, CA 92614
Tel: (949) 474-0999 • Fax: (949) 474-1999
Website: www.cgpeducation.com

CUSTOM TRAINING / PUBLISHING DIVISION

To: Julia Nichols, Director of C&I
Colton Joint Unified School District
1212 Valencia Drive
Colton, CA 92324
(909) 580-6541

Date: June 15, 2009

Custom Project Summary:

1. Algebra I "Support Program" for existing Holt curriculum
 - a. Support for lessons outlined per district pacing guide including student worksheets, practice tools and CAHSEE reinforcement
 - b. (4) Benchmarks and (2) semester exams
 - c. Estimate of 1,000 students / 18 teachers
 - d. Finished product to be provided in digital format for reproduction to student / teacher (+/- 5%)

2. Geometry "Support Program" for existing Holt curriculum
 - a. Support for lessons outlined per district pacing guide including student worksheets, practice tools and CAHSEE reinforcement
 - b. (4) Benchmarks and (2) semester exams
 - c. Estimate of 1,000 students / 18 teachers
 - d. Finished product to be provided in digital format for reproduction to student / teacher estimates (+/- 5%)

3. Algebra II "Support Program" for existing Holt curriculum
 - a. Support for lessons outlined per district pacing guide including student worksheets, practice tools and CAHSEE reinforcement
 - b. (4) Benchmarks and (2) semester exams
 - c. Estimate of 600 students / 10 teachers
 - d. Finished product to be provided in digital format for reproduction to student / teacher estimates (+/- 5%)



17241 Murphy Avenue, Irvine, CA 92614
Tel: (949) 474-0999 • Fax: (949) 474-1999
Website: www.cgpeducation.com

Cost Summary:

1. Algebra I “Support Program” for existing Holt curriculum
 - a. Minimum of 3-year annual content subscription. After term expires, district can continue use of content at established annual cost, negotiate a “content buyout” or cease using all created content.
 - b. Annual content subscription cost = \$17,560.00

2. Geometry “Support Program” for existing Holt curriculum
 - a. Minimum of 3-year annual content subscription. After term expires, district can continue use of content at established annual cost, negotiate a “content buyout” or cease using all created content.
 - b. Annual content subscription cost = \$21,380.00

3. Algebra II “Support Program” for existing Holt curriculum
 - a. Minimum of 3-year annual content subscription. After term expires, district can continue use of content at established annual cost, negotiate a “content buyout” or cease using all created content.
 - b. Annual content subscription cost = \$27,895.00

Agreement Summary:

CGP Education, Inc will agree to “custom publish” the above content, to the district’s specifications and allow use on an annual subscription basis for a minimum of 3 years at the annual prices outlined above. Each of the three year’s subscription total will be billed in advance of the forthcoming year and will entitle CJUSD to unconditional use throughout the year for the total number of students / teachers quoted.

We agree to the preceding terms and conditions outlined above:

Jaime Ayala, CJUSD

Date

Patrick Adams, CGP Education Inc

Date



17241 Murphy Avenue, Irvine, CA 92614
 Tel: (949) 474-0999 • Fax: (949) 474-1999
 Website: www.cgpeducation.com

INVOICE

Invoice Number: 2876-03
 Date: June 15, 2009

To: Colton Joint Unified School District
 Attn: Julia Nichols
 1212 Valencia Drive
 Colton, CA 92324
 (909) 580-6541

Sales Rep	Region	Shipping Method	Shipping Terms	Delivery Date	Payment Terms	Due Date
PA/ER	2	N/A	N/A	8/15/09	Net 30 days	

QTY	ISBN #	DESCRIPTION	UNIT \$	DISCOUNT	LINE TOTAL
1		Algebra I Support Program – (1k students / 18 teachers)	\$17,560.00	-	\$17,560.00
1		Geometry Support Program – (1k students / 18 teachers)	\$21,380.00	-	\$21,380.00
1		Algebra II Support Program – (600 students / 10 teachers)	\$27,895.00	-	\$27,895.00
			Discount	-	-
				Subtotal	\$66,835.00
				Sales Tax	-
				Total	\$66,835.00

THANK YOU FOR YOUR BUSINESS!

<p>Please submit payment to:</p> <p>“CGP Education, Inc” P.O. Box 14280 Irvine, CA 92623</p>

BOARD AGENDA

REGULAR MEETING

August 6, 2009

CONSENT ITEM

- TO:** Board of Education
- PRESENTED BY:** Mollie Gainey-Stanley, Assistant Superintendent
Educational Services Division
- SUBJECT:** Approval of New Language! Intensive English Language Arts Intervention Program and Adoption of Textbooks for *California Language!* in Grades 7-8 (Beginning August 2009)
- GOAL:** Improved Student Performance
- STRATEGIC PLAN:** Strategy #2: Curriculum
Strategy #3: Decision Making
- BACKGROUND:** The DAIT team has recommended implementation of the state adopted Reading Intervention Program for struggling readers, *Language! Focus on English Learning*, to provide intensive, accelerated, and extensive English Language Arts instruction. The strategic approach focuses on teaching students to speak, read and write proficiently in English for students in grades seven through eight, who meet the criteria for language intervention.
- The textbooks are aligned to the California English Language Arts Content Standards and the California English Language Arts Frameworks. Students will be identified for potential placement into the program based on their California Standards test results.
- The recommendation has been reviewed by an advisory committee consisting of teachers and administrators.
- Language! Fourth Edition**
The Comprehensive Literacy Curriculum
Levels AB and CD
Sopris West Educational Services © 2009
Student and Interactive Text (Levels AB and CD)
Placement Student Edition (Levels AB and CD)
Summative Assessments
- BUDGET IMPLICATIONS:** \$293,721.33 – Total amount for textbook materials to be paid out of the 2009-2010 IMFRP funds.
- RECOMMENDATION:** That the Board approve the New Language! Intensive English Language Arts Intervention Program and Adoption of Textbooks and Supplemental Instructional Materials for *Language!* in Grades 7-8. (Beginning August 2009)

A-7

BOARD AGENDA

**REGULAR MEETING
August 6, 2009**

CONSENT ITEM

- TO:** Board of Education
- PRESENTED BY:** Mollie Gainey-Stanley, Assistant Superintendent
Curriculum and Instruction
- SUBJECT:** Approval of Math Intervention Program and Adoption of Textbooks for *California Math Triumphs* in Grades 7-8 (Beginning August 2009)
- GOAL:** Improved Student Performance
- STRATEGIC PLAN:** Strategy #2: Curriculum
Strategy #3: Decision Making
- BACKGROUND:** The DAIT team has recommended implementation of the state adopted math intervention program, *California Math Triumphs* for students in grades seven and eight, who meet the criteria for mathematics intervention. The textbooks are aligned to the California Mathematics Content Standards and the California Mathematics Frameworks.
- Students will be identified for the program based on their California Standards test results. The recommendation has been reviewed by an advisory committee consisting of teachers and administrators.
- California Math Triumphs, First Edition**
California Math Triumphs
Volumes 1A, 1B, 2A, 2B, 3A, 3B, 4A, 4B, 5A, 5B, 6A, 6B
Glencoe McGraw-Hill © 2008
Place Value and Basic Number Skills (Volume 1)
Fractions and Decimals (Volume 2)
Ratios, Rates, and Percents (Volume 3)
The Core Processes of Mathematics (Volume 4)
Functions and Equations (Volume 5)
Measurements (Volume 6)
Standards Practice and Periodic Assessments
- BUDGET** \$101,202.75 – Total amount for textbook materials will be paid out of the
IMPLICATIONS: 2009-2010 American Recovery Reinvestment Act and Individuals with Disabilities Education Act Part B, Section 611, Local Assistance Early Intervening Services (IDEA) funds.
- RECOMMENDATION:** That the Board approve the Math Intervention Program and Adoption of Textbooks and Supplemental Instructional Materials for *California Math Triumphs* in grades 7-8. (Beginning August 2009)

BOARD AGENDA

**REGULAR MEETING
August 6, 2009**

CONSENT ITEM

TO: **Board of Education**

PRESENTED BY: Mollie Gainey-Stanley, Assistant Superintendent
Educational Services Division

SUBJECT: **Approval of the Course Description for *Math Intervention 7, Grade 7 (Beginning Fall 2009)***

GOAL: Improved Student Performance

STRATEGIC PLAN: Strategy #2: Curriculum

BACKGROUND: These materials are designed to serve as intervention for students in 7th grade double period mathematics courses, and comply with the DAIT requirements. The course description was approved by the Secondary Curriculum Council on June 9, 2009.

**BUDGET
IMPLICATIONS:** The textbooks and support materials will be purchased with site funds.

RECOMMENDATION: That the Board approve the Courses Description for *Math Intervention 7, grade 7. (Beginning Fall 2009)*

Middle School Course Description for **Math Intervention 7**

Course Title: Math Intervention 7

Curricular Area: Mathematics

Course Number: MAI710, MAI711, MAI712

Length: One year

Credits: 10

Grade Level: 7

Prerequisites: Far Below Basic and Below Basic on 6th Grade CST and two (2) years below grade level on diagnostic grade level test with publisher’s materials.

Concurrent enrollment with Math 7

Course Description

This course provides students with an introduction to Math 7 skills and is designed to fill gaps in the students' prior courses of study in mathematics. It is designed to build positive learning experiences in mathematics. Students will have rich exposure to skills needed to successfully pass Math 7, Algebra Readiness, Algebra I and the California High School Exit Exam (CAHSEE).

Alignment

This course is aligned to the California Content Standards for 7th grade Mathematics Intervention Program as set forth in the California Frameworks.

Instructional Materials

All current adoption materials previously approved by the school board.

Required Textbook(s)
Math Triumphs Gr 4-7
 Published by
 McGraw-Hill (2008)

Supplemental Materials
 By Design Series Books, assorted manipulatives, other math standards reinforcing material and reinforcing standards games, and other resources that support the 5th, 6th, and 7th grade Math curriculum.

Web Sites
 McGraw-Hill, glencoe.com and other
 TBD
Software
 Accelerated Math, Star Math, Power Point, My Skills Tutor and other
 TBD.

Exit Criteria

<u>Activities</u>	<u>Percentage</u>
Homework	20%
Class work/Other	20%
Lab work.....	35%
Tests and Quizzes	10%
Comprehensive End of Semester Assessments	<u>15%</u>
Total:	100%

Development Team:

This Course Description was developed by:

- John Stearns
- David Krivanek
- Michelle Dowd

Colton Joint Unified School District Course of Study
Instructional Guide for Math 7 - 7th Grade

Learning Experiences and Instruction

Homework topics for Math Intervention 7 are presented concurrently with class instruction and are in accordance with the subject specific standards aligned pacing guide. Homework is designed to enhance, facilitate and deepen student understanding of classroom instruction.

Instructional strategies may include, but are not limited to, the following:

Activities for Auditory Learners	Games	Scaffolding
Activities for Kinesthetic Learners	Graphic Organizers	Short-term, attainable goals
Activities for Visual Learners	Modeling	Spiraling
Activate Prior Knowledge	Must DO/May Do	Strategically Formed Small Groups
Adjust Pacing	Mental Math	Sentence Frames
Classifying	Non-verbal Response	Think Time
Chants, Poems, Songs	Peer-Tutoring	Think-Write-Pair-Share
Choral Reading and Choral Response	Positive Reinforcement	Tiering Key Vocabulary
Direct Instruction of Academic Language	Provide Complex Tasks	Total Physical Response
Direct Instruction of Math Content	Realia	Use of Cognates
Example/Non-example	Repetition	Use of Manipulatives
Expand Student Responses	Response Through Hand Signals	Use of Whiteboards
Extend Learned Skills	Role Playing	Word Wall

Support for English Language Learners:

Teachers will supplement with universal access materials from SB 472 training including word walls, visual aides, and graphic organizers. SDAIE strategies will be employed based on individual student need.

Support for Special Education Students:

Teachers will supplement with universal access materials from SB 472 training including word walls, visual aides, and graphic organizers. Scaffolding strategies will be employed based on individual student need and goals set forth in the IEP.

Stretching the Lesson for GATE Students:

GATE students should be challenged with more challenging exercises such as practice plus exercises in the textbook and in some cases with additional topics in advanced mathematics.

Math Intervention 7 Pacing Guide for Math 7 - 7th Grade

Weeks	Week	Prerequisite Skill		Standards Covered		Math Triumph Volume		Chapter/Lessons	
		First Quarter	Second Quarter	First Quarter	Second Quarter	First Quarter	Second Quarter	First Quarter	Second Quarter
1-3	1	Review Basic Facts	Volume 1, Chapters 3, 4, 5			Volume 1A		Chapter 1 Pretest Chapter 2 Pretest Chapter 3 Pretest	
	2	Use order of operations	Volume 4, Chapter 2	3NS2.2, 4NS4.1, 3NS2.4, 4NS3.2		Volume IB		Chapter 4 – Multiplication Pretest Lessons 4-1 to 4-6 Progress Check 1, 2, 3	
	3	Compare, order, add, subtract, multiply, and divide integers	Volume 1, Chapter 6	3NS2.2, 4NS4.1 3NS2.4, 4NS3.2		Volume IB		Chapter 4 Lessons 4-7, 4-8, 4-9, 4-10 Progress Checks 4 and 5	
4 - 6	4	Solve one step equations	Volume 4, Chapter 4	3NS2.2, 4NS4.1 3NS2.4, 4NS3.2		Volume IB		Chapter 4 Lessons 4-11, 4-12, 4-13 Chapter Test	
	5	Write fractions to decimals	Volume 2, Chapter 4	3NS2.2, 3NS2.6 4NS3.2		Volume IB		Chapter 5 – Division Pretest Lessons 5-1, 5-2, 5-3, 5-4 Progress Checks 1 and 2	
	6	Compare and order decimals and fractions	Volume 2, Chapters 2 and 4	3NS2.2, 3NS2.6 4NS3.2		Volume IB		Chapter 5 – Division Lessons 5-5, 5-6, 5-7, 5-8 Progress Checks 3 and 4 Chapter Test	
7 - 9	7	Operations with decimals and fractions	Volume 2, Chapter 3 and 4	3NS2.2, 5NS1.5 3NS2.6, 5NS2.1 4NS1.8 6NS2.3, 7NS1.2		Volume IB		Chapter 6 – Integers Pretest Lessons 6-1, 6-2, 6-3, 6-4 Progress Checks 1 and 2	
	8	Solving simple equations	Volume 4, Chapter 4	3NS2.2, 5NS1.5 3NS2.6, 5NS2.1 4NS1.8 6NS2.3, 7NS1.2		Volume IB		Chapter 6 – Integers Lessons 6-5, 6-6, 6-7, 6-8 Progress Checks 3 and 4 Chapter Test	
	9	Using the Pythagorean theorem	Volume 6, Chapter 4			Volume 1 Review		Volume 1 Test	
10 - 12	10	Finding ratios and rates	Volume 3, Chapter 1	2NS4.0, 4NS1.5 2NS4.3, 4NS1.7 2NS4.1		Volume 2A		Chapter 1 – Parts of Whole Pretest Lessons 1-1, 1-2, 1-3 Progress Check Chapter Test	
	11	Finding ratios and rates	Volume 3, Chapter 1	2NS4.3, 4NS1.5 3NS3.1, 5NS1.5		Volume 2A		Chapter 2 Equivalence of Fractions Pretest	

Math Intervention 7 Pacing Guide for Math 7 - 7th Grade

Weeks	Prerequisite Skill	Math Triumphs Volume/Chapter	Standards Covered	Math Triumph Volume	Chapter/Lessons
		Volume 5, Chapter 3	6NS1.1		Lessons 2-1, 2-2, 2-3, 2-4, 2-5 Progress Check 1 and 2 Chapter Test
12	Solving Proportions	Volume 3, Chapter 4 Volume 5, Chapter 3	3NS3.2, 5NS2.0 5NS2.5, 6NS2.1	Volume 2B	Chapter 3 – Operations With Fractions PreTest Lessons 3-1, 3-2, 3-3, 3-4 Progress Checks 1 and 2
13 - 15	Writing fractions and decimals as percents	Volume 3, Chapter 2	3NS3.2, 5NS2.0 5NS2.5, 6NS2.1	Volume 2B	Chapter 3 – Operations With Fractions Lessons 3-5, 3-6 Progress Check 3 Chapter Test
14	Solving percent problems	Volume 3, Chapter 3	3NS3.4, 4NS1.6 4NS1.7, 2NS5.1 2NS1.1, 5NS1.5 6NS1.1, 4NS1.7	Volume 2B	Chapter 4 – Positive and Negative Fractions and Decimals Pretest Lessons 4-1, 4-2, 4-3, 4-4 Progress Check 1 and 2
15	Naming lines and angles	Volume 6, Chapter 4	4NS2.0, 5NS2.0 5NS2.1, 7NS1.2	Volume 2B	Chapter 4 – Positive and Negative Fractions and Decimals Lessons 4-5, 4-6, 4-7, 4-8, 4-9 Progress Check 3 and 4 Chapter Test Volume Test
Second Quarter	Second Quarter	Second Quarter	Second Quarter	Second Quarter	Second Quarter
16 - 18	Sum of angles	Volume 6, Chapter 4	6NS1.2, 3NS2.7 6AF2.2, 6SDAP3.3	Volume 3A	Chapter 1 – Ratios and Rates Pretest Lessons 1-1, 1-2, 1-3 Progress Check 1 Chapter Test
17			5NS1.2, 5NS1.2 5SDAP1.3, 6NS1.2	Volume 3A	Chapter 2 – Percents, Fractions and Decimals Pretest Lessons 2-1, 2-2, 2-3 Progress Check 1 Chapter Test
18	Area of rectangles	Volume 6, Chapter 2	5NS1.2, 6NS1.4 6NS1.3, 7NS1.7 7NS1.6	Volume 3B	Chapter 3 – Using Percents Pretest Lessons 3-1, 3-2, 3-3, 3-4 Progress Checks 1 and 2 Chapter Test

Math Intervention 7 Pacing Guide for Math 7 - 7th Grade

Weeks	Week	Prerequisite Skill	Math Triumphs Volume/Chapter	Standards Covered	Math Triumph Volume	Chapter/Lessons
		Third Quarter	Third Quarter	Third Quarter	Third Quarter	Third Quarter
1 - 3	19	Volume of rectangular solids	Volume 6, Chapter 3	6NS1.3, 3AF1.4 3MG1.4, 6AF2.1	Volume 3B	Chapter 4 – Rates and Proportional Reasoning Pretest Lessons 4-1, 4-2, 4-3, 4-4 Progress Checks 1 and 2 Chapter Test Volume Test
	20	Volume of prisms and cylinders	Volume 6, Chapter 4	3AF1.4, 3MG1.4 6AF2.1, 7MG1.1	Volume 6A	Chapter 1 – How Measurements Are Made Pretest Lessons 1-1, 1-2, 1-3, 1-4 Progress Checks 1 and 2
	21	Area of circles	Volume 6, Chapter 4	3AF1.4, 3MG1.4 6AF2.1, 7MG1.1 7MG1.3	Volume 6A	Chapter 1 – How Measurements Are Made Lessons 1-5, 1-6 Progress Check 3 Chapter Test
4 - 6	22	Write and evaluate expressions	Volume 4, Chapter 3	2MG1.2, 4MG2.2 4MG2.3, 3MG1.2 3MG1.2	Volume 6A	Chapter 2 – Length and Area in the Real World Pretest Lessons 2-1, 2-2, 2-3, 2-4 Progress Checks 1 and 2 Chapter Test
	23	Solve linear equations	Volume 4, Chapter 4	3MG1.2, 4MG1.1 5MG1.1,	Volume 6B	Chapter 3 – Exact Measures in Geometry Pretest Lessons 3-1, 3-2, 3-3 Progress Check 1
	24	Use distributive property	Volume 4, Chapter 2	3MG1.2, 4MG1.1 5MG1.2, 5MG1.3	Volume 6B	Chapter 3 – Exact Measures in Geometry Pretest Lessons 3-4, 3-5 Progress Check 2 Chapter Test
		Third Quarter	Third Quarter	Third Quarter	Third Quarter	Third Quarter
7 - 9	25	Solving inequalities	Volume 4, Chapter 5	5MG2.1, 5MG2.2 6MG2.2, 7MG3.4	Volume 6B	Chapter 4 – Angles and Circles Pretest Lessons 4-1, 4-2, 4-3, 4-4 Progress Checks 1 and 2
	26	Recognize linear functions and equations	Volume 5, Chapters 3 and 4	7MG3.4, 5MG2.1 7MG3.3, 6MG1.2	Volume 6B	Chapter 4 – Angles and Circles Lessons 4-5, 4-6, 4-7, 4-8 Progress Checks 3 and 4 Chapter Test Volume 6 Test

Math Intervention 7 Pacing Guide for Math 7 - 7th Grade

Weeks	Prerequisite Skill	Math Triumphs Volume/Chapter	Standards Covered	Math Triumph Volume	Chapter/Lessons
27	Finding slope	Volume 5, Chapter 4	3AF1.0, 4AF2.1 4AF2.2	Volume 4A	Chapter 1 – Operations and Equality Prefest Lessons 1-1, 1-2, 1-3, 1-4 Progress Checks 1 and 2 Chapter Test
Fourth Quarter	Fourth Quarter	Fourth Quarter	Fourth Quarter	Fourth Quarter	Fourth Quarter
10 - 12	Using Direct Variation	Volume 5, Chapter 4	2AF1.1, 3AF1.5 5AF1.3, 7AF1.2	Volume 4A	Chapter 2 – Math Fundamentals Prefest Lessons 2-1, 2-2, 2-3, 2-4 Progress Checks 1 and 2 Chapter Test
29	Graphing Linear Equations	Volume 5, Chapter 4	7AF1.1, 5AF1.2 7AF1.3, 6AF1.2	Volume 4B	Chapter 3 – Math Expressions Prefest Lessons 3-1, 3-2, 3-3, 3-4 Progress Checks 1 and 2 Chapter Test
30			7AF1.1, 4AF2.1 7AF4.0, 4AF2.2 7AF1.3	Volume 4B	Chapter 4 – Linear Equations Prefest Lessons 4-1, 4-2, 4-3, 4-4, 4-5 Progress Check 1 and 2 Chapter Test
13 - 15	Compare linear and nonlinear functions	Volume 5, Chapter 4	7AF1.1, 7AF4.0 7NS1.3	Volume 4B	Chapter 5 – Inequalities Prefest Lessons 5-1, 5-2, 5-3, 5-4, 5-5 Progress Check 1 and 2 Chapter Test
32	Using the distributive property	Volume 4, Chapter 2	1SDAP1.1, 2SDAP2.1 3AF2.2, 3AF2.1, 4AF1.5	Volume 5A	Chapter 1 – Patterns and Relationships Prefest Lessons 1-1, 1-2, 1-3, 1-4 Progress Check 1 and 2 Chapter Test
33	Line and Bar graphs	Volume 5, Chapter 2	5SDAP1.5, 4MG2.0 5SDAP1.4, 4MG2.1	Volume 5A	Chapter 2 – Graphing Prefest Lessons 2-1, 2-2, 2-3, 2-4 Progress Checks 1 and 2 Chapter Test
Fourth Quarter	Fourth Quarter	Fourth Quarter	Fourth Quarter	Fourth Quarter	Fourth Quarter
16 - 18	Using graphs to display data	Volume 5, Chapter 2	3AF2.1, 3AF2.2	Volume 5B	Chapter 3 – Proportional Relationships

Math Intervention 7 Pacing Guide for Math 7 - 7th Grade

Weeks	Week	Prerequisite Skill	Math Triumphs Volume/Chapter	Standards Covered	Math Triumph Volume	Chapter/Lessons
			2	6AF2.1, 6NS1.3		Pretest Lessons 3-1, 3-2, 3-3 Progress Checks 1 Chapter Test
	35	Probability		5AF1.5, 7AF3.0 7AF3.3, 7AF3.4	Volume 5B	Chapter 4 – The Relationship Between Graphs and Functions Pretest Lessons 4-1, 4-2, 4-3, 4-4 Progress Checks 1 and 2 Chapter Test
	36			End of School Year		

BOARD AGENDA

**REGULAR MEETING
August 6, 2009**

CONSENT ITEM

TO: Board of Education

PRESENTED BY: Mollie Gainey-Stanley, Assistant Superintendent
Educational Services Division

SUBJECT: Approval of the Course Descriptions for *Language Intervention A-B* and *Language Intervention C-D*, Grades 7-8
(Beginning Fall 2009)

GOAL: Improved Student Performance

STRATEGIC PLAN: Strategy #2: Curriculum

BACKGROUND: These materials are designed to serve as an intervention for students in 7th and 8th grade language arts, and comply with the DAIT requirements. The course descriptions replace the existing REACH program, which was not included by the CDE in the most recent language arts adoption. The course descriptions were approved by the Secondary Curriculum Council on June 9, 2009.

**BUDGET
IMPLICATIONS:** The textbooks and support material will be purchased with site funds.

RECOMMENDATION: That the Board approve the Course Descriptions for *Language A-B* and *Language C-D*, Grades 7-8. (Beginning Fall 2009)

Middle School Course Description for Intensive English Language Arts Intervention Level A-B

Course Title: Language! Level A-B

Course Number: ENI030/ENI031/ENI032

Grade Level: 7-8

Curricular Area: English Language Development

Length: One year; course meets for two periods each day
5 credits per period per semester

Prerequisites:

- Placement by previous year CST Language Arts scaled score below 300
- Language! Reading Scale Placement Exam based on Lexile readability scale
- Two years below adopted curriculum as measured by DRP grade level equivalent
- Score of two or more levels below grade-level on the reading placement test from the SBE-adopted ELA curriculum

Course Description

This course is a comprehensive literacy curriculum that incorporates elements of English language development. It provides effective, explicit, sequential, logically logical and systematic instruction for English language learners and struggling readers, writers, speakers, and spellers. It is an *accelerated program* designed to address the needs of students whose reading achievement is two or more years below grade level.

Alignment

This course is aligned to the California English Language Arts Standards and meets the requirements for intensive intervention instruction in Reading/Language Arts and intensive intervention instruction for English learners.

Instructional Materials

The following are required materials necessary for the full implementation of Language Fourth Edition – Focus on English Learning by Sopris West Educational Services (2009).

STUDENTS

Required Textbook(s)

- | | | |
|--|--|---|
| <ol style="list-style-type: none"> 1. Student Text (book A and B) 2. Interactive Text (book A and B) 3. Placement: Student Edition (book A and B) | <ol style="list-style-type: none"> 4. Assessment: Content Mastery (book A and B) 5. Summative Assessments (book A and B) 6. Everyday English for non-English Speakers (book A and B classes | <p style="text-align: right;">with newcomers)</p> <p><u>Software</u></p> <ol style="list-style-type: none"> 7. eReader 8. Sortegories |
|--|--|---|

Middle School Course Description for Intensive English Language Arts Intervention Level A-B

TEACHERS

<u>Required Textbook(s)</u>	book A-B classes with newcomers)	Cards		
1. Teacher Edition volume 1 and 2 (book A and B)	<u>Supplemental Materials</u>	<u>Software</u>		
2. Teacher Resource Guide (book A and B)			6. Letter cards	13. Instructional Planning Tools for Teachers CD (book A and B)
3. Placement: Teacher Edition (book A and B)			7. Morphemes for Meaning Cards	14. Words for Teachers CD
4. Assessment: Teacher Edition (book A and B)			8. Transparencies and Templates	15. Language Words
5. Everyday English for Non-English Speakers Teacher Edition (for			9. Pocket Chart	16. Kurzweil 3000 (optional)
			10. Plastic Overhead Tiles	17. Additional Sopris West software (optional)
			11. TeachTimer	
			12. Large-Format Picture	

Exit/Promotion Criteria

Exit Criteria: Students should exit the Language! curriculum upon the completion of Book A and B, and when they consistently score 80% or better on the End-of Book Content Mastery test and reach the designated Lexile level as measured by the Language! Reading Scale. Students who have met these criteria can be exited from the Language! curriculum and placed into the core program for English with continued ELD support.

Promotion Criteria: Students who have demonstrated Mastery at 80% but have not reached the designated Lexile level, should advance to Language! C/D. Students who have not met mastery for a specific level in Language will continue to the next level of Language but consideration will be taken to group these students together so that instruction can move at an appropriate pace so the student can gain mastery of the concepts. Only in rare circumstances at the request of a Student Study Team (SST) or IEP Team Review, will a student be required to take the same level of Language! more than once.

<u>Activities</u>	<u>Percentage</u>
Class participation and Assignments (Class/Homework).....	25%
Summative Assessments.....	75%
	Total: 100%

Development Team

This Course of Study was created in 2/09 by Language Support Services and 7/8 Educational Services and Assessment & Evaluation

Middle School Course Description for Intensive English Language Arts Intervention Level A-B

Support for English Learners

- *LANGUAGE! eReader* CD that reads aloud while students follow along in the text
- Picture cards and realia for multisensory cueing
- **Simulate It** exercises that use role plays to demonstrate comprehension and mastery
- Previews of vocabulary and content through **K-W-L**, **Explore It**, and other activities
- *LANGUAGE! Focus on English Learning* provides ongoing oral fluency practice as well as preliminary instruction for each lesson
- *LANGUAGE! Everyday English*, a separate curriculum for students with essentially no English Skills

Support for Special Education

- Thematic content that builds content knowledge systematically and cumulatively
- Previews of vocabulary and content through **K-W-L**, **Explore It**, and other activities
- Extensive use of “Mirror Text” that reflects students’ interests, world views, and background knowledge
- Acceleration options

Differentiating the Lesson for GATE Students

- Use of placement and content mastery scores
- Program can be used to move students more quickly through certain aspects of the curriculum.
- The starred activities chart the “review and accelerate” path enabling teachers to effectively move students toward complete literacy.

True differentiation embraces acceleration as well as deceleration

Middle School Pacing Guide for Intensive English Language Arts Intervention Level A-B

First Quarter

Week 1: Introduction, class rules, placement, and administration of the four baseline assessments.

Weeks: 2-4

Unit 1, Lessons 1-10

California Content Standards:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Reading	R1.1, R1.3, R1.4, R1.6, R1.7, R1.8, R1.9, R1.10, R1.11, R1.16, R1.17, R2.2, R2.6, R2.7	R1.1, R1.2, R1.3, R1.6, R1.9, R1.10, R2.1, R2.5	R1.3, R1.6, R2.3, R2.5	R1.2, R1.6, R2.3	R1.1, R1.2	R1.1, R1.3
Writing	W1.1, W1.3	W1.1, W1.4	W1.1, W1.1a, W1.1b			
Listening Skills						
Written/Oral Applications	C.1.1, C1.2, C1.7, C1.8	C.1.1, C1.3	C.1.2, C1.4			

Weeks: 5-7

Unit 2, Lessons 1-10

California Content Standards:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
READING	R1.4, R1.6, R1.7, R1.8, R1.9, R1.10, R1.11, R1.15, R1.16, R1.17, R2.2, R2.6	R1.6, R1.7, R1.10, R2.5	R1.3, R1.4, R1.6, R2.3, R2.5	R1.2, R2.5	R1.1, R1.2, R1.3	R1.1, R1.3
WRITING	W1.3, W2.2	W1.4	W1.1, W1.1a,	W2.4		
LISTENING SKILLS						
WRITTEN/ORAL CONVENTIONS	C1.3, C1.8	C.1.2, C1.3	C.1.2, C1.4			

Weeks: 8-10

Unit 3, Lessons 1-10

California Content Standards:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
READING	R1.4, R1.5, R1.6, R1.7, R1.8, R1.9, R1.10, R1.11, R1.15, R1.16, R1.17, R2.1, R2.2, R2.6	R1.6, R1.7, R1.8, R1.10	R1.3, R1.4, R1.6, R2.3	R1.2, R1.6	R1.1, R1.2, R1.3	R1.3
WRITING	W1.1, W1.3	W1.1, W1.4	W1.1, W1.1a, W1.1b			
LISTENING SKILLS						
WRITTEN/ORAL CONVENTIONS	C.1.1, C1.3, C1.8	C.1.3, C1.6	C.1.2			

Middle School Pacing Guide for Intensive English Language Arts Intervention

Level A-B

Second Quarter

Weeks: 11-13

Unit 4, Lessons 1-10

California Content Standards:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
READING	R1.4,R1.5,R1.6, R1.7,R1.8,R1.9, R1.10,R1.11,R1.15, R1.16,R1.17,R2.2, R2.6,	R1.2,R1.3,R1.6, R1.7,R1.8,R1.10,	R1.3,R1.4,R1.6, R2.3,R2.5	R1.2,R1.6	R1.1,R1.2,R1.3	R1.1,R1.3,R2.4
WRITING	W1.1,W1.3	W1.4	W1.1, W1.1a, W1.1b			
LISTENING SKILLS	L1.4	L1.5,L1.6	L1.5,L1.6			
WRITTEN/ORAL CONVENTIONS	C.1.1,C1.2,C1.3, C1.6,C1.8	C1.3	C.1.2,C1.3	C.1.2	C.1.1	

Weeks: 14-15

Unit 5, Lessons 1-10

California Content Standards:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
READING	R1.4,R1.5,R1.6, R1.7,R1.8,R1.9, R1.10,R1.11,R1.15, R1.16,R1.17,R2.6	R1.2,R1.3,R1.6, R1.7,R1.8	R1.3,R1.4,R1.6, R2.3	R1.2,R1.6	R1.1,R1.2,R1.3	R1.1,R1.3,R2.4
WRITING	W1.1	W1.4	W1.1, W1.1a, W1.1b,W1.2			
LISTENING SKILLS						
WRITTEN/ORAL CONVENTIONS	C1.2,C1.8	C1.3	C.1.2,C1.3	C1.2	C1.1	

Weeks: 16-18

Unit 6, Lessons 1-10

California Content Standards:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
READING	R1.4,R1.5,R1.6, R1.8,R1.9,R1.10, R1.11, R1.15, R1.16,R1.17,R2.6	R1.2,R1.3,R1.6, R1.7,R1.9	R1.3,R1.4,R1.6, R2.3	R1.2,R1.6	R1.1,R1.3	R1.1,R1.3,R2.4
WRITING	W1.1	W1.4	W1.1, W1.1a, W1.1b,W1.2			
LISTENING SKILLS		L1.5				
WRITTEN/ORAL CONVENTIONS	C.1.2,C1.3,C1.8	C.1.3	C.1.2,C1.3	C1.2	C1.1	

Middle School Pacing Guide for Intensive English Language Arts Intervention

Level A-B

Third Quarter

Week 1-4:

Unit 7, Lessons 1-10

California Content Standards:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
READING	R1.3, R1.4, R1.5, R1.6, R1.7, R1.8, R1.9, R1.10, R1.11, R1.13, R1.14, R1.15, R1.16, R2.6, R2.7	R1.3, R1.5, R1.6, R1.7, R1.8, R1.9, R1.10, R2.1, R2.5	R1.2, R1.3, R1.4, R1.6, R1.8, R2.3	R1.1, R1.2, R1.6, R2.2, R2.6	R1.1, R1.2, R1.3, R2.3, R2.5	R1.1, R1.2, R2.4
WRITING	W1.3	W1.1, W1.4	W1.1, W1.1a, W1.1b	W1.2a, W1.2b, W1.2c, W1.2d, W1.4	W1.2a, W1.2b, W1.2c,	W1.2a, W1.2c,
LISTENING SKILLS		L1.6,		L1.3, L2.3	L2.3a	
WRITTEN/ORAL CONVENTIONS	C1.2, C1.3, C1.5, C1.6, C1.7, C1.8	C1.3, C1.6, C1.7	C1.2, C1.3, C1.4, C1.8		C1.1, C1.4, C1.5,	C1.2, C1.4

Weeks: 5-7

Unit 8, Lessons 1-10

California Content Standards:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
READING	R1.3, R1.4, R1.5, R1.6, R1.7, R1.8, R1.9, R1.10, R1.11, R1.12, R1.13, R1.14, R1.15, R1.16, R2.2, R2.6	R1.3, R1.5, R1.6, R1.7, R1.8, R2.1	R1.4, R1.6, R2.3	R1.2, R1.6, R2.2, R2.6	R1.1, R1.2, R1.3, R2.3	R1.1, R2.4
WRITING	W1.2, W1.3	W1.4	W1.1, W1.1a, W1.1b, W1.4	W1.2a, W1.2d, W1.4	W1.2a, W1.2b, W1.2c	
LISTENING SKILLS				L1.3		
WRITTEN/ORAL CONVENTIONS	C1.2, C1.5, C1.6, C1.7, C1.8	C1.3, C1.6, C1.7	C1.2, C1.3, C1.4, C1.8	C1.1	C1.1, C1.4	C1.1, C1.2, C1.4

Weeks: 8-10

Unit 9, Lessons 1-10

California Content Standards:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
READING	R1.3, R1.4, R1.5, R1.6, R1.7, R1.8, R1.9, R1.10, R1.11, R1.12, R1.3, R1.4, R1.5, R1.6, R1.7, R2.2, R2.6	R1.5, R1.6, R2.1	R1.3, R1.4, R1.6, R2.3	R1.2, R1.6, R2.2, R2.6	R1.1, R1.3	R1.1
WRITING	W1.3, W2.1	W1.4, W2.1a, W2.1b,	W1.1, W1.1a, W1.1b,	W1.4, W2.1a, W2.1b, W2.1c, W2.1d		
LISTENING SKILLS				L1.3		
WRITTEN/ORAL CONVENTIONS	C1.2, C1.3, C1.5, C1.6, C1.7, C1.8	C1.3, C1.6	C1.2, C1.3, C1.4, C1.8	C1.1	C1.1, C1.2, C1.4	C1.1, C1.2, C1.4

Middle School Pacing Guide for Intensive English Language Arts Intervention

Level A-B

Fourth Quarter

Weeks: 11-13

Unit 10, Lessons 1-10

California Content Standards:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
READING	R1.3,R1.4,R1.5, R1.6,R1.7,R1.8, R1.9,R1.10,R1.11, R1.13,R1.14,R1.15, R1.16,R1.17,R2.6,	R1.3,R1.5,R1.6, R1.7, R2.1	R1.3,R1.4,R1.6, R1.8,R2.3	R1.2,R1.6,R2.2, R2.6	R1.1,R1.3,R2.3	R1.1,R2.4
WRITING	W1.3	W1.4,W2.1a, W2.1b,	W1.1,W1.1a, W1.1b, W1.4	W1.4, W2.1a, W2.1b, W2.1c, W2.1d		
LISTENING SKILLS				L1.3		
WRITTEN/ORAL CONVENTIONS	C1.3,C1.5,C1.6, C1.7,C1.8	C1.3,C1.6	C1.2,C1.3, C1.4, C1.8	C1.1	C1.5	C1.2

Weeks: 14-15

Unit 11, Lessons 1-10

California Content Standards:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
READING	R1.3, R1.4, R1.5, R1.6, R1.7, R1.8, R1.9, R1.10, R1.11, R1.13,R1.14,R1.15, R1.16,R1.17,R2.6	R1.3, R1.6, R1.7, R2.1	R1.3, R1.4, R1.6, R2.3	R1.2, R1.6, R2.2, R2.6	R1.1,R2.3	R1.1,R2.4
WRITING	W1.1, W1.3	W1.4	W1.1			W2.2
LISTENING SKILLS				L1.3		
WRITTEN/ORAL CONVENTIONS	C1.2, C1.3, C1.5, C1.6,C1.8	C1.3	C1.2, C1.3, C1.4, C1.8	C1.1	C1.1	C1.2

Weeks: 16-18

Unit 12, Lessons 1-10

California Content Standards:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
READING	R1.3, R1.4, R1.5, R1.6, R1.7, R1.8, R1.9, R1.10, R1.11, R1.12,R1.13,R1.14, R1.15,R1.16,R1.17, R2.6	R1.3, R1.4, R1.6, R2.1	R1.3, R1.4, R1.6, R2.3	R1.2, R1.6, R2.2, R2.6	R1.1,R1.2,R2.3	R1.1
WRITING	W1.3	W1.4, W2.1a, W2.1b		W2.1a, W2.1b, W2.1c,W2.1d	W1.2a, W1.2b, W1.2c	W2.2
LISTENING SKILLS				L1.3		
WRITTEN/ORAL CONVENTIONS	C1.3,C1.8	C1.3	C1.2, C1.3, C1.4, C1.8		C1.5	C1.2

California Standards Guide for Middle School Intensive English Language Arts Intervention Level A-B

Grade One

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Concepts About Print

- 1.1 Match oral words to printed words.
- 1.3 Identify letters, words, and sentences.

Phonemic Awareness

- 1.4 Distinguish initial, medial, and final sounds in single-syllable words.
- 1.5 Distinguish long-and short-vowel sounds in orally stated single-syllable words [e.g., *bit/bite*].
- 1.6 Create and state a series of rhyming words, including consonant blends.
- 1.7 Add, delete, or change target sounds to change words [e.g., change *cow* to *how*; *pan* to *an*].
- 1.8 Blend two to four phonemes into recognizable words [e.g., /c/ a/ t/ = cat; /f/ l/ a/ t/ = flat].
- 1.9 Segment single-syllable words into their components [e.g., /c/ a/ t/ = cat; /s/ p/ l/ a/ t/ = splat; /r/ i/ ch/ = rich].

Decoding and Word Recognition

- 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- 1.11 Read common, irregular sight words [e.g., *the, have, said, come, give, of*].
- 1.12 Use knowledge of vowel digraphs and *r*-controlled letter-sound associations to read words.
- 1.13 Read compound words and contractions.
- 1.14 Read inflectional forms [e.g., *-s, -ed, -ing*] and root words [e.g., *look, looked, looking*].
- 1.15 Read common word families [e.g., *-ite, -ate*].
- 1.16 Read aloud with fluency in a manner that sounds like natural speech.

Vocabulary and Concept Development

- 1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).

2.0 Reading Comprehension

Structural Features of Informational Materials

- 2.1 Identify text that uses sequence or other logical order.

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.2 Respond to *who, what, when, where, and how* questions.
- 2.6 Relate prior knowledge to textual information.
- 2.7 Retell the central ideas of simple expository or narrative passages.

Writing

1.0 Writing Strategies

Organization and Focus

- 1.1 Select a focus when writing.
- 1.2 Use descriptive words when writing.

Penmanship

- 1.3 Print legibly and space letters, words, and sentences appropriately.

2.0 Writing Applications (Genres and Their Characteristics)

- 2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience.
- 2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Sentence Structure

- 1.1 Write and speak in complete, coherent sentences.

Grammar

- 1.2 Identify and correctly use singular and plural nouns.
- 1.3 Identify and correctly use contractions (e.g., *isn't, aren't, can't, won't*) and singular possessive pronouns (e.g., *my/ mine, his/ her, hers, your/s*) in writing and speaking.

Punctuation

- 1.5 Use a period, exclamation point, or question mark at the end of sentences.
- 1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.

Capitalization

- 1.7 Capitalize the first word of a sentence, names of people, and the pronoun *I*.

Spelling

- 1.8 Spell three-and four-letter short-vowel words and grade-level-appropriate sight words correctly.

Listening and Speaking

- 1.4 Stay on the topic when speaking.

California Standards Guide for Middle School Intensive English Language Arts Intervention Level A-B

Grade Two

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Decoding and Word Recognition

- 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
- 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel [= *su/ per*]; vowel-consonant-consonant-vowel [= *sup/ per*]).
- 1.3 Decode two-syllable nonsense words and regular multisyllable words.
- 1.4 Recognize common abbreviations [e.g., *Jan., Sun., Mr., St.*].
- 1.5 Identify and correctly use regular plurals [e.g., *-s, -es, -ies*] and irregular plurals [e.g., *fly/ flies, wife/ wives*].
- 1.6 Read aloud fluently and accurately and with appropriate intonation and expression.

Vocabulary and Concept Development

- 1.7 Understand and explain common antonyms and synonyms.
- 1.8 Use knowledge of individual words in unknown compound words to predict their meaning.
- 1.9 Know the meaning of simple prefixes and suffixes [e.g., *over-, un-, -ing, -ly*].
- 1.10 Identify simple multiple-meaning words.

2.0 Reading Comprehension

Structural Features of Informational Materials

- 2.1 Use titles, tables of contents, and chapter headings to locate information in expository text.

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.5 Restate facts and details in the text to clarify and organize ideas.

Writing

1.0 Writing Strategies

Organization and Focus

- 1.1 Group related ideas and maintain a consistent focus.

Evaluation and Revision

- 1.4 Revise original drafts to improve sequence and provide more descriptive detail.

2.0 Writing Applications (Genres and Their Characteristics)

- 2.1 Write brief narratives based on their experiences:
 - a. Move through a logical sequence of events.
 - b. Describe the setting, characters, objects, and events in detail.

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Sentence Structure

- 1.1 Distinguish between complete and incomplete sentences.
- 1.2 Recognize and use the correct word order in written sentences.

Grammar

- 1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.

Capitalization

- 1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.

Spelling

- 1.7 Spell frequently used, irregular words correctly (e.g., *was, were, says, said, who, what, why*).

Listening and Speaking

1.0 Listening and Speaking Strategies

Organization and Delivery of Oral Communication

- 1.5 Organize presentations to maintain a clear focus.
- 1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).

California Standards Guide for Middle School Intensive English Language Arts Intervention Level A-B

Grade Three

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Decoding and Word Recognition

- 1.2 Decode regular multisyllabic words.
- 1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

Vocabulary and Concept Development

- 1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.
- 1.6 Use sentence and word context to find the meaning of unknown words.
- 1.8 Use knowledge of prefixes [e.g., *un-*, *re-*, *pre-*, *bi-*, *mis-*, *dis-*] and suffixes [e.g., *-er*, *-est*, *-ful*] to determine the meaning of words.

2.0 Reading Comprehension

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.3 Demonstrate comprehension by identifying answers in the text.
- 2.5 Distinguish the main idea and supporting details in expository text.

Writing

1.0 Writing Strategies

Organization and Focus

- 1.1 Create a single paragraph:
- Develop a topic sentence.
 - Include simple supporting facts and details.

Penmanship

- 1.2 Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.

Evaluation and Revision

- 1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Grammar

- 1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.
- 1.3 Identify and use past, present, and future verb tenses properly in writing and speaking.
- 1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences.

Punctuation

- 1.5 Punctuate dates, city and state, and titles of books correctly.

Spelling

- 1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., [qu], consonant doubling, changing the ending of a word from [-y] to [-ies] when forming the plural), and common homophones [e.g., *hair-hare*].

Listening and Speaking

1.0 Listening and Speaking Strategies

Organization and Delivery of Oral Communication

- 1.5 Organize ideas chronologically or around major points of information.
- 1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea.

California Standards Guide for Middle School Intensive English Language Arts Intervention Level A-B

Grade Four

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Word Recognition

- 1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.

Vocabulary and Concept Development

- 1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.

- 1.6 Distinguish and interpret words with multiple meanings.

2.0 Reading Comprehension

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).

- 2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.

- 2.6 Distinguish between cause and effect and between fact and opinion in expository text.

Writing

1.0 Writing Strategies

Organization and Focus

- 1.2 Create multiple-paragraph compositions:
- Provide an introductory paragraph.
 - Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.
 - Include supporting paragraphs with simple facts, details, and explanations.
 - Conclude with a paragraph that summarizes the points.

Penmanship

- 1.4 Write fluidly and legibly in cursive or joined italic.

2.0 Writing Applications (Genres and Their Characteristics)

Write narratives:

- Relate ideas, observations, or recollections of an event or experience.
- Provide a context to enable the reader to imagine the world of the event or experience.
- Use concrete sensory details.
- Provide insight into why the selected event or experience is memorable.

- 2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Sentence Structure

- 1.1 Use simple and compound sentences in writing and speaking.

- 1.2 Combine short, related sentences with appositives, participial phrases, adjectives, ad-verbs, and prepositional phrases.

Grammar

- 1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.

Punctuation

- 1.5 Use underlining, quotation marks, or italics to identify titles of documents.

Listening and Speaking

1.0 Listening and Speaking Strategies

Comprehension

- 1.3 Identify how language usages (e.g., sayings, expressions) reflect regions and cultures.

2.0 Speaking Applications (Genres and Their Characteristics)

- 2.3 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.

California Standards Guide for Middle School Intensive English Language Arts Intervention Level A-B

Grade Five

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Word Recognition

1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

Vocabulary and Concept Development

1.2 Use word origins to determine the meaning of unknown words.

1.3 Understand and explain frequently used synonyms, antonyms, and homographs.

2.0 Reading Comprehension (Focus on Informational Materials)

Comprehension and Analysis of Grade-Level-Appropriate Text

2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.

Expository Critique

2.5 Distinguish facts, supported inferences, and opinions in text.

Writing

1.0 Writing Strategies

Organization and Focus

1.2 Create multiple-paragraph expository compositions:

- a. Establish a topic, important ideas, or events in sequence or chronological order.
- b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought.
- c. Offer a concluding paragraph that summarizes important ideas and details.

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Sentence Structure

1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.

Capitalization

1.4 Use correct capitalization.

Spelling

1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

Listening and Speaking

2.0 Speaking Applications (Genres and Their Characteristics)

2.3 Deliver oral responses to literature:

- a. Summarize significant events and details.

California Standards Guide for Middle School Intensive English Language Arts Intervention Level A-B

Grade Six

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Word Recognition

1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

Vocabulary and Concept Development

1.2 Identify and interpret figurative language and words with multiple meanings.

1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.

2.0 Reading Comprehension (Focus on Informational Materials)

Structural Features of Informational Materials

2.2 Analyze text that uses the compare-and-contrast organizational pattern.

Writing

1.0 Writing Strategies

Organization and Focus

1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.

Research and Technology

1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.

1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).

2.0 Writing Applications (Genres and Their Characteristics)

2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution):

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Sentence Structure

1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.

Grammar

1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.

Capitalization

1.4 Use correct capitalization.

Middle School Course Description for Intensive English Language Arts Intervention Level C-D

Course Title: Language! Level C-D

Course Number: ENI050/ENI051/ENI052

Grade Level: 7-8

Curricular Area: English Language Development

Length: One year; course meets for two periods each day
5 credits per period per semester

Prerequisites:

- Placement by previous year CST Language Arts scaled score below 300
- Language! Reading Scale Placement Exam based on Lexile readability scale
- Two years below adopted curriculum as measured by DRP grade level equivalent
- Score of two or more levels below grade-level on the reading placement test from the SBE-adopted ELA curriculum

Course Description

This course is a comprehensive literacy curriculum that incorporates elements of English language development. It provides effective, explicit, sequential, logistically logical and systematic instruction for English language learners and struggling readers, writers, speakers, and spellers. It is an *accelerated program* designed to address the needs of students whose reading achievement is two or more years below grade level.

Alignment

This course is aligned to the California English Language Arts Standards and meets the requirements for intensive intervention instruction in Reading/Language Arts and intensive intervention instruction for English learners.

Instructional Materials

The following are required materials necessary for the full implementation of Language Fourth Edition – Focus on English Learning by Sopris West Educational Services (2009).

STUDENTS

Required Textbook(s)

1. Student Text (book C and D)
2. Interactive Text (book C

and D)

3. Placement: Student Edition (book C and D)
4. Assessment: Content Mastery (book C and D)
5. Summative Assessments

(book C and D)

Software

6. eReader
7. Sortegories

TEACHERS

Required Textbook(s)

1. Teacher Edition volume 1 and 2 (level C and D)
2. Teacher Resource Guide (level C and D)
3. Placement: Teacher Edition (book C and D)
4. Assessment: Teacher Edition (book C and D)

Supplemental Materials

5. Letter cards
6. Morphemes for Meaning Cards
7. Transparencies and Templates
8. Pocket Chart
9. Plastic Overhead Tiles
10. TeachTimer
11. Large-Format Picture

Cards

Software

12. Instructional Planning Tools for Teachers CD (book C and D)
13. Words for Teachers CD
14. Kurzweil 3000 (optional)
15. Additional Sopris West software (optional)

Middle School Course Description for Intensive English Language Arts Intervention Level C-D

Exit/Promotion Criteria

Exit Criteria: Students should exit the Language curriculum upon the completion of book C and D and when they consistently score 80% or better on the End-of Book Content Mastery test and reach the designated Lexile level as measured by the Language! Reading Scale. Students who have met these criteria can be exited from the Language! curriculum and be placed in the core program for English with continued ELD support as needed.

Promotion Criteria: Students who have demonstrated Mastery at 80% but have not reached the designated Lexile level, should require a Student Study Team meeting to determine further interventions. Only in rare circumstances at the request of a Student Study Team (SST) or IEP Team Review, will a student be required to take the same level of Language! more than once.

<u>Activities</u>	<u>Percentage</u>
Class participation and Assignments (Class/Homework).....	25%
Summative Assessments.....	75%
	Total: 100%

Development Team

This Course of Study was created in 2/09 by Language Support Services and 7/8 Educational Services and Assessment and Evaluation

Middle School Course Description for Intensive English Language Arts Intervention Level C-D

Support for English Learners

- *LANGUAGE! eReader* CD that reads aloud while students follow along in the text
- Picture cards and realia for multisensory cueing
- **Simulate It** exercises that use role plays to demonstrate comprehension and mastery
- Previews of vocabulary and content through **K-W-L**, **Explore It**, and other activities
- *LANGUAGE! Focus on English Learning* provides ongoing oral fluency practice as well as preliminary instruction for each lesson
- *LANGUAGE! Everyday English*, a separate curriculum for students with essentially no English Skills

Support for Special Education

- Thematic content that builds content knowledge systematically and cumulatively
- Previews of vocabulary and content through **K-W-L**, **Explore It**, and other activities
- Extensive use of “Mirror Text” that reflects students’ interests, world views, and background knowledge
- Acceleration options

Differentiating the Lesson for GATE Students

- Use of placement and content mastery scores
- Program can be used to move students more quickly through certain aspects of the curriculum.
- The starred activities chart the “review and accelerate” path enabling teachers to effectively move students toward complete literacy.
- True differentiation embraces acceleration as well as deceleration.

Middle School Pacing Guide for Intensive English Language Arts Intervention Level C-D

First Quarter

Weeks 1-3: Level C Bridge, Introduction, class rules, placement, and administration of the four baseline assessments.

Weeks: 4-6

Unit 13, Lessons 1-10

California Content Standards

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
READING	1.4, 1.5, 1.9, 1.10, 1.11, 1.12, 1.13, 1.16, 1.17	1.2, 1.3, 1.6, 1.7, 1.8, 1.9, 2.1	1.2, 1.3, 1.4, 1.6, 1.7	1.2, 1.5, 2.2,	1.1, 1.2, 2.3	1.1, 2.4
WRITING STRATEGIES	1.3	1.4	1.1a, 1.1b, 1.2	1.4,	1.2a, 1.2b, 1.2c	
LISTENING SKILLS	1.2			1.3		
WRITTEN/ORAL CONVENTIONS		1.3, 1.7	1.2, 1.3, 1.4, 1.8	1.5		1.2

Weeks: 7-9

Unit 14, Lessons 1-10

California Content Standards

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
READING	1.3, 1.4, 1.5, 1.10, 1.11, 1.12, 1.13, 1.16, 1.17, 2.2, 2.6	1.2, 1.3, 1.6, 1.7, 1.9, 2.1	1.2, 1.3, 1.4, 1.6, 1.6, 2.3	1.2, 2.2, 2.6	1.1, 1.2, 1.3, 2.3	1.1, 2.4,
WRITING			1.1a, 1.1b		1.2a, 1.2b, 1.2c	
LISTENING SKILLS				1.3		
WRITTEN/ORAL CONVENTIONS	1.2, 1.3, 1.8	1.3, 1.4, 1.7	1.2, 1.3, 1.4, 1.8	1.2	1.1, 1.5	1.2

Middle School Pacing Guide for Intensive English Language Arts Intervention Level C-D

Second Quarter

Weeks: 10-12

Unit 15, Lessons 1-10

California Content Standards

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
READING	1.3, 1.5, 1.10, 1.11, 1.13, 1.14, 1.16, 1.17, 2.2, 2.6	1.3, 1.6, 1.7, 1.9, 2.1	1.2, 1.3, 1.4, 1.5, 1.6, 2.3,	1.2, 2.2, 2.6	1.1, 1.2, 1.3, 2.3	1.1, 2.4
WRITING	1.3	1.4, 1.3, 1.7, 1.8	1.1a, 1.1b, 1.2,	1.4	1.2a, 1.2b, 1.2c	
LISTENING SKILLS				1.3		
WRITTEN/ORAL CONVENTIONS	1.3, 1.5, 1.6, 1.7		1.2, 1.3, 1.4, 1.8	1.2	1.5	1.2

Weeks: 13-14

Unit 16, Lessons 1-10

California Content Standards

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
READING	1.3, 1.4, 1.5, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.16, 1.17, 2.2, 2.6	1.3, 1.6, 1.7, 1.9, 2.1	1.2, 1.3, 1.4, 1.6, 1.8, 2.3	1.2, 2.2, 2.6	1.1, 1.2, 1.3, 2.3	1.1, 2.4
WRITING	1.3	1.4	1.1a, 1.1b, 1.2, 2.3	1.4	1.2a, 1.2b, 1.2c	
LISTENING SKILLS				1.3		
WRITTEN/ORAL CONVENTIONS	1.1, 1.3, 1.7, 2.3, 2.5, 2.6, 2.7, 2.8	1.3, 1.7	1.2, 1.3, 1.4, 1.8,	1.2	1.1, 1.5	1.2

Weeks: 15-17

Unit 17, Lessons 1-10

California Content Standards

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
READING	1.3, 1.5, 1.8, 1.9, 1.10, 1.11, 1.14, 1.16, 1.17, 2.2, 2.6	1.3, 1.6, 1.7, 1.9, 2.1, 2.5	1.2, 1.3, 1.4, 1.6, 1.8, 2.3	1.2, 2.2, 2.6	1.1, 1.2, 1.3, 2.3	1.1, 2.4
WRITING	1.3	1.4	1.1b, 1.2, 2.3	1.2a, 1.4	1.2a, 1.2b, 1.2c	
LISTENING SKILLS	1.4, 1.5	1.5, 1.6		1.3		
WRITTEN/ORAL CONVENTIONS	1.3, 1.5, 1.6, 1.7, 1.8	1.3, 1.7	1.2, 1.3, 1.4, 1.8,	1.2	1.1, 1.5	1.2

Middle School Pacing Guide for Intensive English Language Arts Intervention Level C-D

Weeks: 18-19

Unit 18, Lesson 1-5

California Content Standards

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
READING	1.3, 1.10, 1.13, 1.16, 2.6	1.3, 1.6, 1.7, 1.8, 1.9, 2.1	1.2, 1.3, 1.4, 1.6, 1.8, 2.3	1.2, 1.6, 2.2, 2.6	1.1, 1.2, 1.3, 2.3	1.1, 1.2, 2.4
WRITING	1.3	1.4	1.1a, 1.1b, 1.2	1.4	1.2a, 1.2b, 1.2c	1.3
LISTENING SKILLS		1.5, 1.6		1.3		
WRITTEN/ORAL CONVENTIONS	1.5, 1.6, 1.7, 1.8	1.3, 1.7	1.2, 1.3, 1.4, 1.8	1.1		

Third Quarter

Week 20-21: Administration of the four baseline assessments.

Unit 18 (continued), Lessons 6-10

California Content Standards

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
READING	1.3, 1.10, 1.13, 1.16, 2.6	1.3, 1.6, 1.7, 1.8, 1.9, 2.1	1.2, 1.3, 1.4, 1.6, 1.8, 2.3	1.2, 1.6, 2.2, 2.6	1.1, 1.2, 1.3, 2.3	1.1, 1.2, 2.4
WRITING	1.3	1.4	1.1a, 1.1b, 1.2	1.4	1.2a, 1.2b, 1.2c	1.3
LISTENING SKILLS		1.5, 1.6		1.3		
WRITTEN/ORAL CONVENTIONS	1.5, 1.6, 1.7, 1.8	1.3, 1.7	1.2, 1.3, 1.4, 1.8	1.1		

Weeks: 22-24

Unit 19, Lessons 1-10

California Content Standards

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
READING	1.3, 1.5, 1.11, 1.12, 1.16, 2.2, 2.6, 3.1	1.2, 1.3, 1.6, 1.7, 1.9, 2.7	1.2, 1.3, 1.4, 1.6, 2.3	1.2, 2.2	1.1, 1.2, 1.3, 2.3	1.1, 2.4
WRITING		1.4	1.1a, 1.1b		1.1a, 1.1b, 1.1c	
LISTENING SKILLS		1.5, 1.6, 1.8		1.3		
WRITTEN/ORAL CONVENTIONS	1.5, 1.6, 1.7, 1.8	1.3, 1.4, 1.7	1.2, 1.3, 1.4, 1.6, 1.8	1.2	1.5	

Middle School Pacing Guide for Intensive English Language Arts Intervention Level C-D

Weeks: 25-27

Unit 20, Lessons 1-10

California Content Standards

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
READING	1.3, 1.5, 1.11, 1.12, 1.14, 1.16, 2.2, 2.6, 3.1	1.2, 1.3, 1.6, 1.7, 1.9	1.2, 1.3, 1.4, 1.6, 2.3	1.2, 1.6, 2.2	1.1, 1.2, 1.3, 2.3	1.1, 1.2, 2.4
WRITING		1.4		1.1a, 1.2b, 1.2c, 1.2d, 1.2e		1.1, 1.2a, 1.2b, 1.2c
LISTENING SKILLS			1.5, 1.6, 1.7	1.3		
WRITTEN/ORAL CONVENTIONS	1.5, 1.6, 1.7, 1.8	1.3, 1.4, 1.7	1.2, 1.3, 1.6, 1.8		1.5	

Weeks: 28-29

Unit 21, Lessons 1-10

California Content Standards

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
READING	1.3, 1.5, 1.11, 1.12, 1.14, 1.16, 2.2, 2.6, 3.1	1.2, 1.3, 1.6, 1.7, 1.9, 2.1		1.2, 1.6, 2.2	1.1, 1.2, 1.3, 2.3	1.1, 1.2, 2.4
WRITING		1.4		1.2a, 1.2b, 1.2c, 1.2d, 1.2e	1.1a, 1.1b, 1.1c	
LISTENING SKILLS			2.1a, 2.1b, 2.1c, 2.3			
WRITTEN/ORAL CONVENTIONS	1.5, 1.6, 1.7, 1.8	1.3, 1.4, 1.7	1.8	1.2, 1.3	1.5	

Fourth Quarter

Weeks: 30-32

Unit 22, Lessons 1-10

California Content Standards

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
READING	1.3, 1.11, 1.12, 1.14, 1.16, 2.2, 2.6, 3.1	1.2, 1.3, 1.6, 1.7, 1.8, 1.9, 2.7	1.2, 1.3, 1.6, 2.3	1.2, 1.6, 2.2	1.1, 1.2, 1.3, 2.3	1.1, 1.2, 2.4
WRITING		1.4			1.1a, 1.1b, 1.1c, 2.1a, 2.1b	
LISTENING SKILLS		1.5, 1.6, 1.8, 2.1c	1.5, 1.6, 1.7	1.3		
WRITTEN/ORAL CONVENTIONS	1.3, 1.5, 1.6, 1.7, 1.8	1.3, 1.4, 1.7	1.2, 1.6, 1.8	1.2	1.1, 1.5	1.1

Middle School Pacing Guide for Intensive English Language Arts Intervention Level C-D

Weeks: 33-34

Unit 23, Lessons 1-10

California Content Standards

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
READING	1.3, 1.10, 1.11, 1.14, 1.16, 2.2, 2.6	1.1, 1.2, 1.3, 1.6, 1.7, 1.9, 2.7	1.2, 1.3, 1.4, 1.6, 2.3	1.2, 2.2	1.1, 1.2, 1.3, 2.3, 3.7	1.1, 1.5, 2.4
WRITING		1.3, 1.4	1.1a, 1.1b			
LISTENING SKILLS		1.8	1.5, 1.6, 1.7	1.3		
WRITTEN/ORAL CONVENTIONS	1.5, 1.6, 1.7	1.3, 1.4, 1.5, 1.7	1.2, 1.6, 1.8	1.1, 1.2	1.1, 1.5	1.3

Weeks: 35-38

Unit 24, Lessons 1-10

California Content Standards

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
READING	1.3, 1.10, 1.11, 1.14, 1.16, 2.2, 2.6	1.1, 1.2, 1.3, 1.6, 1.7, 1.9, 2.7	1.2, 1.3, 1.4, 1.6, 2.3, 2.5	1.2, 1.6, 2.2	1.3, 2.3	1.1, 1.2, 1.5, 2.4
WRITING		1.3, 1.4	1.1a, 1.1b	1.2a, 1.2b, 1.2c, 1.2d, 1.2e		
LISTENING SKILLS		1.8	1.5, 1.6, 1.7	1.3		
WRITTEN/ORAL CONVENTIONS	1.5, 1.6, 1.7	1.3, 1.4, 1.5, 1.7	1.2, 1.3, 1.6, 1.8	1.2	1.1, 1.5	1.3

California Standards Guide for Middle School Intensive English Language Arts Intervention Level C-D

Grade One

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Concepts About Print

- 1.3 Identify letters, words, and sentences.

Phonemic Awareness

- 1.4 Distinguish initial, medial, and final sounds in single-syllable words.
 1.5 Distinguish long-and short-vowel sounds in orally stated single-syllable words [e.g., *bit/bite*].
 1.8 Blend two to four phonemes into recognizable words [e.g., /c/ a/ t/ = cat; /f/ l/ a/ t/ = flat].
 1.9 Segment single-syllable words into their components [e.g., /c/ a/ t/ = cat; /s/ p/ l/ a/ t/ = splat; /r/ i/ ch/ = rich].

Decoding and Word Recognition

- 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long-and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
 1.11 Read common, irregular sight words [e.g., *the, have, said, come, give, of*].
 1.12 Use knowledge of vowel digraphs and *r-* controlled letter-sound associations to read words.
 1.13 Read compound words and contractions.
 1.14 Read inflectional forms [e.g., *-s, -ed, -ing*] and root words [e.g., *look, looked, looking*].
 1.16 Read aloud with fluency in a manner that sounds like natural speech.

Vocabulary and Concept Development

- 1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).

2.0 Reading Comprehension

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.2 Respond to *who, what, when, where, and how* questions.
 2.6 Relate prior knowledge to textual information.

3.0 Literary Response and Analysis

- 3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.

Writing

1.0 Writing Strategies

Penmanship

- 1.3 Print legibly and space letters, words, and sentences appropriately.

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Sentence Structure

- 1.1 Write and speak in complete, coherent sentences.

Grammar

- 1.2 Identify and correctly use singular and plural nouns.
 1.3 Identify and correctly use contractions (e.g., *isn't, aren't, can't, won't*) and singular possessive pronouns (e.g., *my/ mine, his/ her, hers, your/s*) in writing and speaking.

Punctuation

- 1.5 Use a period, exclamation point, or question mark at the end of sentences.
 1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.

Capitalization

- 1.7 Capitalize the first word of a sentence, names of people, and the pronoun *I*.

Spelling

- 1.8 Spell three-and four-letter short-vowel words and grade-level-appropriate sight words correctly.

Listening and Speaking

1.0 Listening and Speaking Strategies

Organization and Delivery of Oral Communication

- 1.4 Stay on the topic when speaking.
 1.5 Use descriptive words when speaking about people, places, things, and events.

2.0 Speaking Applications (Genres and Their Characteristics)

- 2.3 Relate an important life event or personal experience in a simple sequence.

California Standards Guide for Middle School Intensive English Language Arts Intervention Level C-D

Grade Two

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Decoding and Word Recognition

- 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
- 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel [= *su/ per*]; vowel-consonant/consonant-vowel [= *sup/ per*]).
- 1.3 Decode two-syllable nonsense words and regular multisyllable words.
- 1.6 Read aloud fluently and accurately and with appropriate intonation and expression.

Vocabulary and Concept Development

- 1.7 Understand and explain common antonyms and synonyms.
- 1.8 Use knowledge of individual words in unknown compound words to predict their meaning.
- 1.9 Know the meaning of simple prefixes and suffixes [e.g., *over-*, *un-*, *-ing*, *-ly*].

2.0 Reading Comprehension

Structural Features of Informational Materials

- 2.1 Use titles, tables of contents, and chapter headings to locate information in expository text.

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.5 Restate facts and details in the text to clarify and organize ideas.
- 2.7 Interpret information from diagrams, charts, and graphs.

Writing

1.0 Writing Strategies

Research

- 1.3 Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas).

Evaluation and Revision

- 1.4 Revise original drafts to improve sequence and provide more descriptive detail.

2.0 Writing Applications (Genres and Their Characteristics)

- 2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Grammar

- 1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.

Punctuation

- 1.4 Use commas in the greeting and closure of a letter and with dates and items in a series.
- 1.5 Use quotation marks correctly.

Spelling

- 1.7 Spell frequently used, irregular words correctly (e.g., *was*, *were*, *says*, *said*, *who*, *what*, *why*).
- 1.8 Spell basic short-vowel, long-vowel, *r-* controlled, and consonant-blend patterns correctly.

Listening and Speaking

1.0 Listening and Speaking Strategies

Organization and Delivery of Oral Communication

- 1.5 Organize presentations to maintain a clear focus.
- 1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).
- 1.8 Retell stories, including characters, setting, and plot.

2.0 Speaking Applications (Genres and Their Characteristics)

- 2.1 Recount experiences or present stories:

California Standards Guide for Middle School Intensive English Language Arts Intervention Level C-D

GRADE THREE

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Decoding and Word Recognition

- 1.2 Decode regular multisyllabic words.
1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

Vocabulary and Concept Development

- 1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.
1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations [e.g., *dog/ mammal/ animal/ living things*].
1.6 Use sentence and word context to find the meaning of unknown words.
1.7 Use a dictionary to learn the meaning and other features of unknown words.
1.8 Use knowledge of prefixes [e.g., *un-, re-, pre-, bi-, mis-, dis-*] and suffixes [e.g., *-er, -est, -ful*] to determine the meaning of words.

2.0 Reading Comprehension

Structural Features of Informational Materials

- 2.3 Demonstrate comprehension by identifying answers in the text.
2.5 Distinguish the main idea and supporting details in expository text.

Writing

1.0 Writing Strategies

Organization and Focus

- 1.1 Create a single paragraph:
a. Develop a topic sentence.
b. Include simple supporting facts and details.

Penmanship

- 1.2 Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Grammar

- 1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.
1.3 Identify and use past, present, and future verb tenses properly in writing and speaking.
1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences.

Punctuation

- 1.6 Use commas in dates, locations, and addresses and for items in a series.

Spelling

- 1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., [qu], consonant doubling, changing the ending of a word from [-y] to [-ies] when forming the plural), and common homophones [e.g., *hair-hare*].

Listening and Speaking

1.0 Listening and Speaking Strategies

Organization and Delivery of Oral Communication

- 1.5 Organize ideas chronologically or around major points of information.
1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea.
1.7 Use clear and specific vocabulary to communicate ideas and establish the tone.

2.0 Speaking Applications (Genres and Their Characteristics)

- 2.1 Make brief narrative presentations:
a. Provide a context for an incident that is the subject of the presentation.
b. Provide insight into why the selected incident is memorable.
c. Include well-chosen details to develop character, setting, and plot.
- 2.3 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.

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Grade Four

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Vocabulary and Concept Development

- 1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
- 1.5 Use a thesaurus to determine related words and concepts.
- 1.6 Distinguish and interpret words with multiple meanings.

2.0 Reading Comprehension

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).
- 2.6 Distinguish between cause and effect and between fact and opinion in expository text.

Writing

1.0 Writing Strategies

Organization and Focus

- 1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.
- 1.2 Create multiple-paragraph compositions:
 - a. Provide an introductory paragraph.
 - b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.
 - c. Include supporting paragraphs with simple facts, details, and explanations.
 - d. Conclude with a paragraph that summarizes the points.
 - e. Use correct indentation.

Penmanship

- 1.4 Write fluidly and legibly in cursive or joined italic.

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Sentence Structure

- 1.1 Use simple and compound sentences in writing and speaking.
- 1.2 Combine short, related sentences with appositives, participial phrases, adjectives, ad-verbs, and prepositional phrases.

Grammar

- 1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.

Punctuation

- 1.5 Use underlining, quotation marks, or italics to identify titles of documents.

Capitalization

- 1.6 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.

Listening and Speaking

1.0 Listening and Speaking Strategies

Comprehension

- 1.3 Identify how language usages (e.g., sayings, expressions) reflect regions and cultures.

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Grade Five

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Word Recognition

- 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

Vocabulary and Concept Development

- 1.2 Use word origins to determine the meaning of unknown words.
1.3 Understand and explain frequently used synonyms, antonyms, and homographs.

2.0 Reading Comprehension (Focus on Informational Materials)

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.

3.0 Literary Response and Analysis

Literary Criticism

- 3.7 Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.

Writing

1.0 Writing Strategies

Organization and Focus

- 1.1 Create multiple-paragraph narrative compositions:
a. Establish and develop a situation or plot.
b. Describe the setting.
c. Present an ending.
1.2 Create multiple-paragraph expository compositions:
a. Establish a topic, important ideas, or events in sequence or chronological order.
b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought.
c. Offer a concluding paragraph that summarizes important ideas and details.

2.0 Writing Applications (Genres and Their Characteristics)

- 2.1 Write narratives:
a. Establish a plot, point of view, setting, and conflict.
b. Show, rather than tell, the events of the story.

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Sentence Structure

- 1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.

Spelling

- 1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

Listening and Speaking

1.0 Listening and Speaking Strategies

Comprehension

- 1.3 Make inferences or draw conclusions based on an oral report.

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Grade Six

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Word Recognition

- 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

Vocabulary and Concept Development

- 1.2 Identify and interpret figurative language and words with multiple meanings.
1.5 Understand and explain "shades of meaning" in related words (e.g., *softly* and *quietly*).

2.0 Reading Comprehension (Focus on Informational Materials)

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.

Writing

1.0 Writing Strategies

Organization and Focus

- 1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.
1.2 Create multiple-paragraph expository compositions:
a. Engage the interest of the reader and state a clear purpose.
b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.
c. Conclude with a detailed summary linked to the purpose of the composition.

Research and Technology

- 1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Sentence Structure

- 1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.

Grammar

- 1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.

Punctuation

- 1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.

BOARD AGENDA

**REGULAR MEETING
August 6, 2009**

CONSENT ITEM

- TO:** **Board of Education**
- PRESENTED BY:** Mollie Gainey-Stanley, Assistant Superintendent
Educational Services Division
- SUBJECT:** **Approval of New Course Description and Adoption of Textbook and Ancillary and Supplemental Instructional Materials for *Intro to Health Careers Curriculum, Grades 9-10* (Beginning Fall 2009)**
- GOAL:** Improved Student Performance
- STRATEGIC PLAN:** Strategy #2: Curriculum
Strategy #5: Character
- BACKGROUND:** **Diversified Health Occupations**
Seventh Edition – Cengage Learning (2009)
- This course is an introductory course in the Career Technical Education Health Science and Medical Technology Pathway. The course sequences will be aligned to the state standards and meet Perkins requirements. The course will be part of three pathway programs (a) Biotechnology Research and Development; (b) Diagnostic Services; and (c) Therapeutic Services. The course description and textbook were approved by the Secondary Curriculum Council on June 9, 2009.
- BUDGET IMPLICATIONS:** The textbooks and support materials will be purchased with site funds.
- RECOMMENDATION:** That the Board approve the new course description and adoption of textbook and ancillary and supplemental instructional materials for *Intro to Health Careers Curriculum, Grades 9-10*. (Beginning Fall 2009)

Course of Study for Introduction to Health Careers

Course Title: Introduction to Health Careers	Curricular Area: Biotechnology Research and Development Pathway, Support Services Pathway, Therapeutic Services Pathway
Course Number: CTEXXX	Department: CTE
Grade Level: 9-10	Length: One Year
Prerequisite: None	Credits: Ten (10)
Meets a UC a-g Requirement: No	Meets NCAA Requirement: No
CTE Course Sequence: Health and Human Services	Articulated Course: No

Course Description:

This course will provide students with an introduction Health Careers and provide students with skills to become competent and productive health care workers throughout their careers. The importance of employability skills such as Teamwork, Effective Communication, Professionalism, and Medical Ethics are a few of the Health Science Fundamentals in the course of study. This course will provide students an understanding of the different areas of health care and expose students to the academic, mental and technical skills necessary to be a successful front office assistant, physical therapist, lab assistant, nurse or doctor. Course topics include: History of Health Care; Health Care Providers; Legal Obligations; Medical Ethics; Human Growth and Development; Bloodborne Diseases and Precautions and First Aid.

Alignment

This course is aligned to the Career Technical Standards and the Health and Human Services Career Cluster requirements for Professional Services Career Pathway.

CTE Course Sequence:

This course is an introductory course in the Health and Human Services Careers Career Technical Education Sequence. The industry sector is Health Science and Medical Technology.

Articulated Course: (Name School):

No.

Instructional Materials:

Required textbook(s):

Simmers, Louise, Med, RN, Simmers-Nartker, Karen, BSN, RN, Simmers-Kobelak, Sharon, BBA.. Diversified Health Occupation. 7th Ed. Delmar Cengage Learning, Clifton Park, New York, 2009. ISBN: 13-978-1-4180-3021-6 and ISBN 10:1-4180-3021-X

Supplemental/Reference Materials for Teachers and Students:

Simmers, Louise, Med, RN, Simmers-Nartker, Karen, BSN, RN, Simmers-Kobelak, Sharon, BBA.. Teacher Resource Kit to Accompany Diversified Health Occupation. 7th Ed. Delmar Cengage Learning, Clifton Park, New York, 2009. ISBN: 13-978-1-4180-3021-0 and ISBN 10:1-4180-3023-6

Course of Study for Introduction to Health Careers

Software Programs:

Simmers, Louise, Med, RN, Simmers-Nartker, Karen, BSN, RN, Simmers-Kobelak, Sharon, BBA.. Studyware to Accompany Diversified Health Occupation. 7th Ed. Delmar Cengage Learning, Clifton Park, New York, 2009. ISBN: 10:1-4180-3021-X

Exit Criteria

<u>Activities</u>	<u>Percentages</u>
Examinations	30%
Lab Assignments/Homework	40%
Class Participation/Attendance	10%
Integration Project & Final Exam	<u>20%</u>
	100%

General Goals and Requirements of Course

FOUNDATION STANDARDS

1.0 Academics

Students understand the academic content required for entry into postsecondary education and employment in the Health Science and Medical Technology sector.

2.0 Communications

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.

3.0 Career Planning and Management

Students understand how to make effective decisions, use career information, and manage personal career plans:

4.0 Technology

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

5.0 Problem Solving and Critical Thinking

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:

6.0 Health and Safety

Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:

7.0 Responsibility and Flexibility

Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

8.0 Ethics and Legal Responsibilities

Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

9.0 Leadership and Teamwork

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

10.0 Technical Knowledge and Skills

Students understand the essential knowledge and skills common to all pathways in the Health Science and Medical Technology sector:

11.0 Demonstration and Application

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

Course of Study for Introduction to Health Careers

PATHWAY STANDARDS

A. Biotechnology Research and Development Pathway

The standards for the Biotechnology Research and Development Pathway apply to occupations and functions in biotechnology research and development that apply primarily to human health. The standards specify the knowledge and skills common to occupations in this pathway.

A1.0 Students know the role of the biotechnology industry and biotechnology product development in curing diseases:

A2.0 Students know the fundamentals of mathematical and scientific concepts related to biotechnology:

A3.0 Students understand the role of recombinant DNA and genetic engineering, bioprocessing, monoclonal antibody production, separation and purification of biotechnology products, nanotechnology, bioinformatics, genomics, proteomics, and transcriptomics in biotechnical product development:

A4.0 Students understand the principles of solution preparation, contamination control, measurement and calibration, and emergency laboratory response:

A5.0 Students understand biotechnology product design and development, laboratory procedures, product licensure, and the regulatory process for product development and clinical trials:

A6.0 Students understand the ethical, moral, legal, and cultural issues related to the use of biotechnology research and product development:

D. Support Services Pathway

The standards for the Support Services Pathway apply to occupations or job functions, involving direct or indirect patient and client care that contribute to support systems in the health care environment.

D1.0 Students understand the responsibilities of their roles and perform their tasks safely by using appropriate guidelines:

D2.0 Students understand the protocols and practices necessary to maintain a clean and healthy work environment:

D3.0 Students use principles and techniques of resource management to make appropriate decisions:

D4.0 Students understand the development and implementation of legal regulations and facility standards for design, construction, maintenance, and improvement of health care facilities and environments:

E. Therapeutic Services Pathway

The standards for the Therapeutic Services Pathway apply to occupations or functions that affect the ongoing health status of patients and clients. The standards specify the knowledge and skills needed by professionals pursuing careers in this pathway.

E1.0 Students know how to communicate procedures and goals to patients and clients and members of the health care team by using a variety of strategies:

E2.0 Students understand the protocol and regulatory guidelines for collecting information about patients and clients, for identifying and responding to the health care needs of patients and clients, and for reporting the results:

E3.0 Students understand the purpose and components of a treatment plan:

E4.0 Students understand their role and scope of practice in monitoring, assessing, and reporting the health status of patients and clients:

E5.0 Students know how to evaluate patients' and clients' needs, abilities, and challenges to determine whether treatment goals are being reached:

Course of Study for Introduction to Health Careers

Support for English Learners:

Teachers will supplement with the universal access materials from SB 472 training including word walls, visual aids, and graphic organizers. SDAIE strategies will be employed based individual student needs.

Support for Special Education Students:

Teachers will supplement with the universal access materials from SB 472 training including word walls, visual aids, and graphic organizers. Scaffolding strategies will be employed based on individual student need and goals set forth in the IEP.

Stretching the Lesson for Gate Students:

GATE students should be challenged with more challenging exercises such as computer assisted exercises in the medical and scientific fields in the Health careers.

Development Team

John Conboy Coordinator of Career Technical Education

This course of study was created June 2009.

Pacing Guide

Fall, Semester I - Part I: Basic Health Care Concepts and Skills

Chapter 1: History of Health Care

Week 1 - 2

Standards:

ELA Reading (2.3) Generate relevant questions about readings on issues that can be researched.

(2.7) Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

ELA Writing(1.7) Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).

SS (11.8.7) Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.

CTE 3.0 Career Planning and Management - Students understand how to make effective decisions, use career information, and manage personal career plans:

Chapter 2: Health Care Systems

Weeks 3 - 4

Standards:

ELA Reading (2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

ELA Writing (2.6) Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):

SS (11.11) Students analyze the major social problems and domestic policy issues in contemporary American society.

CTE 2.0 Communications - Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.

Course of Study for Introduction to Health Careers

CTE 3.0 Career Planning and Management - Students understand how to make effective decisions, use career information, and manage personal career plans:

CTE 4.0 Technology - Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

CTE 7.0 Responsibility and Flexibility - Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

A1.0 Students know the role of the biotechnology industry and biotechnology product development in curing diseases:

D1.0 Students understand the responsibilities of their roles and perform their tasks safely by using appropriate guidelines

E1.0 Students know how to communicate procedures and goals to patients and clients and members of the health care team by using a variety of strategies:

Chapter 3: Careers in Health Care

Weeks 5 - 6

Standards:

ELA Writing (2.2 a) Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.

ELA Writing (2.2b) Convey information and ideas from primary and secondary sources accurately and coherently.

CTE 3.0 Career Planning and Management - Students understand how to make effective decisions, use career information, and manage personal career plans:

CTE 7.0 Responsibility and Flexibility - Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

CTE 8.0 Ethics and Legal Responsibilities - Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

CTE 10.0 Technical Knowledge and Skills - Students understand the essential knowledge and skills common to all pathways in the Health Science and Medical Technology sector:

A1.0 Students know the role of the biotechnology industry and biotechnology product development in curing diseases:

D1.0 Students understand the responsibilities of their roles and perform their tasks safely by using appropriate guidelines:

E1.0 Students know how to communicate procedures and goals to patients and clients and members of the health care team by using a variety of strategies:

Chapter 4: Personal and Professional Qualities of a Health Care Worker

Weeks 7

Standards:

ELA (2.5) Write job applications and résumés: a. Provide clear and purposeful information and address the intended audience appropriately. b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension. c. Modify the tone to fit the purpose and audience. d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

CTE 2.0 Communications - Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.

CTE 3.0 Career Planning and Management - Students understand how to make effective decisions, use career information, and manage personal career plans:

CTE 6.0 Health and Safety - Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:

Course of Study for Introduction to Health Careers

CTE 9.0 Leadership and Teamwork - Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

Chapter 5: Legal and Ethical Responsibilities

Weeks 8 - 9

Standards:

ELA Reading (1.2) Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.

ELA Writing (2.2c) Make distinctions between the relative value and significance of specific data, facts, and ideas.

CTE 4.0 Technology - Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

CTE 6.0 Health and Safety - Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:

CTE 7.0 Responsibility and Flexibility - Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

Chapter 6: Medical Terminology

Week 10 - 11

Standards:

ELA (2.3) (1.1) Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).

ELA Reading (1.2) Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.

Math (1.3) Use measures expressed as rates (e.g., speed, density) and measures expressed as products (e.g., person-days) to solve problems; check the units of the solutions; and use dimensional analysis to check the reasonableness of the answer.

Communication (2.5) Know and understand medical terminology to interpret, transcribe, and communicate information and observations necessary for workers in the health care industry.

CTE 10.0 Technical Knowledge and Skills - Students understand the essential knowledge and skills common to all pathways in the Health Science and Medical Technology sector:

CTE A2.1 Understand basic mathematical concepts related to the field, such as the calculation of percentages and ratios and the difference between standard deviation and various measures of central tendency.

Chapter 7: Anatomy and Physiology

Weeks 12 - 15

Standards:

SCIENCE 1.2 (1.a) Students know cells function similarly in all living organisms.

SCIENCE 1.2 (5.b) Students know organ systems function because of the contributions of individual organs, tissues, and cells. The failure of any part can affect the entire system.

SCIENCE 1.2 (5.c) Students know how bones and muscles work together to provide a structural framework for movement.

SCIENCE 1.2 (5.d) Students know how the reproductive organs of the human female and male generate eggs and sperm and how sexual activity may lead to fertilization and pregnancy.

SCIENCE 1.2 (9.a) Students know how the complementary activity of major body systems provides cells with oxygen and nutrients and removes toxic waste products such as carbon dioxide.

SCIENCE 1.2 (10.a) Students know the role of the skin in providing nonspecific defenses against infection.

CTE (A1.1) Understand the role of the biotechnology industry and its impact on society.

CTE (A2.0) Students know the fundamentals of mathematical and scientific concepts related to biotechnology:

Course of Study for Introduction to Health Careers

CTE (A3.0) Students understand the role of recombinant DNA and genetic engineering, bioprocessing, monoclonal antibody production, separation and purification of biotechnology products, nanotechnology, bioinformatics, genomics, proteomics, and transcriptomics in biotechnical product development:

CTE (A4.0) Students understand the principles of solution preparation, contamination control, measurement and calibration, and emergency laboratory response:

CTE (A5.0) Students understand biotechnology product design and development, laboratory procedures, product licensure, and the regulatory process for product development and clinical trials:

Chapter 8: Human Growth & Semester Final

Week 16 - 19

Standards:

SCIENCE 1.2 (1.d) Students know the central dogma of molecular biology outlines the flow of information from transcription of ribonucleic acid (RNA) in the nucleus to translation of proteins on ribosomes in the cytoplasm.

SCIENCE 1.2 (10.e) Students know why an individual with a compromised immune system (for example, a person with AIDS) may be unable to fight off and survive infections by microorganisms that are usually benign.

SS (11.11.3) Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.

SS (11.11.6) Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.

CTE 6.0 Health and Safety -Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:

CTE 7.0 Responsibility and Flexibility - Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

CTE (A1.0) Students know the role of the biotechnology industry and biotechnology product development in curing diseases:

Spring Semester II - Part I: Basic Health Care Concepts and Skills

Chapter 9: Cultural Diversity

Weeks 20

Standards:

ELA (1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.

ELA (1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.

COMMUNICATION (2.5) Know and understand medical terminology to interpret, transcribe, and communicate information and observations necessary for workers in the health care industry.

COMMUNICATION (2.7) Understand the importance of verbal and nonverbal communication in the health care industry.

CTE 4.0 Technology - Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

CTE 7.0 Responsibility and Flexibility - Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

A6.0 Students understand the ethical, moral, legal, and cultural issues related to the use of biotechnology research and product development:

E2.0 Students understand the protocol and regulatory guidelines for collecting information about patients and clients, for identifying and responding to the health care needs of patients and clients, and for reporting the results:

Course of Study for Introduction to Health Careers

Chapter 10: Geriatric Care

Weeks 21 - 22

Standards:

ELA Reading (2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

COMMUNICATION (2.7) Understand the importance of verbal and nonverbal communication in the health care industry.

CTE 6.0 Health and Safety - Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:

CTE 7.0 Responsibility and Flexibility - Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

CTE 8.0 Ethics and Legal Responsibilities - Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

CTE 9.0 Leadership and Teamwork - Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

E1.0 Students know how to communicate procedures and goals to patients and clients and members of the health care team by using a variety of strategies:

E2.0 Students understand the protocol and regulatory guidelines for collecting information about patients and clients, for identifying and responding to the health care needs of patients and clients, and for reporting the results:

E5.0 Students know how to evaluate patients' and clients' needs, abilities, and challenges to determine whether treatment goals are being reached:

Chapter 11: Nutrition and Diets

Weeks 23 - 24

Standards:

MATH (1.2) Construct and read drawings and models made to scale.

MATH (1.1) Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.

Science (1.g) Students know the role of the mitochondria in making stored chemical-bond energy available to cells by completing the breakdown of glucose to carbon dioxide.

ELA Writing (2.4) Write historical investigation reports:

SS (11.8.7) Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.

CTE 4.0 Technology - Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

CTE 5.0 Problem Solving and Critical Thinking - Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:

CTE 10.0 Technical Knowledge and Skills - Students understand the essential knowledge and skills common to all pathways in the Health Science and Medical Technology sector:

CTE 11.0 Demonstration and Application - Students demonstrate and apply the concepts contained in the foundation and pathway standards.

E3.0 Students understand the purpose and components of a treatment plan:

Course of Study for Introduction to Health Careers

Chapter 12: Computer Technology in Health Career

Weeks 25 - 26

Standards:

Math (1.1) Compare weights, capacities, geometric measures, times, and temperatures within and between measurement systems (e.g., miles per hour and feet per second, cubic inches to cubic centimeters).

ELA Writing (1.8) Integrate databases, graphics, and spreadsheets into word-processed documents.

CTE 4.0 Technology - Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

CTE 5.0 Problem Solving and Critical Thinking - Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:

CTE 10.0 Technical Knowledge and Skills - Students understand the essential knowledge and skills common to all pathways in the Health Science and Medical Technology sector:

CTE 11.0 Demonstration and Application - Students demonstrate and apply the concepts contained in the foundation and pathway standards.

Chapter 13: Promotion of Safety

Weeks 27

Standards:

CTE 4.0 Technology - Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

CTE 6.0 Health and Safety - Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:

CTE 8.0 Ethics and Legal Responsibilities - Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

CTE 10.0 Technical Knowledge and Skills - Students understand the essential knowledge and skills common to all pathways in the Health Science and Medical Technology sector:

CTE (A4.5) Understand the appropriate responses to a laboratory accident.

CTE (E2.1) Understand the collection and formatting of information by using facility protocols and regulatory guidelines.

CTE (E2.2) Use medical terminology appropriate to therapeutic services to interpret and communicate procedures and observations.

Chapter 14: Infection Control

Weeks 28 -30

Standards:

SCIENCE (1.2) (10.a) Students know the role of the skin in providing nonspecific defenses against infection.

SCIENCE (1.2) (10.d) Students know there are important differences between bacteria and viruses with respect to their requirements for growth and replication, the body's primary defenses against bacterial and viral infections, and effective treatments of these infections.

SCIENCE (1.2) (10.e) Students know why an individual with a compromised immune system (for example, a person with AIDS) may be unable to fight off and survive infections by microorganisms that are usually benign.

SCIENCE (1.2) (10.f) Students know the roles of phagocytes, B-lymphocytes, and T-lymphocytes in the immune system.

CTE 6.0 Health and Safety - Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:

CTE D2.0 Students understand the protocols and practices necessary to maintain a clean and healthy work environment:

Course of Study for Introduction to Health Careers

Chapter 15: Vital Signs

Week 31 - 33

Standards:

Math (1.1) Compare weights, capacities, geometric measures, times, and temperatures within and between measurement systems (e.g., miles per hour and feet per second, cubic inches to cubic centimeters).

SCIENCE (1.2) (1.j) Students know how eukaryotic cells are given shape and internal organization by a cytoskeleton or cell wall or both.

SCIENCE (1.2) (9.g) Students know the homeostatic role of the kidneys in the removal of nitrogenous wastes and the role of the liver in blood detoxification and glucose balance.

CTE (5.1) Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.

CTE (D2.1) Know how to evaluate potential causes and methods of transmitting infections and how to apply standard precautionary guidelines.

CTE (E4.1) Understand the process for monitoring patients' and clients' responses to administered treatments and procedures.

CTE (E5.2) Understand the process for revising or creating modifications to treatment plans on the basis of information gathered.

Chapter 16: First Aid

Week 34 - 35

Standards:

CTE 1.0 Academics - Students understand the academic content required for entry into postsecondary education and employment in the Health Science and Medical Technology sector.

CTE 5.0 Problem Solving and Critical Thinking - Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:

CTE 6.0 Health and Safety - Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:

CTE 7.0 Responsibility and Flexibility - Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

CTE 8.0 Ethics and Legal Responsibilities - Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

CTE 10.0 Technical Knowledge and Skills - Students understand the essential knowledge and skills common to all pathways in the Health Science and Medical Technology sector:

CTE 11.0 Demonstration and Application - Students demonstrate and apply the concepts contained in the foundation and pathway standards.

D3.0 Students use principles and techniques of resource management to make appropriate decisions:

E2.0 Students understand the protocol and regulatory guidelines for collecting information about patients and clients, for identifying and responding to the health care needs of patients and clients, and for reporting the results:

E5.0 Students know how to evaluate patients' and clients' needs, abilities, and challenges to determine whether treatment goals are being reached:

Chapter 17: Preparing for the World of Work & Semester Final Exam

Week 36 - 38

Standards:

ELA Reading (2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

ELA Writing (2.6) Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):

Course of Study for Introduction to Health Careers

CTE 1.0 Academics - Students understand the academic content required for entry into postsecondary education and employment in the Health Science and Medical Technology sector.

CTE 3.0 Career Planning and Management - Students understand how to make effective decisions, use career information, and manage personal career plans:

CTE 6.0 Health and Safety - Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:

CTE 9.0 Leadership and Teamwork - Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

CTE 10.0 Technical Knowledge and Skills - Students understand the essential knowledge and skills common to all pathways in the Health Science and Medical Technology sector:

CTE 11.0 Demonstration and Application - Students demonstrate and apply the concepts contained in the foundation and pathway standards.

D4.0 Students understand the development and implementation of legal regulations and facility standards for design, construction, maintenance, and improvement of health care facilities and environments:

E2.0 Students understand the protocol and regulatory guidelines for collecting information about patients and clients, for identifying and responding to the health care needs of patients and clients, and for reporting the results:

BOARD AGENDA

**REGULAR MEETING
August 6, 2009**

CONSENT ITEM

TO: **Board of Education**

PRESENTED BY: Mollie Gainey-Stanley, Assistant Superintendent
Educational Services Division

SUBJECT: **Approval of the Course Description and Adoption of Textbook and Ancillary and Supplemental Instructional Materials for *You and the Law*, Grades 10-12 (Beginning June 2009)**

GOAL: Improved Student Performance

STRATEGIC PLAN: Strategy #5: College-Career

BACKGROUND: This course is an introductory class for freshman and sophomore students interested in the Protective Services pathway in the Public Sector. Students interested in the Legal and Governmental Services will have the option of taking this course. Students will complete a pathway aimed to preparing individuals for becoming police officers, crime scene investigators and other law enforcement occupations. The course descriptions and textbook were approved by the Secondary Curriculum Council on May 12, 2009.

Street Law
Eighth Edition – Glencoe (2010)

BUDGET IMPLICATIONS: The textbook and support materials will be purchased with site funds.

RECOMMENDATION: That the Board approve the Course Description and Adoption of Textbook and Ancillary and Supplemental Instructional Materials for *You and the Law*, Grades 10-12. (Beginning June 2009)

High School Course Description for **You and the Law**

Course Title: You and the Law

Curricular Area: Social Studies

Course Number:

Length: 1 year

Grade Level: 9-12 grade

Prerequisites: none

Meets a UC a-g Requirement: No

Meets NCAA Requirement: No

Meets High School Graduation Requirement for:
Elective Credit

CTE Course Sequence:
Legal and Protective Services

Course Description

This course provides students with an introduction to the United States legal and criminal justice system and focuses on legal issues relevant to the students' lives that help them develop the knowledge and essential skills to living in our law related society. This course will also provide students an understanding of the different areas of law enforcement and expose students to the academic, physical and technical skills necessary to be successful in a law enforcement or related career. Course topics include: Introduction to law enforcement and the court system, criminal law, criminal justice process, juvenile justice, family law, constitutional law, due process, discrimination, immigration law and careers in law enforcement.

Alignment

This course is aligned to the Social Studies Standards and Career Technical Education California Content Standards for Public Services.

CTE Course Sequence:

This course is an Introductory course in the Legal and Protective Services Career and Technical Education Sequence.

Articulated Course (Name School):

No.

Instructional Materials

Required textbook(s)

Arbetman, L., O'Brien, E. Street Law: A Course in Practical Law. Mc Graw Hill/Glencoe: Columbus, OH, 2010. ISBN: 978-0-07-879983-9 \$64.80

Supplemental/Reference Materials for Teachers and Students

*Street Law Student Workbook. ISBN: 978-0-07-889518-0 \$7.50

*Street Law Teachers Manual. ISBN: 978-0-07-889519-7 \$44.97

Street Law Teacher Classroom Resource. ISBN: 978-0-07-891487-4 (includes all * \$159.00)

Street Law Mock Trials/Moot Courts. ISBN: 978-0-07-861950-2 \$20.97

*Street Law Transparencies/Blackline Masters. ISBN: 978-0-07-889520-3 \$24.00

*Student Scenes Video Package. ISBN: 978-0-07-867378-8 \$62.49

Community Service Learning Guide. ISBN: 978-0-31-404495-2 \$93.99

High School Course Description for **You and the Law**

Social Studies Professional Development Series DVD. ISBN: 978-0-07-874839-4 \$149.97

Law in Your Life, Student Edition. ISBN: 978-0-31-405445-6 \$24.21

Law in Your Life, Teacher Resource Binder. ISBN: 978-0-31-405446-3 \$98.97

Law Related Education Video Library: ISBN: 978-0-53-842921-4 \$599.97

Software Programs:

Street Law Student Works CD-ROM. ISBN: 978-0-07-889521-0 \$73.80

Street Law Teacher Manual, CD-ROM ISBN: 978-0-07-889522-7 \$41.49

*Exam View Assessment Suite CD-ROM. ISBN: 978-0-07-889523-4 \$129.99

Exit Criteria

<u>Activities</u>	<u>Percentage</u>
Classwork & Homework.....	30%
Class participation.....	15%
Tests & Quizzes	20%
Class Project.....	15%
Final Examination.....	20%
Total:	100%

This Course of Study was updated in 2009.

Pacing Guide

Semester 1, Quarter 1:

UNIT 1: Introduction to Law Enforcement and Court System

Weeks 1-3

Chapters: 1, 5, 7

Standards:

SS(11.1.3) Understand the history of the Constitution after 1787 with emphasis on federal vs. state authority and growing democratization.

SS(12.2.3) Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes.

LA 2.4 (LS 2.5) Deliver persuasive arguments

CTE 3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.

CTE 3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.

CTE 3.5 Know important strategies for self promotion in the hiring process, such as job applications, resume writing, interviewing skills, and preparation of a portfolio.

CTE 8.3 Understand the role of personal integrity and ethical behavior in the workplace.

CTE C8.1 Understand how federal, state, and local laws and regulations affect protective service operations.

UNIT 2: Criminal Law

Weeks 4-6

Chapters: 8, 9, 10

Standards:

SS(11.1.3) Understand the history of the Constitution after 1787 with emphasis on federal vs. state authority and growing democratization.

LA 2.2 (W 2.6) Write Technical documents

CTE 4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.

CTE 4.5 Use technologies to analyze and interpret information.

CTE 5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.

CTE 8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.

CTE C7.2 Understand how to use clear, concise, and legible entries from experience and observation to prepare and submit required reports.

Unit 3: Criminal Justice Process

Weeks 7-9

Chapters: 12, 13, 14, 15

Standards:

LA 2.4 (LS 2.5) Deliver persuasive arguments

LA 2.6 (LS) Understand the importance of verbal and nonverbal communication in public services.

CTE 4.5 Use technologies to analyze and interpret information.

CTE 5.3 Use critical thinking skills to make informed decisions and solve problems.

CTE 10.3 Understand the interconnected components of public services pathways.

CTE C3.6 Ask appropriate questions to investigate accidents and related incidents and document findings.

CTE C9.1 Understand the skills required to deal effectively with emergency situations.

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Semester 1, Quarter 2:

Unit 4: Juvenile Justice

Weeks 10-12

Chapter: 16

Standards:

LA 2.4 (LS 2.5) Deliver persuasive arguments

LA 2.6 (LS) Understand the importance of verbal and nonverbal communication in public services

CTE 8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.

CTE C7.1 Know the basic techniques and methods of active listening to obtain and clarify information in oral communications.

Unit 5: Family Law: Marriage, Parents & Children

Weeks 13-15

Chapters: 30, 31, 32

Standards:

CTE 5.3 Use critical thinking skills to make informed decisions and solve problems.

CTE 8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.

CTE C3.6 Ask appropriate questions to investigate accidents and related incidents and document findings.

CTE C7.1 Know the basic techniques and methods of active listening to obtain and clarify information in oral communications.

Unit 6: Family Law: Adoption, Foster Care, Divorce, Govt. Support

Weeks 16-18

Chapters: 33, 34, 35

Standards:

LA 2.2 (W 2.6) Write Technical documents

CTE 4.5 Use technologies to analyze and interpret information.

CTE 5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.

CTE 8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.

CTE C8.1 Understand how federal, state, and local laws and regulations affect protective service operations.

Semester 2, Quarter 3

Unit 7: Constitutional Law

Weeks 1-4

Chapters: 36, 37, 38, 39, 40

Standards:

SS (10.1.3) Consider the influence of the U.S. Constitution on political systems in the contemporary world.

SS (11.3.5) Describe the principles of religious liberty found in the Establishment and Free Exercise clauses of the First Amendment, including the debate on the issue of separation of church and state.

SS (12.1.6) Understand that the Bill of Rights limits the powers of the federal government and state governments.

SS (12.2.1) Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured.

SS (12.4.2) Explain the process through which the Constitution can be amended.

CTE C7.2 Understand how to use clear, concise, and legible entries from experience and observation to prepare and submit required reports.

Pacing Guide for **You and the Law**

CTE C8.2 Understand the individual protection granted by the Constitution.

Unit 8: Due Process

Weeks 5-7

Chapter: 41

Standards:

LA 2.4 (LS 2.5) Deliver persuasive arguments

CTE 8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.

CTE C7.1 Know the basic techniques and methods of active listening to obtain and clarify information in oral communications.

Unit 9: Discrimination

Weeks 8-9

Chapter: 43

Standards:

LA 2.4 (LS 2.5) Deliver persuasive arguments

CTE 4.5 Use technologies to analyze and interpret information.

CTE 7.4 Understand that individual actions can affect the larger community.

CTE 8.3 Understand the role of personal integrity and ethical behavior in the workplace.

CTE C7.2 Understand how to use clear, concise, and legible entries from experience and observation to prepare and submit required reports.

Semester 2, Quarter 4

Unit 10: Immigration Law

Weeks 10-11

Chapter: 45

Standards:

SS (12.2.6) Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).

LA 2.4 (LS 2.5) Deliver persuasive arguments

CTE 5.3 Use critical thinking skills to make informed decisions and solve problems.

CTE 8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.

Unit 11: Careers in Law Enforcement/Career Skills

Weeks 12-16

Standards:

LA 2.2 (W 2.5) Write Business Letters

LA 2.4 (LS 2.3) Apply appropriate interviewing techniques

LA 2.6 (LS) Understand the importance of verbal and nonverbal communication in public services

CTE 3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.

CTE 3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.

CTE 3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.

CTE 3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.

CTE 3.5 Know important strategies for self promotion in the hiring process, such as job applications, resume writing, interviewing skills, and preparation of a portfolio.

CTE 8.3 Understand the role of personal integrity and ethical behavior in the workplace.

Pacing Guide for **You and the Law**

CTE C8.1 Understand how federal, state, and local laws and regulations affect protective service operations.

Unit 12: Rights, Responsibilities, Health and Safety in the Workplace

Weeks 17-18

Chapter: 44

Standards:

LA 2.1 (R 2.3) Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace and public documents.

LA 2.6 (LS) Understand the importance of verbal and nonverbal communication in public services

CTE 4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.

CTE 4.5 Use technologies to analyze and interpret information.

CTE 6.1 Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.

CTE 6.3 Know how to identify possible hazards in a variety of work environments.

CTE6.4 Know the safe and proper use and maintenance of appropriate equipment.

CTE C3.4 Know the techniques for restraining individuals without violating their personal rights or jeopardizing safety.

<end>

BOARD AGENDA

REGULAR MEETING
August 6, 2009

CONSENT ITEM

TO: Board of Education

PRESENTED BY: Mollie Gainey-Stanley, Assistant Superintendent
Educational Services Division

SUBJECT: Approval of the Course Description for *Music History, Grades 9-12*
(Beginning Fall 2009)

GOAL: Improved Student Performance

STRATEGIC PLAN: Strategy #2: Curriculum

BACKGROUND: This course description has been redesigned to comply with current Visual and Performing Arts state standards and frameworks. The course description was approved by the Secondary Curriculum Council on June 9, 2009.

BUDGET IMPLICATIONS: The textbooks and support materials will be purchased with site funds.

RECOMMENDATION: That the Board approve the Course Description for *Music History, Grades 9-12* (Beginning Fall 2009)

Course of Study for: Music History

Course Title: Music History	Curricular Area: Music
Course Number: VPA098- Sem.1 / VPA099- Sem.2	Department: Visual & Performing Arts
Grade Level: 9-12	Length: One Year
Prerequisite: NONE	Credits: Ten (10)
Meets a UC a-g Requirement: F- Visual/Perf. Arts	Meets NCAA Requirement: No
CTE Course Sequence: N/A	Articulated Course: No

Course Description

Music History is a year-long course designed to introduce students to a variety of musical styles and the historical and cultural contexts in which these styles evolved. Students will study styles ranging from classical to modern pop music. Analysis, listening, and writing skills will be developed within this course.

Alignment

This course is aligned with the California Content Standards for Visual and Performing Arts: Music (Adopted May 2005) and the Visual and Performing Arts Framework for California Public Schools (Adopted January 2004).

These documents can be found at www.cde.ca.gov/ci/vp/cf

General Goals and Requirements of Course

Students are expected to attain the Proficient" level of skills in the California Content Standards: Music. This includes the areas of Artistic Perception; Creative Expression; Historical and Cultural Context; Aesthetic Valuing; and Connections, Relationships, and Applications. Students will be expected to actively participate in listening exercises, class discussions, written assignments, and a minimum of one research project.

Course of Study for: Music History

Instructional Materials

Student Textbook: The Enjoyment of Music- 10th Edition (Shorter Version)
Machlis & Forney
Publisher: W. W. Norton
Copyright: 2008
ISBN #: 978-0-393-17420-5

Instructor's Resource Manual: ISBN# 978-0-393-92892-1

Supplemental/Reference Materials for Teacher and Students

Edition Packages:
The Enjoyment of Music – 10th Edition (Shorter Version) +
Student Resource DVD + Norton Recordings (4 DVDS)
ISBN#-10: 0-393-17421-2
ISBN#-13: 978-0-393-17421-2

<http://www.wwnorton.com>

<http://www.nortonebooks.com>

Exit Criteria

<u>Activities</u>	<u>Percentages</u>
In-Class Assignments	25%
Lab Assignments/Homework	25%
Unit Exams	30%
Research Paper(s)/Projects	<u>20%</u>
	100%

Course of Study for: Music History

Course Grades:

Grades for the Music History course will be cumulative over the two quarters. A progress report will be provided at weeks 9-10 and grades will continue to be computed until the semester end. At semester end, percentages for grades will be computed as follows:

A	=>	90 – 100%
B	=>	80 – 89%
C	=>	70 – 79%
D	=>	60 – 69%
F	=>	0 – 59%

Development Team

Ryan Duckworth, Choir Teacher-Bloomington High School
Dr. Luis Gonzalez, Band Teacher- Bloomington High School
Julia Nichols, Director Curriculum & Instruction (9-12)

This course of study was updated in June, 2009

Course of Study for: Music History

Pacing Guide

Fall, Semester 1

UNIT 1: Principals of Sound & Acoustics

Week 1-3

Standards:

Artistic Perception:

- 1.2 - Transcribe simple songs when presented aurally into melodic and rhythmic notation.
(Level of Difficulty: 1 on a scale of 1-6)
- 1.3 - Sight-read music accurately and expressively
(Level of difficulty: 3 on a scale of 1-6)

Aesthetic Valuing

- 4.1 – Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, or improvisation and apply those criteria in personal participation in music.
- 4.2 - Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.

Creative Expression

- 2.2 – Sing music written in three or four parts with and without accompaniment.
- 2.3 – Sing in small ensembles, with one performer for each part.
- 2.9 – Improvise harmonizing parts, using an appropriate style

Connections, Relations, Applications

- 5.2 – Analyze the role and function of music in radio, television, and advertising.
- 5.3 – Research musical careers in radio, television, and advertising

UNIT 2: Describing Music

Weeks 4-5

Standards:

Artistic Perception:

- 1.3 – Analyze and describe the use of musical elements and expressive devices in aural examples in a varied repertoire of music representing diverse genres, styles, cultures.
- 1.4 – Identify and explain a variety of compositional devices and techniques used to provide unity, variety, tension, and release in aural examples.

Aesthetic Valuing

- 4.1 – Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangement, or improvisation by comparing each with an exemplary model.
- 4.2 - Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.

Historical & Cultural context

- 3.2 – Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.

Connections, Relations, Applications

- 5.1 – Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts.

Course of Study for: Music History

UNIT 3: Musical Instruments

Weeks 6-9

Standards:

Artistic Perception:

- 1.1- Read an instrumental or vocal score of up to four staves and explain how the elements of music are used.

Aesthetic Valuing

- 4.1 – Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, or improvisation and apply those criteria in personal participation in music.
- 4.2 - Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.
- 4.4 – Describe the means used to create images or evoke feelings and emotions in musical works from various cultures.

Historical & Cultural context

- 3.2 – Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.

Creative Expression

- 2.5 – Perform on an instrument in small ensembles, with one performer for each part.

Connections, Relations, Applications

- 5.1 – Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts.

UNIT 4: Musical Periods: Antiquity

Week 10-12

Standards:

Artistic Perception:

- 1.6 – Analyze the use of form in a varied repertoire of music representing diverse genres styles, and cultures.

Aesthetic Valuing

- 4.1 – Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, or improvisation and apply those criteria in personal participation in music.
- 4.2 - Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.
- 4.3 – Explain how people in a particular culture use and respond to specific musical works from that culture.
- 4.4 – Describe the means used to create images or evoke feelings and emotions in musical works from various cultures.

Historical & Cultural Context

- 3.2 – Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.

Connections, Relations, Applications

- 5.1 – Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts

Course of Study for: Music History

UNIT 5: Musical Periods: Medieval

Weeks 13-15

Standards:

Artistic Perception:

- 1.6 – Analyze the use of form in a varied repertoire of music representing diverse genres styles, and cultures.

Aesthetic Valuing

- 4.1 – Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, or improvisation and apply those criteria in personal participation in music.
- 4.2 - Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.
- 4.3 – Explain how people in a particular culture use and respond to specific musical works from that culture.
- 4.4 – Describe the means used to create images or evoke feelings and emotions in musical works from various cultures.

Historical & Cultural Context

- 3.2 – Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.

Connections, Relations, Applications

- 5.1 – Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts

UNIT 6: Musical Periods: Renaissance/ Semester Exam

Weeks 16-18

Standards:

Artistic Perception:

- 1.6 – Analyze the use of form in a varied repertoire of music representing diverse genres styles, and cultures.

Aesthetic Valuing

- 4.1 – Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, or improvisation and apply those criteria in personal participation in music.
- 4.2 - Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.
- 4.3 – Explain how people in a particular culture use and respond to specific musical works from that culture.
- 4.4 – Describe the means used to create images or evoke feelings and emotions in musical works from various cultures.

Historical & Cultural Context

- 3.2 – Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.

Connections, Relations, Applications

- 5.1 – Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts.

Course of Study for: Music History

Spring, Semester 2

UNIT 7: World Music Traditions

Weeks 19-20

Standards:

Artistic Perception:

- 1.6 – Analyze the use of form in a varied repertoire of music representing diverse genres styles, and cultures.

Aesthetic Valuing

- 4.1 – Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, or improvisation and apply those criteria in personal participation in music.
- 4.2 - Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.
- 4.3 – Explain how people in a particular culture use and respond to specific musical works from that culture.
- 4.4 – Describe the means used to create images or evoke feelings and emotions in musical works from various cultures.

Historical & Cultural Context

- 3.2 – Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.

Connections, Relations, Applications

- 5.1 – Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts

UNIT 8: Musical Periods: Baroque

Weeks 21-22

Standards:

Artistic Perception:

- 1.6 – Analyze the use of form in a varied repertoire of music representing diverse genres styles, and cultures.

Aesthetic Valuing

- 4.1 – Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, or improvisation and apply those criteria in personal participation in music.
- 4.2 - Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.
- 4.3 – Explain how people in a particular culture use and respond to specific musical works from that culture.
- 4.4 – Describe the means used to create images or evoke feelings and emotions in musical works from various cultures.

Historical & Cultural Context

- 3.2 – Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.

Connections, Relations, Applications

- 5.1 – Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts

Course of Study for: Music History

UNIT 9: Musical Periods: Romantic

Weeks 23-25

Standards:

Artistic Perception:

- 1.6 – Analyze the use of form in a varied repertoire of music representing diverse genres styles, and cultures.

Aesthetic Valuing

- 4.1 – Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, or improvisation and apply those criteria in personal participation in music.
- 4.2 - Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.
- 4.3 – Explain how people in a particular culture use and respond to specific musical works from that culture.
- 4.4 – Describe the means used to create images or evoke feelings and emotions in musical works from various cultures.

Historical & Cultural Context

- 3.2 – Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.

Connections, Relations, Applications

- 5.1 – Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts

UNIT 10: Musical Periods: Classical

Weeks 26-28

Standards:

Artistic Perception:

- 1.6 – Analyze the use of form in a varied repertoire of music representing diverse genres styles, and cultures.

Aesthetic Valuing

- 4.1 – Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, or improvisation and apply those criteria in personal participation in music.
- 4.2 - Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.
- 4.3 – Explain how people in a particular culture use and respond to specific musical works from that culture.
- 4.4 – Describe the means used to create images or evoke feelings and emotions in musical works from various cultures.

Historical & Cultural Context

- 3.2 – Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.

Connections, Relations, Applications

- 5.1 – Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts

Course of Study for: Music History

UNIT 11: Musical Periods: Nationalism

Weeks 29-31

Standards:

Artistic Perception:

- 1.6 – Analyze the use of form in a varied repertoire of music representing diverse genres styles, and cultures.

Aesthetic Valuing

- 4.1 – Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, or improvisation and apply those criteria in personal participation in music.
- 4.2 - Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.
- 4.3 – Explain how people in a particular culture use and respond to specific musical works from that culture.
- 4.4 – Describe the means used to create images or evoke feelings and emotions in musical works from various cultures.

Historical & Cultural Context

- 3.2 – Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.

Connections, Relations, Applications

- 5.1 – Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts

UNIT 12: Musical Periods: 20th Century American

Weeks 32-34

Standards:

Artistic Perception:

- 1.6 – Analyze the use of form in a varied repertoire of music representing diverse genres styles, and cultures.

Aesthetic Valuing

- 4.1 – Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, or improvisation and apply those criteria in personal participation in music.
- 4.2 - Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.
- 4.3 – Explain how people in a particular culture use and respond to specific musical works from that culture.
- 4.4 – Describe the means used to create images or evoke feelings and emotions in musical works from various cultures.

Historical & Cultural Context

- 3.1 – Identify the sources of musical genres of the United States, trace the evolution of those genres, and cite well-known musicians associated with them.
- 3.3 – Describe the differences between styles in traditional folk genres within the United States.

Connections, Relations, Applications

- 5.1 – Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts

Course of Study for: Music History

UNIT 12: Comparison studies/ Final projects/ Final Exam

Weeks 35-36

Standards:

Artistic Perception:

1.6 – Analyze the use of form in a varied repertoire of music representing diverse genres styles, and cultures.

Aesthetic Valuing

4.1 – Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, or improvisation and apply those criteria in personal participation in music.

4.2 - Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.

4.3 – Explain how people in a particular culture use and respond to specific musical works from that culture.

4.4 – Describe the means used to create images or evoke feelings and emotions in musical works from various cultures.

Historical & Cultural Context

3.1 – Identify the sources of musical genres of the United States, trace the evolution of those genres, and cite well-known musicians associated with them.

3.2 – Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.

3.3 – Describe the differences between styles in traditional folk genres within the United States.

Connections, Relations, Applications

5.1 – Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts

BOARD AGENDA

**REGULAR MEETING
August 6, 2009**

CONSENT ITEM

TO: **Board of Education**

PRESENTED BY: Mollie Gainey-Stanley, Assistant Superintendent
Educational Services Division

SUBJECT: **Approval of the Course Descriptions for *Intro to Career Opportunities to Protect and Serve (C.O.P.S.) Basic Training and Advanced to Career Opportunities to Protect and Serve (C.O.P.S.) Basic Training, Grades 9-12 (Beginning June 2009)***

GOAL: Improved Student Performance

STRATEGIC PLAN: Strategy #5: College / Career

BACKGROUND: These courses provide an introductory and advanced level in physical skills required to become a member of law enforcement. The course descriptions were approved by the Secondary Curriculum Council on May 12, 2009.

**BUDGET
IMPLICATIONS:** The textbook and support materials will be purchased with site funds.

RECOMMENDATION: That the Board approve the Course Descriptions for *Intro to Career Opportunities to Protect and Serve (C.O.P.S.) Basic Training and Advanced to Career Opportunities to Protect and Serve (C.O.P.S.) Basic Training, Grades 9-12 (Beginning June 2009)*

High School Course Description for **Intro to Career Opportunities to Protect and Serve (C.O.P.S.) Basic Training**

Course Title: Intro to C.O.P.S. Basic Training	Curricular Area: Physical Education
Course Number:	Length: One year
Grade Level: 9	Prerequisites: None
Meets a UC a-g Requirement: No	Meets NCAA Requirement: No
Meets High School Graduation Requirement for:	Physical Education- 9th

COURSE DESCRIPTION:

This course is designed to give students the opportunity to learn through a comprehensive sequentially planned Kinesiology and Physical Education program in accordance with the California Model Content Standards for Physical Education. Additionally, this course provides an Introduction to the physical skills required to become a member of law enforcement. Students will be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. Emphasis is placed on students analyzing skills for effective movement and learning the physical requirements necessary for a career in law enforcement.

Units of instruction include: introduction to kinesiology and physical education, fitness (including fitness technology), rhythm and dance aquatics individual and dual activities including but not limited to archery, badminton, golf, obstacle course, orienteering, tennis/paddle tennis, recreational activities, self defense, weight training.

Development: This course was developed in 2009.

Alignment

1. This course is aligned to the 2005 California Content Standards for Physical Education

Standard 1:

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 in aquatics, rhythms/dance, and individual and dual activities.
- 1.2 Demonstrate proficient movement skills in these areas.
- 1.3 Identify, explain, and apply coordination, explosive power, and speed that enhance performance levels in these areas.
- 1.4 Explain and demonstrate advanced offensive, defensive and transition strategies in aquatics, indiv./dual activities
- 1.5 Explain, apply and evaluate the appropriate use of the biomechanical principles of leverage, force, inertia, rotary motion, opposition, and buoyancy to achieve adv. performance in the four areas.
- 1.6 Explain the interrelationships among physical, emotional, cognitive, and scientific factors that affect performance.
- 1.7 Analyze and evaluate information received from self, others, and the performance of complex motor activities that leads to improved performance in the four areas.
- 1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in the four areas.
- 1.9 Create and/or modify a practice/training plan based on evaluative feedback of skill acquisition and performance in the four areas.
- 1.10 Analyze specific situations to determine appropriate performance strategies in the four areas.
- 1.11 Assess the effect/outcome of a specific performance strategy in the four areas.
- 1.12 Demonstrate independent learning of movement skills.

High School Course Description for **Intro to Career Opportunities to Protect and Serve (C.O.P.S.) Basic Training**

Standard 2:

Students achieve a level of physical fitness for health and performance while demonstrating of fitness concepts, principles, and strategies.

- 2.1 Participate in moderate to vigorous physical activity at least 4 days each week.
- 2.2 Participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness.
- 2.3 Meet health-related fitness standards established by the State-mandated fitness test.
- 2.4 Use physical fitness test results to set and adjust goals to improve fitness.
- 2.5 Improve and maintain physical fitness by adjusting physical activity levels to meet the principles of exercise.
- 2.6 Identify the physical fitness requirements of an occupation.
- 2.7 Develop and implement a one-month personal physical fitness plan.
- 2.8 Analyze consumer physical fitness products and programs.
- 2.9 Explain the inherent risks associated with physical activity in extreme environments.
- 2.10 List available community fitness resources.
- 2.11 Explain the role of physical activity in the prevention of disease and the reduction of health-care costs.

Standard 3:

Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

- 3.1 Accept personal responsibility to create and maintain a physically, emotionally safe and non-threatening environment for physical activity.
- 3.2 Act independent of negative peer pressure during physical activity.
- 3.3 Identify and evaluate personal psychological response to physical activity.
- 3.4 Describe the enjoyment, self-expression, challenge, and social benefits experienced by achieving one's best in physical activities.
- 3.5 Develop personal goals to improve performance in physical activities.

Social Interaction

- 3.6 Discuss the changing psychological and sociological needs of a diverse society in relation to physical activity.
- 3.7 Analyze the role physical activity plays in social interaction and cooperative opportunities within the family and the workplace.
- 3.8 Recognize the value of physical activity in understanding multiculturalism.

Group Dynamics

- 3.9 Recognize the importance of cooperation and positive interactions with others while participating in physical activity.
- 3.10 Identify and utilize the potential strengths of each individual by supporting his/her effort in physical activity settings.

2. This course is also aligned to the California Career Technical Education Model Curriculum Standards for the Protective Services Pathway.

- CTE 3.2 Understand the scope of career opportunities and know the requirements for education, training and licensure.
- CTE C2.1 Understand the qualities of effective leadership and how to exercise them in a group and in meetings.
- CTE C2.3 Use team-building skills to solve problems.
- CTE C3.2 Employ personal safety procedures to meet prescribed regulations.
- CTE C6.1 Understand the need for physical fitness and proper nutrition.

High School Course Description for **Intro to Career Opportunities to Protect and Serve (C.O.P.S.) Basic Training**

CTE C6.2 Know the different physical agility assessments for protective services, and understand the skills and techniques necessary for success in agility testing.

CTE C6.3 Design and implement a personal plan for achieving and maintaining an acceptable level of agility and physical fitness.

Instructional Materials

Equipment:

- Variety of balls and equipment from district stock catalog and physical education equipment catalogs (Sporttime, Flaghouse, The Education Company, Wagon Wheel Records, Human Kinetics, etc.)
 - Stopwatches
 - Electric ball pump
 - Measuring wheel for measuring various distances, areas, fields, boundaries
 - Chalk or paint for lining fields
 - Clipboards (teacher and students class set)
 - Instructional DVDs, CDs, VHS, and books.
- Chalkboard/white board, chart paper and easel, crates for portfolios/journals
- Media Equipment
 - Stereo system with tape/CD player (extra CDs/tapes and batteries)-Mobile
 - Television with DVD/VHS
 - Laptop with projector, screen, and external speakers
- Orienteering
- Compasses
- Maps
- Physical Fitness Materials
 - PFT material
 - Scales
 - Sit and reach
 - Heart rate wands/ monitors
 - Mats with 2 inch tape
- Project Adventure
- Recreational Materials
 - Various equipment (bocce balls, hacky sacks, lawn bowling, Frisbees, etc.)
- Fitness Equipment (weight training)
 - Sets of dumbbells
 - Class sets and High Weight sets
 - Step boxes
 - Bikes (stationary)
 - Treadmill
 - Elliptical machine
 - Step machine
 - Free weights
 - Weight Machines (Individual and Multi)
- Archery Equipment
- Golf Equipment
- *Individual or Large mats (Self Defense Unit)
 - Boxing gloves
 - Punching bags

High School Course Description for **Intro to Career Opportunities to Protect and Serve (C.O.P.S.) Basic Training**

- Speed bags
- Shine protectors
- Badminton Equipment
 - Nets
 - Portable Stands
 - Rackets and Birdies
- Obstacle Course
 - Balance Beam
 - Cargo Chain Net Climber
 - Chain Link Fence Climber
 - Low Crawl Bars
 - Turning Bar
 - Vault Wall
 - Hurdle Jump
 - Parallel Bars
 - Slalom Posts
 - Tire Step Station
 - Window Wall
 - Fitness Ladder
 - Incline Ladder

Suggested Teacher Resources

- *Teaching Responsibility Through Physical Activity* by Don Hellison Ph. D; Human Kinetics 2003; ISBN 0736046011
- *Quicksilver* by Karl Rohnke and Steve Butler; Kendal Hunt Publishing Company 1995; ISBN 0787221031
- *PE-4-Me, Teaching Lifelong Health and Fitness* by Cathie Summerford, Human Kinetics 2004; ISBN 0736001654
- *Dynamic Physical Education For Secondary School Children* by Robert P. Pangrazi; Allyn and Bacon; ISBN 9780805378825
- *Adventure Curriculum for Physical Education for High School* by Jane Panicucci, Project Adventure, Inc.; ISBN 0934387265
- *Complete Physical Education Plans for Grades 7-12* by Isobel Kleinman; Human Kinetics 2001; ISBN 0736032487
- *Teaching Cues for Sports Skills, Second Edition* by Hilda Fronske; Allyn & Bacon 2001; ISBN 0-205-32752-4
- *Team Building Through Physical Challenges* by Donald R. Glover and Daniel W. Midura, Human Kinetics 1992; ISBN 0873223594
- *Assessing Student Responsibility and Teamwork* by NASPE; AAHPERD 2000; ISBN 0883147149
- *Physical Education for Lifelong Fitness: The Physical Best Teacher's Guide* by American Alliance For Health, Physical Education, Recreation and Dance; Human Kinetics; ISBN 0736048073
- *Fitnessgram/Activitygram Test Administration Manual, Third Edition* by Merilu Meredith and Gregory Welks, Editors; Human Kinetics 2007; ISBN 0736068562
- *Fundamentals of Square Dance* by Bob Ruff and Jack Murtha; Wagon Wheel Records
- *Human Kinetics-Steps to Success Series*
- *What to Expect From a Police Academy: Useful Tips, Suggestions, and Pearls of Wisdom To Help Prepare You For Your Own Academy*, by Shawn Kinsey; Author House 2005; ISBN 1-4208-0482-0 (sc)

High School Course Description for **Intro to Career Opportunities to Protect and Serve (C.O.P.S.) Basic Training**

- *Becoming a Police Officer: An Insiders Guide to a Career in Law Enforcement*, by Barry M. Baker; iUniverse 2006; ISBN-13: 978-0-595-38078-7

Supplemental Materials

- Wagon Wheel Records, 16812 Pembroke Lane, Huntington Beach, CA 92649 (714) 846-8169

Suggested Video/DVDs

- Fitnessgram Test Administration DVD, Human Kinetics
- *The Art of Handling the Rock*: 30 minute Workout for Success, www.sandyspinlade.com

Software

- Fitnessgram/Activitygram 8.0, 2007; Human Kinetics Publishers, Inc.

Exit Criteria

Performance level is determined by the average of the assessments or assignments. Student achievement in this course will be measured using multiple assessment tools including but not limited to

- Performance-based assessments which assess physical education cognitive concepts and skills
- Quizzes and Tests
- Journals
- Portfolios
- Checklists
- Rubrics of performance assessments during activity
- Fitnessgram
- Fitness Plan
- Projects (rubric assessed)
- Video

Standard	Physical Education Content	Percentage
1	Demonstrates knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.	50%
2	Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies	40%
3	Demonstrate knowledge of psychological and sociological concepts, principles, strategies that apply to learning and performance of physical activity	10%

Standard Grading Scale

- A** 90% - 100%
- B** 80% - 89%
- C** 70% - 79%
- D** 60% - 69%
- F** Below 60%

High School Course Description for **Intro to Career Opportunities to Protect and Serve (C.O.P.S.) Basic Training**

NOTES:

- 1) Please refer to the Physical Education Model Content Standards for California Schools for a complete listing of the standard descriptors.
- 2) Due to differences in site facilities and equipment, this document is meant to serve as an outline for content and time allotment.

Introduction to Kinesiology (Required)

Standards	Skills and Concepts	Suggested Equipment
3.1 3.2 3.6 3.9	<ul style="list-style-type: none"> ✓ Philosophy of PE ✓ Vocabulary ✓ Class Curriculum, Expectations, Grading Criteria ✓ Classroom Rules and Procedures ✓ Physical Education Uniform and Dressing Policy ✓ Locks and Locker Room Procedures ✓ Distribute Syllabus/Letter for Parent Signature 	
Suggested Resources		
<i>Teaching Responsibility Through Physical Activity</i> (Hellison) <i>Quicksilver</i> (Rohnke and Butler) <i>PE-4-Me: Teaching Lifelong Health and Fitness</i> (Summerford)		

Fitness (Required)(On-going throughout the year)

Standards	Skills and Concepts	Suggested Equipment
2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9 2.10 2.11 CTE 3.2 CTE C2.1 CTE C2.3 CTE C3.2 CTE C6.1 CTE C6.2 CTE C6.3	<ul style="list-style-type: none"> ✓ Assess health-related fitness using the FitnessGram tools (can be supplemented with additional research-based assessments) Compare scores to Healthy Fitness Zone ✓ Review the health-related fitness components (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) ✓ Review health-related fitness vocabulary (see Glossary) ✓ Set goals for improvement for each of the five fitness components ✓ Understand and implement the fitness requirements to become a member of law enforcement. 	<ul style="list-style-type: none"> ✓ Fitnessgram equipment (Pacer CD for push-ups and curl-ups cadence, sit and reach box/board, rulers, mat with lines for curl-ups, scale and tape measure for height) ✓ CD/cassette player ✓ Charts of fitness exercises (check PE catalogs) ✓ Heart rate monitors ✓ Mats, medicine balls, aerobic steps, hand-held weights, jump ropes, elastic exercise bands or Dynabands ✓ Additional fitness exercise equipment ✓ Obstacle Course
Suggested Resources		
Fitnessgram/Activitygram Test Administration Manual with DVD of all fitness tests Fitnessgram Software Physical Education for Lifelong Fitness: The Physical Best Teachers Guide (AAHPERD) <i>PE-4-Me, Teaching Lifelong Health and Fitness</i> (Summerford) What To Expect From A Police Academy		

High School Course Description for **Intro to Career Opportunities to Protect and Serve (C.O.P.S.) Basic Training**

Rhythm and Dance (Required)

Standards	Skills and Concepts	Suggested Equipment
1.1 1.2 1.3 1.7 1.8 1.9 1.10 1.11 1.12 3.1 3.2 3.9	<ul style="list-style-type: none"> ✓ Square dance steps, moves and combinations in traditional and contemporary square dances. ✓ Square identification ✓ Circle left, circle right ✓ Swing and Couple Promenade ✓ Do-Sa-Do ✓ Allemande Left ✓ Right and Left Grand ✓ Forearm Turns ✓ Stars- Right and Left-hand ✓ Bend the Line ✓ Pass thru and Around One to a Line ✓ Ballroom dance techniques ✓ Modern dance techniques ✓ Line Dancing techniques ✓ Hip-Hop Dancing techniques 	Appropriate sound system
Suggested Resources		
<i>Teaching Middle School Physical Education</i> (Mohnsen)		
<i>Dynamic Physical Education for Elementary School Children</i> (Pangrazi)		
<i>It's Not Gym Anymore</i> (McCracken)		

Aquatics (Required)

Standards	Skills and Concepts	Suggested Equipment
1.1 1.2 1.3 1.4 1.5 1.7 1.8 1.9 1.10 1.11 1.12 3.1 3.2	<ul style="list-style-type: none"> ✓ Water safety ✓ Water awareness ✓ Exercising in extreme conditions (dehydration, hypothermia, etc.) ✓ Water activities/sports 	Water safety books Classroom
Suggested Resources		
Swimming and Water Safety		

High School Course Description for **Intro to Career Opportunities to Protect and Serve (C.O.P.S.) Basic Training**

INDIVIDUAL/DUAL ACTIVITIES (Choose 5)

Aerobic Kickboxing

Standards	Skills and Concepts	Suggested Equipment
1.1-1.12 2.1-2.9 3.1 3.4 3.5	<ul style="list-style-type: none"> ✓ Rules/History ✓ Mature technique for blocking, jabbing, punching, kicking. ✓ Offensive and defensive strategy 	Boxing gloves Padding Wrestling Mat Speed bags Punching bags
Suggested Resources		

Archery

Standards	Skills and Concepts	Suggested Equipment
1.1 1.2 1.3 1.5 1.9 1.10 1.11 1.12 3.1 3.2 3.8	<ul style="list-style-type: none"> ✓ Rules/History ✓ Components of bows and arrows ✓ Knowledge of safety guidelines ✓ Techniques: knocking the arrow, aim, balance, drawing, releasing. ✓ Competition and scoring 	<ul style="list-style-type: none"> ✓ Bows ✓ Arrows ✓ Strings ✓ Targets ✓ Wrist guards
Suggested Resources		

Badminton

Standards	Skills and Concepts	Suggested Equipment
1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.9 1.10 1.11 1.12	<ul style="list-style-type: none"> ✓ General Knowledge (<i>Service rotation and scoring, history, rules, Vocabulary</i>) ✓ Review grip, ready position, swing, follow through ✓ Techniques of serving and shooting skills (<i>Drive, Smash, Clear, Drop</i>) ✓ Singles and doubles strategies 	Nets Poles/Standards Rackets Shuttles

High School Course Description for **Intro to Career Opportunities to Protect and Serve (C.O.P.S.) Basic Training**

3.1				
3.2				
3.4				
3.5				
3.7				
3.8				
3.9				
3.10				
Suggested Resources				
Steps to Success Badminton				

Golf

Standards	Skills and Concepts	Suggested Equipment
1.1	<ul style="list-style-type: none"> ✓ General Knowledge (<i>History, Safety, Rules, Vocabulary, Club Utilization</i>) ✓ Techniques (<i>Set-up, Grip, Stance, Swing Patterns, Swing Tempo, Body Positioning, Follow through</i>) ✓ 	Clubs Balls Birdie Ball sets Indoor/Outdoor mats Tees
1.2		
1.3		
1.4		
1.5		
1.6		
1.7		
1.9		
1.10		
1.11		
1.12		
3.1		
3.2		
3.3		
3.4		
3.5		
3.8		
3.9		
3.10		
Suggested Resources		
Steps to Success Golf		
PGA Golf Rules Handbook		

Obstacle Course

Standards	Skills and Concepts	Suggested Equipment
1.1	<ul style="list-style-type: none"> ✓ General Knowledge of physical requirements of Obstacle Course. ✓ Techniques for mastery of each piece of equipment ✓ Physical Requirements of each piece of equipment (leverage, force, inertia, rotary motion, opposition) ✓ Understanding of Safety techniques 	Balance Beam Cargo Chain Net Climber Chain Link Fence Climber Low Crawl Bars Turning Bar Vault Wall Hurdle Jump Parallel Bars
1.2		
1.4		
1.5		
1.6		
1.7		
1.8		
1.9		

High School Course Description for **Intro to Career Opportunities to Protect and Serve (C.O.P.S.) Basic Training**

1.10 1.11 1.12 2.2 2.5 2.6 2.7 2.9 2.10 3.1 3.2 3.3 3.4 3.5 3.7 3.8 3.9 CTE 3.2 CTE C2.1 CTE C2.3 CTE 3.2 CTE C6.1 CTE C6.2 CTE C6.3	Slalom Posts Tire Step Station Window Wall Fitness Ladder Incline Ladder
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Suggested Resources

What to Expect From A Police Academy
 Becoming A Police Officer

Orienteering

Standards	Skills and Concepts	Suggested Equipment
1.7 1.10 1.11 3.7 3.9 3.10	<ul style="list-style-type: none"> ✓ General knowledge (History, safety, rules, vocabulary) ✓ Adventure Racing ✓ General Concepts: (directions, using compass, reading maps.) 	<ul style="list-style-type: none"> ✓ Compasses ✓ Maps ✓ GPS ✓ Orienteering Kits

Suggested Resources

High School Course Description for **Intro to Career Opportunities to Protect and Serve (C.O.P.S.) Basic Training**

Recreational Activities

Standards	Skills and Concepts	Suggested Equipment
1.1 1.2 1.3 1.5 1.10 1.12 3.1 3.2 3.3 3.4 3.7 3.8 3.9	<ul style="list-style-type: none"> ✓ Activities (<i>Bocce Ball, Croquet, Frisbee (Frisbee Golf/Ultimate Frisbee, Hackey sack, Horseshoes, Lawn bowling)</i>) ✓ General Knowledge (<i>History, Safety, Rules, Vocabulary</i>) 	Bocce ball sets Frisbees Hackey sacks Frisbee golf targets Pinnies Horseshoe sets Bowling balls and pins
Suggested Resources		

Self-Defense

Standards	Skills and Concepts	Suggested Equipment
1.1 1.4 1.5 1.10 1.11 2.5 2.9 3.1 3.2 3.3 CTE 3.2 CTE 3.2 CTE C6.1 CTE C6.2 CTE C6.3	<ul style="list-style-type: none"> ✓ Awareness of Surroundings ✓ Avoidance ✓ Defining Space ✓ Evasion ✓ Responses ✓ Conflict Resolution 	<ul style="list-style-type: none"> ✓ Mats ✓ Target Pads ✓ Target Gloves
Suggested Resources		
What to Expect From A Police Academy Becoming A Police Officer		

High School Course Description for **Intro to Career Opportunities to Protect and Serve (C.O.P.S.) Basic Training**

Tennis/Paddle Tennis

Standards	Skills and Concepts	Suggested Equipment
1.1 1.2 1.3 1.4 1.5 1.9 1.11 1.12 3.1 3.2 3.3 3.9	<ul style="list-style-type: none"> ✓ General Knowledge (<i>History, Safety, Rules, Vocabulary</i>) ✓ Review grip, ready position, swing, follow through ✓ Techniques (<i>Serve, Forehand, Backhand, Lob, Smash, Volley, Topspin, Backspin</i>) ✓ Singles and Doubles Strategies 	Tennis Balls Tennis Raquets Tennis Paddles Ball Machine Equipment Cart Ball Basket/Shagger
Suggested Resources		

Weight Training

Standards	Skills and Concepts	Suggested Equipment
1.1 1.2 1.3 1.5 1.8 1.9 1.12 2.2 2.5 2.6 2.7 2.9 2.10 2.11 3.1 3.2 3.3 3.4 3.5 3.9 CTE 3.2 CTE 3.2 CTE C6.1	<ul style="list-style-type: none"> ✓ Basic Principles ✓ Weight Training vs. other exercise ✓ Comparison to other types of strength training (resistance, isometric) ✓ Isotonic vs. Plyometric ✓ Free Weights vs. Weight Machines ✓ Safety/Spotting techniques ✓ Lifting techniques 	Free weights Barbells Dumbbells Weight machines Benches Cardio Machines: Elliptical, Steppers, Exercise Bike, Treadmill

High School Course Description for **Intro to Career Opportunities to Protect and Serve (C.O.P.S.) Basic Training**

CTE C6.2 CTE C6.3		
Suggested Resources		
What to Expect From A Police Academy Becoming A Police Officer		

Wrestling

Standards	Skills and Concepts	Suggested Equipment
1.1-1.12 2.1-2.9 3.1 3.4 3.5	<ul style="list-style-type: none"> ✓ Rules/History ✓ Mature technique for takedowns, sprawling, nearfall holds etc..... Offensive and defensive strategies using individual sprawling techniques Development skills through modified techniques and methods 	Wrestling mat Red/green jersey Stopwatch Throw padding
Suggested Resources		
Refer to Grecco Roman Wrestling Resources		

Review and Closure

Standards	Skills and Concepts	Suggested Equipment
All	<ul style="list-style-type: none"> ✓ Review and reflection of skills and concepts learned ✓ Locker room shut down 	
Suggested Resources		
Student portfolios, assessments, journals, logs		

Sample Weekly Schedule:

Mondays:	Tuesdays:	Wednesdays:	Thursdays:	Fridays:
Fitness/Weight Training	Kinesiology Activities	Fitness/Weight Training	Kinesiology Activities	Obstacle Course

<end>

High School Course Description for **Advanced Career Opportunities to Protect and Serve (C.O.P.S.) Basic Training**

Course Title: Advanced Career Opportunities to Protect and Serve (C.O.P.S.) Basic Training

Curricular Area: Physical Education

Course Number: 63505

Length: one year (repeatable for up to 30 credits)

Grade Level: 10-12

Prerequisites: None

Meets a UC a-g Requirement: No

Meets NCAA Requirement: No

Meets High School Graduation Requirement for: Physical Education (10-12)

Course Description

The course is designed to give students the opportunity to learn through a comprehensive sequentially planned Kinesiology and Physical Education program in accordance with the California Model Content Standards for Physical Education. It provides students the fundamental information and skills for a variety of team sports. Additionally, this course helps students develop the physical skills required to become a member of law enforcement. Students will be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. Emphasis is placed on students analyzing skills for effective movement and learning the physical requirements necessary for a career in law enforcement.

Units of instruction include: introduction to advanced kinesiology and physical education, fitness (including fitness technology), team activities, gymnastics/tumbling, tennis, combative/self-defense, obstacle course, and weight training.

Alignment

1. This course is aligned to the 2005 California Content Standards for Physical Education

Standard 1:

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 to progress from simple to complex in combatives, gymnastics/tumbling, and team activities.
- 1.2 Demonstrate proficient movement skills in these areas.
- 1.3 Explain and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance the performance levels in these areas.
- 1.4 Explain and demonstrate advanced offensive, defensive and transition strategies and tactics in these areas.
- 1.5 Explain, apply and evaluate the use of the biomechanical principles of leverage, force, inertia, rotary motion, and opposition, to achieve adv. performance in these areas.
- 1.6 Evaluate the interrelationships among physical, emotional, and cognitive factors affecting individual and team performance.
- 1.7 Analyze and evaluate information received from self, others, and the performance of complex motor activities that leads to improved performance in combatives, gymnastics/tumbling, and team activities.
- 1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in these areas.
- 1.9 Create and/or modify a practice/training plan based on evaluative feedback of skill acquisition and performance in these areas.
- 1.10 Analyze specific situations to determine appropriate performance strategies in the three areas.

High School Course Description for **Advanced Career Opportunities to Protect and Serve (C.O.P.S.) Basic Training**

- 1.11 Assess the effect/outcome of a specific performance strategy in the three areas.
- 1.12 Evaluate independent learning of movement skills.

Standard 2:

Students achieve a level of physical fitness for health and performance while demonstrating of fitness concepts, principles, and strategies.

- 2.1 Participate in moderate to vigorous physical activity at least 4 days each week.
- 2.2 Participate in challenging physical activities that meet individual needs and interests using the principles of exercise.
- 2.3 Identify and achieve levels of excellence in physical fitness that enhance physical and mental performance beyond the health-related standards as established by the State-mandated fitness test.
- 2.4 Assess physical fitness levels and adjust physical activity to accommodate for changes in age, growth, and development.
- 2.5 Justify the use of specific physical activities to achieve desired fitness goals.
- 2.6 Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities.
- 2.7 Develop and implement an appropriate physical fitness plan for a family and/or community member.
- 2.8 Explain how to evaluate consumer physical fitness products and programs.
- 2.9 Identify and evaluate ergogenic aids that claim to enhance body composition, appearance, and physical fitness and performance.
- 2.10 Evaluate the availability and quality of community fitness resources.
- 2.11 Use and analyze scientifically based data and protocols to self-assess the five components of health-related fitness.

Standard 3:

Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to apply to the learning and performance of physical activity.

Self-Responsibility

- 3.1 Participate in physical activities for personal enjoyment.
- 3.2 Examine and explain the ways in which personal characteristics, performance styles, and activity preferences may change over a lifetime.
- 3.3 Evaluate the psychological benefits derived from regular participation in physical activity.
- 3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.
- 3.5 Evaluate and refine personal goals to improve performance in physical activities.

Social Interaction

- 3.6 Identify the effects of age, gender, ethnicity, socioeconomic status, and culture on physical activity preferences and participation.
- 3.7 Explain how to select and modify physical activities to allow for participation by children, elderly, and those with special needs.

Group Dynamics

- 3.8 Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.
- 3.9 Encourage others to be supportive and inclusive of all ability levels.

2. This course is also aligned to the California Career Technical Education Model Curriculum Standards for the Protective Services Pathway.

CTE 3.2 Understand the scope of career opportunities and know the requirements for education, training and licensure.

CTE C2.1 Understand the qualities of effective leadership and how to exercise them in a group and in meetings.

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High School Course Description for **Advanced Career Opportunities to Protect and Serve (C.O.P.S.) Basic Training**

CTE C2.3 Use team-building skills to solve problems.

CTE C3.2 Employ personal safety procedures to meet prescribed regulations.

CTE C6.1 Understand the need for physical fitness and proper nutrition.

CTE C6.2 Know the different physical agility assessments for protective services, and understand the skills and techniques necessary for success in agility testing.

CTE C6.3 Design and implement a personal plan for achieving and maintaining an acceptable level of agility and physical fitness.

Development: This course was developed in 2009.

Instructional Materials

Equipment:

- Variety of balls and equipment from district stock catalog and physical education equipment catalogs (Sporttime, Gopher, Flaghouse, The Education Company, Wagon Wheel Records, Human Kinetics, etc.)
 - Stopwatches
 - Electric ball pump
 - Measuring wheel for measuring various distances, areas, fields, boundaries
 - Chalk or paint for lining fields
 - Clipboards (teacher and students class set)
 - Instructional DVDs, CDs, VHS, and books.
- Chalkboard/white board, chart paper and easel, crates for portfolios/journals
- Media Equipment
 - Stereo system with tape/CD player (extra CDs/tapes and batteries)-Mobile
 - Television with DVD/VHS
 - Laptop with projector, screen, and external speakers
- Physical Fitness Materials
 - PFT material
 - Scales
 - Sit and reach
 - Heart rate monitors
 - Mats with 2 inch tape
- *Individual or Large mats (Self Defense Unit)
 - Boxing gloves (hand gloves)
 - Heavy Punching bags
 - Speed bags
 - Shine protectors
 - Hand pads
- Badminton Equipment
 - Nets
 - Portable Stands
 - Rackets
 - Birdies
- Volleyball Equipment
 - Nets

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High School Course Description for **Advanced Career Opportunities to Protect and Serve (C.O.P.S.) Basic Training**

- Poles (portable and stationary)
- Heart Rate Wands/Monitors

- Obstacle Course
 - Balance Beam
 - Cargo Chain Net Climber
 - Chain Link Fence Climber
 - Low Crawl Bars
 - Turning Bar
 - Vault Wall
 - Hurdle Jump
 - Parallel Bars
 - Slalom Posts
 - Tire Step Station
 - Window Wall
 - Fitness Ladder
 - Incline Ladder

Suggested Teacher Resources

- *Adventure Curriculum for Physical Education for High_School* by Jane Panicucci, Project Adventure, Inc. (Each department received this book from the Health/P.E. Office in 2003)
- *GamesSkill* by Stephanie Hanrahan/Teresa Carlson/Human Kinetics, 2000.
- *Assessing Student Responsibility and Teamwork* byNASPE, AAHPERD, 2000
- *Presidential Fitness Challenge*
- *Fitness for Life* by Charles B. Corbin and Ruth Lindsey/Human Kinetics
- *Physical Education for Lifelong Fitness: The Physical Best Teacher's Guide*, AHPERD/Human Kinetics.
- *Physical Best Activity Guide Secondary Level*, AAHPERD /Human Kinetics
- *What to Expect From a Police Academy: Useful Tips, Suggestions, and Pearls of Wisdom To Help Prepare You For Your Own Academy*, by Shawn Kinsey; Author House 2005; ISBN 1-4208-0482-0 (sc)
- *Becoming a Police Officer: An Insiders Guide to a Career in Law Enforcement*, by Barry M. Baker; iUniverse 2006; ISBN-13: 978-0-595-38078-7

High School Course Description for **Advanced Career Opportunities to Protect and Serve (C.O.P.S.) Basic Training**

Novels and Other Readings

- *Physical Activity and Sport for the Secondary School Student* By Neil J Dougherty, Editor/
NASPE, AAHPERD
- *Dynamic Physical Education for Secondary School Students* By Robert Pangraz/ Allyn Bacon

Suggested Video/DVDs//Films

- *Physical Best Instructor Video*
- *Flexibility for Sport and Fitness*
- *Partner-Resistance Strength Training*

Web Sites/Software

- *www.Pe Central.com*
- *Bonnie'sFitware*, www.pesoftware.com
- *HumanKinetics*, www.humankinetics.com

High School Course Description for **Advanced Career Opportunities to Protect and Serve (C.O.P.S.) Basic Training**

Exit Criteria

Performance level is determined by the average of the assessments or assignments. Student achievement in this course will be measured using multiple assessment tools including but not limited to:

- Performance-based assessments which assess physical education cognitive concepts and skills
- Quizzes and Tests
- Journals
- Portfolios
- Checklists
- Rubrics of performance assessments during activity
- Fitnessgram
- Fitness Plan
- Projects (rubric assessed)
- Video

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3	Demonstrate knowledge of psychological and sociological concepts, principles, strategies that apply to learning and performance of physical activity	10%

Standard Grading Scale

- A** 90% - 100%
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Units Guides for **Advanced Career Opportunities to Protect and Serve** (C.O.P.S.) Basic Training

NOTES:

- 1) Please refer to the Physical Education Model Content Standards for California Schools for a complete listing of the standard descriptors.
- 2) Due to differences in site facilities and equipment, this document is meant to serve as an outline for content and time allotment.

Introduction to Advanced Kinesiology

Standards	Skills and Concepts	Suggested Equipment
3.1 3.2 3.3	<ul style="list-style-type: none"> ✓ Skills and Concepts ✓ Philosophy of PE ✓ Vocabulary/ Sentences ✓ Class Curriculum, Expectations, Grading, Classroom ✓ Classroom Rules ✓ PE Uniforms and Dress Policy ✓ Locks and Locker Room Procedures ✓ Distributing Syllabus/ Parent Letters <p><u>Activities:</u></p> <ul style="list-style-type: none"> ✓ <i>Icebreakers</i>: Name games, Line Up ✓ <i>Tag Games</i>: Everybody's It, Hospital Tag, Partner Tag, Triangle Tag, Elbow Tag, Blob Tag ✓ <i>Team Building</i>: Group Juggling, Knots, Stand Up, Circle the Circle 	Tennis Balls Hoops Flags Bean bags Poly spots
Suggested Resources		
<i>Adventure Curriculum for Physical Education for High School</i> by Jane Panicucci <i>Assessing Student Responsibility and Teamwork</i>		

Social Skills and Cooperative Activities (Ongoing throughout the school year)

Standards	Skills and Concepts	Suggested Equipment
3.4 3.5	<ul style="list-style-type: none"> ✓ Rules and History ✓ Personal Responsibility ✓ Social Skills (Active listening, encouragement, courtesy, helpfulness) ✓ Cooperation <p><u>Activities:</u></p> <ul style="list-style-type: none"> ✓ <i>Icebreakers</i>: Name games, Line Up ✓ <i>Tag Games</i>: Everybody's It, Hospital Tag, Partner Tag, Triangle Tag, Elbow Tag, Blob Tag ✓ <i>Team Building</i>: Group Juggling, Knots, Stand Up, Circle the Circle 	Tennis Balls Hoops Flags Bean bags Poly spots
Suggested Resources		
<i>Team Building Through Physical Challenges</i> (Glover and Midura) <i>Teaching Responsibility Through Physical Activity</i> (Hellison)		

Units Guides for **Advanced Career Opportunities to Protect and Serve** (C.O.P.S.) Basic Training

Quicksilver (Rohnke and Butler)
Game Skills (Hanarahan and Carlson)
Assessing Student Responsibility and Teamwork (NASPE/AAHPERD)
It's Not Gym Anymore (McCracken)
PE-4-Me, Teaching Lifelong Health and Fitness (Summerford)

Fitness (Ongoing throughout the school year)

Standards	Skills and Concepts	Suggested Equipment
1.1-1.12 2.1-2.11 3.1-3.5 CTE 3.2 CTE C2.1 CTE C2.3 CTE C3.2 CTE C6.1 CTE C6.2 CTE C6.3	<ul style="list-style-type: none"> ✓ Rules and History ✓ Assess health-related fitness using the FitnessGram tools (can be supplemented with additional research-based assessments) Compare scores to Healthy Fitness Zone ✓ Introduce and review the health-related fitness components (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) ✓ Introduce and review health-related fitness vocabulary (see Glossary) ✓ Set goals for improvement for each of the five fitness components ✓ Understand and implement the fitness requirements to become a member of law enforcement. 	<ul style="list-style-type: none"> ✓ Fitnessgram equipment (Pacer CD for push-ups and curl-ups cadence, sit and reach box/board, rulers, mat with lines for curl-ups, scale and tape measure for height) ✓ CD/cassette player ✓ Charts of fitness exercises (check PE catalogs) ✓ Heart rate monitors ✓ Mats, medicine balls, aerobic steps, hand-held weights, jump ropes, elastic exercise bands or Dynabands ✓ Additional fitness exercise equipment

Suggested Resources

Fitnessgram/Activitygram Test Administration Manual with DVD of all fitness tests
 Fitnessgram Software
 Physical Education for Lifelong Fitness: The Physical Best Teachers Guide (AAHPERD)
PE-4-Me, Teaching Lifelong Health and Fitness (Summerford)
Physical Best Activity Guide Secondary Level (AAHPERD)
Dynamic Physical Education for Elementary School Children (Pangrazi)
What to Expect From A Police Academy
Becoming A Police Officer

Obstacle Course (Ongoing Throughout the School Year)

Standards	Skills and Concepts	Suggested Equipment
1.1 1.2 1.4 1.5 1.6 1.7 1.8 1.9 1.10 1.11 1.12	<ul style="list-style-type: none"> ✓ General Knowledge of physical requirements of Obstacle Course. ✓ Techniques for mastery of each piece of equipment ✓ Physical Requirements of each piece of equipment (leverage, force, inertia, rotary motion, opposition) ✓ Understanding of Safety techniques 	<ul style="list-style-type: none"> Balance Beam Cargo Chain Net Climber Chain Link Fence Climber Low Crawl Bars Turning Bar Vault Wall Hurdle Jump Parallel Bars Slalom Posts Tire Step Station Window Wall

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Units Guides for **Advanced Career Opportunities to Protect and Serve (C.O.P.S.) Basic Training**

2.2 2.3 2.4 2.5 2.6 2.10 3.1 3.3 3.4 3.5 3.9 CTE 3.2 CTE C2.1 CTE C2.3 CTE 3.2 CTE C6.1 CTE C6.2 CTE C6.3	Fitness Ladder Incline Ladder
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Suggested Resources

What to Expect From A Police Academy
Becoming A Police Officer

Aerobic Kickboxing

Standards	Skills and Concepts	Suggested Equipment
1.1-1.12 2.1-2.9 3.1 3.4 3.5	<ul style="list-style-type: none"> ✓ Rules/History ✓ Mature technique for blocking, jabbing, punching, kicking. ✓ Offensive and defensive strategy 	Boxing gloves Padding Wrestling Mat Speed bags Punching bags

Suggested Resources

Basketball Skills and Concepts Applied to Basketball Games

Standards	Skills and Concepts	Suggested Equipment
1.3 1.4 2.1 2.2 2.3 2.4 2.5 2.6	<ul style="list-style-type: none"> ✓ Rules and History ✓ Mature technique of hand dribbling, passing, shooting, rebounding ✓ Offensive/Defensive strategies using small sided, modified games ✓ Emphasis should be on developing skills and skill combinations through modified games and lead-up activities ✓ Vocabulary for basketball (balance, biomechanics, rebound principles, strategies, tactics) 	<ul style="list-style-type: none"> ✓ basketballs ✓ pinnies ✓ cones

Units Guides for **Advanced Career Opportunities to Protect and Serve** (C.O.P.S.) Basic Training

Suggested Resources

Teaching Middle School Physical Education (Mohnsen)
Dynamic Physical Education for Elementary School Children (Pangrazi)
Dynamic Physical Education for Secondary School Children (Pangrazi)
It's Not Gym Anymore (McCracken)
The Art of Handling the Rock (Slade)

Flag Football Skills and Concepts Applied to Flag Football Games

Standards	Skills and Concepts	Suggested Equipment
1.3	✓ Rules and History	✓ footballs
1.4	✓ Mature technique of throwing, catching,	✓ flags
2.1	kicking/punting	✓ cones
2.3	✓ Offensive/Defensive strategies using small	✓ pinnies
3.1	sided, modified games	
3.3	✓ Emphasis should be on developing skills and skill combinations through modified games and lead-up activities	

Suggested Resources

Teaching Middle School Physical Education (Mohnsen)
Dynamic Physical Education for Elementary School Children (Pangrazi)
It's Not Gym Anymore (McCracken)

Floor Hockey

Standards	Skills and Concepts	Suggested Equipment
1.3	✓ Rules/History	✓ plastic hockey sticks and pucks
1.1	✓ Striking, passing, shooting skills applied to floor hockey.	✓ face masks
1.4	✓ Emphasis should be on the application of striking skills through participation in modified games	✓ wiffle-balls
1.8		✓ goals and nets
1.10		
2.1		
2.4	✓ Safety concepts	
2.6	✓ Review grip, ready position, swing, follow through	
3.1		
3.5	✓ Offensive and Defensive strategy	

Suggested Resources

Teaching Middle School Physical Education (Mohnsen)
It's Not Gym Anymore (McCracken)

Units Guides for **Advanced Career Opportunities to Protect and Serve** (C.O.P.S.) Basic Training

Flying Disc Skills Applied in Flying Disc Games

Standards	Skills and Concepts	Suggested Equipment
1.3 1.4 2.1 2.2	<ul style="list-style-type: none"> ✓ Rules/History ✓ Mature technique for throwing and catching applied during flying disc activities ✓ Throw to a stationary target, a moving target, for accuracy, for distance, and in a game-type situation 	<ul style="list-style-type: none"> ✓ flying discs ✓ cones ✓ bases ✓ flags ✓ pinnies

Suggested Resources

Dynamic Physical Education for Elementary School Children (Pangrazi)

Self-Defense

Standards	Skills and Concepts	Suggested Equipment
1.1 1.4 1.5 1.10 1.11 2.5 2.6 3.1 3.2 3.3 3.5 3.9 CTE 3.2 CTE 3.2 CTE C6.1 CTE C6.2 CTE C6.3	<ul style="list-style-type: none"> ✓ Awareness of Surroundings ✓ Avoidance ✓ Defining Space ✓ Evasion ✓ Responses 	<ul style="list-style-type: none"> ✓ Mats

Suggested Resources

What to Expect From A Police Academy
Becoming A Police Officer

Soccer Skills and Concepts Applied to Soccer Games

Standards	Skills and Concepts	Suggested Equipment
1.3 1.1 1.2 1.4 2.1 2.2 2.3 2.4 2.5	<ul style="list-style-type: none"> ✓ Rules and History ✓ Mature technique of foot dribbling, trapping, passing, punting, lifts, overhead throws ✓ Offensive/Defensive strategies using small sided, modified games ✓ Emphasis should be on developing skills and skill combinations through modified games and lead-up activities 	<ul style="list-style-type: none"> ✓ soccer balls ✓ cones ✓ pinnies

Units Guides for **Advanced Career Opportunities to Protect and Serve** (C.O.P.S.) Basic Training

Suggested Resources

Teaching Middle School Physical Education (Mohnsen)
Dynamic Physical Education for Elementary School Children (Pangrazi)
Dynamic Physical Education for Secondary School Children (Pangrazi)

Softball Skills and Concepts Applied to Softball Games

Standards	Skills and Concepts	Suggested Equipment
1.3	✓ Rules/History	✓ softballs
1.4	✓ Mature technique of catching: thrown ball,	✓ bases
2.1	ground ball, fly balls	✓ bats
2.2	✓ Batting, base running, batting order	✓ face masks
2.4	✓ Offensive and defensive strategy	✓ batting T's
2.5	✓ Position play	✓ gloves

Suggested Resources

Dynamic Physical Education for Elementary School Children (Pangrazi)
Dynamic Physical Education for Secondary School Children (Pangrazi)
Teaching Middle School Physical Education (Mohnsen)

Team Handball

Standards	Skills and Concepts	Suggested Equipment
1.1	Rules/History	Team Handball
1.2	Dribbling, shooting, Offensive/Defensive skills	Goals
1.4	Individual skills related to Team Handball	Pinnies
2.1		
2.2		

Suggested Resources

The Fundamentals of Square Dancing (Ruff)

Tennis

Standards	Skills and Concepts	Suggested Equipment
3.1	✓ Rules/History	✓ Tennis Equipment
3.2	✓ Assess tennis skills	✓ Charts of tennis skills
3.3	✓ Review the health-related tennis components.	
3.4	✓ Examine pre-test results	
3.5	✓ Evaluate/assess goals for improvement	
3.6		
1.1		
1.3		
1.9		
2.4		
2.10		

Suggested Resources

Units Guides for **Advanced Career Opportunities to Protect and Serve** (C.O.P.S.) Basic Training

Tumbling/Gymnastics

Standards	Skills and Concepts	Suggested Equipment
1.5 1.6 2.1 2.2 2.3 2.4	<ul style="list-style-type: none"> ✓ Rules/History ✓ Basic tumbling moves ✓ Spotting and safety ✓ Pyramids (with appropriate safety instruction, no higher than two levels) ✓ Low beam ✓ Mounts, walking, hopping, skipping, turns, balances, dismounts ✓ Floor exercises ✓ Combine basic tumbling moves into a routine 	<ul style="list-style-type: none"> ✓ mats ✓ charts ✓ balance beams (4x4 short beam)
Suggested Resources		
<i>Dynamic Physical Education for Elementary School Children</i> (Pangrazi)		
<i>Dynamic Physical Education for Secondary School Children</i> (Pangrazi)		

Volleyball Skills and Concepts Applied to Volleyball Games

Standards	Skills and Concepts	Suggested Equipment
1.3 1.4 2.1 2.2 2.3 2.5 2.6	<ul style="list-style-type: none"> ✓ Rules and History ✓ Mature technique of passing, setting, serving ✓ Rotation of players ✓ Emphasis should be on developing volleying skills through lead-up and modified volleyball activities 	<ul style="list-style-type: none"> ✓ Variety of volleyballs (regular and trainer) ✓ cones
Suggested Resources		
<i>Teaching Middle School Physical Education</i> (Mohnsen)		

Weight Training

Standards	Skills and Concepts	Suggested Equipment
1.1 1.2 1.3 1.5 1.8 1.9 1.12 2.2 2.4 2.5 2.6 3.1 3.2 3.3 3.4 3.5 3.9	<ul style="list-style-type: none"> ✓ Basic Principles ✓ Weight Training vs. other exercise ✓ Comparison to other types of strength training (resistance, isometric) ✓ Isotonic vs. Plyometric ✓ Free Weights vs. Weight Machines 	<ul style="list-style-type: none"> Free weights Barbells Dumbbells Weight machines Benches

Units Guides for **Advanced Career Opportunities to Protect and Serve (C.O.P.S.) Basic Training**

CTE 3.2 CTE 3.2 CTE C6.1 CTE C6.2 CTE C6.3		
Suggested Resources		
<i>What to Expect From A Police Academy Becoming A Police Officer</i>		

Wrestling

Standards	Skills and Concepts	Suggested Equipment
1.1-1.12 2.1-2.9 3.1 3.4 3.5	<ul style="list-style-type: none"> ✓ Rules/History ✓ Mature technique for takedowns, sprawling, nearfall holds etc..... Offensive and defensive strategies using individual sprawling techniques Development skills through modified techniques and methods 	Wrestling mat Red/green jersey Stopwatch Throw padding
Suggested Resources		
<i>Refer to Grecco Roman Wrestling Resources</i>		

Review and Closure

Standards	Skills and Concepts	Suggested Equipment
All	<ul style="list-style-type: none"> ✓ Review and reflection of skills and concepts learned ✓ Locker room shut down 	
Suggested Resources		
Student portfolios, assessments, journals, logs		

Sample Weekly Schedule:

Mondays:	Tuesdays:	Wednesdays:	Thursdays:	Fridays:
Fitness/Weight Training	Kinesiology Activities	Fitness/Weight Training	Kinesiology Activities	Obstacle Course

BOARD AGENDA

**REGULAR MEETING
August 6, 2009**

CONSENT ITEM

TO: **Board of Education**

PRESENTED BY: Mollie Gainey-Stanley, Assistant Superintendent
Educational Services Division

SUBJECT: **Approval of the Course Descriptions for *SDC English III* and *SDC English IV*, Grades 11-12 (Beginning Fall 2009)**

GOAL: Improved Student Performance

STRATEGIC PLAN: Strategy #2: Curriculum

BACKGROUND: The high school level pathway for special education students that are classified as “SDC” is being redesigned to focus on California Standards Test key standards and the material on the California High School Exit Exam. By law, these students’ Individualized Education Plans require modified curriculum, materials, and assessments. The SDC teachers and coordinators have met throughout the Spring of 2009 to create these new course descriptions, including pacing guides, which will increase the focus on key skills and graduation assistance for the SDC students. The course descriptions were approved by the Secondary Curriculum Council on June 9, 2009.

BUDGET IMPLICATIONS: The textbooks and support materials will be purchased with site funds.

RECOMMENDATION: That the Board approve the Course Descriptions for *SDC English III* and *SDC English IV*, Grades 11-12. (Beginning Fall 2009)

High School Course Description for **SDC English III – American Literature**

Course Title: SDC English III – American Literature	Curricular Area: English/ Language Arts
Course Number: SDC 301/302	Length: One Year
Grade Level: 11-12	Prerequisites: IEP Placement
Meets a UC a-g Requirement: No	Meets NCAA Requirement: Yes
Meets High School Graduation Requirement For:	English/ Language Arts

Course Description

The purpose of SDC American Literature is to enable students to pass the English portion of the California High School Exit Exam, and to provide them with the communication and analytical skills necessary for the workplace. Through study of vocabulary, language conventions, and the writing process, students will focus on expressing their ideas, whether spoken or written, in clear, concise, and comprehensive ways. Students will also learn to comprehend and synthesize a variety of texts in order to shape and express their own conclusions in essays, research reports, and presentations. In addition, students will develop knowledge of, and appreciation for the traditions expressed in American literature.

Alignment

This course is aligned to the 1997 English Language Arts Content Standards for California public schools.

Instructional Materials

Required Textbook(s)

- *American Literature*. AGS/Pearson, 2007. ISBN 0-7854-4105-0

Supplemental Texts

Supplemental novels, plays, poems, essays, and other non-fiction texts may vary, but will always support the goals of the SDC English III course as described above. Texts utilized may include adapted versions of or excerpts from the following texts :

- *The Crucible* by Arthur Miller
- *Farewell to Manzanar* by Jeanne Wakatsuki Houston
- *The Giver* by Lois Lowry
- *House on Mango Street* by Sandra Cisneros
- *Huckleberry Finn* by Mark Twain
- *Of Mice and Men* by John Steinbeck
- *Moby Dick* by Herman Melville
- *The Outsiders* by S.E. Hinton
- *The Scarlet Letter* by Nathaniel Hawthorne
- *Adapted Classics from various publishers (AGS, Saddleback, etc.)*

Supplemental Material(s)

- American Literature Student Workbook
- AGS Ancillaries

Exit Criteria

Grades for SDC English III will be cumulative over the two quarters. A progress report will be provided at weeks 9-10 and grades will continue to be computed until the semester end. At semester end, percentages for grades will be computed as follows:

<u>Activities</u>	<u>Percentage</u>
Homework and Class Participation	40%
Tests and Quizzes	40%
<u>Final Exam</u>	<u>20%</u>

Total: 100% ***

Board approved XXX

Updated Course Description~ Secondary Curriculum Council approved: 6/9/09

High School Course Description for **SDC English III – American Literature**

***Standard grading policy will be adjusted in accordance with IEP goals/ requirements

SDC English III – American Literature—Pacing Guide

Unit Order While the following themes are to be taught within the indicated quarters, the order of the texts may vary to facilitate interdepartmental units and/or to allow the sharing of instructional materials (e.g., sets of novels). Note, however, the following required readings must be completed sometime during the academic year: *The Crucible* and *The Narrative of the Life of Frederick Douglass*. For SDC students, modified texts may be used according to class reading levels and individuals' IEPs.

First Quarter

Weeks: 1 – 9

Theme	Adolescence/Growing Up			
Novels (Choose at least one)	<i>The Outsiders</i> <i>House on Mango Street</i>			
Suggested Readings	"From History" "Self Reliance" "To Build a Fire" "Killers" "The Cat Bird Seat"			
Writing Application	Response to Literature			
Standards covered (to be introduced...)	RW 1.1 RL 8.3.7 RC 2.2 RC 2.4	RC 2.5 RC 2.7 RC 2.8	WS 1.1 WS 1.2 WS 1.9	WC 1.1 WC 1.2 WC 1.3

Second Quarter

Weeks: 10 – 18

Theme	Discrimination			
Novels (Choose at least one)	<i>The Scarlet Letter</i> <i>Farewell to Manzanar</i> <i>Of Mice and Men</i> "The Slave Narratives of Frederick Douglass"			
Suggested Readings	"American Crisis Number" "A letter to Mrs. Bixby" "Life on the Mississippi" "Flight"			
Writing Application	Persuasive			
Standards covered (to be developed...)	RW 1.1 RL 8.3.7 RC 2.2 RC 2.4	RC 2.5 RC 2.7 RC 2.8	WS 1.1 WS 1.2 WS 1.9	WC 1.1 WC 1.2 WC 1.3

Board approved XXX

Updated Course Description~ Secondary Curriculum Council approved: 6/9/09

SDC English III – American Literature—Pacing Guide

Third Quarter

Weeks: 1 – 9

Theme	Adventure/Friends & Rivals			
Novels (Choose at least one)	<i>Moby Dick</i> <i>Huckleberry Finn</i> <i>Around the World in Eighty Days</i>			
Suggested Readings	"Annabel Lee" "Shilo" "The Open Boat" "The Sculptor's Funeral"			
Writing Application	Expository			
Standards covered (to be developed...)	RW 1.1 RL 8.3.7 RC 2.2 RC 2.4	RC 2.5 RC 2.7 RC 2.8	WS 1.1 WS 1.2 WS 1.9	WC 1.1 WC 1.2 WC 1.3

Fourth Quarter

Weeks: 10 – 18

Theme	Character vs. Society			
Suggested Novels (Choose at least one)	<i>The Giver</i> <i>The Crucible</i>			
Suggested Readings	"Three American Indians" "The Fugitive Blacksmith" "Theme for English B" "Stride Toward Freedom"			
Writing Application	Persuasive			
Standards covered (to be mastered...)	RW 1.1 RL 8.3.7 RC 2.2 RC 2.4	RC 2.5 RC 2.7 RC 2.8	WS 1.1 WS 1.2 WS 1.9	WC 1.1 WC 1.2 WC 1.3

Board approved XXX

Updated Course Description~ Secondary Curriculum Council approved: 6/9/09

SDC English III – American Literature—Instructional Practices and Differentiation

Learning Experiences and Instruction:

Teachers utilize the Direct Interactive Instruction model to introduce new skills and concepts that are essential to the CAHSEE standards, then reinforce and develop those skills each quarter with the goal of bringing students to mastery by the end of the fourth quarter. All instruction will be based on the “I do, We do, You do” scaffolding model with an emphasis on individual differentiation as needed. Teachers will use a variety of the following:

- Inquiry-based learning
- Engaged reading opportunities
- Think-pair-share
- Reciprocal teaching
- Cloze reading & writing
- Guided reading & writing
- Cognitive modeling
- Questioning strategies
- Graphic organizers/concept attainment
- Student-led groups/ peer pairing
- Metacognitive learning: self-regulation, goal-setting, self-monitoring, and self-questioning

Support for English Language Learners:

SDAIE strategies
Flexible grouping
Peer pairing
Realia
Texts/materials in first language
Instructional Aide

Support for Special Education Students:

As this is an SDC class, it is designed to meet the needs of the class and of individuals. All students’ IEP goals and accommodations will be addressed using a combination of the following:

- Instructional Aide
- Audio & visual aids
- Modified texts
- Flexible grouping
- Testing accommodations
- Tutoring (peer & teacher)
- Computer-Guided instruction

Stretching the Lesson for GATE Students:

Independent study supplemented with mentoring/tutoring
Depth & Complexity icons
Enriched materials and learning experiences

High School Course Description for **SDC English IV – World Literature**

Course Title: SDC English IV – World Literature	Curricular Area:	English/ Language Arts
Course Number: SDC 401/402	Length:	One Year
Grade Level: 12	Prerequisites:	IEP Placement
Meets a UC a-g Requirement: No	Meets NCAA Requirement:	Yes
Meets High School Graduation Requirement For:	English/ Language Arts	

Course Description

The purpose of Modern World Literature is for students to achieve mastery of the skills related to listening and speaking, academic research, higher order reading comprehension, language usage and writing, literary analysis, and critical thinking. Students will develop the listening and speaking skills necessary to communicate effectively in both academic and career situations. In writing, they will learn to develop position papers and to refine their written work. Students will study classics of modern world literature to complete the literature component.

Alignment

This course is aligned to the 1997 English Language Arts Content Standards for California public schools.

Instructional Materials

Required Textbook(s)

- *World Literature*. AGS/Pearson, 2007. ISBN 0-7854-4061-5

Supplemental Texts

Supplemental novels, plays, poems, essays, and other non-fiction texts may vary, but will always support the goals of the SDC English III course as described above. Texts utilized may include adapted versions of or excerpts from the following texts:

- | | |
|---|--|
| • <i>The Count of Monte Cristo</i> by Alexandre Dumas | • <i>No One Writes to the Colonel</i> by Gabriel Garcia Marquez |
| • <i>The Inferno</i> by Dante Alighieri | • <i>The Diary of a Young Girl</i> by Anne Frank |
| • <i>A Tale of Two Cities</i> by Charles Dickens | • <i>Maus</i> by Art Spiegelman |
| • <i>Great Expectations</i> , by Charles Dickens | • Adapted Classics from various publishers (AGS, Saddleback, etc.) |
| • <i>Jane Eyre</i> , by Charlotte Bronte | |
| • <i>Julius Caesar</i> by William Shakespeare | |

Supplemental Material(s)

- *World Literature* Student Workbook
- AGS Ancillaries

Exit Criteria

Grades for SDC English IV will be cumulative over the two quarters. A progress report will be provided at weeks 9-10 and grades will continue to be computed until the semester end. At semester end, percentages for grades will be computed as follows:

<u>Activities</u>	<u>Percentage</u>
Homework and Class Participation	40%
Tests and Quizzes	40%
Final Exam	20%
Total:	100% ***

***Standard grading policy will be adjusted in accordance with IEP goals/ requirements

Pacing Guide for SDC English IV World Literature

Unit Order While the following themes are to be taught within the semester indicated, the order of the themes may vary to facilitate interdepartmental units and/or to allow the sharing of instructional materials (e.g., sets of novels).

First Quarter

Weeks: 1 – 9

Theme	Consequences: What Goes Around, Comes Around			
Novels (Choose at least one)	<i>The Count of Monte Cristo</i> <i>The Inferno</i>			
Suggested readings	"The Last Seven Months of Anne Frank" "Kaffir Boy" "By Any Other Name" (1 st or 2 nd qtr) "In the Time of Butterflies"			
Writing Application	Expository			
Standards covered (to be introduced...)	RW 1.1 RL 8.3.7 RC 2.2 RC 2.4	RC 2.5 RC 2.7 RC 2.8	WS 1.1 WS 1.2 WS 1.9	WC 1.1 WC 1.2 WC 1.3

Second Quarter

Weeks: 10 – 18

Theme	The Haves and the Have Nots			
Novels (Choose at least one)	<i>A Tale of Two Cities</i> <i>Great Expectations</i>			
Suggested readings	"Lolita in Tehran" "From a Small..." "Marriage is a Private Affair: (2 nd or 4 th qtr) "Master Harold... Boys" "When Heaven and Earth Changed Places" (2 nd or 4 th qtr) "By Any Other Name" (1 st or 2 nd qtr)			
Writing Application	Persuasive			
Standards covered (to be developed...)	RW 1.1 RL 8.3.7 RC 2.2 RC 2.4	RC 2.5 RC 2.7 RC 2.8	WS 1.1 WS 1.2 WS 1.9	WC 1.1 WC 1.2 WC 1.3

Pacing Guide for SDC English IV World Literature

Third Quarter

Weeks: 1 – 9

Theme	Betrayal: "I've Been Dissed"			
Novels (Choose at least one)	<i>Jane Eyre</i> <i>Julius Caesar</i> <i>No One Writes to the Colonel</i>			
Suggested readings	"Cranes" "The Cejua" "Just Lather That's All" "The Adventure of the Speckled Band" "The Stronger" "Death Arrives on Schedule" "Master and Man" (3 rd or 4 th qtr) "China Men" (3 rd or 4 th qtr)			
Writing Application	Response to Literature			
Standards covered (to be <i>developed</i>...)	RW 1.1 RL 8.3.7 RC 2.2 RC 2.4	RC 2.5 RC 2.7 RC 2.8	WS 1.1 WS 1.2 WS 1.9	WC 1.1 WC 1.2 WC 1.3

Fourth Quarter

Weeks: 10 – 18

Theme	Discrimination			
Novels (Choose at least one)	<i>Maus</i> <i>The Diary of Anne Frank</i>			
Suggested readings	"Master and Man" (3 rd or 4 th qtr) "China Men" (3 rd or 4 th qtr) "When Heaven and Earth Changed Places" (2 nd or 4 th qtr) "Japanese Inn: 'Peace, Tranquility, Insects'" "Marriage is a Private Affair: (2 nd or 4 th qtr)			
Writing Application	Narrative/Persuasive			
Standards covered (to be <i>mastered</i>...)	RW 1.1 RL 8.3.7 RC 2.2 RC 2.4	RC 2.5 RC 2.7 RC 2.8	WS 1.1 WS 1.2 WS 1.9	WC 1.1 WC 1.2 WC 1.3

SDC English IV – World Literature—Instructional Practices and Differentiation

Learning Experiences and Instruction:

Teachers utilize the Direct Interactive Instruction model to introduce new skills and concepts that are essential to the CAHSEE standards, then reinforce and develop those skills each quarter with the goal of bringing students to mastery by the end of the fourth quarter. All instruction will be based on the “I do, We do, You do” scaffolding model with an emphasis on individual differentiation as needed. Teachers will use a variety of the following:

- Inquiry-based learning
- Engaged reading opportunities
- Think-pair-share
- Reciprocal teaching
- Cloze reading & writing
- Guided reading & writing
- Cognitive modeling
- Questioning strategies
- Graphic organizers/concept attainment
- Student-led groups/ peer pairing
- Metacognitive learning: self-regulation, goal-setting, self-monitoring, and self-questioning

Support for English Language Learners:

SDAIE strategies
Flexible grouping
Peer pairing
Realia
Texts/materials in first language
Instructional Aide

Support for Special Education Students:

As this is an SDC class, it is designed to meet the needs of the class and of individuals. All students' IEP goals and accommodations will be addressed using a combination of the following:

- Instructional Aide
- Audio & visual aids
- Modified texts
- Flexible grouping
- Testing accommodations
- Tutoring (peer & teacher)
- Computer-Guided instruction

Stretching the Lesson for GATE Students:

Independent study supplemented with mentoring/tutoring
Depth & Complexity icons
Enriched materials and learning experiences

BOARD AGENDA

REGULAR MEETING

August 6, 2009

CONSENT ITEM

- TO:** Board of Education
- PRESENTED BY:** Mollie Gainey-Stanley, Assistant Superintendent
Educational Services Division
- SUBJECT:** *Approval of the Course Descriptions for 7th Grade Life Science, 8th Grade Physical Science, 7th Grade Physical Education and 8th Grade Physical Education, (Beginning Fall 2009)*
- GOAL:** Improved Student Performance
- STRATEGIC PLAN:** Strategy #2: Curriculum
- BACKGROUND:** These courses have been redesigned to include the health and safety curriculum components. The course descriptions were approved by the Secondary Curriculum Council on June 9, 2009.
- BUDGET IMPLICATIONS:** The textbooks and support materials will be purchased with site funds.
- RECOMMENDATION:** That the Board approve the Course Descriptions for 7th Grade Life Science, 8th Grade Physical Science, 7th Grade Physical Education and 8th Grade Physical Education. (Beginning Fall 2009)

Middle School Course Description for 7th Grade Co-Ed Physical Education (PE)

Course Title: 7th Grade Co-Ed Physical Education

Curricular Area: Physical Education

Course Number: PHE010, PHE011, PHE012
PHE710, PHE711, PHE712

Length: One year

Grade Level: 7th Grade

Prerequisites: None

Course Description

This course provides students the continuing opportunity to learn through a developmentally appropriate, comprehensive, sequentially planned physical education program aligned with the Physical Education Model Content Standards for California Public Schools. In 7th grade, the content standards emphasize meeting challenges and making decisions. The focus of this course is the application of movement skills and knowledge of individual and dual physical activities; the assessment and maintenance of physical fitness to improve health and performance, and the requisite knowledge of physical fitness concepts, principles and strategies; and the application of psychological and sociological concepts, including self-responsibility, positive social interaction, and group dynamics, in the learning and performance of physical activity. Units of activity include; physical fitness (activities and assessment, concepts, development and maintenance); cooperative activities (including introductory adventure/outdoor activities, such as orienteering); mature pattern throwing and catching skills (including flying disc skills) applied during small-sided games (team handball/Ultimate Frisbee/softball); track and field skills (including long jump, shot put, sprints, and relays); golf concepts applied in disc-golf and lead-up games; volleying skills applied in small-sided games (2-on-2 or 3-on-3 volleyball); racket skills applied in lead-up games (paddle tennis/pickle ball/tennis); dribbling skills (hand dribble and foot dribble) applied in small-sided lead-up games (no larger than 4 on 4); multicultural dance; and introductory self-defense. Part of the seventh grade health requirement is met in this course as it covers the Seventh Grade Too Good for Violence component of the Health curriculum.

Alignment

This course is aligned to the Physical Education Model Content Standards for California Public Schools.

1. Students demonstrate motor skills and movement patterns needed to perform a variety of physical activities.
2. Students demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.
3. Students assess and maintain a level of physical fitness to improve health and performance.
4. Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
5. Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.

Instructional Materials

All current physical educational materials previously approved by the School Board.

Required Materials

Variety of sports equipment – District Stock Catalog and Physical Education Catalogs – (Sporttime; Gopher; Flaghouse; The Education Company; Wagon Wheel Records; Human Kinetics), Chalkboard; Chart Paper;

Easel; Crates; Journals; Boom Box (tape and CD); Extra CDs and Tapes; Batteries; Stopwatches; Electric Ball Pump; Measuring Wheel; Clipboards; Chalk or Paint (for lining fields); Video Camera; VCR/DVD and Monitor; Heart Rate Wands and Monitors

Supplemental Materials

Wagon Wheel Records, 16812 Pembroke Ln., Huntington Beach, CA 92649
Too Good for Violence 7th Grade Mendez Foundation, 601 S. Magnolia Avenue, Tampa, FL 33606

Middle School Course Description for 7th Grade Co-Ed Physical Education (PE) - continued

Exit Criteria

Performance level is determined by the average of the assessments or assignments. Student achievement in this course will be measured using multiple assessment tools including but not limited to:

- Performance-based assessments which assess physical education cognitive concepts and skills
- Portfolios
- Projects (rubric assessed)
- Quizzes and Tests
- Checklists
- Video
- Journals
- Rubrics of performance assessments during activity
- Fitnessgram
- Fitness Plan

<u>Activities</u>	<u>Percentage</u>
Demonstrates Motor Skills and Movement Patterns.....	30%
Demonstrates Knowledge of Movement Concepts, Principles and Strategies.....	10%
Assess and Maintain Physical Fitness to Improve Health and Performance.....	30%
Demonstrates Knowledge of Physical Fitness Concepts, Principles and Strategies.....	10%
Psychological and Sociological Concepts and Strategies Applied to Physical Activity.....	20%
Total:	100%

Development Team:

This Course Description was developed by:

- Ian Chavez
- Adriana Sandoval
- Susan Haney
- Christina Stawicki

Learning Experiences and Instruction

Instructional Guides for 7th Grade Co-Ed Physical Education (P.E.)

Homework topics for 7th Grade Co-Ed Physical Education are presented concurrently with class instruction and are in accordance with the subject specific standards aligned pacing guide. Homework is designed to enhance, facilitate and deepen student understanding of classroom instruction.

Instructional strategies may include, but are not limited to, the following:

Activities for Auditory Learners	Graphic Organizers	Spiraling
Activities for Kinesthetic Learners	Modeling	Strategically Formed Small Groups
Activities for Visual Learners	Must DO/May Do	Sentence Frames
Activate Prior Knowledge	Non-verbal Response	Think Time
Adjust Pacing	Peer-Tutoring	Think-Write-Pair-Share
Classifying	Positive Reinforcement	Tiering Key Vocabulary
Chants, Poems, Songs	Provide Complex Tasks	Total Physical Response
Choral Reading and Choral Response	Realia	Use of Cognates
Direct Instruction of Academic Language	Repetition	Use of Manipulatives
Example/Non-example	Response Through Hand Signals	Use of Whiteboards
Expand Student Responses	Role Playing	Word Wall
Extend Learned Skills	Scaffolding	
Games	Short-term, attainable goals	

Support for English Language Learners:

Teachers will supplement with universal access materials from SB 472 training including word walls, visual aides, and graphic organizers. SDAIE strategies will be employed based on individual student need.

Support for Special Education Students:

Teachers will supplement with universal access materials from SB 472 training including word walls, visual aides, and graphic organizers. Scaffolding strategies will be employed based on individual student need and goals set forth in the IEP.

Stretching the Lesson for GATE Students:

GATE students should be challenged with more challenging exercises such as practice plus exercises in the textbook and in some cases with additional topics in advanced mathematics.

Pacing Guide for 7th Grade Co-Ed Physical Education (PE)

7th Grade Physical Education Pacing Guide

****NOTES:

- 1) Please refer to the Physical Education Model Content Standards for California Schools for a complete listing of the standard descriptors.
- 2) Due to differences in site facilities and equipment, this document is meant to serve as an outline for content and time allotment.

FIRST QUARTER

Weeks 1-2: *Introduction to Physical Education*

Standards	Skills and Concepts	Suggested Equipment
5.1 5.2 5.3 5.4 5.5	<ul style="list-style-type: none"> ✓ Philosophy of PE ✓ Vocabulary (see Glossary) ✓ Class Curriculum, Expectations, Grading Criteria ✓ Classroom Rules and Procedures ✓ Physical Education Uniform and Dressing Policy ✓ Locks and Locker Room Procedures ✓ Distribute Syllabus/Letter for Parent Signature ✓ Too Good for Violence – Lessons 1-2 	Variety of equipment such as: <ul style="list-style-type: none"> ✓ hoops ✓ flags ✓ bean bags ✓ fleece balls etc.
Suggested Resources		
<i>Teaching Responsibility Through Physical Activity</i> (Hellison) <i>Quicksilver</i> (Rohnke and Butler) <i>Silly Sports and Games</i> (Kagan) <i>PE-4-Me: Teaching Lifelong Health and Fitness</i> (Summerford) <i>Two Good for Violence</i> – (Mendez Foundation)		

Weeks 3-4: *Social Skills and Cooperative Activities (Ongoing throughout the school year)*

Standards	Skills and Concepts	Suggested Equipment
5.1 5.2 5.3 5.4 5.5	<ul style="list-style-type: none"> ✓ Personal Responsibility ✓ Social Skills (Active listening, encouragement, courtesy, helpfulness) ✓ Cooperation ✓ Two Good for Violence – Lessons 3-4 Activities: <ul style="list-style-type: none"> ✓ <i>Icebreakers</i>: Name games, Line Up ✓ <i>Tag Games</i>: Everybody's It, Hospital Tag, Partner Tag, Triangle Tag, Elbow Tag, Blob Tag ✓ <i>Team Building</i>: Group Juggling, Knots, Stand Up, Circle the Circle 	
Suggested Resources		
<i>Team Building Through Physical Challenges</i> (Glover and Midura) <i>Teaching Responsibility Through Physical Activity</i> (Hellison) <i>Quicksilver</i> (Rohnke and Butler) <i>Game Skills</i> (Hanarahan and Carlson) <i>Assessing Student Responsibility and Teamwork</i> (NASPE/AAHPERD) <i>It's Not Gym Anymore</i> (McCracken) <i>PE-4-Me, Teaching Lifelong Health and Fitness</i> (Summerford) <i>Two Good for Violence</i> – (Mendez Foundation)		

Pacing Guide for 7th Grade Co-Ed Physical Education (PE)

Weeks 5-7: Fitness (Ongoing throughout the school year)

Standards	Skills and Concepts	Suggested Equipment
3.1 3.2 3.3 3.4 3.5 3.6 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8	<ul style="list-style-type: none"> ✓ Assess health-related fitness using the FitnessGram tools (can be supplemented with additional research-based assessments) Compare scores to Healthy Fitness Zone ✓ Introduce and review the health-related fitness components (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) ✓ Introduce and review health-related fitness vocabulary (see Glossary) ✓ Set goals for improvement for each of the five fitness components ✓ Two Good for Violence – Lessons 5-6 	<ul style="list-style-type: none"> ✓ Fitnessgram equipment (Pacer CD for push-ups and curl-ups cadence, sit and reach box/board, rulers, mat with lines for curl-ups, scale and tape measure for height) ✓ CD/cassette player ✓ Charts of fitness exercises (check PE catalogs) ✓ Heart rate monitors ✓ Mats, medicine balls, aerobic steps, hand-held weights, jump ropes, elastic exercise bands or Dynabands ✓ Additional fitness exercise equipment

Suggested Resources

Fitnessgram/Activitygram Test Administration Manual with DVD of all fitness tests
 Fitnessgram Software
 Physical Education for Lifelong Fitness: The Physical Best Teachers Guide (AAHPERD)
PE-4-Me, Teaching Lifelong Health and Fitness (Summerford)
Physical Best Activity Guide Secondary Level (AAHPERD)
Dynamic Physical Education for Elementary School Children (Pangrazi)
Two Good for Violence – (Mendez Foundation)

Weeks 8-9: Soccer Skills Applied to Small-Sided Soccer Games

Standards	Skills and Concepts	Suggested Equipment
1.3 1.4 2.1 2.2 2.3 2.4 2.5	<ul style="list-style-type: none"> ✓ Mature technique of kicking/punting, trapping, and foot dribbling ✓ Vocabulary for soccer (balance, biomechanics, rebound principles, strategies, tactics) ✓ Two Good for Violence – Lessons 7-8 	<ul style="list-style-type: none"> ✓ soccer balls ✓ cones ✓ pinnies

Suggested Resources

Teaching Middle School Physical Education (Mohnsen)
Dynamic Physical Education for Elementary School Children (Pangrazi)
Two Good for Violence – (Mendez Foundation)

Pacing Guide for 7th Grade Co-Ed Physical Education (PE)

SECOND QUARTER**Week 10-12: *Throwing and Catching Skills Applied to Team Handball/Flag Football/ Softball***

Standards	Skills and Concepts	Suggested Equipment
1.3 1.4 2.1 2.2 2.3	<i>(Use small-sided lead-up games for each activity unit)</i> ✓ Mature technique of throwing overhand, sidearm and underhand ✓ Mature technique of catching a variety of different objects ✓ Two Good for Violence – Lessons 9-10	✓ assortment of balls, ✓ soft “gatorskin-type” balls, ✓ gloves ✓ flying discs ✓ cones ✓ pinnies

Suggested Resources

Teaching Middle School Physical Education (Mohnsen)
Dynamic Physical Education for Elementary School Children (Pangrazi)
Two Good for Violence – (Mendez Foundation)

Week 13-14: *Basketball Skills Applied to 2-on-2 Basketball Games*

Standards	Skills and Concepts	Suggested Equipment
1.3 1.4 2.1 2.2 2.3 2.4 2.5	✓ Mature technique of hand dribbling ✓ Emphasis should be on developing dribbling skills and skill combinations through modified games and lead-up activities ✓ Vocabulary for basketball (balance, biomechanics, rebound principles, strategies, tactics)	✓ basketballs ✓ pinnies ✓ cones

Suggested Resources

Teaching Middle School Physical Education (Mohnsen)
Dynamic Physical Education for Elementary School Children (Pangrazi)
It's Not Gym Anymore (McCracken)
The Art of Handling the Rock (Slade)

Week 15-16: *Volleyball Skills Applied to Small-Sided Volleyball Games*

Standards	Skills and Concepts	Suggested Equipment
1.3 1.4 2.1 2.2 2.3 2.4 2.5	✓ Mature technique of volleying ✓ Emphasis should be on developing volleying skills through lead-up and modified volleyball activities ✓ Vocabulary for Volleyball (balance, biomechanics, rebound principles, strategies, tactics, volley)	✓ Variety of volleyballs (regular and trainer) ✓ cones

Suggested Resources

Teaching Middle School Physical Education (Mohnsen)
Dynamic Physical Education for Elementary School Children (Pangrazi)
It's Not Gym Anymore (McCracken)

**Pacing Guide for
7th Grade Co-Ed Physical Education (PE)**

Week 17-18: *Flying Disc Skills*

Standards	Skills and Concepts	Suggested Equipment
1.3 1.4 2.1 2.2 2.3	<ul style="list-style-type: none"> ✓ Mature technique for throwing and catching applied during flying disc activities ✓ Throw a variety of objects to a stationary target, a moving target, for accuracy, for distance, and in a game-type situation ✓ Catching above the waist, below the waist using a variety of objects while stationary, moving and in a game-type situation 	<ul style="list-style-type: none"> ✓ flying discs ✓ cones ✓ bases ✓ flags ✓ pinnies
Suggested Resources		
<i>It's Not Gym Anymore</i> (McCracken)		

THIRD QUARTER (BEGIN SECOND SEMESTER)

Week 1-3: *Racket/Paddle Skills and Concepts Applied to Games*

Standards	Skills and Concepts	Suggested Equipment
1.3 1.4 2.1 2.2 2.3 2.4 2.5	<ul style="list-style-type: none"> ✓ Striking skills applied to paddle tennis, pickle ball or tennis. ✓ Emphasis should be on the application of striking skills through participation in individual and dual activities of racket sports ✓ How to use a variety of striking implements ✓ Grip, ready position, swing, follow through, forehand, backhand, serve, lob, smash, volley ✓ Scoring, strategy, rules ✓ Vocabulary ((balance, biomechanics, rebound principles, strategies, striking pattern, tactics, volley) 	<ul style="list-style-type: none"> ✓ Racquets and/or paddles ✓ balls ✓ trainer volleyballs ✓ bats ✓ hockey sticks ✓ pucks ✓ nets ✓ bases ✓ poly spots ✓ batting tees or tall cones
Suggested Resources		
<i>It's Not Gym Anymore</i> (McCracken) Pickle Ball Inc. for pickle ball		

Week 4-6: *Multicultural Dance*

Standards	Skills and Concepts	Suggested Equipment
1.2 2.2 2.3 2.5	<ul style="list-style-type: none"> ✓ Participate in and perform multicultural folk dances ✓ Rhythms, Tinkling, Lummi sticks, ✓ Jump rope (single, double-dutch, long rope), jump bands, Chinese jump ropes 	<ul style="list-style-type: none"> ✓ CD/cassette player with speakers ✓ Jump bands ✓ jump ropes ✓ tinkling sticks ✓ lummi sticks
Suggested Resources		
Wagon Wheel Records (<i>International Folk Dance, Fun Dances for Everyone, Dances for Fun and Fitness, Folk Dances Around the World</i>) <i>Teaching Middle School Physical Education</i> (Mohnsen)		

Pacing Guide for 7th Grade Co-Ed Physical Education (PE)

Week 7-9: Track and Field

Standards	Skills and Concepts	Suggested Equipment
1.3 1.4 2.2 2.3 2.4 2.5	<ul style="list-style-type: none"> ✓ Demonstrate body management, locomotor skills, and object manipulation skills for successful participation in track and field. ✓ Perform starts, sprints (starting blocks) ✓ Middle distance relays and baton passing skills ✓ Long jump skills ✓ Shot put skills ✓ If safe equipment and area for safe participation available: modified hammer throw, javelin and discuss activities taught with safety modified equipment ✓ Practice and training for the variety of track and field events and safety precautions and practices for each activity 	Starting blocks, low hurdles, batons, stopwatches, tape measure, rubber shot puts or softballs, markers for safety areas, tetherball with rope tied in a circle, PVC or poles
Suggested Resources		
<i>Track & Field Omnibook</i> (Doherty)		
<i>Dynamic Physical Education for Elementary School Children</i> (Pangrazi)		

FOURTH QUARTER**Week 10-11: Orienteering/Outdoor Adventure Activities and Concepts**

Standards	Skills and Concepts	Suggested Equipment
1.6 2.3	<ul style="list-style-type: none"> ✓ Body management and object manipulation skills for successful participation in introductory adventure/outdoor activities ✓ Trust and Problem Solve (wind in the willow, mine field, all aboard, TP shuffle, keep it up, group get up) ✓ Orienteering (use of compass and reading topographical map) ✓ Safety procedures for all of these activities ✓ Encourage leisure time sports/activities (rollerblading, skate boarding, cycling etc.) 	<ul style="list-style-type: none"> ✓ compasses ✓ maps
Suggested Resources		
<i>Teaching Orienteering</i> (Renfrew)		
<i>It's Not Gym Anymore</i> (McCracken)		

Week 12-13: Self Defense

Standards	Skills and Concepts	Suggested Equipment
1.5 2.5	<ul style="list-style-type: none"> ✓ Body management and object manipulation for successful participation in combative activities 	<ul style="list-style-type: none"> ✓ Mats
Suggested Resources		
<i>Self Defense for Life</i> (Valentine and Valentine)		
<i>Self Defense: Steps to Success</i> (Nelson)		

Week 14-16: Fitness

Pacing Guide for 7th Grade Co-Ed Physical Education (PE)

Standards	Skills and Concepts	Suggested Equipment
3.1 3.2 3.3 3.4 3.5 3.6 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8	<ul style="list-style-type: none"> ✓ Assess health-related fitness using the FitnessGram tools ✓ Review the health-related fitness components (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) ✓ Examine pre-test results ✓ Evaluate/assess goals for improvement for each of the five fitness components 	<ul style="list-style-type: none"> ✓ Fitnessgram equipment (Pacer CD for push-ups and curl-ups cadence, sit and reach box/board, rulers, mat with lines for curl-ups, scale and tape measure for height) ✓ CD/cassette player ✓ Charts of fitness exercises

Week 14-16: *Fitness, continued*

Suggested Resources
Fitnessgram/Activitygram Test Administration Manual with DVD of all fitness tests Fitnessgram Software <i>Physical Education for Lifelong Fitness: The Physical Best Teachers Guide</i> (AAHPERD) <i>PE-4-Me, Teaching Lifelong Health and Fitness</i> (Summerford) <i>Physical Best Activity Guide Secondary Level</i> (AAHPERD) <i>Dynamic Physical Education for Elementary School Children</i> (Pangrazi)

Week 17-18: *Review and Closure*

Standards	Skills and Concepts	Suggested Equipment
All	<ul style="list-style-type: none"> ✓ Review and reflection of skills and concepts learned ✓ Locker room shut down 	
Suggested Resources		
Student portfolios, assessments, journals, logs		

Middle School Course Description for 8th Grade Co-Ed Physical Education (PE)

Course Title: 8th Grade Co-Ed Physical Education

Curricular Area: Physical Education

Course Number: PHE010, PHE011, PHE012
PHE810, PHE811, PHE812

Length: One year

Grade Level: 8th Grade

Prerequisites: None

Course Description

This course provides students the continuing opportunity to learn through a developmentally appropriate, comprehensive, sequentially planned physical education program aligned with the Physical Education Model Content Standards for California Public Schools. In 8th grade, the content standards emphasize working as a team to solve problems. The focus of this course is the application of movement skills and knowledge (including defensive and offensive strategies) to team physical activities, gymnastic stunts/tumbling, and square dance; the assessment and maintenance of physical fitness to improve health and performance; the requisite knowledge of physical fitness concepts, principles and strategies to improve health and performance; and the application of psychological and sociological concepts, including self-responsibility, positive social interaction, and group dynamics, in the learning and performance of physical activity. Units of activity: physical fitness (activities, assessments, concepts, development and maintenance); cooperative activities; movement skills and strategies applied in modified games of: flag football, soccer; volleyball; basketball; floor hockey; soccer; softball; team handball/ultimate Frisbee; square dance; stunts and tumbling. Part of the eighth grade health requirement is met in this course as it covers the Eighth Grade Too Good for Violence component of the Health curriculum.

Alignment

This course is aligned to the Physical Education Model Content Standards for California Public Schools.

1. Students demonstrate motor skills and movement patterns needed to perform a variety of physical activities.
2. Students demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.
3. Students assess and maintain a level of physical fitness to improve health and performance.
4. Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
5. Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.

Instructional Materials

All current physical educational materials previously approved by the School Board.

Required Materials

Too Good for Violence 8th Grade
Edition Published by Mendez
Foundation (2001), 601 S.
Magnolia Ave, Tampa, Fl 33606;
Variety of sports equipment –
District Stock Catalog and
Physical Education Catalogs
(Sporttime; Gopher; Flaghouse;

The Education Company; Wagon
Wheel Records; Human
Kinetics), Chalkboard; Chart
Paper; Easel; Crates; Journals;
Boom Box (tape and CD); Extra
CDs and Tapes; Batteries;
Stopwatches; Electric Ball Pump;
Measuring Wheel; Clipboards;
Chalk or Paint (for lining fields);

Video Camera; VCR/DVD and
Monitor; Heart Rate Wands and
Monitors

Supplemental Materials

Wagon Wheel Records, 16812
Pembroke Ln., Huntington
Beach, CA 92649

Middle School Course Description for 8th Grade Co-Ed Physical Education (PE)

Exit Criteria

Performance level is determined by the average of the assessments or assignments. Student achievement in this course will be measured using multiple assessment tools including but not limited to:

- Performance-based assessments which assess physical education cognitive concepts and skills
- Quizzes and Tests
- Journals
- Portfolios
- Checklists
- Rubrics of performance assessments during activity
- Fitnessgram
- Fitness Plan
- Projects (rubric assessed)
- Video

<u>Activities</u>	<u>Percentage</u>
Demonstrates Motor Skills and Movement Patterns.....	30%
Demonstrates Knowledge of Movement Concepts, Principles and Strategies.....	10%
Assess and Maintain Physical Fitness to Improve Health and Performance.....	30%
Demonstrates Knowledge of Physical Fitness Concepts, Principles and Strategies.....	10%
Psychological and Sociological Concepts and Strategies Applied to Physical Activity.....	20%
	Total: 100%

Development Team:

This Course Description was developed by:

Ginger Witt
Jeff Gillian
Sonia Santander
Mark Sandoval
Christina Stawicki

Instructional Guide for 8th Grade Co-Ed Physical Education (PE)

Learning Experiences and Instruction

Homework topics for 8th Grade Co-Ed Physical Education are presented concurrently with class instruction and are in accordance with the subject specific standards aligned pacing guide. Homework is designed to enhance, facilitate and deepen student understanding of classroom instruction.

Instructional strategies may include, but are not limited to, the following:

Activities for Auditory Learners	Graphic Organizers	Spiraling
Activities for Kinesthetic Learners	Modeling	Strategically Formed Small Groups
Activities for Visual Learners	Must DO/May Do	Sentence Frames
Activate Prior Knowledge	Non-verbal Response	Think Time
Adjust Pacing	Peer-Tutoring	Think-Write-Pair-Share
Classifying	Positive Reinforcement	Tiering Key Vocabulary
Chants, Poems, Songs	Provide Complex Tasks	Total Physical Response
Choral Reading and Choral Response	Realia	Use of Cognates
Direct Instruction of Academic Language	Repetition	Use of Manipulatives
Example/Non-example	Response Through Hand Signals	Use of Whiteboards
Expand Student Responses	Role Playing	Word Wall
Extend Learned Skills	Scaffolding	
Games	Short-term, attainable goals	

Support for English Language Learners:

Teachers will supplement with universal access materials from SB 472 training including word walls, visual aides, and graphic organizers. SDAIE strategies will be employed based on individual student need.

Support for Special Education Students:

Teachers will supplement with universal access materials from SB 472 training including word walls, visual aides, and graphic organizers. Scaffolding strategies will be employed based on individual student need and goals set forth in the IEP.

Stretching the Lesson for GATE Students:

GATE students should be challenged with more challenging exercises such as practice plus exercises in the textbook and in some cases with additional topics in advanced mathematics.

Pacing Guide for 8th Grade Co-Ed Physical Education (PE)

NOTES:

- 1) Please refer to the Physical Education Model Content Standards for California Schools for a complete listing of the standard descriptors.
- 2) Due to differences in site facilities and equipment, this document is meant to serve as an outline for content and time allotment.

FIRST QUARTER**Weeks 1-2: Introduction to Physical Education**

Standards	Skills and Concepts	Suggested Equipment
5.1 5.2 5.3 5.4 5.5	<ul style="list-style-type: none"> ✓ Philosophy of PE ✓ Vocabulary/Sentences ✓ Class Curriculum, Expectations, Grading Criteria ✓ Classroom Rules and Procedures ✓ Physical Education Uniform and Dressing Policy ✓ Locks and Locker Room Procedures ✓ Distribute Syllabus/Letter for Parent Signature ✓ Two Good for Violence – Lessons 1-2 	
Suggested Resources		
<i>Teaching Responsibility Through Physical Activity</i> (Hellison) <i>Quicksilver</i> (Rohnke and Butler) <i>Silly Sports and Games</i> (Kagan) <i>PE-4-Me: Teaching Lifelong Health and Fitness</i> (Summerford) <i>Two Good for Violence</i> – (Mendez Foundation)		

Weeks 3-4: Social Skills and Cooperative Activities (Ongoing throughout the school year)

Standards	Skills and Concepts	Suggested Equipment
5.1 5.2 5.3 5.4 5.5	<ul style="list-style-type: none"> ✓ Personal Responsibility ✓ Social Skills (Active listening, encouragement, courtesy, helpfulness) ✓ Cooperation ✓ Two Good for Violence – Lessons 3-4 <p><u>Activities:</u></p> <ul style="list-style-type: none"> ✓ <i>Icebreakers</i>: Name games, Line Up ✓ <i>Tag Games</i>: Everybody's It, Hospital Tag, Partner Tag, Triangle Tag, Elbow Tag, Blob Tag ✓ <i>Team Building</i>: Group Juggling, Knots, Stand Up, Circle the Circle 	Variety of equipment such as: <ul style="list-style-type: none"> ✓ hoops ✓ flags ✓ bean bags ✓ fleece balls etc.
Suggested Resources		
<i>Team Building Through Physical Challenges</i> (Glover and Midura) <i>Teaching Responsibility Through Physical Activity</i> (Hellison) <i>Quicksilver</i> (Rohnke and Butler) <i>Game Skills</i> (Hanarahan and Carlson) <i>Assessing Student Responsibility and Teamwork</i> (NASPE/AAHPERD) <i>It's Not Gym Anymore</i> (McCracken) <i>PE-4-Me, Teaching Lifelong Health and Fitness</i> (Summerford) <i>Two Good for Violence</i> – (Mendez Foundation)		

**Pacing Guide for
8th Grade Co-Ed Physical Education (PE)**

Weeks 5-7: Fitness (Ongoing throughout the school year)

Standards	Skills and Concepts	Suggested Equipment
3.1 3.2 3.3 3.4 3.5 3.6 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8	<ul style="list-style-type: none"> ✓ Assess health-related fitness using the FitnessGram tools (can be supplemented with additional research-based assessments) Compare scores to Healthy Fitness Zone ✓ Introduce and review the health-related fitness components (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) ✓ Introduce and review health-related fitness vocabulary (see Glossary) ✓ Set goals for improvement for each of the five fitness components ✓ Two Good for Violence – Lessons 5-6 	<ul style="list-style-type: none"> ✓ Fitnessgram equipment (Pacer CD for push-ups and curl-ups cadence, sit and reach box/board, rulers, mat with lines for curl-ups, scale and tape measure for height) ✓ CD/cassette player ✓ Charts of fitness exercises (check PE catalogs) ✓ Heart rate monitors ✓ Mats, medicine balls, aerobic steps, hand-held weights, jump ropes, elastic exercise bands or Dynabands ✓ Additional fitness exercise equipment
Suggested Resources		
Fitnessgram/Activitygram Test Administration Manual with DVD of all fitness tests Fitnessgram Software Physical Education for Lifelong Fitness: The Physical Best Teachers Guide (AAHPERD) <i>PE-4-Me, Teaching Lifelong Health and Fitness</i> (Summerford) <i>Physical Best Activity Guide Secondary Level</i> (AAHPERD) <i>Dynamic Physical Education for Elementary School Children</i> (Pangrazi) <i>Two Good for Violence</i> – (Mendez Foundation)		

Weeks 8-9: Flag Football Skills and Concepts Applied to Flag Football Games

Standards	Skills and Concepts	Suggested Equipment
1.3 1.4 2.1 2.3 2.4 2.5	<ul style="list-style-type: none"> ✓ Mature technique of throwing, catching, kicking/punting ✓ Offensive/Defensive strategies using small sided, modified games ✓ Emphasis should be on developing skills and skill combinations through modified games and lead-up activities ✓ Two Good for Violence – Lessons 7-8 	<ul style="list-style-type: none"> ✓ footballs ✓ flags ✓ cones ✓ pinnies
Suggested Resources		
<i>Teaching Middle School Physical Education</i> (Mohnsen) <i>Dynamic Physical Education for Elementary School Children</i> (Pangrazi) <i>It's Not Gym Anymore</i> (McCracken) <i>Two Good for Violence</i> – (Mendez Foundation)		

**Pacing Guide for
8th Grade Co-Ed Physical Education (PE)**

Second Quarter

Weeks 10-12: Soccer Skills and Concepts Applied to Soccer Games

Standards	Skills and Concepts	Suggested Equipment
1.3 1.4 2.1 2.2 2.3 2.4 2.5	<ul style="list-style-type: none"> ✓ Mature technique of foot dribbling, trapping, passing, punting, lifts, overhead throws ✓ Offensive/Defensive strategies using small sided, modified games ✓ Emphasis should be on developing skills and skill combinations through modified games and lead-up activities ✓ Two Good for Violence – Lessons 9-10 	<ul style="list-style-type: none"> ✓ soccer balls ✓ cones ✓ pinnies
Suggested Resources		
<p><i>Teaching Middle School Physical Education</i> (Mohnsen) <i>Dynamic Physical Education for Elementary School Children</i> (Pangrazi) <i>Dynamic Physical Education for Secondary School Children</i> (Pangrazi) <i>Two Good for Violence</i> – (Mendez Foundation)</p>		

Weeks 13-15: Basketball Skills and Concepts Applied to Basketball Games

Standards	Skills and Concepts	Suggested Equipment
1.3 1.4 2.1 2.2 2.3 2.4 2.5 2.6	<ul style="list-style-type: none"> ✓ Mature technique of hand dribbling, passing, shooting, rebounding ✓ Offensive/Defensive strategies using small sided, modified games ✓ Emphasis should be on developing skills and skill combinations through modified games and lead-up activities ✓ Vocabulary for basketball (balance, biomechanics, rebound principles, strategies, tactics) 	<ul style="list-style-type: none"> ✓ basketballs ✓ pinnies ✓ cones
Suggested Resources		
<p><i>Teaching Middle School Physical Education</i> (Mohnsen) <i>Dynamic Physical Education for Elementary School Children</i> (Pangrazi) <i>Dynamic Physical Education for Secondary School Children</i> (Pangrazi) <i>It's Not Gym Anymore</i> (McCracken) <i>The Art of Handling the Rock</i> (Slade)</p>		

Weeks 16-18: Volleyball Skills and Concepts Applied to Volleyball Games

Standards	Skills and Concepts	Suggested Equipment
1.3 1.4 2.1 2.2 2.3 2.4 2.5 2.6	<ul style="list-style-type: none"> ✓ Mature technique of passing, setting, serving ✓ Rotation of players ✓ Emphasis should be on developing volleying skills through lead-up and modified volleyball activities 	<ul style="list-style-type: none"> ✓ Variety of volleyballs (regular and trainer) ✓ cones
Suggested Resources		
<p><i>Teaching Middle School Physical Education</i> (Mohnsen)</p>		

Pacing Guide for 8th Grade Co-Ed Physical Education (PE)

Third Quarter (Begin Second Semester)**Weeks 1-3: Square Dance**

Standards	Skills and Concepts	Suggested Equipment
1.1 1.2 1.4 2.1 2.2	<ul style="list-style-type: none"> ✓ Square dance steps, moves and combinations in traditional and contemporary square dances. ✓ Square identification ✓ Circle left, circle right ✓ Swing and Couple Promenade ✓ Do-Sa-Do ✓ Allemande Left ✓ Right and Left Grand ✓ Forearm Turns ✓ Stars- Right and Left-hand ✓ Bend the Line ✓ Pass thru and Around One to a Line 	Appropriate sound system

Suggested Resources

The Fundamentals of Square Dancing (Ruff)

Weeks 4-7: Softball Skills and Concepts Applied to Softball Games

Standards	Skills and Concepts	Suggested Equipment
1.3 1.4 2.1 2.2 2.4 2.5	<ul style="list-style-type: none"> ✓ Mature technique of catching: thrown ball, ground ball, fly balls ✓ Batting, base running, batting order ✓ Offensive and defensive strategy ✓ Position play 	<ul style="list-style-type: none"> ✓ softballs ✓ bases ✓ bats ✓ face masks ✓ batting T's ✓ gloves

Suggested Resources

Dynamic Physical Education for Elementary School Children (Pangrazi)

Dynamic Physical Education for Secondary School Children (Pangrazi)

Teaching Middle School Physical Education (Mohnsen)

Weeks 8-9: Floor Hockey/Field Hockey

Standards	Skills and Concepts	Suggested Equipment
1.3 1.4 2.1 2.5	<ul style="list-style-type: none"> ✓ Striking, passing, shooting skills applied to floor hockey. ✓ Emphasis should be on the application of striking skills through participation in modified games ✓ Safety concepts ✓ Review grip, ready position, swing, follow through ✓ Offensive and Defensive strategy 	<ul style="list-style-type: none"> ✓ plastic hockey sticks and pucks ✓ face masks ✓ wiffle-balls ✓ goals and nets

Suggested Resources

Teaching Middle School Physical Education (Mohnsen)

It's Not Gym Anymore (McCracken)

**Pacing Guide for
8th Grade Co-Ed Physical Education (PE)**

Fourth Quarter

Weeks 10-12: *Tumbling/Gymnastics*

Standards	Skills and Concepts	Suggested Equipment
1.5 1.6 2.1 2.2 2.3 2.4	<ul style="list-style-type: none"> ✓ Basic tumbling moves ✓ Spotting and safety ✓ Pyramids (with appropriate safety instruction, no higher than two levels) ✓ Low beam ✓ Mounts, walking, hopping, skipping, turns, balances, dismounts ✓ Floor exercises ✓ Combine basic tumbling moves into a routine 	<ul style="list-style-type: none"> ✓ mats ✓ charts ✓ balance beams (4x4 short beam)

Suggested Resources

Dynamic Physical Education for Elementary School Children (Pangrazi)

Dynamic Physical Education for Secondary School Children (Pangrazi)

Weeks 13-15: *Fitness*

Standards	Skills and Concepts	Suggested Equipment
3.1 3.2 3.3 3.4 3.5 3.6 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8	<ul style="list-style-type: none"> ✓ Assess health-related fitness using the FitnessGram tools ✓ Review the health-related fitness components (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) ✓ Examine pre-test results ✓ Evaluate/assess goals for improvement for each of the five fitness components 	<ul style="list-style-type: none"> ✓ Fitnessgram equipment (Pacer CD for push-ups and curl-ups cadence, sit and reach box/board, rulers, mat with lines for curl-ups, scale and tape measure for height) ✓ CD/cassette player ✓ Charts of fitness exercises

Suggested Resources

Fitnessgram/Activitygram Test Administration Manual with DVD of all fitness tests

Fitnessgram Software

Physical Education for Lifelong Fitness: The Physical Best Teachers Guide (AAHPERD)

PE-4-Me, Teaching Lifelong Health and Fitness (Summerford)

Physical Best Activity Guide Secondary Level (AAHPERD)

Dynamic Physical Education for Elementary School Children (Pangrazi)

Colton Joint Unified School District Course of Study
Pacing Guide for
8th Grade Co-Ed Physical Education (PE)

Week 17: *Flying Disc Skills Applied in Flying Disc Games*

Standards	Skills and Concepts	Suggested Equipment
1.3 1.4 2.1 2.2	<ul style="list-style-type: none"> ✓ Mature technique for throwing and catching applied during flying disc activities ✓ Throw to a stationary target, a moving target, for accuracy, for distance, and in a game-type situation 	<ul style="list-style-type: none"> ✓ flying discs ✓ cones ✓ bases ✓ flags ✓ pinnies
Suggested Resources		
<i>Dynamic Physical Education for Elementary School Children</i> (Pangrazi) <i>Teaching Middle School Physical Education</i> (Mohnsen)		

Weeks 18: *Review and Closure*

Standards	Skills and Concepts	Suggested Equipment
All	<ul style="list-style-type: none"> ✓ Review and reflection of skills and concepts learned ✓ Locker room shut down 	
Suggested Resources		
Student portfolios, assessments, journals, logs		

Middle School Course Description for Life Science 7th Grade

Course Title: Life Science

Curricular Area: Life Science

Course Number: SCO710, SCO711, SCO712,
SCE710, SCE711, SCE712
SCR710, SCR711, SCR712
SCS710, SCS711, SCS712

Length: One year

Grade Level: 7

Prerequisites: None

Course Description

This course is designed for students to study living things in their world, through cell biology and genetics. Students will learn how modern living things have evolved, survive and reproduce through the study of earth and life history. Students will learn how physical principles function in living systems. Lastly, students will learn to understand the scientific process, including investigation and experimentation. Part of the seventh grade health requirement is met in this course as it covers the Seventh Grade Too Good for Drugs component of the Health curriculum. It also includes the Family Life Component of this curriculum.

The Family Life component of the Health Curriculum is designed to promote the development of lifelong, positive health-related attitudes and behaviors based on the following expectations (“E”) from the 2003 edition of the *Health Framework for California Public Schools* (ISBN 0-8011-1574-4):

- | | |
|---|--|
| <p>E1: Students will demonstrate ways in which they can enhance and maintain their health and well-being.</p> <p>E2: Students will understand and demonstrate behaviors that prevent disease and speed recovery from illness</p> <p>E3: Students will practice behaviors that reduce the risk of becoming involved in potentially dangerous situations and react to potentially dangerous situations in ways that help to protect their health.</p> <p>E4: Students will understand and demonstrate how to play a positive, active role in promoting the health of their families.</p> <p>E5: Students will understand and demonstrate how to promote positive health practices within the school</p> | <p>and community, including how to cultivate positive relationships with their peers.</p> <p>E6: Students will understand the variety of physical, mental, emotional and social changes that occur throughout life.</p> <p>E7: Students will understand and accept individual differences in growth and development.</p> <p>E8: Students will understand their developing sexuality, will choose to abstain from sexual activity, will learn about protecting their sexual health and will treat the sexuality of others with respect.</p> |
|---|--|

The course also includes the Board approved Family Life curriculum and the required HIV/STD topics.

Opt Out Curriculum for Family Life Sessions

Written parent permission is required for the Board approved Family Life sessions. Teachers may use the first aid and CPR lessons from *First Aid and CPR Training Solutions* (www.firstaidandcpr.com/) for students who have opted out of one or more of these sessions.

Alignment

This course is aligned to the California 7th grade Science Content Standards. (www.cde.ca.gov)

Instructional Materials

All current adoption materials previously approved by the school board.

Required Textbook(s)

Focus on Life Science

Edition published by McDougall-Littell (2007); Teen Health Course 2
Edition published by Glencoe (2005)

Teacher Wraparound Edition

Supplemental Materials

Too Good for Drugs - 7th Grade
Mendez Foundation, 601 S.

Magnolia Avenue, Tampa, FL 33606

Secondary Curriculum Council Approved 6/9/09

Board Approved: XXX

Page 1 of 5

printed 07/30/09

Middle School Course Description for **Life Science 7th Grade**

Other Approved Supplemental Materials

- *Positive Prevention: HIV/STD Education for California Youth*. Level A: for Middle School and Junior High School by Kim Robert Clark, *et al* published by The American Red Cross © 2000 (revised 2003)

The first aid and CPR lessons on the web site for *First Aid and CPR Training Solutions*, Omaha, Nebraska: www.firstaidandcpr.com/. This is the curriculum for students whose parents opt them out of the any of the Family Life sessions.

Board Approved Videos

1. *You, Your Body and Puberty* by Human Relations Media
2. *Life's Greatest Miracle* by Nova
3. *Abstinence: Choosing to Wait* by Sunburst Media

Board Approved Handouts, Flyers and Posters

1. *Am I Ready For Sex?* from Journeyworks Publishing, Santa Cruz, CA
2. *Am I Ready To Be a Dad?* from Journeyworks Publishing, Santa Cruz, CA
3. *Am I Ready To Be a Mom?* from Journeyworks Publishing, Santa Cruz, CA
4. *Child Support Information Handbook/Establishing Paternity* from the Child Support Enforcement Office of the California District Attorney's Office
5. *Date Rape: The Things You Can Do To Protect Yourself* from Journeyworks Publishing, Santa Cruz, CA
6. *How To Say No and Keep Your Boyfriend* from Journeyworks Publishing, Santa Cruz, CA
7. *I'm Not Ready To Have a Baby Because...* from Journeyworks Publishing, Santa Cruz, CA
8. *Men, Babies and The Law: 15 Things You Should Know* from Journeyworks Publishing, Santa Cruz, CA
9. *Sex, Teens, and Abstinence* by Mardi Richmond and Sue Parkinson. Published by Journeyworks. ISBN 1568850573 © March 1995. 16 pp
10. *Sex: Ten Best Reasons to Wait* from Journeyworks Publishing, Santa Cruz, CA
11. *Sexual Pressure: A Survival Guide for Guys* from Journeyworks Publishing, Santa Cruz, CA
12. *Talking Abstinence* from Journeyworks Publishing, Santa Cruz, CA
13. *Ten Good Reasons Not To Be a Teenage Parent* from Journeyworks Publishing, Santa Cruz, CA
14. *When Is It Rape? Answers About Date and Acquaintance Rape* from Journeyworks Publishing, Santa Cruz, CA ISBN 1-56885-077-8 © 1996
15. *When No Means No!* from Journeyworks Publishing, Santa Cruz, CA
16. *You Would If You Loved Me: How To Respond To Sexual Pressure* from Journeyworks Publishing, Santa Cruz, CA
17. *You're Not Ready To Have Sex If...* from Journeyworks Publishing, Santa Cruz, CA
18. The Save Sex Posters from the Family Research Council
19. The Fatherhood Posters from the Family Research Council

Contact information for **Journeyworks** Publishing: (800) 775-1998
web: <http://www.journeyworks.com/>

Exit Criteria

<u>Activities</u>	<u>Percentage</u>
Classwork/Lab-work.....	40%
Projects / Homework.....	20%
Tests and Quizzes	25%
Comprehensive End of Semester Assessments.....	15%
Total:	100%

Development Team:

This Course Description was updated in Fall, 2008 by:
Daniel Morse
Collette Taylor
Karry Santiago
Deborah Curbelo
Michael Ochs

Secondary Curriculum Council Approved 6/9/09

Board approved XXX

Middle School Course Description for **Life Science 7th Grade**

Learning Experiences and Instruction

Homework topics for 7th Grade Science are presented concurrently with class instruction and are in accordance with the subject specific standards aligned pacing guide. Homework is designed to enhance, facilitate and deepen student understanding of classroom instruction.

Instructional strategies may include, but are not limited to, the following:

Activities for Auditory Learners	Graphic Organizers	Spiraling
Activities for Kinesthetic Learners	Modeling	Strategically Formed Small Groups
Activities for Visual Learners	Must DO/May Do	Sentence Frames
Activate Prior Knowledge	Non-verbal Response	Think Time
Adjust Pacing	Peer-Tutoring	Think-Write-Pair-Share
Classifying	Positive Reinforcement	Tiering Key Vocabulary
Chants, Poems, Songs	Provide Complex Tasks	Total Physical Response
Choral Reading and Choral Response	Realia	Use of Cognates
Direct Instruction of Academic Language	Repetition	Use of Manipulatives
Example/Non-example	Response Through Hand Signals	Use of Whiteboards
Expand Student Responses	Role Playing	Word Wall
Extend Learned Skills	Scaffolding	
Games	Short-term, attainable goals	

Support for English Language Learners:

Teachers will supplement with universal access materials from SB 472 training including word walls, visual aides, and graphic organizers. SDAIE strategies will be employed based on individual student need.

Support for Special Education Students:

Teachers will supplement with universal access materials from SB 472 training including word walls, visual aides, and graphic organizers. Scaffolding strategies will be employed based on individual student need and goals set forth in the IEP.

Stretching the Lesson for GATE Students:

GATE students should be challenged with more challenging exercises such as practice plus exercises in the textbook and in some cases with additional topics in advanced mathematics.

Students who have opted out of any portion of the Family Life curriculum must be given alternate assignments. Teachers may use the First Aid and/or CPR curriculum from *First Aid and CPR Training Solutions* located in Omaha, Nebraska (home page: www.firstaidandcpr.com/). They are a non-profit organization and have given permission for us to use their materials. While students may complete the lessons online, teachers may also print out their materials for students to complete as “packets.”

Colton Joint Unified School District
7th Grade Life Science Pacing Guide
2009-2010

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Week 1 Topic: Intro Scientific Methods Chapter: State Standard: 7 TGFD 1st Lesson	Week 10 Topic: Earth Geologic Timelines Chapter: 5.1 State Standard: 7.3.c, 7.4.a Topic: Earth Geologic Timelines Chapter: 5.2 State Standard: 7.4.a, 7.4.b, 7.4.g, 7.7.d TGFD 10th Lesson	Week 19 Topic: Plant Reproduction Chapter: 9.2 State Standard: 7.2.a, 7.5.f, 7.7.c	Week 28 Topic: Reproduction Chapter: 9.1 State Standard: 7.2.a, 7.2.b, 7.5.d
Week 2 Topic: Cells-Basic Unit of Living Things Chapter: 1.1 State Standard: 7.1.a, 7.1.f, 7.7.a, 7.7.d Topic: Microscopes Chapter : 1.2 State Standard: 7.1.b, 7.1.c, 7.1.d, 7.7.a TGFD 2nd Lesson	Week 11 Topic: Fossil Evidence Chapter: 5.3 State Standard: 7.3.c, 7.4.b, 7.4.e Topic: Living Timelines Chapter: 6.1 State Standard: 7.4.b, 7.4.e	Week 20 Topic: Electromagnetic Spectrum Chapter: 13.1 and 13.2 State Standard: 7.6.a, 7.6.b, 7.6.e	Week 29 Family Life Session 1 : Adolescent Growth and Development Family Life Session 2 : Pregnancy and Childbirth
Week 3 Topic: Inside the Cell Chapter: 1.3 State Standard: 7.1.a, 7.1.f, 7.5.a, 7.5.b Topic: Cell Functions Chapter: 2.1 State Standard: 7.1.a, 7.1.b TGFD 3rd Lesson	Week 12 Topic: Species Change Over Time with Environmental Influences Chapter: 6.2 and 6.3 State Standard: 7.3.a, 7.3.b, 7.7.c, 7.7.e	Week 21 Topic: Light Interaction Chapter: 13.3 and 13.4 State Standard: 7.5.g, 7.6.a, 7.6.b, 7.6.c, 7.6.e, 7.6.f, 7.7.c	Week 30 Family Life Session 2 : Pregnancy and Childbirth Family Life Session 3: Contraception
Week 4 Topic: Cell Functions Chapter: 2.1 State Standard: 7.1.a, 7.1.b Topic: Cell Energy Chapter: 2.2 State Standard: 7.1.a, 7.1.b, 7.1.d TGFD 4th Lesson	Week 13 Topic: Evidence Supporting Evolution Chapter: 6.4 State Standard: 7.2.e, 7.3.c	Week 22 Topic: Light and Lenses Chapter: 14.1 and 14.2 State Standard: 7.6.c, 7.6.d, 7.6.f, 7.6.g, 7.7.e	Week 31 Family Life Session 6: Abstinence Family Life Session 5: Gender Roles and Dating Safety
Week 5 Topic: Cell membranes	Week 14 Topic: Classification	Week 23 Topic: Reflection and	Week 32 STATE TESTING

Colton Joint Unified School District
7th Grade Life Science Pacing Guide
2009-2010

Chapter: 2.3 State Standard: 7.1.a, 7.7.c TGFD 5th Lesson	Chapter: 7.1, 7.2, and 7.3 State Standard: 7.3.d, 7.7.d, 7.7e	Refraction and the Eye Chapter: 14.3 and 14.4 State Standard: 7.5.g, 7.6.b, 7.6.d, 7.6.f	
Week 6 Topic: Cell Division Chapter: 3.1 State Standard: 7.1.c, 7.1.e, 7.1.f, 7.2.e Topic: Cell Cycle Chapter: 3.2 State Standard: 7.1.c, 7.1.e, 7.7.a Topic: Cell Division Chapter: 3.3 State Standard: 7.1.e, 7.2.a TGFD 6th Lesson	Week 15 Topic: Systems and Levels of Organization Chapter: 8.1 and 8.2 State Standard: 7.1.f, 7.5.a, 7.5.b, 7.7.c	Week 24 Topic: Sound Waves and the Ear Chapter: 12.1, 12.2, and 12.3 State Standard: 7.5.g, 7.7.d, 7.7.e	Week 33 Family Life Family Life 4: STDs Family Life: American Red Cross HIV lessons
Week 7 Topic: Inheritance Patterns Chapter: 4.1 State Standard: 7.2.b, 7.2.c, 7.2.d, 7.7.d TGFD 7th Lesson	Week 16 Topic: Levels of Organization and Systems Chapter: 8.3 and 8.4 State Standard: 7.1.b, 7.5.a, 7.5.b, 7.5.c, 7.7.a, 7.7.e	Week 25 Topic: Skeletal and Muscular System Chapter: 10.1 and 10.2 State Standard: 7.5.b, 7.5.c, 7.6.h	Week 34 Family Life Summary and Testing EOS Test Review
Week 8 Topic: Predictions Chapter: 4.2 State Standard: 7.2.b, 7.2.c, 7.7.d, 7.7.e Topic: Meiosis Chapter: 4.3 State Standard: 7.2.a, 7.2.b, 7.2.e, 7.7.d TGFD 8th Lesson	Week 17 Summary Review (Makeup Week)	Week 26 Topic: Forces and Bones as Levers Chapter: 10.3 and 10.4 State Standard: 7.5.c, 7.6.h, 7.6.i, 7.7.d	Week 35 End of Semester Tests 7th grade Life Science only
Week 9 Topic: Protein Production Chapter: 4.4 State Standard: 7.2.e TGFD 9th Lesson	Week 18 End of Semester Tests	Week 27 Topic: Fluids, Pressure, and Circulation Chapter: 11.1, 11.2, and 11.3 State Standard: 7.5.a, 7.5.b, 7.5.g, 7.6.j, 7.7.c, 7.7.d, 7.7.e,	Week 36 End of Year Activities

Middle School Course Description for **Physical Science 8th Grade**

Course Title: Physical Science

Curricular Area: Physical Science

Course Number: SCO810, SCO811, SCO812

Length: One year

SCE810, SCE811, SCE812

Credits: 10

SCR810, SCR811, SSR812

SCS810, SCS811, SCS812

Grade Level: 8

Prerequisites: Satisfactory completion of
7th grade Science

Course Description

The Eight Grade Focus on Physical Science course covers the topics of Physics, Chemistry and Astronomy over the duration of one academic year. Students are introduced to Science concepts regarding: Motion, Force, Density and Buoyancy, The Structure of Matter, Chemical Reactions, The Periodic Table of Elements, The Chemistry of Living Things, The Earth and the Solar System, The Universe and Scientific Investigation and Experimentation. The curriculum is a blend of interactive lectures, textbook activities and demonstrations along with hands on experiments. Part of the eighth grade health requirement is met in this course as it covers the Eighth Grade Too Good for Drugs component of the Health curriculum.

Alignment

The Eight Grade Physical Science course is aligned to the California State Standards for 8th Grade Science and in accordance with the Colton Joint Unified School District's Board of Trustees requirements for Middle School completion.

Instructional Materials

All current adoption materials previously approved by the school board.

Required Textbook(s)
Focus on Physical Science
Edition published by
McDougal-Littell (2007)
Interactive Reader
Standards Review and
Practice

Motion and Forces
The Structure of Matter
Chemical Reactions
Space Science
Supplemental Materials
City Science
Visual Glossary
Multi-Language Glossary
Transparency Book

CA Manual Teacher
Edition
Assessment Book
Modified Lesson Plans for
English Learners
Understanding
Technological Design –
Teacher's Edition
Problem Solving and

Critical Thinking –
Teacher's Edition
Too Good for Drugs – 8th
Grade – Mendez
Foundation, 601S.
Magnolia Ave, Tampa, FL
33606

Other Book Resources

Exit Criteria

<u>Activities</u>	<u>Percentage</u>
Homework	10%
Classwork	30%
Lab-work.....	35%
Tests and Quizzes	10%
Comprehensive End of Semester Assessments	15%
Total:	100%

Development Team:

This Course Description was developed by:

Lloyd Beard
Aquarius La Rue
Jerome Nerkowski
Samuel Vo
Karen McColeman
Deborah Curbelo

Secondary Curriculum Council Approved 6/9/09

Board approved XXX

Instructional Guide for Physical Science 8th Grade

Learning Experiences and Instruction

Homework topics for 8th Grade Science are presented concurrently with class instruction and are in accordance with the subject specific standards aligned pacing guide. Homework is designed to enhance, facilitate and deepen student understanding of classroom instruction.

Instructional strategies may include, but are not limited to, the following:

Activities for Auditory Learners	Graphic Organizers	Spiraling
Activities for Kinesthetic Learners	Modeling	Strategically Formed Small Groups
Activities for Visual Learners	Must DO/May Do	Sentence Frames
Activate Prior Knowledge	Non-verbal Response	Think Time
Adjust Pacing	Peer-Tutoring	Think-Write-Pair-Share
Classifying	Positive Reinforcement	Tiering Key Vocabulary
Chants, Poems, Songs	Provide Complex Tasks	Total Physical Response
Choral Reading and Choral Response	Realia	Use of Cognates
Direct Instruction of Academic Language	Repetition	Use of Manipulatives
Example/Non-example	Response Through Hand Signals	Use of Whiteboards
Expand Student Responses	Role Playing	Word Wall
Extend Learned Skills	Scaffolding	
Games	Short-term, attainable goals	

Support for English Language Learners:

Teachers will supplement with universal access materials from SB 472 training including word walls, visual aides, and graphic organizers. SDAIE strategies will be employed based on individual student need.

Support for Special Education Students:

Teachers will supplement with universal access materials from SB 472 training including word walls, visual aides, and graphic organizers. Scaffolding strategies will be employed based on individual student need and goals set forth in the IEP.

Stretching the Lesson for GATE Students:

GATE students should be challenged with more challenging exercises such as practice plus exercises in the textbook and in some cases with additional topics in advanced mathematics.

Colton Joint Unified School District
8th Grade Physical Science Pacing Guide
2009-2010

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Week 1 Topic: Describing and defining matter: Chapter: 5.1 State Standard: 3 TGFD 1st Lesson	Week 10 Topic: Compounds Elements & Mixtures Chapter: 5.2, 7 State Standard: 3, 5 & 7 TGFD 10th Lesson	Week 19 Topic: Motion Chapter: 1 State Standard: 1	Week 28 Topic: Density & Buoyancy Chapter: 4 State Standard: 8
Week 2 Topic: Describing and defining matter: Chapter: 5.2 State Standard: 3 TGFD 2nd Lesson	Week 11 Topic: Atoms Chapter: 7 State Standard: 3, 5 & 7	Week 20 Topic: Motion Chapter: 1 State Standard: 1	Week 29 Topic: Density & Buoyancy Chapter: 4 State Standard: 8
Week 3 Topic: Describing and defining matter Chapter: :5.3 State Standard: 3 TGFD 3rd Lesson	Week 12 Topic: Atoms Chapter: 7 State Standard: 3, 5 & 7	Week 21 Topic: Speed, Velocity, Acceleration & Reference point Chapter: 1 State Standard: 1	Week 30 Topic: Density & Buoyancy Chapter: 4 State Standard: 8
Week 4 Topic: Density Chapter 4.1 State Standard: 8 TGFD 4th Lesson	Week 13 Topic: Periodic Table Chapter: 7 State Standard: 7	Week 22 Topic: Speed, Velocity, Acceleration & Reference point Chapter: 1 State Standard: 1	Week 31 Topic: Earth in the Solar System Chapter: 12 State Standard: 4
Week 5 Topic: Density Chapter 4.1 State Standard: 8 TGFD 5th Lesson	Week 14 Topic: Periodic Table Chapter: 7 State Standard: 7	Week 23 Topic: Force Chapter: 2 State Standard: 2	Week 32 Topic: Earth in the Solar System Chapter: 13 State Standard: 4
Week 6 Topic: States of Matter Chapter: 6.1 & 2 State Standard: 3 TGFD 6th Lesson	Week 15 Topic: Periodic Table Chapter: 7 State Standard: 7	Week 24 Topic: Friction Chapter: 3 State Standard: 2	Week 33 Topic: Earth in the Solar System Chapter: 14 State Standard: 4
Week 7 Topic: States of Matter Chapter: 6.3 State Standard: 3 TGFD 7th Lesson	Week 16 Topic: Chemical Bonding & organic Compounds Chapter: 8 State Standard: 5 & 6	Week 25 Topic: Gravity Chapter: 3 State Standard: 2	Week 34 Earth in the Solar System Chapter: 14 State Standard: 4
Week 8 Topic: Phase change Chapter: 6.3 State Standard: 5 & 7 TGFD 1 st Lesson TGFD 8th Lesson	Week 17 Topic: Chemical Bonding & organic Compounds Chapter: 8 State Standard: 5 & 6	Week 26 Topic: Newton's Laws Chapter: 2 State Standard: 2	Week 35 Review for Final
Week 9 Topic: Phase change Chapter: 6.3 State Standard: 5 & 7 TGFD 9th Lesson	Week 18 Review for the Final	Week 27 Topic: Newton's Laws Chapter: 2 State Standard: 2	Week 36 Review for Final

BOARD AGENDA

REGULAR MEETING
August 6, 2009

CONSENT ITEM

TO: **Board of Education**

PRESENTED BY: Jaime R. Ayala, Assistant Superintendent, Business Services Division

SUBJECT: **Acceptance of Gifts**

GOAL: Community Relations

STRATEGIC PLAN: Strategy #6 -- Character

RECOMMENDATION: That the Board accept the gifts as listed on the attached matrix.

EXHIBIT "B" -- GIFTS / DONATIONS: Regular Meeting August 6, 2009

SITE	DONOR	DONATION / PURPOSE	AMOUNT
Cooley Ranch Elementary	Cooley Ranch P.T.A. 1000 South Cooley Drive Colton, CA 92324	Check #2133 Field Trips	\$3,000.00
Ruth Grimes Elementary	LifeTouch 11000 Viking Drive, Suite 500 E., Eden Prairie, MN 55344	Check #1889304 Site discretion	\$617.00

BOARD AGENDA

**REGULAR MEETING
August 6, 2009**

CONSENT ITEM

TO: **Board of Education**

PRESENTED BY: Jaime R. Ayala, Assistant Superintendent Business Services Division

SUBJECT: **Approval of Cherrydale Fundraiser at Ruth O Harris Middle School (*September through October 2009*)**

GOAL: Budget Planning, Community Relations & Parent Involvement

STRATEGIC PLAN: Strategy #6 - Character

BACKGROUND: Students will sell items from the Cherrydale catalog for a two-week period in September and October 2009. Funds raised will be used for student assemblies, activities, recognition and awards.

**BUDGET
IMPLICATIONS:** No cost to the District.

RECOMMENDATION: That the Board approve the Cherrydale Farms Fundraiser at Ruth O Harris Middle School (September & October 2009).

Ruth O. Harris Middle SCHOOL

REVENUE POTENTIAL/FUND RAISING RECAP

DATE: July 23 2008

ORGANIZATION: ASB

PROJECT: Cherrydale Fundraiser

BEFORE the Activity begins, RECORD this basic information:

- 1. Purchase Cost \$ varies
- 2. # of Items Purchased _____ For Bookkeeper to Record:
- 3. Selling Price \$ varies /each Check # _____
- *Multiply #2 by #3 to get: Check # _____
- 4. Potential Income \$ 10,000.00

DURING and AFTER the Activity, RECORD the monies collected:

			For Your Club to Record:
_____	sold @ \$ _____	= \$ _____	Receipt # _____
_____	sold @ \$ _____	= \$ _____	Receipt # _____
_____	sold @ \$ _____	= \$ _____	Receipt # _____
_____	sold @ \$ _____	= \$ _____	Receipt # _____
		5. _____	
<u>TOTAL</u>			<u>TOTAL</u>

*Compare #4 (above) to #5. Was enough money collected (#5) to meet your potential income (#4)? If not, explain differences below. (For example: Did some of the items go unsold? If so, these items should be given back to the advisor. Did any items get lost or stolen? If so, give a list of the lost or stolen items to the advisor).

\$ Collected (#5) \$ _____ - Potential (#4) \$ _____ = Difference \$ _____

NET PROFIT Recap:

\$ Collected (#5) \$ _____ - Total Expenses \$ _____ = Net Profit \$ _____

Ruth O. Harris Middle School
 ASB Bulldogs

Agenda/Minutes for 6/17/09
 Meeting # 1
 2009-2010

A. Call to Order- The meeting was called to order by Ina Sison
 at 10:50 AM/PM

B. Old Business NONE
 1. Motion was made by ana arana and
 seconded by Alexandra Lopez to
 approve the previous minutes. The motion was carried.

C. New Business
 Action Items

General ASB:

1. Request approval for ASB general expenses NTE \$4,000.00 for the 2009-2010 school year. On a motion by Damoira Chung and seconded by Sarah Tobler, the motion carried.
2. Request approval for helium supplies including refills NTE \$1,000.00. On a motion by Ricardo Villarreal and seconded by Damoira Chung, the motion carried.
3. Request approval to purchase ASB shirts from Domco NTE \$3,000.00 for 2009-2010 year. On a motion by ana arana and seconded by Ricardo Villarreal, the motion carried.
4. Request approval to pay annual CAIDA dues NTE \$500.00. On a motion by Damoira Chung and seconded by Alexandra Lopez, the motion carried.
5. Request approval to send ASB students to leadership conferences NTE \$2,000. On a motion by ana arana and seconded by Ricardo Villarreal, the motion carried.
6. Request approval to purchase snacks for students participating in the Synergy Conferences NTE \$ 500. On a motion by Damoira Chung and seconded by Sarah Tobler, the motion carried.
7. Request approval to purchase testing supplies for 2009-2010 NTE \$1,500.00. On a motion by Alexandra Lopez and seconded by ana arana, the motion carried.
8. Request approval for barbeque and grill upkeep supplies NTE \$500.00 for 2009-2010. On a motion by ana arana and seconded by Ricardo Villarreal, the motion carried.

Ruth O. Harris Middle School
ASB Bulldogs

Agenda/Minutes for 6/17/09

Meeting # 1

2009-2010

19. Request approval to purchase 3 trophies for school spirit awards for 2009-2010 year. NTE \$500.00. On a motion by Ricardo Villarreal and seconded by Alejandra Lopez, the motion carried.

Library:

20. Request approval for Library Contest expense NTE \$1,500.00 for 2009-2010. On a motion by Alejandra Lopez and seconded by Ana Arana, the motion carried.
21. Request approval to receipt funds from Library Book fairs held during 2009-2010. On a motion by Ricardo Villarreal and seconded by Sarah Tobler, the motion carried.

Open Purchase Orders:

22. Request approval for an open purchase order at Office Depot NTE \$2,000.00 for the 2009-2010 year. On a motion by Damoira Chung and seconded by Alejandra Lopez, the motion carried.
23. Request approval for an open purchase order at Party Plus Rentals NTE \$1,000.00 for the 2009-2010 year. On a motion by Ana Arana and seconded by Alejandra Lopez, the motion carried.
24. Request approval for an open purchase order at Alin Party Supplies NTE \$3,000.00 for the 2009-2010 year. On a motion by Sarah Tobler and seconded by Ricardo Villarreal, the motion carried.
25. Request approval for a purchase order at Home Depot NTE \$500.00 for the 2009-2010 year. On a motion by Ricardo Villarreal and seconded by Ana Arana, the motion carried.
26. Request approval to re-establish purchase order for Smart & Final in the amount of \$1,500.00. On a motion by Damoira Chung and seconded by Alejandra Lopez, the motion carried.

Fundraisers:

27. Request approval for fall school fundraiser for 2009-2010. On a motion by Sarah Tobler and seconded by Damoira Chung, the motion carried.

Bulldog Celebration:

28. Request approval for Bulldog Celebration expenses NTE \$ _____ in 2009-2010. On a motion by Ricardo Villarreal and seconded by Ana Arana, the motion carried.

Ruth O. Harris Middle School
ASB Bulldogs

Agenda/Minutes for 6/17/09
Meeting # 1
2009-2010

Dances

- 39. Request approval for expenses for 8th grade dance NTE \$3,000.00. On a motion by Damoira Chung and seconded by Ana Arana, the motion carried.
- 40. Request approval for DJ expenses for 5 school dances NTE \$5,000.00. On a motion by Ricardo Villarreal and seconded by Damoira Chung, the motion carried.
- 41. Request for approval for dance decorations expenses for all 5 dances NTE \$2,000.00. On a motion by Alejandra Lopez and seconded by Ana Arana, the motion carried.
- 42. Request approval to pay late bus expenses for all school dances for 2009-2010. On a motion by Damoira Chung and seconded by Alejandra Lopez, the motion carried.

P.E.

- 43. Request approval to purchase PE clothes from Dimeo for 2009-2010 year NTE \$15,000.00. On a motion by Ana Arana and seconded by Ricardo Villarreal, the motion carried.
- 44. Request approval to purchase PE locks for 2009-2010 year NTE \$10,000.00. On a motion by Damoira Chung and seconded by Sarah Tobler, the motion carried.
- 45. Request approval to sell PE clothes \$10.00 for shirts, shorts and sweats in 2009-2010. On a motion by Alejandra Lopez and seconded by Sarah Tobler, the motion carried. ⁴⁵⁾ opposed by Ana Arana Damoira Chung
- 46. Request approval to sell locks for \$5.00 for 2009-2010. On a motion by Ana Arana and seconded by Sarah Tobler, the motion carried. sweats are \$11

8th grade Knott's Berry Farm Trip:

- 47. Request approval to pay for 8th grade field trip to Knott's Berry Farm NTE \$8,000.00. On a motion by Damoira Chung and seconded by Ana Arana, the motion carried.
- 48. Request approval to pay for bus transportation to Knott's Berry Farm NTE \$5,000.00. On a motion by Ana Arana and seconded by Sarah Tobler, the motion carried.

BOARD AGENDA

REGULAR MEETING
August 6, 2009

CONSENT ITEM

- TO:** Board of Education
- PRESENTED BY:** Jaime R. Ayala, Assistant Superintendent, Business Services Division
- SUBJECT:** Approval of Sale and/or Disposal of Obsolete District Property
- GOAL:** Support Services
- STRATEGIC PLAN:** Strategy #1 -- Communication
- BACKGROUND:** The property listed below is considered not suitable for further use in the Colton Joint Unified School District. In accordance with Education Code 17545, any personal District property may be sold or disposed of if the property is not required for school purposes, or if it should be disposed of for the purpose of replacement, or if it is unsatisfactory or not suitable for school use. Additionally, Education Code 17540 allows Districts to sell personal property or school supplies to other school districts.
- Recently, the District switched student information systems from SASI to Zangle. The forms listed below are no longer needed by this District. Riverside Unified School District has shown interest in obtaining these forms from this District.
- 32 cases – SASIXP Attendance Forms - #213131
- BUDGET IMPLICATIONS:** Net sales proceeds, if any, to be credited to general fund.
- RECOMMENDATION:** That the Board approve the disposal of the obsolete District property, as presented.

BOARD AGENDA

REGULAR MEETING
August 6, 2009

CONSENT ITEM

TO: Board of Education

PRESENTED BY: Mike Snellings, Assistant Superintendent, Student Services

SUBJECT: Approval to Renew the Agreement with Interquest Detection Canines of San Diego for Services to All Secondary School Sites (200-2010)

GOALS Student Performance, School Safety & Attendance

STRATEGIC PLAN: Parameter 1 – Safe learning environments

BACKGROUND: The Interquest Detection Canines of San Diego have been a part of our District safety program since the 1997 - 1998 school year. The canines assist in reducing controlled substances and explosives on our secondary campuses and it is recommended that services be continued for the next school year. The cost for 40 visits @ \$350.00 per visit is \$14,000.00.

BUDGET IMPLICATIONS: \$14,000.00 to be paid from AB 1113, School Safety and Violence Prevention Grant.

RECOMMENDATION: That the Board approve the renewal of the agreement with Interquest Detection Canines of San Diego (2009-2010) for services to all secondary school sites as presented.

BOARD AGENDA

REGULAR MEETING
August 6, 2009

CONSENT ITEM

TO: Board of Education

PRESENTED BY: Mike Snellings, Assistant Superintendent, Student Services

SUBJECT: Approval of Amended Agreement (04-888 A-5) with the San Bernardino County Sheriff's Department for a Deputy Sheriff to serve as a School Resource Officer at Bloomington High School for the 2009-2010 School Year

GOAL:(s) School Safety & Attendance, Community Relations & Parent Involvement

STRATEGIC PLAN: Parameter 1 - Safe learning environments
Parameter 4 - Programs and services

BACKGROUND: The District has participated in this program since the 2004-2005 school year. It provides a full-time School Resource officer and has proven to be a very worthwhile service. The District previously entered into Agreement, 04-888 A-4. The cost to the District is approximately \$57,688. This amount represents a decrease of approximately 5% from the prior year. The term of the agreement is to automatically extend for additional one (1) year periods (Renewal Periods) unless written notice by either Party is provided at least ninety (90) days prior to the end of the Initial Term or any Renewal Terms.

BUDGET IMPLICATIONS: \$57,688.00 to be paid from the AB 1113 School Safety and Violence Prevention Grant.

RECOMMENDATION: That the Board amend the agreement (04-888 A-5) with the County of San Bernardino for a School Resource Officer (2009-2010).



County of San Bernardino

F A S

STANDARD CONTRACT

FOR COUNTY USE ONLY

<input type="checkbox"/> New	Vendor Code		SC	Dept.	Contract Number			
<input checked="" type="checkbox"/> Change			SHR	A	04-888 A5			
<input type="checkbox"/> Cancel								
County Department			Dept.	Orgn.	Contractor's License No.			
SHERIFF			SHR	SHR				
County Department Contract Representative			Telephone		Total Contract Amount			
DENNIS J. CASEY, CAPTAIN			(909) 387-0640		\$57,668			
<input checked="" type="checkbox"/> Revenue <input type="checkbox"/> Encumbered <input type="checkbox"/> Unencumbered <input type="checkbox"/> Other:			Contract Type					
If not encumbered or revenue contract type, provide reason:								
Commodity Code		Contract Start Date	Contract End Date	Original Amount	Amendment Amount			
				\$	\$			
Fund	Dept.	Organization	Appr.	Obj/Rev Source	GRC/PROJ/JOB No	Amount		
AAA	SHR	SHR		9800	SCHOOLS	\$57,668		
Fund	Dept.	Organization	Appr.	Obj/Rev Source	GRC/PROJ/JOB No.	Amount		
						\$		
Fund	Dept.	Organization	Appr.	Obj/Rev Source	GRC/PROJ/JOB No.	Amount		
						\$		
Project Name			Estimated Payment Total by Fiscal Year					
SCHOOL RESOURCE OFFICER 2009-10			FY	Amount	I/D	FY	Amount	I/D

THIS CONTRACT is entered into in the State of California by and between the County of San Bernardino, hereinafter called the County, and

Name
 Colton Joint Unified School District
 Address
 1212 Valencia Drive
 Colton, CA 92324
 Telephone
 (909) 580 - 5000

hereinafter called DISTRICT

IT IS HEREBY AGREED AS FOLLOWS:

(Use space below and additional bond sheets. Set forth service to be rendered, amount to be paid, manner of payment, time for performance or completion, determination of satisfactory performance and cause for termination, other terms and conditions, and attach plans, specifications, and addenda, if any.)

FIFTH AMENDMENT

In Contract No. 04-888 providing law enforcement service to the Colton Joint Unified School District the following changes are hereby made and agreed to, effective July 1, 2009:

1. Paragraph IV. is hereby amended as follows:

IV. TERM AND TERMINATION.

The term of this contract shall be for a period of time commencing on September 1, 2004 through June 30, 2010. Notwithstanding the foregoing, this contract may be terminated at any time, with or without cause, by DISTRICT or by COUNTY upon written notice given to the other at least ninety (90) days prior to the date specified for such termination. Any such termination date shall coincide with the end of a calendar month. In the event of such termination, each party shall fully pay and discharge all obligations in favor of the other, accruing prior to the date of such termination, and each party shall be

released from all obligations or performance which would otherwise accrue subsequent to the date of such termination. In the event of termination of this agreement, the COUNTY shall refund any sum previously paid by DISTRICT, which when prorated, represents advance payment for months of service which are not performed as a result of such termination. Neither party shall incur any liability to the other by reason of such termination.

- 2. Replace Schedule A attached thereto, referred to in Paragraph II, with Schedule A attached hereto and incorporated herein by reference.

Except as amended, all other terms and conditions of this contract remain as stated therein.

COUNTY OF SAN BERNARDINO

By _____
Gary C. Ovitt, Chairman, Board of Supervisors

Dated: _____

SIGNED AND CERTIFIED THAT A COPY OF THIS DOCUMENT HAS BEEN DELIVERED TO THE CHAIRMAN OF THE BOARD

Dena M. Smith
Clerk of the Board of Supervisors
of the County of San Bernardino

By _____
Deputy

Colton Joint Unified School District
(Print or type name of corporation, company, contractor, etc.)

By _____
(Authorized signature - sign in blue ink)

Name _____
(Print or type name of person signing contract)

Title _____
(Print or Type)

Dated: _____

Address 1212 Valencia Drive
Colton, CA 92324

Approved as to Legal Form

By _____
County Counsel, by Steven Singley, Deputy
Date 6/30/09

Reviewed by Contract Compliance

By _____
Date _____

Presented to BOS for Signature

By _____
Department Head, Dennis J. Casey, Captain
Date _____

Auditor/Controller-Recorder Use Only

<input type="checkbox"/> Contract Database	<input type="checkbox"/> FAS
Input Date	Keyed By

SCHEDULE A
LAW ENFORCEMENT SERVICES CONTRACT
COLTON JOINT UNIFIED SCHOOL DISTRICT
FY2009/10

<u>LEVEL OF SERVICE</u>	FY2009/10 COST¹
1 - 40 Hour Deputy Sheriff, School Resource Officer w/Marked Patrol Unit (9-month cost) 50%	\$57,668

MONTHLY PAYMENT SCHEDULE:

1 st payment due July 15, 2009	\$4,813
2 nd through 12 th payments due the 5 th of each month	\$4,805

ADDITIONAL COSTS BILLED QUARTERLY:

District will be billed on a quarterly basis for actual overtime cost for any overtime hours worked.

¹ Personnel costs include salary and benefits and are subject to change by Board of Supervisors' action.

BOARD AGENDA

REGULAR MEETING
August 6, 2009

ACTION ITEM

TO: Board of Education

PRESENTED BY: Jerry Almendarez, Assistant Superintendent, Human Resources Division

SUBJECT: Approval of Personnel Employment

GOAL: Human Resources Development

STRATEGIC PLAN: Strategy #1 - Communication

I-A Certificated – Regular Staff

1. **Anguiano, Keri** Elementary Teacher (Temp) – Birney
2. Bathgate, Anna Math Teacher - BHS
3. Barre, Michael Math Teacher - Slover
4. **Coronado, Anthony** Computer Literacy Teacher (Temp) – CMS
5. **Emmerson, Katherine** Elementary Teacher (Temp) – Cooley Ranch
6. Farnham, Janine SDC/SH (Pre-K) – San Salvador
7. **Flores, Kirstin** Elementary Teacher (Temp) – Zimmerman
8. **Fraijo, Edrina** P.E. Teacher – ROHMS
9. **Gaytan, Gabriel** High School Counselor – CHS
10. **Gonzalez, Patricia** Middle School Counselor – CMS
11. **Harworth, Sandra** Elementary Teacher (Temp) – D’Arcy
12. **Hepler, Amy** Elementary Teacher (Temp) – Wilson
13. Hughes, Lindsay SDC/LH Teacher – BMS
14. Johnson, Joshua Speech Therapist - PPS
15. **Johnston, Amber** Elementary Teacher (Temp) – Zimmerman
16. Juarez, Sheila Head Start Teacher - CHS
17. **Kappmeyer, Julie** Elementary Teacher (Temp) – Lincoln
18. **Martinez, Eduardo** Elementary Teacher (Temp) – Crestmore
19. **Mezzanatto, Yvette** Elementary Teacher (Temp) – Crestmore
20. **Minjares, Alycia** Elementary Teacher (Temp) – McKinley
21. **Negrete, Teresa** Elementary Teacher (Temp) – Rogers
22. Ontiveros, Jessica Spanish Teacher - CHS
23. **Preston, Holly** Elementary Teacher (Temp) – Birney
24. **Ramirez, Xochitl** Elementary Teacher (Temp) – McKinley
25. **Sanchez, M. Guadalupe** Elementary Teacher (Temp) – Crestmore
26. Stowe, Poppi School Psychologist – PPS
27. Strauss, Tiffany P.E. Teacher - CHS
28. **Swanson, Janice** Elementary Teacher (Temp) – Crestmore
29. Walker, Timothy Elementary Teacher (Temp) - Wilson
30. **Yang, Sharon** Elementary Teacher (Temp) – Rogers

I-D Certificated – Substitute Teacher

1. **Rodas, Kimberly**

II-A Classified – Regular Staff

1. **Chang, Owen W.** Facilities Project Manager – SSC/Facilities

II-B Classified – Activity/Coaching Assignments

1. **Chevrier, Jeffrey K.** Volleyball-Head JV – CHS
2. Jorin, Enoc Baseball-Head Frosh/Soph – CHS (walk-on)

II-C Classified – Hourly

- | | |
|-------------------------|-------------------|
| 1. Avila, Monique | AVID Tutor – THMS |
| 2. Pena, Jennifer | AVID Tutor – BHS |
| 3. Villafuerte, Jeffrey | AVID Tutor – BHS |

II-D Classified – Substitute

- | | |
|-------------------------|---------------------------------|
| 1. Banuelos, Jessica | Sub Child Dev IA – San Salvador |
| 2. Barboza, Diane | Sub Child Dev IA – San Salvador |
| 3. Barraza, Reynalda | Sub Bus Driver |
| 4. Castro, David | Sub Campus Supervisor |
| 5. Gonzalez, Peter | General Laborer |
| 6. Vasquez, Guadalupe | Sub Bus Driver |

RECOMMENDATION:

That the Board approve employment of personnel as presented.

ACTION:

On motion of Board Member _____ and
_____, the Board approved the
recommendations for employment.

BOARD AGENDA

REGULAR MEETING
August 6, 2009

ACTION ITEM

TO: **Board of Education**

PRESENTED BY: Jerry Almendarez, Assistant Superintendent, Human Resources Division

SUBJECT: **Approval of Contract for District Assistant Superintendent, Educational Services Division (July 1, 2009 to June 30, 2011)**

GOAL: Human Resources Development

STRATEGIC PLAN: Strategy #1 - Communication

BACKGROUND: In order for Assistant Superintendent's contract to be approved or amended, Government Code 53262(a) states that all contracts of employment with assistant superintendents shall be approved in an open session of the governing body of the local school agency, which shall be reflected in the governing body's minutes.

Copies of any contracts of employment shall be made available to the public upon request.

RECOMMENDATION: That the Board approve the contract for District Assistant Superintendent, Educational Services Division (July 1, 2009 to June 30, 2011) as presented.

ACTION: On motion of Board Member _____ and _____, the Board approved the contract for District Assistant Superintendent, Educational Services Division, as presented.

BOARD AGENDA

**REGULAR MEETING
August 6, 2009**

ACTION ITEM

TO: **Board of Education**

PRESENTED BY: Jerry Almendarez, Assistant Superintendent, Human Resources Division

SUBJECT: **Approval of Conference Attendance**

GOAL: Human Resources Development

STRATEGIC PLAN: Strategy #1 - Communication

Mel Albiso – **D.O./Supt.’s Office**
David Zamora
Board Members

CLSBA Unity 2009 Conference
August 21-23, 2009
Sacramento, CA
Board funds: \$2,084.21

Total : \$2,084.21

RECOMMENDATION: That the Board approve conference attendance as presented.

ACTION: On motion of Board Member _____ and _____, the Board approved the above recommendation.

BOARD AGENDA

**REGULAR MEETING
August 6, 2009**

ACTION ITEM

TO: **Board of Education**

PRESENTED BY: Jerry Almendarez, Assistant Superintendent, Human Resources Division

SUBJECT: **Approval to Assign Teacher Under CA Commission on Teacher Credentialing Variable Term Waiver (2009-10)**

GOAL: Personnel Development

STRATEGIC PLAN: Strategy #1 - Communication

BACKGROUND: Title 5 Section 80122(j) requires a separate board agenda item to verify that the notice of intent to employ and assign a special education teacher in an identified position under a Variable Term Waiver has been made public and approved by the governing board of the employing school district in a public meeting.

Due to the shortage of qualified applicants, the District has encountered the necessity to assign an elementary teacher under a Variable Term Waiver for the Bilingual EL authorization (BCLAD). The Variable Term Waiver is valid for one year.

The District requests approval to assign the following elementary teacher under a Variable Term Waiver authorization:

Unda, Lucy	Dual-Immersion Teacher, grade 1 Credential: Clear Multiple Subject (SB 2042)
------------	---

RECOMMENDATION: That the Board approve the assignment of the named elementary teacher in the identified position utilizing a CA Commission on Teacher Credentialing Variable Term Waiver option for the 2009-10 school year.

ACTION: On motion of Board Member _____ and _____, the Board approved the recommendation as submitted.

BOARD AGENDA

**REGULAR MEETING
August 6, 2009**

ACTION ITEM

TO: **Board of Education**

PRESENTED BY: Jerry Almendarez, Assistant Superintendent, Human Resources Division

SUBJECT: **Approval to Employ and Assign Teacher Under CA Commission on Teacher Credentialing Variable Term Waiver (2009-10)**

GOAL: Personnel Development

STRATEGIC PLAN: Strategy #1 - Communication

BACKGROUND: Title 5 Section 80122(j) requires a separate board agenda item to verify that the notice of intent to employ and assign a speech therapist in an identified position under a Variable Term Waiver has been made public and approved by the governing board of the employing school district in a public meeting.

Due to the shortage of qualified applicants, the District has encountered the necessity to employ and assign speech therapists under a Variable Term Waiver in the high-need area of Speech-Language Pathology Services. The Variable Term Waiver is valid for one year.

The District requests approval to employ and assign the following speech therapist(s) on an hourly basis under a Variable Term Waiver authorization:

Emert, Christine	Speech Therapist – PPS, grades K-12
Sanchez, Lucy	Speech Therapist – PPS, grades K-12

RECOMMENDATION: That the Board approve the employment and assignment of the named speech therapist(s) in the identified position utilizing a CA Commission on Teacher Credentialing Variable Term Waiver option for the 2009-10 school year.

ACTION: On motion of Board Member _____ and _____, the Board approved the recommendation as submitted.

BOARD AGENDA

**REGULAR MEETING
August 6, 2009**

ACTION ITEM

TO: Board of Education

PRESENTED BY: Jaime R. Ayala, Assistant Superintendent, Business Services Division

SUBJECT: Approval of Designated Authorized Agent for CJUSD – July 1, 2009 - Until Rescinded

GOAL: Budget Planning

STRATEGIC PLAN: Strategy #1 – Communication

BACKGROUND: Education Code #35161 for the State of California authorizes Districts to delegate designated officers as authorized agents. Attached is a matrix, which outlines the duties and the employees, authorized as agents for the District.

County Form #

- #1 (Board Delegation-Certify/Attest Board Action),
- #2 (Board Delegation-Authorized Agent Status),
- #2C (Electronic Signature Key),
- #3 (Board Delegation-Blanket Contract Authorization),
- #6 (Revolving Cash Fund-Establishment or Change),
- #9 (Special Activity - Regular Education Program),
- #10 (Special Programs-Authorized Expenses), &
- #21 (Personnel Policy - Awards).

**BUDGET
IMPLICATIONS:** None.

RECOMMENDATION: That the Board approve the designated authorized agents for Colton Joint Unified School District – July 1, 2009 until rescinded.

ACTION: On motion of Board Member _____ and _____, the Board approved designated authorized agents for Colton Joint Unified School District – July 1, 2009 until rescinded.

**San Bernardino County Superintendent of Schools
Authorized Signature Listing – As of July 1, 2009 - Until Rescinded**

County Form No. School District *** 213 COLTON ***	ORDERS				NOTICE OF EMPL.				OTHER				ACTIV. PROGRAMS			PERS. POLICY AWARDS
	1	2	2	2	2	2	2	2	2	2	2	2	2	6	9	10
BdMin	"S" Acct	Cert	Class	Student	PO Limit	Jrnl Entr	Inter Fd Tr	Budg Transf	OCS Key Issued	Contract Limit/Duration	RCF Cust	Sp. Activity Req.Ed. Prog	Special Programs	Ed.Code 44015, LO 84-2, LO 84-6		
<i>James A. Downs, Superintendent</i>	X	X	X	X	X	X	X	X		X none	X	X	X	X		
<i>Board of Education, President</i>	X							X		X none						
<i>Board of Education., Clerk</i>	X							X		X none						
<i>Jaime R. Ayala, Assistant Superintendent, Business Services Division</i>	X	X	X	X	X none	X	X	X		X none	X	X	X	X		
<i>Molly Gainey-Stanley, Assistant Superintendent, Educational Services Division</i>			X	X								X				
<i>Jerry Almendarez, Assistant Superintendent Human Resources Division.</i>			X	X									X	X		
<i>David (Dave) R. Beeson, Purchasing Manager</i>					X \$50,000 limit					X \$50,000 limit						
<i>Sosan Schaller, Director of Fiscal Services</i>		X			X \$50,000 limit	X	X	X	X			X				
<i>Lucy Bracamonte, Fiscal Services Manager</i>		X				X	X	X	X		X					
<i>Diana Herrington, Nutrition Services Manager</i>		X			X none	X	X	X	X							

I certify, under penalty of perjury, the foregoing statements to be true and correct.

Signature: Governing Board Designee _____ Title _____ Secretary of the Governing Board of the Colton Joint Unified School District _____ Date _____

BOARD AGENDA

**REGULAR MEETING
August 6, 2009**

ACTION ITEM

TO: **Board of Education**

PRESENTED BY: Jaime R. Ayala, Assistant Superintendent, Business Services Division

SUBJECT: **Authorization to Establish a Sub-fund in School Facilities Fund 35 for Grand Terrace High School**

GOAL: Budget Planning

STRATEGIC PLAN: Strategy #4 - Facilities

BACKGROUND: The District has been allocated \$52,094,765 from the Office of Public School Construction. This authorization allows the District to establish a sub-fund with the San Bernardino County Superintendent of Schools for this project.

BUDGET IMPLICATIONS: \$52,094,765 – Fund 35, School Facility Fund

RECOMMENDATION: That the Board authorize establishing a sub-fund in School Facility Fund 35 for Grand Terrace High School, as presented.

ACTION: On motion of Board Member _____ and _____, the Board authorized the recommendation as presented.

BOARD AGENDA

**REGULAR MEETING
August 6, 2009**

ACTION ITEM

TO: **Board of Education**

PRESENTED BY: Jaime R. Ayala, Assistant Superintendent, Business Services Division

SUBJECT: **Approval to Open an Escrow Account for the Deposit of Earned Retention for Davis Moreno Construction, Inc. on the Grand Terrace High School Project**

GOAL(s): Facilities / Support Services

STRATEGIC PLAN: Strategy #4 - Facilities

BACKGROUND: Public Contract Code 22300 requires that the District offer contractors performing public works projects the opportunity to deposit their earned retentions into an interest bearing escrow account. The retention is withheld from the individual contractor's progress billings at the rate of 10%. At the time the individual progress billing (90% of that bill) warrant is mailed to the contractor, another warrant representing 10% of that bill is mailed to the escrow account. There it will earn interest and the contractor can draw on that interest as the project proceeds. Once the Notice of Completion has been recorded and 35 days have passed, the District notifies the escrow agent to release the total retention due the contractor.

Davis Moreno Construction, Inc. had their contract approved at the June 25, 2009 Board Meeting.

It is necessary that the Board approve the opening of the individual escrow/bank account.

BUDGET IMPLICATIONS: None

RECOMMENDATION: That the Board approve the above escrow account for the deposit of earned retention for Davis Moreno Construction, Inc on the Grand Terrace High School as presented.

ACTION: On motion of Board Member _____ and _____, the Board approved the recommendation as presented.

BOARD AGENDA

**REGULAR MEETING
August 6, 2009**

ACTION ITEM

TO: **Board of Education**

PRESENTED BY: Jaime R. Ayala, Assistant Superintendent, Business Services Division

SUBJECT: **Approval of Contract Amendment No. 1 with Winzler & Kelly for Grand Terrace High School**

GOAL: Facilities/Support Services

STRATEGIC PLAN: Strategy #4 - Facilities

BACKGROUND: This amendment is necessary to adjust the fees due to unforeseen asbestos cement pipe that needed to be removed, abated, and clearance reports prepared. This was a cost of \$15,700. This amendment includes a \$10,000 contingency for potential unknown buried hazardous materials that may be encountered at a later time. The Original Contract was approved on January 22, 2009 in the amount of \$47,700.

BUDGET IMPLICATIONS: \$25,700 Bond Fund 21 (Not to Exceed)

RECOMMENDATION: That the Board approve contract amendment No. 1 with Winzler & Kelly for Grand Terrace High School, as presented.

ACTION: On motion of Board Member _____ and _____, the Board approved the contract amendment, as presented.



CONSULTANT CONTRACT AMENDMENT to AGREEMENT OF PROFESSIONAL SERVICES CONTRACT

DATE: July 13, 2009
PROJECT: Grand Terrace High School (GTHS)
OWNER : Colton Joint Unified School District (CJUSD)
TO: Winzler & Kelly Consulting Engineers (W&K)
3531 Miraloma Avenue
Anaheim, CA 92806

Brief Description:

W&K was asked to provide services for unknown Hazardous material abatement removal at GTHS. This amendment includes the following three tasks: 1) writing a procedure 5 to SCAQMD, 2) coordinating the excavation and removal of approximately 2,500 ln ft of asbestos cement pipe, and 3) monitoring and certification of proper removal and disposal.

Attachments:

- Winzler & Kelly change order #01 6/22/09 (1 page)

Costs:

\$25,700.00 = Total amount of this Amendment

Table with 2 columns: Description and Amount. Rows include: The original Agreement for Professional Services Contract Sum (\$47,700.00), Net change by previous Amendments (\$0.00), The Agreement for Professional Contract Sum prior to this Amendment (\$47,700.00), The Agreement for Professional Contract Sum will be increased by this Amendment (\$25,700.00), A contingency of \$10,000.00 is also being included for potential unknown buried Hazardous materials, The new Contract Sum including this Amendment (\$73,400.00), and The Contract Schedule as of this Amendment will be unchanged.

By signing this Amendment the CJUSD Authorizes Winzler & Kelly Consulting Engineers to perform the scope of work listed above. CJUSD also authorizes and acknowledges that the amount of this Amendment will be paid via an amendment to Winzler & Kelly Consulting Engineers contract with SBCCD.

Not valid until signed by all parties. Signature of Consultant indicates agreement herewith, including any adjustment in the Contract Sum or Construction Schedule.

Authorized:

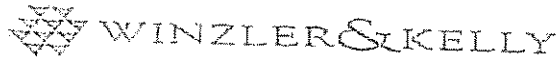
CONSULTANT
Winzler & Kelly

OWNER
Colton Joint Unified School District

By: [Signature]
DATE: 7/14/09

By: _____
DATE: _____

10709.08.001



June 22, 2009

Mrs. Alice Grundman
Facilities, Planning & Construction
1212 Valencia Drive
Colton, CA 92324-1798

Via Email alice_grundman@colton.k12.ca.us

Project: Request for Change Order # 01
Grand Terrace High School Additional Services
Colton, California

Dear Mrs. Grundman:

Winzler & Kelly is requesting an increase to our contract based on the discovery of unforeseen asbestos cement pipe. The pipe was discovered while excavating at the site. Below is a table with our formal request.

Change Order Request # 01

Description	Units	Rate	Cost
Original Contract Amount			\$47,700.00
Procedure 5	1	\$1,000.00	\$1,000.00
Site Assessment	1	\$500.00	\$500.00
Emergency Letter	1	\$250.00	\$250.00
Daily Monitoring	15/Shifts	*\$750.00	\$11,250.00
Project Management	20	*\$135.00	\$2,700.00
	Requested Increase Total		\$15,700.00
	New Contract Total		\$63,400.00

Very truly yours,
Winzler & Kelly

Raul Garcia, Jr.
Project Manager
Certified Asbestos Consultant #05-3783

Change Order Acceptance:

Signature: Alice Grundman Date: 7/6/09

Name: Alice Grundman

BOARD AGENDA

**REGULAR MEETING
August 6, 2009**

ACTION ITEM

TO: **Board of Education**

PRESENTED BY: Jaime R. Ayala, Assistant Superintendent, Business Services Division

SUBJECT: **Adoption of Resolution No. 09-01 Five-Year Joint Use Agreement for Facility Use Between the Colton JUSD and the City of Grand Terrace, at Grand Terrace, Terrace View Elementary Schools, and Terrace Hills Middle School (2009-14)**

GOAL: Facilities / Support Services

STRATEGIC PLAN: Strategy #4 - Facilities

BACKGROUND: The City of Grand Terrace requests the use of the playfields for after school and weekend activities. The City would be responsible for scheduling of the playfields and take responsibility for the cleaning after the scheduled events.

A joint use agreement between the District and the City has been developed to establish a basis for cooperative use of the District sites.

This joint use agreement would allow for the sharing of playfields for a five-year term and as defined by the agreement and pursuant to the revised Board Policy for relations between other governmental agencies and the District.

BUDGET IMPLICATIONS: None.

RECOMMENDATION: That the Board adopt Resolution 09-01 Five-year joint use agreement between the Colton JUSD and the City of Grand Terrace at Grand Terrace and Terrace View Elementary Schools and Terrace Hills Middle School (2009-14), as presented.

ACTION: On motion of Board Member _____ and _____, the Board adopted the resolution as presented.

RESOLUTION 09-01

JOINT USE AGREEMENT FOR FACILITY USE

Between the Colton Joint Unified School District and the City of Grand Terrace

**For the Playfields at Grand Terrace and Terrace View Elementary Schools
and Terrace Hills Middle School, Grand Terrace, California**

This Agreement entered into on the 7th day of August, 2009 by the Colton Joint Unified School District, hereafter referred to as “District”, and the City of Grand Terrace hereafter referred to as “City.”

WHEREAS, the Education Code of the State of California authorizes and empowers public school districts and municipalities to cooperate with each other for the purposes of providing meaningful leisure and educational opportunities, and toward that end enter into agreements with each other for the purpose of organizing, promoting and conducting such programs of community recreation and education objectives for children and adult citizens of the State; and,

WHEREAS, worthwhile recreational activity contributes to the well being of individuals, and in turn to the progress of society, provision of meaningful leisure opportunities can be properly recognized as a governmental service. Consequently, both municipal and education agencies have been delegated the responsibility for providing the community with these leisure skills and opportunities; and

WHEREAS, in order to minimize the duplication in the provision of these services, and to maximize potential for quality programs, both agencies are committed to cooperate with one another whenever feasible; and

WHEREAS, the District and City desire to establish a basis for the cooperative use of their respective recreational and educational facilities located in the community; and

WHEREAS, the District is owner of the playfields, the turf area and asphalt courts at Grand Terrace and Terrace View Elementary Schools, Terrace Hills Middle School, Grand Terrace, California; and

WHEREAS, the City wishes to utilize the playfields for recreational purposes.

NOW, **THEREFORE**, the parties agree as follows:

1. The use of the Grand Terrace and Terrace View Elementary Schools and Terrace Hills Middle School playfields, hereinafter referred to as the “playfields”, shall be subject to reasonable rules and regulations as determined by the District and as defined by the Administrative Rules and Regulations.
2. All use of the playfields shall conform with the California Education Code including, but not limited to, the Civic Center Act of the Education Code Sections 10900 through 10914.5.

3. The District's representative and the City's representative shall meet as necessary to transact business in accordance with this agreement.
4. Any item of equipment or element of construction related to the City, which is placed on District property and which will be paid from City funds, shall be subject to the advice and approval of the District superintendent or designee. Any such items of equipment or element of construction shall conform to all applicable laws, rules and regulations applicable to school districts.
5. Any item of equipment and/or element of construction purchased with funds from the City, and placed on District property shall forever be the property of the City, and may be removed from District property by the City at any time after giving the District sixty (60) days written notice, provided however, that upon such removal the premises shall be left in the same good order and condition as prevailed prior to the time of installation. Any such placement or construction shall be performed in compliance with all applicable laws, rules, regulations and City ordinances.
6. Damages to structures and equipment, whether during joint or sole use by a party, shall be the responsibility of the party exercising supervision over the facility or area at such time as the damage occurs. At all other times, damage shall be the responsibility of the party of ownership.
7. The City shall be responsible for payment of all utilities charged to its meters. The District shall be responsible for payment of all utilities charged to its meters. Meters may not be installed on school grounds without the consent of the District.
8. Maintenance of fields shall be the responsibility of the District, maintenance of the adjoining park shall be the responsibility of the City, including the infields, by mowing, edging, and trimming around all fence lines. Maintenance of equipment/structures shall be the responsibility of the owner of the equipment or structure. The upkeep of any boundary fencing surrounding the property shall be the responsibility of the District. The City shall be responsible for the removal of litter or debris resulting from a City scheduled event, and empty trash bins as necessary, as well as the upkeep of any future, District-approved additions to the playfields. The City shall be responsible for the upkeep of the irrigation systems (including the low voltage electrical systems related to their use), bleachers, lighting, and ball field fences. Upkeep of the paint on the existing facilities and graffiti abatement shall also be the responsibility of the City.
9. Each party agrees to indemnify, defend and hold harmless the other party, its officers, employees, agents and volunteers from any and all liabilities for injuries to persons and damage to property arising out of any negligent act or omission of the party, its officers, employees, agents or volunteers in connection with the use of the playfields as described herein.
10. This Agreement shall be subject to revision and modification periodically upon the request and mutual agreement of the Board of Education of the Colton Joint Unified School District and the City of Grand Terrace.
11. The City shall be responsible for the scheduling of the fields after normal school hours of

operation. A schedule of dates for such use will be arranged to avoid any conflict between School and City use; in the scheduling of said field. School events and programs shall have first priority, and City events and programs shall have second priority. Any other events by other groups or agencies shall have third priority. The City shall keep the District and school principal aware of scheduled facility use.

- 12. The City shall inform the District, within a reasonable amount of time, of any conditions that may pose a safety hazard to the public as a result of the use of the playfields. The City Parks Maintenance staff shall include the field into its regular parks maintenance schedule.
- 13. Term of Agreement – The term of this agreement shall commence on the date first written above and shall remain in effect for a period of five (5) years (“Initial Term”). At the end of the Initial Term, this agreement shall renew for successive five (5) year terms (“Additional Term”), unless one party provides the other party with written notice of non-renewal sent at least ninety (90) days prior to the expiration of the Initial Term or any Additional Term. If either party fails or refuses to comply with or carry out any part of the agreement, the other party may terminate this agreement by providing written notice to the responsible party of the cause for termination.
- 14. Termination of Agreement - It is the intent of both parties that this Agreement remain in force for a period of not less than five (5) years. However, this agreement may be terminated by either the District or the City at the end of any traditional school year. The termination will be made by the Board of Education or the city Council adopting a motion or Resolution determining to withdraw from the Joint Use Agreement, and give notice of such termination in writing, including a copy of the motion or Resolution, at least sixty (60) days prior to the end of the school year. Such notice of termination, together with a copy of the required motion or Resolution, shall be given by the Board of Education to the City Manager of the City of Grand Terrace, or by the City Council to the Superintendent of the Colton Joint Unified School District.

THE PARTIES HEREBY EXECUTE THIS AGREEMENT BY THEIR RESPECTIVE AUTHORIZED REPRESENTATIVES:

Colton Joint Unified School District:

_____ Date: _____
Jaime R. Ayala, Assistant Superintendent
Business Services Division

City of Grand Terrace:

_____ Date: _____
Authorized Representative

**AGREEMENT BETWEEN
COLTON JOINT UNIFIED SCHOOL DISTRICT
AND
CITY OF GRAND TERRACE
FOR JOINT USE OF FACILITIES
FOR PARKS
AT GRAND TERRACE ELEMENTARY, TERRACE VIEW ELEMENTARY
AND TERRACE HILLS MIDDLE SCHOOLS**

THIS AGREEMENT made and entered into this 7th day of August, 2009, by and between the Colton Joint Unified School District, a California public school district duly organized and existing under Chapter 1 of Division 3 of Title 2 of the Education Code of the State of California (hereinafter "District") and the City of Grand Terrace (hereinafter "City") are sometimes referred to singularly as "Party" and collectively as "Parties."

RECITALS

WHEREAS, the parties are mutually interested in a quality program of education, community recreation and other civic activities for all citizens of the city - and the district; and

WHEREAS, the parties desire to enter into an agreement for reciprocal use of certain facilities, as defined herein, for education, community recreation and other civic activities to assure maximum and coordinated use of these facilities; and

WHEREAS, the city is authorized to contract with the district for purposes of contributing to the attainment of general education programs, community recreation services and civic activities for children and adults of the state; and

WHEREAS, California Education Code Section 10900 et seq. ("Community Recreation Programs Law") authorizes public authorities to organize, promote, and conduct such programs of community recreation as will contribute to the attainment of general education and recreational objectives for children and adults and further empowers public authorities to cooperate with each other to attain such objectives; and

WHEREAS, the Community Recreation Programs Law defines "recreation" to include "any activity, voluntarily engaged in, which contributes to the "...mental, or moral development of the individual or group participating therein, and includes any activity in the fields of ... art, handicrafts ...nature contacting, aquatic sports, and athletics..."; and

WHEREAS, district and city are authorized under California law to operate and maintain recreation centers, as defined in Education Code Section 10901(f) ("Recreation Center"), for community recreation; and

WHEREAS, full cooperation between the district and the city is essential in order to guarantee the best programs and services with reasonable expenditure of public funds; and

WHEREAS, district and city have agreed to act jointly to develop a plan to jointly use certain real property and facilities (individually the "District Facilities" and "City Facilities" and collectively, the "Facilities").

NOW, THEREFORE, in consideration of the foregoing recitals and of the mutual promises of the covenants hereinafter contained, and for the good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties hereto agree as follows:

1. DEFINITIONS

Whenever in this agreement the following terms are used, the same shall have the meaning ascribed to them in this Section 1, unless the context otherwise requires or admits:

(A) "City Facilities" means the facilities listed and described in Exhibit "A". Restrictions and special instructions related to individual facilities shall be set forth in Exhibit "A".

(B) "Districts Facilities" means the facilities listed and described in Exhibit "B". Restrictions and special instructions related to individual facilities shall be set forth in Exhibit "B".

(C) "Specialized Facility/Facilities" means those facilities designated by the parties as requiring specialized maintenance or use of which causes the owner party to incur extraordinary costs. The parties shall mutually decide which of the facilities shall be designed "Special Facilities" and such specialized facilities shall be listed and described in Exhibit "C" along with a breakdown of the extraordinary costs associated with its use.

(D) "School Day" means the time period between the hours of 8:00 am to 3:30 p.m. during the School Year.

(E) "School Year" means the period beginning in the month of August each year and ending on the succeeding June during which district conducts educational programs and services for school age students.

2. USE OF FACILITIES

2.1 District and city hereby grant a non-exclusive license to each other to use each others' facilities in accordance with the terms and conditions set forth in the agreement, including the following:

2.1.1 District and city may utilize each other's facilities without monetary consideration to the other party. However, if either party uses the other party's facilities for a profit-making purpose, then the user party shall pay the owner party such costs as would be charged to a third party user under the Civic Center Act. Additionally the owner party may charge the user party for the extraordinary costs or special maintenance necessitated by use of a specialized facility, as set forth in Exhibit "C."

2.1.2 Whenever possible, district and city agree to utilize their respective facilities prior to utilizing each other's facilities.

2.1.3 With respect to the use of facilities, the shared use committee shall conduct, at a minimum, two meetings annually for the purpose of scheduling anticipated uses of the facilities ("Scheduling Meeting").

2.1.1.1 At the first meeting, which shall take place on or before school begins each year, district and city shall agree upon a schedule, in writing, for the summer

months (i.e. June, July, August and September) with respect to the use of the facilities, including, but not limited to the proposed times, uses and users of the facilities.

2.1.1.2 At the second meeting, which shall take place on or before summer school begins each year, district and city shall agree upon a schedule, in writing, for the non-summer months with respect to the use of the facilities, including, but not limited to the proposed times, uses and users of the facilities.

2.1.1.3 After the schedules are set at the scheduling meetings, both parties shall notify each other in case of any scheduling changes at least forty-eight (48) hours before the scheduled use. In the event of an unanticipated event that is not included on the schedules set the scheduling meetings, each party agrees to reasonably accommodate the other party with respect to such event, if possible.

2.2 Notwithstanding anything in the agreement to the contrary, district shall have exclusive use of the district facilities, Monday through Friday (except on School Holidays), from one-half (1/2) hour before school commencement of the school day until one-half (1/2) hours after school closing time. School holidays shall be defined as those days or portions of days when school is not in session.

2.3 District shall notify city at the scheduling meetings of any school athletic events that are anticipated to extend more than one half (1/2) hour beyond a school's closing time so that such games may be included in the schedule which is agreed upon at the scheduling meetings. In addition, should district require the use of any district facility for any California Interscholastic Federation activity, such use shall take precedent over any pre-existing use at any of the district facilities as long as forty-eight (48) hours notice is given, whether or not such use is during school hours or included in the schedules agreed upon at the scheduling meetings.

2.4 On school days, district facilities will be available to city one-half (1/2) hour after a school's closing time unless a school athletic event is in progress.

2.5 On non-school days, district facilities shall be available from 7:00 a.m. until dusk for all outdoor non-lighted district facilities and 10:00 p.m. for all indoor and outdoor lighted district facilities and in no event later than 11:00 p.m. unless special permission is expressly granted by district.

2.6 Each party agrees to utilize the facilities in conformance with Federal and State law as well as district and city administrative regulations, ordinances, and policies.

2.7 The use of district facilities by city shall be in such a manner, as not to interfere with the district's normal use of district facilities, including, but not limited to back to school nights, school assemblies, and cleaning/gardening activities.

2.8 The parties agree that each party shall provide all materials and equipment to be used in their respective activities. Selected permanent equipment, which is owned by the district on district property, may be used by the city. Selected permanent equipment, which is owned by the city on city property, may be used by the district.

2.9 The parties agree that each party will provide all necessary supervision and security at their respective activities.

3. MAINTENANCE RESPONSIBILITIES

3.1 District and city shall be responsible for the maintenance of their respective facilities, however, should either of the parties cause maintenance costs out of the ordinary or damage with respect to their use of the others' facilities, such party shall be responsible for these additional maintenance costs and repair of such damages. If the user party does not commence such maintenance or repairs, the owner party may undertake such maintenance or repairs and invoice the user party for the cost of the maintenance or repairs. The user party shall pay the invoice within thirty (30) days of receipt.

3.2 The parties agree that graffiti eradication will be the responsibility of the property owner unless such graffiti is caused by the group using the facility with the permission of the district or city in which event the graffiti shall be removed by the party permitting the group to use the facility.

3.3 The parties agree that, by written authorization from the owner of the facility, the other party, or a local recreation organization ("Recreation Organization"), may be allowed to provide special maintenance or improvements to a facility which is considered beneficial to all parties as long as such other party or recreation organization complies with any and all applicable laws and regulations regarding the provision of maintenance and/or construction of improvements to facilities owned by a public entity.

3.4 The parties agree that all facilities will be kept in good repair and in a manner suitable for usage by city, district and recreations organization. The facilities and grounds staff of each party shall meet from time to time to decide how to cooperatively establish and achieve this standard of care. However, to maintain the condition of the facilities, downtime maintenance is required. Activities cannot be scheduled at facilities during this maintenance period. Each party shall be responsible to provide the other party with reasonable notice of estimated downtime maintenance schedule.

3.5 The parties agree to schedule any planned renovation and/or repairs in a manner to minimize impact upon each other, recreation organization and the community uses and to submit any planned renovation/repairs to facilities at the scheduling meetings so as to assist in accurate seasonal planning. However, each party may schedule renovation and/or repairs at times of its own choosing, in its sole discretion.

3.6 The parties agree to inform the other party of any unsafe conditions on either the district property or the city property by the close of business on the next day following the observation.

3.7 Improvements to facilities belonging to each party by the non-owning party will be with the express permission of the owner. All costs will be borne by the entity making the improvements.

3.7.1 For any improvements made by city at school district facilities, the school district's Board of Education shall approve the concept, the plans, and the project. Such approval shall occur prior to the city's application for the grant or acceptance of a donation, if applicable.

3.7.2 All building/construction plans must receive approval from the school district's Board of Education prior to commencement of construction. The school district shall have final approval of all vendors and/or contractors. The school district shall have the right to review all project planning, design and construction. The school district shall have final approval of all contracts related to any improvements. The school district shall have final approval of all schedules related to any improvements.

3.7.3 All construction services are to be performed by a properly licensed architect, engineer, contractor, or inspector, including construction management services which shall be provided by a licensed contractor, architect, engineer, and shall comply with all public works labor requirements, including the payment of prevailing wages, as required of school districts under state law and as approved by the required State agencies.

3.7.4 City shall be responsible for all costs associated with any improvements to the facilities when initiated by the city unless otherwise determined and agreed to in writing by the school district.

3.7.5 All contractors and subcontractors, and their employees and agents who enter onto the site for any reason or at anytime subscribed herein, shall submit or have submitted their fingerprints, without exception, as proscribed by Education Code Section 45125.1. Prior to the issuance of keys to any third party, including contractors and sub - contractors, the school district and the city shall each require said third party, contractor or sub-contractor to acknowledge that he/she has been informed the California Penal Code § provides that any persons who "knowingly makes, duplicates, causes to be duplicated or uses," or attempts to do same, or possesses any key to a public building, without authorization and with knowledge of the lack of such authorization, is guilty of a misdemeanor, and that said third party, contractor, or sub-contractor further specifically acknowledges that he/she shall be responsible to any such duplication or unauthorized use of said keys, whatsoever.

3.7.6 Improvements or construction initiated by the school district on school district facilities or the school site shall not be subject to the approval of city in anyway, in regard to the city capacity under the agreement, unless specifically allowed by the agreement. City shall however, have the opportunity to comment on building and/or construction plans on the school site that affect the joint use of the school site or facilities.

4. CIVIC CENTER ACT

Both parties acknowledge that the facilities are identified as a "Civic Center" pursuant to the Civic Center Act (Education Code Section 38130 et seq.) and that the use of facilities must comply with the provisions of the Civic Center Act. Both parties understand that other individual and./or entities may utilize the facilities pursuant to the Civic Center Act and other provision of law, including but not limited to such license agreements as the district may determine to enter into.

5. TERM OF THIS AGREEMENT

5.1 Original Term.

The term of the agreement shall be for a period of five (5) years and shall commence on July 1, 2009.

5.2 Option to Renew.

The parties may extend this agreement by mutual agreement for an additional term of up to twenty (20) years in five (5) year increments ("Subsequent Term").

6. TERMINATION OF AGREEMENT

District or city may terminate this agreement by delivery of written notice of election to terminate at least ninety (90) days prior to the termination date elected.

7. INDEMNIFICATION AND INSURANCE

7.1 Mutual Indemnification.

7.1.1 District agrees to hold harmless, defend, and indemnify city against all actions, claims, or demands for injury, death, loss, or damage, regardless of fault or cause, by anyone whomsoever (except where such injury, death, loss, or damage was solely due to the willful acts or omissions of city it agents, servants, or employees), whenever such injury, death, loss or damage is a consequence of, or arises out of the use of the facilities by district or its agents, servants, employees, or implementation of the agreement including without limitation, negligent acts or omissions of district involving the condition of the facilities for which the district was obligated to maintain.

7.1.2 City agrees to hold harmless, defend, and indemnify district against all actions, claims, or demands for injury, death, loss or damages, regardless of fault or cause, by anyone whomsoever (except where such injury, death, loss or damage was solely due to the willful acts or omissions of district, it agents, servants, or employees), whenever such injury, death, loss, damage or claim is a consequence of, or arises out of the use of the facilities by city or its agents, servants, employees, or implementation of the agreement including without limitation, negligent acts or omissions of city and/or recreation organization involving the condition of the facilities for which the city was obligated to maintain.

7.1.3 The provision of indemnity set forth in the Section 7.1 shall not be construed to obligate a party to pay any liability, including but not limited to punitive damages, which by law would be contrary to public policy or otherwise unlawful.

7.2 Insurance.

7.2.1 Each party shall procure and maintain, during the period of this agreement, comprehensive public liability insurance coverage, for its acts or omissions described herein in a form satisfactory to the other party in the following minimum amounts:

Bodily injury (including death)	\$1,000,000
Each person, each occurrence	\$1,000,000
Property damage	\$1,000,000

7.2.2 Policies or certificates evidencing each party's coverage shall be filed with the other party, shall include the other party as a named additional insured, and shall be primary. Said policies or certificates shall provide thirty (30) days' written notice to the other party prior to any material change, termination to cancellation.

7.3.2 The insurance limits referred to herein may be increased from time to time by mutual written consent in accord with then accepted practice for California public agencies.

7.2.4 The policy for same insure against all liability of the party procuring insurance, its representatives, employees, invitee and agents arising from, or in connection with, each party's use of the facilities and shall insure performance by such party of any of the holdharmless provisions set forth herein. Each party shall make certain that the other party is named as an additional insured under the insurance policy.

7.2.5 The insurance required under this section shall be issued by either a reputable insurance company admitted to do business in California, in a form reasonably acceptable to the other party, or through a joint powers agency, or similar entity, formed for the purpose of providing insurance to public entities.

7.2.6 The parties recognize that insurance practices and requirements of a school district and a municipality may differ from that of private parties and may change from time to time. During any period of time in which the parties, as regular practice do not maintain insurance but rather self-insure or participate in a joint powers agreement with other governmental entities, the parties may meet their insurance requirements under this section in the same manner.

7.3 Privileges and Immunities. Notwithstanding anything to the contrary in this agreement, neither party waives any of the privileges and immunities from liability, exemptions from laws, ordinances, rules, pension, relief, disability, worker's compensation, and other benefits which apply to the activity of officers, agents, or employees of either party.

8. NOTICES

8.1 All formal notices, demands, and communication between the parties shall be given either by (i) personal service, (ii) delivery by reputable document delivery services such as Federal Express that provides a receipt showing date and time of delivery, or (iii) mailing in the United States mail, certified, postage prepaid, return receipt requested, addressed to:

If to District: Colton Joint Unified School District
Attn: Director, Facilities Planning & Construction
851 S. Mt. Vernon Avenue, Suite 8
Colton, CA 92324
Fax: (909) 554-1882

With a Copy to: Atkinson, Andelson, Loya, Rudd & Romo
Attn: Lindsay A. Thorson
17871 park Plaza Dr., Suite 200
Cerritos, CA 90703

If To: City of Grand Terrace
22795 Barton Road
Grand Terrace, CA 92313

8.2 Notices personally delivered or delivered by document delivery service shall be deemed effective upon receipt. Notices mailed shall be deemed effective at noon on the second business day following deposit in the United States mail. Such written notices, demands, and communications shall be sent to such other addresses as any party may from time to time designate in a notice delivered in accordance with the requirements of this Section.

8.3 The parties will provide each other after-hours emergency contact phone numbers of appropriate supervisory staff which shall be periodically updated. Such lists will also include emergency contact numbers for other facilities which may be utilized in the event of a community emergency.

9. MISCELLANEOUS

9.1 Binding on Successors.

The terms and conditions herein contained shall apply to and bind the heirs, successors in interest, executors, administrators, representatives and assigns of all the parties hereto.

9.2 Recreation Organizations.

9.2.1 With respect to recreation organizations city shall be responsible for the scheduling of recreation programs by such recreations organizations. City shall require each of the recreation organizations to execute a document stating the following:

City of Grand Terrace Parks and Recreation Department agrees to hold harmless, defend, and indemnify District and City Parks and Recreations against all actions, claims, or demands, for injury, death, loss or damages, regardless of fault or cause, by anyone whomsoever (except where such injury, death, loss, or damage was solely due to the willful acts or omissions of City Parks and Recreation and/or District, its agents, servants, or employees), whenever such injury, death, loss, damage or claim is a consequence of, or arises out of the use of the Facilities by City Parks and Recreations or it agents, servants or employees.

9.3 Inconsistent Use.

In the event that district's governing board should determine that city's use of district facilities are inconsistent with district's use of district facilities for school purposes or that city's use interferes with the education and activities at district facilities, district may terminate the agreement pursuant to Section 6, above.

9.4 Official Representatives.

The official representative for district shall be the Superintendent or his/her designee and the official representative of the city shall be City or his/her designee respectively. These official representatives shall be responsible for assuring compliance with the rules of the facilities including without limitation district and city's administrative regulations.

9.5 No Assignment of Rights.

No rights which district or city has under this agreement may be assigned to any other person, persons, or corporation without prior written approval of the other party.

9.6 Employees.

9.6.1 For purposes of the agreement, all persons employed in the performance of services and functions for the city shall be deemed city employees and no city employee shall be considered as an employee of the district under the jurisdiction of the district, nor shall such city employees have any district pension, civil service, or other status while an employee of the city.

9.6.2 For purposes of the agreement, all persons employed in the performance of services and functions for the district shall be deemed district employees and no district employee shall be considered as an employee of the city under jurisdiction of the city nor shall such district employees have any city pension, civil service, or other status while an employee of the district.

9.7 Recreation Program Costs.

Except as otherwise provided, neither party shall be responsible to the other party for the cost of the other party's recreation programs or the cost of any third party organization which might benefit from a particular aspect of the agreement. The city covenants and agrees to bear all costs that it should incur with respect to the operation of any recreation program, including the cost of service of its employees and incidental cost in connection therewith, except as otherwise provided herein. District covenants and agrees to bear all costs that should incur in respect to the operation of any school activity, including the cost of service of its employees and incidental costs in connection therewith, except as otherwise provided herein.

The parties acknowledge that each party may charge reasonable fees for the use of facilities as permitted under the laws of California to offset the costs associated with establishing, coordinating and conducting certain recreation programs.

9.8 Ownership of the Sites, Facilities, Furnishings, and Equipment.

9.8.1 School District Ownership. The underlying fee title to the land, building and improvements existing at the time of the agreement for district facilities are owned by the district. Personal property, trade fixtures, furnishings or equipment provided or paid for by the district and city shall remain the property of the district and city respectively. Upon the expiration or termination of the agreement, the city shall have the option of removing or leaving any personal property, trade fixtures, furnishings or equipment belonging to city. In the event that the city leaves any personal property, trade fixtures, furnishings or equipment belonging to city such property shall become the sole property of the district. In the event that city removes any personal property, trade fixtures, furnishings or equipment belonging to city, city shall return to its original condition that portion of the facility affected by such removal.

9.8.2 City Ownership. The underlying fee title to the land, building and improvements existing at the time of this agreement for city are owned by the city, personal property, trade fixtures, furnishings or equipment provided or paid for by the district and city shall remain the property of the school district and city shall remain the property of the school district and city respectively. Upon the expiration or termination of the agreement, the district

shall have the option of removing or leaving any, personal property, trade fixtures, furnishings or equipment belonging to the district. In the event that the district leaves any, personal property, trade fixtures, furnishings or equipment belonging to the district, such property shall become the sole property of city. In the event that the district removes any, personal property, trade fixtures, furnishings or equipment belonging to the district, the district shall return to its original condition that portion of the facility affected by such removal.

9.8.3 No past, present or future use of any of the facilities shall be interpreted as conveying any ownership or other property interests in any of the facilities.

9.9 Specific Provisions.

9.9.1 Locks – Keying and Access Authorization.

The lock style, types of gates, and key/code authorization to be utilized at each individual facility will be coordinated in such a manner to allow dual access, as necessary while maintaining the safety and property security of such facility.

9.9.2 Joint Parking.

The parties concur to allow parking in designated areas which will minimize off-site parking intrusion to surrounding properties.

9.10 Applicable Law.

This agreement shall be governed by and construed in accordance with the laws of the State of California and to the extent that there is any conflict between this agreement and the laws of the State of California, the laws of the State of California shall prevail.

9.11 Entire Agreement.

This agreement is intended by the parties hereto as a final expression of their understanding with respect to the use of recreational use of facilities and is a complete and exclusive statement of the terms and conditions thereof and supercedes any and all prior and contemporaneous agreements and understandings, oral or written, in connection therewith. This agreement may be changed or modified only upon written consent of the parties hereto.

9.12 Joint Preparation.

This agreement shall be deemed to have been prepared jointly by the parties, and the usual rule that the provisions of a document are to be construed against the drafter shall not apply.

SIGNATURES ON FOLLOWING PAGE

IN WITNESS WHEREOF the parties hereto have executed the agreement as of the date first above written.

DATED: _____ COLTON JOINT UNIFIED SCHOOL DISTRICT

By: _____
Name: _____
Title: _____

DATED: _____ City of Grand Terrace

Name: _____
Title: _____

APPROVED AS TO FORM:

By: _____
Lindsay A. Thorson, Esq.
Atkinson, Andelson, Loya, Rudd & Romo

APPROVED AS TO FORM:

By: _____
Attorney for City of Grand Terrace

EXHIBIT A

CITY FACILITIES

N/A

EXHIBIT B

DISTRICT FACILITIES

GRAND TERRACE ELEMENTARY SCHOOL

12066 Vivenda, Grand Terrace, CA 92313
8.5 Acres – APN No. 0275-232-04-0000

TERRACE VIEW ELEMENTARY SCHOOL

22731 Grand Terrace Road, Grand Terrace, CA 92313
9.7 Acres – APN No. 0276-461-03-0000

TERRACE HILLS MIDDLE SCHOOL

22759 De Berry, Grand Terrace, CA 92313
14 Acres – APN 1178-081-01, 02,03

EXHIBIT C

SPECIALIZED FACILITIES

N/A

BOARD AGENDA

**REGULAR MEETING
August 6, 2009**

ACTION ITEM

TO: Board of Education

PRESENTED BY: Jaime R. Ayala, Assistant Superintendent, Business Services Division

SUBJECT: Approval to pass through \$340,528 State Fiscal Stabilization Funds to Colton-Redlands-Yucaipa Regional Occupational Program (CRYOP)

GOAL: Budget Planning

STRATEGIC PLAN: Strategy #1 – Communication

BACKGROUND: The District has received \$340,528 in State Fiscal Stabilization Funds (SFSF) that can be passed through to the CRYROP. California elected to calculate and distribute the SFSF based on the manner in which reductions were applied to revenue limits and categorical funding in 2008-09 and 2009-10. In the 2009-10 enacted Budget, Tier III categorical programs that include ROC/P's were cut 15.38% for 2008-09 and 4.46% for 2009-10, 19.84% cumulatively. The cuts to ROC/P's were included when calculating the backfill amounts provided to the participating districts. Therefore, \$340,528 represents the SFSF dollars generated by the ROC/P students that can be passed on to the CRYROP.

BUDGET IMPLICATIONS: \$340,528 – Fund 01

RECOMMENDATION: That the Board approve the pass through \$340,528 State Fiscal Stabilization Funds to Colton-Redlands-Yucaipa Regional Occupational Program (CRYOP).

ACTION: On motion of Board Member _____ and _____, the Board approved the recommendation as presented.

BOARD AGENDA

**REGULAR MEETING
August 6, 2009**

ACTION ITEM

TO: **Board of Education**

PRESENTED BY: Jaime R. Ayala, Assistant Superintendent, Business Services Division

SUBJECT: **Approval of Purchase Orders**

GOAL(s) **Student Performance / Personnel Development**

STRATEGIC PLAN: Strategy #1--Communication

RECOMMENDATION: That the Board approve Purchase Orders in excess of \$10,000 for a total of \$24,861,396.25 as listed.

ACTION: On motion of Board Member _____ and _____, the Board approved purchase orders as recommended.

Attachment to Board Agenda

<u>P.O.</u>	<u>VENDOR</u>	<u>DESCRIPTION</u>	<u>RESOURCE CODE*</u>	<u>AMOUNT</u>
010142	AT & T/MCI	Internet Provider Svcs./Fiscal Svcs.	0000	\$108,000.00
010178	Parkhouse Tire Inc.	Inventory/Transportation	0000	\$60,000.00
010202	A-Z Bus Sales	Inventory/Transportation	0000	\$60,000.00
010216	Poma Distributing Co.	Gas/Diesel/Transportation	7230	\$60,000.00
010219	So. Calif. Gas Co.	Vehicle Fuel/Transportation	7230	\$60,000.00
010237	Republic Svcs. Of So. Ca LLC	Waste Disp./Various Sites	0000	\$205,627.00
010243	Safeguard Health Plans Inc.	Benefits/ Risk/Safety	0000/9967	\$116,000.00
010244	High Desert Employee Empl.	Benefits/ Risk/Safety	0000/9967	\$11,190,000.00
010245	Kaiser Foundation Health Plan	Benefits/ Risk/Safety	0000/9967	\$11,950,000.00
010246	AP-Mt. Vernon LLC	Misc. Rentals/Student Svcs. Center	9811	\$208,070.76
010283	XPedex/Ingram Paper Co.	Off. Supp./Print Shop	0000	\$25,000.00
010285	Diversified Business Solutions	Copier Parts/Print Shop	0000	\$35,000.00
010307	Panda Software	Comp. Tch. Svcs./I.T.	0000	\$62,712.54
010347	Entration Inc.	Misc. Svcs./Distric Office	0000	\$22,000.00
010349	Xpedex/Ingram Paper	Off. Supp./Print Shop	0000	\$10,000.00
010393	Pearson Curriculum Grp.	Txtbks./D'Arcy	0356	\$10,439.56
010394	Houghton Mifflin	Txtbks./Sycamore Hills	0356	\$16,385.11
010396	Pearson Education	Txtbks./Crestmore	0356	\$17,821.61
010399	Pearson Education	Txtbks./Sycamore Hills	0356	\$15,459.25
010402	Pearson Education	Txtbks./J. Vista	0356	\$10,588.33
010411	Pearson Education	Txtbks./G. Terrace	0356	\$13,235.40
010414	Houghton Mifflin	Txtbks./R. Canyon	0356	\$10,952.40
010417	Leslie's Swimming Pool Supp.	Pool Supp./M & O	0000	\$10,000.00
010427	AT& T	Maint. Agree./I.T.	0000	\$43,302.12
010452	Houghton Mifflin	Txtbks./T. View	0356	\$13,825.37
010456	Houghton Mifflin	Txtbks./C. Ranch	0356	\$12,628.75
010457	Pearson Education	Txtbks./C. Ranch	0356	\$13,224.71
010468	West Coast School Specialties	Cont. Outside Rep./Risk/ Benefits	9878	\$10,000.00
010496	C-Innovation Inc.	Comp. Tech. Svcs./I.T.	0000	\$85,900.50
010498	Xerox Corp.	Off. Supp./Print Shop	0000	\$23,687.06
010503	Maintex	Cust. Supp./Purchasing	0000	\$13,536.41
010523	Hydro-Scape Products Inc.	Maint. Supp./M & O	0000	\$11,500.00
010529	Sunbelt Rentals	Misc. Rentals/M & O	0000	\$19,500.00
010530	West Coast School Specialties	Repairs Cont. Svcs./M & O	8150	\$14,000.00
010560	Dewey Pest Control	Pest Control Svcs./Various Sites	8150	\$34,500.00
010462	SCRMA Inc.	Workers' Comp./Risk/Benefits	9884	\$107,402.00
010569	Maintex	Cust. Supp./M & O	0000	\$22,000.00
010572	Frick Frick	Cont. Outside Rep./Various Sites	0000	\$71,500.00
010585	Standards Plus	Inst. Matls./McKinley	3010	\$17,446.76
010588	M.C. Nottingham Co.	Utilities/Various Sites	0000	\$12,015.00
010589	Alliance Bus Lines Inc.	Cont. Outside Trips/Transportation	7230	\$14,000.00
010590	Coach America	Cont. Outside Trips/Transportation	7230	\$10,000.00
010595	H & L Charter Co.	Cont. Outside Trips/Transportation	7230	\$13,000.00
010596	Pearson Curriculum Grp.	Txtbks./R. Canyon	0356	\$21,136.11
TOTAL				\$24,861,396.25

LEGEND

0000	Revenue Limit/Unrestricted	6761	Art, Music, PE Supp/Eq.
0001	Child Dev. Facilities	7055	CAHSEE Intensive Inst. & Svcs
0100	Microsoft Voucher Prg-Schools	7056	CAHSEE Individualized Mtls.
0256	RS7156 IMFRP	7090	Economic Impact Aid- SCE
0110	E-Rate Technology Program	7010	Agricultural Vocational Ed.
0750	Mandated Costs Incentive	7156	Inst. Mtls. Block Grant K-12
0790	Donations, Misc.	7158	Inst. Mtls./Williams' Case
1100	State Lottery Revenue	7230	Transport.- Home to School
3010	NCLB: Title 1, Pt A Grnt Low Inc.	7240	Transportation Spec. Ed.
3025	NCLB: Title 1, Pt D SBPRT2 N&D	7250	School Based Coord. Program
3405	Spec. Ed. Workability I	7255	Immediate Intervention UPSP
3175	NCLB: Title I, Part A Prog. Imprv.	7258	High Priority Schls Grant Prog.
3550	Voc. Prgs - Voc & Appl Secndry & Ad	7271	CA Peer Asst & Review Prog. Tea
3710	NCLB: title IV, Pt A Drug Free	7294	Staff Dev-Math & Reading AB466
4035	NCLB: Title II Part A	7320	Staff Development/Adm. TrgP
4110	IASA - Title VI-Formula Entitle	7390	Pupil Retention BG AB825
4203	NCLB: Title III LEP Stdnt Prg.	7395	Schl/Library Imprv. Bg AB825
5035	CD -Blk Grnt-25% Qlity/Discrtn	7396	Schl Site Disc. Block Grant
4045	NCLB: Title II Part D	7400	QEIA-Quality Educ. Invstmnt Act
5210	Head Start	8150	RMA-Ongoing Major Maint.
5630	NCLB: Title X Mck-Vnto Homeless	9002	AB466 Site Reimbursement
5640	Medi-Cal Billing Option	9005	Medi-Cal Admin. Activities (MAA)
6055	Child Care & Dev- State Preschool	9286	Special Project Adm.
6060	Child Care and Dev.-Alt Pymnt Prg.	9701	Sycamore Main 50/67686-22
6092	Cal Safe Child Care & Dev.	9705	SSB 77/67686-00-12 Grand Terr
6205	Deferred Maint. Apportnmt.	9707	SSB 77/67686-00-11 McKinley El
6275	Teacher Recruitment & Retention	9737	CHS Mod. 57/67686-00-007
6285	Community Based Eng. Tutor	9811	Capital Facilities Acct. Fund
6286	English Lang. Learner Train	9812	Capital Facilities/Builder Fee
6405	School Violence - School Safety	9878	Uninsured Losses/Liability
6500	Special Ed.	9884	Workmens Comp. Ins.
6760	Arts & Music Block Grant	9967	Early Retiree Benefits

BOARD AGENDA

REGULAR MEETING
August 6, 2009

ACTION ITEM

- TO:** Board of Education
- PRESENTED BY:** Mollie Gainey-Stanley, Assistant Superintendent
Educational Services Division
- SUBJECT:** Adoption of Resolution, Certification of Compliance Regarding Sufficiency of Instructional Materials for 2009-10
(Williams Settlement)
- GOAL:** Improved Student Performance
- STRATEGIC PLAN:** Strategy #2: Curriculum
- BACKGROUND:** In order to be eligible to receive instructional materials funds, the governing board of each district is required to hold an annual public hearing and to adopt a resolution of sufficiency of textbooks or instructional materials in the core areas of the curriculum.
- In addition, due to a recent court ruling known as the Williams Settlement, the Education Code and Title 5 Administrative Regulations have been revised to include new requirements in certain content areas. Districts are mandated to make a diligent effort to hold a public hearing regarding sufficiency of textbooks and to adopt a Resolution on Sufficiency of Instructional Materials by the eighth week of the new school year.
- The staff has worked with the sites to identify any shortages of textbooks and standards-based materials in grades K-12, and to provide needed materials to all students.
- BUDGET IMPLICATIONS:** None.
- RECOMMENDATION:** That the Board adopt the Resolution, Certification of Compliance Regarding Sufficiency of Instructional Materials for 2009-10.
(Williams Settlement)
- ACTION:** On motion of Board Member _____ and _____ the Board adopted the Resolution, Certification of Compliance Regarding Sufficiency of Instructional Materials for 2009-10, as presented.
(Williams Settlement)

**COLTON JOINT UNIFIED SCHOOL DISTRICT
RESOLUTION**

**SUFFICIENCY OF INSTRUCTIONAL MATERIALS (Williams)
FOR FISCAL YEAR 2009-2010
Pursuant to Education Code Section 60242.5**

Whereas, the local governing board of the Colton Joint Unified School District, in order to comply with the requirements of Education Code sections 60242.5 held a public hearing on August 6, 2009, at 5:30 o'clock, which is on or before the eighth week of school (between the first day that students attend school and the eighth week from that day) and which did not take place during or immediately following school hours, and;

Whereas, the local governing board provided at least ten days notice of the public hearing and had it posted in at least three public places within the district that stated the time, place and purpose of the hearing; and

Whereas, the governing board encouraged participation by parents, teachers, members of the community, and bargaining unit leaders (if the district or county office has a bargaining unit) in the public hearing, and;

Whereas information provided at the public hearing and to the local governing board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the district/county office of education, and;

Whereas, the definition of “sufficient textbooks or instructional materials: means that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and;

Whereas, sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects:

- Mathematics
- Science
- History-social science
- English/language arts, including the English language development component of an adopted program

Whereas, sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and;

Whereas, laboratory science equipment was available for science laboratory classes offered in grade 9-12 inclusive;

Therefore, it is resolved that for the 2009-10 school year, the Colton Joint Unified School District district/county office of education has provided each pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

President, Board of Education

Secretary, Board of Education

Date

BOARD AGENDA

**REGULAR MEETING
August 6, 2009**

ACTION ITEM

TO: **Board of Education**

PRESENTED BY: Jaime R. Ayala, Assistant Superintendent, Business Services Division

SUBJECT: **Approval of Disbursements**

GOAL: Budget Planning

STRATEGIC PLAN: Strategy #1 – Communication Strategy #4 – Facilities
Strategy #2 – Curriculum Strategy #5 – College Career
Strategy #3 – Decision Making Strategy #6 – Character

RECOMMENDATION: That the Board approve disbursements paid as listed, from Batch #0001 through Batch #0156 for the sum of **\$7,619,766.60**.

The Board of Trustees payment report is available at the Board of Education meeting for review.

ACTION: On motion of Board Member _____ and _____, the Board approved the disbursements as listed.

BOARD AGENDA

REGULAR MEETING
August 6, 2009

ACTION ITEM

TO: Board of Education

PRESENTED BY: Jaime R. Ayala, Assistant Superintendent, Business Services

SUBJECT: Approval of Sixty Three Month Lease Agreement with Konica Minolta for Digital Copier Equipment Utilizing the San Bernardino County Contract #09-283 for Office Equipment and Supplies/Services

GOAL: Student Performance/Support Services/Budget Planning

STRATEGIC PLAN: Strategy 1 - Communication
Parameter 7 – Fiscal Responsibility

BACKGROUND: To reduce the copying costs of the District, the District would like to enter into a 63 month lease agreement with Konica Minolta. The print shop and secondary sites currently have Xerox digital copiers. The new lease with Konica Minolta will replace the existing Xerox equipment. Anticipated savings is \$10,200 per month with the new lease. Additionally, the District requests that the Board authorize the use of the County of San Bernardino piggyback contract #09-283 for this lease.

BUDGET IMPLICATIONS: General Fund - \$24,393.73 per month for 63 months. Total for 63 months equals \$1,536,804.99.

RECOMMENDATION: That the Board approve the 63 month lease agreement with Konica Minolta for digital copier equipment located in the District Print Shop and Secondary Sites, utilizing the County of San Bernardino Contract #09-283, as presented.

ACTION: On the motion of Board Member _____ and _____, the Board approved the 63 month lease agreement with Konica Minolta for digital copier equipment located in the District Print Shop and Secondary Sites, utilizing the County of San Bernardino Contract #09-283.

BOARD AGENDA

REGULAR MEETING
August 6, 2009

STUDY, INFORMATION AND REVIEW

TO: Board of Education
PRESENTED BY: Jerry Almendarez, Assistant Superintendent, Human Resources Division
SUBJECT: Resignations
STRATEGIC PLAN: Strategy #1 - Communication

I. Certificated

1. Drake, David
Athletic Director - CHS
Employed August 9, 2007; resignation effective June 20, 2009. Accepted a position elsewhere.
2. Lemus, Oscar
Math Teacher - BHS
Employed August 22, 2007; resignation effective June 20, 2009. To work closer to home.
3. Smith, Dianne
Elementary Teacher - Zimmerman
Employed August 13, 1999; resignation effective June 30, 2009. Will not return from LOA.
4. Swonger, Alexi
Math Teacher – CMS
Employed August 22, 2007; resignation effective June 20, 2009. Relocating.

II. Classified

1. Copenhaver, Adrienne
Secretary – D.O./Educational Services
Employed March 26, 2007; resignation effective August 8, 2009. To return to school.
2. Juarez, Sheila Y.
Head Start Instructional Asst. – San Salvador
Employed September 25, 2006; resignation effective June 5, 2009. Accepted Head Start Teacher position at CJUSD.