

**WEST SONOMA COUNTY UNION HIGH SCHOOL DISTRICT**

TO: Kellie Noe, Board President

FROM: Mia Del Prete, Human Resources Manager

DATE: April 9, 2014

ITEM: **FIRST READING OF RECOMMENDED REVISIONS TO  
THE TEAM LEADER – CONSORTIUM JOB  
DESCRIPTION**

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**BACKGROUND INFORMATION:**

It has been the mission of District administrators to review and revise job descriptions, as necessary.

**CURRENT CONSIDERATION:**

During the 2013-2014 Negotiations between the District and WSCTA, an agreement was reached to add the Team Leader – Consortium positions to the Department Chairpersons heading in Appendix A, WSCTA Salary Schedule. Each 1.0 FTE in each team (psychologist, nurses and speech therapists) will equate 5 sections for purposes of calculating the stipend. All revisions are noted in bold print and strike-outs.

**RECOMMENDATION:**

This is not an action item but will come before the Board of Education at the May 2014 meeting for a second reading and final adoption.

**ATTACHMENTS:**

Yes

West Sonoma County Union High School District

**TEAM LEADER - CONSORTIUM**

DEFINITION

Under direction of the Director of the Special Education and Student Services Consortium, serve as lead staff person in designated support group (speech, nurse, or psychologist). One year position subject to the recommendation by the Director and approval by the Consortium Council.

ESSENTIAL DUTIES

1. New Employees:
  - a. Assist with interviewing and selection of new team members
  - b. Assist in training and mentoring new team members
  
2. Staff Issues:
  - a. Assist Director in reviewing team assignments and caseloads.
  - b. Provide consultation to team members for complex special education cases.
  - c. Facilitate the delivery of professional best practice between and among Consortium team.
  - d. Stay informed about legal requirements and communicate them to Consortium team members.
  
3. Team Meetings/Communication with Director:
  - a. Holds, facilitates and attends team meetings (at least bi-monthly)
  - b. Submit team meeting summaries to Director
  - c. Meet with other team leaders as needed
  - d. Maintain team records
  
4. Inventory and Maintain Assessment Materials:
  - a. Inventory and recommend replacement materials to be purchased
  - b. Maintain and check-out current assessment materials
  - c. Maintain team equipment (such as audiometers, FM systems, etc.)

OTHER DUTIES

- Participate in Medi-Cal Collaborative Committee
- Cooperate with the site and district administration in performing other duties in support of activities related to this position.

Cooperate with the Director and district administration in performing other duties in support of activities related to this position.

West Sonoma County Union High School District  
~~Number of Days determined by LEA/Supts' Council~~  
**Certificated Salary Schedule**  
~~Days paid at per diem~~  
Approved: February 27, 2008  
Revised: August 14, 2013

**WEST SONOMA COUNTY UNION HIGH SCHOOL DISTRICT**

**TO:** Kellie Noe, Board President

**FROM:** Keller McDonald, Superintendent

**DATE:** April 9, 2014

**ITEM:** **FIRST READING OF PROPOSED NEW COURSES AT EL MOLINO HIGH SCHOOL: ACCELERATED INTEGRATED HUMANITIES – ENGLISH 9, AP HUMAN GEOGRAPHY, ENGLISH 9 SEMINAR, ENGLISH 10 SEMINAR, CULINARY ARTS, ADVANCED CULINARY ARTS, VITICULTURE AND PLANT SCIENCE, AND AGRICULTURE MECHANICS**

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**BACKGROUND INFORMATION:**

The District must add, delete and adapt courses in the district curriculum as student needs and demands for career and college preparation change, as curriculum that is appropriate to high school changes, and as teaching approaches change. It is in the best interest of our students and communities to keep the district curriculum current with the available information, societal norms, career and college preparation trends, technology, student interests, and teaching approaches.

Board Policy 6143 defines the process to be followed in order to add new courses to the district curriculum. This policy requires that the courses of study stay consistent with the philosophy and goals of the district, and that they meet legal requirements. BP 6143 specifies that the course of study for each course taught in the district shall contain the following:

- Course title
- Brief statement of purpose of the course
- Standards of Expected Student Performance
- Course outline
- General estimate of time allocation for major course elements

In addition, BP 6143 specifies that, for new courses, the proposed course of study should also contain:

- Course justification statement
- Description of course development process
- Types and numbers of students to be served
- Number of sections to be offered
- Description of any instructor inservice needed
- Costs involved in implementing the new course
- Description of any courses and sections to be dropped and resulting cost savings

Several new courses are proposed to be taught at El Molino High School for 2014-2015.

Accelerated Integrated Humanities-English 9 modifies the existing Accelerated English 9 course to integrate the curriculum with the new AP World Geography course (see below), in order to offer a highly challenging curriculum at the ninth grade.

Advanced Placement (AP) Human Geography is the first AP course proposed for the District designed for ninth graders. This is a relatively new AP course curriculum approved by the College Board. This course, coupled with Accelerated English 9 will be offered as an integrated curriculum with Accelerated Integrated Humanities English 9.

English 9 Seminar and English 10 Seminar are academic intervention classes that support student success in English 9 and English 10 core courses. The curriculum scope, sequence and pace are aligned and coordinated with the English courses in which the students taking the Seminar classes are concurrently enrolled. English 9 Seminar and English 10 Seminar are elective courses. They do not meet graduation requirements for English.

Culinary Arts and Advanced Culinary Arts are revised curricula that integrate the ROP Foods and Nutrition and Humanities courses that are being phased out. These courses allow a continuum of Culinary Arts curriculum appropriate to classes of mixed grade levels, skills and abilities. Culinary Arts will be the prerequisite course to the new Advance Culinary Arts and the existing Baking and Pastries course.

Viticulture and Plant Science is a course that stems from the ROP Viticulture and Environmental Horticulture course that is being phased out. The course emphasizes the study of plant science through viticulture, rather than the study of viticulture and propagation of landscape plants.

The proposed Agriculture Mechanics curriculum is aligned with the California Agriculture Education curriculum sequences. It fills a void the courses offered at El Molino, where a course in power mechanics is not currently offered.

Various teachers at El Molino High have developed and submitted the proposed course requests, as shown on the attachments. These proposals have received endorsements from the appropriate Department Chairs and the Principals at El Molino, Analy and Laguna High Schools.

**CURRENT CONSIDERATION:**

This is a first reading of new courses proposed for El Molino High School: Accelerated Integrated Humanities – English 9, AP Human Geography, English 9 Seminar, English 10 Seminar, Culinary Arts, Advanced Culinary Arts, Viticulture and Plant Science, and Agriculture Mechanics.

**RECOMMENDATIONS:**

The administration recommends the Board have a first reading of the proposed courses. Final approval of the new courses will be placed on the agenda of a subsequent Board meeting for action.

**ATTACHMENTS:**

Yes

**West Sonoma County Union High School District  
Request for New Course Approval**

**Course Title:** Accelerated Integrated Humanities – English 9

**Grade Level:** 9

**Department:** English

**Credits:** 10

**Types of Students (e.g. college preparatory, career technical education, special education, etc.) and Numbers of Students to be Served:** This is an accelerated level course for freshman students. This course is a modification of a previously existing Accelerated English 9 course of the same name. This course is open to all incoming freshman students, however there will be a basic application for the course so students understand the expectations and workload.

**Numbers of Students to be Served:** Approximately 30

**Number of Teaching Sections to be offered:** 1

**Other Courses and Sections Impacted (including any courses or sections to be dropped and resulting cost savings):** There's no new impact from this course. This course has been offered for many years. However, the curriculum is changing in order to integrate this course with a new AP World Geography class (instead of an Accelerated Social Studies course). Courses that have previously been impacted by having the Accelerated Integrated Humanities English 9 course are the English 9 (P) courses and the Geography (P) courses. In the absence of this Accelerated Integrated Program, students would enroll in the core college prep courses.

**Purpose of the Course:** This course will challenge students who have a strong aptitude in English and Social Studies. Students are increasingly looking for more demanding courses which will help them be college ready. This Accelerated course not only looks good on a student transcript, but will also give students the foundation they need to take AP English courses their junior and senior years. Our Integrated Humanities program has been a strong success for many years and this course would continue that tradition.

**Standards of Expected Student Performance:** Students are expected to be prepared to be challenged by difficult and demanding concepts. They must be motivated to complete homework on a regular basis and participate actively in class. It is expected that students who choose to challenge themselves at the Accelerated level will engage in the curriculum with their best effort and work to improve themselves in their English and study skills.

**Course Outline and Time Allocation:** This course will include the core curriculum required of all freshman English students with additional texts and units and a more difficult research project. Because this is an integrated course, students will also explore how Geography influences the events and thematic elements in stories and literature. For example, students will take the cultural and geographic knowledge about places and regions and apply those concepts to the literature. Students will begin the year with a review of the Elements of Fiction. They will read short stories such as "The Cask of Amontillado" and "The Necklace" to ensure they have a

foundational understanding of Plot, Character, Point of View, Setting, and Theme. It will be expected that students will work to understand how these elements of fiction are used and how they contribute to the overall meaning of a story. Students will be expected to dig deeply into texts to evaluate the strategies of writers and supply evidence from the text to support their claims. Annotation strategies will be strongly emphasized during this first unit. Students will then read *To Kill a Mockingbird* by Harper Lee. Students will closely examine the author's use of symbolism in this text and examine the carefully structured nature of the narrative, noting the purpose of Part 1 of the text in relation to Part 2 and how the structure enhances meaning. Students will do close reading annotations from this text throughout and culminate the unit with a timed-write and lesson on thematic assertions. The first semester will conclude with a unit on Greek mythology. We will read selections from *The Odyssey* and students will learn about the function of myth and how hero stories create a cultural mythos for a society. They will juxtapose the ideals presented in western myths with the ideals of eastern myths. This unit will integrate their Geographical knowledge as they decipher how place contributes to the cultural lexicon of a people. Throughout this first semester, students will engage in a research project where they will examine non-western literature and art. This will be an integrated research project with components from both this Accelerated English 9 course and their AP Geography course. Students will see how physical geography, historical events, cultural ideals, and environmental concerns are linked to literary and artistic movements. This project will focus on non-western countries in an effort to provide balance to their western-dominated educational experience. In the second semester, students will read *The Kite Runner* by Khaled Hosseini. This novel will be an extension of their first semester research project. Students will examine the juxtaposition between Afghan and American cultures while also noting how historical events affect society. During this unit, students will do a close read on a graphic novel version of the book to understand the affects of different mediums on meaning. In the second semester, students will complete two ERWC units. The first unit: "The Rhetoric of the Op-Ed page: Ethos, Pathos, and Logos" will introduce students to rhetorical strategies and the persuasive essay. The unit will culminate with students evaluating the rhetorical devices of multiple authors and composing their own persuasive response. The second unit: "Good Food/Bad Food" will link with their Health unit in AP Geography. Students will learn to synthesize information from multiple sources to create a written response to a major food-related health concern in the world. Students will supplement this written response with a short visual presentation to the class on their findings. The final unit of the year will be *Romeo & Juliet* by William Shakespeare. Students will focus on examining character and making claims and thematic assertions about blame and the nature of Shakespearean tragedy. We will discuss the role of Fate in the play and whether the play fits the classical definition of a tragedy. Students will be introduced to the concept of hamartia and evaluate its role in the play.

**Methods of Student Evaluation:** Students will be evaluated on their homework completion, classwork completion, tests, essays, timed-writes, research papers, group collaboration, class participation, and oral presentations.

**Justification, Course Development Process and Funding Support:** The course's curriculum and development is strongly influenced by the success of the previous Integrated Humanities course. The first semester research paper, the Anthology, has been retained with some modifications to better integrate with the AP Geography curriculum. The core content of the course has also been retained, with a shifted emphasis on common core related strategies such as close reading, annotation, evidence based assertions, and the study of rhetorical strategies. An increased emphasis has been placed on noting the Geographical context of the literature and how


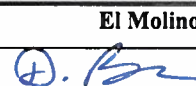

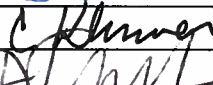
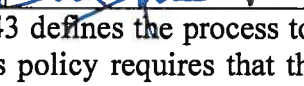
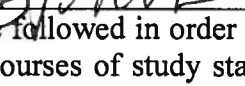
Geographical factors contribute to meaning in a text. The course development process is the result of over 10 years of experience teaching the social studies half of the previous Integrated Humanities course and working closely to integrate that curriculum with the English half of the course. The Integrated Humanities course has existed for longer than I've been employed at this school and has been a successful program for our freshmen. We want to continue the tradition of a challenging Integrated Humanities offering for freshmen while providing that Accelerated option for students who wish to excel and prepare themselves for more difficult AP courses in their later high school years. This course has been funded for over 20 years and I assume that funding will continue.

**Description of any Instructor Inservice Needed and Sources of Funding this Inservice:** No inservice necessary

**Costs Involved in Implementing the New Course, and Sources of Funding These Costs:** The cost in implementing this new course will be the purchase of a class set of *The Kite Runner* and the increased copy burden of two ERWC units and multiple close reading exercises throughout the year.

**New Course Request Submitted by:** Dani Barese

**REQUEST FOR NEW COURSE REVIEWED AND APPROVED BY DEPARTMENT CHAIRS AND SITE ADMINISTRATORS**

|                       | Analy                                                                               | El Molino                                                                           | Laguna / CDS |
|-----------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------|
| Department Chair      |    |    |              |
| Special Ed Dept Chair |   |   |              |
| Site Administrator    |  |  |              |

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- Course justification statement
  - Why is this course needed?
- Description of course development process
  - Who developed this course?
  - Who had input into the process?
  - Were potential teachers of this course at all District schools consulted?
    - If not, why not?
    - If so, what were their recommendations?
- Types and numbers of students to be served
- Number of sections to be offered
- Description of any instructor inservice needed

- Costs involved in implementing the new course
- Description of any courses and sections to be dropped and resulting cost savings



**West Sonoma County Union High School District  
Request for New Course Approval**

**School(s) Where Course Will Be Taught:** El Molino High School

**Course Title:** Advanced Placement Human Geography

**Grade Level:** 9

**Department:** Social Studies

**Credits:** 10

**Types of Students (e.g. college preparatory, career technical education, special education, etc.)** Advanced Placement/Accelerated, College Preparatory

**Numbers of Students to be Served:** 33

**Number of Teaching Sections to be offered:** 1

**Other Courses and Sections Impacted (including any courses or sections to be dropped and resulting cost savings):** There is no new impact from this course since it is designed to replace Integrated Humanities which previously impacted English 9 and Geography. Students would enroll in both of these courses if not the new integrated Accelerated English/AP Human Geography class.

**Purpose of the Course:** The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. They will study the distribution, processes, and effects of the human population on our planet while learning how to use and interpret maps, data sets, geographic models, aerial photographs and satellite images.

**Standards of Expected Student Performance:** This course is designed to challenge students with strong aptitude in English and Social Studies. For students whose ambition is to attend universities, this course is meant to be a gateway Advanced Placement curriculum with the opportunity to earn university credit if the AP test is passed in May. Students will not be required to take the AP test but can still engage in college level thinking as high school freshmen.

**Course Outline and Time Allocation:**

**(Topics and objectives of each teaching unit; duration of each unit)** The following section is taken (and edited) from the College Board Website and is the governing curriculum of AP Human Geography: <https://apstudent.collegeboard.org/apcourse/ap-human-geography/course-details>. The particular topics studied in an AP Human Geography build on the National Geography Standards developed in 1994.

On successful completion of the course, students should have developed skills that enable them to:

- *Use and think about maps and spatial data.* Students learn to use maps and spatial data to pose and solve problems, and think critically about what is revealed and what is hidden in different maps and spatial arrays.
- *Understand and interpret the implications of associations among phenomena in places .* Geography looks at the world from a spatial perspective, seeking to understand the changing spatial organization and material character of Earth's surface. One of the critical advantages of a spatial perspective is the attention it focuses on how phenomena are related to one another in particular places . Students should thus learn not just to recognize and interpret patterns but to assess the nature and significance of the relationships among phenomena that occur in the same place, and to understand how tastes and values, political regulations, and economic constraints work together to create particular types of cultural landscapes .
- *Recognize and interpret at different scales the relationships among patterns and processes.* Geographical analysis requires a sensitivity to scale, not just as a spatial category but as a framework for understanding how events and processes at different scales influence one another. Thus, students should understand that the phenomena they are studying at one scale (e .g ., local) may well be influenced by developments at other scales (e .g ., regional, national, or global) . They should then look at processes operating at multiple scales when seeking explanations of geographic patterns and arrangements.
- *Define regions and evaluate the regionalization process.* Geography is concerned not simply with describing patterns but with analyzing how they came about and what they mean . Students should see regions as objects of analysis and exploration and move beyond simply locating and describing regions to considering how and why they come into being and what they reveal about the changing character of the world in which we live .
- *Characterize and analyze changing interconnections among places.* At the heart of a geographical perspective is a concern with the ways in which events and processes operating in one place can influence those operating at other places . Thus, students should view places and patterns not in isolation but in terms of their spatial and functional relationship with other places and patterns . Moreover, they should strive to be aware that those relationships are constantly changing, and they should understand how and why change occurs .

#### **I. Its Nature and Perspectives (5%–10%)**

- A. Geography as a field of inquiry
- B. Major geographical concepts underlying the geographical perspective: location, space, place, scale, pattern, nature and society, regionalization, globalization, and gender issues
- C. Key geographical skills
- D. Use of geospatial technologies, such as GIS, remote sensing, global positioning systems (GPS), and online maps
- E. Sources of geographical information and ideas: the field, census data, online data, aerial photography, and satellite imagery
- F. Identification of major world regions

## **II. Population (13-17%)**

- A. Geographical analysis of population
- B. Population growth and decline over time and space
- C. Migration

## **III. Cultural Patterns and Processes (13%–17%)**

- D. Concepts of culture
- E. Cultural differences and regional patterns
- F. Cultural landscapes and cultural identity

## **IV. Political Organization of Space (13%–17%)**

- G. Territorial dimensions of politics
- H. Evolution of the contemporary political pattern
- I. Challenges to inherited political-territorial arrangements

## **V. Agricultural and Rural Land Use (13%–17%)**

- J. Development and diffusion of agriculture
- K. Major agricultural production regions
- L. Rural land use and settlement patterns
- M. Issues in contemporary commercial agriculture

## **VI. Industrialization and Economic Development (13%–17%)**

- N. Growth and diffusion of industrialization
- O. Social and economic measures of development
- P. Contemporary patterns and impacts of industrialization and development

## **VII. Cities and Urban Land Use (13%–17%)**

- Q. Development and characters of cities
- R. Models of urban hierarchies: reasons for the distribution and size of cities
- S. Models of internal city structure and urban development: strengths and limitations of models
- T. Built environment and social space
- U. Contemporary urban issues

**Methods of Student Evaluation:** Students will be evaluated by a wide array of methods including reflections, projects, essays, tests, group contributions and data analyses in addition to a modified version of the anthology.

**Justification, Course Development Process and Funding Support:** Much of the Integrated Humanities course will remain in place with modifications to fit into the AP curriculum as well as common core strategies such as evidence-based assertions, close reading, rhetorical strategies and annotation) The course has been developed by a teacher who attended a week long College Board AP Geography workshop. The integrated nature of the Humanities course is an opportunity for cultural aspects like literature and mythology to overlap with geographic characteristics and land usage. Additional funding support for this course will be minimal.

**Description of any Instructor Inservice Needed and Sources of Funding this Inservice:** The instructor inservice was completed last summer (see above). No further inservice is anticipated.


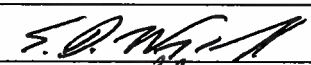



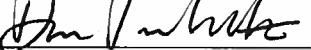
**Instructional Materials:** (Will a current district-adopted text to be used, or will new text be recommended?) *The Cultural Landscape: An Introduction to Human Geography* (11th Edition) by James Rubenstein is the text recommended for this course. *On the Map* by Simon Garfield (2013) to trace the development of geographical concepts from the earth's shape to exploratory

progress to longitude to place names will be used as a supplemental book. Other instructional materials were provided at last summer's inservice.

**Costs Involved in Implementing the New Course, and Sources of Funding These Costs:** I do not anticipate any new costs other than the purchase of the new text and supplemental book for each student.

**New Course Request Submitted by:** John Grech

**REQUEST FOR NEW COURSE REVIEWED AND APPROVED BY DEPARTMENT CHAIRS AND SITE ADMINISTRATORS**

|                       | Analy                                                                             | El Molino                                                                          | Laguna / CDS |
|-----------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--------------|
| Department Chair      |  |  |              |
| Special Ed Dept Chair |  |  |              |
| Site Administrator    |  |  |              |

**West Sonoma County Union High School District  
Request for New Course Approval**

**Course Title:** English 9 Seminar

**Grade Level:** 9

**Department:** English

**Credits:** 10

**Types of Students (e.g. college preparatory, career technical education, special education, etc.) and Numbers of Students to be Served:** Students enrolled in college prep English 9 and college prep Geography who will need support to be successful in these core classes. Approximately 40 students would be served by these classes.

**Numbers of Students to be Served:** 40

**Number of Teaching Sections to be offered:** 2

**Other Courses and Sections Impacted (including any courses or sections to be dropped and resulting cost savings):** Elective courses will be affected. English 9 Seminar will be an elective English course. Students who enroll in English 9 seminar will have one less elective.

**Purpose of the Course:** To encourage students to complete their A-G while providing them the support they will need to meet the increased challenge of a college prep curriculum.

**Standards of Expected Student Performance:** Students are expected to use the time they are offered in a productive manner. Students are expected to keep a planner and complete their homework on time and be prepared for class on a daily basis. Students are expected to work to improve themselves in both their core class content and study skills. Students are expected to utilize seminar to post a passing grade in their English and Geography courses with a goal of a C or better in both classes. Students should work to raise their grades by one letter grade in each subject from the previous year. It is expected that students will complete a minimum of 80% of their English and Geography assignments; students will employ study skills such as keeping a planner or organized binder, taking effective notes, utilizing proper MLA format for research papers and essays, and employing effective test taking and preparation strategies.

**Course Outline and Time Allocation:** The course will be aligned with the curriculum of the corresponding English and Geography courses. Students will be given additional time and instruction in order to understand and complete their assignments for their core courses. The course will also be supplemented with instruction on basic skills such as reading, writing, and word processing as well as study skills such as keeping a planner, organizing work, test preparation, note taking, and general work ethic. Approximately 70% of the course will be devoted to supplementing the core curriculum through additional lecture and class discussion, scaffolded assistance on core course assignments, additional time to complete core assignments, and a weekly check on core course progress via the Aeries student portal. The remaining 30% of the course will be devoted to study skills and general skills building. Students will be required to

keep a planner or organized binder which will be checked on a daily basis. Students will learn how to access and understand the Aeries student portal and to decipher grading categories and assignments as they contribute to their final grade in a course. Students will learn note-taking and test preparation skills. Students will also learn about the habits of successful students and what it takes to be successful in college or career pathways. Students will have an opportunity to reflect on their own learning, evaluate their academic progress, and work to discover their most optimal learning strategies and techniques.

**Methods of Student Evaluation:** Students will be evaluated on their participation and work ethic, their completion of homework for their core English and Geography courses, their organization and ability to keep a planner and/or organized binder, their class readiness (bringing materials, etc), and their completion of in-class assignments. Students will also be assessed on how they are performing in their core courses. Students will be expected to maintain a “C” or better in these core classes and/or improve their grade in these core classes over the course of the school year.


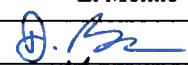


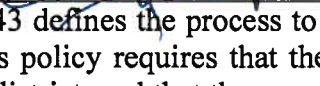
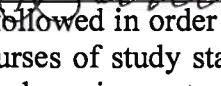
**Justification, Course Development Process and Funding Support:** In response to our WASC Action Plan to both increase the number of students completing A-G requirements in order to graduate college ready and a student and community perception that we need to provide more support for at-risk students, we developed the Seminar program. At risk students were previously enrolled in Title 1 courses, however, a data study concluded that these students were not reaching proficiency on standardized tests in these core subjects and they were not completing A-G requirements. It was decided that students should be concurrently enrolled in college prep courses to encourage students to complete their A-G requirements and to provide them support in these challenging courses. Funding to be provided by the District.

**Description of any Instructor Inservice Needed and Sources of Funding this Inservice:** No inservice necessary.

**Costs Involved in Implementing the New Course, and Sources of Funding These Costs:** The costs for implementing this new course include funding for two sections, funding for additional copies, and funding for supplementary instructional materials. The funding for sections is to come from District allocations; funding for additional copies could be provided by reallocating unrestricted funds or finding extra funding from common core allocations, etc. Money for new instructional materials could come from Lottery allocations, general fund allocations, or common core allocations.

**New Course Request Submitted by:** Dani Barese

**REQUEST FOR NEW COURSE REVIEWED AND APPROVED BY DEPARTMENT CHAIRS AND SITE ADMINISTRATORS**

|                       | Analy                                                                               | El Molino                                                                           | Laguna / CDS |
|-----------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------|
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    - If so, what were their recommendations?
- Types and numbers of students to be served
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- Costs involved in implementing the new course
- Description of any courses and sections to be dropped and resulting cost savings

**West Sonoma County Union High School District  
Request for New Course Approval**

**Course Title:** English 10 Seminar

**Grade Level:** 10

**Department:** English

**Credits:** 10

**Types of Students (e.g. college preparatory, career technical education, special education, etc.) and Numbers of Students to be Served:** Students enrolled in college prep English 10 and college prep World Civ who will need support to be successful in these core classes. Approximately 40 students would be served by these classes.

**Numbers of Students to be Served:** Approximately 40

**Number of Teaching Sections to be offered:** 2

**Other Courses and Sections Impacted (including any courses or sections to be dropped and resulting cost savings):** Elective courses will be affected. English 10 Seminar will be an elective English course. Students who enroll in English 10 seminar will have one less elective.

**Purpose of the Course:** To encourage students to complete their A-G while providing them the support they will need to meet the increased challenge of a college prep curriculum.

**Standards of Expected Student Performance:** Students are expected to use the time they are offered in a productive manner. Students are expected to keep a planner and complete their homework on time and be prepared for class on a daily basis. Students are expected to work to improve themselves in both their core class content and study skills. Students are expected to utilize seminar to post a passing grade in their English and World Civ courses with a goal of a C or better in both classes. Students should work to raise their grades by one letter grade in each subject from the previous year. It is expected that students will complete a minimum of 80% of their English and World Civ assignments; students will employ study skills such as keeping a planner or organized binder, taking effective notes, utilizing proper MLA format for research papers and essays, and employing effective test taking and preparation strategies.

**Course Outline and Time Allocation:** The course will be aligned with the curriculum of the corresponding English and World Civ courses. Students will be given additional time and instruction in order to understand and complete their assignments for their core courses. The course will also be supplemented with instruction on basic skills such as reading, writing, and word processing as well as study skills such as keeping a planner, organizing work, test preparation, note taking, and general work ethic. Approximately 70% of the course will be devoted to supplementing the core curriculum through additional lecture and class discussion, scaffolded assistance on core course assignments, additional time to complete core assignments, and a weekly check on core course progress via the Aeries student portal. The remaining 30% of the course will be devoted to study skills and general skills building. Students will be required to keep a planner or organized binder which will be checked on a daily basis. Students will learn



how to access and understand the Aeries student portal and to decipher grading categories and assignments as they contribute to their final grade in a course. Students will learn note-taking and test preparation skills. Students will also learn about the habits of successful students and what it takes to be successful in college or career pathways. Students will have an opportunity to reflect on their own learning, evaluate their academic progress, and work to discover their most optimal learning strategies and techniques.

**Methods of Student Evaluation:** Students will be evaluated on their participation and work ethic, their completion of homework for their core English and World Civ courses, their organization and ability to keep a planner and/or organized binder, their class readiness (bringing materials, etc), and their completion of in-class assignments. Students will also be assessed on how they are performing in their core courses. Students will be expected to maintain a “C” or better in these core classes and/or improve their grade in these core classes over the course of the school year.




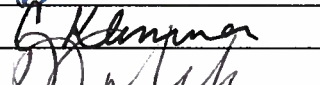
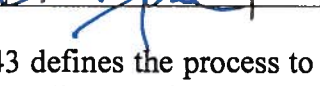
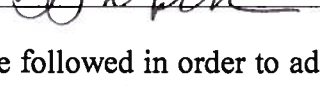
**Justification, Course Development Process and Funding Support:** In response to our WASC Action Plan to both increase the number of students completing A-G requirements in order to graduate college ready and a student and community perception that we need to provide more support for at-risk students, we developed the Seminar program. At risk students were previously enrolled in Title 1 courses, however, a data study concluded that these students were not reaching proficiency on standardized tests in these core subjects and they were not completing A-G requirements. It was decided that students should be concurrently enrolled in college prep courses to encourage students to complete their A-G requirements and to provide them support in these challenging courses. Funding to be provided by the District.

**Description of any Instructor Inservice Needed and Sources of Funding this Inservice:** No inservice necessary.

**Costs Involved in Implementing the New Course, and Sources of Funding These Costs:** The costs for implementing this new course include funding for two sections, funding for additional copies, and funding for supplementary instructional materials. The funding for sections is to come from District allocations; funding for additional copies could be provided by reallocating unrestricted funds or finding extra funding from common core allocations, etc. Money for new instructional materials could come from Lottery allocations, general fund allocations, or common core allocations.

**New Course Request Submitted by:**

**REQUEST FOR NEW COURSE REVIEWED AND APPROVED BY DEPARTMENT CHAIRS AND SITE ADMINISTRATORS**

|                       | Analy                                                                               | El Molino                                                                            | Laguna / CDS |
|-----------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------|
| Department Chair      |  |  |              |
| Special Ed Dept Chair |  |  |              |
| Site Administrator    |  |  |              |

Board Policy 6143 defines the process to be followed in order to add new courses to the district curriculum. This policy requires that the courses of study stay consistent with the philosophy and goals of the district, and that they meet legal requirements. BP 6143 specifies that the course of study for each course taught in the district shall contain the following:

- Course title

- Brief statement of purpose of the course
- Standards of Expected Student Performance
- Course outline
- General estimate of time allocation for major course elements

In addition, BP 6143 specifies that, for new courses, the proposed course of study should also contain:

- Course justification statement
  - Why is this course needed?
- Description of course development process
  - Who developed this course?
  - Who had input into the process?
  - Were potential teachers of this course at all District schools consulted?
    - If not, why not?
    - If so, what were their recommendations?
- Types and numbers of students to be served
- Number of sections to be offered
- Description of any instructor inservice needed
- Costs involved in implementing the new course
- Description of any courses and sections to be dropped and resulting cost savings

**West Sonoma County Union High School District  
Request for New Course Approval**

**School(s) Where Course Will Be Taught: El Molino High School**

**Course Title: Culinary Arts**

**Grade Level: 9-12**

**Department: Career Technical Education**

**Credits: 5**

**Types of Students (e.g. college preparatory, career technical education, special education, etc.) career technical education, college preparatory, special education, agriculture sciences**

**Numbers of Students to be Served: 90**

**Number of Teaching Sections to be offered: 3**

**Other Courses and Sections Impacted (including any courses or sections to be dropped and resulting cost savings): Culinary Arts**

**Purpose of the Course: To improve the El Molino Culinary Arts Career, Technical and Education department. Foods and Nutrition will merge with Hospitality to create a Culinary Arts course. In this course students will still learn the standards required for Foods and Nutrition along with Hospitality, Tourism and Recreation standards. Students will be working with local ingredients grown on campus and donate by the community. This course will be a prerequisite for Advanced Culinary Arts and Baking and Pastries. The main purpose of this course is to simplify the culinary department while focusing on farm to table ingredients and project.**

**Standards of Expected Student Performance:**

**Standard B1.0 Students understand key aspects of the food service and hospitality industry and its role in local, state, national, and global economies:**

**Standard B2.0 Students understands the basics of safe work habits, security, and emergency procedures required in food service and hospitality establishments:**

**Standard B3.0 Students understand the basic principles of sanitation and safe food handling.**

**Standard B4.0 Students understand the basics of food service and hospitality management.**

**Standard B5.0 Students understand the basics of systems operations and the importance of maintaining facilities, equipment, tools, and supplies:**

**Standard B6.0 Students understands and applies the basics of food preparation in professional and institutional kitchens:**

**Standard B7.0 Students understands and applies the basics of baking, pastry, and dessert preparation in professional and institutional kitchens:**

**Standard B8.0 Students understands and applies the essential knowledge and skills for effective customer service:**

**Standard B9.0 Students understands and applies the basic procedures and skills needed for food and beverage service:**

**Standard B10.0 Students understands and applies basic nutritional concepts in meal planning and food preparation:**

**Standard B11.0 Students understands and applies the basic processes of costing and cost analysis in food and beverage production and service:**

**Standard B12.0 Students understands the fundamentals of successful sales and marketing methods:**

**Course Outline and Time Allocation: See attachment  
(Topics and objectives of each teaching unit; duration of each unit)**

**Methods of Student Evaluation: Written, practical test, notes, performance based assessment, summative and formative assessment.**

**Justification, Course Development Process and Funding Support: WSUHSD/ SCOE ROP**




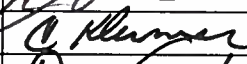


**Description of any Instructor Inservice Needed and Sources of Funding this Inservice: Professional development funds WSCUHSD**

**Instructional Materials: (Will a current district-adopted text to be used, or will new text be recommended?) current district-adopted text**

**Costs Involved in Implementing the New Course, and Sources of Funding These Costs: N/A**

**New Course Request Submitted by: Chris Correa**

**REQUEST FOR NEW COURSE REVIEWED AND APPROVED BY DEPARTMENT CHAIRS AND SITE ADMINISTRATORS**

|                       | Analy                                                                               | El Molino                                                                            | Laguna / CDS |
|-----------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------|
| Department Chair      |  |  |              |
| Special Ed Dept Chair |  |   |              |
| Site Administrator    |  |  |              |

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- Course title
- Brief statement of purpose of the course
- Standards of Expected Student Performance
- Course outline
- General estimate of time allocation for major course elements

In addition, BP 6143 specifies that, for new courses, the proposed course of study should also contain:

- Course justification statement
  - Why is this course needed?
- Description of course development process
  - Who developed this course?

- Who had input into the process?
- Were potential teachers of this course at all District schools consulted?
  - If not, why not?
  - If so, what were their recommendations?
- Types and numbers of students to be served
- Number of sections to be offered
- Description of any instructor inservice needed
- Costs involved in implementing the new course
- Description of any courses and sections to be dropped and resulting cost savings

## CAREER TECHNOLOGY EDUCATION

### ADVANCED CULINARY ARTS COURSE OUTLINE

GRADES 10 - 12

1 Year

The Advanced Culinary Arts Program not only is designed to continue to explore eating habits in relation to good nutrition through the study and practices of all phases of cooking but will: 1. emphasize the history and culture of various parts of the world and also the techniques and cooking methods of International Foods from French Cuisine, Italian Cuisine, Spanish Cuisine, and other cuisines of the world, 2. prepare and understand the different desserts from countries such as Austria, Switzerland, Germany, and France, 3. understand and practice safe regulations, food handler's requirements, and health code procedures, 4. welcome students into the exciting and diverse hospitality and tourism industry by covering key hospitality issues, management definitions, and career opportunities available in restaurants, hotels, food and beverage operations, wineries, casinos, theme venues, entertainment centers, cruise lines, and countless other hospitality and tourism businesses, 5. experience quantity cooking and concept of teamwork through community service events, and 6. have hands-on experience at special events including field trips, planning and attending local events as staff, visiting key businesses in Sonoma County to assist in the understanding process. (Cooking at home and community service are required.)

PREREQUISITES: Culinary Arts and instructor approval.

#### Grading

- 50% - Attendance and Participation  
Students will be graded on their participation of labs and cleanup  
Labs will be held on block days.  
Lab Donation - A \$40 donation per semester for food and materials would help to support all students in the class.  
Uniform Standards are: Bib apron, hair up, and closed toe shoes.  
Uniform standards, attitude, and attendance are all part of this grading procedure.
- 20% - Notes  
Each student is required to take notes daily and submit them to the instructor when assignments are due.
- 10% - Production Hours  
Each student is required to have 15 production hours per semester.
- 20% - Cleanup

#### Communicating with Chef Chris Correa:

- (1) Email [chrisdecorrea@yahoo.com](mailto:chrisdecorrea@yahoo.com) or [ccorrea@wscuhsd.k12.ca.us](mailto:ccorrea@wscuhsd.k12.ca.us). Emails are checked daily.
- (2) Call El Molino High School's main line: (707) 824-6550

**West Sonoma County Union High School District  
Request for New Course Approval**

**School(s) Where Course Will Be Taught: El Molino High School**

**Course Title: Advanced Culinary Arts**

**Grade Level: 10-12**

**Department: Career Technical Education**

**Credits: 5**

**Types of Students (e.g. college preparatory, career technical education, special education, etc.) career technical education, college preparatory, special education, agriculture sciences**

**Numbers of Students to be Served: 30**

**Number of Teaching Sections to be offered: 1**

**Other Courses and Sections Impacted (including any courses or sections to be dropped and resulting cost savings): Culinary Arts**

**Purpose of the Course: : To improve the El Molino Culinary Arts Career, Technical and Education department. Students can continue on a pathway to Advanced Culinary Arts where they will learn the standards required professional restaurant industries and hospitality careers. Students will be working with local ingredients grown on campus and donate by the community. In this course students will be career ready and able to go into the work force after graduation. Students will also learn an variety of international cuisine, culture while consistently catering to the community.**

**Standards of Expected Student Performance:**

**Standard B1.0 Students understand key aspects of the food service and hospitality industry and its role in local, state, national, and global economies:**

**Standard B2.0 Students understands the basics of safe work habits, security, and emergency procedures required in food service and hospitality establishments:**

**Standard B3.0 Students understand the basic principles of sanitation and safe food handling.**

**Standard B4.0 Students understand the basics of food service and hospitality management.**

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**Course Outline and Time Allocation: See attachment  
(Topics and objectives of each teaching unit; duration of each unit)**

**Methods of Student Evaluation: Written, practical test, notes, performance based assessment, summative and formative assessment.**

**Justification, Course Development Process and Funding Support: WSUHSD/ SCOE ROP**

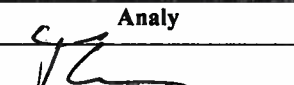


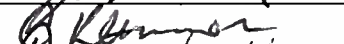


**Description of any Instructor Inservice Needed and Sources of Funding this Inservice: Professional development funds WSCUHSD**

**Instructional Materials: (Will a current district-adopted text to be used, or will new text be recommended?) current district-adopted text**

**Costs Involved in Implementing the New Course, and Sources of Funding These Costs: N/A**

**New Course Request Submitted by: Chris Correa**

**REQUEST FOR NEW COURSE REVIEWED AND APPROVED BY DEPARTMENT CHAIRS AND SITE ADMINISTRATORS**

|                       | Analy                                                                               | El Molino                                                                            | Laguna / CDS |
|-----------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------|
| Department Chair      |  |  |              |
| Special Ed Dept Chair |  |  |              |
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In addition, BP 6143 specifies that, for new courses, the proposed course of study should also contain:

- Course justification statement
  - Why is this course needed?
- Description of course development process
  - Who developed this course?



- Who had input into the process?
- Were potential teachers of this course at all District schools consulted?
  - If not, why not?
  - If so, what were their recommendations?
- Types and numbers of students to be served
- Number of sections to be offered
- Description of any instructor inservice needed
- Costs involved in implementing the new course
- Description of any courses and sections to be dropped and resulting cost savings

**West Sonoma County Union High School District  
Request for New Course Approval**

**School(s) Where Course Will Be Taught:** El Molino High School

**Course Title: Name Change:** Viticulture and Plant Sciences (Previously Viticulture and Environmental Horticulture Sciences)

**Grade Level:** 11 through 12

**Department:** Agriculture

**Credits:** 5 credits Per Year

**Types of Students (e.g. college preparatory, career technical education, special education, etc.)** Career technical education

**Numbers of Students to be Served:** 32 students per class

**Number of Teaching Sections to be offered:** 1

**Other Courses and Sections Impacted (including any courses or sections to be dropped and resulting cost savings):** None that I know of.

**Purpose of the Course:** See attached.

**Standards of Expected Student Performance:** See attached.

**Course Outline and Time Allocation:** See attached.  
(Topics and objectives of each teaching unit; duration of each unit)

**Methods of Student Evaluation:** See attached.

**Justification, Course Development Process and Funding Support:**  
Justification: To change the name of the course to better describe the classroom instruction and to allow AP Environmental Science to continue the growth of their program.

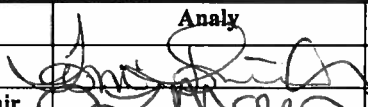
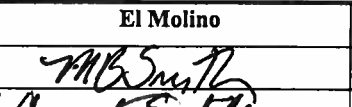

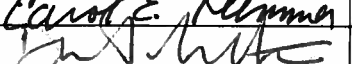

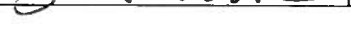
**Description of any Instructor Inservice Needed and Sources of Funding this Inservice:** None

**Instructional Materials:** (Will a current district-adopted text to be used, or will new text be recommended?) See attached.

**Costs Involved in Implementing the New Course, and Sources of Funding These Costs:**

**New Course Request Submitted by:** Marilee Mazur

**REQUEST FOR NEW COURSE REVIEWED AND APPROVED BY DEPARTMENT CHAIRS AND SITE ADMINISTRATORS**

|                       | Analy                                                                               | El Molino                                                                           | Laguna / CDS |
|-----------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------|
| Department Chair      |  |  |              |
| Special Ed Dept Chair |  |  |              |
| Site Administrator    |  |  |              |

**Agriculture : Viticulture  
And Plant Sciences**  
Meets the UC “g” Admission Requirement  
Approved 2003

**I. COURSE INFORMATION:**

|                              |                                                                                                     |
|------------------------------|-----------------------------------------------------------------------------------------------------|
| <b>Course Title:</b>         | Viticulture and Plant Sciences                                                                      |
| <b>Length of Course:</b>     | One Year                                                                                            |
| <b>Grade Level:</b>          | 11-12                                                                                               |
| <b>Required or Elective:</b> | Elective – meets science related graduation requirements and meets the UC “g” admission requirement |
| <b>Prerequisites:</b>        | Algebra I                                                                                           |

**II. MAJOR GOAL AND STUDENT OUTCOMES:**

- A. This course will provide the student with theories and principles related to environmental horticulture science. This course is intended to successfully prepare those students who plan on majoring in agricultural sciences at a four-year college and/or university. Specific student outcomes are:
1. Utilize Environmental Horticulture Science principles as a relevant vehicle to teach biological principles and improve the science principles and scientific literacy of students.
  2. Integrate mathematic standards, Language Arts, and science principles into an academically rigorous course that increases the student’s capacity to think analytically, problem solve, and utilize effective research practices.

**III. COURSE OBJECTIVES:**

- A. The course objectives are as follows:
1. To develop an appreciation of horticulture.
  2. To incorporate scientific methods and biological principles with modern agricultural practices.
  3. To create an awareness of the importance of horticulture.
  4. To prepare students for college level entry in the various disciplines of horticulture.
  5. To understand the importance of plants, their uses, and incorporation of plants in our society.
  6. To be familiar with cell theory and its application to the organization of all organisms.
  7. To recognize plant physiology, growth requirements, and nutrients needed for optimum plant growth.
  8. To recognize the diversity of life and the interrelationships among all organisms
  9. To understand the role of plants in our landscape, the process of design, installation, and maintenance of those plant materials.
  10. To be aware of the historical and descriptive nature of horticulture as a science.
  11. To acquire agricultural and biological vocabulary, and the

reading, writing and critical thinking skills pertaining to the science.

#### **IV. COURSE OUTLINE:**

##### **A. Agricultural Effects of Environmental Ecology**

1. Categories and sources of pollution
2. Conserving natural and water resources
3. Agricultural practices beneficial and harmful to the environment
4. Chemical erosion & physical properties
5. Ecosystems
6. The Nitrogen Cycle
7. The Carbon Cycle
8. Water Cycle

##### **B. Plant Reproduction**

1. Asexual reproduction
2. Sexual reproduction

##### **C. Nature of Life**

1. Attributes of living organisms
2. Chemical and physical bases of plant life
3. Chemical components of protoplasm

##### **D. Plant Physiology and Growth**

1. Function of plant cells
2. Examination of cell wall and function
3. Cellular reproduction
4. DNA, RNA, and synthesis of proteins
5. Introduction of root, stem, and leaf structures and functions
6. Plant growth requirements
7. Environmental factors on growth
8. Specialized roots, stems, and leaves
9. Requirements for seed germination
10. Plant hormones
11. Phytochrome
12. Photoperiodism
13. Environmental modifications for growth
14. Managing plant growth

##### **E. Plant Pathology and Entomology**

1. Common diseases
2. Effect on development and growth
3. Method of controls
4. Orders of Insects
5. Insect structure and development
6. IPM practices

## F. Biotechnology Applications in Environmental Horticulture

1. Biotechnology
2. Molecular biotechnology: genetic importance
3. Genetic engineering
4. Tissue culture

## G. Soil Structure and Function

1. Components, function, economic uses, and relationship to the earth
2. Geologic Cycle
3. Chemical and physical weathering
4. Soil formation

## H. Plant Nutrients

1. Primary, secondary, and micro-nutrients
2. Function of nutrients in plant growth
3. Nutrient deficiencies & symptoms
4. PH requirements and effects on plant life
5. Nitrogen fixation and absorption
6. Modifying growth

## I. Plant Names and Classifications

1. Development of the binomial system of nomenclature
2. Development of kingdom concept
3. Classification of major groups of plants
4. Synoptic key to major groups of plants

## J. Introduction to Seed Plants: Gymnosperms

1. Human and ecological relevance of gymnosperms
2. Examination of four major divisions of gymnosperms
3. History of gymnosperms

## K. Flowering Plants

1. Structure and reproduction of flowering plants
2. Trends of specialization and classification in flowering plants
3. Division Anthophyta
4. Plant preservation

## L. Fruits and Seeds

1. Kinds of fruits
2. Fruit and seed dispersal
3. Seed structure
4. Longevity of seeds & fruits

## M. Plants and Civilizations

1. Origin of cultivated plants
2. Selected families of flowering plants
3. Agricultural and urban environment influence
4. Multiculturalism and plants
5. Ethno-botany
6. Pioneers of plants & civilizations

N. Plant Research Project

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

O. Professional Opportunities in Environmental Horticulture Science

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

P. Agricultural Inter-Personal & Leadership Development

1. Completion of a Supervised Agricultural Experience Program and data collection
2. Development of listening, speaking, writing & reading skill activities
3. Critical thinking & group team building activities
4. Agriculture presentations

V. **TEXTS & SUPPLEMENTAL INSTRUCTIONAL RESOURCES:**

Stern, K (1998). Plant Biology – 5<sup>th</sup> Edition, Wm. C. Brown Publishing, NY, NY.

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

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

University of California, Davis & California Department of Education (1991). Agriculture Model  
Curriculum Lesson Plans for Ornamental Horticulture. CDE Press. Sacramento, CA.

Items listed below are commonly used as supplementary materials and are coordinated with the adopted  
course objectives:

CDE Biological Science Content Standards

Research Handouts

Videos

DVD's

Internet

VI. **KEY ASSIGNMENTS:**

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

## **VII. INSTRUCTIONAL METHODS:**

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

## **VIII. ASSESSMENT METHODS:**

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

## **IX. LABORATORY ACTIVITIES:**

- A. The Scientific Method
- B. Analyzing Ecosystems
- C. Checking water for Coliform Bacteria
- D. Genotypic and phenotypic ratios
- E. Cell identification
- F. Flower dissection and pollen growth germination
- G. Secondary and microelements with N-P-K tissue tests on plants
- H. Water germination test
- I. Cold germination test
- J. Determining salt tolerance
- K. Factors affecting photosynthesis
- L. Effects of leaf surface area, air movement, and light on transpiration rates
- M. Effects of light quality on plant growth
- N. Geotropism
- O. Phototropism
- P. The Hydrologic Cycle
- Q. Comparison of soil vs. non-soil plant culture
- R. Effects of nutrient concentrations on hydroponics plant growth
- S. Effects of chemicals (herbicides) on plants
- T. Herbicide biopsy
- U. Effects of rooting hormone on root development
- V. Effects of gibbarellic acid on seed germination
- W. Anther culture
- X. DNA extraction
- Y. Probability of trait inheritance
- Z. Tissue culture

- AA. Seed dispersal
- BB. Genetic probability
- CC. Insect identification
- DD. Environmental forcing structures
- EE. Comparison of asexual propagation methods
- FF. Water quality
- GG. Plant pigment chromatography



**West Sonoma County Union High School District  
Request for New Course Approval**

**School(s) Where Course Will Be Taught:** EL MOLINO HIGH SCHOOL

**Course Title:** AGRICULTURAL MECHANICS

**Grade Level:** 9<sup>TH</sup> thru 12<sup>TH</sup>

**Department:** CAREER TECHNICAL EDUCATION

**Credits:** One per year

**Types of Students (e.g. college preparatory, career technical education, special education, etc.)**  
CAREER TECHNICAL EDUCATION

**Numbers of Students to be Served:** 32 students per class

**Number of Teaching Sections to be offered:** 2

**Other Courses and Sections Impacted (including any courses or sections to be dropped and resulting cost savings):** None that I know of.

**Purpose of the Course:** The purpose of the course is to train and prepare students for entry level employment in the agricultural industry.

**Standards of Expected Student Performance:** Standards of expectation are outlined on attached Agricultural Mechanics course outline.

**Course Outline and Time Allocation:** Course outline is attached. It is a one year course of study. (Topics and objectives of each teaching unit; duration of each unit)

**Methods of Student Evaluation:** Student performance will be assessed on course subject matter through written, oral, and practical evaluations.

**Justification, Course Development Process and Funding Support:**  
Carl Perkins, Rohr, Student FFA Account, AG Booster Club, and RRVW.

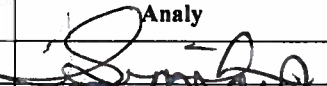




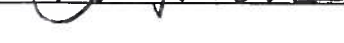
**Description of any Instructor Inservice Needed and Sources of Funding this Inservice:** None

**Instructional Materials:** (Will a current district-adopted text be used, or will new text be recommended?) The course will adapt the text Agricultural Mechanics by Ray V. Herren and Elmer L. Cooper. A classroom set was donated from SCOE/ROP.

**Costs Involved in Implementing the New Course and Sources of Funding These Costs:**  
\$1,200 start up cost

**New Course Request Submitted by:** JOHN NOVAK

**REQUEST FOR NEW COURSE REVIEWED AND APPROVED BY DEPARTMENT CHAIRS AND SITE ADMINISTRATORS**

|                       | Analy                                                                               | El Molino                                                                            | Laguna / CDS |
|-----------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------|
| Department Chair      |  |  |              |
| Special Ed Dept Chair |  |  |              |
| Site Administrator    |  |  |              |

# Agricultural Mechanics

## COURSE OUTLINE

1. **Course Title:** Agricultural Mechanics
2. **CBEDS Title:** Mechanics and Engineering Technology
3. **CBEDS Number:** 4030
4. **Job Titles:**

|                          |                                    |
|--------------------------|------------------------------------|
| Farm Machine Operator    | Farm Equipment Mechanic            |
| Farm Machine Tender      | Farm Equipment Mechanic Apprentice |
| Farm equipment Operator  | Farm Machine Set-Up Mechanic       |
| Field Hauler             | Inspector & Tester (Ag Equip)      |
| Ranch hand               | Assembly Repairer (Ag Equip)       |
| Farm Hand - General      | Equipment Greaser                  |
| Heavy Equipment Operator | Ag Equip Assembler & Fitter        |
| Tractor Mechanic Helper  | Truck Driver                       |

### 5. Course Description:

*This competency-based course prepares students for entry-level positions in the Agriculture industry. Students will study farm equipment operation, repair welding, general farm maintenance including fence and shed construction, electricity, plumbing, concrete, surveying and rope work. This course includes classroom instruction, practical lab work on farm equipment.*

#### Student Outcomes and Objectives:

##### Students will:

1. Demonstrate the ability to use equipment for different leveling, profile leveling, and contour mapping.
2. Identify and maintain tools used for the subject areas of the course.
3. Demonstrate the ability to plumb water systems using steel, copper, and plastic pipe.
4. Demonstrate skills needed for fabrication using lumber.
5. Demonstrate skills needed to layout and fabricate sheet metal items.
6. Demonstrate the ability to electrically wire a service entrance panel for 110 volt and 220 volt service and complete a variety of electrical circuits.
7. Demonstrate the ability to make common knots, hitches, and splices.
8. Demonstrate the ability to read a blue print.

*Integrated throughout the course are career preparation standards, which include basic academic skills, communication, interpersonal skills, problem solving, workplace safety, technology, and employment literacy.*

## Pathway

| Recommended Sequence | Courses                                            |
|----------------------|----------------------------------------------------|
| Introductory         | Agricultural Mechanics                             |
| Skill Building       | Ag Welding & Metals Fabrication or Power Mechanics |
| Advanced Skill       | Supervised Agricultural Experience Project         |

6. Hours: *Students receive up to 180 hours of classroom instruction.*

7. Prerequisites: None

8. Date (of creation/revision): July 2013

## 9. Course Outline

| <b>COURSE OUTLINE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                         |                                                                                                                  |                                                                                                                                                                                                                                                                          |                                                                                                                         |
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| Upon successful completion of this course, students will be able to demonstrate the following skills necessary for entry-level employment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                         |                                                                                                                  |                                                                                                                                                                                                                                                                          |                                                                                                                         |
| <b>Instructional Units and Competencies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Course Hours</b>                                                     | <b>Model Curr. Standards</b>                                                                                     | <b>CA Academic Content Standards</b>                                                                                                                                                                                                                                     | <b>CAHSEE</b>                                                                                                           |
| <p><b>I. CAREER PREPARATION</b></p> <p><b>A. Career Planning and Management.</b></p> <ol style="list-style-type: none"> <li>1. Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.               <ol style="list-style-type: none"> <li>a. Students will identify skills needed for job success</li> <li>b. Students will identify the education and experience required for moving along a career ladder.</li> </ol> </li> <li>2. Understand the scope of career opportunities and know the requirements for education, training, and licensure.               <ol style="list-style-type: none"> <li>a. Students will describe how to find a job.</li> <li>b. Students will select two jobs in the field and map out a timeline for completing education and/or licensing requirements.</li> </ol> </li> <li>3. Know the main strategies for self-promotion in the hiring process, such as completing job applications, resume writing, interviewing skills, and preparing a portfolio.               <ol style="list-style-type: none"> <li>a. Students will write and use word processing software to create a resume, cover letters, thank you letters, and job applications.</li> <li>b. Students will participate in mock job interviews.</li> </ol> </li> <li>4. <i>Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.</i> <ol style="list-style-type: none"> <li>a. <i>Students will conduct a self-assessment and explain how professional qualifications affect career choices.</i></li> </ol> </li> <li>5. <i>Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.</i> <ol style="list-style-type: none"> <li>a. <i>Contact two professional organization and identify the steps to become a member.</i></li> </ol> </li> <li>6. <i>Understand the past, present and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.</i> <ol style="list-style-type: none"> <li>a. <i>Students will describe careers in the agricultures industry sector.</i></li> <li>b. <i>Students will identify work-related cultural differences to prepare for a global workplace.</i></li> </ol> </li> </ol> <p><b>B. Technology.</b></p> <ol style="list-style-type: none"> <li>1. Understand past, present and future technological advances as they relate to a chosen pathway and on selected segments of the economy.</li> <li>2. Understand the use of technological resources to gain access to, manipulate, and produce information, products and services.</li> <li>3. Use appropriate technology in the chosen career pathway.</li> </ol> <p><b>C. Problem solving and Critical Thinking.</b></p> <ol style="list-style-type: none"> <li>1. Understand the systematic problem-solving models that incorporate input, process, outcome and feedback components, and apply appropriate problem-solving strategies and critical thinking to work-related issues and tasks.</li> </ol> | <p>10</p> <p>Additional hours are integrated throughout the course.</p> | <p>Transportation Industry Sector, Model Curriculum Standards</p> <p>3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0</p> | <p><u>Language Arts</u><br/>(8)<br/>R 1.3, 2.6<br/>W1.3, 2.5.<br/>LC 1.4,1.5<br/>1.6<br/>LS1.2, 1.3, (9/10)<br/>R2.1,2,3,2<br/>W2.5<br/>LC1.4<br/>LS 1.1, 2.3 (11/12)<br/>R2.3<br/>W2.5<br/>LC1.2<br/><u>Math</u><br/>(7) NS1.2, 1.7<br/>MR 1.1,1.3<br/>2.7,2.8, 3.1</p> | <p>Lang. Arts<br/>R 8.2.1<br/>(9/10)<br/>R 2.1, 2.3<br/>W2.5<br/>Math (7)<br/>NS 1.2, 1.3, 1.7<br/>MR 1.1, 2.1, 3.1</p> |

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| <p>2. Use and apply critical thinking and decision making skills to make informed decisions, solve problems, and achieve balance in the multiple roles of personal, home, work and community life.</p> <p>D. Health and Safety.</p> <ol style="list-style-type: none"> <li>1. Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.</li> <li>2. Understand critical elements of health and safety practices related to a variety of business environments.</li> </ol> <p>E. Responsibility &amp; Flexibility.</p> <ol style="list-style-type: none"> <li>1. Understand the qualities and behaviors that constitute a positive and professional work demeanor.</li> <li>2. Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles and how individual actions can affect the larger community.</li> <li>3. Understand the need to adapt to varied roles and responsibilities.</li> </ol> <p>F. Ethics and Legal Responsibilities</p> <ol style="list-style-type: none"> <li>1. Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.</li> <li>2. Understand the concept and application of ethical and legal behavior consistent with workplace standards. <ol style="list-style-type: none"> <li>a. <i>Contact a business and obtain a copy of their rules for employment.</i></li> <li>b. <i>Role play difference ethical scenarios.</i></li> </ol> </li> <li>3. Understand the role of personal integrity and ethical behavior in the workplace.</li> </ol> <p>G. Leadership and Teamwork.</p> <ol style="list-style-type: none"> <li>1. Understand the characteristics and benefits of teamwork, leadership, citizenship in the school, community, and workplace settings for effective performance and attainment of goals.</li> <li>2. Understand the ways in which professional associations, such as FFA, and competitive career development activities enhance academic skills, career choices, and contribute to promote employability.</li> <li>3. Know multiple approaches to personal conflict resolution and understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.</li> </ol> |  |  |  |  |
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| <b>Instructional Units and Competencies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Hours</b> | <b>Industry Standards.</b>                               | <b>CA Academic Standards</b> | <b>CAHSEE</b>      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|----------------------------------------------------------|------------------------------|--------------------|
| <b>TOOL USE AND MAINTENANCE AND SHOP SAFETY FOR FARM CONSTRUCTION WORK</b><br>Hand & Power Tools<br>Tool Identification, Safety, and Use<br>Tool Selection for the Ag Mechanics Shop<br>Sharpening Hand Tools and Grinder Safety<br>Grinder and Wheel Selection<br>Tool Sharpening Procedures<br>Tool Handle Fitting<br>Cutting Tool Construction and Repair<br>Surveying, squaring and leveling tools.<br>Safety Rules and Conditions<br>Shop Safety Practices<br>Shop Cleaning and Tool storage | 15           | Ag & Natural Resource Ind. Sector Ag. Mech. PW B1.1 B1.2 | ELA 11-12; R; 2.3            |                    |
| <b>MEASURING AND MARKING</b><br>Measurement Systems<br>Reading Measuring Tools<br>Calipers and Micrometers<br>Linear Measurements<br>Square Measurements<br>Cubic Measurements<br>Weights and Measures                                                                                                                                                                                                                                                                                            | 15           | Eng. & Design Ind. Sector Eng. Tech. PW D6.5             | M. 8-12; Geom.; 8.0          | M.7; MAG 1.1 & 1.3 |
| <b>FASTENERS</b><br>Types and Uses of Fasteners<br>Selecting Fasteners                                                                                                                                                                                                                                                                                                                                                                                                                            | 3            | Ag. Mech. PW B2.3                                        |                              |                    |
| <b>WOOD WORKING</b><br>Selecting Wood & Lumber<br>Measuring & Marking Wood<br>Woodworking Hand Tools<br>Woodworking Power Tools<br>Fastening Wood Joints                                                                                                                                                                                                                                                                                                                                          | 22           | Ag. Mech. PW B2.1 B2.2                                   |                              |                    |
| <b>SHEET METAL:</b><br>Metalworking Safety<br>Identification and Use of Basic Metalworking Tools.<br>Types and Properties of Common Metalworking Materials<br>Layout and Transferring on Metal<br>Sheet Metalwork<br>Cutting & Bending                                                                                                                                                                                                                                                            | 22           | Ag. Mech. PW B5.1 B5.2 B5.3 B5.4                         |                              |                    |
| <b>PLUMBING:</b><br>Plumbing Materials<br>Plumbing Fittings<br>Plumbing Tools<br>Layout and Measuring<br>Environmental Influences<br>Installation of a Plumbing Project                                                                                                                                                                                                                                                                                                                           | 15           | Ag. Mech. PW B4.1 B4.2 B4.4                              |                              |                    |
| <b>CONSTRUCTION MATERIALS</b><br>Calculating necessary materials and creating a materials list.<br>Generating and calculating bills of materials<br>Fasteners (All Types)                                                                                                                                                                                                                                                                                                                         | 7            | Ag. Mech. PW B2.3                                        |                              |                    |
| <b>PROJECT DESIGN</b><br>Blueprint reading<br>Preparing a Working Drawing<br>Project Planning & Construction                                                                                                                                                                                                                                                                                                                                                                                      | 3            |                                                          | ELA, 11-12; R 2.6            |                    |

| <b>Instructional Units and Competencies</b>                                                                                                                                                                                                                                                                                                                               | <b>Hours</b> | <b>Industry Standards.</b>                                          | <b>CA Academic Standards</b>                                                                                                | <b>CAHSEE</b> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|---------------|
| <b>ELECTRICAL</b><br>Electrical Safety<br>Wire Splices and Connections<br>Conductors and Over-current Protection<br>Simple Circuit Installation (Lights & Receptacles)<br>Service Entrance Panels<br>120 and 240 volt circuits<br>Testing Electric Circuits                                                                                                               | 17           | Ag. Mech.<br>PW<br>B3.1<br>B3.2<br>B3.3                             |                                                                                                                             |               |
| <b>ROPEWORK</b><br>Selection and Use of Rope<br>Rope Identification and Care<br>Knots, Hitches, and their Uses<br>Splicing Rope                                                                                                                                                                                                                                           | 5            | Ag. Mech.<br>PW<br>B1.3                                             |                                                                                                                             |               |
| <b>INTRODUCTION TO WELDING:</b><br><b>Arc Welding</b><br>Welding Equipment and Safety<br>Striking and Maintaining an Arc<br>Four Basic Weld Joints<br>Controlling Distortion<br>Weld Testing<br><b>Oxyacetylene Welding</b><br>Oxyacetylene Equipment & Safety<br>Oxyacetylene Equipment Setup<br>Four Basic Oxyacetylene Welds<br>Brazing, Cutting, and Heating of Metal | 37           | Ag. Mech.<br>PW<br>B8.1<br>B8.3<br>B8.4<br><br>B7.1<br>B7.2<br>B7.5 | S. 9-12;<br>Physics;<br>5b<br><br>M. 9-12;<br>Algebra 1;<br>3.0 & 4.0<br><br>S. 9-12;<br>Chemistry<br>;<br>Substrand<br>: 1 |               |
| <b>EQUIPMENT OPERATION &amp; MAINTENANCE</b><br>Equipment Operation Safety<br>Oil & Filter Maintenance<br>Air Filter Maintenance<br>Fuel Filter Maintenance<br>Battery Maintenance<br>Hydraulic System Maintenance<br>Hazardous Agricultural Chemicals                                                                                                                    | 6            | Ag. Mech.<br>PW<br>B11.1<br>B11.2<br>B11.3                          |                                                                                                                             |               |

10. Additional recommended/optional items

- Articulation: *None currently exist.*
- Academic credit: *No alternative academic credit agreements currently exist*
- Instructional strategies:

**Assignments:**

Tool identification, reports, and lab participation.

**Methods of Evaluation:**

The types of writing assignments required:

Written homework

The problem-solving assignments required:

Homework problems

Quizzes

Exams

The types of skill demonstrations required:

Class performances

Projects to match skills

The types of objective exams used in the course:

Multiple choice

True/False

Matching items

Completion

- Instructional materials: *Textbook: Agriculture Mechanics Fundamentals and Application 2nd edition.*

e. Certificates: Identify requirements to receive certificates. In longer courses, where several certificates/records of competency may be obtained, course units/competencies needed for each should be identified.