

# Foothill High School

## Feeder School Handbook



The following is a brief document prepared by our department heads in response to requests from some of our feeder schools. We have included what we consider to be the most important skills and knowledge to afford a seamless transition to high school. Our hope is that this document also begins a more detailed and fruitful articulation with the schools whose graduates come to Foothill. Ultimately, this is meant to serve as a guide to the best preparation for high school. We want to improve on the communication between FHS and its feeder schools to ensure ALL students are given an equal opportunity to be successful at Foothill High School.

### Course Placement

Foothill counselors visit each feeder school early in the spring semester to begin the high school registration process. During these visits counselors give an informational presentation and hand out course request sheets for students and parents/guardians to complete. Counselors will meet individually with each student and parent/guardian to assist and finalize the course requests. During this process counselors use multiple measures for accuracy in level placement. These measures include: teacher recommendations, grades, standardized test results, placement exams and parent input.

### General Freshman Skills

What follows are skills that are valued by more than one department.

Students should know and be able to:

- Demonstrate organizational skills (keep their work in a folder, organize the folder, prioritize)
- Keyboard using home row
- Understand subheadings and other organizational principles in textbooks and informational texts
- Listen and take notes beyond what is on the visual presentation
- Identify parts of speech and use them in writing and vocabulary
- Email a teacher (address an email, use capital letters, not put everything in the subject line, use appropriate language)
- Use Google Drive, Docs, Slides, Classroom, etc.
  - Including how to create and organize documents in a Drive - categorization
  - Titling documents
  - Checking the Classwork tab in Google Classroom, not the Stream
  - Turning in assignments on Classroom

## Writing and Conventions

1. Conventions
  - a. Establish academic tone without second person (you)
  - b. Use academic language (avoid “gonna,” alot, etc.)
  - c. Grammar including capitalization and punctuation
  - d. Paragraphing
2. Use of textual evidence to support a claim
  - a. Develop claim(s) and support with evidence
  - b. Link/transition between elements of evidence that support claim(s)
3. Research
  - a. Demonstrate ability to conduct proper research practices - short term (1-2 days) and longer term (days/weeks)
  - b. Identify reliable sources vs. unreliable sources

## Speaking & Listening

1. Demonstrate willingness to participate in academic discussions
2. Demonstrate willingness to present/speak publicly
3. Understand appropriate communication/conversation topics in an academic setting (how to have appropriate conversations with adults)
4. Take notes from a listening activity (without visuals)

## Reading

1. Identify main ideas, claims, and purpose
2. Identify types of text
3. Demonstrate reading stamina over longer texts
4. Read for enjoyment/read from books of choice
5. Demonstrate the ability to annotate

## Expectations for Accountability

- Attendance and timeliness
  - Excessive tardies will result in lunch detention - students are expected to be on time
  - Excessive absences will result in an attendance review process and Saturday School
  - If a student is absent, parents/guardians will need to call, leave a voicemail, email or respond to Parent Square to clear the student's absence within 48 hours.
- Expectations for absence management
  - Learn missed material and make up work
- Positive work habits (in-class and HW)
- Be responsible (turning work in on time, meeting deadlines, etc.)
- Produce and submit original work (see [Academic Honesty Policy](#))
- Positive participation (see [Rules/Expectations/Procedures](#))
- Respect and honor boundaries of others (teacher and classmates)

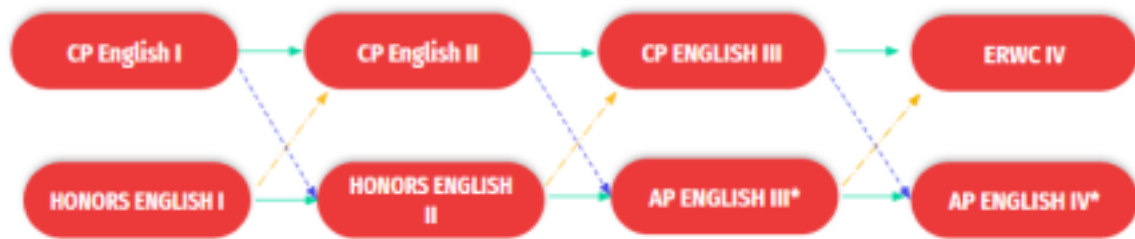
- Self-advocacy skills: How to talk to an adult, send an email with a formal tone, etc.

2

## Department Expectations

### English Department

## English Class Selection Flowchart



- \*Indicates Dual Enrollment credit offered in this course
- Suggested Pathway, if student earns a C or better in the course
- .-> Requires current AND next year Instructor signature to "bump up" a level (B or higher suggested)
- .-> Recommended if student earned less than a C in the course

- MLA heading (on the left; header on right as the last name and automatic page numbering)

Joe Student

Mrs. Teacher

Course Name

5 December 2023

- Citing: Students should cite in parentheses following the quote or paraphrase of the information • Students should know the difference between dialogue and a quote, which is evidence the student chooses to pull from a text
- Plot mountain: know exposition, conflict, rising action, climax, falling action, and resolution
  - Identify climax accurately
- Types of conflict in literature:
  - man vs. self
  - man vs. man
  - man vs. nature
  - man vs. society
  - man vs. supernatural
  - man vs. technology
- Familiarity with literary devices: metaphor, simile, foreshadowing, characterization, and personification
- How to predict
- Formal vs. informal voice

## Math Department

Integrated Mathematics 1 provides students the opportunity to study traditional topics from algebra, geometry, probability, and statistics in a problem-centered, connected approach. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relationships and use those representations to solve problems. Appropriate technology, from manipulatives to calculators and application software, will be used regularly for instruction and assessment.

We expect our math students to:

1. Consistently complete homework assignments with a high degree of accuracy and understanding
2. Check the accuracy of their own work
3. Take initiative, follow through, be able to work independently
4. Use a full spectrum of tools to learn: textbooks, class investigations, notes, electronic resources, etc.
5. Be proficient with basic math using only pencil and paper (not a calculator!)
6. **HONORS**: consistently earn high test scores in 7<sup>th</sup> and 8<sup>th</sup> grades
  - 90% or higher in regular classes
  - 80% or higher in honors classes

### Prerequisites

Standard	Example
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- 49 A cookie recipe requires 2 pounds of butter to make 18 dozen cookies. If a baker wants to make only 3 dozen cookies, which proportion can he use to find  $b$ , the number of pounds of butter he needs?
- A** dozen cookies, which proportion can he use to find  $b$ , the number of pounds of better he needs?

**A**  $\frac{2}{18} = \frac{b}{3}$

**B**  $\frac{5}{18} = \frac{b}{3}$

**C**  $\frac{2}{18} = \frac{3}{b}$

**D**  $\frac{3}{18} = \frac{2}{b}$

**cookie recipe requires 2 pounds of butter to make 18 dozen cookies. If a baker wants to make only 3**

Use formulas to solve problems.

Objective - To use formulas to solve problems.

Formula - An algebraic equation that describes a relationship between two or more variables.

Rate  $\times$  Time = Distance

$$r \cdot t = d$$

$$\frac{60 \text{ miles}}{1 \text{ hr}} \cdot 5 \text{ hr} = d$$

$$300 \text{ mi} = d$$

Find, identify, and interpret the slope and intercepts of a linear relation.

**Find the x- and y-intercepts for  $7x - 2y = 14$**

**X-intercept: Y-Intercept:**

Let  $y = 0$  Let  $x = 0$

$7x - 2y = 14$   $7x - 2y = 14$

$7x - 2(0) = 14$   $7(0) - 2y = 14$

$7x = 14$   $-2y = 14$

$x = 2$   $y = -7$

x-intercept: (2,0) y-intercept: (0,7)

**SLOPE:  $y = 3x + 30$**

Time, x	Number of Miles, y
0	30
1	33
2	36
3	39

$$m = \frac{\Delta y}{\Delta x} = \frac{+3}{+1} = 3$$



$$y = 3x + 30$$

Collect, organize, analyze, and display data to solve problems.

**Solve the system  $y = x - 7$  and  $y = 4x + 2$  by graphing**

**Step 1:** Graph each line

**Step 2:** Find the point of intersection

**Step 3:** Check your answer

$y = x - 7$  Replace  $x$  with  $-3$   $y = 4x - 2$

$-10 = -3 - 7$   $-10 = 4(-3) + 2$   $-10 = 10 - 10 = -10$

MDTP 9th Grade Placement Test: Will be administered to incoming freshmen.

- Departments and schools use MDTP diagnostic tests to collectively shape instruction, assessment, support and intervention, and policy.

## Physical Education Department

The Physical Education department at Foothill High School engages our students in a variety of fitness-based activities throughout the school year. Our courses develop teamwork, cooperation and sportsmanship, and promote physical fitness as a fun lifetime skill.

Students should be knowledgeable in the following areas:

1. Physical Fitness Testing (PFT or FitnessGram)
  - a. Push up
  - b. Curl up
  - c. Trunk Lift
  - c. Strength
  - d. Mile Run/Pacer Test/Walk Test
  - e. Sit and Reach/Shoulder Test
  - f. Height and Weight
2. Components of fitness and how they relate to the PFT
  - a. Body composition
  - b. Cardiorespiratory Endurance
  - d. Muscular Endurance
  - e. Flexibility
3. FitnessGram- Students should be familiar with FitnessGram and how to read a print out of scores
4. Body management and basic fundamental movement skills:
  - a. Running, kicking, throwing, athletic stance, jumping, skipping, galloping
5. Familiarity with a combination lock

## Science Department

Freshmen should have a basic understanding of the concepts and skills listed below:

- Metric System
    - Metric Base Units (m, L, g)
    - Metric conversions
  - Making Measurements
    - Length, mass, volume
  - Dimensional Analysis (aka unit analysis or linear analysis)
    - Ex. Changing pounds into grams
  - Interpreting and Recording Data
    - Reading graphs (bar graphs, pie charts, line graphs, etc.)
    - Understanding the trend of the data
  - Graphing Data
    - Understanding a basic x-y coordinate system
    - Graphing to scale
    - Independent/dependent variables
  - Scientific Notation
  - Manipulating Equations
    - Ex. Solving for volume in the equation  $D=m/V$
- 6
- Life Sciences
    - **Cell biology:** understand the cells are the building blocks of living organisms; fundamental organelles of the cell: nucleus, mitochondria, & ribosomes; basic understanding of cell membrane as a selectively permeable barrier
    - **Energy transfer:** basic understanding of photosynthesis (solar energy is converted to

glucose & oxygen we breathe is a byproduct of this process); energy transfer in an ecosystem along a food chain

- **Genetics:** DNA (blueprint of life) is made up of thousands of genes, each gene has instructions to build a protein; half comes from mom/ half comes from dad; predict possible inherited traits using a punnett square (monohybrid)
- **Ecology:** natural selection, energy levels in an ecosystem are limited by available resources; ecosystems are determined by climate; 7 different ecosystems; greenhouse effect /gasses; basic understanding of the water cycle
- **Evolution:** influence of natural selection in the gradual change over time of a species; difference between extinct and endangered species

## Social Science Department

High School Focus: 9th Grade Human Geography

Human Geography will reinforce what students learned in 8th grade about good citizenship (obeying laws vs corruption), participatory citizenship (voting, jury duty, advocating causes vs limited rights), and what it means to be a socially just citizen (community service, standing up for the rights of others vs autocracy and dictatorship, oppressive regimes), as well as naturalization, historic immigration, and contributions of immigrants, both in America and globally.

Expectations for Curriculum Knowledge and Skills

- Maps
- Textbook Usage
- Small Group Cooperative Learning
- Take notes from lecture
- Use a binder or folder to organize assignments, notes, etc.
- Ability to hear different opinions and participate in discussions respectfully

## Visual and Performing Arts Department

Drama:

1. Students should be comfortable with speaking and performing in front of a group
2. Students should have experience reading aloud and writing in script form
3. Students should have experience memorizing and performing in front of a group
4. Students should enjoy collaborating with others
5. If possible, students should experience at least one live performance. (Note: Feeder schools can attend our “Taste of Club Cougar.” Contact us for more information)

7

Art:

1. Students should know how to use a ruler
2. Students should be able to take simple notes of vocabulary words and definitions



Choir:

1. Students should be able to memorize a song
2. Students should have the desire to sing

Instrumental Music:

**Freshman/Concert Band (Band I):** An entry level course in the band program. While we function as a high school band, the performance demands in this course in comparison to the other classes are relatively light.

This course is open to wind players and percussionists only. Rehearsals are designed to strengthen: tone, facility, intonation, reading skills, listening skills, vocabulary, etc. A reasonable number of public performances at football games, formal concerts, and band festivals serve as culmination of classroom instruction and musical goals.

While experience is preferred, we do accept beginners into the course who are willing to learn an instrument. We have a good supply of school-owned instruments to offer for a nominal yearly rental donation. Private lessons are encouraged, but not required. Practicing at home is expected.

**Orchestra:** This ensemble functions as the only ensemble in the Foothill High School String Orchestra Program. We cover the fundamentals of string playing, including: Bow use and proper tone production, balance and blend, dynamics, intonation, etc. Literature will contain both classical and popular music. Students will perform both in small group ensemble projects and as a full string orchestra. Students participate in several formal concerts per year, solo and ensemble contests, orchestra contests, and other performances. These activities are integral elements that support and extend learning in the classroom.

While experience is preferred, we do accept beginners who are willing to learn violin, viola, cello or upright bass into this course. We have a good supply of school-owned instruments to offer for a nominal yearly rental donation. Private lessons are encouraged, but not required. Practicing at home is expected.

**Jazz B (The Jazz Cats) :** Our secondary jazz band is known as “Ensemble Orchestra” in the Foothill Course Catalog (Course #7040). Musicians must be co-enrolled in Symphonic or Concert Band (or FHS Orchestra for pianists, guitarists or bass players) in order to be in this ensemble. Students in Jazz B are expected to be *eager* to enter the world of jazz through listening to jazz, the study of music theory/improvisation and through practicing at a more concentrated level.

Experience is highly recommended and facility on instrument is preferred. Private lessons are encouraged, but not required. Practicing at home is expected.

overall cognition long term. World language majors earn more than other students entering the workforce and are afforded more career opportunities. It teaches students about diversity and opens the world to travel and adventure. All CSU and UC schools require a minimum of 2 years of a language to apply, but students with 3-4 years are more competitive and more likely to be accepted into colleges and universities.

To be successful in a foreign language, students should:

- Be able to read at grade level and have good vocabulary skills
- Understand parts of speech - they should know the common names of the parts of speech and how they function in English
- Have a good work ethic/attitude - it takes time and effort to speak a language ● Be prepared to participate in class (speaking, working with a partner, etc) and be prepared to put in work outside of class (learning a language takes more time that we can have in class each day)

### **Career Technical Education (CTE) Department**

Career Technical Education is a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. Shasta Union High School District offers CTE courses in a variety of Industry sectors that satisfy the Practical Vocational Arts requirement for high school graduation.

Agriculture Science (Ag Earth Science)

- Strong work ethic, ability to collaborate in teams, speak in front of others & desire to learn about agriculture & agricultural sciences
- Metric System
  - Metric conversions
- Measuring
- Dimensional Analysis (aka unit analysis or linear analysis)
  - Ex. Changing pounds into grams
- Reading and Recording Data
- Graphing Data
  - Independent/dependent variables
  - Types of graphs
- Scientific Notation
- Manipulating Equations
  - Ex. Solving for mass in the equation  $D=m/V$