

**Northshore School District
Curriculum Materials Adoption Committee Minutes
March 19, 2018
3:15 PM
Administrative Center Room 208**

CALL TO ORDER

The meeting of the CMAC, Curriculum Materials Adoption Committee, was held on Monday, March 19, 2018 at the Administrative Center in Bothell, Washington. Chairperson Obadiah Dunham called the meeting to order at 3:15 p.m.

ATTENDANCE

Present: Obadiah Dunham, Dave Wellington, Heather Miller, Becky Anderson, Rebecca Nielsen, Carlos Lazo, Nancy Dodson, Tiffany Rodriguez, Janice Rendahl, Kim Osgood, Shannon Colley, Kelly Griffin, Sarah Takayoshi, and Angie Maynard.

Absent: May Pelto and Shelby Reynolds

OLD BUSINESS

Review and Approval of Minutes

Obadiah asked committee members to review the minutes from the January 23 CMAC meeting.

It was MOVED by Kelly Griffin and SECONDED by Angie Maynard to approve the December 12, 2017 CMAC minutes as written.

Obadiah called for the question.

Motion approved.

You will see that there are a few items missing from the original agenda. The two items are fast track items and will be on our April meeting.

NEW BUSINESS PRESENTATIONS FOR APPROVAL

50 Essays: A Portable Anthology – District Supplemental Curriculum, John Helgeson, 6-12 ELA TOSA and Christy Clausen, Assistant Director of Curriculum and Instruction

John is presenting today because there is a new edition (5th edition) of *50 Essays: A Portable Anthology*, and we are no longer able to purchase our current edition. There are 16 new essays in this edition that the old edition did not contain.

50 Essays is a supplemental curriculum and supports the core curriculum, *Writing Analytically*. *50 Essays* provides nonfiction content that does not exist in our core curriculum. It contains:

- Classic readings as well as high-interest, high-quality contemporary readings
- Shorter works that can be paired with existing longer works of fiction
- Activities and questions that help students understand, analyze and connect with and respond to what they read.

Students are able to practice core instructional strategies from *Writing Analytically* with *50 Essays*.

50 Essays is used to address Common Core Reading Standards for Informational Text and addresses Text Complexity as outlined below:

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-12 Common Core Reading (CCR) text complexity band independently and proficiently.

Q: There is an online version. Have we looked into that for student's that may need an online version?

A: It is not something the team has looked into. There is an electronic version for approximately \$15.00 per copy.

Q: If we are not purchasing the online version, do students have access to the text outside the classroom?

A: By ordering class sets of 40, we have a couple extra copies in the classroom.

Obadiah asked if there were any additional questions or topics for discussion.

The material is diverse and there were a few controversial topics but there was no profanity or inappropriate terms. There may be an essay that could be controversial, but that could be true of many literature writings. Teachers can guide students through these essays and the questions at the end of each essay help explain the issues and discussion. It was noted that there was quite a bit of cultural relevancy and this was very valuable.

Q: Are we approving this for all high schools in the future?

A: Yes, North Creek now and any high schools in the future when current copies of *50 Essays* begin to fall apart or we need more. The online edition may help with this as well.

It was MOVED by Kelly Griffin that we approve *50 Essay: A Portable Anthology*, 5th edition, as District supplemental curriculum for 12th grade English/Language Arts. Motion was SECONDED by Kim Osgood.

Obadiah called for the question and the motion carried.

A Monster Calls – School Supplemental Curriculum, Cindy Horst, Teacher, Leota Middle School

- This is a request for use at the 7th grade.
- Core Material Being Supplemented: Springboard
- Need Being Met: Need for outstanding, meaningful, powerful literature
- Is it Replacing Any Current Materials? No.
- Selection Process – Cindy saw a movie trailer for the book and wanted to read it. She thought it would be an excellent read-aloud.
- Common Core Connection: there are many for reading and writing as listed in submission paperwork

A Monster Calls is a novel by Patrick Ness about a boy who must come to terms with the fact that his mom is going to die of cancer. (Actually, the book was begun by Siobhan Dowd, but she died of cancer, and Ness was asked to finish it.)

Professional Development

Cindy is happy to share with other staff how she uses the book as model for various ELA lessons, and how she handles the sensitive parts of the book.

Funding Costs – Costs for Professional Development and Materials

No cost for professional development.

Costs of books paid for by Leota PTA, approximately \$280 for 30 copies.

Cindy shared with the committee the non-curricular benefits of reading a book like *A Monster Calls*.

Some of the points she described are:

- Students are excited to read the book. Boys and girls who hate reading like or love this book, and are re-opened to the possibility that reading can be enjoyable.
- The sharing prompted by this book authentically fosters connectedness and empathy.
- Reading about characters having the same emotions and same situations we have experienced, we feel understood, and this book offers that for kids dealing with cancer, or divorce, or bullying, or death.
- It's stuff from real life, and reading and sharing about it helps us cope, and helps us feel understood, and doing it in a shared experience like a read aloud helps us bond.

Cindy addressed concerns that that have been raised:

- It is too hard for kids who have experienced battles with cancer in their lives.
 - Kids have battles with cancer, dealing with it through literature can be helpful. I let families know about the book and she is not aware of any negative fallout. If anything, it has opened up dialogue for them.
- Nightmare sequences are too intense.
 - The power of words on the page grab you and hold you enthralled, and you can actually feel what Conor is feeling. Wow, the ability to create that for someone else through made-up story – awesome. So we appreciate it as an art form, and also as symbolism for the real-life nightmare Conor is living, the real-life monster of the cancer.
- Concerns regarding the destruction of grandma's house and the beating up of the bully character going unpunished.
 - The reader is aware that Conor wants to be punished, and he knows he should be punished, but the reader knows this too. The students see that the adults in the story are too out of touch to realize punishment would mean he is normal, and he just wants to be normal, because normal would mean not having a sick mom. The kids reading the book get this. The adults in the book do not.
- Conor beat the bully up in the cafeteria.
 - What a cathartic experience some of our kids must have in that scene, like, "Yes! The bully got what he deserves!" We are no longer in a world where we can tell our boys who are mercilessly picked on to hit back. The kids know they can't strike out. It's wrong. They'll be suspended. They are able to experience a victory like that in the only way allowed...through a story.
- The scene with the prince and the farmer's daughter.
 - Is exceedingly brief, it is not intense, and it is part of a minor portion of the novel – a tale the monster tells to teach Conor that things are not always just and fair in this world.

Cindy shared that we have other novels that have been approved that have disturbing scenes and are realistic fiction.

As Kylene Beers says, “The ultimate goal of reading is to become more than we are at the moment, to become better than we are now, and this goal is more than met with *A Monster Calls*.”

Cindy is requesting that Leota PTA be allowed to buy a class set of the novels to make it easier for the students to follow along, and easier for her to use the text to support the many curricular uses of the book, namely detail, sentence variety, tone, symbolism, and signposts.

Questions

Q: Are there other teachers in the district interested in using this novel with their students?

A: She is not aware. She has shared it with two new teachers in her building and they read the book aloud to their classes.

With our District core books there is a lot of discussion and support by staff.

Q: Does 7th grade have cohorts where teachers meet together for professional development?

A: Not currently.

If we approve this for use at Leota, and the book wants to be opened up to the whole district, we need to ensure that there is support for teaching this book.

Q: It sounds like all the novels at 7th grade are dark. Are there any light novels that students read? What is the theme we are trying to evoke for 7th grade curriculum?

A: The theme is Choices which is from the SpringBoard curriculum.

The only 7th grade novel currently required at 7th grade is *Tangerine*. *Stuck in Neutral* and *Pull of the Ocean* are currently identified for Challenge courses and are optional, but we are encouraged to use them as they show that there is a difference between general education and Challenge courses. Later in the agenda, we will be discussing these novels and their classification but that is as it stands for right now.

There were concerns about the developmental level of the students and if they are able to handle the topics that arise out of the topics being discussed in the class and the ability of staff being able to handle the emotions and issues that may arise.

If it is used as a read aloud, Cindy can continue to use it that way, as it is only one copy and students can continue with the learning experience. The issue is she would like to purchase hardcopies of the novel for her class as it would make for an easier and better learning experience.

Q: If a parent objects to the novel, does she have another option for students that connects to the curriculum and/or meets her instructional goals?

A: If a parent objects, Cindy stated that she would not read the book with the class. She chose the book for the literary beauty of it and the message that it carries, and not for the connection to the curriculum. It would not be worth reading to isolate one student that goes to the library while the remainder of the class has this book's experience.

Cindy informs families in advance that they will be reading the book and gives them an overview so that they know that it is pretty intense.

Discussion

We can approve the novel as school supplemental or district supplemental. We can also place conditions on its use, or we don't have to approve its use.

There was discussion around school supplemental and district supplemental. In 7th grade, we have five approved novels. School supplemental would address some of the concerns discussed. We already have several novels that are not being used in the District at that grade level. This novel is not connected to the curriculum and we have approved novels that are beautiful and thought provoking. There are three categories of books at the 7th grade level. The first category is *Tangerine* and it is connected to the SpringBoard curriculum, and has a unit built around it in the curriculum. Every building has this book and it was purchased by the District. There is another set of novels that the District adopted when Challenge courses were created so that we could have a varying degree of books. There is a third group of books that are building owned and have been around for a long-time. This book would be a random, specialty literary experience for this grade level, and would fit into the third group of books. This novel can be used to address the Common Core Standards at 7th grade.

The novel could be approved as a building level supplemental for only Leota Middle School and we can also add it as a read aloud only. Regardless of the outcome, Cindy is going to continue to read this novel as a read aloud. The difference is students would have a copy in their hand, if approved.

Do we think there would be parent objection? Cindy stated that she would not read the book with the class if a parent did not want their child to participate. This statement alleviated some of the concerns.

There was discussion around the support needed for this book due to the level of trauma and the professional development that would be needed to support teachers in its use.

The text is illustrated and it makes sense for students to have copies as it is very engaging and illustrates the mood of the book. There were different feelings on the illustrations, but they do help portray the story and convey mood.

Kelly Griffin MOVED to approve *A Monster Calls* by Patrick Ness as School Supplemental Curriculum restricted for use at Leota Middle School for 7th grade English with the condition that it is read in class as a read aloud only. Shannon Colley SECONDED the motion.

Q: Are we approving for all 7th grade teachers at Leota Middle School or just for Cindy? Concerns were expressed regarding other Leota teachers using the material. We know Cindy has the ability to use this book appropriately.

A: Yes, the motion is for all 7th grade teachers at Leota. Cindy has shared the novel with two other teachers at Leota.

Is it within CMAC's authority to place a restriction on how teachers can teach it? It does not seem that it is within our authority to place a restriction or a condition of how a teacher teaches something. Applaud Cindy for coming here and presenting to CMAC. She has been teaching this book for three years, and there are concerns about this type of condition being placed on a teacher. There was discussion regarding this type of restriction.

Is there a way to make a special note rather than a condition such as this may be controversial? There is a way to do this, because we have placed notes on a couple of our novels. There is a sensitive flag in our directory system. Currently only two novels have that distinction.

Q: How is a novel typically taught in 7th grade? Do they go home and read a chapter on their own or do they read most of it in class?

A: There is reading in and outside of class.

There was discussion regarding an amendment to remove the condition.

Carlos Lazo MOVED to AMEND the motion to approve *A Monster Calls* by Patrick Ness as School Supplemental Curriculum for 7th grade English at Leota Middle School. Rebecca Nielsen SECONDED the motion.

Obadiah asked for discussion on the amendment. No discussion.

Obadiah called for approval of the amendment. It was approved by all with one opposed. The amended motion has now replaced the initial motion.

The motion before the committee stands as follows: To approve *A Monster Calls* by Patrick Ness as School Supplemental Curriculum for 7th grade English at Leota Middle School.

Obadiah called for the question. The motion was approved with one opposed and no abstentions.

TechSmart Kids Python 2 – District Core Curriculum, Damen Schuneman, Director of Career and College Readiness

Title of Materials: Tech Smart Kids Python 2

Intended Course: Middle School Computer Science

Need It is Filling: Computer Science (CS) offerings for grades 7-8

Number of Copies: 6 school licenses (unlimited users)

Funding Source: Career and Technical Education Enhanced Funds

This is year 2 of *TechSmart Kids* for students in grades 7-8.

Overview of the Materials

TechSmart Kids is a cloud based Computer Science platform accessible from any web browser with internet connection. TSK offers 22 different classes in 6 different coding languages in sequence.

Python is a general purpose programming language and used with many technology companies (Google, Yahoo!, Disney, Nokia, IBM)

CS 102 is the second year course (following CS 101) that matches best with our current high school introductory course level curriculum.

Teaching techniques include complete instructional content, differentiated coding exercises and projects, integrated formative and summative assessments, lesson videos, Cornell notes, grading, and teaching guides.

Why add Computer Science to the Middle School?

According to the [Bureau of Labor Statistics in their 2015 Occupational Outlook Handbook](#) employment in computer and information technology services is projected to grow 11 percent from 2014 to 2024, which is faster than the national average for all occupations.

Current CS offerings at BHS, IHS, NCHS, WHS, SAS (articulated with local technical and community colleges for credit, IB, AP and CIHS components as well).

Implementation of *TechSmart Kids* CS 101 this year was very successful. Many middle schools reporting they are looking to expand the program into a second year course.

- CS 101 is currently offered as a 6th grade exploratory 9-week course
- CS 101 is a 7th/8th grade continuation of the exploratory course
- CS 102 would be a continuation of CS 101 for 7th/8th grade as an advanced course

The framework is approved by OSPI and maps to Washington State Standards, Common Core State Standards, Next Generation Science Standards, and Computer Science standards.

The web interface of the program is easily identified by a color coded curriculum calendar that clearly identifies the type of lesson and instruction.

- *PURPLE* indicates teacher led instruction
- *BLUE* indicates student led instruction
- *ORANGE* indicates lesson videos/notes or any other supporting documentation,
- *PINK* indicates assessment (lesson checks, quiz, test).

Q: If teachers were trained last year on *TechSmart Kids Python 1* would they need additional training to use *TechSmart Kids Python 2*?

A: Yes, however they would only need content training not the pedagogy training.

Proposed Implementation Timeline

- March, 2018 - Buildings register students, fill schedules, and complete master schedule
- April –August, 2018 - Staff are provided professional development training with TechSmart Kids
- April, 2018 - Budget and planning to add Python 2 (Costs includes professional development and site license costs)
- August, 2018 - Completion of staff training
- September, 2018 - Implementation of Python 2 course

Professional Development Plan – Maintenance Years

Computer maintenance occurs every 4 to 5 years. Damen will stagger computer maintenance so we don't have to do all schools at once.

September of 2017 was when we began the implementation of the 6th grade exploratory wheel offering. The goal is for interest to build so that more students will be interested in taking CS in the 7th and 8th grade to gain foundational CS skills and prepare them for the rigor of HS CS offerings. Python 2 is the next step in this progression followed by the possibility of Python 3 in 2019.

Funding and Budget:

- *TechSmart Kids* curriculum is \$5,500 per building (unlimited students) x 6= \$33,000 (CTE enhanced funding will be used)
- Teacher Professional Development (summer) is \$2,500 per staff member x 6=\$15,000 (CTE enhanced funding will be used)
- Teacher support is \$500 for the year per staff member x 6 =\$3,000
- ***TOTAL budget for implementation = \$ 51,000.00***

Questions

Q: Was this course listed as an offering to students at middle school as a class option for next year?

A: Yes, it should have been listed as an option.

Q: How many students must register before the course is a go?

A: We would not run the course with ten students. Damen would coordinate with building principals on the number of students needed to justify the course. It should be a normal size class.

Q: Have we received feedback from students this year?

A: Yes, it was a success. There was no formal survey. Teachers asked students if they would be interested in a second version.

There was a question regarding data. How many students want to take the next level? Do we have data? This information may vary from school to school.

Q: Did we pilot this curriculum?

A: No, schools have not piloted the 102 version. Prior to adoption of *TechSmart Kids 1* – Skyview piloted 101.

Discussion

There was discussion regarding why we did not pilot. We may not have piloted it because it is a year 2 version of year 1. A teacher requested to teach year 2, and a principal moved forward with this request and asked if students would be interested. Other middle schools when asked whether they would want to over the next level of *TechSmart Kids* were in favor of the course.

There was discussion regarding courses and impacts on other course offerings. CMAC's responsibility is to approve curriculum. It is not our responsibility to approve courses or determine course offerings in buildings.

Nancy Dodson MOVED to approve *TechSmart Kids Python 2*, to be approved for middle school computer science offering in grades 7-8 as District core curriculum. Shannon Colley SECONDED the motion.

There was discussion regarding if a middle school decides not to offer the course this next year, then the costs would be lower.

Obadiah called for the question. Motion was carried.

Reclassification Requests

These requests are coming from the Middle School ELA work team.

Vocabulary for Success – District Supplemental Curriculum – Rebecca Nielsen, Northshore Middle School (NMS) Teacher

The Middle School ELA Work Team is requesting recharacterization from NMS School Supplemental to District Supplemental of the following vocabulary texts: *Vocabulary for Success Courses 1-3* for all ELA courses, grades 6-8.

There is a continued concern regarding the inadequate vocabulary study embedded in the core Spring Board curriculum. As noted in the CMAC minutes, the middle school ELA work team reviewed a new edition of SpringBoard last fall, and based on that review, additional middle schools are requesting approval to supplement with these optional texts. The effect sizes of direct vocabulary instruction suggest that this supplementation is necessary. (Ex:Hattie/ ES .67)

It was MOVED by Shannon Colley to recharacterize *Vocabulary for Success Courses 1-3* for all ELA courses, grades 6-8 to be moved from School Supplemental to District Supplemental. It was SECONDED by Tiffany Rodriguez.

No additional discussion needed.

Obadiah called for the question and the motion carried.

Middle School Novel Designation Changes – Rebecca Nielsen, Northshore Middle School Teacher

The Middle School ELA Work Team is also requesting the recharacterization from District Supplemental for Challenge Courses to District Supplemental for all ELA courses grades 7-9 of the following novels:

Pull of the Ocean – 7th grade
Stuck in Neutral – 7th grade
Bog Child – 8th grade
The Book Thief – 8th grade
Peace Like a River – 9th grade

This re-characterization has already been approved for other summer reading novels.

They are requesting that these novels be approved for the all students in the grade that they were originally approved. This will give teachers more flexibility in their teaching.

It was MOVED by Kelly Griffin to re-characterize from “District Supplemental for Challenge” to “District Supplemental” the following novels: *Pull of the Ocean*, 7th grade ELA; *Stuck in Neutral*, 7th grade ELA, *Bog Child*, 8th grade ELA; *The Book Thief*, 8th grade ELA; and *Peace Like a River*, 9th grade ELA. The motion was SECONDED by Carlos Lazo.

Obadiah called for the question. The motion carried.

Reviewers and CMAC Liaisons for April

Core Focus – District Core Curriculum 6-8 Math – Patty Stephens, K-12 Math and Niki Arnold-Smith, Assistant Director Curriculum and Instruction

Liaison: Obadiah Dunham

Reviewers: Shannon Colley, Janice Rendahl, Nancy Dodson, Tiffany Rodriguez, and Angie Maynard

REWARDS-Intermediate and *Phono-Graphix* are not progress monitoring tools as indicated on the agenda, they are reading supplemental curricula.

REWARDS Intermediate – District Supplemental Curriculum – Adra Davy, Assistant Director of Elementary Special Education

Liaison: Heather Miller

Reviewers: Kelly Griffin, Kim Osgood, Rebecca Nielsen, Sarah Takayoshi and Becky Anderson.

Phono-Graphix – District Supplemental Curriculum – Adra Davy, Assistant Director of Elementary Special Education

Liaison: Heather Miller

Reviewers: Kelly Griffin, Becky Anderson, Dave Wellington, Carlos Lazo, and Tiffany Rodriguez.

ADJOURNMENT

It was MOVED by Rebecca Nielsen and SECONDED by Kelly Griffin to adjourn the meeting.

The meeting was adjourned at 5:07 PM.

The next meeting is April 16, 2018.