

CURRICULUM COUNCIL MEETING

11/12/2018 [4:00PM-5:00PM] @ District Office Board Room

- CURRICULUM COUNCIL MEETING - NOVEMBER 12, 2018 -

1. Call To Order

Minutes

The Curriculum Council meeting was called to order at 4:02 p.m.

a. Welcome and Introductions

Minutes

Introductions were made by the Council and new members we welcomed: Shari Taylor-Stuckey, Kim Dilger HS Teachers and new Citizen Advisors, Zvezdana Sever Chronoes, and Paul Soni.

2. Review of Summary Notes

3. Informational

a. Goals for Curriculum Council

Minutes

Dr. Winslow reviewed the Goals for the 2018-2019 School year. These are goals we set each year to look at what the Council needs are. We have an ongoing goal to keep track of curriculum through Rubicon Atlas and the work we are doing. We also have a goal to monitor our new full day kindergarten. We are also looking at grading at the high school. Moving to a 4.0 scale as opposed to a percentage scale. Mr. Smith will update the Council next meeting.

b. New Legislation

1. Pathways to Graduation
2. Assessment of Civic Knowledge [Text of Act 35](#)

Minutes

[Pathways to Graduation](#). New legislation has come out that does impact curriculum. Attached is a visual for your review. This is a new piece that was recently signed into law by Governor Wolfe. The attached document lays out what the four options are.

1. Option One: is a composite score on keystone assessments. What this means is a student meets or exceeds a state specified composite score across the three Keystone Exams and performance must include one proficient and two basic. So instead of a student having to be proficient on all three exams and the six modules that are a part of those three exams, now they can have a composite score and still meet the graduate requirement.
2. Option Two: is a student meets or exceeds locally established grade base requirements in the associated academic content areas of the Keystone exams, and one of the following: AP/IB exam in each Keystone content area, SAT, PSAT, or ACT General test, ASVAB (military test), Admission to 4-year nonprofit IHE (Integrating Healthcare Enterprise) with evidence to enroll (PDE issues guidance), Successful completion of a per-apprenticeship program, Passing grade in a credit bearing dual enrollment or post-secondary course (Math, Science, or English), ACT WorkKeys Certificate.
3. Option Three: CTE Concentrators Local Grade requirements. This is not something we would be

active in here in the district, but the Dauphin Co Technical School would be.

4. Option Four: Local Grade Requirements and Additional Evidence of Readiness. A student meets or exceeds locally established grade-based requirements in the associated academic content areas of the Keystone exams. and Presents three pieces of evidence that reflects the student's readiness for graduation and is related to a student's post-secondary plans. The chart then gives examples of what the evidence may be.

Questions:

This would begin this year with Sophomores.

Dual enrollment - we will be looking to have more than HACC as dual enrollment. We have a somewhat of a road block with other colleges as they do not want to provide clearances. Harrisburg University will be looked at this year.

The Keystone Exam is a federal requirement, these options are for those students who did not pass the graduation requirements.

Assessment of Civic Knowledge Text of Act 35.

Attached is a GoogleDoc link for your review. Beginning with 2020-2021 school year, each LEA has to administer at least once to students in grades 7 - 12 a locally developed assessment of US history, government and civics that includes these three points.

Determine the form of the assessment and the manner in which the assessment shall be administered.

The LEA may administer the assessment at the conclusion of the required course of study. May use the [United States Citizenship and Immigration Services Test](#) to satisfy these requirements. Dr. Winslow has been in contact with Jeffrey Mummert (HS Social Studies Department Chair) and we will be trying this test out this year. This will be taken at the end of the Civics course.

By August of 2019 there is some things that PDE will have put in place for this to happen.

Questions: Do you foresee discussions about courses being moved around with this test will be placed in classes on US History? This will be taken in grade 9. The test begins with the year 2021 not the class.

c. Full Day Kindergarten - Lunch time staffing

Minutes

Mrs. Castleman gave a quick update on full day kindergarten lunchtime staffing. Currently there are 12 full time kindergarten classes and 11 first grade classes go through lunch. There are nine different waves for serving students lunches. 11:35 - 12:45 time frame. We were thankful for four more cafe/recess aides. The process is going very well.

4. Items for Discussion

a. Health/Sex Ed Curriculum

Minutes

Dr. Winslow met with Health/Sex Ed teachers in grades 5-12. Dr. Winslow gave a brief overview of each grade level and what is taught in the classroom.

Grade 5 Health/Sex Ed Curriculum: Boys and girls meet separately about reproductive organs and what to expect as you move into puberty.

MS:

6th grade Sex Ed is not addressed.

7th Grade Sex Ed is addressed mostly anatomy in the forms of systems. So we talk about the reproductive system. We talk about growth and development, puberty in males, puberty in females, male reproductive organs and what they do, female reproductive organs and what they do. The endocrine system itself, all the different glands and their functions. Human sexuality survey is given at the end where students fill in the blanks of what they learned. They meet two days a cycle (6 day cycle). The students use a packet to teach. One

teacher teaches 6th grade, one teachers teaches 7th and one for 8th.

8th Grade: we get more into relationships, boundaries, and decision making. They begin with self and the impact of social media, Social media as a toxic mirror, that it reflects something that is very untrue sometimes. They play a game called relationship bingo. They are to think of someone they have a relationship with then circle five traits they think are important for that person to have. Then they find five people in the room that have circled the same traits. They sign in the box and once they have bingo they talk about what their traits really mean. Discussions about what the traits really mean. Is this what you want in your life? They talk about healthy relationship traits, and unhealthy relationship traits. They talk about communication a ton and that it is a two way street. They talk about what unhealthy characteristics look like, they also give scenarios and boundaries. Ex. Movies, what your boundaries are. They talk about what if someone disrespects you, what are risk behaviors. They have a boundaries activity where they talk about boundaries in different ways, school, home, age, personal boundaries, how you feel if someone crossed your boundary or if you crossed their boundary, and how do you let others know what your personal boundaries are. They have a great relationship circle activity; their name goes into the center, closest relationships goes in the outer edge, and people they don't have a relationship but are close with goes in the far circle. One thing a teacher shared is a lot of students closest relationships are from people they know from Instagram and screen names of people they never met. They say they are comfortable talking with them because they can see them and they can't judge them. They think that person will be real to them because they don't have anything to lose. Many times their parents are in the outer circle. This caused a lot of discussion in the classroom.

Also, she discussed the array of students growth in the middle school, some are dating, some have just phone relationships. They talk about physical abstinence, and how to stay safe in very plain and simple language. They finish up with a vision board where they set goals. The goals have to be health, academic, personal or professional goals. They talk about how all these goals could go away if you don't use physical abstinence. They include drug use, and other risky behaviors as well. The vision board is done again in 11th grade. They do not talk about sexual harassment but they do talk about disrespect. The teacher felt she has a space that if needed she could add sexual harassment.

HS:

9th and 11th grade: meet twice a week first semester. All classes are taught by one teacher.

9th grade they talk about decision making and minimizing regrets for the decisions they make. Idea that we want to think first and act second. They talk about internal and external pressure and the way that partners might pressure one another. They talk about partners to be inclusive. Talk about if someone is in danger you need to get help even if they get mad at you. They worry a lot more at the high school on how to teach this correctly and not get in trouble with students, parents, community. They worry that if too much time is spent on drug issues or sexual behavior we will be creating interest instead of stifling interest. They talk about consent that within recognition of family values and morals.

We are aware that as far as the peers in our community we are one of the more restrictive curriculum that a teacher has to work from compared to other schools. Other schools go into a little more in depth. She talks a lot about boundaries. Giving scenarios at the high school level gets more difficult. They do talk about refusal skills, and they really talk a lot about can anyone make you do something. Not about violence but in manipulation - what does that look like, peer pressure. When they do start talking about sex ed, and they survey the kids, about three kids raise their hands and say an adult in their life has talked to them about sex ed. We are not necessarily in charge of sex education, but we can open the doors for families to have those conversations.

10th grade they do have a speaker come into the PE classes during the third marking period from the YWCA to talk about violence, sexual harassment and self-defense for both boys and girls.

11th grade When they do get to talk about birth control they talk about option in the context of family planning that some day when you are married and you are not quite ready to have children, they talk about birth control. They talk about the path of a pregnancy and the actual birth. They talk about STDs both bacterial and viral infections, and finish with a vision board.

In conclusion, the Council decided to discuss this topic further at the next meeting.

5. New Business

a. Course Addition: Digital Production 2

The Digital Production 2 course would enable students who want another year of Digital Video Production to continue to refine and develop their skills, as well as to develop leadership skills. The course will also challenge students to acquire and advance skills in the four critical areas of 21st Century Learning: Communication, Creativity, Critical Thinking and Collaboration.

Credits: 1

Length of Course: Full Year

Minutes

Laurie Wade presented the reason for adding Digital Production 2. A motion was made for a first read for Digital Production 2 Course to be added by Kathy Sicher and seconded by Donna Cronin.

b. Course Revision: Great Books Course #139

Change current semester-long Great Books course #139 to year-long course.

Transforming semester CP English 11 Great Books class into year-long course would have several positive impacts. This year-long course would:

1. Allow teachers to more extensively teach the skills that are being introduced in current semester-long courses.
2. Provide time for in-depth student writing and research.
3. Provide multiple opportunities for students to engage in the writing process.
4. Allow teachers the opportunity to work with the same students throughout the year.
5. Allow teachers to build students' writing and analytical skills.

Minutes

Lisa Balanda presented the proposal for changing Great Books Course from a semester long course to a yearlong course. After discussion, the Council decided to combine the three English courses: Great Books, Multi-Cultural Literature, and Hero's Journey into one motion:

A motion for a first read was made by Kathy Sicher and seconded by Trish Steiner to change these courses from a semester course to yearlong courses. All were in favor.

c. Course Revision: Multi Cultural Literature Course #117

Change current semester-long Multi Cultural Literature course #117 to year-long course.

Transforming semester CP English 11 Great Books class into year-long course would have several positive impacts. This year-long course would:

1. Allow teachers to more extensively teach the skills that are being introduced in current semester-long courses.
2. Provide time for in-depth student writing and research.
3. Provide multiple opportunities for students to engage in the writing process.
4. Allow teachers the opportunity to work with the same students throughout the year.
5. Allow teachers to build students' writing and analytical skills.

d. Course Revision: Hero's Journey Course #119

Change current semester-long Hero's Journey course #119 to year-long course.

Transforming semester CP English 11 Great Books class into year-long course would have several positive impacts. This year-long course would:

1. Allow teachers to more extensively teach the skills that are being introduced in current semester-long courses.

2. Provide time for in-depth student writing and research.
3. Provide multiple opportunities for students to engage in the writing process.
4. Allow teachers the opportunity to work with the same students throughout the year.
5. Allow teachers to build students' writing and analytical skills.

e. Course Addition: Electronics Course

The Introduction to Electronics course is being proposed to complement our existing physics courses. Our current physics courses cover some of the basic theories behind electric circuits but do not get into the practical application of actual circuit components. This course is intended to help students understand the operation of different electronic components and how to design a circuit that uses various components to perform a specific task. We envision this as a co-taught course with two physics teachers in order to adequately assist students with their projects.

Credit: .5

Length of Course: Semester

Minutes

Jason Sibbach presented the proposal to add a course Electronics to the HS Curriculum.

A motion for a first read to add Electronics Course was made by Trish Steiner and seconded by Kathy Sicher. All were in favor.

f. Course Elimination: Media Studies

1. The skills found within this course need to be taught to all students, not just those enrolled in Media Studies.
2. The analysis of visual media, bias, propaganda, "fake news," and resource evaluation are now being incorporated into numerous English courses that all students take.
3. Media Studies is not NCAA approved. For the first time last year, a student was told this course could not be accepted for English credit, even though the student had no desire to play sports at the institution.

Minutes

Shari Taylor-Stuckey presented the proposal for eliminate of the course Media Studies.

A motion was made for a first read to eliminate the course Media Studies by Kathy Sicher and seconded by Donna Cronin. All were in favor.

Notes

6. Old Business

7. Public Comment

8. Next Meeting

9. Adjournment

Minutes

The Curriculum Council adjourned at 5:09 pm