



# RJUHS Curriculum & Instruction Team (CILT)

## FINAL AGENDA

January 29, 2024

### AGENDA

AGENDA ITEM	TIME REQ	PRESENTER
<b>Warm Up and Welcome</b>	5	Jennifer Leighton
<b>CILT Feedback</b>	5	Jennifer Leighton
Jennifer Leighton reviewed the feedback from the December CILT meeting with the team and addressed questions that were submitted by members.		
<b>CILT Process Reminders</b>	5	Jennifer Leighton
Jennifer Leighton reviewed the processes for the CILT group.		
<b>New Course Proposal &amp; Instructional Materials</b> 1. <a href="#">AP African American Studies</a> <b>Core Textbook:</b> <a href="#">The African American Odyssey, High School Edition Seventh edition (2020)</a> , Darlene Clark Hine, William C. Hine, Stanely Harrold <b>Supplemental Materials</b> <a href="#">AP African American Studies Operational Course Framework (2024-25)</a> <a href="#">Freedom on My Mind: A History of African Americans, Third Edition (2021)</a> , Deborah Gray White, Mia Bay, Waldo E. Martin, Jr. AP African American Studies: Student Data 23-24	20	Teacher Presenters
<p>Teachers presented offering the pilot as an official course for the 2024-2025 school year. Presenters noted the connection to the College Board framework &amp; that teachers do not have leeway in the content. Teachers reviewed the reasons behind offering the course to students and emphasized that this is an elective course for students. Presenters reviewed the current course description and that sources are recommended through the College Board. A great deal of analytical and critical thinking skills are taught. Presenters proposed that the course be open from grades 10-12 &amp; reviewed the units and the projects included in the course. Presenters reviewed the learning outcomes of the course that are provided by the College Board.</p> <p>Teacher presenters also shared the instructional materials that are being proposed to use for the course. The presenters discussed the rationale for the selections including the College Board framework for the course. Presenters reviewed student data that they collected at the end (and during the course). Presenters noted the positivity of the feedback from students about the course.</p> <p>Is there a plan to extend this to other high schools?            Leighton noted that it is dependent on high school principals and their Social Science faculty capacity. Presenters mentioned that the present framework is the</p>		



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<p>official College Board content.</p> <p>Q: Because it is multidisciplinary, can it be taught by someone without a SS credential? Leighton: No, it must be an SS credential.</p> <p>Teacher: I have a lot of students at RHS who have taken it and love the class. Q: You mentioned that it was open to sophomores. We didn't know that. Teacher: If we make this an official course, it will be open to sophomores. (AnHS) We have a small group of students taking the course, and it has created a buzz on campus. It's been really positive so far.</p> <p>Jennifer Leighton asked whether we addressed the questions and gathered enough information so the board could make an informed decision about both the course and the resources. The team voted and Leighton noted to "let the record show" that the CILT team recommends that the course and texts move to the Board for consideration.</p>		
<p><b>Course Repeatable for Credit</b>  <a href="#">Link Crew Leadership</a>  <a href="#">Current Courses Repeatable for Credit</a></p>	5	Lisa Stanley
<p>Principal presented the case for making the course repeatable for credit.</p> <p>Jennifer Leighton asked whether we addressed the questions and gathered enough information so the board could make an informed decision. The team voted and Leighton noted to "let the record show" that the CILT team recommends that the course move to the Board for consideration.</p>		
<p><b>Textbook Adoption Approvals</b> (<i>Display texts available 30 minutes before CILT</i>)</p> <ol style="list-style-type: none"> <li>1. Mock Trial (New Course Proposal from December 2023)             <ol style="list-style-type: none"> <li>a. <b>url:</b> my.mheducation.com</li> <li>b. <b>username:</b> StreetLawTeacher</li> <li>c. <b>password:</b> McH2024social</li> </ol> </li> <li>2. AP Environmental Science             <ol style="list-style-type: none"> <li>a. Environmental Science for the AP Course by Friedland and Relyea</li> </ol> </li> <li>3. AP Precalculus             <ol style="list-style-type: none"> <li>a. <b>Precalculus:</b> Graphical, Numerical, Algebraic AP Edition 11e ©2024</li> </ol> </li> <li>4. AP Physics C             <ol style="list-style-type: none"> <li>a. <b>Physics for Scientists and Engineers</b> by Serway and Jewett 10th edition.</li> </ol> </li> </ol>	25	Teacher Presenters
<p><b>AP Environmental Science</b>          The teacher presenter noted that the main reason that we need a new text is that we are not in alignment with updated AP course content. We need to get an</p>		



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updated text. We also want an e-textbook that many texts are lacking. This is a commonly used book in the course, and the text was published in 2023. This is the only text that we looked at that is completely in alignment with the course. This book is the best for students. During the pilot process, we compared it with the modern version of our textbook. Students liked that it's clear and defined. Vocab is clearly defined on each page, students found it easy to use and understand. They also really liked that they could find additional resources if they chose to seek them out. The text also has a great online platform for students to check their understanding. This is designed for the AP course so it also includes components that are found within the AP exam. The chapter reviews are very similar to the exam to provide more practice.

Jennifer Leighton asked whether we addressed the questions and gathered enough information so the board could make an informed decision. The team voted and Leighton noted to "let the record show" that the CILT team recommends that the text move to the Board for consideration.

### AP Precalculus

The teacher presenter noted that this course started last year. We started with a 2006 textbook, but we needed to move forward and find something new. There were a couple of texts that rose to the top as excellent selections, and the text was also put in front of students as well. This is a 2024 edition. Something that students really liked was the accessibility of the text. They felt this really prepared them for the AP test. This text is completely aligned with the AP test. This allows teachers to ensure that teachers can go back and ensure that they have covered all necessary content. Four comprehensive sites are offering this course.

Jennifer Leighton asked whether we addressed the questions and gathered enough information so the board could make an informed decision. The team voted and Leighton noted to "let the record show" that the CILT team recommends that the text move to the Board for consideration.

### AP Physics C

The teacher presenter noted that the text was outdated and an update was needed. The chosen text is the 2024 version. Cengage has been very helpful. The text is very well-aligned with the course and the AP exam. We don't offer every part of the content in the textbook, but it's very minimal. There are many new features in the text as well as material that explains additional areas of physics that could potentially be expanded into an additional Physics course in the future. Teacher really liked the idea that there are very rigorous calculations, but there are also quick quizzes that allow students to see if they're getting an idea about what the content means. Some features are also wonderful for teachers to have as well.

Q: Is it possible that the district will purchase both e-texts and hardcovers?

Stanley: The district recommendation is that we buy one or the other--not both, but we discuss this with teachers.

Q: Is this the same course as AP Physics 2?

Teacher: No, this is different from that course.



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Q:What are the prereqs?

Teacher: Concurrent enrollment in Calculus.

Jennifer Leighton asked whether we addressed the questions and gathered enough information so the board could make an informed decision. The team voted and Leighton noted to “let the record show” that the CILT team recommends that the text move to the Board for consideration.

### Mock Trial

Lisa Stanley presented on behalf of the teacher team to bring this text to CILT. Stanley noted that teachers felt that the text provides relevant, accessible examples for students and provides current activities that provide real-world experience for classroom instruction.

Jennifer Leighton asked whether we addressed the questions and gathered enough information so the board could make an informed decision. The team voted and Leighton noted to “let the record show” that the CILT team recommends that the text move to the Board for consideration.

### Course Outline Approvals

Performing Arts, Special Education

- Curriculum Approvals: January 2024

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Lisa Stanley

Lisa Stanley introduced the course outlines for the CILT teams to consider. Each team received three course outlines to review and offer feedback on. Teams were provided a Google form to add comments and questions to and this information will be shared with teacher teams when they reconvene to discuss the relevance and accuracy of the course outline in August 2024.

### Committee Member

Concerns regarding Treble Chamber Choir: should be added to the repeatable for credit course. Treble Concert Choir should not be repeatable if it is not the highest level of the pathway. In the current system, Concert is listed as a repeatable course. Chamber is not.

Leighton: Is there anything else that the committee would like to bring up before going to the board for approval? The goal is to say this is what is happening right now.

Q: Would it be appropriate for us to let you take our feedback and let you make the decision? The committee members noted concerns about some of the details that are listed in the course outline. Leighton reaffirmed that the intention is to write down exactly what is happening in the course--not to decide whether or not this is what should be happening. A committee member noted that the information is accurate, but the course descriptions may not be appealing to parents and students. Committee member stated they understood the course outlines need to go to the board. The feedback does not go back to teachers before the outlines go to the board. The feedback isn't going anywhere until approximately August.



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<p>The feedback was refined to allow groups the opportunity to list any courses that they are not comfortable moving forward to the Board for approval. Courses listed will be pulled back and returned to teachers before moving forward to the board of trustees.</p> <p>Jennifer Leighton asked whether we addressed the questions and gathered enough information so the board could make an informed decision about the course outlines. The team voted and Leighton noted to “let the record show” that the CILT team recommends that <b>some</b> of course outlines move to the Board for consideration. CILT recommends that Concert Choir, Chamber Choir and Symphonic Band do NOT move forward to the board until significant revisions are made.</p>		
<p><b>Supplemental Instructional Material Approvals</b>  <i>See above for AP African American Studies</i></p>	0	
<p><b>Informational Items</b></p>	0	
<p><b>Closure/Reminders</b>          There is no meeting in February, but two meetings in March and one in April. That will conclude the CILT committee’s work for the school year 2023-24</p>	2	Jennifer Leighton

## [PUBLIC COMMENT FORM](#)