



# RJUHS Curriculum & Instruction Team (CILT)

## Meeting Minutes

April 22, 2024

### AGENDA ITEM

#### Welcome and CILT Feedback

Jennifer Leighton reviewed the feedback from the October CILT meeting with the team and addressed questions that were submitted by members.

#### CILT Process Reminders

Jennifer Leighton reviewed the processes for the CILT group.

#### Course Proposals & Instructional Materials

##### Course Proposals

##### Revised Personal Finance Course

Jennifer Leighton discussed the history of the Personal Finance Course and the need to streamline and adjust the current Canvas course.

The teacher presenter discussed his background in finance and with his experience in teaching finance courses. The presenter reviewed key components of what students should know when it comes to financing along with key topics including course objectives, units, and case study examples.

##### Questions and Comments:

- A CILT member commented on the passion for the revised course and the appreciation for the work the presenter completed.
- Jennifer Leighton clarified that this is for the online course only.
- How long is the course expected to take students?
  - *It hasn't been run through entirely; previous iterations were 6 hours total for students and then taking the final exam. It's typically anywhere from 3-10 hours. There is still work to be done through the curriculum.*
- My son just finished the current course. I took the course and there were questions about it, so I'm excited to have my younger son take this new one.
- What will happen with kids who have completed half of the old course?
  - Jennifer Leighton confirmed that supports and communication will be sent out to all students and families. Sites asked for a list to ensure that communications are held at sites.
- What about supports for EL/SWD?
  - *All of this is in Google Doc form for translation. Canvas also has immersive products. We can put it in Immersive Reader to convert it into accessible languages. In the end, if we still have students struggling, reach out to Ed Services for support.*
- Will there be additional resources?
  - *Yes, there will be additional sources listed at the end of each unit for students who are interested in diving deeper into topics.*

The presenter shared that on May 1, the class of 2024-2025 will be informed about the new course. The current course will be live through June 30th and then archived--any student who is currently working in that course must finish before then. Any student who has already completed the current course, and passed the final, has fulfilled the graduation requirement. The revised course will be available on July 1--Jennifer Leighton recommended that the Class of 2025 wait and enroll in the new course, but



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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 item move to the Board for consideration.

### Media Pathway Courses

Shane Waggoner presented the media courses that we currently have in Aeries. There are 14 total. All media teachers were asked to discuss their current courses. After discussions, teachers came to the conclusion that all courses are essentially the same. As a result, the teachers designed three media courses--that’s all. All other media course titles would then be sunsetted. Core skills and knowledge for each course are the same but the outlet or demonstration of skills are a little different. Waggoner explained the similarities and differences of each course within the pathway.

### Questions and Comments:

- Course outline still refers to Media Management 3
  - *We will make adjustments to the course titles in the outline. When everyone wrote those, they were thinking about what the “legacy” has been’ however, we can make all references to Media 1-3.*
- For A-G, what will they be?
  - Media 1 & 2: F
  - Media 3: G
- Using the same language and the same equivalency, make sure we’re using the same language
- If they’re able to do it all 3 years, can a student take Media 3 again in their 4th year?
  - Yes

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 item move to the Board for consideration after the language is cleaned up by Ed Services.

### Courses Repeatable for Credit

Ashley Serin presented the desire to make Student Government a repeatable course for up to 80 credits to allow students the chance to take the course every term of their high school career. Students are in different roles and have different responsibilities each time.

### Questions and Comments:

None

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### Instructional Materials

#### **Core Textbook: Native Spanish 1 & 2**

*Anécdotas: vida, actualidad y cultura Spanish for Dual Language, Heritage, and Native Speakers Level 1*

The teacher presenters gave some history about the course and how courses were handed down that have been without core materials. They also provided some background on native Spanish speakers and the need to have something that would help students have success in the classroom. There is only one textbook being requested for adoption. The text is heavy with activities. All of the components allow for the expansion of the program if needed. There are many scaffolds for students of all levels. The presenters discussed the relevance of the content in the instructional material. The presenter discussed how accessible it is for all students. The book is compatible with Canvas.



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### Questions and Comments:

- If any of us want to offer a Native Spanish program, this would be the books?
  - Yes
- You use the first half of the book for Native 1 and then the second half for level 2?
  - Yes

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### **Core Textbook: Spanish 1-4**

*Senderos Levels 1-4 by Vista Higher Learning*

The teacher presenter discussed that Senderos is in alignment with AP resources as well. There is an interactive online platform. There are several benefits as well as an online chat. The teacher discussed the benefits of it for students and educators. The consuming time of lesson planning is over and it is compatible with Canvas. The presenter shared student videos that discussed why RJUHS should adopt the core textbook. The presenter noted that she wanted to bring student voices to the process and for CILT members to hear.

### Questions and Comments:

- None

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## Supplemental Materials

### **World Language**

The teacher presenter brought examples of supplemental materials. The teacher referred to the full list. The presenter noted that they are all novels. There are a large number of options to give students choice. The resources are to ensure that students can access the language. Student testimonials were shared with the CILT team that explained how the books help them in the courses.

### Questions and Comments:

- Are they being used similarly to the ones being used in an English supplemental classroom? Are some of these the same books, but in French?
  - *IThe only one that might be found in English is Le Petit Prince. The rest of these books are very basic in order to teach vocabulary. This book [in my hand] is about a boy who lost his ticket to Disneyland and is trying to find it, and thinks his mom hid it.]*
  - I wanted to comment on how great this teacher is--my child is having a wonderful experience in their class!
- To clarify, as far as content rating, it's just basic to teach French. We're not concerned about the topics that are being brought up.
  - *No, there are descriptions in the back if you'd like to read them. You need more time with French, and the best way to do that is to read. There are no controversial topics.*

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### English: CP, AP, IB

The teacher presenter is both an English and an IB teacher. The presenter discussed a current pilot for CP/IB English at GBHS. The teacher discussed the units that are taught. The presenter noted that in IB, a goal is for students to be able to discuss and explain non-literary versions of stories. The presenter also made note of a graphic novel that is being presented for both EL and SWD to create access for students who need it. The presenter noted the summative essay prompts and components that IB asks for it to be included in the course. The presenter discussed pictorial versions of the resource and how visual versions help the students access the plot for those who need it. The presenter confirmed that these are a resource to be used for scaffolding purposes with select students who need extra support to understand the text.

Another presenter shared insights into graphic novels for CP English 9 and AP Literature, drawing from her own experiences with these resources and courses. She highlighted the increased student engagement observed during the pilot of the resource. Additionally, she discussed the various components of the resource, emphasizing the accuracy of the content presented alongside the visuals. The presenter pointed out that the images offer a more accurate portrayal of the characters' actions, aligning with Shakespeare's intentions. She also mentioned the versions available for Canvas, emphasizing how seamlessly the visuals integrate with the course materials.

### Questions and Comments:

- Gatsby is an approved text in our courses. Is this type of graphic novel something that can be approved for any course at any time for any instructional purpose?
  - *Currently, we approve novel by novel, not as a blanket "all graphic novels are approved if the original novel is on the approval list."*
- As a collector of graphic novels, I can say that many of them are quite graphic. I think our parents are more visual, so when it comes to visuals, I would be worried about it [a blanket approval for all graphic novels].
- So, you looked at the graphic novel, is there blood? Are there sexual or graphic visuals?
  - *No, there is not. Some blood comes from Gatsby's head, but there is no sexual content.*
- Is the Romeo and Juliet text the same words but with visuals?
  - *Yes*
- Is anything graphic?
  - *Lady Macbeth has blood on her hands. There is war, there is death, but these are made for teachers and students for educational purposes and thus not excessive.*

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### Course Outline Study

#### Curriculum Approvals: March/April 2024

- *No changes for any courses since the original course approval*

Lisa Stanley noted that we will be revisiting these next fall in the interest of time.

### Closure/Reminders