



RJUHSD Curriculum & Instruction Team (CILT)

Woodcreek High School Library

March 6, 2023

4:00-5:45 p.m.

AGENDA

Feedback from January 31st CILT

Jennifer Leighton reviewed public comment and feedback from the January CILT meeting. Leighton also reviewed the consensus model that the CILT team works under, and that supermajority is what the team is looking for to move forward.

Supplemental Instructional Material Approvals

- [Stats and Math Medic](#): teacher presenter, RHS

Teacher presented on behalf of Roseville High School. They noted that all of the materials are essentially the same, but that the goal is to bring hands-on activities to the students. Students are able to “play around” with the mathematical concepts and allow students to access a variety of activities before they move into the formulas. Students experience what they’re learning about, and then teachers build from there. Teacher shared a couple of sample activities from the online resource (one from Stats Medic and one from Math Medic). The resource is organized by topic, and it is easy for the teacher to use. This is a free resource for teachers.

Jennifer Leighton called for questions. Other schools beyond RHS would also like to use this resource as well. Leighton asked, “*Have we addressed the questions and gathered enough information so the board can make an informed decision?*” The consensus was that we had, and thus it will move forward to the Board for consideration.

Course Pilot Approvals

- [AP African American Studies Pilot](#)

Teacher presenter (RHS) and Teacher presenter (AnHS) presented. Teacher reviewed the course pilot and that they were seeking approval for the pilot. The intent is that this will help connect with students who don’t always see themselves in the curriculum or in AP classes. Teacher noted that in the AVID program, one of the focus areas is to encourage students to take AP classes, but some students do not see any courses that they’re interested in. Teacher reviewed the demographic data from each of the schools and emphasized the diverse populations of both campuses, along with the numbers of English Language Learners. This is the sort of class that will keep students interested in coming to school. Stated that they’re looking to keep SED students connected also. Resources are available for review for CILT members. The units of study were then reviewed along with general topics covered in each. Assessment expectations were reviewed and the presenters emphasized that the assessment is still being built since this is a pilot course. They reviewed what is expected to take place in the assessment, and how close the assessment expectations are to other current AP exams in other courses. The assessment may include a project component as well which will ask students to present both sides of an argument.

Teacher called for questions and Jennifer Leighton asked table groups to have one minute of discussion. Leighton again asked for questions.

Moore: Out of the 3 books, what are your thoughts if we approved each as a supplemental prior to selecting something as a core? Teacher responded that she was trying to be considerate of finances. The teachers stated that they would not be



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opposed. Moore asked if there were any objections to submitting them for approval as supplementals. OHS parent noted that he is familiar with each one. GBHS asked about the level of input from other African-American educators regarding the implementation. Teacher 1 responded by saying that she and Teacher 2 were driving the interest in the course. Teacher noted that a student actually brought it to their attention initially. Many other educators in the district are also interested in bringing this course to students. GBHS noted that they wanted to make sure that alternate perspectives were being presented. Teacher reaffirmed that students will be critical with co-constructing elements of the course. They want students to be heavily involved and more participation. GBHS: College Board put out a 90-page outline in February. Is the outline here representative of what is being presented? Teacher confirmed that it was and the team shared the College Board outline with updates. Teacher confirmed that the reference to the Americas refers to all. Teacher also affirmed that we are still collecting more and more information about the course and what the details, questions, etc. are going to look like. Moore: I think there is flexibility and there are options for teachers to choose from. Originally, the textbooks were placed on the proposal. WPHS: concern would be that we haven't had a chance to review the books yet. OHS: We want to be careful that we focus on the fact that this is a course that all students need--not just students of color. Moving forward, it would be great to see more of the sites consider this as well. Teacher noted that when they recruited and discussed it in classes, they could see that many students--including those of color--were interested.

Leighton asked, *"Have we addressed the questions and gathered enough information so the board can make an informed decision about the pilot?"* The course was approved to move forward to the Board for consideration as a pilot.

Course Approvals (*Display texts available 30 minutes before CILT*)

- [ELD 4](#)

EL Coordinator presented on behalf of the district. This is a rebrand of a course that we're currently offering that's called EL Intervention. They shared the course sequence in the district currently. EL Intervention was problematic because we did not have a guaranteed and viable curriculum that changed as students repeated the course. This did not serve our students. The rebrand brings in a curriculum that has a rotation so that every year the curriculum is different, so we're building on their skills and helping them to redesignate. Coordinator reviewed what is the same with the course (from EL Intervention) and what is different. ERWC is being brought in with their designated ELD units. The units may be taught side by side if they take the ERWC English course.

Coordinator asked for questions. RAS: Does ELD4 count for English 9 or 10? Coordinator: UC allows us to give credit for the highest level we offer. We are going to be offering ELD3 curriculum review soon. Yes, students will get English credit for ELD3. In ELD4, they get repeatable credit. OHS: Can any EL teacher teach this? Coordinator: almost most teachers can teach this--not necessarily English teachers. One of the OHS teachers is being trained as a "trainer of trainer" and will be training teachers in May.

Leighton asked, *"Have we addressed the questions and gathered enough information so the board can make an informed decision about the pilot?"* The course was approved to move forward to the Board for consideration.

Course Outline Approvals

- [IM2 Course Outline](#)
- [IM3 Course Outline](#)
- [AP Language Outline](#)
- [AP Literature Outline](#)
- [Peer Helping Outline](#)

Lisa Stanley presented the course outlines for approval. Stanley reviewed the course outlines objectives along with the timeline. Stanley then presented the five course outlines being offered for approval today. IM2 and IM3 are in the significant



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revisions state, as well as AP Lit and Lang needing significant changes due to College Board changes. Peer Helping Outline is in the slight course revision stage. Pathways: What is the intent of these course outlines? Stanley: it is to provide new teachers with a guaranteed and viable curriculum, access to the same curriculum across the sites. Once we have a foundation, we can revisit each year with updates, and learn from each other. Discussions took place that centered on the “recommended prerequisites” in the outlines. OHS: There’s inconsistent “recommended prerequisites” between AP Lang versus none for AP Lit. Furthermore, the group discussed changing “recommended prerequisites” to “C or better in the previous course.” and suggested dropping the word “prerequisite” so that the prerequisite is a recommendation only and not a requirement. (i.e. AP Language would be “C or better in English 10 course”).

Leighton asked, “Have we addressed the questions and gathered enough information so the board can make an informed decision about the pilot?” There were several iterations of this question, and then the course outlines were approved to move forward to the Board for consideration with the adjustments in recommendations (vs recommended prerequisite) suggested.

Alternative Education Information/Preview

- [Sports Medicine 1 and textbook adoption](#)
- [Dance Choreography 1: Creative Movement & Choreography](#)
- [Dance Choreography 3: Dance Design Fundamentals](#)

RP Teacher presented for Sports Medicine 1 and shared an overview of the course along with the activities that students will participate in. Course 1 is being proposed now, but courses 2 and 3 will come eventually. Students will be able to explore sports medicine, nutrition, assist coaches, etc. The course will lend itself to typical A-G students, but the course would particularly be interesting to those in athletics right now. A variety of health careers are available to students interested in this course. WHS: Is this different from Sports Science, because it sounds very similar? Teacher: I think a major difference is that I'll have a CTE credential. It will also only be offered at Roseville Pathways.

RP teacher presented for Dance Choreography and shared an overview of the course. There are many career opportunities for students interested in this pathway. Some include performers, choreographers, directors, makeup artists, technical directors, etc. Teacher shared pictures of students that have taken dance in the community and where they took dance after graduation. She shared the unique differences between learners at Roseville Pathways and comprehensive sites. Teacher reviewed the unit topics and content for both Dance Choreography 1 and Dance Choreography 3. Teacher and Leighton called for questions.

Leighton: These courses are only informational for CILT and will be offered only at Roseville Pathways, thus they will move forward for board consideration without the recommendation from the CILT committee. Roseville Pathways will be bringing back Apparel Design and 3D Animation to the next meeting.

Closure/Reminders

Jennifer Leighton closed the meeting and provided a reminder about the next meeting on March 27. The meeting adjourned at 5:33 pm.

Upcoming CILT Meetings

Date	Time	Tentative Topics
3/27/23	4:00-5:45 pm	Peer Tutor; String Orchestra; AVID Leadership; Mind Matters 1 Textbook; Rec Admin; Nature Center Course Outlines for AP Bio, Chem, Environmental Science, Physics 1, Physics C,



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		Calculus AB, Calculus BC, Stats, French, Spanish Lang, Spanish Lit, Comparative Government and Politics, European History, Government, Human Geography, Macroeconomics, Microeconomics, Psychology, History; Alt Ed Apparel Design and 3D Animation.
4/24/23	4:00-5:45 pm	TBD

[PUBLIC COMMENT FORM](#)