



RJUHSD Curriculum & Instruction Team (CILT)

Roseville High School Library

March 27, 2023

4:00-5:45 p.m.

AGENDA

AGENDA ITEM

Feedback from March 6th CILT

Jennifer Leighton reviewed [feedback from 3/6/23 CILT](#) and reviewed the process for CILT

Textbook Adoption Approvals *(Display texts were available 30 minutes before CILT)*

- [Mind Matters 1](#)
- [IB Business Management](#)

Mind Matters 1

Teacher presenter discussed the CTE pathway for GBHS of *Mind Matters*. The presenter reviewed the course overview for Mind Matters 1 and did a quick review of the supplementals discussed at the previous CILT meeting. The presenter offered information about the core textbook, *Health Psychology*. The presenter demonstrated the alignment between the core textbook and the units required by the state for CTE.

Jennifer Leighton called for questions. 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.

IB Business Management

Teacher presenter discussed information about the IB Business Management program. The presenter reviewed the topics for the course and the optics within the core text. The presenter discussed the Business Management Toolkit that accompanies the core text and reviewed the positive points about the text including the credible author and the quality of the content within the text. The author is also accessible to instructors in case there are questions or needs from the instructors if clarifications are necessary while the text is being used.

Jennifer Leighton called for questions. 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.

Supplemental Instructional Material Approvals *(Display texts were available 30 minutes before CILT)*

- [IB Business Management](#)
 - [PowerPoint Pack for 5th Edition Hoang, Paul/Jack, Vivien](#)
 - [Business Management Workbook for 5th Edition Hoang, Paul/Puri, Rima](#)
 - [Business Management Answer Book for 5th Edition \(eBook\) Hoang, Paul](#)
 - [Business Management Toolkit Workbook for the IB Diploma Hoang, Paul](#)
 - [Business Management for the IB Diploma Quantitative Skills Workbook Hoang, Paul](#)
- AP African American Studies Pilot Texts
 - [From Slavery To Freedom: A History of African Americans](#), Tenth Edition (2021), John Hope Franklin and Evelyn Brooks Higginbotham
 - [Freedom on My Mind: A History of African Americans](#), Third Edition (2021), Deborah Gray White, Mia Bay, Waldo E. Martin, Jr.
 - [The African American Odyssey, High School Edition](#) Seventh edition (2020), Darlene Clark Hine, William C. Hine, Stanley Harrold



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Roseville High School Library

IB Business Management

The presenter discussed IB Indeed for additional supplemental materials that are being offered (along with the core textbook) for approval. The titles and prices of each text were made available to the CILT team, and the presenter reviewed the rationale for each of the supplemental materials being offered and how each would complement the core textbook and provide important additional information for students. Leighton clarified that GBHS is the only site currently offering the course.

Jennifer Leighton called for questions. 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.

AP African American Studies Pilot

Presenter reviewed the presentation intended to review the texts that are being presented to the board for consideration to determine the best text for the course if it were to be adopted in RJUHSD. The presenter discussed each text and provided an overview of what each resource has to offer. The presenter discussed that these are being offered as supplemental--not core.

Jennifer Leighton called for questions. CILT member stated that they had an opportunity to see the chapters in each of the texts earlier that week. They stated that the 4th unit in all of the books, “scared them” a bit and that one of the texts in particular seemed very “racist,” and they had some concerns. The member stated that unit 4 is very biased. Are we going to see more materials to balance out that discussion? The teacher noted that textbooks are not the core of the class. The teacher stated that they have the flexibility to choose/not choose specific elements of the text. The teacher presenter noted that they are very cognizant of the concerns and is factoring all of those elements in when building the course and next steps.

CILT member stated, “when you say “racist” in unit 4, what specifically are you referring to?” “The member noted that “when I read it in unit 4, and I’m summarizing this, Ronald Reagan was terrible, and then Bill Clinton showed up and everything was great. And then Bush came along...and then Obama came. Everything good was at the hand of a liberal president and everything bad was at the hands of a conservative president. I’m not saying the kids will get that too, but there is concern about that. They give context about the hip-hop artists, and others aren’t noted. I just found it to be something that kids will relate to most, and I’m just voicing that it’s not complete.”

Leighton acknowledged the concerns with unit 4, and distributed the texts to tables for groups to review. The CILT member noted that they “can’t remember what page it was on,” and then Leighton invited everyone to take about 5 minutes to discuss the texts at table groups before coming back together as a larger team. Leighton stated, “when you feel ready, let’s go ahead and pass our books clockwise so we get a chance to look at all of them.” Leighton thanked the teams for commenting on the materials. Dr. Moore thanked the member for reviewing the materials. “To your point about trust, I just want to point out, if we’re looking at a pilot, maybe we get feedback about how balanced are the textbooks. How is each of the units supported in the textbook? I think that’s a great question for us to go forward with.” Leighton asked if there were thoughts about Dr. Moore’s comments. Dr. Moore noted that is the reason that we do pilots. Moving forward, we’d like to try it out first. The teacher presenter noted that we’re proposing class sets of each of the three texts to try them out during the pilot.

Leighton asked, *“Have we addressed or at least listened to 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. Leighton thanked everyone again for their serious consideration.



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Alternative Education Preview

(Display texts were available 30 minutes before CILT)

- [3D Animation 1: Three-Dimensional Modeling](#)
- [3D Animation 2: Advanced Animation](#)
- [3D Animation 3: Three Dimensional Short Production](#)
 - [3D Animation Textbook: The Animator's Survival Kit by Richard Williams ISBN 10: 086547897X](#)
 - [3D Animation Textbook: The Illusion of Life Disney Animation by Frank Thomas and Ollie Jounston ISBN 10: 0786860707](#)

3D Animation Pathway

Jennifer Leighton introduced the teacher presenter for the pathway stating that this is an informational item. The teacher presenter reviewed the purpose of the 3D animation pathway and why this is a pathway that students see all of the time. The presenter reviewed each of the components of each course and discussed what students would be doing in each course and how they would apply the information in each course. The teacher presenter also discussed the real-world applications of the courses and how each of the courses would provide real-world experience for students.

Leighton called for questions. Leighton asked, *"Have we addressed or at least listened to 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 Approvals *(Display texts available were 30 minutes before CILT)*

- [String Orchestra 1](#)
- [String Orchestra 2](#)
- [AVID Leadership](#)
- [Peer Tutor](#)

String Orchestra 1 & 2

The teacher presenter noted that they are trying to start an orchestral string course within the district and provided a personal story about how students currently complete the courses within the district. The presenter noted some of the costs of the course and the resources that are available. The presenter noted that they hope to eventually have students provide concerts and the funds raised through those concerts will provide sustainability for the program. Leighton noted that she was surprised that it has never been proposed before this, and she was excited. The teacher presenter affirmed that the goal is not to take away from existing programs but to expand and offer new opportunities for students.

Leighton called for questions. Leighton asked, *"Have we addressed or at least listened to 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.

AVID Leadership & Peer Tutor

The teacher presenter stated the purpose of the course proposals. They provided an overview of the courses and identified who would be served within each of the courses. The presenter discussed the purpose of each course and how the course would support the learning outcomes identified. Dr. Moore clarified that both courses would be repeatable for credit. Leighton confirmed that RHS is currently the only site where AVID is currently offered. Regarding *Peer Tutor*, the teacher presenter noted that this also is a leadership opportunity for students as well. This course would assist English Learners on campus and additionally support them in their goal of accessing all college and career courses available on campus. Districtwide, this Peer Tutor course allows for specific training for students to work directly with other students in a variety of classes across each school.

The presenter called for questions. Committee member asked if this is a class or is it more like a "peer tutor" role. "Does the teacher have a role that they review? The presenter noted that the role is PLT/PLC specific." The presenter noted that at their site, students who are TA's would have different roles depending on the courses that they are supporting.



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Committee member noted that when they were doing similar, there was a piece missing to train students to “be better.” The staff member noted that a point person would be helpful. The presenter agreed and noted that the teacher would be that person starting out. The presenter asked for other ideas or questions. Another committee member noted that they would like to support EL students and asked about the flexibility of PLTs to manage the role. The committee member suggested possibly building the Peer Training coursework in Canvas for the role in the future.

Leighton called once more for questions and asked, “*Have we addressed or at least listened to 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 Outline Approvals

- [AP Biology Course Outline](#)
- [AP Chemistry Course Outline](#)
- [AP Environmental Sciences Course Outline](#)
- [AP Physics 1 Course Outline](#)
- [AP Physics C Course Outline](#)
- [AP Calculus AB Course Outline](#)
- [AP Calculus BC Course Outline](#)
- [AP Statistics Course Outline](#)
- [AP French Language and Culture Course Outline](#)
- [AP Spanish Lang Course Outline](#)
- [AP Spanish Lit Course Outline](#)
- [AP Comp Government and Politics Course Outline](#)
- [AP European History Course Outline](#)
- [AP Government Course Outline](#)
- [AP Human Geography Course Outline](#)
- [AP Macroeconomics Course Outline](#)
- [AP Microeconomics Course Outline](#)
- [AP Psychology Course Outline](#)
- [AP US History Course Outline](#)

Lisa Stanley presented an update regarding the Course Outline Approvals. Providing reasons as to why this process is happening and the benefits such as, it is a good way to see where the courses are and how they can change. Are they moving in the right direction? Is the curriculum relevant and appropriate for all students in our district? The more the courses are outlined the more the courses can become solidified. This process is also a good way to revisit the textbooks that are approved or had been approved in previous years for the course. We can go in and “clean up” or consolidate which materials should be archived and which will be actively used for the common text. The district Leadership Team (Cabinet and Principals) decided that there would not be pre-requisites for the AP courses, but instead recommendations that would be based on satisfactory completion--not letter grades.

A CILT member asked, “How were they able to do this so quickly?” Stanley explained that there is more direct communication with the instructor, as for many of the AP courses there is only one per site, so the discussions are not spread out amongst additional instructors. CollegeBoard is also a very helpful guide that gives them a strong basis for the layout of what they course should or could include. They offer many suggestions. IB and AP teachers have had the opportunity to look at these course outlines and verify that they approve of the changes. It has been a group effort as they have taken the lead of the instructors until everyone puts in the work together to be on the same page and responds with final approval.

An additional question was asked by a CILT member, “Would there eventually be a database where all of the course outlines could be accessed by all instructors and staff?” Stanley said yes, it is in the works. The goal is to have a District Course Catalog with clean descriptions and links to course outlines which would be public facing so that parents and students can make informed decisions and discussions.



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Leighton called once more for questions and asked, "Have we addressed or at least listened to 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.

Closure/Reminders

Jennifer Leighton thanked Roseville High School for hosting this particular CILT meeting, wished WHS good luck during their WASC accreditation visit this week, and reminded all that next month's meeting was on April 24th back in the WHS library.

Upcoming CILT Meetings		
Date	Time	Tentative Topics
4/24/23	4:00-5:45 pm	Textbook Adoptions: AP Human Geography, AP Government (American and Comparative), AP Spanish Language; IB Course Outline Approvals

[PUBLIC COMMENT FORM](#)