

CURRICULUM COUNCIL MEETING AGENDA

Date: Friday, November 14, 2025
Time: 9:30 to 11:30 a.m.
Location: Carroll Community College, K Building – Room 100

Time	Agenda Topic
9:30 – 9:45	Welcome / Introductions
9:45 – 10:35	Elementary and Secondary Science Programs
10:35 – 11:25	Teacher Induction Program
11:25 – 11:30	Questions / Closing

The Charge of the Curriculum Council is to:

- Develop a working knowledge of curriculum goals, trends, and issues.
- Network with curriculum supervisors to communicate local concerns and issues regarding curriculum.
- Communicate curriculum goals, trends, and issues with individual parents, parent groups, and the home school's administration and faculty.
- Review and recommend to the Board of Education instructional textbooks and materials proposed for adoption.
- Provide advice and recommendations to the Superintendent and Board of Education regarding issues related to curriculum as requested, or as initiated by the Council.

NOTICE OF NON-DISCRIMINATION

The Board of Education of Carroll County does not engage in discrimination that is unlawful or contrary to Maryland State Department of Education guidance on the basis of age, color, genetic information, marital status, mental or physical disability, ancestry or national origin, race, religion, sex, sexual orientation, gender identity, or gender expression.

The Board of Education of Carroll County is firmly committed to creating equal employment and educational opportunities for all persons by providing an environment that supports optimal academic achievement and productive work and is free from any form of unlawful discrimination, including access to school facilities, educational programs, and extracurricular activities.

The following person has been designated to handle inquiries regarding the non-discrimination policies: Director of Human Resources, 125 North Court Street, Westminster, Maryland 21157, (410) 751-3070.

ADA ACCESSIBILITY STATEMENT

Carroll County Public Schools (CCPS) does not discriminate on the basis of disability in employment or the provision of services, programs or activities. Persons needing auxiliary aids and services for communication should contact the Communications Office at 410-751-3020 or publicinfo@carrollk12.org, or write to Carroll County Public Schools, 125 North Court Street, Westminster, Maryland 21157. Persons who are deaf, hard of hearing, or have a speech disability, may use Relay or 7-1-1. Please contact the school system at least one (1) week in advance of the date the special accommodation is needed.

Information concerning the Americans with Disabilities Act is available from the Director of Facilities Management, (410) 751-3177, or the Communications Officer, (410) 751-3020, 125 North Court Street, Westminster, Maryland 21157.

WELCOME AND INTRODUCTIONS

- **WE ARE EXCITED THAT YOU ARE HERE WITH US TODAY. WHO IS IN THE ROOM:**
 - **PLEASE RAISE YOUR HAND IF YOU ARE A STUDENT.**
 - **PLEASE RAISE YOUR HAND IF YOU ARE A PARENT/COMMUNITY MEMBER.**
 - **PLEASE RAISE YOUR HAND IF YOU ARE A CCPS EMPLOYEE/BOE MEMBER.**
 - **PLEASE RAISE YOUR HAND IF YOU ARE NEW TO THE CURRICULUM COUNCIL.**

WE APPRECIATE YOUR COMMITMENT AND VALUE YOUR OPINION FOR THIS IMPORTANT BOE APPOINTED COMMITTEE TO HELP DEVELOP AND IMPROVE OUR CURRICULUM AND INSTRUCTIONAL RESOURCES!

- **LOGISTICS OF THE BUILDING (RESTROOMS AND SNACK BAR).**

CURRICULUM COUNCIL MISSION

THE CURRICULUM COUNCIL REVIEWS AND RECOMMENDS INSTRUCTIONAL MATERIALS PROPOSED FOR ADOPTION AND PROVIDES INPUT AND RESPONSE TO THE SUPERINTENDENT REGARDING ISSUES FACING CARROLL COUNTY IN ITS CHALLENGE TO BRING ABOUT CONTINUOUS SCHOOL IMPROVEMENT. MEMBERS DEVELOP A WORKING KNOWLEDGE OF CURRICULUM GOALS, TRENDS AND ISSUES, AND NETWORK WITH SUPERVISORS TO COMMUNICATE LOCAL CONCERNS AND ISSUES REGARDING CURRICULUM AND SCHOOL IMPROVEMENT.

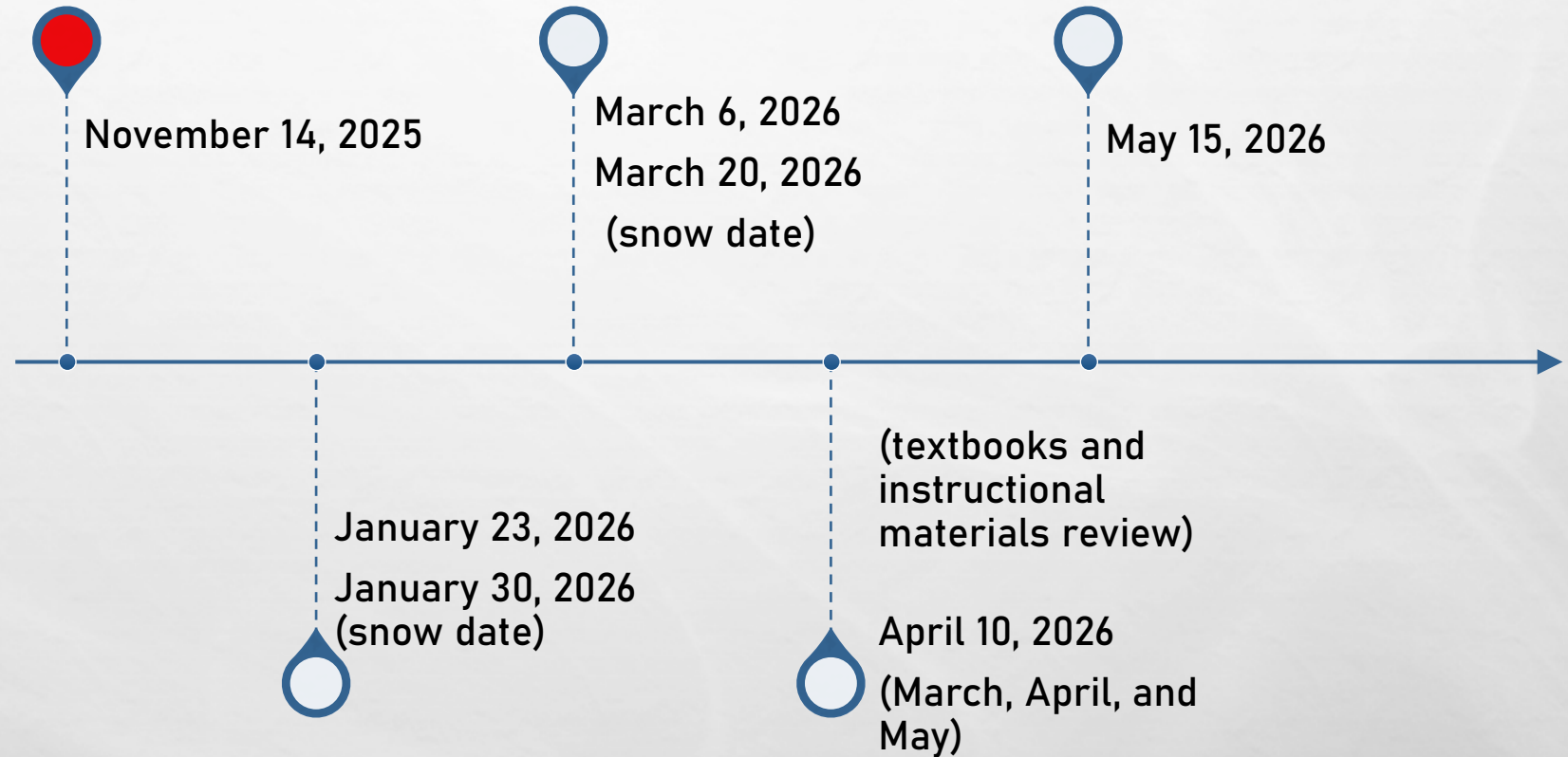
ROLES OF THE CURRICULUM COUNCIL MEMBERS

- **ATTEND COUNCIL MEETINGS:**
 - **THERE ARE FOUR MEETINGS EACH SCHOOL YEAR AND ONE REVIEW DAY IN APRIL.**
 - **FOCUSED ON CURRENT CURRICULUM AND SCHOOL IMPROVEMENT INITIATIVES AND ISSUES, AS WELL AS TEXTBOOK ADOPTION.**
- **DEVELOP WORKING KNOWLEDGE OF CURRENT CURRICULUM GOALS, TRENDS, AND CONCERNS :**
 - **COMMUNICATE CURRICULUM TRENDS AND TOPICS WITH INDIVIDUAL PARENTS, PARENT GROUPS, AND THE HOME SCHOOL COMMUNITY.**
- **NETWORK WITH SUPERVISORS TO COMMUNICATE AND DISCUSS LOCAL TOPICS AND CONCERNS REGARDING CURRICULUM AND SCHOOL IMPROVEMENT.**

ROLES OF THE CURRICULUM COUNCIL MEMBERS

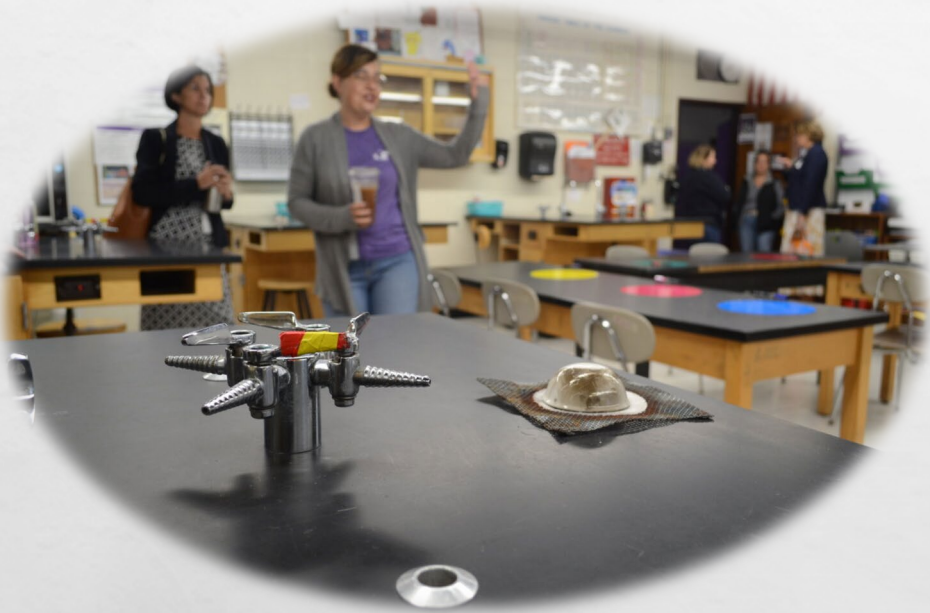
- **REVIEW AND RECOMMEND INSTRUCTIONAL MATERIALS PROPOSED FOR ADOPTION BY CONTENT AREA SUPERVISORS TO ENSURE RESOURCES (POLICY AND REGULATION IIAA):**
 - **MEET COMMUNITY STANDARDS FOR LANGUAGE CONTENT;**
 - **PROVIDE APPROPRIATE, ACCURATE, AND NON-BIASED SUBJECT AND GRADE LEVEL CONTENT;**
 - **PROVIDE ACCURATE AND APPROPRIATE RECOGNITION OF CULTURAL DIVERSITY;**
 - **REPRESENT APPROPRIATE AND CURRENT TECHNOLOGIES;**
 - **PROVIDE FOR A STEREOTYPE-FREE PRESENTATION, EXCEPT WHEN HISTORICALLY APPROPRIATE.**
- **AS NEEDED, PROVIDE INPUT AND RESPONSE TO THE SUPERINTENDENT REGARDING ISSUES FACING CARROLL COUNTY IN ITS CHALLENGE TO BRING ABOUT CONTINUOUS SCHOOL IMPROVEMENT.**

MEETING DATES AND TIMES



INSTRUCTIONAL SPOTLIGHTS:

Elementary & Secondary Science Programs



Teacher Induction Program



THANK YOU!

**PLEASE REMEMBER TO COMPLETE THE
BRIEF FEEDBACK FORM**

P-12 Science Instructional Programming

Carroll County Public Schools

Mike Eisenklam – Elementary Science Supervisor

Sarah Weaver – Secondary Science Supervisor

Amy Cohn – P-12 Student Achievement Coordinator: Science

Angela McNamara – Life Science Teacher, West Middle School

CCPS P-12 Science Vision & Mission

VISION:

All students in Carroll County Public Schools will become scientifically and environmentally literate individuals who think critically and make informed decisions related to their local and global community.

MISSION:

The Carroll County Public Schools science program will provide students equitable access to high-quality, three-dimensional science instruction in which students actively build an understanding of core ideas through application of crosscutting concepts and engagement in the science and engineering practices.

Objective

What:

Describe how CCPS science instruction fosters curiosity, critical thinking, and problem-solving through authentic, inquiry-based learning experiences.

How:

By engaging curriculum council members in exploring instructional shifts, curriculum design, and teacher practices that support coherent, three-dimensional science learning.

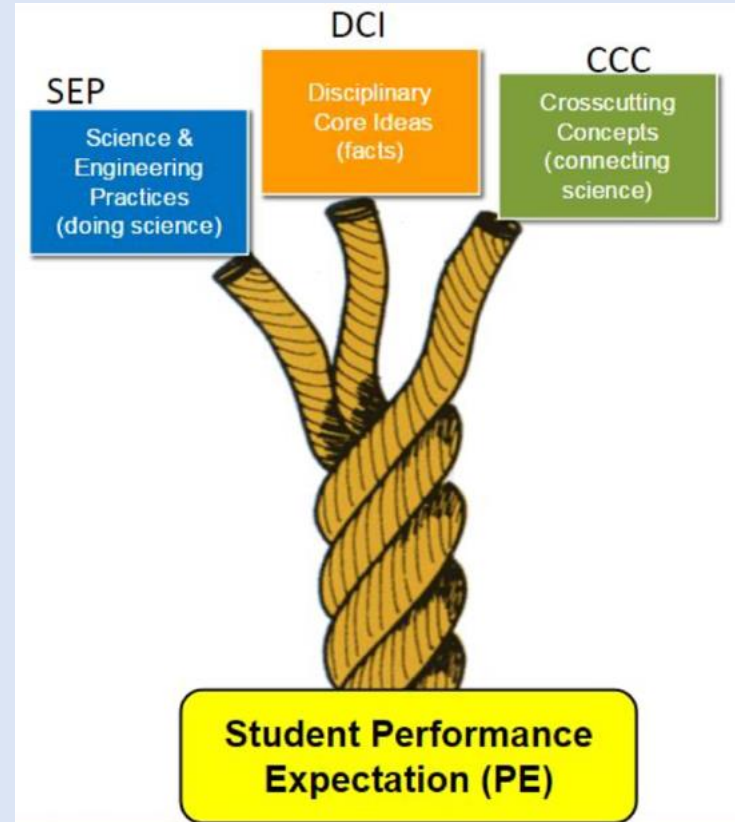
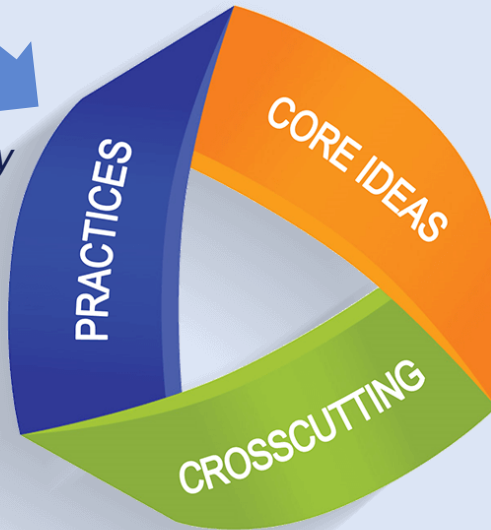
Why:

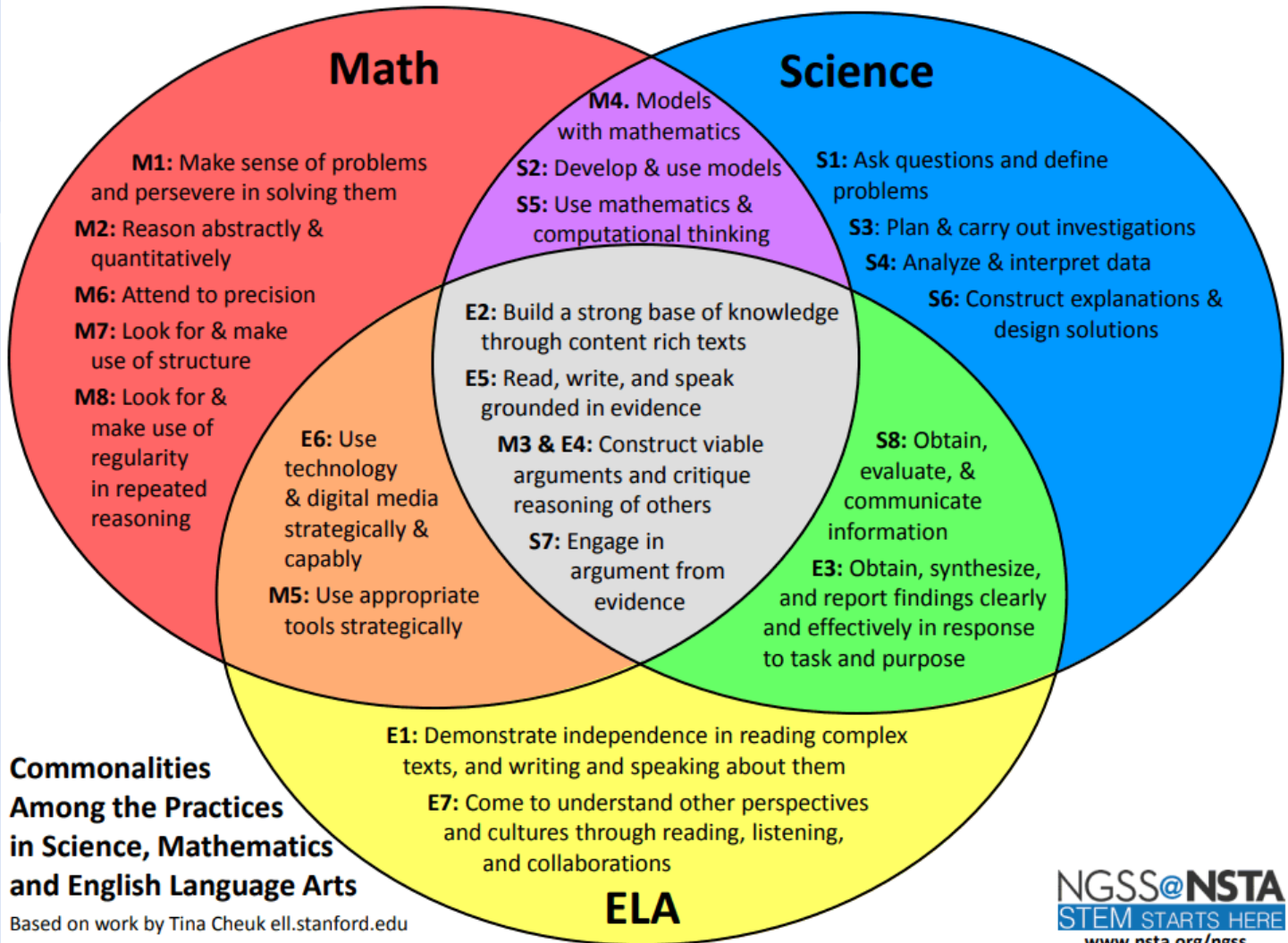
So that every student experiences meaningful science learning that builds their ability to ask questions, use evidence, and apply scientific understanding to real-world challenges—preparing them for success in school, careers, and life.

Next Generation Science Standards



*This symbol actually
means something!*





**Commonalities
Among the Practices
in Science, Mathematics
and English Language Arts**

Based on work by Tina Cheuk ell.stanford.edu

Next Generation Science Standards

- Shift the focus of science instruction to classroom experiences where students use **core ideas**, **crosscutting concepts** with **science and engineering practices** to explore, examine, and explain how/why phenomena occur or design solutions to problems.
- Support a vision of science instruction in which all students are known, heard and supported with access and opportunities for learning.
- Engage all students in scientific thinking and ***sensemaking*** and move instruction from ***learning about*** science to ***figuring out science ideas*** through phenomena-driven instruction.

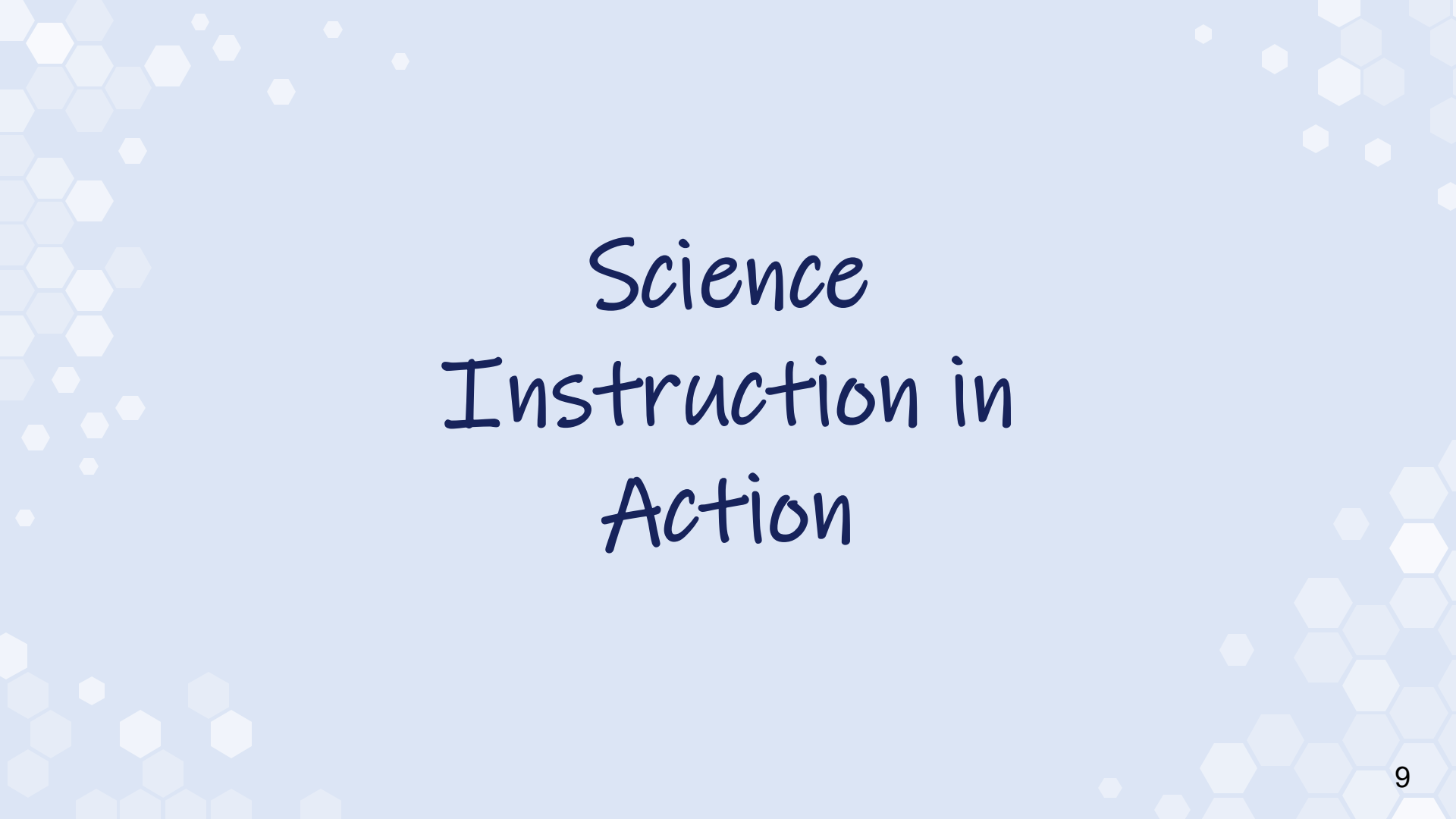
Instructional Shifts in Science

Science education involves less:	Science education will involve more:
Rote memorization of facts and terminology	Facts and terminology learned as needed while developing explanations and designing solutions supported by evidence-based arguments and reasoning.
Learning of ideas disconnected from questions about phenomena	Systems thinking and modeling to explain phenomena and to give a context for the ideas to be learned
Teachers providing information to the whole class	Students conducting investigations, solving problems, and engaging in discussions with teachers' guidance
Teachers posing questions with only one right answer	Students discussing open-ended questions that focus on the strength of the evidence used to generate claims

Instructional Shifts in Science

Science education will involve less:	Science education will involve more:
Students reading textbooks and answering questions at the end of the chapter	Students reading multiple sources, including science-related magazine and journal articles and web-based resources; students developing summaries of information.
Pre-planned outcome for “cookbook” laboratories or hands-on activities	Multiple investigations driven by students’ questions with a range of possible outcomes that collectively lead to a deep understanding of established core scientific ideas
Worksheets	Student writing of journals, reports, posters, and media presentations that explain and argue
Oversimplification of activities for students who are perceived to be less able to do science and engineering	Provision of supports so that all students can engage in sophisticated science and engineering practices

National Research Council. (2015). *Guide to Implementing the Next Generation Science Standards*. Committee on Guidance on Implementing the Next Generation Science Standards. Board on Science Education, Division of Behavioral and Social Sciences and Education, Washington, DC: The National Academies Press.



Science Instruction in Action

Developing and Using Models

Looks like:

- Planning, building, writing, drawing, or creating models to use as a tool to explain phenomena

Sounds like:

- How are the model and actual idea or process the same or different?
- How will this model help us solve our problem?



Analyzing and Interpreting Data

Looks like:

- Recording observations, thoughts, and ideas
- Sharing
- Analyzing data

Sounds like:

- What relationships and patterns do you notice?
- Was your prediction correct?



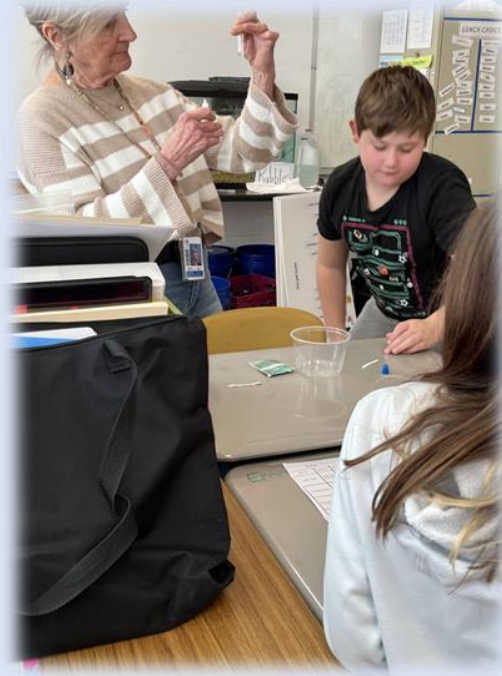
Using Mathematics and Computational Thinking

Looks like:

- Using numbers to describe patterns
- Using data to compare alternative solutions

Sounds like:

- How should we display our data?
- What is the difference between qualitative and quantitative data?



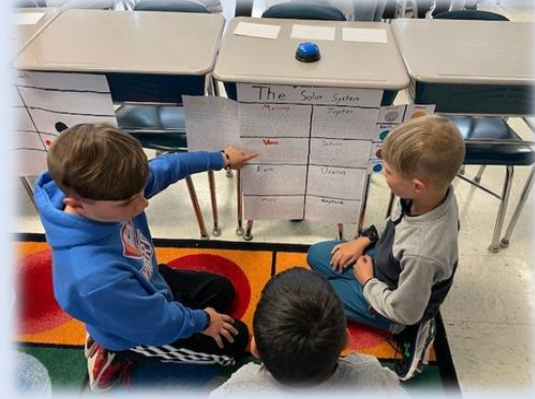
Obtaining, Evaluating and Communicating Information

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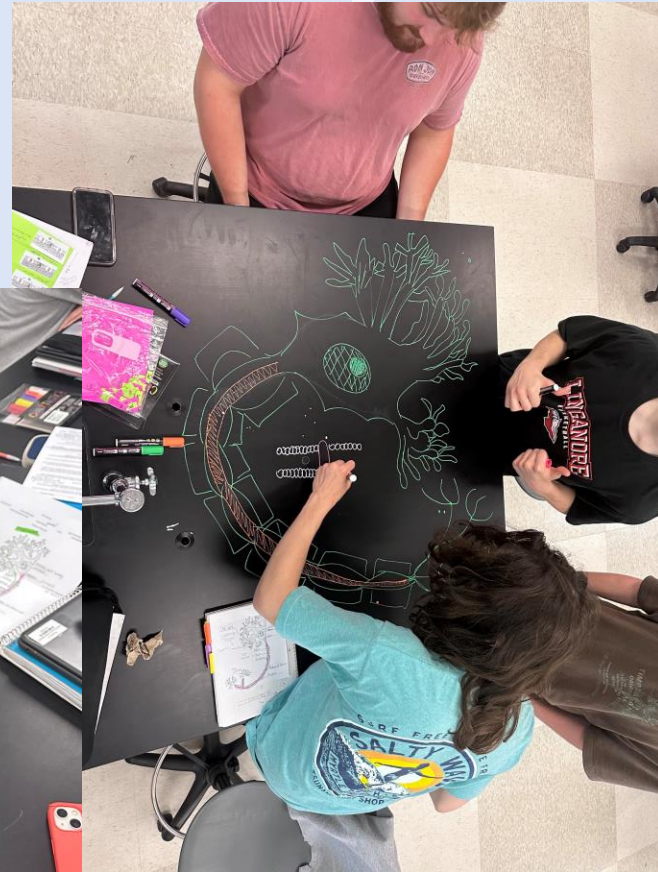
- Gathering relevant information to answer a question
- Models, drawings, or numbers that display an idea, concept, or solution
- Reading to gain information

•Sounds like:

- We discovered...
- How can you describe your conclusion?

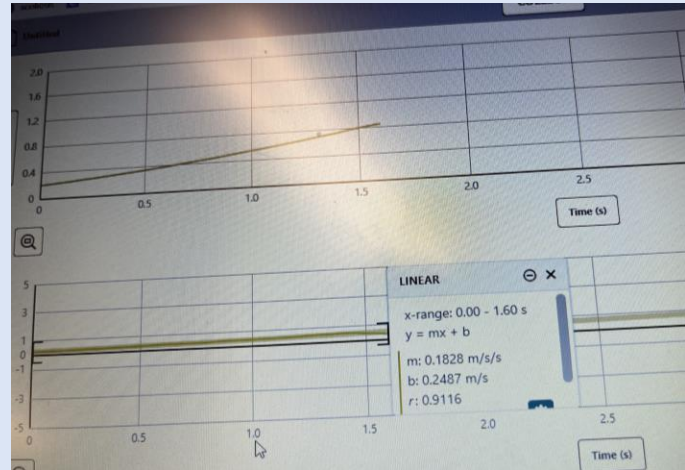
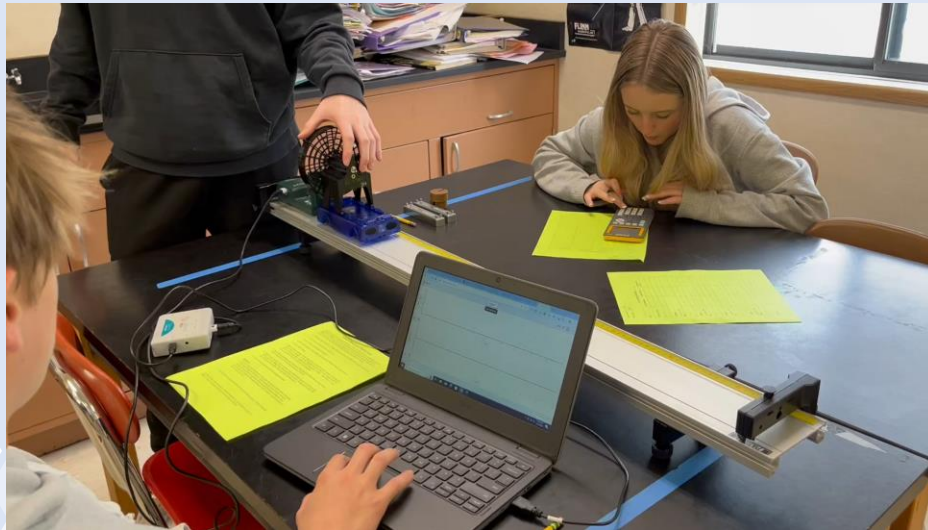


Developing and Using Models

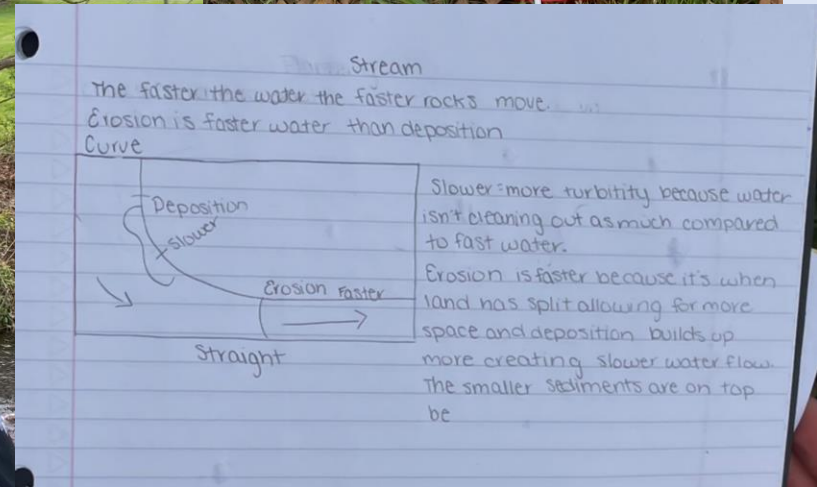
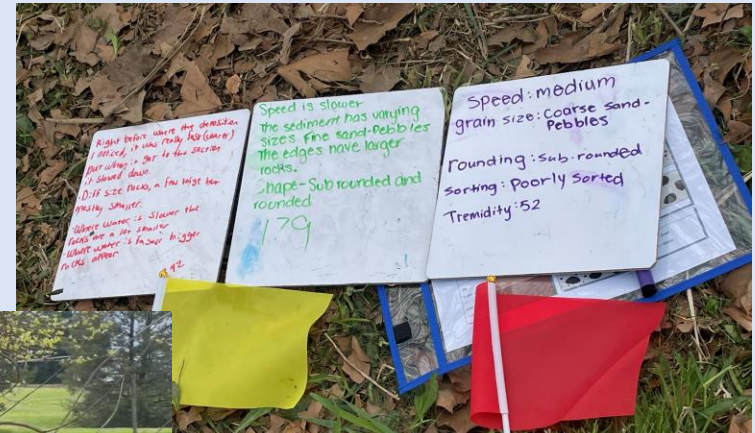


Analyzing and Interpreting Data

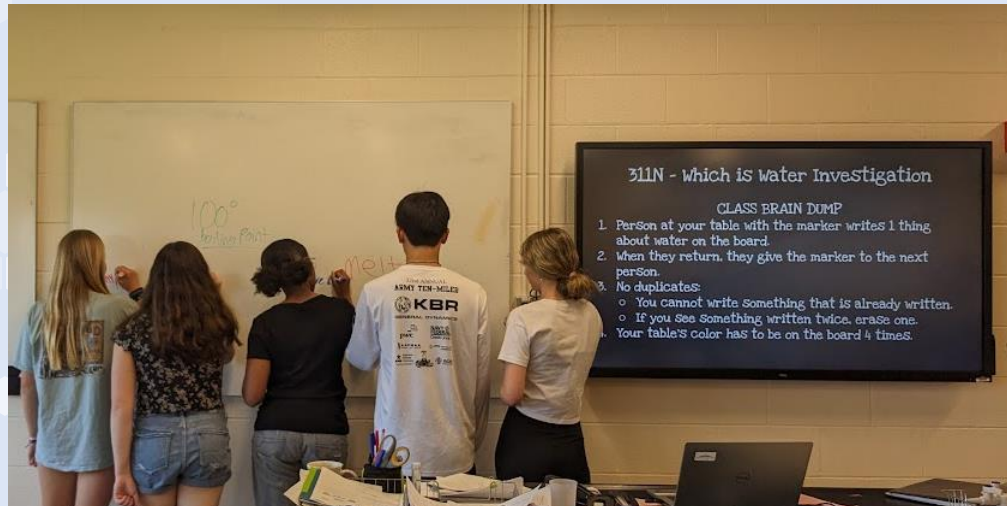
Students analyze the motion of a fan cart to determine the relationship between mass and acceleration.



Constructing Explanations

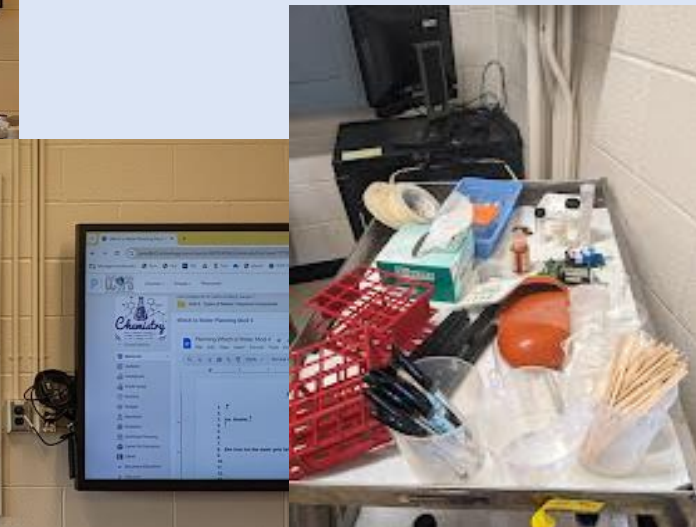
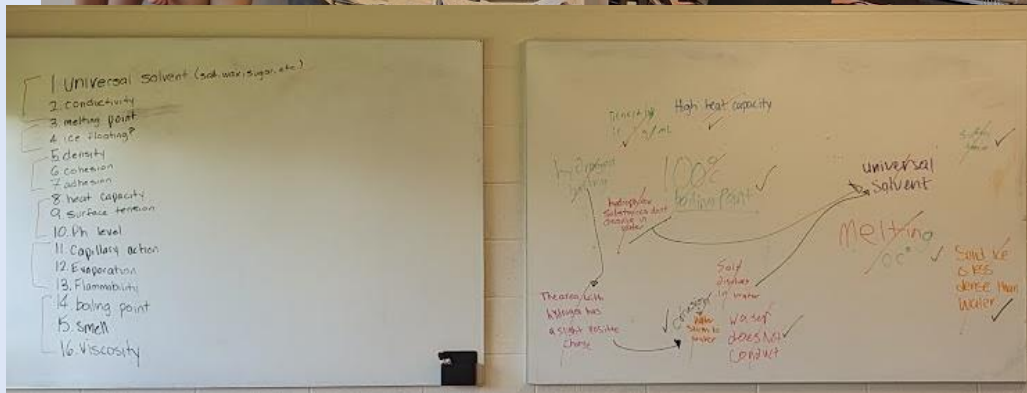


Planning and Carrying Out Investigations



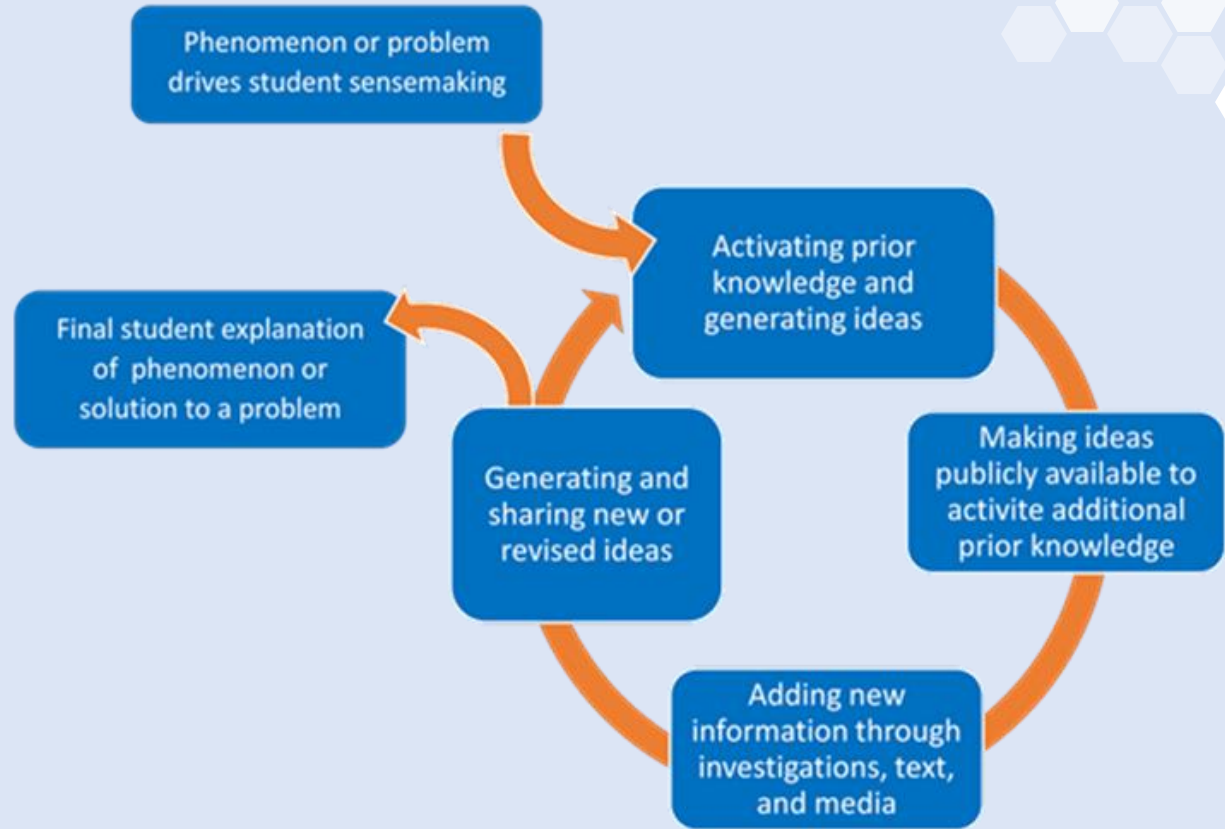
What kind of investigation could we do to determine whether a liquid is water or not?

What equipment do you need?
What observations can we make?



Sensemaking

- Units are anchored with **phenomena** that are meaningful to students' lives.
- **Students' ideas** are integral for learning and figuring out the phenomenon of a unit.



Rooted in Coherence: How Photosynthesis Grows from P-12

5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water. *[Clarification Statement: Emphasis is on the idea that plant matter comes mostly from air and water, not from the soil.]*

MS-LS1-6. Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. *[Clarification Statement: Emphasis is on tracing movement of matter and flow of energy.] [Assessment Boundary: Assessment does not include the biochemical mechanisms of photosynthesis.]*

HS-LS1-5. Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy. *[Clarification Statement: Emphasis is on illustrating inputs and outputs of matter and the transfer and transformation of energy in photosynthesis by plants and other photosynthesizing organisms. Examples of models could include diagrams, chemical equations, and conceptual models.] [Assessment Boundary: Assessment does not include specific biochemical steps.]*

Curriculum

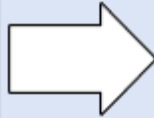
2025-2026 Elementary Scope and Sequence

Time Frame	Pre-K	Kindergarten	Grade 1	Grade 2	Grade 3 (Unit Assessments for Each)	Grade 4 (Unit Assessments for Each)	Grade 5 (Unit Assessments for Each)
Quarter 1 September- November	Colors Shadows	Weather and Climate (taught throughout the year)	Out of this World Lessons 1-3	Waves	Weather and Climate Lessons 1-4 Inheritance and Variation of Traits	Interdependent Relationships in Ecosystems	Earth Systems
Quarter 2 November- January	Shadows Sound	Interdependent Relationships in Ecosystems	It's Alive Lessons 1-4 Out of this World Lessons 4-6	Waves Earth Systems	Forces and Interactions	Energy	Survivor
Quarter 3 Feb. - March	Ramps	Forces and Interactions	It's Alive Lessons 5-12	Earth Systems	Matter and Its Interactions	Waves	Survivor Earth and Space
Quarter 4 April-June	Plants Water	Interdependent Relationships in Ecosystems	Best of Bugs	Updated New Unit: Matter and Its Interactions	Weather and Climate Lessons 5-9	Earth Systems	Earth and Space

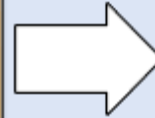
Middle School Science



6th Grade
Physical
Science



7th Grade
Life Science



8th Grade
Earth & Space
Science

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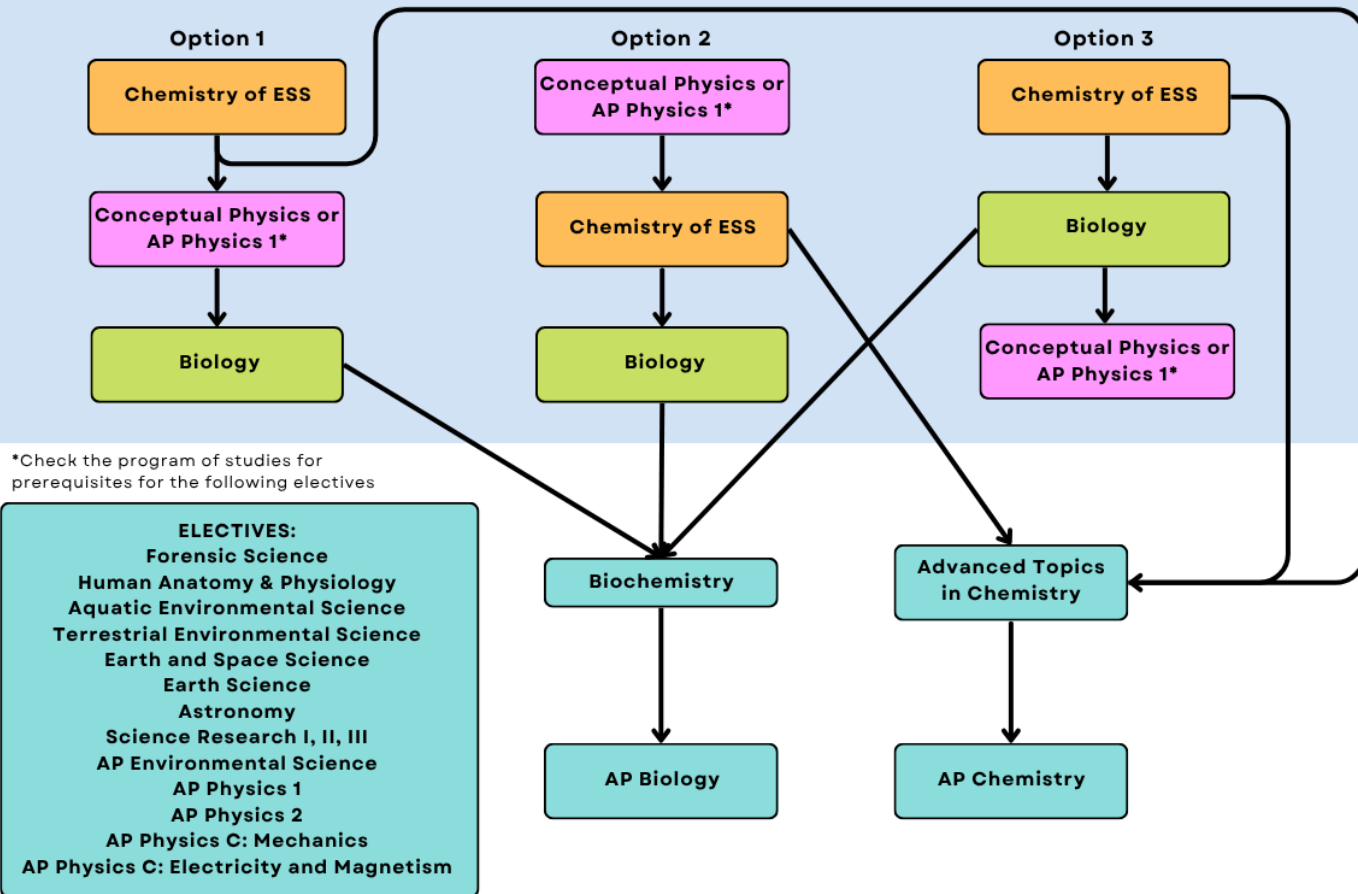
High School Science

Graduation Requirements	Science Electives
Conceptual Physics (Academic/Honors) OR *AP Physics 1 Chemistry of Earth & Space Science (Academic/Honors) Biology (Academic/Honors)	• Advanced Topics in Chemistry • Human Anatomy and Physiology • Aquatic Environmental Science • Terrestrial Environmental Science • Earth Science • Astronomy • Forensic Science • Biochemistry • Science Research I, II, III • AP Biology • AP Chemistry • AP Environmental Science • *AP Physics 1 • AP Physics 2 • AP Physics C: Mechanics • AP Physics C: Electricity & Magnetism
*Students may take AP Physics 1 as their NGSS physical science graduation requirement if they are concurrently enrolled in or have completed Algebra II.	

High School Science Course Sequencing

GRADUATION REQUIREMENTS:

*Check math requirements for AP Physics 1.



Science State Assessments

Grade 5 Maryland Integrated Science Assessment (MISA)

Grade 8 Maryland Integrated Science Assessment (MISA)

- ISR includes a scale score breakdown by core ideas and grouped science and engineering practices

Science Domains

- Physical Science
- Life Science
- Earth and Space Science

Science and Engineering Practices

- Investigating Practices
- Sensemaking Practices
- Critiquing Practices

Science State Assessments

Life Science Maryland Integrated Science Assessment (MISA) – Students take the assessment at the end of their Biology course, comprising of 20% of their final grade

- ISR includes a scale score breakdown by life science topics and grouped science and engineering practices

Life Science Topics

- Structure and Function
- Matter and Energy in Organisms and Ecosystems
- Interdependent Relationships in Ecosystems
- Inheritance and Variation of Traits
- Natural Selection and Evolution

Science and Engineering Practices

- Investigating Practices
- Sensemaking Practices
- Critiquing Practices

A decorative background featuring a light blue gradient with clusters of white and light blue hexagons in the top-left and top-right corners.

Thank you!

Questions?

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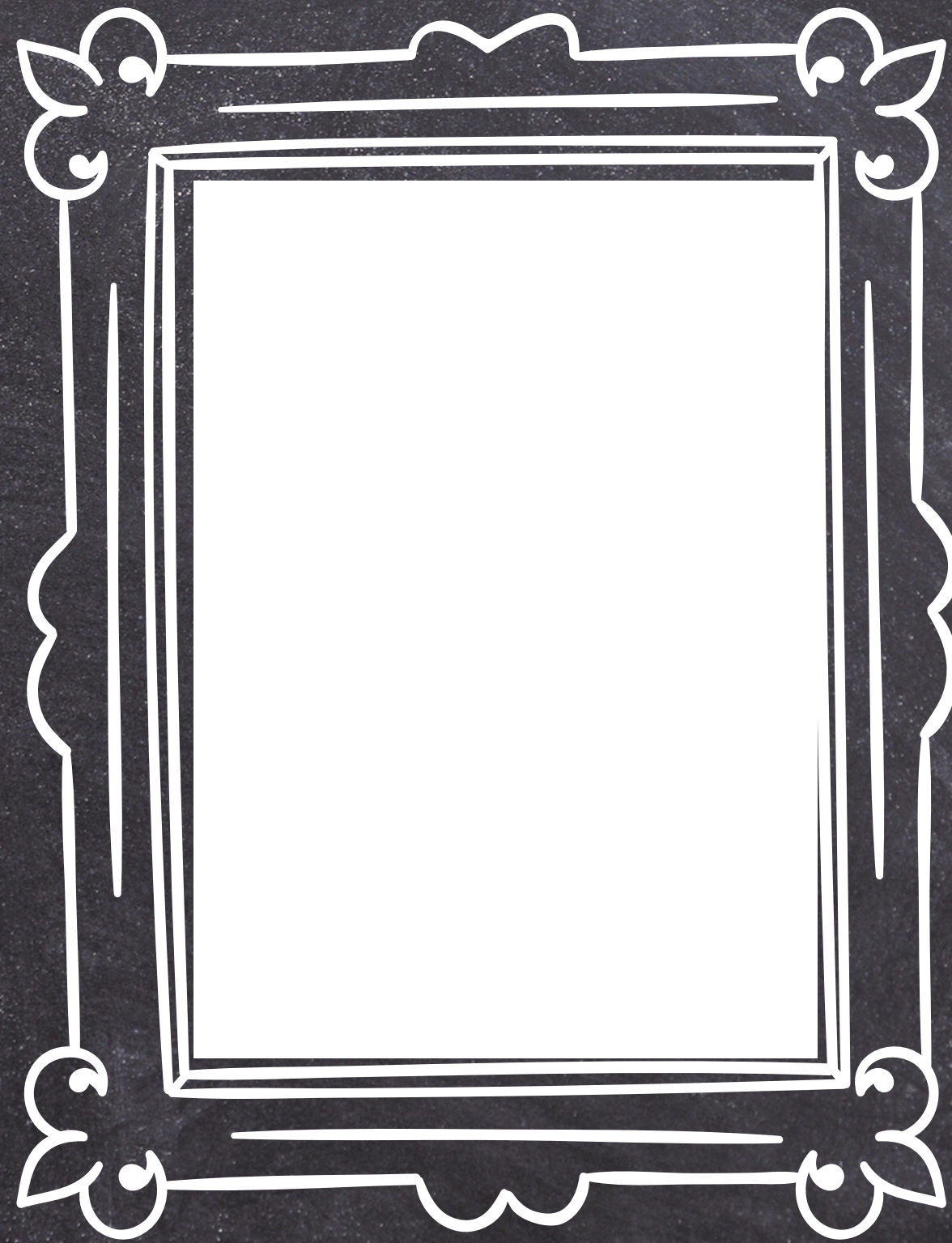
CCPS TEACHER INDUCTION

JAMIE WEAVER, COORDINATOR OF TEACHER INDUCTION

PORTRAIT OF A TEACHER

Think of the best teacher you've known—as a student, parent, or colleague. What did they do that made them so effective and memorable?

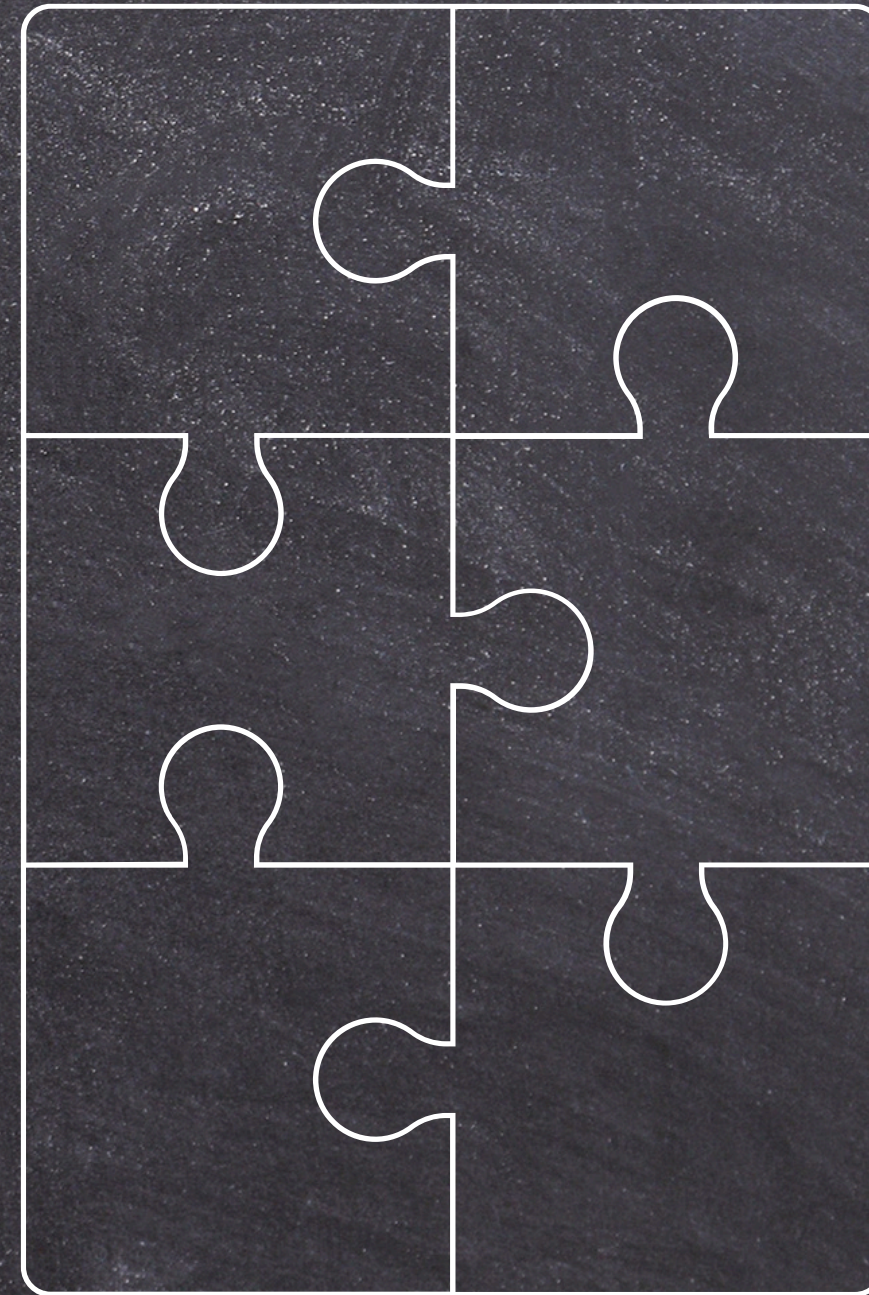
What would we want every new teacher in CCPS to be able to do or embody so that all students are supported and successful?





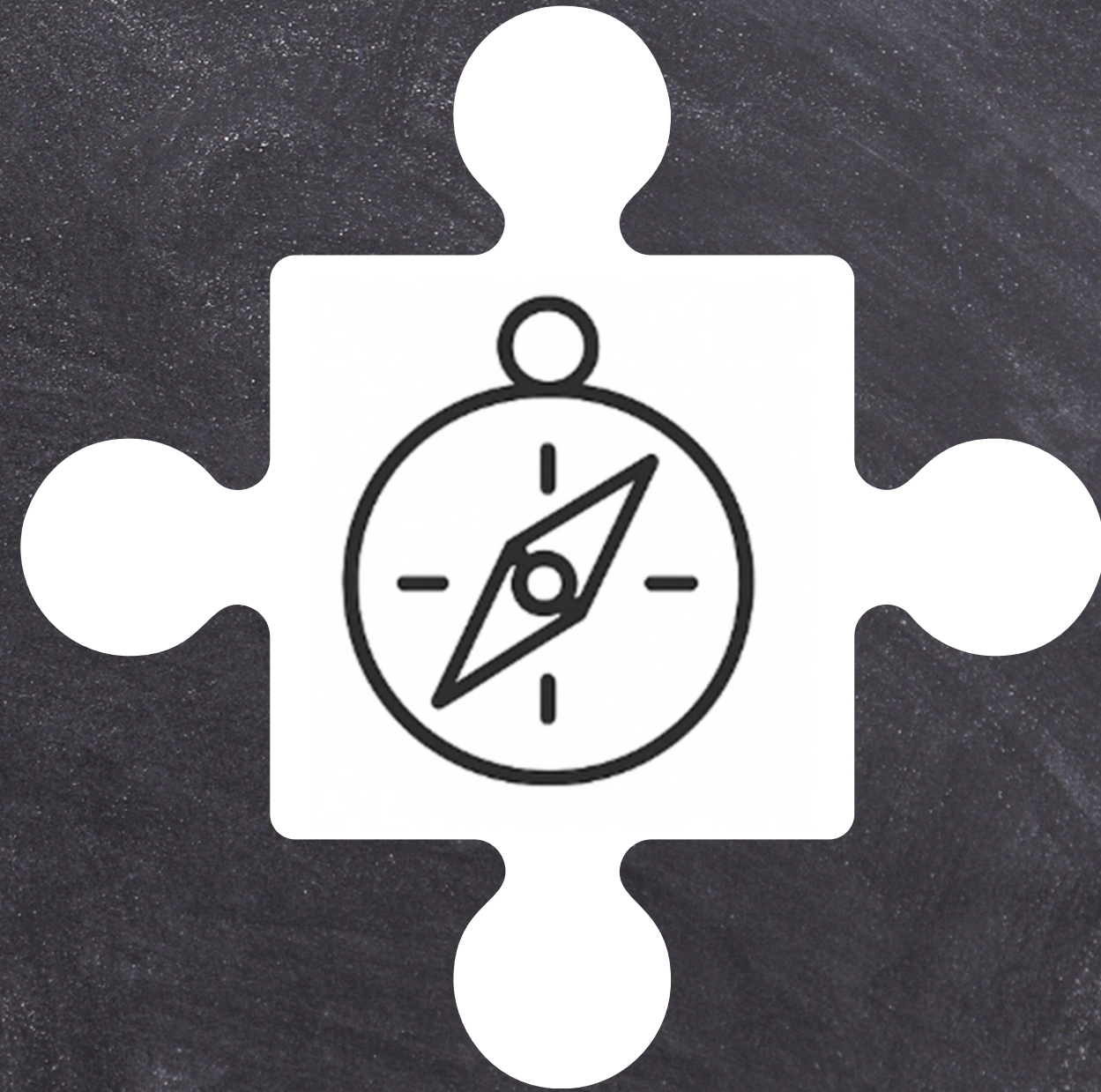
COMPREHENSIVE TEACHER INDUCTION

Jot down Key Takeaways and
Questions



ORIENTATION

6 days in August
Building Relationships
Key Personnel
Unpacking Curriculum
System Initiatives
Building Initiatives
Planning for the first 2 weeks
Technology



MENTORING

Year 1 - 3

400 minutes, 300 minutes, 200 minutes

Instructional Coaching

Knowledge, Skills, Attitude, Behaviors

Full Release & Towson partnership



PEER OBSERVATIONS & COTEACHING

Substitute Days
Mentors
Veteran Teachers

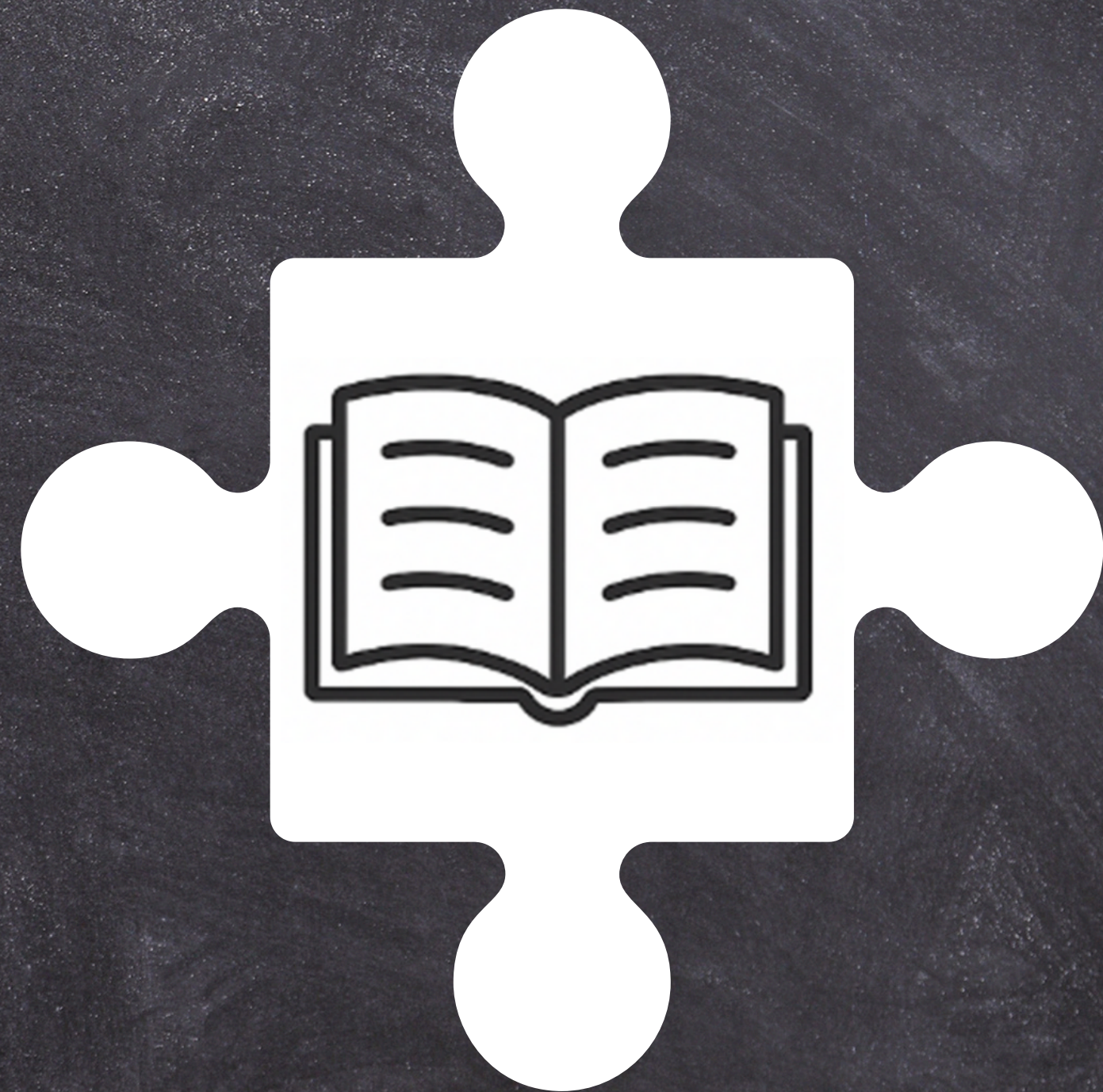


PROFESSIONAL LEARNING

Year 1:
Supervisor Driven

Year 2:
Instructional Strategies
Educational Technology
MLs
Special Education 101

Teachers & Administrators



PLC'S

Comp Ed Buildings
Expanding 26-27



OBSERVATIONS & FEEDBACK

Nonevaluative
Evaluative



COMMENTS & QUESTIONS

ORIENTATION

PEER
OBSERVATION &
COTEACHING

MENTORING

PLC'S

PROFESSIONAL
LEARNING

OBSERVATION
&
FEEDBACK

THANK YOU
VERY MUCH!

