



## CURRICULUM COUNCIL AGENDA December 17, 2015

Members Present: *Wanda Miller, Cathy Collins, Harmony Brenneman, TJ Winkler, Alison Van Gorder, Jill Ackerman, Jackie Blosser, Sally Windle, Stacy Barker, Joel Steinmetz, Brian Wischmeyer, Lee Stockhaus, Peter Badertscher* *purple not in attendance*

**Review/Approve minutes** Jackie moved and Alison seconded passed without dissent

### Old Business-

**Career Choices – Liz Smith** - Career Choices Curriculum for sixth graders at North during class meetings on Fridays.

Committee has concerns about overload. Julie responded through Liz that it would not be an issue at North. Need one book per teacher. North has decided that they don't need site licenses since the student career backpack provided by Ohio Means Jobs has most of the online parts. No student books will be purchased.

Committee had brief discussion of potential. Since the intent seems to be for supplemental use that it would be OK. Questions were raised and discussed about evaluating use and a concern about increasing teacher aggregate load.

Jill moved and Jackie seconded a motion to approve the **use of this material for supplemental use, as long as it does NOT go against the teacher contract**. The motion was approved without dissent.

### Distress Committee – Jill –

ADC required update on Program Evaluation work – CTL's

#### **3LG – 1. Evaluate Effectiveness of programs and initiatives**

ELA Templates for program evaluations to begin in January. Math- principals and building coaches were given the walkthrough template with deadlines of March 18 for the 3rd quarter and May 24 for the 4th quarter data to be submitted to Cathy. Science committee will make a final review of their template shortly after break ends.

#### **3CI – 1. Development of Curriculum Guides**

CTL's will be traveling to Cincinnati on January 5, 2016 to meet with Cincinnati Public Schools curriculum department leaders to get information about their Curriculum guides and to observe their committee meeting.

### New Business –

#### **UDL-Unif Plan Template – Alison (per Mrs. Ackerman)**

Becky and Alison have been using template to begin work on planning units using principals of UDL. Template follows the five step process throughout planning with its use. Kagen training in using different learning styles for West?

# Committee Updates

## **Math –**

*Department - I'm working on pre and post TBT assessments. This outline was emailed to principals, building coaches and teachers regarding which standards will be tested. My goal is to have the first set of pre and post TBT assessments completed by January 5.)* reported by email

**Technology –** nothing new to report

**ELA –** TBT cycles planned out for third and fourth quarter. Tests are ready to be printed and distributed. Writing needed to be a focus since it is a significant % of the tests.

**Social Studies –** 4<sup>th</sup> and 6<sup>th</sup> teachers received standards aligned supplemental materials to help with test preparation. Pretest built into Posttests. Harmony is also looking into getting more supplemental materials for American History classes. She is also checking with Mrs. Ackerman as to the feasibility of moving up textbook adoption timeline, since current elementary books are NOT aligned with current standards. She also reiterated the need to get **World History** back onto the official Board policy as a required course for graduation, since it is state law.

**Career Tech –** “interviewing for next year classes---supposed to be done January 15. Planning for the 8th grade career fair” (to be held on March 4th) is ongoing. reported by email Alison added that they are collecting information, by surveying Teachers, to see if their recruiting processes need to be changed for the future.

**Special Ed. –** nothing new to share

**Science –** Lab Aids training 6-8 half day training in January. A Specific date is to be determined in consultation with West and North Principals.

**Arts –** State arts assessments are done but not easily accessed. They will be implemented for 2016-17. The Ohio Legislature is looking at adding Honor's degrees including one for fine arts. These will also be included in the District's State Report Card. **PE option** was discussed with a State Department person and Senior High just needs to update its procedures to validate the student's skills acquisition. This will occur for the 2015-16 school year the first week in January.

**Meeting was adjourned at 2:35 P.M. after motion by Jackie and seconded by Jill was approved without dissent.**

# Math

TBT Cyles 2015-2016

| Grade             | Unit                              | Standard                |
|-------------------|-----------------------------------|-------------------------|
| K                 | 6                                 | K.OA.3                  |
|                   | 8                                 | K.MD.2                  |
| 1                 | 6                                 | 1.NBT.4                 |
|                   | 7                                 | 1.MD.4                  |
| 2                 | 6                                 | 2.MD.8                  |
|                   | 8                                 | 2.MD.7                  |
| 3                 | 9                                 | 3.OA.5                  |
|                   | 10                                | 3.NF.2                  |
| 4                 | 9                                 | 4.NF.3a & d             |
|                   | 9                                 | 4.NF.4b & c             |
| 5                 | 4                                 | 5.MD.5                  |
|                   | 4                                 | 5.MD.5b                 |
|                   | 5                                 | 5.G.1*                  |
|                   | 6                                 | 5.G.4*                  |
| 6                 | 5                                 | 6.EE5 equations only    |
|                   | 6                                 | 6.EE5 inequalities only |
|                   | 7                                 | 6.RP3a*                 |
|                   | 7                                 | 6.RP3b*                 |
| 7                 | 5                                 | 7.SP.5                  |
|                   | 5                                 | 7.SP.8a                 |
|                   | 6                                 | 7.G.1*                  |
|                   | 6                                 | 7.G.2*                  |
| 7Accelerated      | 5                                 | 7.SP.5                  |
|                   | 5                                 | 7.SP.8a                 |
|                   | 6                                 | 7.SP.3*                 |
|                   | 6                                 | 7.SP.4*                 |
| 8                 | 4                                 | 8.EE.8a                 |
|                   | 4                                 | 8.EE.8b                 |
|                   | 5                                 | 8.G.7*                  |
|                   | 5                                 | 8.G.8*                  |
| 8th grade Algebra | see shared folder on google drive |                         |

\* TBT teams will create the assessment

## TBT Cycles for ELA

| <b>Grade Level</b>   | <b>Third Quarter</b>        | <b>Fourth Quarter</b>       |
|----------------------|-----------------------------|-----------------------------|
| <b>Kindergarten</b>  | FSK.3 (OG skills)           | FSK.3 (OG skills)           |
|                      | Opinion Writing WK.1        | Informative Writing WK.2    |
| <b>First Grade</b>   | FS1.3 (OG skills)           | FS1.3 (OG skills)           |
|                      | Opinion Writing W1.1        | Informative Writing W1.2    |
| <b>Second Grade</b>  | FS2.3 (OG skills)           | FS2.3 (OG skills)           |
|                      | Main Idea/Details RI/RL 2.2 | Explanatory Writing W2.2    |
| <b>Third Grade</b>   | Opinion Writing W3.1        | Informative Writing W3.2    |
|                      | RL/RI 3.6 Point of View     | RL/RI 3.1 Text Evidence     |
| <b>Fourth Grade</b>  | Opinion Writing W4.1        | Informative Writing W4.2    |
|                      | RL/RI 4.6 Point of View     | RL/RI 4.3                   |
| <b>Fifth Grade</b>   | Opinion Writing W5.1        | Informative Writing W5.2    |
|                      | RL/RI 5.6 Point of View     | RL/RI 5.1 Text Evidence     |
| <b>Sixth Grade</b>   | Argument Writing W6.1       | Informative Writing W6.2    |
|                      | RL/RI 6.6 Point of View     | RL/RI 6.1 Text evidence     |
| <b>Seventh Grade</b> | Argument Writing W7.1       | Informative Writing W7.2    |
|                      | RL/RI 7.6 Point of View     | RL/RI 7.1 Text Evidence     |
| <b>Eighth Grade</b>  | Argument Writing W8.1       | Informative Writing W8.2    |
|                      | RL/RI 8.6 Point of View     | RL/RI 8.1 Text Evidence     |
| <b>9/10 Grade</b>    | Argument Writing W9-10.1    | Informative Writing W9-10.2 |
|                      | RL/RI 9-10.6 Point of View  | RL/RI 9-10.1 Text Evidence  |

**Science 3<sup>rd</sup> Quarter  
TBT Cycles  
2015-16**

| <b>Grade</b>                                 | <b>Unit</b>                               | <b>Standard</b>   | <b>Specifically</b>                         |
|--|---|---|---|
| <b>K</b>                                     |   |   |   |
| <b>1</b>                                     |   |   |   |
| <b>2</b>                                     |   |   |   |
| <b>3</b>                                     |   |   |   |
| <b>4</b>                                     |   |   |   |
| <b>5</b>                                     | 4 – Patterns & Cycles of the Solar System | 5-ESS-1   |   |
|  | 4– Patterns & Cycles of the Solar System  | 5-ESS-2   |   |
|  | 4– Patterns & Cycles of the Solar System  | 5-ESS-3   |   |
| <b>6</b>                                     |   |   |   |
| <b>7</b>                                     |   |   |   |
| <b>7 Accelerated</b>                         |   |   |   |
| <b>8</b>                                     | 5- Geologic Record/ Fossil Record         | 8-ESS-4   |   |
|  | 5- Geologic Record/ Fossil Record         | 8-ESS-1   |   |
| <b>9<sup>th</sup> Grade Physical Science</b> | <b>3- Study of Matter</b>                 | Heterogeneous vs. Homogenous, Properties of Matter, State of Matter and it's changes, Models of the Atom, Ions (cations & anions), Isotopes, periodic Law, Representative Groups, Bonding (ionic & covalent), Nomenclature, Chemical Reactions, Nuclear Reactions |   |
| <b>10<sup>th</sup> Grade Biology</b>         | <b>2 – Heredity &amp; Genetics</b>        | <ul style="list-style-type: none"> <li>• Cellular Genetics</li> <li>• Structure &amp; Function of DNA in Cells</li> <li>• Genetic Mechanisms &amp; Inheritance</li> <li>• Mutations</li> <li>• Modern Genetics</li> </ul>   | <b>Punnett Squares and Family Pedigrees</b> |

**Steps 1-2**

**Pre/Formative Assessment of the Standards**

- Name type of assessment(s) you will use to collect individual student baseline data
- Tool used to collect the data:

| Data Results |       |                      |
|--------------|-------|----------------------|
| Far to Go    | Close | On Target and Beyond |
|              |       |                      |

**Step 3**

**Universal Design for Learning**

Universal Design for Learning (Instruction that the whole group receives)

**Learning Outcomes -**

**Multiple means of Engagement**  
*Anticipatory Set / Modeling*

**Multiple means of Representation**  
*Modeling / Guided Practice*

**Multiple means of Expression**  
*Independent Practice / Assessment*

Step-by-step directions of the lesson:

1.

| Differentiated Instruction                                  |              |               |                      |         |                |                    |
|---|--------------|---------------|----------------------|---------|----------------|--------------------|
| Circle all learning styles that are targeted in this lesson |              |               |                      |         |                |                    |
| Verbal-Linguistic   | Math-Logical | Intrapersonal | Interpersonal        | Musical | Visual-Spatial | Bodily-Kinesthetic |
|   |              |               |                      |         |                |                    |
| Far to Go   |              |               | On Target and Beyond |         |                |                    |
| Close<br>(See UDL Plan)                                     |              |               |                      |         |                |                    |

| Rigor and Relevance Framework  |
|--|
| 1. What levels of Rigor are incorporated in the lesson plan?   |
| 2. How are we making it relevant? (Apply knowledge across disciplines, Apply knowledge to real-world predictable situations, Apply knowledge to real-world unpredictable situations) |

| Assistive Technology   |                      |
|--|----------------------|
| (Student Specific) Should come from the IEP or other documentation of need |                      |
| Intensive Modifications/Tools  | Mild Scaffolds/Tools |
| Moderate Accommodations/Tools  |                      |

**Step 5**

**Post Assessment (Multiple Means of Expression)**

- Can every student independently complete the assessment(s) you have designed?
  - If so, list your universally designed assessment
  - If not complete the tiered plan below using student initials along with accommodations/scaffolds or modifications that will be offered to the learner during assessment.
  - What are the differences in how you will collect data from each student?

|           |       |                      |
|-----------|-------|----------------------|
| Far to Go | Close | On Target and Beyond |
|-----------|-------|----------------------|