



CURRICULUM COUNCIL AGENDA

March 22, 2018

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

Old Business-

Final approval of 7-12 Grading Policies – FRAN & TJ

Meeting with all principals was held. The final policy be put into a digital form and will be electronic voted by cc members, before April School Board meeting, so the policy change can be submitted for their consideration.

Update on HS Course Catalog – FRAN

Catalog is done, but new courses need to be added still.

District Wide Policy for informing Parents of student Performance and Progress – per Jill

Elementary Principals and TJ are to meet April 12 to make a written proposal which will be submitted for the April CC meeting.

New Business –

Definition of Achievement Classes Prerequisites and also course creation for Achievement Geometry and Achievement Algebra II. – Rachel M. (guest WILL PRESENT HER DEPARTMENT'S IDEAS FIRST so she can get back to Skillful Teacher class), Cathy and Jackie

Geometry and Algebra II request for Achievement level classes at Lima Senior. (see attached proposal, Appendix A). Achievement Geometry could be a freshman or sophomore student. Placement into Achievement Geometry would be based on 8th grade placement test, End of Course Assessment and with teacher recommendation for unique data situations.

Achievement Algebra II - class placement would be based on End of Course assessments for ALG. I AND Geometry, unit tests from Algebra and Geometry, and teacher recommendation for unique data situations.

Achievement English 9 – class placement would be based on 8th end of course grade, teacher recommendation for unique data situations, Spring Reading Inventory and 8th Reading End of Course Assessment.

Achievement Physical Science – class placement would be based on 8th Grade Final grade, 8th End of Course Assessment, and teacher recommendation for unique data situations.

TJ moved and Sally seconded a motion to create/modify the above courses and their prerequisites. The motion was approved without dissent.

Heggerly Phonemic Awareness Program – Jackie

Program would be used for Pre-school to Grade 2 and 3-6 SWD to bridge gaps. Training is half day during summer. No real teacher prep needed as each lesson is scripted completely. The focus of the program is on Oral language. This fits into the current OG work without conflict.

Sit Together and Read, (STAR), Read Aloud Practices - Jackie

(See Appendix B for program details)

This is a Preschool program which has been pre-approved by Pre-School supervisor. There is no cost to the district as SST is providing kits, resources, and books. This should help with pre-school to KG transition at all the elementary schools as students will be better prepared.

Stacy moved to approve both programs. Brian seconded. The motion was approved without dissent.

Committee Updates

Arts – Nothing new to report.

Career Tech – Web exams, Industry Credentials Testing are all due to be completed by end of month. 11 students have passed their web exams so far.

ELA – Striving Readers Grant with a K-6 focus for 1.1 million dollars was submitted. If granted the implementation is to be over two years for professional development part. The district is supposed to receive notification in first week in May. Jackie is currently addressing concern from the LEA Union president that CTL's make quarterly assessments based on pacing guides.

Math – no report as Cathy was attending Skillful Teacher PD at South.

Science – Hands-on day at West was held and observed by Joel. Hopeful that day will be repeated before end of year.

Social Studies – no report as Harmony was with the Youth in Government students.

Special Ed. – AA window closes April 13. Boxes due to Testing office by April 11th. Teachers should check inventory list before returning boxes. Internal Focus Group has continued to meet...waiting for state to clarify some questions. New IEP format for 2018-2019 must be implemented at start of year. Very busy with IEP and ETR meetings across district.

Technology – no report as Pete was unavailable for the meeting.

Meeting was adjourned at 2:16 P.M. after motion by Brian and seconded by Jackie and was passed without dissent.

Appendix A.

Mathematics Department: Achievement Courses for Geometry & Algebra II

How will this help our students?

Achievement classes would allow us to differentiate more effectively, because students would be grouped by previous achievement and natural ability. This means that extension activities would allow students who grasp the material quickly to deepen their understanding and improve how well they can perform on complex math tasks.

Currently we only have 50 minutes for our classes which isn't enough time to be able to fully implement the math workshop model which has embedded differentiation allotted in it.

Currently it is the norm for freshmen through juniors to all be in Geometry together and be "on pace". It would be on pace for sophomores through seniors to be in Algebra 2 together as well. There are social and educational benefits for tightening the roster for these classes.

How will it challenge the higher students?

Teachers will be able to focus on more discovery and higher challenging math processes which will allow students the chance to move into higher level thinking. This is in contrast to a more explicit teaching style for lower achieving students and students with disabilities. These students who are mixed with these other classes become bored during the explicit teaching portion of the lesson waiting on the differentiation to more challenging work.

Modified assignments, projects, inquiry, and extension assignments will help our students to be challenged to deeper understanding. In the Achievement Courses, we can not only teach at a quicker pace, but we will also be able to teach the extended standards that we currently do not teach. Many of these standards connect to other content areas. This will also help with higher achievement for Pre-Calculus and Calculus as well as Science courses such as Chemistry and Physics.

How will it help the lower students to achieve?

These students will receive more explicit teaching time and structured examples of lesson and problem types. The pace is slower in the regular courses and the assignments can be better structured and focused for the students in the regular Geometry and Algebra 2 courses. Teachers will be able to hone in on the errors that students are making versus trying to differentiate at such a broad scale.

While we as teachers are challenged to have everyone participating in class oftentimes higher achieving students want to share their answers quickly which results in other students shut down and rely on the "bright" students to answer for them.

How to Read the High School Content Standards

Conceptual Categories are areas of mathematics that cross through various course boundaries.

Standards define what students should understand and be able to do.

Clusters are groups of related standards. Note that standards from different clusters may sometimes be closely related, because mathematics is a connected subject.

Domains are larger groups of related standards. Standards from different domains may sometimes be closely related.

e shows there is a definition in the glossary for this term.

(★) indicates that modeling should be incorporated into the standard. (See the Conceptual Category of Modeling pages 13-14)

(+) indicates that it is a standard for students who are planning on taking advanced courses. Standards with a (+) sign will not appear on Ohio's State Tests.

Some standards have course designations such as (A1, M1) or (A2, M3) listed after an a, b, or c. These designations help teachers know where to focus their instruction within the standard. In the example below the beginning section of the standard is the stem. The stem shows what the teacher should be doing for all courses. (Notice in the example below that modeling (★) should also be incorporated.)

Looking at the course designations, an Algebra 1 teacher should be focusing his or her instruction on a. which focuses on linear functions; b. which focuses on quadratic functions; and e. which focuses on simple exponential functions. An Algebra 1 teacher can ignore c., d., and f, as the focuses of these types of functions will come in later courses. However, a teacher may choose to touch on these types of functions to extend a topic if he or she wishes.

CONCEPTUAL CATEGORY	FUNCTIONS STANDARDS	FILE	DOMAIN
STANDARD	<p>INTERPRETING FUNCTIONS</p> <p>Analyze functions using different representations.</p> <p>F.IF.7 Graph functions expressed symbolically and indicate key features of the graph, by hand in simple cases and using technology for more complicated cases. Include applications and how key features relate to characteristics of a relation, making selection of a particular type of function model appropriate. ★</p> <p>a. Graph linear functions and identify intercepts (A1, M1)</p> <p>b. Graph quadratic functions and indicate intercepts, maxima, and minima (A1, M2)</p> <p>c. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. (A2, M3)</p> <p>d. Graph polynomial functions, identifying zeros, when feasible, and intercepts, and indicating end behavior. (A2, M3)</p> <p>e. Graph simple exponential functions, indicating intercepts and end behavior. (A1, M1)</p> <p>f. Graph exponential functions, indicating intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. (A2, M3)</p> <p>g. Graph rational functions, identifying zeros and asymptotes when factoring is reasonable, and indicating end behavior. (A2, M3)</p> <p>h. Graph logarithmic functions, indicating intercepts and end behavior.</p>		STAR FOR MODELING
COURSE	a. Algebra 1, b. Algebra 2, c. Algebra 3		
DESIGNATION	e. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. (A2, M3)		CLUSTER
	(+) g. Graph rational functions, identifying zeros and asymptotes when factoring is reasonable, and indicating end behavior. (A2, M3)		GLOSSARY



Crane Center for Early Childhood Research and Policy



SIT TOGETHER AND READ
READ-ALOUD PRACTICES

STAR Read-Aloud Practices are evidence-based techniques used during book reading that build children's foundational skills to ease the transition into formal instruction.

Join educators from across the United States who are adopting STAR-Read Aloud Practices in their classrooms.

We are excited to share our newly re-designed read-aloud materials to better help educators and caregivers encourage young children's attention to print.

Registering for the full content is **EASY** and **FREE!** Get online access to:

- STAR Read-Aloud Practices full professional development and orientation for Ohio Approved/Step Up to Quality (SUTQ) credit
- Additional supplemental modules for Ohio Approved/SUTQ credit
- STAR book-reading calendar and print target list



Visit us at star.ehe.osu.edu to register!



What are STAR Read-Aloud Practices?

STAR is a set of interactive and innovative read-aloud practices designed for educators and caregivers. STAR utilizes intentional read-aloud practices and mindful scaffolding strategies to strengthen young children’s knowledge and awareness of print.



The STAR programs have adopted the name STAR Read-Aloud Practices following years of research that have demonstrated shared book reading as an effective means for advancing emergent-literacy skills.



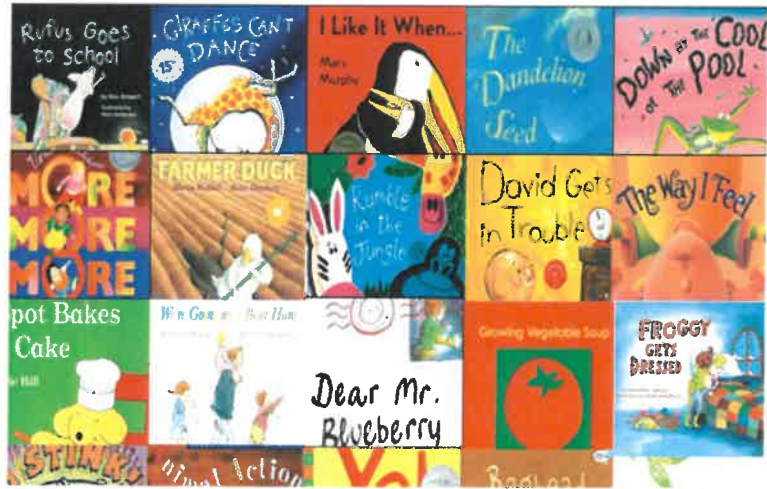
Interested in a private workshop for your organization? Contact us at star@osu.edu.

Find out more at star.ehe.osu.edu.



“This is a great way to engage families, foster parent involvement, and encourage specific strategies.

With so many different skill levels in my classroom, I appreciated the differentiation with the STAR cards.”



STAR Read-Aloud Practices are organized around high-quality, commercially-available storybooks that can be easily integrated into any educator's daily routine!

STAR READ-ALOUD PRACTICES
READING LOG

Book: WEEK 1

Reading	Teacher	Student	STAR Strategy	Notes
10/1			Retelling	
10/2			Retelling	
10/3			Retelling	
10/4			Retelling	
10/5			Retelling	

Sit Together And Read
Rufus Goes to School by Kraigmead

Book: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

Target: Environmental Print Metalinguistic Concept of Reading

☑ Don't forget to let students highlight their 22 - 26 weeks you read the book

PREDICTING

Context: On the book, there is a picture of a boy and a dog. The boy is looking at the dog. The dog is looking at the boy.

Teacher: "How do you think the boy and the dog are feeling?"

Children: "Happy!"

Teacher: "How do you think the boy and the dog are feeling?"

REASONING

Context: On a page in the book, there is a picture of a boy and a dog. The boy is looking at the dog. The dog is looking at the boy.

Teacher: "How do you think the boy and the dog are feeling?"

SELECTING THE ANSWER

Context: In the book, there is a picture of a boy and a dog. The boy is looking at the dog. The dog is looking at the boy.

Teacher: "How do you think the boy and the dog are feeling?"

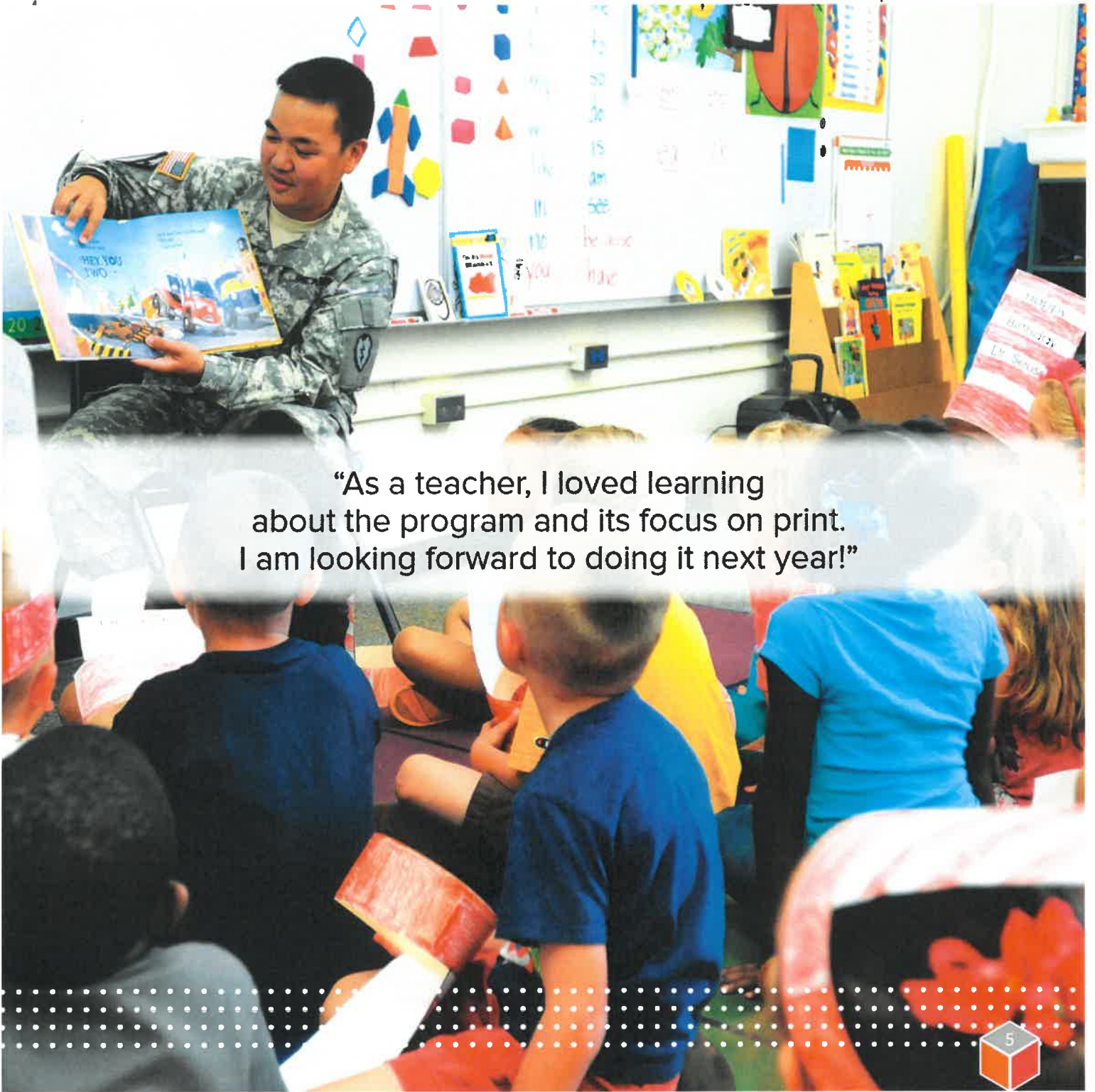
COMPARING

Context: On a page in the book, there is a picture of a boy and a dog. The boy is looking at the dog. The dog is looking at the boy.

Teacher: "How do you think the boy and the dog are feeling?"

STAR cards provide detailed techniques and examples to use when reading to children. We also provide reading logs to monitor your progress with each book and their print targets.

You can find pre-made and blank versions of the STAR cards and reading logs at star.ehe.osu.edu.



“As a teacher, I loved learning about the program and its focus on print. I am looking forward to doing it next year!”











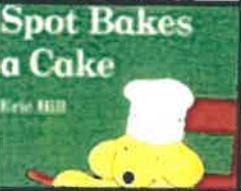

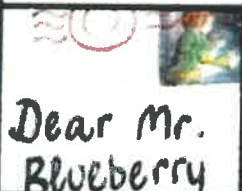

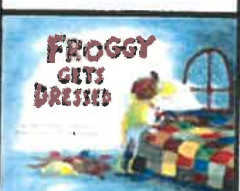

















STAR Read-Aloud Practices
Crane Center for Early Childhood Research and Policy

175 East 7th Avenue, Columbus, Oh 43201
614.247.7488 | Email: STAR@osu.edu

earlychildhood.ehe.osu.edu | star.ehe.osu.edu

Partnering to improve children's well-being through research, practice and policy.

				
Week 1	Week 2	Week 3	Week 4	Week 5
				
Week 6	Week 7	Week 8	Week 9	Week 10
				
Week 11	Week 12	Week 13	Week 14	Week 15
				
Week 16	Week 17	Week 18	Week 19	Week 20
				
Week 21	Week 22	Week 23	Week 24	Week 25
				
Week 26	Week 27	Week 28	Week 29	Week 30