



CURRICULUM COUNCIL AGENDA

August 15, 2019

Members Present: Angela Heffner, Wanda Miller, Cathy Collins, Patrick Horstman, Julie Stewart, Fran Mort, Jill Ackerman, Jackie Blosser, Matt Quatman, Joel Steinmetz, Kristin Lee, Brian Wischmeyer, Lee Stockhaus, Peter Badertscher *purple not in attendance*

Old Business-

Virtual business-Edgenuity EOC Readiness Course for High School – Jackie B.

Motion was approved by vote of 8 FOR, 0 AGAINST and 4 ABSTENTIONS

New Business –

Too Good for Drugs – Sarah Zeller, Sara Bowsher with special Guest Lucy Flowers of PASS

Alcohol and Drug abuse prevention program specifically for third graders.

10-thirty minute lessons. Two Units of 5 lessons.

Otto (robot) for added student engagement. Students get a workbook to use during lessons.

Funded by Mental Health services board. Flexible with scheduling in consultation with principals and social workers. Folder with sample materials given to each CC member.

Digital samples included at end of minutes of some essential materials.

Jill moves to approve only if integrated in PE/Drama/Dance classes, seconded by Cathy. Approved without dissent. Principals will have information shared with them at their next meeting.

Program will be reviewed at February CC for a final determination of future further use.

Grading Scale – Jill A. – Guest Darnell C.

There are no more AP classes only dual credit. Problem: How classes are weighted... ex. if a student had all "B-'s", that would NOT result in a 3.0 GPA would be 2.7 GPA. Colleges look at GPA so would ignore 2.7 even though technically all "B" grades.

No action taken at this time by the council.

Committee Updates

Arts –

Some music teachers want to use some digital programming. It was determined that if the program is to be used for an extended time (20% of a week or more) then to be used the program should come to CC first. If less or just a onetime use, then the approval of CC would not be necessary.

Career Tech –

Some student movement due to student not placed in the correct program is being solved this week. A "Career Opportunity" is in the planning stages to be occurring in OCT. using community business partners to do 1-2 student in-depth sessions as the model. This program will be targeting Tenth Graders.

ELA –

iReady update- roster upload in process with Rick S. HS RI and MI set up. Aimswebplus rostering being started. HS English department worked with Jackie during TBT yesterday. TGRG students going to Golden Bridge to try to escape being held back.

Math –

Algebra I and Geometry PD sessions are scheduled for those teachers. PD sessions for other grades are a schedule in progress. Cathy will be providing TBT support at Heritage, North, West and Senior High this school year.

Science –

New staff are being given support to use/find their teaching resources by Joel.

Social Studies –

Liberty Day for Fourth graders will occur again. Schedule is being readied with special attention to Heritage to improve over last year's day.

Real Money/Real World participation with HS financial literacy classes in being investigated with HS department chair with the date upcoming in Sept. at UNOH.

K-4 teachers are using new assessment protocol as a pilot. It is to be based on Standards at that grade level and whether the student has demonstrated their ability to be successful using the 3 to 4 "I CAN" statements for each standard.

Special Ed. –

Special Ed Leaders met with ODE representatives on Dow settlement Case. A Consultant, Sarah, was assigned to our district twice a week. She will be working with principals and coaches on "co-teaching" this year. Leaders will also work with SST to plan out the service plan work for this year. Teacher IEP training week after Labor Day (September 3, 4, and 5). ½ day training will be provided so that buildings can hopefully share sub for whole day in a building to cover two teachers.

Technology –

South and HS are doing a distance learning video pilot for Geometry. APEX enrollments are done. Schoology set went well with integration with DASL. Lockdown browser for schoology testing is available across the district.

Motion to adjourn Meeting was made by Brian and seconded by Jackie and was approved at 1:55 P.M.

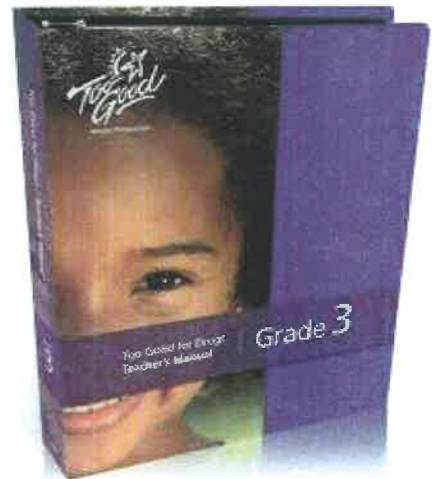


Too Good for Drugs, is an evidence-based prevention program designed to reduce the risk factors and enhance protective factors related to alcohol, tobacco, and other drug use.

The program introduces and develops social and emotional skills for making healthy choices, building positive friendships, communicating effectively, and resisting peer pressure.

Through developmentally appropriate activities, students learn five essential social and emotional learning skills, which research has linked with healthy development and academic success:

- Goal Setting
- Decision Making
- Bonding with pro-social others
- Identifying and managing emotions
- Communicating effectively



Too Good for Drugs for 3rd graders consists of ten 30 minute sessions.

Program provided at no charge through grant funding from the Mental Health & Recovery Services Board to Allen, Auglaize, & Hardin county schools

For more information, contact Hope Duran at hduran@PASSaah.org or call 419-549-8530



Mental Health &
Recovery Services
Board of
Allen, Auglaize, and
Hardin Counties
www.wecarepeople.org



Too Good for Drugs Curriculum Correlations

Correlated with National Health Education Standards

Grade 3

Lesson One: *Go For Your Goal*

Objectives: The student will be able to:

- Define goal.
- Recite 5 steps to use when going for a goal.
- Set a personal goal.
- Describe personal process toward the goal.

HEALTH EDUCATION STANDARD 1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.5.1. Describe the relationship between healthy behaviors and personal health.

HEALTH EDUCATION STANDARD 6 – Students will demonstrate the ability to use goal-setting skills to enhance health.

6.5.1. Set a personal health goal and track progress toward its achievement.

Lesson Two: *Your Magnificent Machine*

Objectives: The student will be able to:

- Discuss the functions of body organs: brain, heart, lungs, stomach, liver.
- Discuss things the body needs to function well.
- Discuss things that damage the body: tobacco, alcohol & other drugs.

HEALTH EDUCATION STANDARD 1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.5.1. Describe the relationship between healthy behaviors and personal health.

HEALTH EDUCATION STANDARD 7 – Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.5.1. Identify responsible personal health behaviors.

7.5.2. Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

7.5.3. Demonstrate a variety of behaviors that avoid or reduce health risks.

Lesson Three: *Making My Day*

Objectives: The student will be able to:

- Define stress.
- Describe symptoms of stress.
- List at least three sources of stress.
- List at least five healthy ways to reduce stress.

HEALTH EDUCATION STANDARD 1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.5.1. Describe the relationship between healthy behaviors and personal health.

1.5.2. Identify examples of emotional, intellectual, physical, and social health.

HEALTH EDUCATION STANDARD 7 – Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.5.1. Identify responsible personal health behaviors.

7.5.3. Demonstrate a variety of behaviors that avoid or reduce health risks.

Lesson Four: *Connect-a-Kid*

Objectives: The student will be able to:

- List ways that s/he is connected to the family, school, and community.
- Demonstrate ways to begin, continue, and end a conversation.

HEALTH EDUCATION STANDARD 1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.5.1. Describe the relationship between healthy behaviors and personal health.

1.5.2. Identify examples of emotional, intellectual, physical, and social health.

Lesson Five: *I-Messages*

Objectives: The student will be able to:

- Review feelings.
- Recite and effective communication formula: I feel _____ when you _____ because _____ . I want _____ .
- Discuss reasons for using I-messages.

HEALTH EDUCATION STANDARD 1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.5.1. Describe the relationship between healthy behaviors and personal health.

1.5.2. Identify examples of emotional, intellectual, physical, and social health.

HEALTH EDUCATION STANDARD 4 – Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.5.1. Demonstrate effective verbal and non-verbal communication skills to enhance health.

Lesson Six: *Decision Making*

Objectives: The student will be able to:

- Review the stop and think decision-making model.
- Describe 4 more steps in the decision-making model: (1) Picture a positive outcome. (2) List choices and consequences. (3) Act out the best plan. (4) Now tell yourself how you did.
- Discuss decisions and consequences.

HEALTH EDUCATION STANDARD 5 – Students will demonstrate the ability to use decision-making skills to enhance health.

5.5.1. Identify health-related situations that might require a thoughtful decision.

5.5.4. Predict the potential outcomes of each option when making a health related decisions.

HEALTH EDUCATION STANDARD 7 – Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.5.1. Identify responsible personal health behaviors.

Lesson Seven: *Too Good for Alcohol*

Objectives: The student will be able to:

- Describe the negative effects of drinking alcohol on balance, vision coordination, speech and thinking.
- Discuss the risks associated with underage drinking of alcohol.
- Demonstrate making good decisions about alcohol.

HEALTH EDUCATION STANDARD 1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.5.1. Describe the relationship between healthy behaviors and personal health.

1.5.2. Identify examples of emotional, intellectual, physical, and social health.

HEALTH EDUCATION STANDARD 2 – Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

2.5.5. Explain how media influences thoughts, feelings, and health behaviors.

HEALTH EDUCATION STANDARD 7 – Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.5.1. Identify responsible personal health behaviors.

7.5.3. Demonstrate a variety of behaviors that avoid or reduce health risks.

Lesson Eight: *The Truth About Tobacco Advertising*

Objectives: The student will be able to:

- Describe the harmful effects of smoking cigarettes and cigars.
- Describe the social influence of advertising on decisions about smoking.
- Describe the actual incidence and prevalence of cigarette smoking.

HEALTH EDUCATION STANDARD 1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.5.1. Describe the relationship between healthy behaviors and personal health.

HEALTH EDUCATION STANDARD 2 – Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

2.5.3. Identify how peers can influence healthy and unhealthy behaviors.

2.5.5. Explain how media influences thoughts, feelings, and health behaviors.

HEALTH EDUCATION STANDARD 7 – Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.5.1. Identify responsible personal health behaviors.

7.5.3. Demonstrate a variety of behaviors that avoid or reduce health risks.

Lesson Nine: *Peer Pressure*

Objectives: The student will be able to:

- Define peer pressure.
- Describe the effects of peer pressure on decision-making.
- Demonstrate ways to handle peer pressure: Say No, Ignore, Walk Away, A Better Idea.
- Describe the physical, social and mental effects of marijuana.

HEALTH EDUCATION STANDARD 1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.5.1. Describe the relationship between healthy behaviors and personal health.

1.5.2. Identify examples of emotional, intellectual, physical, and social health.

HEALTH EDUCATION STANDARD 2 – Students will Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

2.5.3. Identify how peers can influence healthy and unhealthy behaviors.

HEALTH EDUCATION STANDARD 4 – Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.5.2. Demonstrate refusal skills to avoid or reduce health risks.

Lesson Ten: *Third Grade Game Show*

Objectives: The student will be able to:

- Review the concepts learned in Too Good for Drugs, Grade Three.
- Perform role-plays to demonstrate the decision to stay drug free.

HEALTH EDUCATION STANDARD 1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.5.1. Describe the relationship between healthy behaviors and personal health.