

CURRICULUM COUNCIL MEETING MINUTES

October 21, 2009

The first meeting of the 2009-2010 Curriculum Council was held on October 21, 2009, in the Board Room of the CCPS administrative building. Dr. Peter McCallum, Executive Director of Elementary and Middle School Education, welcomed everyone, reviewed the agenda, introduced eleven new members, and invited all council members to introduce themselves.

Dr. McCallum shared an overview of the function, charge, and purpose of the Curriculum Council. Information included:

- The mission of the Curriculum Council is to ensure that all curricula products meet local, national, and state standards. The council will ensure quality control by engaging in the following activities:
 - Analyze curricula to determine alignment from pre-k through grade twelve.
 - Review curricula through the lens of meeting the needs of all students including students who are gifted, as well as academically or physically challenged.
 - Provide an objective and outside perspective to the curricula and supplemental curricula products.
 - Analyze the compatibility of the curricula with system guidelines and formats.
- Charge of Curriculum Council - To provide direction for the development of curricula which will prepare students to meet the demands of a global society. Drawing upon the expertise of a diverse representation of constituent groups, the council will provide oversight, feedback, and leadership to various curriculum developers to ensure a consistent format and an articulated developmental curriculum across all levels of schooling.
- Expectations - To facilitate the work of the Curriculum Council, members will be guided by the following expectations:
 - Meetings will begin and end on time.
 - Council members will attend each meeting and arrive at the appointed time.
 - Council members will review the materials and make recommendations that will improve the product.
 - Council members will be active listeners and pose questions and critique with respect and courtesy.
 - Council members will share what is learned and seek feedback from “end” users of the products (teachers, parents, students).
- Organizational Chart of the Curriculum Council
- Sources of Curriculum
 - Recommended curriculum
 - Written curriculum
 - Supported curriculum
 - Tested curriculum
 - Taught curriculum
 - Learned curriculum

The council should expect to see evidence of the following in all curricula:

- Systems thinking in the classroom
- Integration of technology
- Differentiated instruction

Dr. McCallum discussed the importance of council members providing input regarding the curricula. He likened this group to a stakeholder input clearinghouse. Curriculum is always in draft form; we never really have a final product. Dr. McCallum indicated that we are taking a close look at instruction this year.

Middle School Science Curriculum Review

Mr. Frank Cardo, Instructional Coordinator for Science, was present to answer any questions regarding the May 20, 2009, middle school science curriculum presentation. The science curriculum writing team is still updating and modifying the curriculum. Once this is completed, it will be placed on the web for teachers.

Dr. McCallum requested last year's council members to vote on acceptance of the curriculum. They voted unanimously to approve the middle school science curriculum.

Freshman Seminar Curriculum Presentation

Dr. McCallum introduced Ms. Joanna Seiberling, Coordinator for Guidance and Counseling, to present the Freshman Seminar curriculum.

Ms. Seiberling provided a brief history of the Freshman Seminar course. The rationale for the course is that transition from middle school to high school brings many challenges to students; Freshman Seminar is designed to provide support to students as they make important decisions. The course focuses on career exploration, concepts, skills, and processes that students can use to help them become more successful in completing their high school years.

The Freshman Seminar course consists of 6 units:

- Introduction to *The Seven Habits of Highly Effective Teens* by Stephen Covey
- Service Learning
- Science, Engineering and Technology
- Communicating Through the Arts
- Business, Finance and Marketing
- Health and Human Services

Ms. Kim Youngblood, Service Learning Coordinator, presented the **Service Learning** unit. The 9th grade service learning project is the fourth and final project that completes the Cecil County Public Schools MSDE approved graduation requirement of 75 hours. All Service Learning projects will meet all of Maryland's Seven Best Practices of Service Learning:

- Best Practice 1: What recognized community need was met by your project?
- Best Practice 2: How was the project connected to school curriculum?
- Best Practice 3: How did you reflect on your experience throughout the project?
- Best Practice 4: How did students take leadership roles and take responsibility for the success of the project?
- Best Practice 5: What community partners did you work with on this project?
- Best Practice 6: How did you prepare and plan ahead for the project?
- Best Practice 7: What knowledge and skills did students develop through this project?

Ms. Youngblood said students benefit tremendously from service learning. They learn how to serve their community and it helps students with life skills because of real-life learning experiences. She feels service learning is a wonderful fit in Freshman Seminar.

Mr. Frank Cardo, Instructional Coordinator for Science, presented the **Science, Engineering and Technology** unit. The team of writers for this unit included diverse specialties – physics teacher, German teacher, Spanish teacher, music teacher, CTE teacher, high school principal, and science coordinator. The lessons in this unit are:

- Careers in Science, Engineering and Technology (students explore the range of career opportunities)
- Paper Tower Project

- Transpiration Lab (students develop and demonstrate skills in using lab and field equipment to perform investigation techniques)
- Catapults
- Research Current Topics in Science, Engineering and Technology

After each lesson, three habits are reviewed as the common thread throughout the course:

Habit 2: Begin with the end in mind

Habit 3: Put first things first

Habit 4: Think Win-Win

Dr. Nelson Fritts, Instructional Coordinator for Fine Arts, presented the **Arts and Communication** unit. Unit components include:

- Becoming a Team
- Game of Life
- Career-Mini Research Project
- Group Dynamics and Collaboration
- Problem-based Student Project

Mrs. Karen Hammond, CTE lead teacher at Elkton High School, presented the **Business, Finance and Marketing** unit. Unit components include: budgeting, savings, megabyte money, checking, credit & identity theft, and lending policies.

- Lesson 1 – Identify your Strengths, Weaknesses, Skills and Interests
- Lesson 2 – Types of Business Ownership
- Lesson 3 – Selecting a Type of Business
- Lesson 4 – Financial Plan
- Lesson 5 – Marketing
- Lesson 6 – Research

Mrs. Hammond has been a part of the Freshman Seminar since its inception. Finance literacy is a 9-day unit. Lessons come from a booklet provided by APG Credit Union, CCPS Credit Union, and Thiokol Credit Union. The booklet is entitled *Making the Right Money Moves*. Mrs. Hammond described this booklet as a “mighty” resource.

Mr. James Zimmer, Instructional Coordinator for Social Studies, presented the **Health and Human Services** unit.

- Lessons 1-6: Focus is on the medical field and government agencies
 - Describe how health care systems inter-relate to provide services in emergency situations
 - Identify the skills and education needed to work in the health care industry
 - Explore relationships between health care agencies and law enforcement
 - Explore the role of the courts in resolving issues of responsibility and liability
- Lesson 7: Focus is on people working together for the good of all
 - Demonstrate understanding of win-lose, lose-win and lose-lose situations, and the potential impact each has on their daily lives
- Lessons 8-10: Focus is on public education
 - Evaluate the values, goals and structure of the American system of education
 - Explore relationships between educational experience and occupational choice

Joan Abbott asked if information about the military is shared as a career. Mr. Zimmer said it is not. Ms. Abbott feels the Freshman Seminar course would be a venue for students to receive military career information. Dr. McCallum said we would consider military – it is a missing link. Ms. Abbot asked if CCPS has a Junior ROTC program for students. Mr. Cariello indicated that CCPS is on a waiting list for funding.

Kyle Rickansrud asked if CCPS policies other than attendance are discussed. He feels the CCPS acceptable use policy would be appropriate to include, which would lead to information regarding cyber safety. Mr. Rickansrud also asked about PBIS (Positive Behavior Intervention Supports). Ms. Seiberling said BMH and EH are the only two high schools using PBIS. Since PBIS is not countywide, it is not included in the curriculum.

Mr. Rickansrud suggested a survey be given to students to seek their input regarding the Freshman Seminar course. Ms. Seiberling said students are informally surveyed by counselors when working on class schedules. Mr. Rickansrud offered assistance of the technology department for a student survey.

Tish Stafford complimented the writing team for the copyright approval found on page 356.

Dr. McCallum thanked all the presenters for their presentation.

Chinese III Curriculum Presentation

Dr. McCallum introduced Mrs. Janet Newberry, Instructional Coordinator for World Languages and ESOL, to present the Chinese III curriculum. Mrs. Newberry introduced teachers Chiung-Mei Lai and Doreen Soo. The Chinese III curriculum writing team consisted of teachers Ms. Lai and Ms. Soo; Connie Lathrop (former CCPS foreign language program facilitator) as consultant; and Amy Dill as secretarial resource. Currently, Chinese is a survey course for 7th and 8th graders at Rising Sun Middle School. Eighth graders can elect to take the class for high school credit. Chinese is only offered at the high school level at Rising Sun High. There are current RSH sophomores taking Chinese III now. Future plans are to write the Chinese IV curriculum starting in January 2010, with a preliminary draft in the spring.

The CCPS world language program mission is based on national standards and the 5 C's (communication, cultures, connections, comparisons, and communities):

- To provide instruction that will lead students to proficiency in the three modes of communication and appropriate cultural behavior.
- To provide opportunities to study and discuss other disciplines in the target language, to compare languages and cultures.
- To perform real world tasks.

Chinese III - Begin with what is familiar, personal, and most essential; talk, read, and write about everyday topics; build an understanding of those topics in the culture of the target language; build proficiency in more sophisticated expression and understanding. We would like students to be life-long learners, and hope students gain an understanding of different cultures and getting along with others.

Ms. Soo presented the Unit VI model lesson -- Entertainment. The focus of this unit is to compare and contrast weekend leisure activities and societal attitudes toward them in western and Chinese speaking countries.

- Culture standards
 - Perspectives: Chinese perspective on weekend leisure activities.
 - Products: games, sports, daily entertainment for young people and elder people.
 - Practices: time to choose an entertainment.

Ms. Lai continued with the performance assessment of Unit VI. Each unit lists three fields of declarative knowledge (vocabulary, structure, and culture), dictated by the unit theme. For this unit the declarative knowledge is:

- Vocabulary : related to recreation, weather, astronomy terms
- Structure: grammar necessary to discuss theme
- Culture: entertainment
 - Attitude toward leisure activity
 - Entertainment chosen by Chinese teenagers and elder people
 - Time for typical entertainment for young and elder people in China

There is an on-line wikispace task available to students during class or to be worked on at home. Activities are sequenced following the natural sequence of language acquisition:

- 1) Hear, 2) Imitate, 3) Attach meaning, 4) Produce meaningfully

Activities:

- Describe pictures with appropriate recreational and weather terms
- Oral interaction with students
- Listening task: Media center/computer---on-line listening activity - Log in [wikispace link]

In the Chinese III curriculum there are eight themed units with model lessons for each unit. Repetition of themes exist from levels I – II –III, but at each level the language and cultural knowledge gained by the students are increasingly sophisticated.

<i>Unit</i>	<i>Level I</i>	<i>Level II</i>	<i>Level III</i>
1	You and I	My Friends and I	Introduction and Recommendation
2	My family	My Home	City and Environment
3	Food	Shopping	House and Furniture
4	School Life	School Life	School Life
5	Time & Weather	Environment & Health	Health
6	Job	Fashion and Creation	Entertainment
7	Hobby	Media	Media
8	Transport & Travel	Travel and Customs	Travel and Customs

Ms. Soo shared how very fortunate she is to have had Connie Lathrop and now Janet Newberry with their commitment and assistance in bringing the Chinese courses to CCPS.

Joan Abbott asked about the student interest in Chinese at the high school level, and if there is concern with funding to maintain the Chinese program. Dr. McCallum said that CCPS is committed to the world languages program and indicated that the other five middle schools offer an introduction to the Chinese language. The long-term goal is to move forward with offering this in other high schools. There are two Chinese III classes at RSH with 7 to 9 students per class.

Ms. Abbott asked if there is parental assistance similar to the parent math information. Mrs. Newberry felt there is potential; we need to look into some possibilities. Dr. McCallum indicated that we need to explore this more. It was acknowledged that people are recognizing the worldwide impact of Chinese.

Dr. McCallum thanked the presenters.

The meeting adjourned at 6:03 p.m.