



MONTHLY SCHOOL BOARD STANDING COMMITTEE MEETINGS

June 14, 2016

6:00 P.M. Curriculum/Program

Please Note: - X Q H 3 O D Q Q L Q J) D F L O
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minute in [REDACTED] annually. During APTTs meetings teachers share actionabl [REDACTED]s, and demonstrate concrete activities families can do at home t [REDACTED]. Families practice the learning activities, and each family reviews their child's progress data to set a [REDACTED]-academic goal individualized to their support [REDACTED]. This alternative conference [REDACTED] is designed to help parents participate in classroom to work together and possibly form support networks, increase parent knowledge of how data is used in the classroom; and provide an opportunity for parents to know the teacher. APTTs replace traditional parent teacher conferences. Ms. Housaman noted that this models a win-win as it is a process which can be replicated even when the grant is no longer available.

Ms. Stevens moved that the joint committee forward this request to submit the Academic Parent Teacher Team School Continuation Grant Application and the Academic Parent Teacher Team Planning and Implementation School Grant Application for the 2016-17 school year to the school board for approval. Ms. Snyder seconded the motion. Unanimously approved.

Ms. Stevens said she hopes to receive a report detailing the results of the grant.



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**KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin**

**June 14, 2016
Curriculum/Program Standing Committee**

**ADOPTION OF INSTRUCTIONAL MATERIALS FOR
KINDERGARTEN THROUGH FIFTH GRADE SOCIAL STUDIES**

Background

The current kindergarten through fifth grade social studies resources were published in 2002 by Holt and McDougal-Littell. These materials are severely out of date, and in many instances are no longer in a useable condition. As a result teachers have been supplementing the existing materials with resources they have found on their own.

Rationale for Curriculum Update

Existing social studies resources were published 14 years ago. As teachers seek their own resources to supplement these out-of-date materials there is no longer consistency in materials between classrooms or schools. This provides challenges for students transferring between schools, and it creates an additional barrier in identifying gaps in the curriculum. As it exists now, the limited resources are creating a fragmented approach to teaching social studies across the district—limiting what is taught, learned, and assessed.

_____]). Teachers were grouped in grade level teams to evaluate teacher resources, student textbooks, and ancillary materials received from multiple publishers. This process was beneficial in identifying the criteria to provide the best opportunity for student success in the request for purchase (RFP).

Usability of materials

Ability to integrate social studies curriculum with the informational and nonfiction English/language arts (E/LA) curriculum

Alignment of resources with the social studies standards and curriculum

Instructional materials and resources from both finalists were on display at the

The materials support the Kenosha Unified School D

Recommendation

Administration recommends that the Curriculum/Program Standing Committee forward the recommendation to purchase the kindergarten through fifth grade myWorld Social Studies series published by Pearson Education to the full board of education on June 28, 2016.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mrs. Julie Housaman
Assistant Superintendent of Teaching and Learning

Mr. Che Kearby
Coordinator of Educator Effectiveness and Social Studies

Kenosha Unified School District
Kenosha, Wisconsin

Curriculum/Program Standing Committee
June 14, 2016

ADOPTION OF INSTRUCTIONAL MATERIALS
FOR HIGH SCHOOL MATHEMATICS

Background

In May 2014 the board of education approved the adoption and purchase of Big Ideas Math resources for mathematics instruction in grades through 8 and for the high school Algebra 1-Geometry-Algebra 2 sequence. Instructional resources for other high school mathematics courses offered in the district were not purchased at that time. The existing resources for Precalculus, Precalculus Honors, and AP Calculus were purchased in 2006. Resources for Statistics and Math Applications were purchased in 2008.

Rationale for Curriculum Update

Beginning in May 2015, Math Analysis and Precalculus Honors teachers from district high schools met to develop a standards-based curriculum for these courses. As a result of this curriculum work, teachers identified that new instructional resources would be required to support the new curriculum.

At the same time, the College Board announced that both AP Calculus AB and BC would undergo a curriculum and test revision to go in to effect for the 2016 school year. This revision by the College Board is the opportune time to purchase new resources that are aligned to the changes in the advanced placement (AP) curriculum.

AP Statistics teachers have also voiced their desire for updated materials that will more effectively support students in their preparation for the AP examination.

Instructional Materials Review Process

To initiate the review process, the coordinator of mathematics requested review copies of texts for each course under consideration from major textbook publishers. The table that follows lists the texts that were requested for review.

- B. Metric 2: Review of material from previous grades and courses is clearly identified as such to the teacher, and teachers and students can see what their specific responsibility is for the current course.
 - C. Metric 3: The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge.
2. Alignment Criteria 1 (Rigor and Balance)
- A. ~~0 H W U L F \$ 7 K H P D W H U L D O V V X S S R U W W K H G H Y H O~~ conceptual understanding of key mathematical concepts, especially where called for in specific content standards or cluster headings.
 - B. Metric 1B: The materials are designed so that students attain the fluency and procedural skills required by ~~the~~ standards.
 - C. Metric 1C: The materials are designed so that teachers and students spend sufficient time working with applications.
3. Alignment Criteria 2 (Standards for Mathematical Practice)
- A. Metric 2A: Materials address the practice standards in such a way as to enrich the ~~widely applicable~~ prerequisites; practice standards strengthen the focus of the course ~~is~~ instead of detracting from it, in both teacher and student materials.
 - B. Metric 2B: Materials attend to the full meaning of each practice standard.
 - C. Metric 2C: Materials support the ~~s W D Q G D U G V ¶ H P S K D V L V R Q~~ mathematical reasoning.
4. Indicators of Quality (Overall Quality and Best Practices)

Copies of complete evaluation tools for each resource are included in the appendices

1. Appendix A² Precalculus

- A. [Briggs](#)
- B. [Finney](#)
- C. [Finney](#)
- D. [Larson](#)
- E. [Rogawski](#)
- F. [AP Calculus Review](#)

2. Appendix B² AP Calculus
 - A. [AP Statistics Review](#)
 - B. [CCSSM Curriculum Analysis Tool](#)

3. Appendix C² AP Statistics
 - A. [Blitzer](#)
 - B. [Precalculus Review](#)
 - C. [Demana](#)

PRECALCULUS/PRECALCULUS HONORS

The review team found that only one of the texts,

1. Explorations that support development of conceptual understanding
2. Integration of graphing technology
3. Quick response codes in texts link to worked solutions
4. Ongoing AP Exam practice in each lesson and at the end of each chapter
5. Online resources including instructional videos and interactive examples available at www.larsoncalculusforap.com

ADVANCED PLACEMENT STATISTICS

Of the four texts reviewed for AP Statistics, two were identified to have superior alignment to the content and level of rigor expected on the AP Statistics Exam. Both of the texts that were reviewed in ~~both~~ are widely used and highly regarded in the AP Statistics community. Through their review the teachers determined ~~The Practice of Statistics~~ offered the best supports for teachers and students preparing for the AP Statistics exam. The ~~best~~ ~~text~~ include:

1. Statistical problem solving incorporated throughout the text
2. Integration of technology including graphing calculator and statistical programs
3. Use of simulation activities to build conceptual understanding
4. AP Statistics ~~exam~~ practice problems in every section
5. Extensive bank of AP Statistics practice exams
6. Online resources including worked example and exercise videos

Instructional Materials

Appendix D provides a list of instructional materials and a Purchase/Contract Rationale for Precalculus/Precalculus Honors ([Instructional material](#) and [Purchase/Contract Rationale](#))

Appendix E provides a list of instructional materials and a Purchase/Contract Rationale for AP Calculus AB and BC ([Instructional material](#) and [Purchase/Contract Rationale](#))

Appendix F provides a list of instructional materials and a Purchase/Contract Rationale for AP Statistics ([Instructional material](#) and [Purchase/Contract Rationale](#))

Recommendation

Administration recommends that the Curriculum/ Program Standing Committee forward this report to the full board of education on June 28, 2016 for its approval to purchase the following texts:

TEXT	PUBLISHER	COURSE
Precalculus: Graphical, Numerical Algebraic	Pearson	Precalculus/Precalculus Honors
Calculus for AP	Cengage Learning	AP Calculus AB and BC
The Practice of Statistics	BW Freeman Publishing	AP Statistics

Dr. Sue Savaglio Jarvis
Superintendent of Schools

Mrs. Julie Housaman