

The School District of Lee County

Curriculum Advisory Committee

October 19, 2015

6:00 p.m. – Training Room D

Meeting Minutes

Mission Statement:

To advise the School Board by recommending approaches to obtaining improved student achievement for all students through a coherent, rigorous academic course of study that provides the tools necessary to succeed in today's society. Emphasis will be placed on the dynamic development of a K-12 curriculum within a safe environment leading to both career and technical majors, the methods of instruction used to implement it, and the assessments of its effectiveness, together with a complementary professional development program to support it.

Committee Members Present: David Adorno, Kathleen Cherasia, Connie Dennis, Tammy LaBelle, Kelly Lavis, Patti Lochner, John Steakley, Stephen Whitener,

Committee Members Absent: Elizabeth Blundo (excused) Sandra Worth (excused) Judy Wilkerson (excused), Angela Campbell, Christine Cartaya, Adrienne Felger, Tara Gillon, Cathy Trent

School Board Liaison Present: Pam LaRiviere

Staff Members Present: Brandy Macchia and Melissa Robery

Recording Secretary: Jamie Fowler

Guests: Mikeol Stroh, Adam McGarry, Mike Auer

Welcome and Introduction of Members

The meeting was called to order by Patti Lochner at 6:01welcoming all committee members and guests.

Review of Mission Statement and Purpose of Committee

Patti asked everyone to review the mission statement and reminded everyone of the purpose of the committee.

Reading and Approval of October 19, 2015 agenda

There was a motion to approve the agenda as it was presented by Connie Dennis, Kelly Lavis seconded and all voted to approve.

Reading and Approval of September 21, 2015 minutes

There was a motion to approve the minutes as presented by Kathleen Cherasia, seconded by Kelly Lavis and all voted to approve.

Board Member Report

Pam LaRiviere is working on getting authorization to move forward for ESEA (use to be known as no child left behind).

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During a recent trip to Washington DC, Mrs. LaRiviere and other Board members from around the State met with DOE representatives. Fellow Board members said that it was the most positive interaction they have had with the DOE in years. One of the things they met with the DOE about was regarding food served in schools, and possibly reducing food regulations. Mrs. LaRiviere also met with the district Director of food services and dietitian regarding this matter and was very impressed with the diet provided for our students in Lee County.

Mrs. LaRiviere attended the NEAF Cross-Site Convening regarding our collaborative grant with NEA and Foundation for Lee County Public Schools that supports closing the achievement gap. The grant will be ending this year and there will be a celebration taking place in the fall that all committee members are invited to attend. There will be a link sent out by Jamie to view some of the speakers that presented at the NEA Foundation event.

Mrs. LaRiviere apologized for the process that was followed when the decision made with Dr Adkins Superintendent appointment and contract. After researching Interims and other options she determined that the right thing that the right person was already in place. She has received positive feedback from schools and staff members that feel like we are moving forward.

Advanced Placement US History

Mrs. Lochner introduced the presenters Mikeol Stroh, Adam McGarry, and Mike Auer.

Mrs. Stroh shared a PowerPoint presentation that included an overview of the course, timeline of content that is covered, and the adoption process for 2011-2012.

US History is one of the options students have to fulfil the requirement for US History. It is designed to be a college course, 2 semesters of US History. It focuses on the development and understanding of American History from 1491 – modern day and goes over 9 historical periods. Students will analyze primary and secondary sources. Students learn how to analyze the sources, make historical comparison and learn what it means to have more than one view point during this course.

Textbook Adoption process 2011 – 2012

October

- A numerical rubric numbered 1-4 went out to all Social Studies teachers in the district
- Materials from publishers were reviewed and teachers had the opportunities to fill out the rubric using the numerical system.

November

- Principals submitted names for committee. Grade levels were represented evenly.
- Publisher fair took place, books were set up and everyone was invited to participate. This gave teachers and the community the opportunity to review the materials and ask the publishers any questions they might have.

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January

- Committee was finalized and an invitation was sent to those selected teachers to go through the adoption process.

February

- The Adoption committee was provided training. The training took place in the evening and was videotaped for any members who were unable to attend. A rubric along with the training was both posted online for trainers to view at their convenience.
- The Publisher presentation took place. It was a 2 day rotation process. Grade levels sat together and ranked resources using the numerical rubric.
- First and final round of evaluations took place (no ties)

March

- Publishers were contacted with the results

April

- The chosen list was sent to the Academic Chief, Curriculum Director and the Curriculum Assistant Director and then reviewed by the Superintendent.

During this adoption there were 4 textbooks listed as options for AP US History.

An adoption process is completed every 5 years for designated courses. This schedule can be found on the FLDOE website. Textbooks are updated every 5 years and include new resources. Books that are adopted are not necessarily purchased. The decision to purchase depends on how much our district has to spend on materials and the needs of the district. Any instruction materials adopted/selected/purchased are really just 1 single consistent resource that is used throughout the district, but there are a variety of other resources that are used by teachers in the classroom.

In this particular year K -12 was adopted but only 3-5, 7 & 8, World History, and US History resources were actually purchased.

Adam McGarry teacher at Fort Myers High, has been teaching AP History for 12 years and Mike Auer teacher at Island Coast High, has been teaching AP History for 7 years and both served on the Adoption committee.

Some of the key points brought up by the teachers were:

- Both agree that this book is a good resource but they use many recourses to help students learn the content.
- It is well written as far as facts.
- The book is socially written rather than political which they make up with other resources.
- It is used in other School districts along with small colleges.
- The book does have a nice chronological flow.

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- Resources are included within the point of interest rather than all in the back of the book. (An electronic version of the bibliography can be sent out if requested.)
- Each chapter of the book has an opening story that hooks students into the reading and at the end of the chapter you can find review questions.
- Students tend to enjoy reading this book.

Other resources are used in the classroom to fill in the gaps to allow for debate and discussion. Having resources, being able to back it up with facts and being able to listen to someone else's opinion is used a lot in classroom discussions.

The type of resources used in the classroom are:

- Ancillary which is any additional materials that come with a textbook (usually a CD)
- Primary which are sources coming straight from the person that said it or created it
- Secondary which are documents written after an event occurred

AP History teachers have to submit a syllabus to the College Board of how they are covering the content. Students must be well rounded have analytical skills and be able to use critical thinking when completing the course for AP History. The test includes:

- Multiple choice
- Reading passage
- 4 short answer questions
- Document based questions
- Long essay questions

DBQs (Document Based Question) require a student to refer back to a document to support their answer. This is one thing that is expected in college and also preparing them for skills beyond the classroom.

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Soap Stone is an acronym that is a strategy/tool used in the classroom when reviewing a passage or document/article. This strategy allows the students to understand the perspective of the speaker/document.

S – Speaker; who is the author & their point of view?

O – Occasion, not just the date but was it written because of a certain event?

A – Audience, who was it written for?

P – Purpose, why it was written?

S – Summary

T
O
N
E

Tone - anger, happiness, etc. What attitude[s] do you want your audience to feel? How will your attitude[s] enhance the effectiveness of your piece? Choose a few words or phrases that will reflect a particular attitude.

Committee Discussion/Questions

Ms. Lochner and the committee discussed if this book supports the objectives, meets the expectations and if it provides the resources.

John Steakley made a motion to make the following recommendation to the Board:

While we understand why some consider Out of Many to be a biased book, we as a committee have confidence in our teachers' ability and commitment to utilize the other resources available to them and their skills and the skills of their students to effectively use the book despite the bias that some may perceive. We agree with the teachers that to switch to an alternative at this time would be an unacceptable disruption to the educational process and detrimental to students. The Curriculum Advisory committee recommends continued use of the book Out of Many as a resource for Advanced Placement US History.

Kelly Lavis seconded the motion and 9 people voted and agree with the recommendation to be presented to the Board. Motion approved.

Public Comment

None.

Good of the Order

Motion to end the meeting at 7:29 made by Kelly Lavis seconded by Kathleen Cherasia and all voted to adjourn.