

NOTICE

**SCHOOL DISTRICT OF NEW GLARUS
BOARD OF EDUCATION
CURRICULUM AND INSTRUCTION COMMITTEE MEETING
MONDAY, MAY 14, 2018
HIGH SCHOOL CONFERENCE ROOM
5:45 PM**

AGENDA

- I. CALL MEETING TO ORDER - KEITH STEFFEN
- II. MS SOCIAL STUDIES CURRICULUM PROPOSAL FOR 2018-2019 2
- III. ELEMENTARY MATH PILOT FOR 2018-2019
- IV. HIGH SCHOOL ENGLISH PILOT
- V. MIDDLE SCHOOL STUDENTS TAKING HIGH SCHOOL COURSES 16
- VI. SOCIAL/EMOTIONAL LEARNING (SEL) GUIDANCE/HEALTH CURRICULUM 18
- VII. ADJOURNMENT

POSTED :

NG HIGH SCHOOL
NG MIDDLE SCHOOL
NG ELEMENTARY SCHOOL
NG POST OFFICE
BANK OF NEW GLARUS
UB&T BANK OF NEW GLARUS
ANCHOR BANK OF NEW GLARUS

PURSUANT TO APPLICABLE LAW, NOTICE IS HEREBY GIVEN THAT A QUORUM OR A MAJORITY OF THE NEW GLARUS SCHOOL DISTRICT BOARD MEMBERS MAY ATTEND THIS MEETING. INFORMATION PRESENTED AT THIS MEETING MAY HELP FORM THE RATIONALE BEHIND FUTURE ACTIONS THAT MAY BE TAKEN BY THE NEW GLARUS SCHOOL DISTRICT BOARD.

NGMS 6-8 Social Studies Proposal

Christina Crans, Deb Freitag, Amy Legler, Lexa Speth

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Current Sequence: 2017-2018

5th Grade & 6th Multi-Age:

- A Year: Ancient Civilizations
- B Year: US History

7th & 8th Grade Multi-Age:

- A Year: US History
- B Year: Geography

What Needs to be Addressed:

- 5th grade's move to the elementary eliminates multi-age for 5/6.
- With the current plan, some students would have US History in back-to-back years.
- Test results are strong in the area of history, but weak in economics, behavioral sciences, and geography.

Proposal: Starting 2018-2019

5th Grade: Ancient Civilizations (when time allows)

6th Grade: US History (current plan for next year)

7th and 8th Grade Multi-Age:

- A Year: Intro to Geography, North America, South America, Europe
- B Year: Intro to Geography, Africa, Asia, Australia (Oceania), Antarctica

Why is this the best plan for NGMS?

- The materials are written for 6-8th grade students. Finding economics and behavioral science materials for this age level is quite challenging.
- TCI has proven to be strong, engaging curriculum that is meaningful, relevant, and age-appropriate for our students.
- Very few, if any, materials (other than maintaining our current subscriptions) would need to be purchased, as we already have Geography Alive, History Alive, Newsela, and Second Step .
- This proposal eliminates the repetition that students were going to experience in the A/B year rotation regarding U.S. History.

Why is this the best plan for NGMS?

- These classes have been previously taught by current NGMS staff. That means that no new training would be necessary. This would allow us to use our PLC time to make our lessons more engaging and our assessments more aligned with our learning targets.
- There is flexibility in how to divide the “Geography Alive!” units between A/B years. A representative with TCI confirmed that their chapters/units do not need to be covered in any particular order, rather it is teacher and/or district choice.

Why is this the best plan for NGMS?

- There is an entirely new set of seven standards (proposed on January 31, 2018) called “Environmental Literacy and Sustainability.”
 - This is an essential goal of a strong, world geography curriculum, so it would be woven in continuously through this new approach to 7/8 social studies.

How are standards addressed?

Economics

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- Six of eleven Economics standards are directly correlated to specific chapters in the “Geography Alive!” book.
 - We feel that district resources like Newsela and Everfi can be used to supplement the additional economic standards.

How are standards addressed?

Behavioral Sciences

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- Five of the Behavioral Science standards are directly correlated to specific chapters in the “Geography Alive!” book.
 - Those standards that are currently covered are only taught at a surface level. Teaching the remainder of the book will allow us to really investigate these standards.
 - The Second Step curriculum can be used to supplement the additional behavioral science standards.

How are standards addressed?

Political Science

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- This is an area of weakness for the “Geography Alive!” curriculum, but these standards would mainly be covered in the 6th grade US History class.
- Chapters or units from the “History Alive!” curriculum could easily be incorporated into units concerning North America.

How are standards addressed?

History

- Nine of twelve History standards are directly correlated to specific chapters in the Geography Alive!” book.
 - These mainly cover how world history has shaped the environment and culture. The only weak area here is in US History. As stated before, these standards will be covered in sixth grade and can be supplemented during units on North America.
 - Students will not be at a disadvantage by removing the second year of US History.

How are standards addressed?

Geography

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- Nine of eleven Geography standards are directly correlated to specific chapters in the “Geography Alive!” book.
 - Information about Wisconsin can be supplemented during the A year rotation when we cover North America.
 - Newsela can be used to cover the standard concerning major discoveries in science and technology.

How are standards addressed?

Inquiry (Proposed Strand by Wisconsin DPI)

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- In the “Geography Alive!” curriculum, each world region has an accompanying five-part mapping lab. Challenge 1 is relatively simple and straightforward, while Challenge 5 being multi-layered, complex, and completely dependent upon critical-thinking skills. This proposal would allow time to incorporate the mapping labs.
- We would also like to foster a stronger focus on current world events, potentially through the routine use of Newsela and/or a 10-minute news program written primarily for middle/high-school. Students developing their own questions around these current topics is at the heart of “inquiry,” and also New Glarus’ approach to student ownership in their learning and best practices for teaching.

Questions?



School District of New Glarus

1701 Second Street
New Glarus, WI 53574

District (608) 527-2410
Fax (608) 527-5101

Date: May 2018
To: School Board Curriculum Committee
RE: Earning High School Credit in Middle school

Upon parent inquiry, the New Glarus administration explored the option of offering high school credit for middle school students taking high school level courses. Feedback from eight area schools revealed that most do not give credit. A few had limited options (spanish and upper level math) with detailed guidelines to manage the process.

Input from schools

Waunakee: Waunakee does not award high school credit to courses taken below the 9th grade.

Middleton: MCPASD does not award credits taken prior to 9th grade, even when an 8th/7th grader takes the course at the high school.

Deforest: Does not offer credit toward high school. They are not planning to move in this direction.

Mt. Horeb: Mount Horeb does not award middle school students high school credit for courses that are taught to both MS and HS students (examples include Algebra I, geometry, Spanish I, French I). School boards have the right to adopt a policy to allow this but ours has not. There is a concern that if students are awarded credit as MS, it could impact the number of credits taken while in high school.

Stoughton: Stoughton has not assigned credit for any course work taken prior to Sept. 1 of 9th grade year.

Sun Prairie: Sun Prairie just added this provision this year, only in the area of math and only for 7/8th grade student taking Geometry and above at this point.

Columbus: Columbus does have policy allowing students to earn HS credit while in middle school. Currently, we only allow this for Spanish 1. (The intent is to allow some upper Spanish electives a chance to have high enough enrollment numbers to run in the future.)

Waterford: There are elective credits for math and world languages but they are not counted towards the student's GPA.

New Glarus Administration discussed the following reason to not provide high school credit to middle school students at this time:

- Most challenging issue is GPA/Awards/Scholarships: It would start the High School transcript early so a middle school student who earns a “A-” would be starting their HS transcript with less than a 4.0 which could lead to exclusion of some awards and scholarships.
- Our High School schedule allows for students to earn well beyond the 28 credits needed for graduation.
- Already in place:
 - Allowing students to take upper level courses if the student without the pressure of a credit based system
 - Students have increased choice if completing HS coursework at MS
 - Additional HS credits can be obtained by Summer Health Class and/or waiving PE credit for sports participation.
 - Geometry or higher level math courses are noted on HS transcripts to inform colleges they have taken them.
- New Glarus District is exploring the Laude System of recognition to encourage student to challenge themselves with a higher level course sequence.



School District of New Glarus

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New Glarus, WI 53574

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Fax (608) 527-5101

To: School Board Curriculum Committee
RE: K-12 Health Curriculum Update
K-12 Social Emotional Learning Competencies next steps
Date: May 2018

K-5 Health Curriculum

- Health standards are covered in several different content areas in Grade PK-5 (ELA, Science, Second Steps Guidance curriculum)
- Document is in process of being aligned

6-8 Health

- Draft document attached in board book
- Addresses standard alignment
- Addresses units and topics
- Parent Opt out information and procedure

HS Health Curriculum

- Draft document attached in board book
- Addresses standard alignment
- Addresses units and topics
- Parent Opt out information and procedure

Social Emotional Competencies (SEL)

- Recently released Wisconsin SEL state competencies for PK-adult
- Goal-universally provide instruction on SEL competencies
- Next Steps:
 - Currently conducting a needs assessment determine where these competencies are being addressed
 - Health, PBIS universal system, Second Steps curriculum which is used K-8, and Academic and Career Planning(ACP) program
 - Determine areas of need for SEL instruction
 - Determine/document systematic plan for implementation of SEL competencies into Pk-12 curriculum



Health Education
Grade 6-8

Curriculum: “Health Education Today”

Health Education will be provided weekly

For further review: A copy of the curriculum can be obtained by contacting Brittany Spencer Grant

***Opt out information is available through registration or contacting building principal.**

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

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6th Grade Lessons Title/Topics	7th Grade Lesson Title/Topics	8th Grade Lesson Title/Topics
<ul style="list-style-type: none"> ● Unit 1 Beginning a Term <ul style="list-style-type: none"> ○ Starting the Term Off Right! ○ Conversation Starters ○ Learning Style ○ Personality <p>*Standards covered: 1,4</p>	<ul style="list-style-type: none"> ● Unit 1 Beginning a Term <ul style="list-style-type: none"> ○ Who I am Makes a Difference! <p>*Standards covered: 1,2,4</p>	<ul style="list-style-type: none"> ● Unit 1 Begin a Term <p>*Standards covered: 1</p>



Health Education

Grade 6-8

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<ul style="list-style-type: none"> ● Unit 2 Stress <ul style="list-style-type: none"> ○ What is stress? ○ Stressors ○ Relieving Stress <p>*Standards covered: 1,2,4,7</p>	<ul style="list-style-type: none"> ● Unit 2 Stress <ul style="list-style-type: none"> ○ Creating stress tools ○ Sleep ○ Depression/Suicide <p>*Standards covered: 1,2,3,4,5,7,8</p>	<ul style="list-style-type: none"> ● Unit 2 Stress <ul style="list-style-type: none"> ○ Creating stress tools ○ Sleep ○ Depression/Bi-Polar ○ Antidepressants ○ Cutting ○ Suicide risk factors/prevention ○ Sleep ○ Resilience <p>*Standards covered: 1,2,3,4,5,7,8</p>
<ul style="list-style-type: none"> ● Unit 3 Mental Health <ul style="list-style-type: none"> ○ The five dimensions of Health: Mental, Emotional, Social, Spiritual, and physical Health <p>*Standards covered: 1,2,4,5,6,7,8</p>	<ul style="list-style-type: none"> ● Unit 3 Diseases <ul style="list-style-type: none"> ○ Communicable diseases, pathogens ○ How they are spread and prevention <p>*Standards covered: 1,2,3,5,7,8</p>	<ul style="list-style-type: none"> ● Unit 3 Mental Health <ul style="list-style-type: none"> ○ Multiple Intelligence <p>*Standards covered: 2,4,5,6,7,8</p>
<ul style="list-style-type: none"> ● Unit 4 Diseases <ul style="list-style-type: none"> ○ Disease Prevention <p>*Standards covered: 1,2,3,4,5,7,8</p>	<ul style="list-style-type: none"> ● Unit 4 Empathy/Violence <ul style="list-style-type: none"> ○ Our Words have Power ○ One Person can make a difference ○ Overcoming Hardships <p>*Standards covered: 1,2,4,7,8</p>	<ul style="list-style-type: none"> ● Unit 4 Diseases <ul style="list-style-type: none"> ○ Diseases research <p>*Standards covered: 1,2,3,7,8</p>
<ul style="list-style-type: none"> ● Unit 5 Empathy/Violence 	<ul style="list-style-type: none"> ● Unit 5 Alcohol 	<ul style="list-style-type: none"> ● Unit 5 Empathy/Violence



Health Education
Grade 6-8

<ul style="list-style-type: none"> ○ Definition of Empathy ○ Self-Esteem ○ Bullying ○ Understanding Anger <p>*Standards covered: 1,2,4,5,6,7,8</p>	<ul style="list-style-type: none"> ○ Effects ○ Alcoholism ○ State Laws ○ Pros and cons decision-making ○ <p>*Standards covered:1,2,4, 5,6,7,8</p>	<ul style="list-style-type: none"> ○ Prejudism ○ Assertive versus aggressive ○ Conflict/fights <p>*Standards covered: 1,2,4,5,6,7,8</p>
<ul style="list-style-type: none"> ● Unit 6 Tobacco <ul style="list-style-type: none"> ○ Dangers ○ Media <p>*Standards covered: 1,2,4,5,6,7,8</p>	<ul style="list-style-type: none"> ● Unit 6 Drugs <ul style="list-style-type: none"> ○ Stimulants ○ Depressants ○ Hallucinogens ○ Marijuana ○ Safety tips ○ How drugs affect and hurt you <p>*Standards covered: 1,2,3,6,7,8</p>	<ul style="list-style-type: none"> ● Unit 6 Tobacco <ul style="list-style-type: none"> ○ Chewing tobacco ○ Cigar and pipe dangers ○ E-cigarettes ○ Brain and habits ○ Cleaning bad habits ○ Supporting your peers <p>*Standards covered: 1,2,3,4,5,6,7,8</p>
<ul style="list-style-type: none"> ● Unit 7 Alcohol <ul style="list-style-type: none"> ○ Adverse Childhood Experiences (ACE) ○ Predictive Factors <p>*Standards covered:1,2,4,5,6,7,8</p>	<ul style="list-style-type: none"> ● Unit 7 Conflict Resolution <ul style="list-style-type: none"> ○ Assertiveness ○ Building confidence ○ Communication Rules ○ Relationships ○ I statements ○ Questioning skills <p>*Standards covered:1,2,4,5,7</p>	<ul style="list-style-type: none"> ● Unit 7 Alcohol <ul style="list-style-type: none"> ○ Dysfunctional Families ○ Co-dependent behaviors ○ Fetal alcohol syndrome <p>*Standards covered: 1,2,3,6,7,8</p>
<ul style="list-style-type: none"> ● Unit 8 Conflict Resolution <ul style="list-style-type: none"> ○ Awareness 	<ul style="list-style-type: none"> ● Unit 8 Nutrition <ul style="list-style-type: none"> ○ Calcium 	<ul style="list-style-type: none"> ● Unit 8 Drugs <ul style="list-style-type: none"> ○ Narcotics



Health Education

Grade 6-8

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<ul style="list-style-type: none"> ○ Practice ○ Communication <p>*Standards covered 1,2,4,5,6,7,8</p>	<ul style="list-style-type: none"> ○ Eating healthy ○ Caffeine and sugary drinks ○ Cancer and your diet ○ Family medical history ○ Parent Teen communication ○ Benefits of exercise <p>*Standards covered; 1,2,3,4,5,6,7,8</p>	<ul style="list-style-type: none"> ○ Decision making ○ Synthetic drugs/heroin <p>*Standards covered: 1,2,4,5,6,7,8</p>
<ul style="list-style-type: none"> ● Unit 9 Nutrition <ul style="list-style-type: none"> ○ Obesity ○ Understanding calories ○ Media ○ Food labeling ○ You health assessment <p>*Standards covered: 1,2,3,4,5,6,7,8</p>	<ul style="list-style-type: none"> ● Unit 9 Relationships/Sex Ed. <ul style="list-style-type: none"> ○ Female anatomy and issues ○ Male anatomy and issues ○ Breast cancer/testicular cancer ○ Sexual pressures ○ Sexually transmitted diseases ○ HIV/AIDS ○ Abstinence ○ Emotions and Sex ○ Traits of unhealthy relationship ○ Dating and domestic violence ○ Social media safety <p>*Standards covered:1,2,3,4,5,6,7,8</p>	<ul style="list-style-type: none"> ● Unit 9 Conflict Resolution <ul style="list-style-type: none"> ○ Self-esteem <p>*Standards covered: 1,2,4,5,6,8</p>
<ul style="list-style-type: none"> ● Unit Relationships/Sex Ed. 		<ul style="list-style-type: none"> ● Unit 10 Nutrition



Health Education
Grade 6-8

<ul style="list-style-type: none"> ○ Traits of healthy relationship ○ Puberty <p>*Standards covered: 1,2,6,7,8</p>		<ul style="list-style-type: none"> ○ Vitamins ○ Mayo Clinic Food Guide pyramid ○ USDA MyPlate <p>*Standards covered: 1,2,3,5,6,7,8</p>
		<ul style="list-style-type: none"> ● Unit 11 Relationships/Sex Ed. <ul style="list-style-type: none"> ○ Responsibility of sex ○ Reproduction ○ Birth control choices ○ Sexually assault ○ Sexaul harassment <p>*Standards covered: 1,2,4,5,7,8</p>



Health Education
High School

Curriculum: Health Education Today

High School Graduation requirement: .5 credits completed in a 12 week trimester

For further review: A copy of the curriculum can be obtained by contacting Julie Martin or Jonathan Goodness

***Opt out information is available through registration or contacting building principal.**

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

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High School Health Scope and Sequence

- Wellness Unit
 - 8 dimensions of wellness
 - Create a goal
 - Impact of wellness components
 - Lifestyle factors
 - Major risk factors
 - Positive and negative influence

***Standards covered: 1,2,4,6,7,8**



Health Education
High School

- Emotional Health Unit
 - Empathy
 - Stereotypes and prejudices
 - Impact of self-esteem
 - Identify resources to build self-esteem and self-worth
 - Overcame hardships in a positive way
 - Stress management techniques

***Standards covered: 1,2,4,6,7,8**

- Mental Health Unit
 - Social stigma
 - Warning signs of depression
 - Myths of mental health
 - problem solving-seeking help
 - Types of mental health illnesses
 - Educate others on mental illness
 - Advocate for myself or other seeking professional help
 - Identify resources for emotional support at New Glarus High School

***Standards covered: 1,2,4,5,6,7,8**

- Nutrition Unit
 - Classify six nutrients
 - Evaluate own nutritional habits
 - Unhealthy and health choices
 - Nutrition effects on body function
 - Analyze ingredient and nutritional information on food labels
 - Healthy choices at restaurants
 - Caffeine and sugar effects
 - Goal setting: caffeine (SMART goal model)



Health Education
High School

- Benefits of exercise
- Compare calorie intake versus calorie burned
- Dieting
- Cut calories in healthy way
- Positive body image
- Eating disorders and resources
- CPR- hands only

***Standards covered: 1,2,3,5,7,8**

- Drug Awareness Unit
 - Stimulant- nicotine
 - Forms of tobacco
 - Short and long term effects of tobacco
 - Effects of smoking on different body systems
 - Benefits of being tobacco free
 - Depressant- Alcohol
 - Effect of alcohol
 - Binge drinking
 - Warning signs of alcohol poisoning
 - Blood Alcohol Count (BAC)measure
 - Fetal alcohol syndrome
 - Environmental and social factors
 - Decision making
 - Psychological and physiological dependencies of drug use
 - Strategie to abstain for drug use
 - Illegal drugs a negative effects
 - Specific drug effects on body
 - Healthy hobbies to support non drug use



Health Education
High School

***Standards covered: 1,3,5,6,7**

- Reproductive unit
 - Abstinence
 - Outcomes of sexual behavior
 - Impacts of sexual decisions
 - Female and male anatomy
 - Hormones
 - Reproductive health concerns
 - Understand how pregnancy occurs
 - Stages of childbirth/delivery methods
 - Birth control
 - Self-respectful behaviors
 - Refusal strategies
 - Sexually Transmitted Infections (STI)- identify/prevent/treatment
 - Healthy versus unhealthy relationships
 - Recognize signs of abusive relationships of self or other
 - Healthy relationship communication skills

***Standards covered: 1,2,3,4,5,7,8**