

## Notes from the HSD LA meeting 9/17

- Standards by terms
  - Best for kids (Century movement = 100 in/out)
  - Without it, district would be a hodgepodge
  - Voted down
- Essential Learnings
  - We need more time, we need better learnings
- Poynter is pushing to move quickly
  - Already have curriculum plans handed in
  - Assessments must be turned in by October
- What is doable for this year?
  - TAG is done
  - Essential Questions/Essential Learnings
  - Key Vocabulary
  - Core statements (public)/Curriculum Map (teacher)
- New Lexile scores came out last week
  - Text complexity levels in general
  - Still need qualitative data
- Group Feedback
  - Timeline
  - Standards by term
  - Century concerns:
    - Disagreement about *Of Mice and Men* movement (shouldn't it be 11<sup>th</sup> because of American History?)
    - 10<sup>th</sup> – text standards in 1<sup>st</sup> semester, shouldn't that be in 2<sup>nd</sup> semester?
    - 12<sup>th</sup> – US History/SS Reading standards in 11<sup>th</sup> and 12<sup>th</sup> grade? Why?
  - Hill Hi concerns:
    - If the goal is mastery by 10<sup>th</sup> then why should we test for mastery at the 9<sup>th</sup> grade level?
      - (tried to break up by complexity – maybe that didn't work so well? Need to revisit?)
      - Will mastery at 9<sup>th</sup> help expedite the process of understanding?
    - Reading/writing split up? Philosophically speaking, this is a fool's errand
  - Liberty concerns:
    - Why by semester? How many kids are actually affected by transfer to make it necessary to divide up the year? Shouldn't individual teachers choose that?
    - If the goal is to teach the same concepts at the same time, where are we getting the money and materials to make this happen? If text sharing is still part of our reality, then isn't it a poor use of teacher collaboration if a book is used to teach one set of standards in one semester and a completely different set of standards in another semester?
    - How specific should we be on the standards we divide by semester? Could there be a few “sacred standards” that must be taught in each semester and leave the remainder of the grade-identified standards up to teacher discretion?
    - How much are we going to collaborate across disciplines? If, for example, the English teachers decide that research best fits in the 9<sup>th</sup> and 12<sup>th</sup> grade standards, then will there be an effort to make sure SS is teaching research in 10<sup>th</sup> and 11<sup>th</sup>?
    - Why is the curriculum map such a clunky? We'd like a document that is printable on regular paper.
    - How is proficiency grading working into this picture?
    - The “essential learnings” vs “target” language is very confusing. It's also something we're not comfortable using with parents, kids, etc. How can we make these concepts clearer in

name? Also, what HSD is calling a “target” is what Liberty calls a “daily content goal.”  
What the document calls an “essential learning” is what Liberty calls a “target.”

- 11<sup>th</sup> concerns:
  - Language 1 doesn’t seem to be on the curriculum plan.
- 9<sup>th</sup> concerns:
  - Lit light first semester and a lit heavy second semester
  - Theme is a 10<sup>th</sup> grade focus
  - We’ll need more non-fiction materials if first semester is so light on literature
- Will we re-draft after teaching this stuff for a year? Can we meet after this year to explore this idea?
- RESOURCES = huge concern
- Leadership Support – what do you need?
  - Specific task would be nice
    - Maybe bring something to share? To what end will this conversation be useful at the district level?
    - Bring in unit materials in an effort to start bringing resource pools
    - Time built-in to work on vocabulary, etc.
    - Can we explore what other states have already done in terms of curriculum maps?
  - Align units to the curriculum maps
  - A re-formatted and usable curriculum map
  - Information on the new Lexile scores
    - If time, we should work to fill in qualitative data on the text complexity document

7<sup>th</sup> – Need to match enduring understandings to learning targets (we did this in our original effort...I don’t even see my original in the draft folder)

8<sup>th</sup> – Needs to be in a readable and printable format; clear labels, numbered pages, and clear boundaries between reading, writing, and language are needed.

I asked what support would be helpful as well. Here are the responses:

- Nonfiction resources for informational text standards
- Ideas on how to work with students on technology
- Access to technology

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