



**Scholarship  
Character  
Humanity**

# Curriculum Adoption Science 9-12 2022-2023

11.17.2022

5-7:30 pm

Stakeholder Meeting #1

# Who is in the Room

## Attendance + Introductions



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# Agenda

- ▶ Policy and Statute
- ▶ Vision and Purpose
- ▶ Review of Publishers
- ▶ Next Steps

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# Board Policy IGD

- ▶ All new programs and courses of study will be subject to Board approval, as will elimination of programs and courses and extensive alteration in their content. Curricular proposals from the professional staff may be presented to the Superintendent, who will be responsible for making recommendations to the Board on such matters.
- ▶ The Governing Board acknowledges the legislative affirmation that public school students should be taught to value each other as individuals and not be taught to resent or hate other races or classes of people.
- ▶ No District school shall include in its program of instruction any courses or classes that:
  - ▶ Promote the overthrow of the United States government.
  - ▶ Promote resentment toward a race or class of people.
  - ▶ Are designed primarily for students of a particular ethnic group.
  - ▶ Advocate ethnic solidarity instead of treatment of students as individuals.
- ▶ The above restrictions are not to be construed to restrict or prohibit:
  - ▶ Courses or classes for Native American pupils that are required to comply with federal law.
  - ▶ Grouping of students according to academic performance, including capability in the English language, that may result in a disparate impact by ethnicity.
  - ▶ Courses or classes that include the history of any ethnic group and that are open to all students, unless the course or class is in violation of an above cited course or class restriction.
  - ▶ Courses or classes that include the discussion of controversial aspects of history.
  - ▶ Instruction about the Holocaust, any other instance of genocide, or the historical oppression of a particular group of people based on ethnicity, race, or class.
  - ▶ An alleged failure by the District to abide by the preceding conditions may subject the District to investigation by the State Board of Education (SBE) or the Superintendent of Public Instruction. Enforcement action may be instituted by the SBE or the Superintendent of Public Instruction as prescribed by A.R.S. [15-112](#).

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# Board Regulation IJJ-R

Textbook selection committees shall be guided by the following:

- Resources shall be recommended to support and enrich the school curriculum and to meet the personal needs of the students.
- Resources that are recommended shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom the materials are selected.
- Resources that are recommended shall provide a background of information that will motivate students to examine their own attitudes and behavior, to comprehend their duties, responsibilities, rights, and privileges as participating citizens in our society, and to make intelligent judgments in their daily lives.
- Resources that are recommended shall provide information on differing sides of issues so that users may develop the practice of critical analysis.
- Resources shall be recommended for the atypical student as well as for the average student.
- Resources shall be recommended for their strengths rather than rejected for their weaknesses, and shall be judged as a whole.
- Recommendations shall support and be consistent with general education goals of the District and goals and objectives of specific courses.

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# ARS 15-271

► 15-721. Common schools; course of study; textbooks; definition

- A. The governing board shall approve for common schools the course of study, the basic textbook for each course and all units recommended for credit under each general subject title prior to implementation of the course.
- B. If any course does not include a basic textbook, the governing board shall approve all supplemental books used in the course prior to approval of the course.
- C. If any course includes a basic textbook and uses supplemental books, the governing board may approve all supplemental books and teaching aids, including instructional computer software, that are used in the course prior to approval of the course.
- D. If the course includes a basic textbook and uses supplemental books that have not been approved by the governing board at the time of approval of the course, a teacher may use the supplemental books at any time during the school year. Use of the supplemental books shall be brought to the attention of the governing board during the school year in which they are added for ratification.
- E. Notwithstanding any other law, subsections B and C do not apply to supplemental books used in courses or programs instituted pursuant to article 4 of this chapter.
- F. The governing board shall:
1. Enforce the course of study and select all textbooks used in the common schools and purchase the textbooks from the publishers. District school funds may be budgeted and expended by the governing board for teaching aids, including instructional computer software. For courses that do not require that each student have a textbook other than for classroom instruction, the school district need only purchase one textbook for each student in the largest group that would be receiving classroom instruction at any one time.
  2. Require that all meetings of committees authorized for the purposes of textbook review and selection be open to the public as prescribed in title 38, chapter 3, article 3.1.
  3. Make available at the school district office for review by the public, for a period of sixty days prior to formal selection of textbooks, a copy of each textbook that is being considered for selection.
- G. For the purposes of this section, "textbook" means printed instructional materials or digital content, or both, and related printed or nonprinted instructional materials, that are written and published primarily for use in school instruction and that are required by a state educational agency or a local educational agency for use by pupils in the classroom, including materials that require the availability of electronic equipment in order to be used as a learning resource.

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# Things to Keep in Mind - Who are our Students?

## LHHS

- Enrollment: 1849 students
- HOL Enrollment: 103 students
- 34% Free and Reduced Lunch

## LHUSD

- Asian 1.5%
- Black 0.7%
- Hispanic 25.3%
- Native American 1.1%
- Pacific Islander 0.6%
- Two or More 5.9%
- White 64.9%

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# Things to Keep in Mind - Who are our Students?

Class of 2022 Data Senior choice of postsecondary options	
31%	4-Year School
23%	2-Year School
5%	Vocational/Tech School
6%	Military
3%	Mission
31%	Workforce

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# Things to Keep in Mind - Who are our Students?

## LHHS

Total EL Students	37
EL Students - Pre-emergent	1
EL Students - Basic	3
EL Students - Intermediate	23
EL Students - Proficient	10

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# Things to Keep in Mind - Who are our Students?

Grade	IEP	504	Total
9	57	35	92
10	64	19	83
11	32	26	58
12	53	25	78

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# Things to Keep in Mind - Who are our Students?

Grade	# of Students Identified as Gifted	# of Gifted Students in Advanced/Honors Classes
9	21	21
10	28	28
11	15	15
12	22	22

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# Things to Keep in Mind - Who are our Students?

## CTE Technical Skills Assessment: Spring 2022

CTE Program	State	Passing Rate
Cabinetmaking	1st	93%
Digital Communications		67%
Early Childhood	7th	93%
Education Professions	2nd	100%
Fashion		29%
Graphic Design		71%
Law and Public Safety		60%
Marketing	5th	100%
Music and Audio	2nd	76%
Nursing		100%
Software and App Design		94%
Sports Med		67%
Stagecraft	3rd	67%

In addition to state testing results, our CTE students earned  
**98 Industry Certifications**

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# LHUSD Vision

Nurturing students to their fullest potential is a complex and interdependent task. The lives of students are touched daily by many people. Everyone has an impact on the well-being of students and the quality of their intellectual development. We invite all stakeholders to work with us to achieve our goals. The Guiding Principles affirm how Lake Havasu Unified School District #1 will: **engage each student with a focus on scholarship, character, and humanity - so that all students may graduate with the academic and social skills necessary to become responsible citizens and contributing members of society.**

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# Guiding Principles

- ▶ (District Policy AD) Updated 7/18/17. Through our combined effort, we share the responsibility and successes evident in our students' development.
- ▶ **BASIC SKILLS:** The basic skills of reading, mathematics, and the communication skills of writing, speaking, and listening are the foundation for intellectual development and lifelong learning.
- ▶ **FOUNDATIONAL CURRICULUM:** Our curriculum is defined as the essential skills within each subject and grade level. The subjects of this curriculum include English Language Arts, Mathematics, Social Studies, Science, Fine Arts, Career and Technical Education, Physical Education, and Foreign Language. Students entering adulthood need a framework of knowledge in the foundational curriculum areas to be successful and to think critically about the issues our society will face.
- ▶ **STUDY SKILLS:** The development of study skills and self-discipline are integral and indispensable elements of a quality educational process.
- ▶ **CHARACTER SKILLS:** To meet the challenges of daily living, we model and reinforce a willingness to work cooperatively toward personal and common goals. We promote the development of the following body of acquired skills and character traits: Honesty, integrity, trust, and respect for the dignity of all. Problem solving, reasoning, and creative thinking. Goal setting, responsible decision making, and independent thinking. Social skills and coping skills. Development of a healthy lifestyle. Development of a productive work ethic. Effective communication and leadership.
- ▶ **PHYSICAL ENVIRONMENT:** We are committed to the proper maintenance of buildings and the efficient use of space within them. An appropriate environment contributes to a successful learning experience.

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# LHUSD Curriculum Context

## Elementary Curricula

### 1. Core Knowledge

- ED Hirsch
- Informed Citizenry

### 2. Singapore Math

- Conceptual, Pictorial, Abstract

### \*Oro Grande Classical Academy

- Based on Hillsdale College curriculum
- Addition of virtues and classical instructional approach

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# Science Previously Taught

Grade	Topic	Grade		Grade	
K	Five Senses	4	Energy Transfer	6	Microbiome
	Plants		Investigating Waves		Metabolism
	Season and Weather		Structures and Functions of Living Things		Traits and Reproduction
	Taking Care of the Earth		Arizona WET Project		Thermal Energy
1	The Human Body		Using Natural Resources		Ocean, Atmosphere, and Climate
	Astronomy	5	Investigating Matter		Weather Patterns
	Animals and Habitats		Energy and Matter in Ecosystems		Earth's Changing Climate
2	Cycles in Nature		Modeling Earth's Systems		
	The Human Body		Protecting Earth's Resources		
3	Investigating Forces		Astronomy - Space Systems		
	Life Cycles, Traits, and Variation				
	Habitats and Change				
	Weather and Climate				



# Science Previously Taught

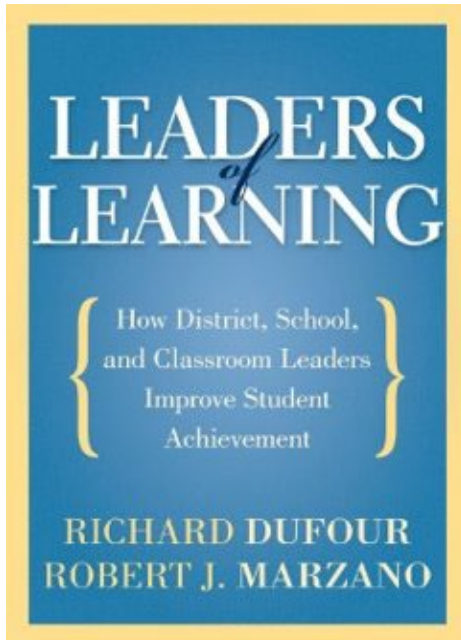
Grade	Topic	Grade	
7	Geology on Mars	8	Harnessing Human Energy
	Plate Motion		Force and Motion
	Rock Transformations		Magnetic Fields
	Phase Change		Light Waves
	Chemical Reactions		Earth, Moon, and Sun
	Populations and Resources		Natural Selection
	Matter and Energy in Ecosystems		Evolutionary History

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# LHUSD Curriculum Context

**A guaranteed and viable curriculum is the variable most strongly related to student achievement at the school level.**



That is, one of the most powerful things a school can do to help enhance student achievement is to guarantee that specific content is taught in specific courses and grade levels. It is important to note the two parts in the concept of a guaranteed and viable curriculum: The fact that it is guaranteed assures us that specific content is taught in specific courses and at specific grade levels, regardless of the teacher to whom a student is assigned. The fact that it is viable indicates that there is enough instructional time available to actually teach the content identified as important (pp. 89-91).

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# Purpose | Science

Scientific thinking enables students to strengthen skills that people use every day: solving problems creatively, thinking critically, working cooperatively in teams, using technology effectively, and valuing lifelong learning. A fundamental goal of science education is to help students determine how the world works and make sense of phenomena in the natural world. To develop a scientific understanding of the natural world, students must be able to ask questions, gather information, reason about that information and connect it to scientific principles, theories, or models, and then effectively communicate their understanding and reasoning.

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# Publisher Presentations

5:00	5:20	Introductions/Agenda		
5:25	5:50	McGraw Hill	Live	
5:55	6:20	Savvas	Live	
6:25	6:50	Cengage	Live	
6:55	7:30	Next Steps/Closing		

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# Table Talk

- ▶ How do each of the texts align with our vision, principles, and student needs?
- ▶ Share out with group.

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# Select 2

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# Before You Go

- ▶ Complete index cards:
  - ▶ 1) Do you have any lingering questions?
  - ▶ 2) What do you see as a priority as we develop criteria to choose a textbook?
  - ▶ 3) Anything else?

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# Next Steps

- ▶ Explore curriculum websites
- ▶ Public Review dates - December 6 - February 15
  - ▶ 9 AM - 3 PM
- ▶ Next meeting
  - ▶ January 18, 5:00 -7:30 pm



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