

Curriculum Committee Meeting

Monday, October 19, 2026 4:00 PM

Lower Dauphin School District Administration Center, 291 E. Main Street,
Hummelstown, PA 17036

1. MEETING OPENING

1.A. CALL TO ORDER

1.B. ROLL CALL/ATTENDANCE

2. INFORMATION ITEMS

2.A. DEPARTMENT SPOTLIGHTS

3. DISCUSSION TOPICS

3.A. AMPLIFY ELA IMPLEMENTATION

Speaker (s) : Alana
Tepsich

3.A.1. SPOTLIGHT - 7TH GRADE ELA

3.A.2. INSERVICE/WORK TO DATE/COACHING

3.B. AMPLIFY SCIENCE PILOT

Speaker (s) : Dr.
Charlie Trovato

3.B.1. UPDATE

3.B.2. WORK TO DATE/COACHING

3.C. BOARD LEVEL UPDATE ON CURRICULUM RESEARCH YEAR

Speaker (s) : Dr.
Charlie Trovato

3.C.1. SEPTEMBER 28 AND OCTOBER 12

3.C.2. PRESENTATION

3.D. ARTIFICIAL INTELLIGENCE

Speaker (s) : Dr.
Andrew Miller

3.D.1. PRESENTATION/DEMONSTRATION

3.D.2. DISCUSSION

4. ADJOURNMENT

October 2026

Business (Stankiewicz)

The 2026-27 ACE Mentor program started on Tuesday, October 6 at Hersheypark. ACE is held after school on Tuesday evenings from 5-7 PM. The ACE Mentor program discusses principles in design and construction from contracting and engineering to architecture and landscaping. This year's project is redesigning the SooperDooperLooper roller coaster.

Renee McMinn, Co-op Supervisor, attended the PACTA Co-op Conference in State College on October 15-16. The conference focuses on best practices, safety, child labor and other relevant laws, technology, and communications as well as providing the latest information on cooperative education.

Counseling (Coller)

One of the School Counseling Department's goals has been to strengthen partnerships with community agencies to better support our students. During our most recent in-service day, our department had the opportunity to tour and learn more about two community agencies, including Connections Health Solutions.

The very next day, one of our school counselors helped a family connect with Connections Health Solutions, allowing the student to begin receiving services. This is an excellent example of how Lower Dauphin school counselors and community partners can work together to address students' social and emotional needs and ensure they receive the support they need.

Additionally, our school-based therapist has been participating in department meetings and has shared that students have benefited from the collaborative approach between our counseling team and his services. These partnerships highlight the value of working together to provide comprehensive support for our students.

ELA (Tepsich, Radel/Yoder)

TEPSICH:

- Year 1 of Amplify is officially underway!
 - 6th grade ELA had an "advertisement competition" based on their novel by Roald Dahl.
 - 7th grade ELA just finished up their unit on the Chinese Cultural Revolution. The students created their own "da-zi-bao" to display all over the classroom, just as it was done during that time period in schools.
 - 8th grade ELA just finished up a unit on Frederick Douglas.

Family Consumer Science (Spayd)

Middle School

6th Grade FCS students are applying the basics of child development—physical, social, emotional, intellectual, and language development—to their Learning Centers Project. Students are exploring how young children learn and grow best through play. As part of their project, students make a “lesson plan” for a preschool/toddler classroom to encourage development within the learning center activities. Students also design and create a puppet to support imaginary play, social and language development, creativity, and storytelling.

High School

Culinary Arts: Culinary Arts 3 students put their creativity and baking skills to the test last week with an exciting *Cupcake Wars* competition! Students showcased their decorating abilities, creativity, and presentation skills.

Nutrition and Wellness: Students brought their creativity to the table this week by designing themed charcuterie boards, combining food preparation skills with artistic presentation and thoughtful food pairings.

Child Development: Next week, Child Development students will visit Grace Christian School to begin their student observations. This hands-on experience will allow students to connect classroom learning to real-world child development and gain valuable experience observing children in an educational setting.

Math (Milsteen, Busher/Kiscadden)

Computer Science Honor Society inducted 12 new members to the chapter in a ceremony on Thurs 10/15

Math Honor Society will be taking students to Dickinson College for a math contest on 10/20

Science (Weimer, Hanninen)

Middle school science is currently piloting Amplify for grades 6-8 with frequent check-in's with our Amplify representative to answer any questions we have had along the way. Amplify also made a site visit a few weeks ago and gave us some great feedback on what they saw as they came through. We plan to meet again at the end of the month to decide if Amplify is what we plan to adopt for our science 6-8 curriculum moving forward.

At the Pennsylvania State Teacher Association Conference on Monday, October 12th, select high school and middle school teachers had the opportunity to attend sessions led by leading researchers and professionals in the field especially regarding STEELS standards and implementation. We attended a session led by a former teacher turned curriculum director who presented some inspiring work with Ambitious Science Teaching with 3D Framework.

Marine Science is a new elective offered at the high school, giving students the opportunity to explore the fascinating world of our oceans through hands-on investigations, real-world data analysis, and engaging scientific challenges.

So far, students have investigated ocean water chemistry, tides, and currents while exploring the connections between these processes and their effects on marine ecosystems. They have also stepped into the role of marine researchers by tracking sea turtles using real-world location data, mapping their movements, and investigating the challenges these animals face during migration. Through student presentations and hands-on activities, students have examined the remarkable adaptations that allow organisms to survive in the constantly changing intertidal zone.

Throughout the course, students are connecting ocean science to real-world environmental issues, strengthening their data analysis and critical-thinking skills, and discovering how scientific research helps us better understand and protect our oceans.

The science department at the high school is undergoing big changes. We have three new teachers this year: Allie Bradley – physics, Danielle Johnsen – biology, and Derrik Margetan – Earth Science. We are excited to have these new teachers who will bring a fresh energy to the department. The science department is also piloting a new biology and earth science curriculum to help us meet the new Pennsylvania science standards (STEELS). This new approach to teaching science will help our students see how science is used in the world and give them a better understanding why science literacy is important. It's an exciting time for the science department with a bright future for years to come.

Social Studies (Bechtold, Bartal)

6: Students are hard at work learning about financial literacy, work readiness, and the free-enterprise system as part of their economics unit. Their learning will culminate in the JA BizTown simulation days in early December!

7: Hummelstown Project, where students look up local landmarks and present to the class.

8: Students are creating brochures, postcards, letters, or videos where they take on the role of a colonist and encourage others to settle in one of the 13 original colonies.

Technology Education (James)

Middle School: Chris McCane/Tech Ed

Advanced Manufacturing & Student Design: New CNC Router Integration

The Middle School Technology Education program has successfully integrated our **new CNC (Computer Numerical Control) machine**, which features **fully updated design software**. This addition has transformed our traditional woodworking curriculum into a modern, tech-driven makerspace environment.

- **Technology Integration:** Students are no longer just using pre-existing designs and machines; they are learning to bridge the gap between digital design and physical manufacturing.
- **Student-Driven Design:** The updated software allows students to take complete creative ownership. They choose, customize, and program their own unique designs into the software before watching the CNC machine precisely carve their ideas into their woodworking projects.
- **Skill Development:** This curriculum update directly builds high-demand STEM skills, including spatial reasoning, introductory computer-aided design (CAD), and precision manufacturing concepts.

STEM in Motion: Speed and Aerodynamics Unit

Our established **Speed and Aerodynamics Unit continues to pay dividends**, sparking incredible engagement and energy across all middle school grade levels.

- **The Challenge:** Students apply principles of physics, fluid dynamics, and engineering to design, shape, and test custom **air-powered racers**.
- **High Engagement & Enthusiasm:** This unit remains a favorite. Students continue to show immense enthusiasm during the hands-on creation process and the highly competitive race days.
- **Iterative Learning:** The rapid testing and racing environment allows students to see immediate data on how their aerodynamic choices impact speed, prompting them to enthusiastically problem-solve and modify their designs for better performance.

Looking Ahead

The combination of cutting-edge manufacturing technology and high-energy engineering challenges has significantly boosted student interest and engagement in Tech Ed. We appreciate the School Board's continued support in providing the resources necessary to keep our curriculum modern, rigorous, and deeply engaging for our students.

World Language (Popp)

In Spanish 2 students were learning about weather across the Spanish-speaking world. We looked at how seasons differed depending on where countries are located in the hemispheres. Students created projects describing the weather and activities that they do in each season. In Spanish 3 we discussed the two past tenses and how to use them appropriately. This is a very difficult concept and the students pulled through well. We are also looking to adopt the new edition of our textbooks for the following year.

Spanish National Honor Society students have elected new officers and have been celebrating Hispanic Heritage Month. Spanish IV students have been celebrating Hispanic Heritage Month and learning more about hispanic culture through music, geography, literature, and dance.

French II students have spent the past few weeks learning about the places in town. They have used the town created in class to give directions to their classmates and walk around the town taking the necessary turns to get to their destination. French II,III,IV and V students are going to a crêperie in Gettysburg and then to see a French movie on Sunday 10/25. French V students have spent the month researching the French regions and teaching each other the important facts while creating hands-on activities for them. They most recently recreated Mont Saint- Michel out of index cards and the beautiful different castles “Châteaux” in the region of Corsica. Each student has recreated a regional dish and they have really enjoyed sampling them all.

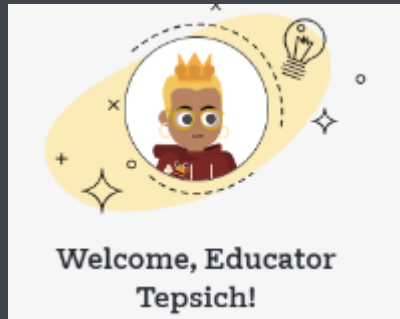


Middle School Spanish just finished 3 chapters of a class reader. We read the chapters as a group and studied specific vocab words in Spanish that were highlighted in the chapters. We also practiced reading comprehension and plot/setting questions based on the chapters. We are now focusing on the basic mechanics of the verb SER and how adjectives need to match the subject in gender. We scaffold this lesson for Middle School Spanish and will follow this lesson up with another on matching gender and number (which is an important, foundational component to the Spanish language). Culturally, we finished a research project on Spain and will begin another one on the country of Mexico. During these research projects, students research the country's foods, sports, history, and other topics of interest to them. They conclude this with a small presentation where they can share what they've learned.

Amplify ELA

at Lower Dauphin Middle School

Building thoughtful readers,
effective writers,
and confident thinkers



A brief overview of curriculum, student learning, and instructional support

What is Amplify ELA?

A middle school curriculum built around rich texts, meaningful questions, and purposeful literacy practice.

Rich, complex texts

Novels, short stories, nonfiction, and informational texts.

Essential questions

Compelling topics encourage curiosity and deeper thinking.

Connected skills

Reading, discussion, and writing build understanding together.

Big Idea: Students engage with texts, ideas, and questions—not just isolated skills.



Summer of the
Mariposas



Mysteries &
Investigations



Red Scarf Girl



Poetry & Poe
The "Who Killed
Edgar Allen Poe"



Shakespeare's
Romeo & Juliet

Student engagement & skill development

Students learn to think deeply about what they read—and explain their ideas with evidence.

Students practice

- Close reading and comprehension
- Vocabulary and language
- Discussion and collaboration
- Evidence-based writing



READ

Notice details

DISCUSS

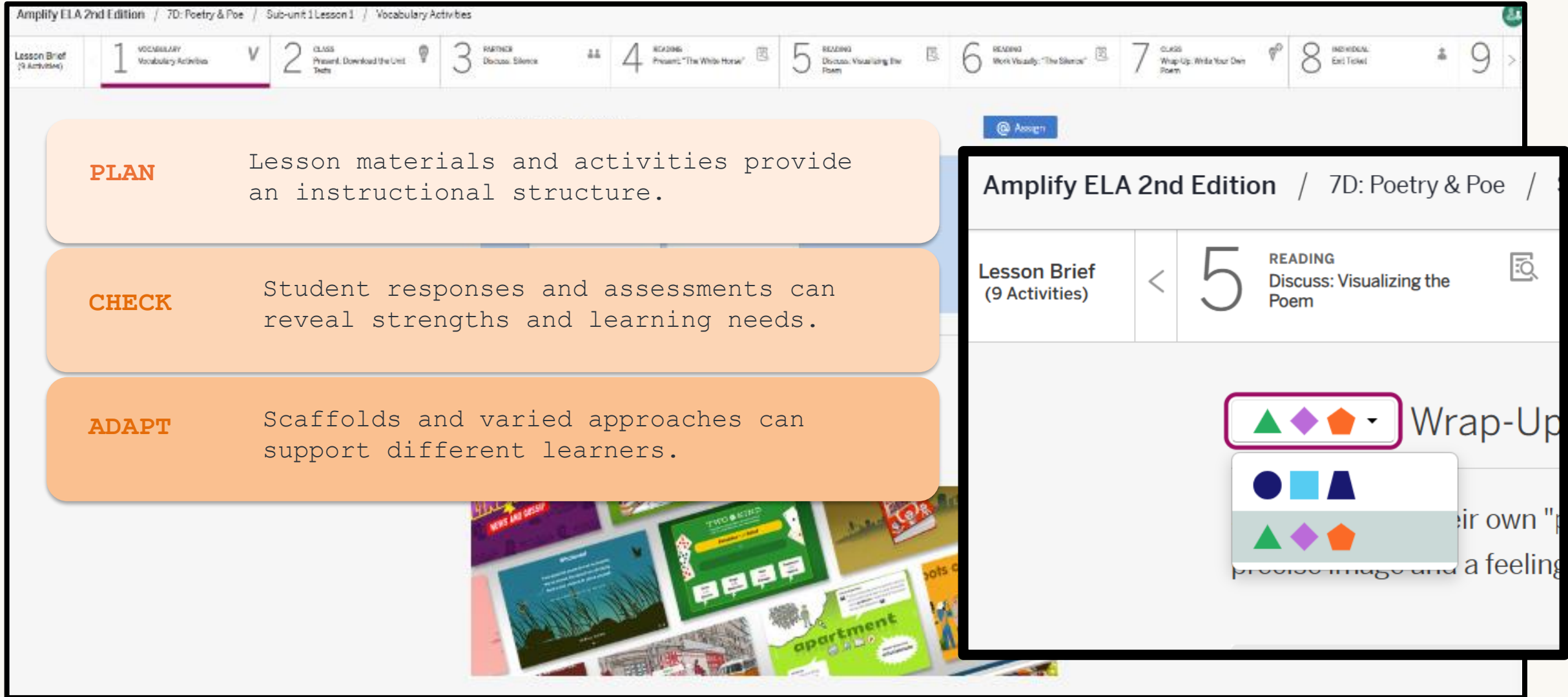
Build ideas

SUPPORT

Use text evidence

Instructional Support & Differentiation

Structured resources help teachers plan, check for understanding, and respond to student needs.



The screenshot displays the Amplify ELA 2nd Edition interface for 7D: Poetry & Poe, Sub-unit 1 Lesson 1 / Vocabulary Activities. The interface includes a navigation bar with lesson numbers 1 through 9. Lesson 1 is highlighted, showing 'VOCABULARY Vocabulary Activities'. Lesson 5 is also visible, showing 'READING Discuss: Visualizing the Poem'. A blue 'Assign' button is present. Below the navigation bar, three orange callout boxes provide instructional support and differentiation strategies:

- PLAN** Lesson materials and activities provide an instructional structure.
- CHECK** Student responses and assessments can reveal strengths and learning needs.
- ADAPT** Scaffolds and varied approaches can support different learners.

Below these boxes, a collage of colorful educational cards is visible, including one titled 'TWO MINDS' and another titled 'apartment'. On the right side, a detailed view of Lesson 5 is shown, titled 'Amplify ELA 2nd Edition / 7D: Poetry & Poe / Lesson Brief (9 Activities)'. It features a large number '5' and the text 'READING Discuss: Visualizing the Poem'. A differentiated activity menu is open, showing a selection of shapes: a green triangle, a purple diamond, and an orange pentagon. Below this menu, a larger selection of shapes is visible, including a blue circle, a light blue square, a dark blue trapezoid, a green triangle, a purple diamond, and an orange pentagon. The text 'Wrap-Up' and 'their own "p" precise image and a feeling' are partially visible in the background.

Supporting Teachers and Students Cont.

Amplify ELA 2nd Edition / 7D: Poetry & Poe / Sub-unit 1 Lesson 2

Lesson Brief (6 Activities)

1 VOCABULARY Vocabulary Activities

2 READING Discuss: Understanding Imagery

3 READING Work Visually: Analyzing Imagery

4 CLASS Wrap-Up: Put

5 INDIVIDUAL Exit Ticket

RESET LESSON

Assign

Overview

Preparation

Lesson Objective

Words to Use

Skills & Standards

Differentiation

Overview

Who is the narrow fellow? In this lesson, students will identify and try to visualize the specific images Emily Dickinson uses to describe the "narrow fellow in the grass." As they assemble their observations, they should "see" (at different moments in the lesson) that the narrow fellow is a snake.

Make sure that each student has time to put together a few visual clues on his or her own; try to prevent one excited student from loudly announcing the identity of the narrow fellow to all. Encourage students to have fun with this puzzle, as this exploration allows them to experience the power of Dickinson's imagery. Her poem offers a wonderful opportunity for students to practice "reading like a movie director," trying to see each image she describes.

Toward the end of the lesson, students begin to ponder what overall idea is evoked by Dickinson's selection of sounds and images. Dickinson is both an acute observer of nature and an acute observer of human nature. In this lesson, students consider just her observations about the snake; in the next lesson, they will consider the interaction between human nature and the snake.

Materials

All Projections

A narrow fellow in the grass

1 - A narrow fellow in the grass

Whiplash Image

Narrow Fellow in the Grass Projection

Narrow Fellow Imagery Possible Responses

Tepsich 3

ACTIVITIES | PORTFOLIOS | INSIGHTS | LEVELS

Manage Levels: 7A: Red Scarf Girl & Narrative

Info

Organize your students below so they will see the differentiated activity you believe is most appropriate for them. This grouping will be saved and applied to all differentiated activities students see going forward in this unit

ELL DEV (0)

MODERATE (0)

LIGHT (0)

CORE (13)

CHALLENGE (0)

SUBSTANTIAL (0)

INSIGHTS

Celebrate

Send these students a 🍌👍🔥 for doing well on their recent writing!

Sophia

Adley

Kallar

Refresh Insight

SCORES | COMMENTS

Custom Score

ASSESS SKILLS

Grade 6–8 Conventions

Details On

1 2 3 4 AS

Missing comma or semicolon 2

Grade 7 Focus

1 2 3 4 AS

Grade 7 Use of Evidence

1 2 3 AS 4

Rubric score sharing is ON

When feedback is sent, rubric scores will be shared with students.

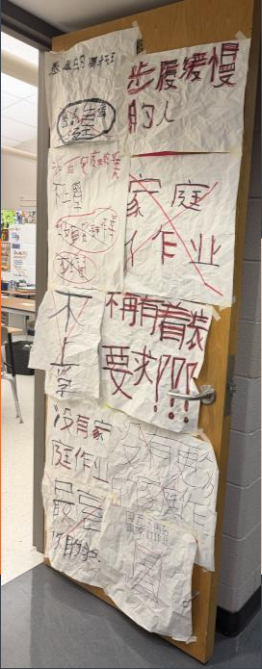
Send Feedback

Teacher takeaway: use the curriculum as a framework, then make responsive instructional choices.

Amplify ELA helps students become...



THOUGHTFUL
readers

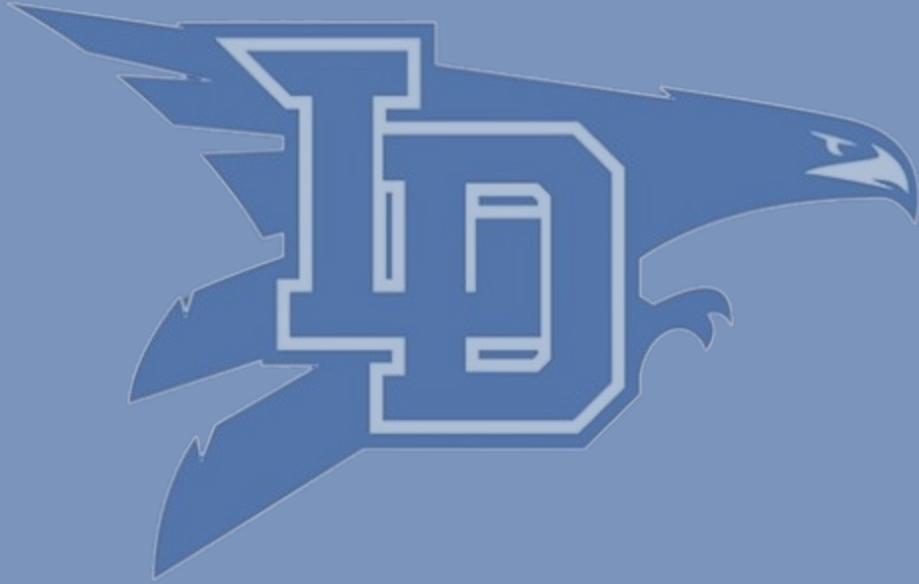


EFFECTIVE
writers



CONFIDENT
thinkers

Meaningful texts • Evidence-based thinking • Responsive instruction



Curriculum Research Year

**LDSD Board Curriculum
Committee Update
10/19/26**

LDSD Comprehensive Curriculum Cycle



Lower Dauphin School District Curriculum Cycle 2026-2037



	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032	2032-2033	2033-2034	2034-2035	2035-2036	2036-2037
RESEARCH		Math K-12 Business 9-12 FCS 8-12 Health/PE K-12	Counseling K-12 Social Studies K-12 Art K-12 Music K-12	English K-12 ESL K-12 World Lang 9-12 Library K-12	Science K-12 Tech Ed K-12 STEM K-12		Math K-12 Business 9-12 FCS 8-12 Health/PE K-12	Counseling K-12 Social Studies K-12 Art K-12 Music K-12	English K-12 ESL K-12 World Lang 9-12 Library K-12	Science K-12 Tech Ed K-12 STEM K-12		Math K-12 Business 9-12 FCS 8-12 Health/PE K-12
WRITING	Science (program pilot)		Math K-12 Business 9-12 FCS 8-12 Health/PE K-12	Counseling K-12 Social Studies K-12 Art K-12 Music K-12	English K-12 ESL K-12 World Lang 9-12 Library K-12	Science K-12 Tech Ed K-12 STEM K-12		Math K-12 Business 9-12 FCS 8-12 Health/PE K-12	Counseling K-12 Social Studies K-12 Art K-12 Music K-12	English K-12 ESL K-12 World Lang 9-12 Library K-12	Science K-12 Tech Ed K-12 STEM K-12	
IMPLEMENT	English (CKLA)	Science (program)		Math K-12 Business 9-12 FCS 8-12 Health/PE K-12	Counseling K-12 Social Studies K-12 Art K-12 Music K-12	English K-12 ESL K-12 World Lang 9-12 Library K-12	Science K-12 Tech Ed K-12 STEM K-12		Math K-12 Business 9-12 FCS 8-12 Health/PE K-12	Counseling K-12 Social Studies K-12 Art K-12 Music K-12	English K-12 ESL K-12 World Lang 9-12 Library K-12	Science K-12 Tech Ed K-12 STEM K-12
IMPACT MONITORING		English (CKLA)	Science (program)		Math K-12 Business 9-12 FCS 8-12 Health/PE K-12	Counseling K-12 Social Studies K-12 Art K-12 Music K-12	English K-12 ESL K-12 World Lang 9-12 Library K-12	Science K-12 Tech Ed K-12 STEM K-12		Math K-12 Business 9-12 FCS 8-12 Health/PE K-12	Counseling K-12 Social Studies K-12 Art K-12 Music K-12	English K-12 ESL K-12 World Lang 9-12 Library K-12
REFINE & PLAN AHEAD	Math (Reveal)		English (CKLA)	Science (program)		Math K-12 Business 9-12 FCS 8-12 Health/PE K-12	Counseling K-12 Social Studies K-12 Art K-12 Music K-12	English K-12 ESL K-12 World Lang 9-12 Library K-12	Science K-12 Tech Ed K-12 STEM K-12		Math K-12 Business 9-12 FCS 8-12 Health/PE K-12	Counseling K-12 Social Studies K-12 Art K-12 Music K-12

LDSD Curriculum Development Process

Stages	Research	<i>Conduct a comprehensive review of current curriculum, analyze student data, explore best practices, and engage stakeholders to identify needs and inform future curriculum development. Create a research brief that captures this audit work, create a standards aligned unit overview, and unpack standards for rigor and clarity.</i>
	Writing	<i>Design or revise curriculum documents, ensuring alignment with standards and district goals. Create units, assessments, and resources. Pilot and gather feedback as needed.</i>
	Initial Implementation	<i>Roll out the new curriculum with focused professional development and coaching. Support teachers in consistent implementation and collect early feedback for adjustments.</i>
	Impact Monitoring	<i>Strengthen instructional practice, monitor fidelity of implementation, and evaluate impact on student learning. Refine supports based on data and teacher input.</i>
	Refinement & Planning Ahead	<i>Make final curriculum refinements, ensure systems for long-term support, and begin preparing the next content area for entry into the cycle.</i>



Curriculum

A plan that guides the necessary skills
required to learn content



**How do we ensure all students have
access to a guaranteed and viable
curriculum?**



Guaranteed & Viable

Guaranteed = have we identified essential content and skills necessary for all students to learn in specific courses and grade levels?

Viable = can the guaranteed curriculum be taught in the available time?





Curriculum Research Year

How do we ensure we are maximizing our time before
writing?



NEW! Research Brief

Research Brief DRAFT
(CORE)

Research Brief DRAFT
(ENCORE)

LOWER DAUPHIN SCHOOL
DISTRICT

Curriculum Research Brief

Department	SELECT ▾
Grade Level(s)	[type here]
Curriculum Leader(s)	[type here]
Director of Curriculum	Dr. Charlie Trovato
Research Year	[type here]



Standards Aligned Unit Overview





A Committee Committed To...

Developing a subject-area research report that will guide our curriculum development and resource selection process in subsequent years.

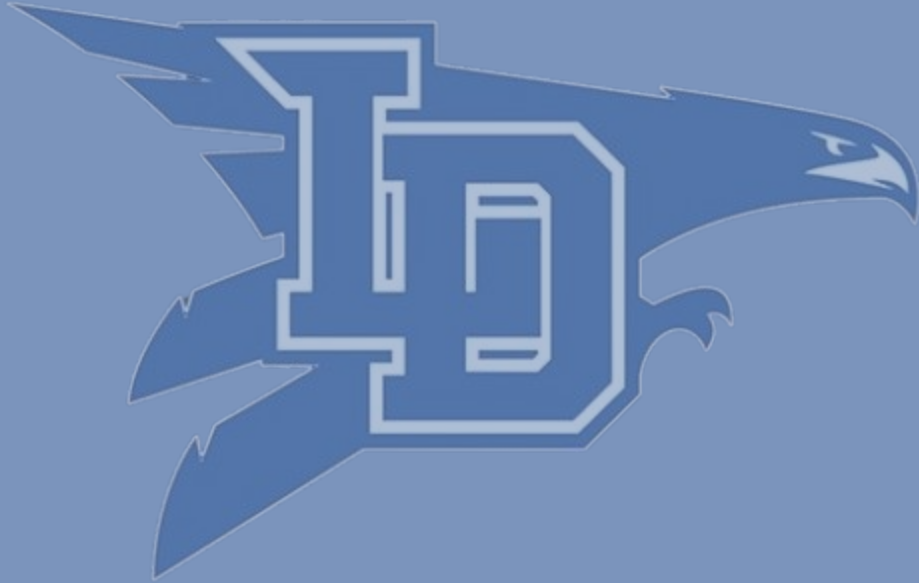




Effective Research

1. Conduct SOAR Analysis (Strengths, Opportunities, Aspirations, Results)
2. Determine Grade Band Instructional Focus (Mission, Vision, Focus)
3. Review Historical Data (last 5 years)
4. Review/curate updates on current instructional practices research
 - a. Research briefs, updated literature, case studies, evidence-based strategies, standards alignment
 - b. Supports at Tier I, II, III
5. Perform Vertical Articulation (K-12 Standards Aligned Unit Overview)
 - a. Begin Unpacking Standards and Alignment to Assessment Anchors (if applicable)
6. **Recommendation Report**

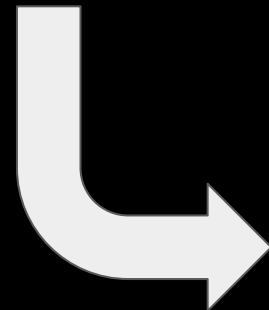
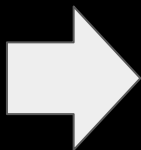
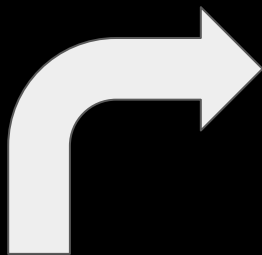




AI Discussion

**LDSD Board Curriculum
Committee 10/19/26**

What can AI do? What do you notice?



AI Demo



How can/are we use this in our personal lives?

- “Here are all of the items in my pantry. I would like to create a 5 day dinner list for my family of 4.”
- What can we do to improve this prompt?
 - Dietary restrictions?
 - Others?

What can it do for our teachers? Our students?

We should not use AI to do something we do not know how to do. Once you know how to do it, then start prompting AI.

School Board Policy 815



BOARD POLICY

815.3 Use of Generative Artificial Intelligence in Education

POLICY NUMBER	ADOPTED	REVISED	VERSION
815.3	8/12/2024	1/12/2026	V1
DOCUMENT STATUS	PRINTED		
ACTIVE	10/16/2026		

Purpose

The District recognizes that Artificial Intelligence (AI) systems—especially Generative AI—can enhance educational opportunities, streamline operations, and help students develop the adaptability, critical thinking, and digital literacy skills needed for the future. When used responsibly and ethically, AI can support a dynamic and effective working and learning environment.

The purpose of the Board's AI policy is to ensure the ethical and responsible use of AI technologies in teaching, learning, and administrative functions while protecting privacy and data security. By establishing clear guidelines and procedures, the policy promotes transparency, accountability, and a safe environment for all students and staff.

Authority

The Board directs that Artificial Intelligence Systems and Generative Artificial Intelligence Systems (collectively referred to as "AI") may be used in the educational environment only for approved educational purposes.

All use of AI must comply with applicable state and federal laws, regulations, Board policies, administrative regulations, and school rules. This includes, but is not limited to, compliance with the Family Educational Rights and Privacy Act (FERPA); the Individuals with Disabilities Education Act (IDEA); the Americans with Disabilities Act (ADA); the Children's Internet Protection Act (CIPA); the Children's Online Privacy Protection Act (COPPA); and Board policies governing acceptable use of technology, student and staff conduct, copyright, student and personnel records, bullying and cyberbullying, nondiscrimination and harassment, data security, and staff and student expression.^{[1][2][3][4][5][7][8][9][10][11][12][13][14][15][16][17][18][19][20][21][22][23][24][25][26][27]}

The availability of access to Generative AI tools and resources by students and staff does not imply



- How does policy impact the classroom, grading expectations, training for teachers, students appropriateness in K-5, 6-8, 9-12?
- Staff, Students, Community support
- Consistent and clear expectations around use of AI
- How do we support the projects and long term goals of projects for students (incremental support and success from a formative lens)?
- How do we layer in the board policy and comprehensive plan?
- How do we use AI to support our MTSS processes?
- If we develop a task force, what are core questions we want the task force to address?



Discussion Points

