

AGENDA

**SCHOOL DISTRICT OF NEW GLARUS
CURRICULUM, SPORTS & CO-CURRICULAR COMMITTEE MEETING
MONDAY, FEBRUARY 22, 2021
HIGH SCHOOL LIBRARY/MEDIA CENTER, ROOM 183 JOIN ZOOM MEETING USING
LINK
HTTPS://US02WEB.ZOOM.US/J/88357843578?PWD=TVLLUG85TOLEOTKVSZRZN
ELYRJRYZZ09 OR BY PHONE USING 1-646-568-7788 MEETING ID 883 5784 3578
& PASSWORD 674010
1701 2ND STREET
NEW GLARUS, WISCONSIN 53574
6:00 PM**

- I. **Call to Order - Jessica Geib, Chair**
- II. **Human Growth and Development Curriculum** **2**

Human Growth and Development Unit Topics

Human Growth and Development - Elementary School

Genders taught all together until 4th grade.

- K-1 (taught each year)
 - Abuse Prevention
- Grade 2-3 (taught each year)
 - Abuse Prevention
- Grade 4-5 (taught each year)

Amount of time for HGD instruction: 1 lesson presentation (30-45 minutes)

Unit: Anatomy and Physiology (taught separated by gender)

- Introduction to Reproductive Anatomy and Physiology
- Identify Structure and Function of Reproductive Anatomy

Unit: Puberty & Adolescent Development

- Physical Development (puberty)
- Social and Emotional Development

Abuse Prevention (safe/unsafe touches, harassment)

Human Growth and Development - Middle School

Genders taught all together.

6th Grade

Amount of time for HGD instruction: 1- 2 lessons taught in Health class

- Puberty
- Hygiene
- Anatomy
 - Female
 - Structure
 - Function
 - Male
 - Structure
 - Function

7th & 8th Grade (taught each year)

Amount of time for HGD instruction: Unit of Study in Health Class - 8-10 days

- Abstinence

- Anatomy
 - Male
 - Female
- Contraceptive Methods
 - Purpose
 - Effectiveness
 - Introduction to current options
- Healthy Relationships
 - Dating Relationships
 - Intimate Relationships
- Introduction to Gender Identity Terminology & Pronoun Usage
 - Approach with empathy
- Reproduction
 - Pregnancy
 - Trimesters
 - Physical changes
- Sexual Assault
 - Consent
 - Sexual Harassment
 - Sexual Abuse
 - Rape
 - Sexting
 - Sexual Predators
- Sexual Pressures and Refusal Strategies
- Sexually Transmitted Infections
 - Identify
 - Prevent
 - Treatment

Human Growth and Development Unit - High School (Grade 9)

Amount of time for HGD instruction: Unit taught within the Health 9 class (2-3 weeks)

- Reproduction/Outcomes of Sexual Behavior
- Abstinence
- Hormones
- Male Anatomy
- Female Anatomy
- Gender Identity Terminology & Pronoun Usage
 - Approach with empathy
- Reproductive Health Concerns
 - Cancers
 - UTIs
 - Screening Tests

- Reproduction Process
 - Pregnancy
 - Fetal Alcohol Syndrome
 - Drug Affected Baby
 - Shaken Baby Syndrome
 - Safe Haven Law
 - Stages of Childbirth/Delivery Methods
- Sexual Pressures and Refusal Strategies
- Sexually Transmitted Infections (STIs)
 - Identify
 - Prevent
 - Treatment
- Abstinence and Impacts of Sexual Behavior and Decisions
- Abstinence and Contraceptive Methods
 - Identify
 - Describe
- Sexual Assault
 - Consent
 - Sexual Harassment
 - Sexual Abuse
 - Rape
 - Sexting
 - Sexual Predators
- Healthy vs. Unhealthy Relationships
 - Intimate Relationships

Human Growth and Development (HGD) Frequently Asked Questions

1. What would be the process for adding additional topics that arise as new human growth and development related issues facing our youth? Ex. sexting
 - a. Human Growth and Development topics would need to be approved by the School District AdHoc Committee and full School Board prior to being added to the HGD curriculum and presented to students. The process would be as follows:
 - i. Anyone who would be recommending the addition of a topic to the Human Growth and Development Curriculum would need to contact the Director of Curriculum with the topic and rationale for adding.
 - ii. The Director of Curriculum would coordinate a School Level Health/HGD Curriculum meeting to discuss the topic.
 - iii. The School Level Health/HGD would take recommendations to the School Board's HGD AdHoc committee.
 - iv. The School Board's AdHoc committee would take the recommendation to the full School Board.

- v. If at any level the team does NOT recommend the addition of the topic, it will not proceed to the next level.
2. What is the process for addressing student inquiry about topics not approved?
- a. Student inquiry is natural and occurs as a part of the instructional process. It is important to recognize that seeking information from professional sources (teachers) is recommended over non-professional sources. When there are questions on a non-approved topic, the teacher will use their professional judgment and follow these guidelines:
 - i. Don't answer unless it impacts health.
 - ii. Refer students to credible resources to locate scientifically proven facts related to their question.
 - iii. Give definitions (Medically accurate).
3. How do parents opt out of HGD?
- a. District Option 1: Each year at Registration parents are provided the opportunity to complete the Opt-Out form.
 - b. K-8 Option 2: Teacher provide communication when the HGD Unit is approaching and the process to Opt their child out of HGD instruction.
 - c. High School Option 2:- Health Teachers incorporate a parent message into their course syllabus.
 - d. On-going Option: Parents can access the HGD Opt-out form at anytime on the district website or by contacting the building principal.

2021 Health and HGD Curriculum

a. Health:

- i. ES: [The Great Body Shop](#)
- ii. MS/HS: [Skills-based health](#)
 1. Unit 1: Goal Setting
 2. Unit 2: Accessing valid and reliable information, products, and services
 - a. [ELO slides](#)
 3. Unit 3: Analyzing influences
 - a. [ELO slides](#)
 4. Unit 4: Communication unit
 - a. [ELO slides](#)
 5. Unit 5: Decision making
 - a. [ELO slides](#)
 6. Unit 6: Self-Management
 - a. [ELO slides](#)
 7. Unit 7: Human Growth and Development- See HGD Curriculum
 8. Unit 8: Advocacy

b. HGD:

- i. ES:
 1. [The Great Body Shop](#)
- ii. MS/HS:
 1. [My future](#)

Ready® Classroom Mathematics

Get to Know *Ready Classroom Mathematics*

What is *Ready Classroom Mathematics*?

***Ready Classroom Mathematics* is a robust mathematics program that will help your student become a strong, independent mathematical thinker.** The program uses a different approach to math instruction than many of us had as kids. It focuses on learning through problem solving and student-to-student conversations about mathematical thinking (called discourse). Your student's teacher uses a set of learning routines each day that help students engage in discourse as they develop a conceptual understanding of mathematics. The routines also ensure that your student develops the problem-solving skills needed to become an independent and confident mathematical thinker.



What is the daily routine?

During instruction, your student's teacher will facilitate conversations and monitor student thinking using the Try–Discuss–Connect routine. The routine provides students with the opportunity to:

- Persevere in problem solving
- Evaluate one another's thinking
- Compare different mathematical representations
- Apply different strategies to their own work

The Try–Discuss–Connect routine allows students to develop the skills and strategies needed to become mathematical thinkers and lifelong problem solvers.



The Try–Discuss–Connect Routine

Here is what the Try–Discuss–Connect routine looks like in your student’s classroom:

Try It

During the Try It part of the routine, the teacher will show the class a math problem and your student will make sense of the problem with their classmates. Then, they try the problem on their own using different strategies they may have previously developed.

TRY IT Make sense of the problem

Eva bought a bag of 475 glass beads. She used 134 beads to make a necklace. How many beads are left in the bag?

TRY IT Solve and support your thinking

Eva bought a bag of 475 glass beads. She used 134 beads to make a necklace. How many beads are left in the bag?

Math Toolkit

- base-ten blocks
- place-value charts
- number lines

• What is the problem?
• What one way...
• What information is important?

Discuss It

During the Discuss It part of the routine, students share their strategies with a partner using sentence starters to launch the conversation. Then, they engage in a whole class conversation about selected class strategies and representations presented in their Student Worktext.

DISCUSS IT Share your thinking with a partner

PICTURE IT Compare strategies

You can use base-ten blocks to subtract three-digit numbers. This model shows $365 - 186$. All the blocks show 365. One ten and one hundred are regrouped. The blocks crossed out show 186.

Blocks that are left: 1 hundred + 7 tens + 9 ones

Ask your partner: How did you get started?
Tell your partner: I am not sure how to find the answer because...

Connect It

During the Connect It part of the routine, students answer questions about the strategies and representations they’ve examined. Then, they apply what they’ve learned to new problems.

CONNECT IT Make connections and explain your thinking

LOOK AHEAD

You can solve subtraction problems in different ways. Break is one way to make a problem easier. Suppose you had the subtraction problem $525 - 213$.

- Break apart 525 in hundreds, tens, and ones.
- Break apart 213 in hundreds, tens, and ones.
- Subtract ones from ones, tens from tens, and hundreds from hundreds to find $525 - 213$.
- Check your answer by estimating. Round 525 and 213 to the nearest hundred and subtract. Does your answer make sense? Explain.

APPLY IT Apply your thinking to a new problem

Ellie is reading a book with 853 pages. Over the weekend, she reads 146 pages. How many more pages does she need to read to finish the book?

A) 670 pages
B) 703 pages
C) 707 pages
D) 713 pages



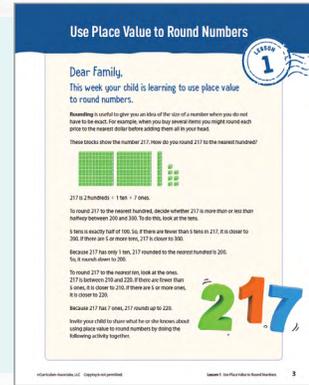
Resources to Support Students with Mathematics at Home

There are numerous resources available to help you support your student with *Ready Classroom Mathematics* at home. These resources include:

Family Letters

Your student's teacher may send home a Family Letter, which will help you:

- Understand the math concepts being taught
- Explain the learning goals for the lesson
- Suggest activities to do with your student at home to support learning outside of school



Bookshelf

You can find a digital version of the Student Worktext within your student's dashboard on any supported device.* [Click here](#) for directions on how to access Bookshelf.

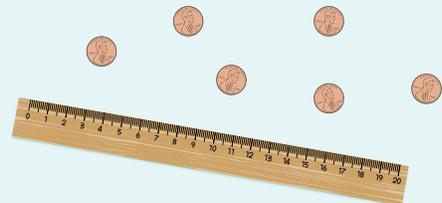
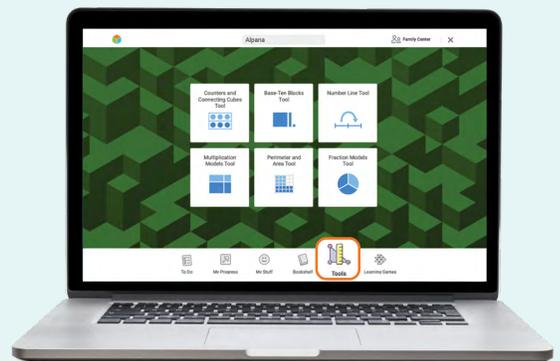


Math Manipulatives

Math manipulatives are tools that students can use to help them solve math problems. You do not need to own any specific math manipulatives to be able to support your student at home. Instead, consider using these household items:

- **Kindergarten:** 10 small objects (e.g., beans, candies, buttons) for counting
- **Grade 1:** 20 small objects (e.g., beans, candies, buttons) for practicing addition and subtraction and an analog clock for practicing telling time
- **Grade 2:** Coins for practicing calculating values and rulers for practicing measurement
- **Grades 3–5:** Rulers or tape measures for practicing measurement

You can also access Digital Math Tools through the student dashboard.

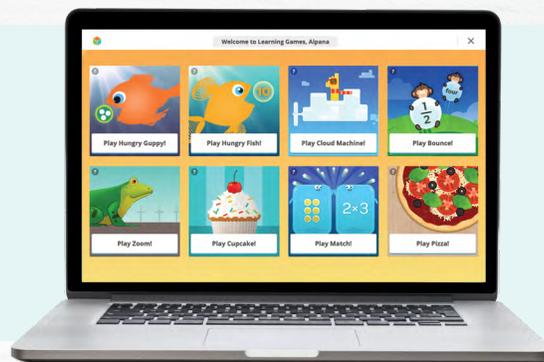


*At present, you cannot access the student dashboard on a phone. To test if the program will work on a device or iPad®, visit cdn.i-ready.com/systemcheck. iPad® is a registered trademark of Apple, Inc.

Resources to Support Students with Mathematics at Home, Cont'd.

Learning Games

Learning Games are available on the student dashboard and are designed to strengthen fluency, number sense, and conceptual understanding of mathematics in a fun and engaging way. Math games are recommended for play around 20 minutes per week unless otherwise determined by you and/or your student's teacher.



Ready Classroom Mathematics Family Center

The [Ready Classroom Mathematics Family Center](#) provides information and resources for you to learn more about the program as well as additional ways you can support your student's success in learning and loving math this year.



V. **Adjourn**

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 MY BE TAKEN BY THE NEW GLARUS SCHOOL DISTRICT BOARD.

UPON REQUEST TO THE DISTRICT OFFICE, SUBMITTED TWENTY-FOUR (24) HOURS IN ADVANCE, THE DISTRICT SHALL MAKE REASONABLE ACCOMODATIONS INCLUDING THE PROVISION OF INFORMATIONAL MATERIAL IN AN ALTERNATIVE FORMAT FOR A DISABLED PERSON TO BE ABLE TO ATTEND THIS MEETING.