

.Curriculum Council Agenda
October 10, 2019
3:30pm - 5:30pm
DO Boardroom, Atwater

Responses were prepared by C.Aguilar. Responses are in red font.

1. Merced College Course Equivalency Updates

a. New course to added

- i. Articulated courses getting MUHSD credit if they take it at MCC
- ii. Merced College's Beginning American Sign Language ASLG-01 for foreign language credit
This course is pending, Merced College is waiting approval from the Foreign Language Department. Not all CSU/UC's accept this course as Foreign Language credit.
Until CSU and UC universal acceptance of ASLG-01 being accepted for Foreign Language, we will not consider ASLG-01 as meeting MUHSD Foreign Language requirement.
- iii. Merced College's *Calculus II MATH-04B* for 0408 AP Calculus BC
Approved.

2. Changing MUHSD graduation credit to align with UC/CSU admissions

a. Third year lab science (science elective) All items i.-vi. are approved.

- i. 2417.1 - Robotics 1
- ii. 2417.2 - Robotics 2
- iii. 0437 - AP Computer Science Principles
- iv. 0417 - Intro to Computer Science & Javascript
- v. 0905 - Medical Technology
- vi. 0962 - Sports Medicine

b. Math

- i. 0409 - AP Computer Science A Approved.

3. Pathway Changes

- a. Networking Computer Science/Networking teachers decided to move Intro to Cybersecurity as a concentration course instead of a Capstone and IT Essentials (more hands-on, rigorous course and gives students an opportunity for articulation) as a capstone instead of a concentrator course.
Approved.
- b. Education & Child Development Health and Family is being moved under the Education pathway as opposed to Child Dev. The new capstone will be Careers in Education and moving the concentrator course "Cross-Age Physical Education Training" into a capstone course. This will leave a gap in the concentrator course for the Child Development pathway, but because the capstone course is 300 hours, it is a unique situation where it is valid.
Approved.
- c. Patient Care There are three concentrator courses being offered currently with Social work and Health Advocacy as the concentrator course. Social work would be removed since it does not align with the pathway and it is not offered in the district. A new Anatomy & Physiology concentrator course would be proposed for this pathway.
Approved with the exclusion of new Anatomy & Physiology for Patient Care course. See 6j for more information.
- d. Mental & Behavioral Health This will be a new proposed pathway. This is a semester English course. We want to prepare students to be able to work in the mental health sector. The concentrator

course covers mental health, mental illnesses, and mental health stigmas. There will be discussion between childhood experiences and at-risk prevention. This course primarily was to help foster youth, displaced students and any other students who are interested. The capstone course will go deeper into the different mental health illnesses and the Nurtured Heart Approach. Not only applying NHA training but being able to use it and apply to the real world. In participation with Mental Health and showing students about first-aid and introducing mindfulness, and the application of first aid scenarios.

Approved courses, see below in section 6. Denied pathway.

- e. [Energy, Environment & Utilities](#) Exploration in pathways is being removed as the current concentrator from this pathway. The introductory courses “OSHA/Safety” is now going into a concentrator course because of the critical and state requirement under the anchor california restrictions. This course covers the regulations of safety on OSHA. First aid and CPR is an additional component that was not in the OSHA safety curriculum but now fulfilling the CTE requirement to identify hazards and competency of work site issues. Adding this to the curriculum would help students understand first aid on site. This is on the American Heart curriculum and students will get their first-aid certification.

Approved.

- f. [New Industry Sector - Public Safety](#) The Public Service class is a very popular pathway in Livingston. The courses we currently have listed are not CTE but we are trying to bridge the gap and have this be a legitimate public service pathway. The idea is for students who are interested in Firefighter, EMT, Criminal Justice, Emergency Response, etc. we would like to give the students the opportunity to understand these courses. Speakers would come in during this introductory course to introduce the students to public service careers. The concentrator course would give students more of a hands-on experiences with our community firefighters, policemen, etc. and going out watching day-to-day jobs. The capstone course of Criminal Justice would give the students the opportunity to understand more about Law, give students scenarios of crime, and work with “Explorers” in the community.

Approved.

- g. [Art, Media & Entertainment](#) This cleans up the pathways so that they are coded properly. Some courses, like Stagecraft, do not belong in the pathway they are in. Dividing the Arts into more pathways makes it easier for campuses and families to understand. Digital media arts now is its own pathway and the Digital Media Productions will become a concentration course. Several courses will have a course renaming/rebranding to more accurately reflect their content.

Approved.

4. Course renaming

- a. [Foods & Nutrition → Intro to Culinary Arts](#) The reason why the change in name is because it makes sense since we are teaching students and introducing them to the “intro to culinary arts” as opposed to nutrition. Nutrition comprises only a small portion of the course.

Approved.

- b. [3D Design 1 → Animation 1](#) This would be in the same period. Previously called 3D Design and is a very confusing title. This is an introduction to animation history. Students would learn about the modeling and design their own video games, and learn how to make movies.

Approved.

- c. [3D Design 2 → Animation 2](#) Students who were enrolled in Animation 1 and highly interested would like to move to Animation 2 where they would produce their own films, they would act in the films they produce, do an on campus film festival, have the school and community involved in their animation. This would give students the opportunity to build on their portfolio.

Approved.

- d. [The Art and History of Film → Film 1](#) This class is mainly focused on film and learning about film. The history piece is touched very lightly which is why the name change is being proposed.

Approved.

5. Course reactivations/ redesigns

- a. [Photography 4 - AHS](#) This course was offered back in the day when sites had dark rooms. Students who are enrolled in photography 4 are the ones who are interested in being a self-sufficient photographer. They are more interested in their work, have jobs in photo. The only financial implications would be a lightroom, and photoshop certifications. We are waiting for lightroom certification (we already teach them lightroom since we have access to that software). This is aimed for the career driven future photographers. As far as equipment, Laura has all the cameras needed and if there was more needed, grant funding would help.

Approved.

- b. [Sierra Nevada Geography and History - AHS](#) This is bringing back a class that hasn't been taught in over 2 years, previous to that, ten years ago. This would help students learn a combination of history about the Sierra Nevada, park regulations, and touch on World War II with Yosemite Park History, etc. This highlights the outdoor education. We are trying to work with UC Merced's Sierra Nevada program and work with the Rangers. We would need 2 sets of instructional books since one set is at a site (this book was focused on WW2 and the Sierra Nevada). The teacher is fully equipped with enough equipment for field trips as far as backpacking with utilities. Assets would help as far as funding with trips. Teacher is open to work with librarian on open resource textbook and canvas.

Approved.

6. New Courses

- a. [Internship Courses - All campuses](#) We have juniors and seniors looking for a class to fill their schedules and enroll in TA or who help out staff on campus. We need to find titles for TA's without the TA title, and have it on their transcript. The students would need to have more responsibility and turn in weekly reflections and portfolio's to show accountability for student learning and present to future employers. This will give students the opportunity to be interns in the following sectors: Ag, Business and office, IT, Marketing, Science Laboratory, Theatre, and Library Science.

Approved.

- b. [Adv. Public Service - CTE Concentration - LHS](#) This is the concentration course of the Public Services pathway.

Approved.

- c. [Criminal Justice - CTE Capstone - LHS](#) The capstone course of Criminal Justice would give the students the opportunity to understand more about Law, give students scenarios of crime, and understanding in depth about being lawyers, policemen, etc. Be able to have students go out and help with public safety careers in the community. The financial implication for this would be a class set of books and visuals for the course that the site would be willing to work with to move digitally.

The students would receive a CPR certification but the teacher will need to be registered to present these certifications. A class set of the “Penal Code” that has the laws for public safety is also required and would like to be offered for students.

Approved.

- d. [Social Emotional Learning - CTE Concentration - YHS](#) This is the first course and can be taken concurrently with the Mental Health Advocacy 1 course. Those courses go hand in hand since they cover very similar topics but each course goes in depth. This is taught by Sarah Wass and will help students with mind growing. These teachers are all certified with NHA. This class will go over self-reflection, anger, relationships, and life. We would need to order a few more textbooks. Since Sarah Wass is a trainer for NHA, she is able to use videos from the program.
Approved as a course, but not a CTE course for CCI. CTE will need to removed from the title.
- e. [Intro to Internet of Things - CTE Concentration - YHS](#) Internet of things is the connectivity of your devices. This is straight from the Cisco Net Academy curriculum, and follows the IT and Communications CTE Pathway. Cisco being the industry leader, one of the challenges we have had is getting students ready for the hardware piece for IT essentials. We had an opportunity with chromebook repair but Cisco has its own curriculum separate from Google, that is mainly focused on connecting all things and learning about the connection side. This brings creativity, problem solving, proto-typing and incorporating the connectivity side. This will lead to data-analysis. Students will be creating projects and programming these projects to connect. This will motivate students into Project based learning, and will make the students learn how to manipulate hardware and the interfaces of hardware to ultimately prepare them for the A+ exams certifications (Cisco). We would need to replace the raspberry pi kits, these would need to be replaced every other year. Other than that, all materials are at site. To maintain the course, we would have a repair part items.
Pending approval. Will need to meet with instructor.
- f. [Careers in Business and Marketing Foundations - AHS](#) This would be a capstone class for the marketing sales pathway, hoping it would be a 2 period course. This is based off the old ROP course that we used to have at the site. This would be one semester learning about marketing and more about business and the second semester would be to have the kids get real world job experience. Transportation would be taken care of by district.
Approved.
- g. [CPR & First Aid Certification Course - CTE Concentration - YHS](#) This is to show the students competency on health and safety standards while on job work sites. This course meets the anchored standards for the CTE pathway. This gives students the opportunity to give the students certification and works hand in hand with OSHA safety standards recognized by the industry. Financial implication would be more wear and tear items. Site has mannequins for CPR.
Approved as a course, but not a CTE course for CCI.
- h. [Mental Health Wellness & Advocacy 2 - CTE Capstone - YHS](#) This can be taken at the same time as the science of the brain. This class goes into detail with teen mental health, first aid, but also deeper in components of teaching mental health. Engage in blogs, newsletters but really feed into the greatness project which is an assets club and group at merced college. We would like to spread out into the district. Mindset theory, growth mindset, grit, neuroplasticity, students will get a good foundation about what is really happening when they are changing. Adverse childhood experiences and specifically go into at-risk prevention (which is something vaguely covered in mental health 1).

They would go into the three stands of the Nurtured Heart Approach. Students would do case studies, create classroom presentations that can go into the community. The books for the first course would be used in this course as well.

Approved as a course, but not a CTE course for CCI. CTE will need to be removed from the title.

- i. [Science of the Brain - CTE Capstone - YHS](#) This course goes well into the Nurtured Heart Approach and blend with NGSS standards. This will teach students an understanding of the brain disease, look at the cells, the environment, and look at the factors of what goes into mental health. This course would need two textbooks.

Approved as a course, but not a CTE course for CCI. CTE will need to be removed from the title.

- j. [Anatomy & Physiology for Patient Care - CTE Capstone - AHS, BCHS, ECHS, GVHS, LHS, MHS](#) This course is to prepare students for the med tech class. This is more roleplaying and collaborate with med tech classes. This is geared more towards the medical field. This is a good intro course to learn about anatomy.

Denied. The course needs to be developed with more CTE Model Standards. Many of the activities and standards in the proposal are already covered in Med. Tech and Intro to Health Careers.

- k. [Community / Civic Engagement - AHS](#) This course is aimed for 11th (entry model) and 12th grader elective year long course, not tied with CTE or A-G but more of an elective aimed for students who are non-enrolled and don't have anything going on (not taking MC classes, or athletics). Instead of community service and have someone on site that takes request with community, this would be reversed where students sign up to do community service. This would have students go to board meetings, community meetings and figuring out ways to help. This would be a canvas based type course. Instead of bombarding the community during meetings, and instead of scrambling for students to look for help, this class is implemented for students to help and obligated to go. Our vision is to help osborn park and partner with resources on campus. If they are not doing there service during class, this would count for after Non-enrolled kids is what we are targeting so they wouldn't leave on campus, who are not in college, that aren't doing anything. Understand your organization you are helping with, relationships with coworkers, learn about training for jobs, dealing with supervisors (continuing basis) how your city government works, and what goes on at board meetings? This is the kind of class work students would be learning. This is a hybrid blending learning course.

Denied. Does not meet the instructional vision of MUHSD. The opportunities for civic engagement can be embedded in CTE Capstone courses.

- l. [Art & Design 3 - CTE Capstone - AHS, BCHS, ECHS, GVHS, LHS, MHS](#) We want to add the capstone to drop the careers portion so we don't want students to get confused that they would not be doing art. We want to showcase ART, careers would still be covered and going over the different careers and options when they go forward out of high school or college. The students will be able to produce career ready art material based off of certain areas. They would cover how to do storyboard, animation, they would have to make a digital portfolio. Students would need to get studio practices and learn how to frame, mount, and curating options for that course. They would get a lot of different aspects of different careers in art. We would like to update the textbook because the one used in Art 3 is outdated and not current in art 3 or careers in element of design that we would use. We have an idea of what book we want to use. This is the only textbook, it is not replacing the Art 1 and 2, this is an addition "supplemental." The textbook can be digital but need to

double check. Materials are as normal but will probably exceed more than usual in your typical art class.

Approved.

- m. [Psychology - MHS, GVHS, AHS](#) This class is designed for 10,11, and 12 graders. This is for students interested in mental health but looking at an overview of psychological disorders, and learning more about psychologists. This would give the students an opportunity to learn about personality, psychological development, etc. This would help students do PBL projects with intelligence, and cognition. We would need to purchase a textbook. The credential can be social studies and if you have an authorization with psychology major, that would work too.

Denied. Students have the opportunity to take this course through Dual Enrollment.

- n. [AP Psychology - MHS, AHS, ECHS](#) This would be like the Psychology course but in a much more rigorous pace. This would prepare students for the AP exam in learning about the systematic and scientific overview of the mind. This is more depth with biological sense of behavior. This wouldn't be a general overview of the mind, this is more in depth. This would use the same textbook as psychology.

Denied. Students have the opportunity to take this course through Dual Enrollment.

- o. [Forensic Biology 2 - CTE Capstone - AHS, BCHS, GVHS](#) This is part of the Med Tech pathways. This is a continuation of Forensics 1 with learning new skills and type of evidence to collect. The end product is to get the three campuses involved in Forensics and have a big project at the end with an industry partner(don't know name she mentioned). Riggs, and the city police department is involved. Culinary does sugar glass and theatre helps out too in the final project. Financial implications would be consumables, \$200 outlay and possibly \$100 after on stuff. Textbooks would be 200 textbooks, but perhaps leave a class set at each site.

Approved.

- p. [Film 2 - CTE Capstone- AHS, BCHS, GVHS](#) Film 2 is the capstone to Film 1. All teachers have the equipment needed to continue this course. The knowledge the students learn in film 1 will showcase when they get into this capstone. This course will be taking students to learn from industry partners in film such as Marvel, Legacy effects, Gravel Inc (sp?) and USC (school of film) and have the students get trained, understand film production, how to make film posters, and real-world effects. There are many industry connections in films who will teach students and prepare them for their final project to make their own film. They would use Adobe Photoshop for film production and will eventually present this at a school film festival.

Approved.

- q. [Careers in Education - CTE Capstone - AHS, BCHS, ECHS, GVHS, MHS](#) This is to replace Foundations in Ed since this limited students who were interested in Education but were only allowed to collaborate with students from K-2nd grade. This would broaden students who are interested in elementary, middle school, and high school but limited up to 8th grade (since we do not want this to turn into a TA course if they are placed in HS). An approach that would help for students interested in high school would be to place them with moderate/severe students. Many students have shown interest in Special Ed, and if they take this course they can cover and learn how to work with high school students. The financial implications would be transportation to the local schools, so students can get to sites. Some of our sites already have this course and don't have an issue with transportation. This class already has a textbook. As far as materials, color printers

and binders would be needed for resources and to work on their portfolios. This class would not be articulated since there is no Merced College course equivalent. This would be a 2-block period at the sites so students have the opportunity to transport between elementary and middle schools. We do not want this class to be looked at as a TA class. Students who are 18 would need to be live-scanned.
Approved.

- r. [Investigations in Life Science \(NGSS Life Science\) - All Campuses](#)

Approved.

- s. [Biology of the Living Earth \(NGSS Bio & ESS\) - All Campuses](#)

Approved.

- t. [Earth & Space Science \(NGSS Earth & Space Science\) - All Campuses](#)

Approved.

- u. [Biology and Sustainable Agriculture - CTE Concentration - GVHS](#) This course is to open up opportunity for students in all grade levels to take a class in Biology and tie in with Sustainable Ag that follows the NGSS standards. This class will explain how sustainable AG fits with Biology so the students aren't just learning the concepts of bio but applying it to real world examples like in food source and farming, etc. Life, Earth, and Physical Science are all covered in this course. This is a step in rigor since it is not a replacement course but adding the course to the pathway and following the UCCI doorways with NGSS standards. This class works heavy in applying and implementing the AG Science and farming field. There is also a certification that students can achieve at the end of the course.

Denied. The Agriscience Pathway will need to be re-reorganized to offer this course. The state lists Biology and Sustainable Agriculture as an Introductory course to the Sustainable Agriculture Subpathway. Further development of the course and the pathway are needed.