

**SCHOOL DISTRICT OF MANAWA
CURRICULUM COMMITTEE MEETING
AGENDA**

Join with Google Meet

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Join by phone

(US) +1 984-212-2387 PIN: 723 190 482#

Date: April 14, 2021

Time: 5:00 p.m.

Virtual Meeting

Board Committee Members: Hollman(C), Scheller, Seeger

In Attendance:

Timer: _____

Recorder: _____

1. Consider Approval of Secondary Social Studies Material Adoption as Presented (Information / Action)
2. Consider Endorsement of Two (2) Day of Instructional Design Work Per Secondary Social Studies Teacher at the \$25 Rate as Presented (Information / Action)
3. Consider Endorsement of Animal Science/Veterinary Medicine Textbook Adoption as Presented (Information / Action)
4. Consider Endorsement of the Human Growth & Development Abstinence Plus Other Forms of Birth Control Program Type (Information / Action)
5. Consider Endorsement of Human Growth & Development Scope and Sequence as Presented (Information / Action)
6. Consider Endorsement of ACT Aspire 2021 Proposal as Presented (Information / Action)
7. Consider Endorsement of Fifth Grade Transition Proposal as Presented (Information / Action)
8. Review District Summer Sponsored Workshops (Information)
9. Hear ACT Initial Data Analysis (Information)
10. Curriculum Committee Planning Guide (Information / Action)
11. Next Meeting Date _____
12. Next Meeting Items:
 - a. Future Academic Goals Planning
 - b. Recommendation to Replace Secondary Screener from ACT Periodic to TBD
 - c.
13. Adjourn



School District of Manawa

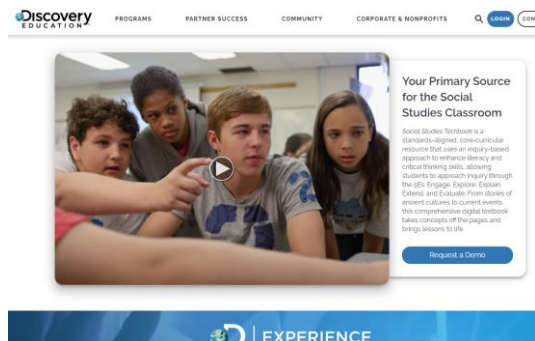
To: Manawa Board of Education
 From: Dr. Melanie J. Oppor
 Date: April 12, 2021
 Re: Textbook Adoption for Grades 6-8 Social Studies

The purpose of this memo is to request a resource adoption for grades 6-8 in social studies. The details are as follows:

Title	Publish/Copyright	Course	#	Cost
Social Studies.X Techbook	Discovery Education	Middle School Social Studies grades 6-8	120 3-year Subscriptions	\$7,200

The X in Social Studies X stands for "experience." The program was specifically designed for middle school students in grades 6-8 and comes as a "bundle" so the user gets all the social studies components (i.e. you don't buy civics separately from U.S. history separately from geography, etc.).

It is a license-based purchase. Each student license is a three-year license that costs \$60 per student. The license stays with the school if the student moves away so the license can be reassigned to a different student.



Link for the requested text is: <https://www.discoveryeducation.com/programs/social-studies/techbook/>

School District of Manawa
 800 Beech Street
 Manawa, WI 54949

Phone: (920) 596-2525
 Fax: (920) 596-5308

**Little Wolf High School
 Manawa Middle School**

515 E. Fourth St
 Manawa, WI 54949
 Phone: (920) 596-2524
 Fax: (920) 596-2655

Manawa Elementary
 800 Beech Street
 Manawa, WI 54949

Phone: (920) 596-2238
 Fax: (920) 596-5339

ManawaSchools.org



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School District of Manawa

To: Manawa Board of Education
From: Dr. Melanie J. Oppor
Date: April 13, 2021
Re: Secondary Social Studies Teachers Instructional Design Work

The purpose of this memo is to request two (2) paid days of social studies instructional design work at a rate of \$25 per hour for a total of 7.5 hours per day during summer 2021 for the following:

- Tom Polkki
- Jacob Kaczorowski
- Brad Johnson

This equates to a total of \$562.50.

Rationale: Contemporary social studies instruction is designed around a wide array of source documents that are publicly available along with relevant resources in numerous formats (i.e. video recordings, audio recordings, guest speakers, etc.) in order to meet the Board of Education approved social studies standards. To this end, teachers are afforded paid time in the summer to research and gather materials and resources that are age/developmentally appropriate to the students. In addition, materials also need to be response to various reading levels and other learning requirements of students. This approach to instructional design is a departure from the use of print textbooks that are no longer readily available with exception to some Advanced Placement courses that have a structured format that must be followed. Please do not hesitate to contact me should you have questions regarding this request. Thank you for your thoughtful consideration.

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School District of Manawa

To: Manawa Board of Education
From: Dr. Melanie J. Oppor
Date: April 12, 2021
Re: Textbook Adoption for Animal Science/Veterinary Medicine

The purpose of this memo is to request a textbook adoption for the Animal Science/Veterinary Medicine Little Wolf High School agriculture course that is articulated with Fox Valley Technical College. The new textbook is required by FVTC to be in place no later than the fall of the 2022-23 school year. FVTC is already using the new textbook.

The details are as follows:

Title	Publish/Copyright	Course	#	Cost
Modern Livestock & Poultry Production, 9 th Ed.	Cengage/2016	Animal Science/ Veterinary Medicine	25 copies	\$823.75

Modern Livestock & Poultry Production, 9th Edition,

Frank Flanders, James R. Gillespie
Copyright 2016 | Published | Previous Editions 2010, 2004, 2002 | 1152 Pages

STARTING AT **32.95** See pricing and ISBN options ▾

Instructor Next Steps ▾ Students: Buy Or Rent

Link for the required text: <https://www.cengage.com/c/modern-livestock-poultry-production-9e-flanders/9781133283508/?filterBy=Higher-Education>

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By the end of 2nd grade, students should be able to:	K	1	2	3	4	Who teaches the content?	Notes or Instructional Materials
Anatomy and Physiology							
Use proper names for body parts, including male and female anatomy	X	X	X			Elementary Counselor- My Body is My Own in gender specific groups	Teachers will use the proper names for anatomy when the opportunity presents itself, otherwise students will know the names of the body parts by the end of 2nd grade.
Identity							
Provide examples of how friends, family, media, society and culture influence ways in which boys and girls think they should act	X	X	X			Elementary Counselor - one lesson per grade-level; inquire about social studies and science themes that are being covered in other content areas; library resources for read alouds	Power and respect in relationships - (Title IX) bullying and harassment; suicide
Pregnancy and Reproduction							
Explain that all living things reproduce	X	X	X	X		Science instruction with insects and fish; plant unit in grade 3 (seed project)	
Healthy Relationships							
Identify different kinds of family structures	X	X	X			Daily interpersonal interactions with all staff. Be sure staff realize these are standards that are required to be taught.	
Demonstrate ways to show respect for different types of families	X	X	X			Elementary Counselor - Map of Families	
Describe the characteristics of a friend	X	X	X			Physical Education in K-5 cooperative play unit	
Identify healthy ways for friends to express feelings to each other	X	X	X			Morning meetings beginning in 4K - greeting each other and daily check-ins re: Social Emotional Learning; library classes often do book sharing on SEL themes	Choose common language among staff to communicate clear, consistent messages to students about expectations.
Personal Safety							
Explain that all people, including children, have the right to tell others not to touch their body when they do not want to be touched	X	X	X	X		Elementary Counselor: <i>My Body Belongs to ME</i>	There is a need to bolster up the sex trafficking issues as appropriate at the elementary level. Consider the use of <i>5 Stones</i> as a resource. Domestic abuse may also be appropriate as it relates to the bad touch between people. Educators and adults may need training in identifying and responding to reports of inappropriate touch. It is important to ensure that all youth have a safe person in school to whom they can talk.
Identify parents and other trusted adults they can tell if they are feeling uncomfortable about being touched	X	X	X	X		See Above	
Demonstrate how to respond if someone is touching them in a way that makes them feel uncomfortable	X	X	X	X		See Above	
Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to identify and talk with a trusted adult if someone is touching them in a way that makes them feel uncomfortable	X	X	X	X		<i>My Body Belongs to ME</i> ; It addresses touching in any way that is uncomfortable.	
Define bullying and teasing	X	X	X			Many different ways and in many different settings.	
Explain why bullying and teasing are wrong	X	X	X			Many different ways and in many different settings. The understanding of the abuse of power or authority.	Domestic abuse is a form of bullying that escalates over time. A discussion of safe relationships should be discussed in general.
Identify parents and other trusted adults they can tell if they are being bullied or teased	X	X	X			<i>My Body Belongs to Me</i> helps students identify trusted adults as well as SAFE Strangers such as police officers, fire and rescue and other public safety officials.	
Demonstrate how to respond if someone is bullying or teasing them	X	X	X			Several children's book are used in classroom counseling that help students identify bullying and give strategies to stop behavior.	
Explain why a person who has been bullied or teased is not at fault and needs support and understanding	X	X	X			See above.	

By the end of 2nd grade, students should be able to:	K	1	2	3	4	Who teaches the content?	Notes or Instructional Materials
Describe how friends, family, media, society and culture can influence ideas about body image	X	X	X			Units on self-esteem, family and diversity used in classroom counseling	Resource: <i>It is OK to be me.</i>

By the end of 5th grade, students should be able to:	3	4	5	6	Who teaches the content?	Notes or Instructional Materials
Anatomy and Physiology						
Describe male and female reproductive systems including body parts and their functions		X	X		A guest nurse presents the information to fourth and fifth students with the support of the classroom teacher.	We have been at a loss for this since the COVID-19 pandemic as we did not present this virtually last year. A guest nurse if contracted to provide the information for the 2020-21 school year and this if the plan moving forward.
Identify medically accurate information about female and male reproductive anatomy		X	X		A guest nurse presents the information to fourth and fifth students with the support of the classroom teacher.	
Puberty and Adolescent Development						
Explain the physical, social and emotional changes that occur during puberty and adolescence		X	X		Grade 5 discuss this is circle questions.	There are some concerns about a lack of education on mental health supports particularly during puberty especially what emotions are normal and when it is time to get help. It then makes it less of a taboo topic for youth. Consider bringing in more specialized programs and experts.
Describe how friends, family, media, society and culture can influence ideas about body image	X	X	X		ISTE standards around digital citizenship are taught at each grade level.	
Identify medically accurate information and resources about puberty and personal hygiene		X	X		Grade 5 discuss this is circle questions.	Elementary Counselor delivers a hygiene unit each year 2-5
Explain ways to manage the physical and emotional changes associated with puberty		X	X			How to manage yourself as these changes occur
Explain how the timing of puberty and adolescent development varies considerably and can still be healthy		X	X			In 4th grade, girls learn about girls - boy about boys
Identify parents or other trusted adults of whom students can ask questions about puberty and adolescent health issues		X	X			In 5th grade, boys learn about girl reproductive parts - girls learn about boy reproductive parts
Describe how puberty prepares human bodies for the potential to reproduce		X	X	X		An introductory video about reproduction would be helpful. The parents of fourth graders would be helpful to support youth through mental health issues to include social media and body image. Students may learn this information in gender-specific groupings in grade 4. Fifth and sixth graders would be in mixed gender groups.
Identity						
Identify parents or other trusted adults of whom students can ask questions about my identity.	X	X	X		Elementary counselor and teachers discuss this routinely as a core of the curriculum via self esteem, how to treat others with dignity and respect, accepting others, etc. Examples of specific situations where children repeat what they hear on social media or at home need to be added to the conversations. (Ex. students of color, that's so gay, that is a boy's color, that is something girls do) Normalize feelings of students so that it is easier to talk about. It is very sensitive and personal. The questioning about sexuality is beginning much earlier than in the past and definitely affects upper elementary students. Students have independently researched online. The school will provide educational resources that are safe, accurate, and reliable? Perhaps resources would be provided to students/parents online. Could the school provide a facilitated conversation between students and their parents to engage in these topics? ThedaCare has a phone line to call regarding questions regarding sexuality and reproduction.	
Demonstrate ways to treat others with dignity and respect	X	X	X			
Demonstrate ways students can work together to promote dignity and respect for all people	X	X	X			
Pregnancy and Reproduction						

By the end of 5th grade, students should be able to:	3	4	5	6	Who teaches the content?	Notes or Instructional Materials
Describe the process of human reproduction			X	X	MS science course - general conversation about mammals; a paragraph in our book may have made reference to humans.	Students are beginning to experiment in grade 5 so human reproduction should be introduced as an extension of the mammal instruction in science.
Healthy Relationships						
Describe the characteristics of healthy relationships	X	X	X		School counselor and teachers - daily conversations with students	
Compare positive and negative ways friends and peers can influence relationships	X	X	X		School counselor and teachers - daily conversations with students This area needs to be specifically assigned to be taught. The school counselor does a trusted adult activity where students identify their "go to" person. At MS, there have been surveys asking if students had safe people to go to—Mr. Cobarrubias and the Youth Risk Behavior Survey. Does someone circle back and let the "safe" adult know that they have been identified. (Right now the elementary focus has been on at-risk youth.) MES did the DPI climate survey about two years ago. That could be redone again. Secondary - May is mental health month (Sources of Strength) Elementary - School staff are being very sensitive to observe changes in children's behaviors, comments, etc. to have one on one support.	
Identify parents and other trusted adults they can talk to about relationships	X	X	X			
Demonstrate positive ways to communicate differences of opinion while maintaining relationships	X	X	X		School counselor and teachers - daily conversations with students	
Demonstrate ways to treat others with dignity and respect	X	X	X		School counselor and teachers - daily conversations with students	Especially surrounding different rates of development
Personal Safety						
Define teasing, harassment, sexual harassment, and bullying and explain why they are wrong	X	X	X			
Explain why people tease, harass or bully others	X	X	X			
Identify parents and other trusted adults they can tell if they are being teased, harassed or bullied	X	X	X			
Demonstrate ways to communicate about how one is being treated	X	X	X			
Discuss effective ways in which students could respond when they are or someone else is being teased, harassed or bullied	X	X	X			
Persuade others to take action when someone else is being teased, harassed or bullied	X	X	X			
Define sexual abuse		X	X			Age-appropriate, reproductive parts specific
Identify parents or other trusted adults they can tell if they are being sexually abused		X	X			
Demonstrate refusal skills (e.g. clear "no" statement, walk away, repeat refusal)	X	X	X			
Explain why a person who has been teased, bullied, harassed, sexually harassed, or sexually abused is not at fault and needs support and understanding	X	X	X	X		

By the end of 8th grade, students should be able to:	6	7	8	H	Who teaches the content?	Notes or Instructional Materials
Anatomy and Physiology						
Describe male and female sexual and reproductive systems including body parts and their functions	x	x	x	x	Murphy	Structure and Function of Male & Female, Endocrine System, Hormones, Thyroid Gland, Pituitary Gland, Gonads, Arenal Glands, Sperm, Testosterone, Testes, Scrotum, Penis, Semen, Sterility, Uterus, Ovaries, Ovulation, Fallopian Tube, Vagina, Cervix, Cramps, PMS, TSS
Puberty and Adolescent Development						
Describe the physical, social, cognitive and emotional changes of adolescence	x	x	x		Murphy/Connolly	Respect for yourself and others, Facial hair, ability to produce sperm, sexual urges, menstrual cycle, Physical changes
Analyze how friends, family, media, society and culture can influence self-concept and body image	x	x	x		Murphy	Advertisements/Body image
Identify medically-accurate sources of information about puberty, adolescent development, sexual health and sexuality	x	x	x		Murphy	CDC
Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make	x	x	x		Middle School Staff	Daily lessons, social studies
Identity						
Define sexual orientation as the romantic attraction of an individual to someone of the same gender or a different gender	x				Krause/Murphy	2nd semester
Differentiate between gender identity, gender expression and sexual orientation		x	x		Murphy	
Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity		x	x			ISTE standards? Social studies and ELA
Access accurate information about gender identity, gender expression and sexual orientation		x	x			ISTE standards?
Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations		x	x		Middle School Staff	
Develop a plan to promote dignity and respect for all people in the school community	x	x	x		Connolly	guidance class, formal and informal meetings with students
Pregnancy and Reproduction						
Describe the process of human reproduction	X	X			Murphy	Stages of Embryonic and Fetal Development
Define sexual intercourse and its relationship to human reproduction			x	x	Murphy	and misconceptions
Define sexual abstinence as it relates to pregnancy and STI prevention			x	x	Murphy	Benefits of Abstinence/100%
Examine how alcohol and other substances, friends, family, media, society and culture influence decisions about engaging in sexual behaviors		x	x	x	Murphy	High Risk Behaviors/Teens
Demonstrate the use of effective communication skills to support one's decision to abstain from sexual behaviors		x	x	x	Murphy	Respecting Boundaries and morals
Explain the health benefits and effectiveness in pregnancy prevention of abstinence			x	x	Murphy	Abstinence 100%, condoms, birth control
Identify medically-accurate resources about pregnancy and STI prevention and reproductive health care			x	x	Murphy	Importance of Obstetrician/Doctor, Guidance Counselor
Apply a decision-making model to various sexual health decisions			x	x	Murphy	
Describe the signs and symptoms of a pregnancy		x	x	x	Murphy	prenatal development
Identify prenatal practices that can contribute to a healthy pregnancy		x	x	x	Murphy	Nutrition, avoiding alcohol, tobacco, drugs,

By the end of 8th grade, students should be able to:	6	7	8	H	Who teaches the content?	Notes or Instructional Materials
Sexually Transmitted Diseases and HIV						
Define STDs including HIV, and how they are and are not transmitted			x	x	Murphy	CDC/ Magic Johnson Documentary
Identify medically-accurate information about STDs, including HIV			x	x	Murphy	CDC Basic Information on common STDs
Compare and contrast behaviors, including abstinence, to determine the potential risk of STD/HIV transmission from each			x	x	Murphy	Abstinence 100%, Alcohol & Drugs, High risk partners, unprotected & protected sex, multiple partners
Analyze the impact of alcohol and other drugs on safer sexual decision-making and sexual behaviors		x	x	x	Murphy	High Risk Behaviors
Demonstrate the use of effective communication skills to reduce or eliminate risk for STDs, including HIV			x	x	Murphy	Open communication, values, friendships
Develop a plan to eliminate or reduce risk for STDs, including HIV			x	x	Murphy	
Describe the signs, symptoms and potential impacts of STDs, including HIV			x	x	Murphy	CDC
Healthy Relationships						
Analyze the ways in which friends, family, media, society and culture can influence relationships	x	x	x	x	Murphy	Health Triangle, Keeping balance
Explain the criteria for evaluating the health of a relationship and compare and contrast the characteristics of healthy and unhealthy relationships	x	x	x	x	Murphy	Peers, Friendships, Cliques, Stereotype, Casual friendships, Close friendships, forming healthy relationships, values
Describe the potential impacts of power differences such as age, status or position within relationships	x	x	x	x	Murphy	High risk behaviors, Peer pressure, Mutual respect
Define and analyze the similarities and differences between friendships and romantic relationships	x	x	x	x	Murphy	Respect Boundaries, healthy relationships, Caring, Respect, open communication, concern for safety and well-being
Demonstrate communication skills that foster healthy relationships	x	x	x	x	Murphy	Connolly-guidance
Describe a range of ways people express affection within various types of relationships	x	x	x	x		
Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others	x	x	x	x	Murphy	Connolly-guidance
Describe the advantages and disadvantages of communicating using technology and social media	x	x	x	x	Murphy and Krueger	Non-verbal cues, security risks, new communication methods
Analyze the impact of technology and social media on friendships and relationships	x	x	x	x	Murphy	Connolly-guidance
Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others using technology/social media	x	x	x	x	Murphy	Mutual respect, support, honest communication, beliefs, attitudes
Describe strategies to use social media safely, legally and respectfully	x	x	x	x	Murphy	Positives/Negatives, personal information, passwords, obtaining permission, screen time, research apps
Personal Safety						
Demonstrate refusal skills (e.g. clear "no" statement, walk away, repeat refusal) and respecting boundaries	x	x	x	x	Murphy	Refusal strategies
Describe situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence and why they are wrong		x	x	x	Murphy	Boundaries, respect, manipulation, passive, aggressive, blackmail, threats (This area may need more emphasis and include Title IX requirements.)

By the end of 8th grade, students should be able to:	6	7	8	H	Who teaches the content?	Notes or Instructional Materials
Identify sources of support such as parents or other trusted adults that they can go to if they are or someone they know is being bullied, harassed, abused or assaulted	x	x	x	x	Murphy	Trust, comfort, values
Demonstrate ways to communicate with trusted adults about bullying, harassment, abuse or assault	x	x	x	x	Murphy	Family, teachers, coaches
Describe ways to treat others with dignity and respect	x	x	x	x	Murphy	Connolly guidance
Advocate for safe environments that encourage dignified and respectful treatment of everyone	x	x	x	x	Murphy	School, home, sports, clubs
Demonstrate ways they can respond when someone is being bullied or harassed	x	x	x	x	Murphy	StopIt app, communication with teacher, parent, coach
Explain why a person who has been sexually harassed, sexually assaulted, or raped is not at fault and needs support and understanding		x	x	x	Murphy/MS teachers/Connolly	Classes, health, guidance
Explain the laws concerning sexual activity						guest police officer (consent)

By the end of 12th grade, students should be able to:	H	Who teaches the content?	Notes or Instructional Materials	H=Health
Anatomy and Physiology				
Puberty and Adolescent Development				
Analyze how brain development has an impact on cognitive, social and emotional changes of adolescence and early adulthood	x	Kaczorowski/Celske	Psychology, Human Biology (elective courses) - consider reinforcing content in required courses	
Analyze how friend, family, media, society and culture can influence self-concept and body image	x	Connolly-class and small groups		
Apply a decision-making model to various situations relating to sexual health	x			
Identity				
Differentiate between biological sex, sexual orientation/identity, and gender identity and expression	x			
Analyze the influence of friends, family, media, society and culture on the expression of gender, sexual orientation and identity	x			
Explain how to promote safety, respect, awareness and acceptance	x	All teachers- should be explicit instruction to ensure standard is reinforced (ex. English 12- literature circles, essays of various types, etc.; student choice sometimes raise HGB concepts)	English, social studies, clubs, etc.	
Advocate for public policies and programs that promote dignity and respect for all	X	Kaczorowski/Polkki	Social Studies - historical context or current events	
Pregnancy and Reproduction				
Compare and contrast the advantages and disadvantages of abstinence and other contraceptive methods	x			
Analyze influences that may have an impact on deciding whether or when to engage in sexual behaviors	x			
Access medically-accurate information about contraceptive methods, including abstinence	x			
Discuss the importance of communicating boundaries and choices about whether or when to engage in sexual behaviors	x			
Apply a decision-making model to choices about contraception, including abstinence	x	Teach details again in the high school years in Biology for all students.	Students are asking more detailed questions about intercourse and are sexually active. They are making uninformed decisions that are high-risk (ex. presence of sperm, pulling out before ejaculation, Plan B (morning after pill as reliable option)) - Add to Biology for all students.	
Describe the correct use of all contraceptives, including risk factors and reliability rates	x	Murphy-8th health	medical professional explain all methods	
Describe the signs of pregnancy	x	Celske	Human Bio	
Access medically-accurate information about pregnancy, prenatal care services and pregnancy options	x	Celske	Human Bio	
Describe prenatal practices that can contribute to or threaten a healthy pregnancy	x	Celske	Human Bio	
Analyze factors that influence decisions about whether and when to become a parent	x	Financial Literacy/Employability Skills	Enhance the instruction to include this level of detail in the HGD standards.	
Assess the skills and resources needed to become a parent	x	Financial Literacy		
Sexually Transmitted Diseases and HIV				
Describe common symptoms of and treatments for STDs, including HIV	x			
Explain how to access local STD and HIV testing and treatment services	x			
Discuss the importance of communicating with a partner about STD and HIV prevention and testing	x			

By the end of 12th grade, students should be able to:	H	Who teaches the content?	Notes or Instructional Materials	H=Health
Apply a decision-making model to choices about safer sex practices, preferring abstinence	x			
Analyze individual responsibility about testing for and informing partners about STDs and HIV status	x			
Evaluate the effectiveness of abstinence, condoms and other safer sex methods in preventing the spread of STDs, including HIV	x			
Access medically-accurate prevention information about STDs, including HIV	x			
Develop a plan to eliminate or reduce risk for STDs, including HIV	x			
Advocate for sexually active peers to get STD/HIV testing and treatment	x			
Describe the laws related to sexual health care services, including STD and HIV testing and treatment	x			
Healthy Relationships				
Describe characteristics of healthy and unhealthy romantic and/or sexual relationships	x	English Classes, AP Psychology		
Explain how media can influence one's beliefs about what constitutes a healthy sexual relationship	x			
Demonstrate how to access valid information and resources to help deal with relationships	x	Krueger, English classes, Connolly		
Demonstrate effective strategies to avoid or end an unhealthy relationship	x			
Describe a range of ways to express affection within healthy relationships	x			
Define sexual consent and explain its legal implications for sexual decision-making	x	Guest police officer		
Analyze factors, including alcohol and other substances, that can affect the ability to give or perceive the provision of consent to sexual activity	x	Guest speaker-Alcohol and Drugs		
Demonstrate effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior	x			
Demonstrate respect for the boundaries of others as they relate to intimacy and sexual behavior	x			
Evaluate the potentially positive and negative roles of technology and social media in relationships	x	Krueger, English classes		
Describe strategies to use social media safely, legally and respectfully	x	Krueger, English classes		
Personal Safety				
Compare and contrast situations and behaviors that may constitute bullying, sexual harassment, sexual abuse, sexual assault, rape and dating violence	x	Connolly-guidance		
Access valid resources for help if they or someone they know are being bullied or harassed, or have been sexually abused or assaulted	x	Connolly-guidance		
Demonstrate effective ways to communicate with trusted adults about bullying, harassment, abuse or assault	x	Connolly-guidance		
Advocate for safe environments that encourage dignified and respectful treatment of everyone	x	All teachers Senior English re: social issues - Guest Police Officer, social worker, therapist, Sexual Assault Crisis Center, etc.	sex trafficking is a topic of recent concern	
Identify the laws related to bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence	x			
Describe potential impacts of power differences (e.g. age, status or position) within sexual relationships	x			
Demonstrate ways to access accurate information and resources for survivors of sexual abuse, rape, sexual harassment, sexual assault and dating violence	x			

By the end of 12th grade, students should be able to:	H	Who teaches the content?	Notes or Instructional Materials	H=Health
Identify ways in which they could respond when someone else is being bullied or harassed	x	English classes		
Explain why a person who has been raped or sexually assaulted is not at fault	x			



School District of Manawa

To: Dr. Oppor, Curriculum Committee
Fr: Dan Wolfgram
Date: 3/23/2021
Re: Spring Testing - ACT Aspire Protocol 2021

Proposal: The purpose of this memo is to request permission for the 11th and 12th grade students to attend asynchronously on Thursday, May 6, 2021 during the administration of the ACT Aspire exam to this year's freshman and sophomore classes. The ACT Aspire is one of the state assessments that factors into the state report card. Middle school students would stay within the Middle School Suite for instruction and assessment. Additional testing for freshmen and sophomores would occur on Friday, May 7. The middle school will also be administering the state-mandated Forward test May 5 - 7, 2021. This proposal reduces distractions inherent in the school environment when all students present and allows for ninth and tenth grade students and staff to optimally focus on administering the assessment and doing their best.

While the tests are not officially timed the estimated testing times are listed below:

ACT Aspire Summative assesses the same four subject areas as the ACT test, plus a writing test:

- English: 31-60 items (grade-level dependent), 40-45 minutes
- Mathematics: 28-46 items (grade-level dependent), 65-75 minutes
- Reading: 29-32 items (grade-level dependent), 65 minutes
- Science: 33-40 items (grade-level dependent), 60 minutes
- Writing: 40-45 minutes
- Forward Social Studies - HS Sophomores - 2 sessions @ 35 minutes each.

Total Testing Time: 270-290 minutes

Benefits:

- Students that are not present for in-person instruction can continue with virtual asynchronous instruction. Students are accustomed to and proficient in the asynchronous model.
- Optimal (Pristine) Testing Environment - (As agreed upon by Building Leadership Team).
- The student/proctor ratio is no larger than 15:1.
- Minimize hallway noise or student disruption.
- No worries about student placement in the building for those who are not testing.
- Tests such as writing, and sophomore social studies that do not exceed the normal bell schedule can be completed during the normal bell schedule on Friday, May 7.
- This proposal also allows for using additional proctor support from the HS Staff on May 6 for Forward testing.

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School District of Manawa

To: Dr. Melanie Oppor, Curriculum Committee
From: Dan Wolfgram, Janine Connolly
Date: 4/8/2021
Re: 5th-Grade In-Person Transition Proposal

The purpose of this memo is to ask permission to host a 5th-Grade In-Person Transition. The event is scheduled for Monday, May 17, at 1:00 p.m. The students will be walking from the Manawa Elementary School so the proposed "rain-date" is Tuesday, May 18.

Background information: In previous years, prior to the Covid-19 pandemic, the 6th grade would visit Little Wolf Jr/Sr. High School to take a tour of the building, meet with Student Council representatives, and have a question and answer opportunity for students and staff. Last year, an on-site visit was not available for transitioning students due to Covid-19 and summer construction, and the event was hosted virtually.

Rationale for Visit: It's never easy moving a child to a different school. For elementary school-aged children, the transition from one school to a new one can be especially trying. The idea of having new teachers, classrooms, and friends can be daunting to even the most outgoing of kids. Providing an on-site tour as well as a question and answer session help to reduce anxiety and provide for familiarity. Elementary School Counselor LuAnne Ujzdowski has provided questions from the students that will aid in the conversation with the students.

A parent night for incoming 6th-grade parents has already received approval for May 18 at LWHS Commons. A summer school transition class is being held by Middle School Counselor Janine Connolly on 8/23-8/25.

Attendee Logistical Information:

- (30) 5th grade will utilize the Fitness Center Entrance.
- HS and MS students will be in class during the tour so there will be no mixing of cohorts.
- Students will be socially distanced and adhere to all masking protocols.
- A question and answer session will be hosted in the HS Commons following the tour to allow for social distancing, led by Counselor Connolly.

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