

CENTRAL BUCKS SCHOOL DISTRICT

Curriculum Committee Meeting  
November 8, 2017

**Committee Members Present**

Mrs. Sharon Collopy, Chairperson  
Mr. Dennis Weldon  
Dr. Jerel Wohl

Mr. John Kopicki, Superintendent  
Dr. David Bolton, Assistant Superintendent  
Dr. Scott Davidheiser, Assistant Superintendent

**Committee Members Not Present**

Mr. John Gamble

**Others in Attendance**

Mr. Paul Faulkner, Board Member  
Mr. Glenn Schloeffel, Board Member  
Mrs. Karen Smith, Board Member

Mr. Scott Berger, Social Studies Curriculum Supervisor  
Mr. Jonathan Boyle, Tamanend Assistant Principal  
Mr. Martin Hayes, CB East House Principal  
Mr. John Murtha, Unami Assistant Principal

The meeting was called to order at 7:00 p.m. by Mrs. Collopy

**REVIEW OF MEETING NOTES**

The October 11, 2017 Curriculum Committee Meeting minutes were reviewed and approved without changes.

**PUBLIC COMMENT**

There was no public comment.

**INFORMATION/DISCUSSION/UPDATES:**

Dr. Davidheiser introduced Mr. Scott Berger, who will be presenting one of several courses brought to the Committee for consideration as additions to the 2018-2019 curriculum.

**AP Microeconomics**

Mr. Scott Berger is presenting an AP Microeconomics course as an addition to the existing AP Social Studies offerings. He noted the differences between the existing AP Macroeconomics course and the proposed AP Microeconomics. Microeconomics is a “bottom up” approach to the science of economics, it involves the study of decisions made by business people concerning the allocation of resources and pricing of commodities in specific markets. Macroeconomics is a “top down” approach, the behavior of the economy is studied as a whole, not focusing on specific firms but entire industries in the overall economy. AP Microeconomics is an introductory college level course, focusing on the principals of economics that apply to the functions of individual economic decision makers. The course will develop student’s familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe and explain economic concepts.

There will be four units of study: Basic Economic Concepts, The Nature and Function of Product Markets, Factor Markets, and Market Failure and the role of Government.

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The exam structure is similar to other AP exams. The test measures a student's knowledge of the principals of microeconomics and their ability to reason. The exam is approximately 2 hours long, consisting of 60 multiple choice questions and a free-writing portion where students respond to three questions.

AP Microeconomics would be offered in twelfth grade and would replace twelfth grade Social Studies for credit. Mr. Berger noted that, due to the higher-level math required for the course, it would fit best as a twelfth-grade offering. The course could be offered either for 18 or 36 weeks. If it were offered for 36 weeks, it would follow the A/B schedule. Prerequisites for the course would match those currently in place for AP Macroeconomics.

Mr. Berger has researched four different options for course material, but no decision has been made regarding which would best suit the program. If approved as a course offering for 2018-2019, the program would be developed in a similar manner to the recently adopted AP Psychology course. Teachers would be identified, budget would be fine-tuned, and textbook options would be considered. Teachers would attend training over the summer in preparation for the course, and lesson plans and assessments would be finalized.

Dr. Davidheiser noted the college board has an adopted curriculum for all AP courses. CB would adopt that curriculum structure and then create a course that meets the needs of our students, including our own core assessments and benchmark data to ensure adherence to the rigor of the course. If adopted as a course, a presentation of the full curriculum would be made to the Committee in the spring or early summer. More formal presentations would be given at that time regarding resources needed and recommended textbooks.

Mrs. Collopy asked if the intention was to offer the class as either an 18-week or 36-week course. Dr. Davidheiser indicated that it would be best to have both options available and determine what would be offered once student enrollment was set.

Mrs. Collopy noted that the current macroeconomics textbook contains a section on microeconomics, but the textbook is old. She remarked that some districts offer a full year class that combines both micro and macro, but is glad we would be offering the flexibility of taking one or the other. She inquired if a new textbook would be a combined micro/macro textbook. Dr. Davidheiser indicated that Mr. Berger and the team would be making determinations on textbook needs. Consideration will be given to how the current textbook could be utilized and supplemented with a new micro textbook, or if a new combined micro/macro textbook would be needed. Mr. Kopicki asked the age of the current macro textbook, Mr. Berger responded that it was almost ten years old. Mr. Schloeffel inquired if it was standard to have a textbook be that old. Dr. Davidheiser noted courses have recently been put on a six-year cycle, which will provide a more regular review of textbooks and materials.

Mr. Schloeffel commented that he felt there may be a lot of interest in the course. Dr. Davidheiser noted that there has been a strong interest in macroeconomics in each of the high schools, AP Macroeconomics is the most popular AP course offered. He cautioned that in a time when enrollment is not increasing, new course offerings don't generate additional students but create a shifting of students as they choose between courses.

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Mr. Schloeffel asked if consideration had been given to offering the course to other grade levels. Dr. Davidheiser noted that the math requirements match the level of twelfth-grade students. After the course had been offered for a year there would be a review, and a change in grade level offering could be made depending on the findings. If it were determined that the course would be offered to a lower grade, he would recommend the macro course grade level offering be changed as well. Mr. Schloeffel and Mrs. Collopy encouraged that consideration be given to students in lower grades who show an aptitude, interest and commitment to math.

Dr. Davidheiser noted that if the course were approved, it would be placed in the program of studies. December is the promotional month in the high schools for those courses. Students can view videos of some course offerings to help determine if they are interested.

Mr. Faulkner commented that prior Committee discussions had focused on Geography as the next AP course offering. He questioned the shift in focus, and inquired what prompted the change. Dr. Davidheiser noted Geography is a popular course nation-wide, and the Social Studies department has interest in offering the course. However, a Geography elective was offered several years ago, and it has not done well in terms of enrollment. There is further review being done on the reasons for low enrollment, but Dr. Davidheiser anticipates that it will not be long before the department presents a proposal to the Committee for an AP Human Geography course. For now, an AP Micro course compliments the AP Macro course already offered.

Mrs. Collopy believes the AP Human Geography course is a relatively newer offering. She noted that when discussing the adoption of any AP course, consideration had to be given to how the course would help our students in terms of college applications and their college experience. She commented that there are many majors that require an economics course, and that she felt AP Microeconomics was a wonderful addition to what was already being offered by the district.

Mr. Faulkner asked if teacher discussion had prompted the change in direction from an AP Geography course to an AP Microeconomics course. Mr. Kopicki noted that because AP Macro is already offered, AP Micro was a logical direction. Mr. Kopicki spoke informally with principals and they were not opposed to the addition of AP Micro. While there were teachers that were in favor of the course addition and teachers that were not, student interest drives course selection. Mr. Kopicki believes the addition of a course complimentary to AP Macro is the direction to take at this time. Mrs. Collopy remarked that she did not remember any discussion of AP Geography at previous Curriculum Committee meetings. Dr. Wohl expressed concern at the very intensive math skill the course requires. Mr. Kopicki noted that any time a district can add rigor to their curriculum it is a good move. Dr. Wohl asked if the addition of AP Micro speaks to the district having a solid breadth of AP offerings, and if the faculty felt the AP Micro course was the direction to go. He felt their assurance would be helpful for him to decide. Mr. Faulkner commented that he trusted the faculty had a better understanding of the issues involved. Dr. Wohl asked if the proposal to add AP Micro came from the faculty committee. Mr. Kopicki noted that it did not come from the committee, but departmental discussion was held. It was his understanding that one of the high schools were strongly in favor of the addition, the other two were less so. He strongly urged the Committee to approve the course for the coming school year. The goal for the district is to offer as many AP courses as possible, allowing students the ability to choose from a variety of subjects according to their individual interests and abilities. Central Bucks does not offer as many AP courses as other

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districts in the area. To truly “lead the way”, Mr. Kopicki believes the district needs to increase AP course offerings whenever possible. Dr. Wohl agreed, but reiterated his concern that it seemed not all three high schools were on board with the addition of AP Micro. Mr. Kopicki noted that interest and participation may be higher in some schools, but students from other schools could be included via video conferencing or hybrid classes. Looking at different ways to provide courses district-wide should be a focus moving forward.

Mrs. Collopy noted that Quakertown offers AP Human Geography to ninth grade students. She suggested it may be time to review our AP curriculum and perhaps change the grade level requirements to allow more students to take the courses.

Dr. Wohl remarked that he would recommend there be more faculty consensus before approving the AP Micro addition, he did not believe a “lukewarm” faculty would be good for the course. Mrs. Collopy noted she did not believe the faculty would be “lukewarm” about the course.

The Committee agreed to move the proposal for AP Microeconomics to full board for approval.

#### Integrated Technology 2

Dr. Davidheiser noted that changes to the middle school schedule enabled the district to offer an Integrated Technology course last year. It is currently running as a seventh and eighth grade course, and as an elective in ninth grade. The course has done very well, and there is a need for a Level 2 course as the seventh and eighth grade students move forward. Integrated Technology will remain the same for seventh grade students, the course being proposed tonight will be for eighth and ninth grade students. If approved as a course for 2017-2018, a detailed proposal will be brought before the Committee in late spring or early summer for final approval. Dr. Davidheiser introduced John Murtha, Unami Assistant Principal, Jonathan Boyle, Tamanend Assistant Principal and Martin Hayes, CB East House Principal. Mr. Murtha, Mr. Boyle and Mr. Hayes are the administrative liaisons to the Integrated Technology & Business Department.

Mr. Murtha thanked the Committee for their time, and noted that the large team in attendance indicated the level of commitment the teachers have to the three courses brought forward for consideration tonight. He noted the department was previously called Business and Computer Applications. The addition last year of an Integrated Technology course prompted the change in department title to Business and Integrated Technology, which will become the official title when listed in the program of studies for the 2017-2018 school year. Mr. Murtha believes the title encapsulates the change in technology for 2017 and beyond.

Mr. Murtha noted that this course is a natural and necessary progression for the Integrated Technology I class. He introduced four members of the team involved in the creation of the course - Mr. Greenbaum, Mr. Powell, Ms. Spadafora and Ms. Smith.

Integrated Technology 2 will build on the foundation skills developed in Integrated Technology I. Advanced Microsoft Office Suite skills will be introduced. Entrepreneurship and entrepreneurial concepts will be used as the platform for introducing new technology as used in a business world. Digital Citizenship is embedded in each unit.

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Integrated Technology I was a structured curriculum where students “inherited” failing businesses. Integrated Technology 2 will provide the students with an entrepreneurial role, allowing them to exercise their creative freedom. Entrepreneurship was chosen as a concept platform because it exposes the students to many different business concepts.

There are three units: Introduction to Entrepreneurship and Business, Business Plan and Digital Media. In Unit I students will be introduced to what it means to be an entrepreneur. They will be required to research a famous entrepreneur. Digital Citizenship will be covered from a business perspective, rather than the personal perspective covered in Integrated Technology I. Basics in business concepts will be discussed. The unit will culminate with a presentation geared to teaching students about formal business presentations.

Unit II is the Business Plan Unit where students will focus on their own business plan. They will analyze needs in the local community to decide what business venture they would like to pursue. Students will learn about SWOT analysis (strength, weaknesses, opportunity and threats). Once students have their idea, they will be taught about developing a basic business plan. There will be heavy focus on Word and Excel in Unit II.

Once the business plan is complete, students will learn to market their business. Unit III focuses on the use of creative media. A video of the Wix program the students will use to create a business website was presented. Students will have three main projects including creation of a logo, a website, and a commercial. WeVideo is a collaborative editing site that students will use to create their commercial. Each student will be able to participate, rather than one student working on the computer while the others watched. Digital Citizenship lessons will also be included in Unit III.

Many of the tools in the Microsoft Office suite are being used in this course. Focus will be given to using all Microsoft applications, including Sway.

Mrs. Collopy remarked that she appreciated the additional attention that will be given to developing Microsoft Word and other Microsoft Office Suite skills. Mr. Schloeffel agreed, commenting that it had surprised him that recent college graduates he has interacted with in his company had such little knowledge of Excel or Word. He remarked that skill with those programs is essential when entering the work environment. Focusing on those skills during the Integrated Technology class will provide our students the necessary skills needed as they begin their careers.

The Committee agreed to move the proposal for Integrated Technology 2 to full board for approval.

### Entrepreneurship

Dr. Davidheiser introduced Martin Hayes, House Principal at East, who will present a new course for consideration. Mr. Hayes thanked Dr. Davidheiser for his leadership to the Business and Integrated Technology Department. He spoke about the positive impact the addition of Technology teachers had for the department, and the mentor/mentee relationship that the middle and high school teachers had developed.

Mr. Hayes noted that in today’s world there are many young entrepreneurs. This course will help our students learn how they could develop their ideas into successful business ventures. Entrepreneurship would be a nine-week course, offered in the 2017-2018 school year. If approved, the course would be

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further structured and presented to the Committee in the spring. Mr. Hayes introduced three CB Business teachers who will present the course – Ms. Kutz, Ms. Fosbenner and Ms. Toub.

For several years the department had felt the need for a Capstone course that would challenge students. The proposed Entrepreneurship course will ask students to be innovative while realizing the risks and benefits of starting their own business. The goal is to have students, with the guidance and support of their teachers, build on the knowledge they already have to create their own business. The course will be collaborative, students will work together helping to develop each other's ideas. Community involvement will be included in the course, and Amanda Soler from the Doylestown Chamber of Commerce has been contacted by the Business Department. Ms. Soler has provided a list of small business owners that would be interested in mentoring CB students through the course, giving students an opportunity to understand the entrepreneurship process first-hand.

The course will have a project-based grading system. Students will complete a digital portfolio, perhaps with community members reviewing the finished project. Course units will include an Introduction, Marketing and Advertising, Financing, and Business Operations Management.

The framework for the course will be a food truck business. Students will choose their own theme for a food truck business, developing the business from plan to pitch. Basic information will be provided, but the creative and innovative ideas will be student driven. Teachers will be mentoring the students, who will be working from the knowledge base they have from previous business courses. The hope is to include opportunities for community members to workshop with the students about financing, marketing, and operations skills necessary for developing a successful business. A final business "pitch" will be required, presentations given to teachers and perhaps parents and community business members. A "Shark Tank" format will be used, students may "win" money based on their presentation.

Mr. Schloeffel asked why the food truck business was chosen, it seemed to offer limited options for learning about hiring, human resources, overhead costs, etc. It was noted that there would be enough opportunity to learn about business practices even with a small business venture. Mr. Faulkner commented that the essence of being an entrepreneur was developing small businesses into bigger ventures. Ms. Fosbenner commented that, in the future, an Entrepreneurship 2 class could give students the opportunity to develop their own business ideas.

Mr. Schloeffel asked how the curriculum would be standardized between the three high schools – would the inclusion of community members be done across the board. Mr. Hayes noted that, if approved, the details and framework for standardized instruction would be developed by the department team and administrative liaisons.

Mr. Faulkner commented that Ms. Soler was an excellent contact, she has been with the Chamber of Commerce for 25 years and will be very effective getting support from the business community. He noted that he had been involved in a similar successful course offering twenty years ago, and was very excited at the opportunity this will give to today's students.

The Committee agreed to move the proposal for Entrepreneurship to full board for approval.

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Digital Marketing

Dr. Davidheiser noted that the Digital Marketing course presented tonight involves a name change as well as a curriculum revision. The course currently being offered is entitled Media Design. Mr. Jonathan Boyle, Tamanend Assistant Principal, presented the course proposal along with CB Business teachers Mary Accetta, Steve Romesburg and JR Meo.

A video was presented on digital marketing in today's world. Mr. Boyle noted that students need to be prepared for careers that don't yet exist. The courses offered by the Business and Integrated Technology Department are moving forward to meet that need.

The current Media Design course was initially a Desktop Publishing class, a name change to Media Design was done to incorporate the advancements in video. In 2017, the advent of social media marketing has prompted another name change to Digital Marketing. Any student interested in pursuing marketing post high school will need exposure to the digital marketing world of today. The general Marketing course content covers a full range of marketing aspects, but is not able to cover the digital aspect in the detail students will require as they advance beyond high school.

The course format will be project based. The course content will be similar to Media Design, but will include an expanded section on social media marketing. A knowledge base of target markets is necessary for studying social media marketing, so a prerequisite will be required for this course. Students will learn how to create professional business presentations. The course will be held in a computer lab, so all students will have access to a PC.

The goal of the class is to incorporate marketing fundamentals and concepts in social media. Students will receive direct instruction to meet technology proficiencies, independently apply skills, and illustrate understanding through project-based application.

Digital Marketing will include some aspects of print marketing as well as social media. E-Marketing concepts will be taught. The use of digital technology and the use of social media from a business perspective rather than a personal perspective will be explored. The concepts of how businesses use social media to connect to their market base will be covered.

The Committee agreed to move the proposal for Digital Media to full board for approval.

**Adjournment:** The meeting was adjourned at 8:33 p.m.

**Next Meeting:** December 13, 2017 at 7:00 p.m.