

Case Study: Strengthening Curricular Programs

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Summary of Case

The principal featured in the case study titled "Strengthening Curricular Programs" has made significant efforts to improve classroom teaching and has been making frequent visits to classrooms to assist at the stage of lesson preparation. This is part of the principal's involvement in the "Strengthening Curricular Programs" case study. The professionals in charge of teaching fifth-grade students who collaborate to design engaging lessons centered on shared topics are among the most effective in the whole school. After seeing the movie, *A Cry in the Wild* and completing activities based on the novel *Hatchet*, students in a recent class was required to write an essay comparing and contrasting the two works. Even though the principal had high expectations that the lesson would be highly engaging and beneficial for the students, one parent has expressed concern that the movie would be shown in the classroom since the parent believes the book to be "inappropriate and disturbing." Because the mother does not want her child to participate in the activity, she is protesting to the superintendent and maybe to the media.

Issues to be Resolved

Concerns that need to be addressed include showing the parent that the lesson is based on standards and that the education the kid receives in the surrounding environment is appropriate for the student's developmental stage. It is up to the principal to determine whether to support the educator and stand by his or her decision to proceed with the lesson as planned or whether to comply with the parent's request and alter the session's content.

Stakeholders

This will have an impact on the students in the class as well as future classes. As knowledge of this debate spreads, additional parents, each with their ideas, may get involved. The principal and other district officials must address parent concerns and reassure the public that their children are getting a well-rounded, age-appropriate education and that mechanisms have been implemented to monitor classroom content.

Laws and Policies

According to the Hudson County standards, PG-rated films will only be screened in primary schools if the principal decides that the film/video fulfills the requirements. Guidelines for the media say that The film or video's title and classification must be disclosed to and approved by the child's parent(s) or legal guardian(s). The faculty members shall preview the media material and provide evidence that: the showing of the media material is appropriate to the age and maturity level of the student; the media material contributes to an appropriate classroom instructional objective, and the media material does not consume a disproportionate amount of instructional time.

Problem-Solving and Next Steps

The video should be previewed by the principal (and the superintendent) to ensure that it is age-appropriate, adds to the lesson goals, and does not significantly detract from instructional time. If the video is deemed suitable for classroom viewing, the instructor will be permitted to play it. In order to get parents on board with the unit, we will have them sign permission papers outlining the plot of the book and the film and informing them of the film's PG classification. Even though the unit has begun and the book has been read, a permission sheet for the film will

still be required, as will maybe a phone call to the parents to tell them of the situation. If teachers decide they cannot let their pupils view the movie, they will be given a similar alternative assignment.

Potential Moral & Legal Consequences

The most likely cause of legal and moral ramifications is irate parents who attempt to attract unwanted attention to the school through the media. This kind of behavior puts the school in a bad light. A permission form should be provided home in advance by the principal, and the school and district should be able to depend on the film policy to justify playing the movie.

Part 2: Rationale

The unit's learning objectives have already been determined, and the principal has worked with the teaching team to ensure that the video adheres to these boundaries. The principal may wish to see the movie to ensure they are aware of the areas that offended the parent and to verify that the lesson and film align with the standards. Since the principal has already engaged extensively with the teaching staff to develop the course, most of his time will be spent assisting classroom teachers and justifying the choice to the parents. If a student cannot get permission from a parent to see the film, teachers may assign an appropriate substitute assignment. If the principal has followed the district's media policy standards, they have every right to stand behind their choice to continue showing the video. Students should not be alienated and should have the option to interact in other ways, but respecting their parents' opinions is also essential. In the future, the teachers and administration may consider if a different book and video with less controversial content is used to convey the same lesson.

