

Upper St. Clair School District
Spring 2023
Curriculum Recommendations
June 5, 2023



All approved recommendations are subject to budget constraints. Administrative approval of any recommendation should not be considered as tacit approval for the related expenditures or summer workshops. Workshop could include Flex time, Act 48 hours, and/or paid workshop hours.

English Language Arts

Phonological Awareness Program - K, 1, intervention



RECOMMENDATION:

Pilot *Heggerty*, a research-based phonemic awareness program, as the Tier 1 program in grades kindergarten and first. Pilot *Heggerty - Bridge the Gap* as the Tier II intervention program in grade two.

Name: Megan Wiesemann	Level: Elementary	Subject Area: ELA	Curriculum Recommendation Period: Spring 2023
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Reason(s) for Recommendation

1. Pennsylvania adopted the PA Core Standards in July 2013. A recommendation was made in 2013 to begin the process of converting our curriculum to the PA Core. The District has been working in the area of ELA to align our curriculum and instructional practice to allow our students to reach and exceed these standards.
2. The *National Reading Panel: Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction, 2000* stressed that phonemic awareness is a foundational skill and essential for learning to read.
 - a. The lack of phonemic awareness is the MOST powerful determinant of the likelihood of failure to read. (Adams, 1990)
 - b. Research indicates that, without direct instructional support, phonemic awareness eludes roughly 25 percent of middle-class first graders and substantially more of those who come from less literacy-rich backgrounds. Furthermore, these children have serious difficulty in learning to read and write. (Adams, 1990)
3. The District's current curriculum has embraced phonemic awareness as a foundational skill for learning to read. In February 2022, the AIU provided a professional development opportunity to kindergarten through second grade teachers (as well as support staff) on the most recent research and best practices for phonemic awareness instruction. Based on the training and exposure to these materials, teachers embraced the concept of enhancing programming in this area.
4. Heggerty's comprehensive and systematic approach is in alignment with the USC curriculum and provides 8-12 minute lessons for 35 weeks that are fast-paced and engaging for students. It provides all that is needed for teachers to implement enhanced phonemic awareness programming, allowing their planning efforts to be focused on other critical areas. The pacing and placement of lessons and their fit within the overall phonics program at each of the grade levels will be examined this summer and then provided to teachers.

Implementation Steps

1. Seek administrative approval.
[Heggerty](#) - website
2. Assemble a core team of teachers - with representation from each building and grade level - in Summer 2023 to review the Heggerty phonemic awareness curriculum and its alignment with USC's ELA program, schedule, and framework.
3. Instruct on phonemic awareness daily in grades kindergarten and first grade (as well as second grade as needed for Tier II intervention) using the *Heggerty* lesson plans and curriculum model.

4. Provide professional development for kindergarten, first grade, and resource teachers involved in implementation and instruction of the *Heggerty* pilot throughout the 2023 - 2024 school year.
5. Assess the effectiveness of the pilot using phonemic awareness data from participating students. *Heggerty* and *DIBELS* will provide two different data collection points.
6. If the pilot is successful, recommend adoption of the program in Spring, 2024.

Cost

1. Summer workshop time at \$34.71 per hour for no more than 13 teachers for 12 hours = \$5414.76* maximum pay
2. Instructional materials total: \$3,240 (*included in 2023 - 2024 budget*)

Administrative Reaction

Approved. The continuous efforts to refine our elementary reading programming will allow for optimal student success.

1 Year in Review

Pilot the novel *Restart* in 6th Grade



RECOMMENDATION:

This recommendation is to pilot the novel *Restart* by Gordon Korman in 6th grade.

Name: Sherri Garvey	Level: Middle School	Subject Area: ELA	Curriculum Recommendation Period: Spring 2023
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Reason(s) for Recommendation

1. The Middle School ELA Department has the long-term objective of continuing to improve the novel selections at Boyce Middle School with the intent to provide students with exposure to a variety of genres, rigorous reading levels, and engaging and appropriate content. The ultimate goal of new novel selections is always to align with the curriculum and instruction as well as to inspire a life-long love of reading. Adjustments to the current pairings and/or sequencing of novels is needed to continue to meet these goals at the highest level possible.
2. This novel meets the curriculum objectives of analyzing how particular sentences, chapters, scenes, or stanzas fit into the overall structure of a text and contributes to the development of the theme, setting, or plot.
3. To accomplish the goals above, several texts were read and formally evaluated by teachers and administrators. The consensus of the review team was the selection of this novel as the best choice in meeting curricular objectives, aligning with cross-curricular objectives, and increasing student engagement.
4. *Restart* is a realistic fiction story about a young boy who wakes up from a coma with no memory of who he is or how he got there. As he slowly pieces together his past, he must confront his previous identity as a popular bully and decide who he wants to be going forward. This story addresses themes of identity, transformation, and friendship, all of which are relatable and relevant themes for 6th graders.
5. *Restart* is written in an alternating character's point of view, which allows students to analyze the various perspectives from which the story is told.
6. 6th grade students currently read another title by Gordon Korman, therefore by adding *Restart* as a core text, students can analyze this particular author's craft using multiple texts.

Implementation Steps

1. Seek administrative approval.
2. Develop an instructional unit, including assessments that are in alignment with the ELA curriculum for this grade level (Summer Work project).
3. Conduct a 6th grade pilot of *Restart* by Gordon Korman in the first quarter of the 2023-24 school year.

4. Complete an evaluation of the pilot, and if successful consider adoption of the title in fall of 2024.

Cost

\$1938.00 for 150 Perma-Bound copies (\$975.00 for 150 paperback copies)

Summer work project with 4 teachers for 9 hours (36 hours x \$34.71/hour = \$1249.56)

Administrative Reaction

Approved. It is anticipated that this new text will promote student engagement and will allow for differentiation of instruction.

1 Year in Review

Review 8th grade Supplemental Reading Program



RECOMMENDATION:

Review and revise the 8th grade supplemental reading program

Name: Sherri Garvey and Kate Ruth	Level: Middle School	Subject Area: ELA	Curriculum Recommendation Period: Spring 2023
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Reason(s) for Recommendation

1. The 8th grade ELA classes have historically included 2-3 supplemental novels for independent reading throughout the school year. The approved supplemental titles include the following genres: mystery, adventure, and science fiction/dystopia. The supplemental novel units were not used during the pandemic, as consistency and the distribution of various texts proved challenging. This school year teachers have identified the need to return to supplemental reading with an enhanced focus on meaningful engagement with the text.
2. Supplemental reading is part of all English 9 courses at the High School. Academic English 9 includes 2-3 supplemental books in addition to their core works. Honors English 9 includes 4-5 supplemental books in addition to their core works. Including supplemental reading in 8th grade provides students with the opportunity to experience the expectations of the upcoming year in a supportive, team environment.
3. In addition, approximately 90% of our 8th graders score in the Proficient or Advanced range of the PSSAs. Approximately 85% of our 8th graders score in the Average/High-Average/High range of the MAP Growth Reading assessment. Helping our students at all ability levels to continue to grow is a motivation in considering engaging supplemental texts in conjunction with meaningful assignments.
4. The 8th grade ELA teachers have expressed their desire to eliminate books that are outdated and/or of low interest to students. As part of this recommendation, teachers want to identify which titles to keep or remove, as well as to identify additional titles that could be added to the supplemental units. Additional titles may include sequels to some approved texts and/or other high interest titles. In order to increase engagement and relevance, teachers also want to allow students to select one title of their own choosing with parent/guardian permission once per year. The opportunity for choice within this process will engage our 8th graders and ideally foster their enjoyment of reading.

Implementation Steps

1. Seek administrative approval
2. Convene a summer work project with 3 teachers for 9 hours. (27 hours x \$34.71/hour = \$937.17)
3. Create a revised supplemental reading plan for 2023-24 school year based on existing texts. This plan will include updated assignments to engage readers in meaningful ways.

4. Identify additional supplemental texts for piloting in the 2024-25 school year.

Cost

Summer work project with 3 teachers for 9 hours. (27 hours x \$34.71/hour = \$937.17)

Administrative Reaction

Approved. It is important to seek texts that will engage readers and processes that will assist in acclimating our students to high school programming.

1 Year in Review

Pilot Tenth Grade English Course Framework



RECOMMENDATION:

Pilot a revised tenth grade global literature English course framework as part of a multi-year process that allows for the broadening of genres studied and a closer alignment to the newly revised social studies curriculum.

Name: Melissa Tungate	Level: High School	Subject Area: ELA	Curriculum Recommendation Period: Spring 2023
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Reason(s) for Recommendation

1. This recommendation is a follow-up to an approved fast-track curriculum recommendation in January 2023 to study revisions to tenth grade English courses.
2. Students in tenth grade English courses are administered the Keystone Literature Exam. Proficiency of this exam is a graduation requirement in the state of Pennsylvania. Tenth grade is the last year of English coursework that is consistent for students, working to create a solid foundation in reading, writing, and research and exposure to seminal works of literature. After the tenth grade year, students select from a range of English course options.
3. The tenth grade English course has been identified as a world literature course, and reading selections were closely tied to the tenth grade Social Studies curriculum. As the social studies curriculum has changed and evolved, the alignment is not as strong as it once was, making it timely to consider changes and improvements to this course and related reading selections. The course will continue to focus on regional global connections addressed in both ninth and tenth grade social studies. Currently, some texts in the curriculum are strong matches, but refinement of materials that allow for exposure to a variety of genres and world regions will need to occur over the next few years.
4. Since the January recommendation, a course framework has been developed and includes thematic units, standards, and objectives that will allow for the study of global literature within the scope of the curriculum that has been approved and defined to this point. This framework will serve as a guide for future recommendations for text adoption and curricular revisions.

The four units include:

Communication and Connection

How do words and stories bring people together?

What human experiences are universal?

Persistence and Resilience

How does the past impact the future?

How do humans persevere in the face of obstacles/challenges?

Growth and Reflection

How does reflection lead to growth?

How do our reflections of our experiences shape the way we connect with ourselves, each other, and the world?

Culture and Experience

How do culture and experience influence individuals within society?

5. Identification of reading selections is an important part of this recommendation, pilot, and continued study. Teachers researched and studied a variety of resources, including textbook series and both hard copy and digital resources. This study resulted in the identification of *ActivelyLearn*, a digital resource of texts that drives student engagement through deeper learning. The ELA component of this resource contains a digital catalog of fiction and nonfiction pieces, organized by theme, skill, and grade level. All of the pieces can be pulled into a district catalog to be assigned to students. The program is customizable and responsive to students' needs and skill development. This program allows for the scaffolding of layered texts to support the full-length texts in each unit, allowing for exposure to a variety of genres and global regions. Short texts will be reviewed, chosen, and piloted by using the approved Materials Selection Administrative Regulations (AR 109) and recommended for approval as deemed appropriate.
6. The realignment of the course objectives and units, as well as the pilot of *ActivelyLearn*, supports the realignment in Social Studies and focus on students' skill development.

Implementation Steps

1. Seek administrative approval.
2. Update Rubicon Atlas.
3. Pilot *ActivelyLearn* in all tenth grade courses to support the layering of shorter pieces in a variety of genres. Collaborate with the Technology Department to ensure seamless integration.
4. Continue work with the tenth grade team over the summer of 2023.
5. Implement revised framework in the 2023-2024 school year including the pilot of texts identified in Actively Learn resource.
6. Make recommendations for the adoption of the short texts that are identified and continue to evaluate and make recommendations for longer core texts that meet unit objectives, represent a variety of genres, and world regions.

Cost

- Summer workshop for up to 18 hours for up to 4 teachers (\$34.71 X 72 hours = \$2,499.12)
- *ActivelyLearn*= \$7 per student X 300 students = \$2,700 + \$1,300 site set up and PD = approx \$4,000

Administrative Reaction

Approved. Taking a comprehensive approach to this revision, over the course of a few years, should result in an improved and engaging experience for students. The potential for new literary works is exciting.

1 Year in Review

Revise IB English 12 Drama Unit



RECOMMENDATION:

Adopt *Fences* by August Wilson in the IB 12 Drama Unit, moving “*Master Harold*”... *and the boys* by Athol Fugard to a supplemental text

Name: Melissa Tungate	Level: High School	Subject Area: ELA	Curriculum Recommendation Period: Spring 2023
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Reason(s) for Recommendation

1. The International Baccalaureate Program has updated its list of approved authors for drama units, and Athol Fugard is no longer included on the list of prescribed authors; therefore, a change needs to be made to be in adherence with IB guidelines.
2. August Wilson is an approved dramatist and is currently not taught in the IB program. In addition *Fences* is currently an approved text that is taught in the Academic English 11 curriculum. Careful review of this drama shows an alignment with the IB goals for drama study, and it is also a text of rigor and merit.
3. *Fences*, set in Pittsburgh, provides our students with exposure to a nationally-acclaimed local author. *Fences* won the Pulitzer Prize for Drama in 1986 and the Tony Award for Best Play in 1987.
4. “*Master Harold*”... *and the boys* by Fugard will remain a supplemental option for students.

Implementation Steps

1. Seek administrative approval.
2. Update Rubicon Atlas.
3. Implement change in the 2023-2024 school year.

Cost

No additional cost; books will be shared with Academic English 11

Administrative Reaction

Approved. The use of a Pittsburgh author and setting will hopefully encourage student engagement and connections.

1 Year in Review

Mathematics

Elementary Math Program Adoption



RECOMMENDATION:

Adopt *enVision Mathematics 2024* and *TangMath* programs at the elementary level

Name: Shannon Dominick	Level: Elementary	Subject Area: Math	Curriculum Recommendation Period: Spring 2023
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Reason(s) for Recommendation

1. A 2022 curriculum recommendation initiated the process to research, evaluate, and put forward a recommendation for the adoption of new mathematics programming at the elementary level. This recommendation was started due to the outdated core programs currently being used: 2012 *enVision Math* (Pearson/SAVVAS) in grades 2-4, 2016 *enVision Math* in grade 1, and the 2012 *Investigations* (TERC) program in kindergarten.
2. A Math Program Selection Committee was formed in 2022 to begin researching viable elementary mathematics programs. The programs considered and evaluated include: (a) *Into Math 2020* (Houghton Mifflin), (b) *Reveal Math 2022* (McGraw Hill), (c) *enVision Mathematics 2020* and 2024 (SAVVAS), (d) *Engage NY 2015* (NYSED), (e) *Eureka Math 2015* (Great Minds), (f) *Bridges in Mathematics 2015* (Math Learning Center), (g) *TangMath 2021* (TangMath.com), (h) *Everyday Math 2020* (McGraw Hill).
3. The committee, which included representatives from each grade level team, math resource teachers, and special education teachers, used feedback and survey data generated from the entire elementary teaching staff to set criterion and guide evaluations of each program. Considerable criteria were used in the analysis of each set of materials. The committee also met with company representatives and trainers to gain more insight into the programs.
4. The process narrowed the contenders down to four programs: *Reveal Math*, *enVision Math 2024*, *TangMath*, and *Into Math*.
5. After a more in-depth review and consultation with administration, targeted math units within *enVision Math* were piloted in the spring of 2023 by multiple grade level teachers. *TangMath* is currently an integrated part of the USC math curriculum; therefore, a pilot of this program is not needed. This curriculum was first developed in 2021 and each year is expanding with more features. While very heavy in number sense, fractions, and algebraic operations units of study, there are now preliminary lessons for graphing, geometry, and measurement standards. Summative assessments and pacing sequences have also been added over the past year. The developer has proven to be very responsive to teacher needs and feedback in regards to the continual development process.
6. The predominant review criteria for the program evaluations include, but were not limited to:
 - a. Alignment to the Common Core and PA Core Standards - *enVisionMath 2024* has a Pennsylvania edition with alignments for objectives that should be incorporated to match the PA Core Standards.
 - b. Differentiation Resources - The committee values a broad range of resources that can be utilized during flexible group instruction to help meet the varied needs of younger learners. *enVision Math* and *TangMath* are both rooted in the research-based concrete-pictorial-abstract learning

progression. While multiple resources are available, they will still need to be enhanced in order to meet the level of customization the USC elementary math curriculum demands. *enVision Math*'s digital components may provide opportunities for digital growth and assessment data collection, second-chance learning instruction reinforcement, and customizable Tier II resources.

- c. Conceptual and Procedural Balance - Both programs show strong evidence of building the understanding of number sense and operational skills prior to the instruction of procedural and abstract concepts. *TangMath* is instrumental in fostering flexible thinking with numbers, sense of 10 in the early years, and fraction concepts in later years.
- d. *TangMath* allows for robust, multi-layered professional development opportunities for USC elementary teachers.

Implementation Steps

1. Seek administration approval.
2. Adopt *enVision Mathematics* 2024 and *TangMath* programs.
3. Schedule professional development sessions throughout the summer and in-service day training in the fall of 2023.
4. Summer work, flex time, and curriculum time will be utilized for development of pre- and post-assessments, pacing calendars, instructional guides, and other components necessary to integrate these programs into the USC elementary math curriculum.
5. Ongoing professional development focused on high-leverage instructional math practices, customization strategies, and optimizing materials that allow for productive struggle.
6. Development of Open House information and resources for elementary families regarding the new programming and its place within the USC math curriculum.
7. Update of math information in the *USC Elementary Handbook* and on the elementary Curriculum webpage for Mathematics.
8. Update elementary report cards to reflect any adjustments that may occur due to program changes.
9. Update *Rubicon Atlas*, USC's curriculum mapping program, with new overarching math topics for each grade level and the objectives for each topic.

Cost

enVisionMath Teacher Resource Packages - Estimated 81 sets x \$692.50 = \$56,092

enVision Student 1-year Digital License (Kindergarten not included) - Estimated cost 1,200 students x \$25.00 = \$30,000

enVision Student Hardback Textbooks (10 books per 3rd and 4th grade team) - Estimated cost 60 books x \$33.00 = \$1,980

TangMath Classroom Subscriptions - Estimated cost 60 classrooms x \$500 = \$30,000

Total cost estimated at \$120,000

Administrative Reaction**[Textbook Adoption Form](#)**

The detailed and thorough process that was conducted along with meticulous evaluation and analysis of potential programs has been exemplary.

1 Year in Review

Recommended Text		Other Title Considered	Other Title Considered	Other Title Considered
Title of Text:	enVision Mathematics 2024	Reveal Math	Into Math	Engage NY
Author:	Randall Charles, Jennifer Bay-Williams, Robert Berry, Janet Caldwell, Zachary Champagne, Juanita Copley, Warren Crown, Francis (Skip) Fennell, Karen Karp, Stuart Murphy, Jane Schielack, Jennifer Suh, Jonathan Wray	Connelly, Newton, Fetter, SanGiovanni, Gojack, Shah, Griffin, Shih, Katt, Tobey, Miles, Zike	Burger, Dixon, Kanold, Larson, Leinwand, Lemp	Unable to determine exact list EngageNY_Weblink
Publisher:	SAVVAS	McGraw Hill	Houghton Mifflin Harcourt	New York State Education Dept.
Copyright:	2024	2022	2020	2011, (Last Modified: March 14, 2022)
Explanation for recommending or not recommending	The Math Textbook Selection Committee is recommending enVision Math 2024 for adoption starting with the 2023-2024 school year. The 2024 edition is the latest version of a program that has been in place at USC for the past 20+ years. EnVision Math's philosophy of instruction involves a strong learning progression centered around building conceptual understanding as well as procedural fluency in all math strands. The substantial instructional resources support customization efforts for each group of students and their needs. For the first time at the elementary level, this program's technological resources will provide teachers the ability to digitally augment second-chance learning and data-collection opportunities. The committee believes the components of enVision Math 2024 will provide a solid, consistent foundation on which to craft the USC elementary math curriculum.	Reveal Math was very highly reviewed for the manner in which math concepts were presented. The enrichment and extension components were excellent and very much inline with what the committee was seeking. The program also presented multiple avenues for building conceptual understanding prior to teaching procedures. However, the committee was not comfortable with statements in the student workbooks that had a non-mathematical focus.	Into Math evaluated fairly equivalent to enVisionMath 2024. The strengths and weaknesses of the program were parallel in the areas most important to the reviewers. Given this, the committee wanted to reduce the amount of change and rebuilding that would be required of the staff in order to make the transition from our current program to one that was completely new.	EngageNY is an open source program which is highly extensive, extraordinarily difficult to navigate, and determine articulation of skills through multiple grade levels. The committee strongly felt it would be very challenging to integrate as a partner program.

Course(s) for Use:	Elementary Math (Grades K - 4)
Potential Costs:	

Evaluator One Name (E1):	K-1 (Jennifer Jacobs, Katie Wheeler, Kellee Urso, Rebecca Smith)
Evaluator Two Name (E2):	2-3 (Shannon Dominick, Amy O'Korn, Liz LaLomia, Jaci Covelli)
Evaluator Three Name (E3):	4 (Chris George, Anne DiDesiderio)

BASIC EVALUATION CRITERIA

	RATING		RATING EXPLANATION
Curriculum Alignment <i>Text has a strong alignment with the USC curriculum and, where applicable, to the PA Core State Standards.</i>	E1	Adequate	Scope and sequence match PA standards and USC curriculum and daily targets provided
	E2	Strong	The program is aligned to the PA Core Math Standards.
	E3	Strong	Common Core focused with PA Core supplemental materials; PA Core lessons are added in to supplement Common Core lessons – only one lesson per skill is provided – pictographs, bar graphs and tally charts are combined into one lesson while line plots are taught over four lessons
Objective Viewpoints	E1	Strong	No bias was observed when looking through the program.
	E2	Strong	Items seem related to math concepts and supporting student strategies

Formative & Summative Assessment <i>Assessments include formative and summative.</i>	E1 Strong	Post tests available, seem to be similar to USC made topic assessments; No known pre-tests to assess skills prior to topic; Assessment practice pages to review prior to assessment, would be useful if we used the envision assessments, not USC made test so format was the same as review; Formative assessment: independent practice in each lesson, could also use teacher's resource masters and/or additional practice workbook; Digital quick check option; There are a variety of assessment tools available to complement the program. They can be used and/or adapted to meet the needs of our students.
	E2 Strong	Program assessments are better than the edition we currently use. The questions seem to be of higher quality. There are different forms of assessments such as multiple choice and performance tasks, and an opened-ended type of problem (short answer). They are still visually overwhelming on the page and have inadequate space for questions that require student to write. Assessments are good, but short. Teachers may want more data to see if students have understood the concepts. Performance task is long (compared to our open-ended questions). Would need to be adapted for USC.
	E3 Strong	Cumulative/Benchmark Assessments, Progress Monitoring Assessments, Individual Topic Assessments; Online "Quick Checks" for formative assessments (built in to "Independent Practice" sections in each topic); Assessments require students to utilize a certain strategy to solve a problem instead of choosing the strategy that works best for them. Summative Assessments are rigorous. Assessments have limited space for solving problems.
Assessments & Adaptations <i>Available assessments are able to be adapted to meet our needs.</i>	E1 Adequate	We would use the program assessments as a springboard to create tests that are best for our students.
	E2 Adequate	These tests would need to be adapted so that they include a variety of question types. The program does have good quality questions to use and modify. The benchmark assessments may be a useful tool for our Math Resource teachers. We would need to create pretests or see what is available through their digital components.
	E3 Adequate	Pretests need to be created. The representative said there was a test bank available to assist in developing or gathering additional test questions.

Differentiation <i>The textbook provides ideas and suggestions for differentiation to meet a variety of student needs.</i>	E1 Adequate	<p>Lots of options, but most need to be read by the teacher at the kindergarten level; Enrichment: online component; Three different options for review: student book assessment practice, student book topic reteaching, online assessment; Higher order thinking: performance task; While the text does provide opportunities for varying levels of student need, the resources provided for this are limited in both their scaffolding of learning and rigor of challenge. Their enrichment activities are just more of the same problems involving the same level of thinking rather than involving additional higher level thinking skills. On the intervention side, again, there is not enough supports provided to students to meet their learning goals. The text approaches solving a math problem in one way that ALL students are not developmentally ready for. (For Example: in addition, all students are immediately taught to write the standard algorithm while many students still very much need concrete support and examples.) The text does provide the “3 Act Math” resources for every other topic to use to help the students relate their mathematical thinking to real world problems, which is great! This further builds their conceptual understanding.</p>
	E2 Adequate	<p>Build Mathematical Literacy practice page – This is the new name for their practice page, but it has a much different purpose than before. Depending on which level is being taught, more ideas/suggestions may need to be added. Enrichment did not appear to be very rigorous. The program does offer structured ideas for learners at all levels, but they are just not to the degree at which we are used to customizing for students. This is an okay start.</p>
	E3 Adequate	<p>Examples include: Reteach/Enrich/Daily Review. Practice pages are now a “Building Mathematical Literacy” – “Additional Practice” pages (2) which could be used as on-level homework practice – include a review of the lesson at the top of the page and practice questions</p>
Readability <i>The text can be appropriately used with the variety of reading levels at this grade level.</i>	E1 Adequate	<p>At kindergarten level, reading is limited but the program addresses this by having lots of big pictures. The reading is done by the teacher. There are minimal supports for reading levels below benchmark, and there are limited opportunities for students at a higher level, so they would not be challenged appropriately with this program.</p>
	E2 Adequate	<p>The reading level is okay for second and third graders, but there is no graduation of readability level from the beginning of the year to the end. It is all at the higher, hardest level.</p>
	E3 Adequate	<p>The Reteach pages give step-by-step directions and allow more space for problem-solving. Key vocabulary words are bolded for the reader. The readability is slightly geared toward below grade level readers.</p>
Organization <i>The organization of the textbook is clear and user friendly.</i>	E1 Adequate	<p>Student workbook is easy to use for kindergarten level. Even though there are a variety of resources to support instruction, the organization of the textbook can at times feel a little busy and scattered with so much information and suggestions.</p>
	E2 Strong	<p>All of the materials, student and teacher, are organized in a manner that is user-friendly. There are a ton of resource books, which is slightly overwhelming, but would be able to be managed with time. The space for students to solve problems on the pages is nice.</p>
	E3 Strong	<p>Topics and lessons are clearly explained and user-friendly.</p>

TECHNOLOGY COMPONENTS

Robustness of Materials <i>Digital resources for student learning, practice and assessment are robust.</i>	E1 Strong	Based on manual, variety of online tools; Most notable: daily intro videos (visual learning) and daily quick checks; Interactive student pages; Online versions of everything; Online games available
	E2 Strong	There are a ton of printable resources for teachers to use for the reteaching and on-level learners. There are enrichment pages similar to what we have been using from the previous edition. True enrichment would need to come from outside sources. The "Today's Challenge" digital piece could also be used for higher level learners or scaffolded daily modeled problem-solving questions for other groups.
	E3 Strong	Virtual manipulatives; Online assessments can be customized, but custom assessments cannot be printed; Math games are just games – no data is provided to teacher; Scout – ability to take photos or videos of student work – tag work to student and store in notes; Ability to assign "lesson" or "homework" videos to students; SAVVY – adaptive digital assignments (homework or differentiated practice) lesson-specific; Quick Check - online. The resources are editable and customizable.
Differentiation <i>Digital materials provide differentiated access to content.</i>	E1 Adequate	While the program has strong digital resources for student learning, since the content does not always match the instructional strategies used, teachers would be required to modify many elements of the digital components to match instruction and learning. There are quite a variety of online and digital tool components: games, virtual manipulatives, etc. The program does include a "Family Engagement" Website.
	E2 Strong	Games (can be linked to Canvas), math tools; Practice Buddy online practice; Savvy – adaptive practice online; Success Maker – flexible questions, data for teachers; Digital quick checks; PDF editor for kids to work on then submit
	E3 Adequate	Great for on grade level and reteaching. Enrichment is hit or miss. It's similar to our current program. No practice page for on-level learners to use for homework – practice page would have to be "built" with online problems or sets of problems assigned from "additional practice pages."
Engagement <i>Digital materials are intuitive and engaging.</i>	E1 Adequate	The aspects we viewed appeared to be be engaging. They are not amazing, but fine. We do not typically want students online much.
	E2 Strong	Since we have had nothing, they appear to be engaging for students.
	E3 Strong	The Practice Buddy component was engaging and very challenging for the 4th graders it was piloted with for one of the topics.
Compatibility <i>Digital resources are compatible with our learning management system.</i>	E1 Strong	Works with Canvas and our iPads
	E2 Strong	Works with Canvas and the Chromebooks
	E3 Strong	Compatible with Canvas, iPads, and Chromebooks – can embed math games onto Canvas page

INSTRUCTION

Higher Level Thinking <i>The textbook promotes higher level thinking.</i>	E1 Adequate	Higher level thinking: one example at the end of independent practice; Start of lesson uses manipulatives which is good; Online manipulatives are available. In first grade, although there are additional resources included that are intended to be used as additional layers to promote higher level thinking, the problem-solving opportunities are not more rigorous to truly promote additional higher-level thinking in the depth of the concepts. There are a lot of additional activities, but they are not truly ones that promote deeper content knowledge or exceptionally strong concept development.
	E2 Adequate	There is indication of building of conceptual knowledge, a large assortment of procedural examples, and some application opportunities. Higher level thinking tasks were not as prevalent for students who would place within our enrichment group. Higher level of thinking is adequate. The projects are a nice supplement.
	E3 Strong	Multi-step problems; Guided Lessons, Independent Practice, opportunities for Reteach and Enrichment; Higher level thinking problems, projects
Level of Conceptual Development <i>Strong conceptual development is evident.</i>	E1 Strong	Lessons are set up the same way every day consistently. Nice flow of conceptual concepts throughout each lesson. Yes, the program at this level starts with manipulatives, then goes to pictures, then numbers. The program seems to lack consistency and reinforcement of exposure to specific representations. The amount of representations within the program could be overwhelming to students.
	E2 Strong	The first task in the student workbook is an inquiry-based style problem. The rest of the pages seem to be more procedural based. The higher-order thinking problems in the student workbook are an attempt to create problem-solving opportunities that are not straightforward "plug and play" problems. There is a balance of both conceptual and procedural experiences. There are multiple representations for types of problems. There were a few number bond models, use of ten frames, part-part-total, arrays, number lines, hundreds charts, bar diagrams, etc.
	E3 Strong	Each lesson includes guided practice, independent practice (fluency), problem solving to apply conceptual understanding. This program consistently employs the Concrete-Procedural-Abstract learning progression.
Authentic Learning Opportunities <i>Authentic problem solving, examples application of knowledge are provided.</i>	E1 Adequate	At kindergarten level, sense making is strong. There is not a ton of problem solving at kindergarten level, but USC could supplement with already made materials.
	E2 Strong	There are multiple ways in which the program allows for students to problem-solve and apply the knowledge they are learning. We would enhance their core ideas to be more inline to the level of our USC curriculum.
	E3 Strong	Projects, 3 act problems, Solve & Share to begin each lesson as a discussion and exploration; Building Math Literacy pages
OTHER CONSIDERATIONS		

Teacher Support <i>Teacher resources provide adequate ideas and support for lesson planning, content explanations, etc.</i>	E1 Strong	“Listen and Look” online component and in-depth explanations of topics in teacher manual. There are a few nice extra resources in the program. For example, included in the program resources are a variety of “3 Act Math” activities, a variety of “Problem Solving Reading Mat” activities, and a variety of “Pick a Project” Activities. Also, there are “word card” resources that teachers can print online that contain math vocabulary along with explanations and definitions. The “Daily Review” practice pages included in the program are very resourceful.
	E2 Strong	The teacher manual does provide in-depth information for teachers to understand the concepts, flow of a lesson, explanations, and examples. There are many resources provided throughout the topics. The “Looking Back” and “Looking Ahead” sections show how/why the skills are developed. There is also online Teacher Support and Training available digitally.
	E3 Strong	There are numerous resources available for teachers. These resources are designed to build teacher understanding, provide differentiated instruction, and pose instructional plans for a variety of learners.
Content Accuracy <i>The content/information is accurate.</i>	E1 Strong	Content and information do seem to be accurate.
	E2 Strong	The content is accurate and presented in a way that is very aligned to what our students and families have experienced in the past.
	E3 Strong	Content and information seem accurate

Formalize Math Supports for 5th and 6th Grade



RECOMMENDATION:

Refine the processes and procedures for administering support to students who demonstrate gaps in their mathematical learning or who need additional opportunities to extend their learning.

Name:
Andrew Lucas

Level:
Middle School

Subject Area:
Math

Curriculum Recommendation Period:
Spring 2023

Reason(s) for Recommendation

1. As we continue to close the gap in learning between pre and post-pandemic performance for our students, math teachers have noticed an increasing number of students who need additional support as well as an increasing number of students who are interested in exploring math topics on their own and require additional challenges.
2. Much work has already been completed to revitalize and continuously improve our math remediation practices and to better utilize our math resource teacher to help us meet the needs of our struggling learners. In particular, the MAP Accelerator pilot that was conducted sought to examine how this tool from MAP and Khan Academy could use current MAP data to help us create additional growth opportunities for our students.
3. Throughout the pilot, we noticed that the greatest determining factor and motivator for student progress was additional instructional and practice time with our teachers. MAP Accelerator definitely helped students to get additional practice, but we have found that it does not always assign activities that align best with what is being learned in class and, for the most part, this product has not generated as much buy-in or excitement as we would have liked to see for these students.
4. Our current model for math remediation involves, among many other things, utilizing our resource teacher to first help with current content and then addressing gaps in mathematical knowledge as they naturally arise. MAP Growth data has been helpful in identifying where those gaps might occur, but the professional judgment of our teachers has continued to be the fastest, most accurate, and most efficient way to pinpoint what students need to work on. We have resources we are currently using, but time is needed to review these materials, generate new ones to replace less effective activities, and create an organized library of resources for our math resource and our classroom teachers to utilize.
5. As part of the MAP Accelerator Pilot, we have also worked to develop a support schedule for our Math resource teacher that allows him/her to help the most students possible. Additional dialogue is needed to determine how best to identify students who need additional help, how best to deploy our resource teacher, and how to communicate and partner with parents of these students.
6. Over the last few months of the MAP Accelerator pilot, we have made this tool available to students who regularly complete grade-level enrichment activities and yet still exhibit the need and desire for additional challenges. These students are still required to work on enrichment activities that are

prescribed by the teacher, but they can also use the MAP Accelerator to explore concepts on their own. Teachers also continue to find it effective to assign our enrichment students with specific Khan Academy activities that allow students to explore content from other grade-levels, but MAP Accelerator has the added advantage of automatically generating these activities. More work is needed to determine best practices for utilizing this tool for our enrichment students, to determine strong enrichment activities within Buzzmath and Sumdog (programs the math department uses for remediation, extra practice, and enrichment for 6th and 5th grades, respectively), and to continue to develop our current in-house enrichment programs like Uphill Skills.

Implementation Steps

1. Conduct a review of our 5th and 6th grade curriculum to determine topics with which students typically struggle. Identify corresponding skills and learning targets from prior grades that are crucial for mastery of each of these topics.
2. Create or find additional materials to reinforce these concepts at grade level and to fill in mathematical gaps students may exhibit from previous grade levels.
3. Identify Buzzmath, Sumdog, and Khan Academy activities that can be used for both enrichment or remediation. Develop a searchable index of which activities can be deployed for specific skills.
4. Continue development work to bolster our “Uphill Skills” and other current enrichment programs.
5. Study MAP and local data to help us determine what metrics should be used for identifying students for extra math remediation and for extra math enrichment.
6. Review pre-tests to ensure that they are helpful in determining which students will qualify for enrichment and which will need remediation.
7. Purchase MAP Accelerator licenses to be used at teacher discretion to provide additional practice or exploration opportunities at home for students who demonstrate a need and a desire. Determine a process for identifying these students.

Cost

150 MAP Accelerator Licenses at a cost of \$10.25 each = \$1537.50

12 hours each of workshop pay for three teachers to be completed in the summer (\$34.71 per hour for a total of \$1249.56)

\$500 for purchasing online materials to analyze

Administrative Reaction

Approved. The use of data, technology, and instructional supports is a critical combination in helping students to achieve.

1 Year in Review

7th Grade Algebra Readiness Study



RECOMMENDATION:

Conduct a study of the current seventh grade math curriculum in order to assess any adjustments necessary to increase Algebra readiness.

Name: Andrew Lucas	Level: Middle School	Subject Area: Math	Curriculum Recommendation Period: Spring 2023
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Reason(s) for Recommendation

1. Because math is studied linearly, student performance in this subject area has been particularly impacted by the pandemic. Teachers have done much work to adjust to new challenges and continue to implement second-chance learning strategies to fill gaps in learning as they arise, but we now wish to explore further potential solutions to address these needs more effectively.
2. Research continues to show that Algebra 1 is a vital course for both future math learning and for success in other areas of study. Research and our experience also show that a student who takes Algebra 1 before they are developmentally ready can have negative effects on their math learning moving forward. While Algebra I in eighth grade remains appropriate for the vast majority of our students, and despite teachers' attempts to differentiate, we find that a group of students continue to experience difficulties in seventh grade mathematics. These students typically take Algebra 1 when they reach eighth grade at a reduced pace, over the course of two years.
3. Our seventh grade Pre-Algebra curriculum currently covers all of the PA Core Math 7 standards as well as about one-third of the PA Core Math 8 standards (mostly in Geometry). While continuing to ensure that students have the supports and opportunities they need to be successful in this course, there may be other approaches that could be beneficial for students. This study will seek to understand whether there is a need for changes at the seventh grade level as well or if there are additional changes we should make to further improve the Algebra 1 experience for our learners in order to help all students be as successful as possible with both Pre-Algebra and Algebra 1 concepts and coursework.
4. A preliminary study of our MAP data as well as local assessments suggests that there may be a small number of students who are ready for the Math 7 standards but who may not be ready for the Math 8 standards that are taught as part of our Pre-Algebra class.. This study will also seek to examine the best practices for identifying these students as well as strategies for meeting their needs so that they can be better prepared to master the concepts of Algebra 1 on a timeline that is best for their needs.

Implementation Steps

1. Conduct an analysis of our current 7th grade curriculum to see which standards are 7th grade standards and which are 8th grade standards.
2. Determine which concepts are most important to be reinforced as part of the 7th grade math standards. Examine MAP data to see which concepts

students in Algebra Part A have typically struggled while in 7th grade Pre-Algebra. Examine MAP data to determine which mathematical strands have dropped in the last two years.

3. Develop materials to reinforce the concepts identified in Step 2.
4. Map out the timeline of the school year to see when opportunities for significant differentiation might be needed.. Decide on the best mechanism for delivering this differentiated level of instruction.
5. Collaborate with other school districts and study current research to learn best practices for meeting the needs of this type of learner.
6. Determine the best metrics among those we currently use, or those that are available, for identifying students who will need extra support and who may not be ready for the Math 7 Standards that are taught in our Pre-Algebra course and who would be better served by learning the Math 7 Standards in preparation for Algebra 1.

Cost

12 hours each of workshop pay for three teachers to be completed in the summer (\$34.71 per hour for a total of \$1249.56)

Administrative Reaction

Approved. Attention to assuring Algebra readiness will have a long-term impact on future mathematical learning.

1 Year in Review

Science

Investigate a new text for IB Physics to align with the new IB Physics Standard and Higher Level curriculum.



RECOMMENDATION:

Investigate a new textbook for IB Physics and adopt it for use in the 2024-25 school year.

Name: L. Kistler	Level: High School	Subject Area: Science	Curriculum Recommendation Period: Spring 2023
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Reason(s) for Recommendation

1. The International Baccalaureate program will launch a new physics course in Spring of 2023. The first testing from this new curriculum will take place in May 2025.
2. The new course has deleted some of the “additional topics” that are in the current curriculum while incorporating others within other parts of the course. Content within the topics that have been retained has been restructured and/or refined as well.
3. The course will also include a greater emphasis on skill development which will center around the IB Approaches to Learning (ATL) and relate specifically to physics content including inquiry skills and techniques appropriate to the study of physics.

Implementation Steps

1. Administrative approval.
2. Contact textbook suppliers to obtain sample copies of texts.
3. Coordinate a team of teachers familiar with the IB Physics curriculum to evaluate the textbook options using the Textbook Adoption Form.
4. Prepare a recommendation for a specific text based on the analysis of available options.

Cost

Summer workshop time: 3 teachers x 6 hours x \$34.71 = \$624.78

Administrative Reaction

Approved. Adopting a new text is important and necessary given the changes described.

1 Year in Review

Adopt Environmental Science for the AP Course by Friedland and Relyea for use in AP Environmental Science.



RECOMMENDATION:

Adopt *Environmental Science* for the AP Course by Friedland and Relyea for use in AP Environmental Science.

Name: L. Kistler	Level: High School	Subject Area: Science	Curriculum Recommendation Period: Spring 2023
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Reason(s) for Recommendation

1. In 2019, the College Board revised the Course and Exam Description for AP Environmental Science. With this revision a very clear and structured course progression was developed, dividing the course into nine units. The question style, particularly for the free-response questions, was also changed to incorporate experimental design in addition to proposing and justifying solutions for environmental issues.
2. The current course text, *Environmental Science A Global Concern*, does not align with the new course content. Students and teachers must navigate across multiple chapters to access the content needed for a specific unit. Additionally, the publisher, McGraw Hill, eliminated much of the online content promised after the College Board began providing content via AP Classroom.
3. Of the available texts for AP Environmental Science, Friedland and Relyea is the only text that is currently aligned with the restructured AP Environmental course CED. In addition, the publishers Bedford, Freeman & Worth (BFW) provide digital resources through Sapling that not only complement AP Classroom but provide an even more extensive question bank, targeted feedback, e-book, and other resources for both teacher and student.
4. The [Textbook Evaluation Form](#) provides additional details regarding the selection of this text versus the other texts reviewed.

Implementation Steps

1. Administrative approval.
2. Revise AP Course Audit to reflect new text.
3. Provide Summer Workshop time to explore resources of text and best practices for implementation.

Cost

1. \$8782 which includes 45 textbooks and access codes for 45 students for six years.
2. Summer workshop: 12 hours x \$34.71 per hour = \$416.52

Administrative Reaction

Approved. A text that aligns with AP expectations and assessments will promote effective instruction and student achievement of the learning goals.

1 Year in Review

	Recommended Text		Other Title Considered	Other Title Considered	Other Title Considered
Title of Text:	Environmental Science for the AP Course		Exploring Environmental Science for	Principles of Environmental Science	Environment: The Science Behind the Stories
Author:	Friedland & Reylea		Miller & Spoolman	Cunningham & Cunningham	Withgott & Laposata
Publisher:	BFW Publishers		Cengage	McGraw Hill	Pearson
Copyright:	2023		2021	2023	2021
Explanation for recommending or not recommending	This text is the only one currently available that aligns completely to the revised CED for the AP Environmental course.		Appropriate content but does not align to the CED.	Needs to be higher level for AP course; weak online materials	Missing important content for AP Course despite indicating this was an AP Edition

Course(s) for Use: AP Environmental Science

Evaluator One Name (E1):	Lynn Kistler
Evaluator Two Name (E2):	Russ Hoburg
Evaluator Three Name (E3):	

Potential Costs: \$8782 (6 year access for 45 texts and online access)

BASIC EVALUATION CRITERIA

	RATING	RATING EXPLANATION
Curriculum Alignment <i>Text has a strong alignment with the USC curriculum and, where applicable, to the PA Core State Standards.</i>	E1 Strong	this is the only AP text that aligns to the revised APES CED.
	E2 Strong	Alignment to the new APES CED is crucial for students as they combine this resource with AP classroom. This is the only AP text with such an alignment.
	E3	
Objective Viewpoints <i>Current information is free from heavy bias and represents and allows for thinking from objective viewpoints.</i>	E1 Strong	Presents environmental topics from a scientific perspective.
	E2 Strong	Concepts are rooted in the 'scientific method' and have specific experiments and articles cited to support them
	E3	
Developmental Appropriateness <i>The content is appropriate for the developmental level of the approximate grade level for which it is being used.</i>	E1 Strong	Specifically written for the AP level curriculum.
	E2 Strong	The text is designed for the AP level
	E3	
Objective Viewpoints <i>Current information is free from heavy bias and represents and allows for thinking from objective viewpoints.</i>	E1 Strong	Presents environmental topics from a scientific perspective.
	E2 Strong	See blue box above
	E3	

ASSESSMENT & BASIC FEATURES

Would assessments from this text be used? If Yes, complete the section below.	Yes
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Formative & Summative Assessment <i>Assessments include formative and summative.</i>	E1 Strong	able to adapt to multiple attempts, graded or non-graded
	E2 Strong	Mainly within the 'Sapling' program - can access banks with old AP questions
	E3	

Assessments & Adaptations <i>Available assessments are able to be adapted to meet our needs.</i>	E1 Strong	able to vary length of assignments
	E2 Strong	Instructor is able to create assessments of varying length and difficulty level
	E3	
Differentiation <i>The textbook provides ideas and suggestions for differentiation to meet a variety of student needs.</i>	E1 Strong	suggestions provided in teacher edition for differentiation, including ESL
	E2 Strong	Instructor is able to create assessments of varying length and difficulty level; separate resource available in Spanish
	E3	
Readability <i>The text can be appropriately used with the variety of reading levels at this grade level.</i>	E1 Adequate	ebook includes a read-aloud feature
	E2 Adequate	Read-aloud and e-book highlighting available (AP level)
	E3	
Organization <i>The organization of the textbook is clear and user friendly.</i>	E1 Strong	perfectly aligned with the AP curriculum; provides AP exam tips throughout
	E2 Strong	100% aligned with AP Classroom
	E3	

TECHNOLOGY COMPONENTS

Robustness of Materials <i>Digital resources for student learning, practice and assessment are robust.</i>	E1 Strong	aligned with and provide practice for AP-style testing
	E2 Strong	Numerous practice banks available, including former AP questions
	E3	
Differentiation <i>Digital materials provide differentiated access to content.</i>	E1 Strong	options for students for self-guided practice with vocab, math skills, and more
	E2 Strong	Differentiation instructions available for students and in teacher edition
	E3	
Engagement <i>Digital materials are intuitive and engaging.</i>	E1 Strong	Sapling is easy to use and navigate.
	E2 Strong	Practice videos with connections to 'real life' examples
	E3	
Compatibility <i>Digital resources are compatible with our learning management system.</i>	E1 Strong	Instructions for integration with Canvas have been provided and technical assistance is available.
	E2 Strong	Integrates with Canvas (including self-grading feature)
	E3	

INSTRUCTION

Higher Level Thinking <i>The textbook promotes higher level thinking.</i>	E1 Strong	Integration and combing various principles is evident.
	E2 Strong	Principals are described at the AP level with critical thinking practice
	E3	
Level of Conceptual Development <i>Strong conceptual development is evident.</i>	E1 Strong	Each unit builds on previous knowledge throughout.
	E2 Strong	The text builds on the cyclical nature of the curriculum
	E3	

Authentic Learning Opportunities <i>Authentic problem solving, examples application of knowledge are provided.</i>	E1 Strong	Each unit ends with critical thinking questions to address a specific environmental problem and an Applied Science reading and question set related to an enviromental topic.
	E2 Strong	The text intentionally avoids problems and examples that are offered with the AP Classroom program so that students have access to a wide array of problems and real world examples when the two programs are used in conjunction.
	E3	

OTHER CONSIDERATIONS

Teacher Support <i>Teacher resources provide adequate ideas and support for lesson planning, content explanations, etc.</i>	E1 Strong	Teacher text has suggestions for pacing, student work, etc. Online resources include lab, testing, etc.
	E2 Strong	Teacher edition has differentiation strategies, lecture powerpoints, and example descriptions. 'Sapling' online platform has the ability to assign content and create assessments.
	E3	
Content Accuracy <i>The content/information is accurate.</i>	E1 Strong	Both authors are highly respected in the field of environmental science and continue teaching and research at university level. Freidland serves on the College Board APES Curriculum Development team.
	E2 Strong	In addition to author credentials, the text is fully aligned to the curriculum that is set by the College Board
	E3	

Study the option of awarding Honors designation to the Advanced Engineering and Advanced Robotics courses.



RECOMMENDATION:

Study the option of awarding Honors designation to the Advanced Engineering and Advanced Robotics level Technology Education courses.

Name: L. Kistler	Level: High School	Subject Area: Science	Curriculum Recommendation Period: Spring 2023
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Reason(s) for Recommendation

1. As is widely known, developing STEAM skills is vital for today's job market. As such, we at USCHS would like to encourage our students to study and develop knowledge and skills in these areas. The awarding of honors designation to the advanced levels of engineering and robotics courses would encourage students to fully develop their knowledge in these courses, as opposed to taking a cursory approach.
2. Oftentimes students choose courses based on the impact on their overall grade point average. If this is the case, then students would select other honors electives rather than pursuing a non-honors level elective. To reach this level in Advanced Engineering and Advanced Robotics, students would have completed a full year of Technology Now and Tomorrow (TNT) as well as a semester in either Intermediate Robotics or Intermediate Engineering.
3. The Advanced Engineering course requires the following rigorous content and skills:
Students are expected to develop solutions to real world problems through thoughtful use of the engineering design process. This process requires extensive research and movement through iterative designs. As the students move through their designs, they use advanced solid modeling software that requires an ability to think 3 dimensionally, apply high level math concepts, and the ability to read and comprehend technical instructions. This is the very same software that is in use in industry at large. The models provide a framework for them to use the technical equipment in the lab (CNC machines, laser engravers, 3D printers) as well as the more fundamental manufacturing equipment. It is not uncommon for students to develop code for raspberry Pi's, and arduino's. Reading circuit diagrams to inform themselves on how to wire and solder has become more and more prevalent. Along the way, each student is subject to exams and a daily review of their work.
4. The Advanced Robotics course will implement a third party competition to drive students' design challenges. With a different "game" each year, students will need to research, brainstorm, design, and program a robot to achieve points through the game and compete with and collaborate with their peers. This process will not only require technical skills, but also analytical and communication skills. Students will not be given a template to design a robot. They will need to incorporate the fundamentals that they learned in TNT and Intermediate Robotics to create something unique within the parameters of the competition. Students will continue to work through the engineering design cycle throughout the year to improve upon their design and code. Students will attend scrimmages and competitions as the year progresses in an attempt to make it to the next level of competition. As the year comes to an end, the goal would be for students to share their experience through various outreach opportunities.
5. In a parallel progression of skills, students begin in TNT gaining exposure and skills in computer programming then progress into Intermediate Programming. Those seeking deeper knowledge and skills then enroll in AP Computer Science, which is similarly awarded Honors Level recognition.

6. Precedent has been established for this type of designation through the World Language program in which honors designation is given to the top level in courses such as 4th Level and 5th Level Spanish, German, and the like.

Implementation Steps

1. Administrative approval.
2. Update the Program of Studies.
3. Inform students, parents, and school counselors of the change in credit.

Cost

\$0.00

Administrative Reaction

Approved. The consideration of this designation makes sense given the level and rigor of learning involved.

1 Year in Review

Study the new Pennsylvania Science and Technology and Environment and Ecology Standards



RECOMMENDATION:

Study the new Pennsylvania Science, Technology and Engineering, Environmental Literacy and Sustainability (STEELS) Standards and determine any adjustments to the curriculum that may need to be addressed.

Name: Dr. Judy Bulazo Science Curriculum Leadership Team	Level: K-12	Subject Area: Science	Curriculum Recommendation Period: Spring 2023
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Reason(s) for Recommendation

1. The state of Pennsylvania has not updated the Science and Environment standards since 2002. In July of 2022, new standards were published for implementation in July 2025.
2. The STEELS standards use a three-dimensional approach to curriculum incorporating Science and Engineering Practices, Disciplinary Core Ideas, and Cross-cutting Concepts for each standard. This three-dimensional model is used to support the identified performance expectation that includes a clarifying statement and assessment boundary. These standards closely follow the Next Generation Science Standards with some differences although the format and rationale are very similar.
3. The Next Generation Science Standards, published in April of 2013, have been what most states have used to guide their curriculum development and instructional practices. The NGSS standards are more comprehensive and rich than the PA Science and Environment Standards published in 20002. Because of this, The Upper St. Clair School District has used the NGSS standards as a guide in making curriculum decisions in this area. This will be helpful in the transition to the new PA standards.
4. SAS (Standards Aligned System) has created a STEELS Hub to assist teachers with implementing this change.

Implementation Steps

1. Administrative approval.
2. Summer workshop time for teams of teachers to explore the STEELS Standards.
3. Continued curriculum work and training throughout 2023-24 to learn and develop best practices.

4. Work cooperatively with K-12 stakeholders to ensure full implementation of the STEELS Standards.

Cost

Summer Workshop: 6 teachers x 12 hours x \$34.71/hr = \$2499.12

Administrative Reaction

Approved.

1 Year in Review

Social Studies

Elementary Social Studies - Kindergarten Revisions



RECOMMENDATION:

Begin a comprehensive study and revision of the elementary social studies curriculum beginning with kindergarten in the summer of 2023.

Name: Pamela Petrarca	Level: Elementary	Subject Area: Social Studies	Curriculum Recommendation Period: Spring 2023
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Reason(s) for Recommendation

1. The middle school and high school social studies departments have completed a multi-year study and revision of their curriculum. It is timely for the elementary curriculum to be reviewed in a similar manner to assure strong articulation between levels.
2. Revisions at the kindergarten level are currently the most pressing. The overall kindergarten curriculum is dense and continues to be closely monitored to assure that all of the critical goals can be met in a half-day program. Significant attention has been given to the areas of math and reading in terms of curriculum changes and teacher training. Examining the social studies units related to the amount and nature of the content will help to ensure a well-rounded experience for our students as well as to make certain the content of the units are accurate, developmentally appropriate, and engaging.
3. Our curriculum development process will still allow for other grade levels' needs to be addressed throughout the study if needed. The systematic approach of looking at each grade level in sequence, over the course of a few years, will allow for a comprehensive and cohesive approach to updating content and will provide an enhanced learning experience for our students.

Implementation Steps

1. Seek administrative approval.
2. Convene a team of kindergarten teachers with representation from each building to begin current curriculum analysis in the summer of 2023. Use Administrative Regulations to evaluate materials for consideration.
3. Begin unit revisions and resource analysis.
4. Make recommendations for adoption if warranted.
5. Update Rubicon Atlas.
6. Continue the evaluation process at other grade levels in subsequent years.

Cost:

Summer workshop time for 6 teachers at \$34.71 per hour for 1 day = \$1,249.56

Administrative Reaction

Approved.

1 Year in Review

Formally adopt the American Civic Engagement (ACE) course.



RECOMMENDATION:

Formally adopt the American Civic Engagement (ACE) course for students in 11th or 12th grade (enrolled in Academic or Honors), beginning in the 2023-24 school year.

Name:	Level:	Subject Area:	Curriculum Recommendation Period:
Doug Kirchner	High School	Social Studies	Spring 2023

Reason(s) for Recommendation

1. This recommendation serves as the final step of [previous curriculum recommendations](#) (beginning in the spring of 2016) to “Design and implement a skill and competency-based social studies framework” for USCSD students in grades 5-11.
2. American Civic Engagement (ACE) is the culminating social studies experience of our [USCSD social studies redesign](#) that seeks to develop “civically engaged students” who “take an empowered role in their world.”
3. Since the pilot phase of its implementation, ACE has reimaged our previously taught semester-long American Civics course (prior to 2019 in 9th grade) by providing students with a more thorough, authentic, and dynamic year-long analysis of governmental structures and political processes in the United States.
4. Built on the multi-disciplinary approach of the [C3 Framework](#), the curricular model of the National Council for the Social Studies (NCSS), ACE combines instruction on civics/government with history, culture, and economics. Ultimately, students are challenged to apply their content knowledge and skills (learned throughout their grades 5-11 social studies experience) to take “[informed action](#)” on issues that matter to them as American citizens.
5. The Civic Action Project (CAPstone) serves as the major project/performance-based assessment (PBA) of the course and will require students to apply each dimension of the C3 Framework: Dimension 1: Developing Questions and Planning Inquiries, Dimension 2: Applying Disciplinary Tools and Concepts, Dimension 3: Evaluating Sources and Using Evidence, Dimension 4: Communicating Conclusions and Taking Informed Action.
6. While students are expected to thoroughly understand fundamental content (e.g. the foundations of American democracy, the interactions among the branches of government, civil liberties/rights, and political ideologies), ACE is designed as a PBA-centered, skill-based course, with authentic tasks meant not only to prepare students for their culminating capstone project, but for life after high school as civic-minded citizens who are engaged with the democratic process.
7. The CAPstone incorporates the Carnegie Foundation’s research-based strategies on [Improvement Science](#) as part of students’ planning processes.
8. Renewed emphasis on civics/government instruction has been growing at both the state and national levels for the last half decade. The implementation of PA [Act 35](#) (enacted in 2018) “requires that all school entities administer a locally developed assessment of U.S. history, government, and civics at least once to students in grades 7-12.” Act 35 contains three core pillars, which directly match the focus of ACE: Civic Knowledge, Civic Skills, and Civic Action.

Implementation Steps

1. Seek administrative approval.
2. Provide summer workshop time for ACE teachers to continue to determine successes/areas of need from the pilot phase of the course, along with potential next steps for the course (e.g. update Rubicon Atlas, Act 35 planning, Civic Engagement Fair, Day of Service, Harrisburg and/or Washington, D.C. trip).
3. Continue to work with USCSD social studies colleagues, both at the high school and middle school level, to monitor our scope and sequence (related to both content and skill development).
4. Continue to work with colleagues from other disciplines to determine areas of overlap and potential interdisciplinary learning experiences.

Cost

Up to 18 summer workshop hours x 3 teachers (at \$34.71 per hour) = \$1874.34

NOTE: These hours include the 3 requested hours on the ACE textbook curriculum recommendation, and can be replaced/reduced with up to 12 flex hours.

Administrative Reaction

Approved. It is gratifying to see the finalization and implementation of multi-year revisions to the high school social studies curriculum. All who were involved are to be commended on this collaborative and meaningful effort.

1 Year in Review

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Doug Kirchner

Level: High School

Area: Social Studies

Date: March 27, 2017

Curriculum Recommendation

Design and implement a skill and competency-based social studies framework for the 2018-19 school year.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

1. While USCHS students experience social studies courses that meet our district's mission to develop "learned and responsible citizens for a global society," the curricular framework for our students needs a more intentional focus on developmentally appropriate scaffolding of content and skills. In essence, our 9-12 social studies courses are silos of excellent teaching/learning, yet they need a more cohesive scope and sequence.
2. The National Council for the Social Studies (NCSS) recently designed a curricular model titled the "C3" framework (College, Career, and Civic Life) that aligns well with our intended goals. The C3 framework aims to:
 - A. Enhance the rigor of the social studies disciplines.
 - B. Build critical thinking, problem-solving, and participatory skills to become engaged citizens.
 - C. Align academic programs to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies
3. The C3 framework espouses a thematic, inquiry-based approach, which is developmentally appropriate for learners in grades 9-12. After experiencing a blend of thematically and chronologically taught social studies courses at the middle school level, high school students need opportunities to dig deeper into content and skills (e.g. research, writing, and speaking skills).

1. Seek administrative approval.
2. Provide summer flex time, workshop hours for interested teachers, and PLC/departments meeting time in 2017-2018
3. Collaborate with colleagues from other disciplines (e.g ELA and Science) to determine areas of overlap and potential interdisciplinary learning experiences
4. Work with colleagues teaching middle level social studies (grades 5-8) to determine the specific social studies content and skills students possess as they enter USCHS.
5. Determine specific scope and sequence, content/skills. Write curriculum during summer of 2017 and throughout 2017-18 school year during PLC and curriculum meetings.
6. Provide professional development for teachers related to the instructional strategies/best practices for the redesigned curriculum.
7. Plan for implementation of new framework in 2018-19.

\$2,355.60
(*13 teachers X 6 hours at \$30.20)

*Each member of the HS Social Studies department)

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Doug Kirchner

Level: High School

Area: Social Studies

Date: March 27, 2017

Curriculum Recommendation

Design and implement a skill and competency-based social studies framework for the 2018-19 school year.

Reason(s) for Recommendation

Implementation Steps

Cost

**Administrative
Reaction**

4. A focus on modern America and the modern world, along with the cognitive skills necessary for civic mindedness (civic literacy and action) are integral components under this approach, and will build throughout grades 9-12 in which students will ultimately be required to “take informed action” (C3 framework).
5. A more seamless 8-9 transition in social studies supports students becoming acquainted more quickly with the type of content, skills, and learning experiences necessary to succeed as social “scientists.”

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2016-2017



Name: Doug Kirchner

Level: High School

Area: Social Studies

Date: March 15, 2016

Curriculum Recommendation

1. Conduct a study to determine the most effective selection and alignment of social studies course offerings in grades 9-11.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<ol style="list-style-type: none"> 1. In light of our district's ongoing comprehensive/strategic planning and visioning related to Reimagining the High School Experience (HSE), an array of research needs to be conducted to find the most effective ways to customize learning, nurture potential, and deliver excellence. All decisions related to time and schedule (HSE Goal #2), particularly related to course offerings, should be considered. 2. This is an opportune time to intentionally explore the course structures, scope, and sequence that will best help our students feel "...engaged, supported, challenged, and empowered" (HSE Goal #3). 3. This study will help determine if alternative models exist that more effectively meet students at their developmental and interest levels, and that will best prepare them to be knowledgeable, active citizens. 4. This recommendation is designed utilizing our district's long held mindset of continuous progress. Our goal is to establish a 9-12 social studies exemplar that other districts will seek to replicate. 	<ol style="list-style-type: none"> 1. Administrative approval. 2. Provide selected high school teachers with flex time and summer workshop hours needed to support this recommendation. 3. Draft new curriculum recommendations to revise curricula, as needed. 	<p>Up to 12 hours of flex time for 4 teachers and up to 18 workshop hours @ \$30.20 per hour X 4 teachers = \$2,174.40</p>	

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2016-2017



Name: HSLT

Level: High School

Area: HSLT

Date: March 15, 2016

Curriculum Recommendation

Study opportunities for course *redesign* through analysis of existing course content, delivery methods, scope & sequence, and interdisciplinary opportunities.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<ol style="list-style-type: none"> The district tagline includes an emphasis on <i>customizing learning</i>. An important component of customization is consistent reflection upon current curricular models. The duration of high school courses is currently one or two semesters for ten mods a week (two mods per day). Within these time parameters course components are woven together to meet the demands of the structured schedule. As a way of reconceptualizing curricular potential within and across academic disciplines, providing staff the opportunity to "deconstruct" courses into component parts may enable instructors to more creatively utilize the semester and daily modular schedule. Deconstructing courses would allow staff to assess how specific content is best delivered and address HSE goal #2 related to time & schedule (course design). 	<ol style="list-style-type: none"> Seek administrative approval. Identify and propose several courses in each department for review. Specifically utilize the high school social studies department as an initial group of participants. <i>(This department is already involved in several key pieces of related work, including but not limited to participation in hybrid course development with the Supervisor of Customization & Online Learning and a pilot PLC between 10th grade English and World History).</i> Convene teachers to evaluate curriculum for summer workshop / flex projects. Coordinate these efforts alongside the middle school curriculum leaders in order to maintain a coherent 5-12 curriculum.. 	<p>Up to 12 hours of flex time for 4 teachers and up to 18 workshop hours @ \$30.20 per hour X 4 teachers = \$2,174.40</p>	

Social Studies Redesign

A Plan for Developing Civically-Engaged Students



MEETING GOALS

1. Share work toward current vision of scope/sequence for 5-11 Social Studies





February, 2014



Customizing Learning,
Nurturing Potential...
Delivering Excellence

Achieving Consensus

Scope and Sequence Evaluation

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2016-2017



Name: Doug Kirchner

Level: High School

Area: Social Studies

Date: March 15, 2016

Curriculum Recommendation

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Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
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UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2016-2017



Name: HSLT

Level: High School

Area: HSLT

Date: March 15, 2016

Curriculum Recommendation

Study opportunities for course redesign through analysis of existing course content, delivery methods, scope & sequence, and interdisciplinary opportunities.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<ol style="list-style-type: none"> The district tagline includes an emphasis on <i>customizing learning</i>. An important component of customization is consistent reflection upon current curricular models. The duration of high school courses is currently one or two semesters for ten mods a week (two mods per day). Within these time parameters course components are woven together to meet the demands of the structured schedule. As a way of reconceptualizing curricular potential within and across academic disciplines, providing staff the opportunity to "deconstruct" courses into component parts may enable instructors to more creatively utilize the semester and daily modular schedule. Deconstructing courses would allow staff to assess how specific content is best delivered and address HSE goal #2 related to time & schedule (course design). 	<ol style="list-style-type: none"> Seek administrative approval. Identify and propose several courses in each department for review. Specifically utilize the high school social studies department as an initial group of participants. <i>(This department is already involved in several key pieces of related work, including but not limited to participation in hybrid course development with the Supervisor of Customization & Online Learning and a pilot PLC between 10th grade English and World History).</i> Convene teachers to evaluate curriculum for summer workshop / flex projects. Coordinate these efforts alongside the middle school curriculum leaders in order to maintain a coherent 5-12 curriculum.. 	<p>Up to 12 hours of flex time for 4 teachers and up to 18 workshop hours @ \$30.20 per hour X 4 teachers = \$2,174.40</p>	

Social Studies Redesign

“Design and implement a skill and competency-based social studies framework for the 2018-19* school year.”

* Changed to 2019-2020

Meeting Minutes - October 4, 2017

Attendance: Bowers, Boyd, Caragein, Gehrlein, Ghilani, Jones, Kyle, Levine, Sully, Tabin

Missing: None

Agenda:

- Vision Statement
 - Reviewed previous work on a departmental vision statement, refining the brainstorming from earlier meetings
 - During discussion, emphasis was placed by the group on the following skills/dispositions:
 - Assisting students to improve their ability to research
 - Developing in students the ability to make connections and inferences
 - Nurturing a passion for learning and Social Studies in students
 - Helping students to know their place in the world
 - More work still needed in order to pare down the list and formulate a comprehensive statement
- Scope and Sequence
 - Discussed as a group some planning regarding Social Studies scope and sequence, particularly regarding the high school
 - Shared a Google Doc containing several proposed changes to the Social Studies curriculum (grades 7-12)
 - Gained feedback from teachers concerning potential curriculum changes
 - Discussed the importance of spiralling within the department, particularly in American history
 - The general consensus was that the curriculum (grades 5-8) is well-designed, age appropriate, and does not need to be overhauled along with the high school

Meeting Minutes - November 29, 2017

Attendance: Boyd, Gehrlein, Ghilani, Jones, Kyle, Levine, Sully, Tabin

Missing: Bowers, Caragein

Agenda:

- NCSS Article Discussion
 - Read article from the National Council for the Social Studies entitled "A Vision of Powerful Teaching and Learning in the Social Studies"
 - Discussed points with which we agreed and which might help our discussion of mission/vision
 - Main takeaways:
 - We need to help our students be open-minded and aware of multiple perspectives
 - We need to teach content and apply it to current issues/events
 - We need to help our students become culturally literate
- Mission Statement
 - Continued work on creating a mission/vision statement for Middle School Social Studies
 - Emphasized the importance of clarifying our mission in order to make future decisions, both large and small
 - Reviewed the Upper St. Clair Mission Statement as a backdrop for the conversation
 - Discussed different versions of a mission statement (written as a paragraph, written as a list)
 - Each version contained the same basic principles as stated in previous meetings
 - Refined language to include in the statement
- Grade-level Work
 - Each grade took time in teams to work on grade-level priorities

USCSD Mission Statement

Developing lifelong learners and responsible citizens for a global society is the mission of the Upper St. Clair School District,

served by a responsive and innovative staff who in partnership with the community provides learning experiences that nurture the uniqueness of each child and promote happiness and success.



Customizing Learning,
Nurturing Potential...
Delivering Excellence

***As a Social Studies department, our mission is
to develop students who are:***

**Civic-
minded and
engaged with the
democratic process**

and take an empowered role in their world.



**Able to confront
complex, modern challenges**

leveraging an understanding and appreciation of our nation's and world's past.



Critical users of information

through open-mindedness and cultural literacy.

COLLEGE, CAREER & CIVIC LIFE

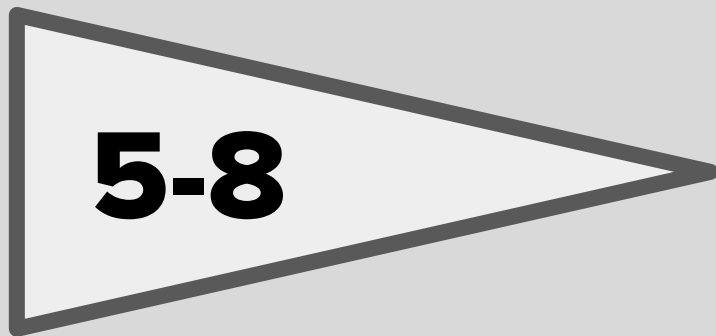
C3 FRAMEWORK

FOR SOCIAL STUDIES STATE STANDARDS

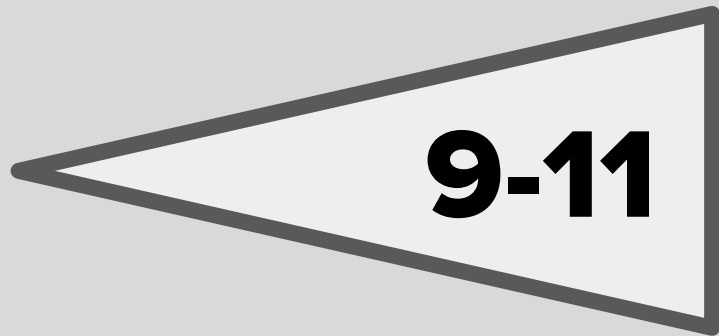


DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRIES	DIMENSION 2: APPLYING DISCIPLINARY TOOLS AND CONCEPTS	DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE	DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION
Developing Questions and Planning Inquiries	Civics	Gathering and Evaluating Sources	Communicating and Critiquing Conclusions
	Economics		
	Geography	Developing Claims and Using Evidence	Taking Informed Action
	History		

VISION FOR SCOPE & SEQUENCE



LEARNING ABOUT THE PAST
CONNECTING TO THE PRESENT



CONFRONTING THE PRESENT
CONNECTING TO THE PAST

GRADE 11 Civic Engagement Capstone

COURSE GOAL

Engaged, informed citizenship

ANTICIPATED CONTENT

Modern issues (national, state, local)

HOW IT'S DIFFERENT

End of course Civics Action Project (capstone). More direct emphasis on Econ.

How do I engage as an informed citizen?



COURSE CONNECTIONS



What issues does our world face today?

GRADE 5 Social Studies Foundations

COURSE GOAL

Understanding of basic social studies concepts

ANTICIPATED CONTENT

Entry level Civics, History, Geography, and Economics

HOW IT'S DIFFERENT

Heavy and intentional emphasis on social studies disciplines

What are the basics of human civilization?



COURSE CONNECTIONS

GRADE 6 Ancient Civilizations and Our World

COURSE GOAL

Understanding of basic elements of civilizations, historic and present

ANTICIPATED CONTENT

Ancient civ. w/ direct ties to our world today (e.g. Rome, China)

HOW IT'S DIFFERENT

Emphasis on connections to today, eastern empires

How has the ancient world contributed to us today?



COURSE CONNECTIONS



What are the basic structures of civilization?

GRADE 7 Foundations of America

COURSE GOAL

Understanding the creation of our country and its government

ANTICIPATED CONTENT

American history (Colonies through Reconstruction)

HOW IT'S DIFFERENT

Heavier emphasis on government and civics

How has our country grown and changed over time?



COURSE CONNECTIONS



What is the historical basis of our government?

GRADE 8 America on the World Stage

COURSE GOAL

Understanding America's development into a global power

ANTICIPATED CONTENT

American history (Industrial Revolution to end of World War II)

HOW IT'S DIFFERENT

Emphasis on comparing events through international lens (3 views)

What is our interconnected world like?



COURSE CONNECTIONS



How has our country grown and changed over time?

GRADE 9 Shaping the Modern World 1

COURSE GOAL

Understanding the interconnected nature of the world today; cultural literacy

ANTICIPATED CONTENT

Regional study of the world (US, Europe, Russia) since World War II: through C3 framework

HOW IT'S DIFFERENT

Full-year global approach

What enduring issues/problems has our world faced over time?



COURSE CONNECTIONS



How did our world become interconnected?

GRADE 10 Shaping the Modern World 2

COURSE GOAL

Ability to confront enduring issues facing the world

ANTICIPATED CONTENT

Enduring issues facing the world today, traced back through history

HOW IT'S DIFFERENT

Thematic, issue-based course which uses the past to inform the present

What issues does our country/world face today?



COURSE CONNECTIONS



What is our world like today?

GRADE 11 American Civic Engagement

COURSE GOAL

Engaged, informed citizenship

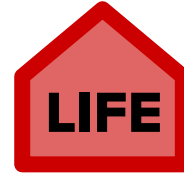
ANTICIPATED CONTENT

Modern issues (national, state, local)

HOW IT'S DIFFERENT

End of course Civics Action Project (capstone)

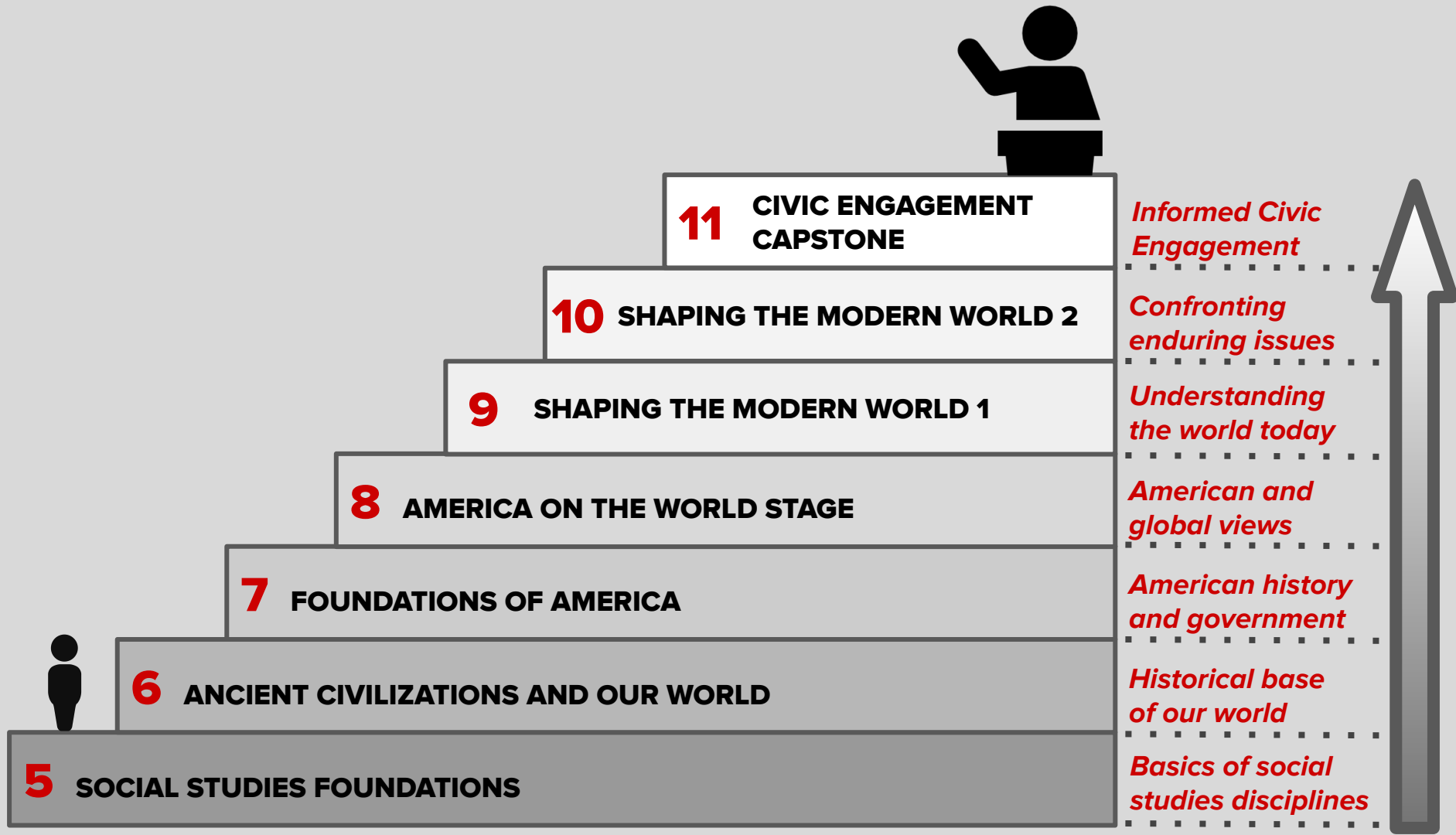
How do I engage as an informed citizen?



COURSE CONNECTIONS

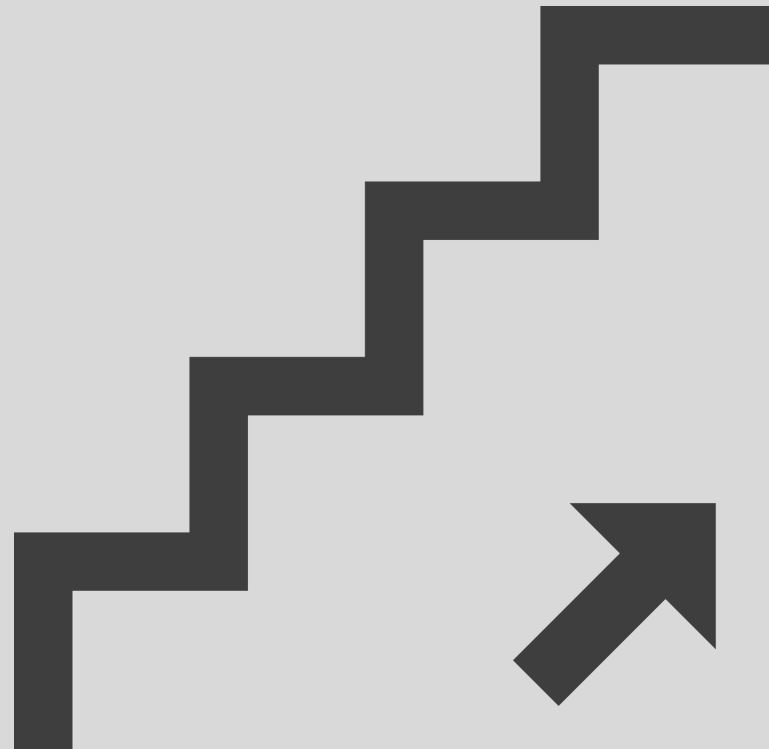


What issues does our world face today?



NEXT STEPS

1. Course development
2. Plan for summer work
 - a. Develop skill scaffolding process
 - b. Plan for big ideas/essential questions
 - c. Begin developing assessments
3. Design plan for 2018/2019 work
 - a. PLCs
 - b. Curriculum meetings
 - c. PD Days



Questions?

American Civic Engagement (ACE) textbook/digital platform adoption



RECOMMENDATION:

Adopt *National Geographic American Government, 1st Ed.* as the textbook/digital platform for the American Civic Engagement (ACE) course.

Name: Doug Kirchner	Level: High School	Subject Area: Social Studies	Curriculum Recommendation Period: Spring 2023
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Reason(s) for Recommendation

1. After piloting a multi-text/digital platform approach to American Civic Engagement (ACE), *National Geographic American Government, 1st Ed.* (Cengage) stood out as the most effective and on-level core resource for students enrolled in the course. [Click here](#) to access the Textbook Adoption Form.
2. The textbook's comprehensive and user-friendly digital platform, "MindTap," is both familiar and engaging to students, as it is utilized extensively in their prior social studies courses in 9th and 10th grade (Shaping the Modern World I & II).
3. The online resources include a rich set of instructor/student resources, which are updated frequently by Cengage.

Implementation Steps

1. Seek administrative approval.
2. Complete purchase of textbook/ digital platform. (The district paid 10% of the purchase price in 2021 as part of our textbook pilot.)
3. Incorporate additional, updated digital platform training, provided by Cengage at no cost, into summer workshop time for ACE teachers.

Cost

- 3 class sets (90 print copies) = \$9,839.70
- 160 (est.) access codes for digital platform (6-year access) = \$13,707.20
- Estimated shipping = \$914.88

Purchase cost = \$24,488.78

3 summer workshop hours x 3 teachers (at \$34.71 per hour) = \$312.39

Total cost = \$24, 801.17

Administrative Reaction

Approved. The careful consideration of the value of this resource against important criteria assures a good fit with the needs of students as well as alignment with course content.

1 Year in Review

	Recommended Text	Other Title Considered	Other Title Considered	Other Title Considered
Title of Text:	National Geographic American Government, 1st Ed.	We the People, 14th Ed. (McGraw-Hill)	GOV'T: Principles of American Government, 11th Ed. (Cengage)	
Author:	National Geographic Learning	Patterson, Thomas E.	Sidlow, Edward & Henchen, Beth	
Publisher:	Cengage	McGraw-Hill	Cengage	
Copyright:	2022	2022	2022	
Explanation for recommending or not recommending	Stands out among other titles as the most effective, on-level, and comprehensive resource for students. Digital package is robust and user-friendly.	Readability too difficult for all levels of ACE course. Online platform not as robust as MindTap.	Less comprehensive content than recommended text. More surface level (less in-depth) coverage of key concepts.	

Course(s) for Use:	American Civic Engagement (ACE)
Potential Costs:	\$24,488.78

Evaluator One Name (E1):	Doug Kirchner
Evaluator Two Name (E2):	Steve Torquato
Evaluator Three Name (E3):	Luke Loboda and Ron Sivillo

BASIC EVALUATION CRITERIA

	RATING	RATING EXPLANATION
Curriculum Alignment <i>Text has a strong alignment with the USC curriculum and, where applicable, to the PA Core State Standards.</i>	E1 Strong	Directly aligns with local American Civic Engagement (ACE) curriculum, PA standards, and the NCSS's C3 Framework
	E2 Strong	
	E3 Strong	
Objective Viewpoints <i>Current information is free from heavy bias and represents and allows for thinking from objective viewpoints.</i>	E1 Strong	National Geographic is a world-renowned organization with widespread credibility. The text contains numerous critical thinking questions rooted in historical context.
	E2 Strong	The National Geographic book provides an objective perspective that provides information that informs readers on both sides of an issue or topic. Additionally, it provides excellent connections to primary sources that support student learning through the analysis of important historical, social science, documents and texts.
	E3	
Developmental Appropriateness <i>The content is appropriate for the developmental level of the approximate grade level for which it is being used.</i>	E1 Strong	Most on-level text available (major reason for this choice). Readable, student-friendly, engaging format. Students will be used to the MindTap platform, having used it extensively in both 9th and 10th social studies courses (Shaping the Modern World 1 & 2).
	E2 Strong	The text provides scholarly and appropriate content for high school students at all skill levels in an approachable and interactive format. Nat Geo also has online resources that can provide supplemental information to provide accelerated readers with additional content to delve deeper into a topic or issue.
	E3 Strong	Accessible reading level for academic and honors level
Objective Viewpoints <i>Current information is free from heavy bias and represents and allows for thinking from objective viewpoints.</i>	E1 Strong	see description above
	E2 Strong	
	E3	

ASSESSMENT & BASIC FEATURES

Would assessments from this text be used? If Yes, complete the section below.	Yes	While the final assessments may not be used for summative assessment, the Nat Geo program provides an excellent set of formative assessments and assignments that can be used to support learning.
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Formative & Summative Assessment <i>Assessments include formative and summative.</i>	E1 Strong	Robust assessment options, both formative and summative, with chapter-level study guides, vocab activities, ELA/ELL activities, and chapter-level tests
	E2 Adequate	Great for checking progress throughout the unit/topic but instructor designed assessments will be used to measure students' summative knowledge.
	E3 Adequate	
Assessments & Adaptations <i>Available assessments are able to be adapted to meet our needs.</i>	E1 Strong	See Formative & Summative Assessment notes above.
	E2 Strong	Assignments can be used to support learning and adapted to meet the rigorous standards of the course and curriculum
	E3	
Differentiation <i>The textbook provides ideas and suggestions for differentiation to meet a variety of student needs.</i>	E1 Strong	Teacher's Guide provides chapter- and lesson-level instructional support. Nat'l Geo Magazine features within the text include excerpts from the magazine, with full articles available on MindTip for more advanced and/or interested readers.
	E2 Strong	The text itself provides a great guide on how to differentiate the learning through supplements and readings for skilled/advanced readers.
	E3	
Readability <i>The text can be appropriately used with the variety of reading levels at this grade level.</i>	E1 Strong	Frequent in-text questions are geared not only to check for understanding to make inferences throughout the chapter. End-of-chapter review asks students to use vocabulary concepts in sentences and to determine main ideas and support with evidence.
	E2 Strong	The text provides important, scholarly, information in an approachable manner. Students at all reading levels have shown that they are able to analyze and understand the information provided. Additionally, it is designed with great tie in historical thinking questions and activities in each section to measure student understanding
	E3 Strong	
Organization <i>The organization of the textbook is clear and user friendly.</i>	E1 Strong	Each section of the text presents a consistent structure with digestible (concise) sections that include images, maps, and graphs. The conclusion of each section presents several Historical Thinking questions, asking students thinking critically (e.g., Make Inferences, Make Connections, Interpret Maps, Draw Conclusions, Form and Support Opinions, and Analyze Cause & Effect).
	E2 Strong	As stated above, the text is well organized, eye catching, and user friendly in design. Information is also presented in a concise and clear manner that supports classroom instruction and discussion
	E3 Strong	Logically sequenced and organized by topic

TECHNOLOGY COMPONENTS

Robustness of Materials <i>Digital resources for student learning, practice and assessment are robust.</i>	E1 Strong	Major feature and reason for recommendation is the comprehensive nature of the MindTap digital platform. In addition to the interactive nature of the online text, the platform includes Critical Thinking Simulations that place students in real life situations, along with digital handbooks for government documents, presidents, and Supreme Court cases.
	E2 Strong	Excellent resources are provided in the technological suite. Readings, assignments, PowerPoints, videos, primary sources are included that have a dynamic impact on student learning and understanding
	E3	
Differentiation <i>Digital materials provide differentiated access to content.</i>	E1 Strong	One of the greatest benefits of the online suite is that it can read the book aloud for students who are struggling. Reading level is appropriate for students but additional supports are provided online to help struggling readers
	E2 Strong	
	E3	
Engagement <i>Digital materials are intuitive and engaging.</i>	E1 Adequate	Digital materials are updated annually, but most current events/issues will be presented on Canvas.
	E2 Adequate	Some materials need a little updating to meet the rigorous expectations for the course. All materials are appealing and inviting while still providing higher level information
	E3	
Compatibility <i>Digital resources are compatible with our learning management system.</i>	E1 Adequate	Some delays may occur at beginning of school year in terms of getting the platform connected to LMS. TBD.
	E2 Adequate	
	E3	

INSTRUCTION

Higher Level Thinking <i>The textbook promotes higher level thinking.</i>	E1 Strong	Critical thinking questions throughout the text match the NCSS's inquiry-based, multidisciplinary (Civics, Economics, Geography, History) approach.
	E2 Strong	The text provides additional information, activities, and readings that support higher level thinking as well as essential historical thinking and historiography skills. Students are challenged to think critically and analyze information at an advanced level.
	E3 Adequate	Guiding questions are helpful, but teachers may need to use other sources to allow for the most relevant higher level questions.
Level of Conceptual Development <i>Strong conceptual development is evident.</i>	E1 Strong	National Geographic is known for telling stories. Difficult, complex topics are not simply presented as key terms; they are presented as part of the larger story of American government and history.
	E2 Strong	
	E3 Strong	
Authentic Learning Opportunities <i>Authentic problem solving, examples application of knowledge are provided.</i>	E1 Strong	Critical Thinking Simulations place students in real life situations.
	E2 Strong	Questions in reviews, or activities, are not simply rote memorization. Questions are scaffolded to lead students to a deeper analysis and higher level / historical thinking applications.
	E3 Adequate	

OTHER CONSIDERATIONS

Teacher Support <i>Teacher resources provide adequate ideas and support for lesson planning, content explanations, etc.</i>	E1 Strong	Effective teacher's guide is user-friendly. Cengage will provide free support to ACE teachers.
	E2 Strong	
	E3 Strong	
Content Accuracy <i>The content/information is accurate.</i>	E1 Strong	Scholarly research equates to rich, accurate content throughout the text.
	E2 Strong	
	E3	

Formally adopt the “Shaping the Modern World II” course



RECOMMENDATION:

Formally adopt the “Shaping the Modern World II” course for students in 10th grade (enrolled in Academic, MYP, Honors, or MYP Honors), beginning in the 2023-24 school year.

Name: Doug Kirchner	Level: High School	Subject Area: Social Studies	Curriculum Recommendation Period: Spring 2023
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Reason(s) for Recommendation

1. This recommendation is designed to formally adopt 10th grade Shaping the Modern World II, which is currently a pilot course, and is a component of our overarching [USCSD social studies redesign](#) for students in grades 5-11.
2. Shaping the Modern World II serves as the second half of two Shaping the Modern World courses, which present in-depth, year-long explorations of major world regions and interconnected global systems. Built on the multi-disciplinary approach of the [C3 Framework](#), the curricular model of National Council for the Social Studies (NCSS), the course explores the culture, history, physical geography, politics, and economics of major world regions.
3. In order to reach the mission of our social studies redesign to develop “civically engaged students” who “take an empowered role in their world,” our students must know and understand the people, places, and cultures around them. Four essential questions will be addressed:
 - What are the most distinguishing physical and political geographic features of this region?
 - How have the major trends and concepts in history impacted the development of this region?
 - What are the geopolitical and cultural factors that continue to produce opportunities, challenges and conflicts in this region?
 - How are the regions of the world interconnected?

To answer these critical questions, themes will be explored in each region: history, culture, physical geography, politics, economics, the interconnections between places and people as well as the narrative of the human experience in the modern world. Regions to be studied include the Middle East, South Asia, Southeast Asia, East Asia, Africa and Latin America. This is a natural sequence from Shaping the Modern World I where students will study these themes as they pertain to North America (particularly the U.S.), Europe, and Russia.

4. During the pilot phase of the course, close collaboration among teachers (at all levels: Academic, MYP, Honors, and MYP Honors) provided in-sync, structured learning opportunities for students. All students in Shaping the Modern World II are exposed to identical content and learn the same types of historical thinking skills (e.g., analyzing sources, making/supporting claims with evidence, exploring patterns of continuity/change), while varying in a manner that is appropriate for the course..

Implementation Steps

1. Seek administrative approval.
2. Provide summer workshop time for teachers to continue to determine successes/areas of need from the pilot phase of the course, along with potential next steps for the course (e.g. update Rubicon Atlas, PBA-planning that can serve as precursors to learning experiences in 11th grade courses).
3. Continue to work with USCSD social studies colleagues, both at the high school and middle school level, to monitor our scope and sequence (related to both content and skill development).
4. Continue to work with colleagues from other disciplines to determine areas of overlap and potential interdisciplinary learning experiences.

Cost

Up to 18 summer workshop hours x 3 teachers (at \$34.71 per hour) = \$1874.34

Administrative Reaction

Approved. It is gratifying to see the finalization and implementation of multi-year revisions to the high school social studies curriculum. All who were involved are to be commended on this collaborative and meaningful effort.

1 Year in Review

"Mythology and Folklore" (Social Studies elective) feasibility study



RECOMMENDATION:

Study the feasibility of a one-semester social studies elective course for 11th and 12th grade students titled "Mythology and Folklore."

Name: Doug Kirchner/Steve Torquato	Level: High School	Subject Area: Social Studies	Curriculum Recommendation Period: Spring 2023
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Reason(s) for Recommendation

1. This recommendation seeks to determine the feasibility of a one-semester elective course, which would immerse students in classical/cultural history through the analysis of myth, legends, and folklore.
2. While the course would be rooted in PA social studies standards and has been taught in other districts already, a feasibility study would help ascertain its place in USC's broader "humanities" curriculum and scope/sequence.
3. An initial [interest survey](#) taken by a sample of 123 current 11th ACE and AP U.S. History students suggest strong support for and curiosity about the course, particularly as an elective during their senior year.
4. Several overarching targets of a potential Mythology and Folklore elective are listed below:
 - a. Discuss the historical and cultural background of world mythology including the relationships between social structures, religion, philosophy, and culture in diverse world cultures.
 - b. Analyze common mythological themes, stories, symbols, and characters to illuminate important social mores/folkways across a series of classical / historical civilizations.
 - c. Compare the historical/cultural significance of mythology and its effects on the development of current societies and pop culture.
5. Several goals of a potential feasibility study include:
 - a. Determine course structure that supports and extends students' understanding of myth studies from the 10th grade curriculum.
 - b. Organize a collection of resources to develop student choice in the curriculum centered on the selection of civilizations and cultures of interest.
 - c. Develop an analytical framework, using the works of prominent myth historians and social scientists, that students can apply to the legends discussed in class.
 - d. Evaluate where the course fits within the Social Studies Redesign and English Curriculum.
 - e. Analyze data collected from the initial interest survey.

Implementation Steps

1. Seek administrative approval.
2. Provide summer workshop time for 1 social studies teacher.

3. Conduct research in Fall 2023.
4. Present findings at the “fast-track” Preliminary Panel in Fall 2023.

Cost

12 summer workshop hours x 1 teacher (at \$34.71per hour) = \$416.52

Administrative Reaction

Approved. Student interest/enrollment, staffing considerations, and examination of the English curriculum will be important considerations in determining the feasibility of this course.

1 Year in Review

Gifted Education

Middle School Gifted Education Curriculum Review/Revision



RECOMMENDATION:

Review and revise the 5-8 gifted curriculum and identify potential new program offerings.

Name: Dr. Cassandra Doggrell, Dr. Lauren Madia	Level: Middle School	Subject Area: Special Ed / Gifted Ed	Curriculum Recommendation Period: Spring 2023
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Reason(s) for Recommendation

1. In Pennsylvania, gifted education can be in the form of enrichment and acceleration, both of which are determined and focused on enhancing the individual strengths of students.
2. The 5-8 gifted curriculum/programming offerings have been developed collaboratively between gifted teachers, based on students' goals and individual needs.
3. The work involved in this recommendation would also serve to enhance vertical alignment between elementary and middle school offerings.
4. The department needs to examine students' individual strengths and needs, and examine its current units and programmatic offerings to assess their usefulness and appropriateness in a gifted education program.
5. Other programming options exist, partially as a result of increased technology access and expanded offerings from organizations/agencies that target gifted learners.
6. A team of state gifted leads offers technical assistance to support districts' work in this area, including improving the individualization of gifted learners' programs.

Implementation Steps

1. Administrative approval.
2. Review each of the 5-8 gifted units and program offerings for usefulness with consideration to students' strengths and areas of interest.
3. Articulate the 5-8 gifted curriculum for the 2023-24 school year, focusing on alignment of offerings to student needs.
4. Explore other potential programmatic offerings that could be pursued via partnership, subscription, or further internal curricular development.
5. Confer with the state technical assistance team as needed.
6. Develop additional curriculum recommendations as needed.

Cost

Three days of workshop rate for four middle level teachers (6 hours/day x 3 days x 4 teachers x 34.71 workshop rate = \$2,499.12)

Administrative Reaction

Approved. Meeting the needs of all learners remains a critical goal of our school district.

1 Year in Review

Expressive Arts

Middle School Expressive Arts



RECOMMENDATION:

Implement year one of a three-year revision process to the middle school expressive arts programming to include the pilot of CAPS courses (*Consuming and Producing Successfully in My World*) in grades 5, 6, 7, and 8, along with expressive arts electives in grade 8.

Name:
Administration

Level:
✓ Middle School

Subject Area:
Other

Curriculum Recommendation Period:
Spring 2023

Reason(s) for Recommendation

1. A recommendation to study middle school expressive arts programming was approved during the Fall 2022 fast-track curriculum process. Implementation steps have been followed including the formation of a committee who determined the purpose and goals of expressive arts programming and identified areas of strength and need. Additionally, the administrative feedback to this recommendation was to consider a multi-year process to which the committee agreed.
2. Through the committee's examination of the current expressive arts program, the following goals were established to guide decision-making. Expressive arts programming in USC should:
 - provide expressive, hands-on offerings that promote creativity
 - build resiliency in an enjoyable and safe environment where failure is expected and accepted in order to reach success
 - maximize the good that we have in terms of staff and spaces
 - allow students to explore new/variety of content and to choose to go deeper into areas of interest
3. Since the time of the fall recommendation, three professional staff retirements have been made official in the expressive arts areas. This created an immediate need to determine course offerings for the fall of 2023 and to hire appropriate staff.
4. Through a great deal of brainstorming, research, and discussions, the idea to implement the CAPS coursework was reached. The following benefits of these course were identified
 - provides exposure to content related to high school offerings in this area
 - allows for desired content of current EA offerings to be absorbed into these courses in a new manner
 - allows for the creative use of technology skills while learning content and creatively solving problems

- utilizes a tremendously innovative local resource -Junior Achievement Biz Town
- creates connected content experiences from grades 5 though 8
- grants the opportunity for future integration of SHOP@USC

5. The description and goals of the CAPS courses are as follows:

Grade 5

CAPS -

Intro to Info

Consuming and producing in an informational society

Students learn the necessary research and problem-solving skills to find and consume accurate and relevant information to creatively produce and present solutions to problems through a variety of media and modalities.

Grade 6

CAPS I

Consuming and producing in a free enterprise society

Students gain an understanding of the roles of citizens in a free enterprise society and participate in a final simulation that provides them the opportunity to experience this world (Junior Achievement Biz Town Curriculum).

Units: Financial literacy; Community and Economy; Work and Career Readiness; Business Management; Simulation Visit to Biz Town

Grade 7

CAPS II

Consuming and producing in free enterprise society

Students will experience a life simulation in a competitive market-based economy.

Students will form and build companies in which each student fills a particular role and needs to complete certain tasks to help lead their business to success.

Simultaneous to supporting their company, they also need to support themselves by using their income to build their personal lives. Students will maintain a budget for their personal expenses and make numerous choices throughout the course with financial implications.

Grade 8

CAPS II

(described above)

2023-24

Elective courses related to CAPS

2024-25

Will be developed throughout the 2023-24 school-year

6. The decision to offer eighth grade electives in the expressive arts area had been identified as a desirable goal. The electives will fall into the areas of music, art, STEAM, communication, and CAPS, allowing students to delve into special and more discrete aspects of these content areas. Elective courses will run in three or six week sessions. Students will be required to make at least one selection in each of the core expressive arts areas.
7. Consideration was also given to including band and orchestra into the school day. It has been a goal of the District to provide this opportunity, while not taking away students' ability to participate in other Expressive Arts Programming. The eighth grade elective program will allow students to select band or orchestra electives during times of the year when performances will be held. Additional study of the integration of this programming into the school day will continue.

Implementation Steps

Year 1 - 2023-24

1. Seek administrative approval.
2. Develop and pilot CAPS at grades 5, 6, 7, 8 for the 2023-24 school year.
3. Develop and pilot electives at 8th grade including band and orchestra.
4. Continue to evaluate performing arts intensive inclusions in EA rotation in grades 7 and 8.
5. Develop CAPS electives for the following school year.
6. Evaluate the new programming and make necessary recommendations in the spring of 2025.

Year 2 - 2024-25 *(tentative)*

1. Add new CAPS elective choices to 8th grade.
2. Study all EA offerings to determine enhancements and common connections related to creativity and problem solving. Develop ideas and make recommendations for implementation.

3. Revise Communication Arts (CA) - revise to be creative communications
4. Research robotics, computer science, the area of artificial intelligence for potential future offerings.
5. Evaluate CAPS courses and make recommendations for refinement or change.

Year 3 - 2025-26 *(tentative)*

1. Implement/Pilot EA changes, refinements and any recommendations made at the end of year 2

Cost

Costs estimated at \$6,000 for Summer, 2023

Administrative Reaction

Approved. Continuing to evaluate new programming and refinements throughout this change is encouraged.

1 Year in Review

Music

Band and Orchestra Pilot



RECOMMENDATION:

Pilot a restructuring of the delivery models in music programming in grades 4-8 to include an adjustment of when instruction will begin for students in orchestra and band

Name: Dr. John Seybert Administrators Grades 4-8	Level: ✓ Elementary and Middle School	Subject Area: Music	Curriculum Recommendation Period: Spring 2023
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Reason(s) for Recommendation

1. In 2020, a curriculum recommendation was approved to complete a multi-year review of music programming in the district to identify strengths and recommendations for adjustments to curriculum, instruction, programming, and delivery models. One of the objectives of the 2020 recommendation was to examine the identified areas of concern regarding the scheduling related to band and orchestra lessons and ensemble offerings at the middle school level.
2. The district worked with a private consultant to review the music programming within the district. Though the consultant provided a series of recommendations, the recommendations would have required significant changes to schedule, structure, and overall philosophy pertaining to available options for students at the middle school level. Based on the current research of successful programs nationwide, the consultant made specific recommendations concerning beginning orchestra and band instruction. This recommendation limits the selection process to one discipline.
3. According to an analysis of student enrollment in orchestra and band programs, the district has identified specific trends that correlate directly with when new offerings are made available to students and when students transition to a new building. A trend has been observed between third and fourth-grade orchestra enrollment. A significant decrease occurs in orchestra enrollment between 3rd and 4th grade. Currently, in 3rd grade, 149 students participate in the orchestra while in 4th-grade 57 students participate. This decrease is caused primarily by introducing band offerings beginning at the 4th-grade level and students choosing to transition to a band offering.

Currently, the 4th-grade band program includes 111 students and 5th grade band includes 78 students. Based on the review of the trending data, programmatic adjustments and shifts are recommended. As a result, strings instruction will begin at the 4th grade level. Given the adjustment to orchestra program implementation, instruction on woodwind, brass, and percussion instruments will begin in 5th grade

4. The adjustment to when programs will begin for students will allow for an intentional focus on beginning Band opportunities (i.e., small group instruction and ensemble experiences) in 5th grade. In addition to their developmental level to perform on brass and woodwind instruments, the additional time for lessons and ensemble experiences during the school day would provide opportunities for students unable to participate outside the school day. This would also provide additional time to focus on individual and small group instruction for the students to increase their level of achievement.

5. A restructuring pilot is also necessary to address ongoing concerns related to the scheduling of band and orchestra offerings at the middle school level. Currently, in grades 5 and 6, students receive band instruction during one of the expressive arts classes in a six day rotation. In a six day rotation, expressive arts instruction is scheduled three times and one of the scheduled times is when a student would go to band or orchestra small group instruction. In grades 7 and 8, students are scheduled to receive instruction once in a six day rotation on a rotating schedule from week to week. As a result, students are choosing between band/orchestra and content area classes. Though an adjustment in programming is occurring, all staffing levels in the music department will remain consistent at this time.

The adjustments and restructuring will address some of the concerns related to when individual or small group instruction is provided. Additional considerations will be made related to the scheduling of ensemble practices. In addition, the restructuring will still afford students the opportunity to have the choice to participate in three areas: orchestra, band, and chorus. The availability to still have choice is a unique characteristic of the middle school music program.

6. Based on data and further review of scheduling, the pilot restructuring will provide time for ongoing analysis of impact on enrollment, student feedback, and growth of the identified programs.
7. In January 2023, a curriculum recommendation was approved to conduct a multi-year study and review of the middle school expressive arts program. The ability to restructure, pilot, and analyze changes in grades 4-8 music programming could provide additional opportunities related to the middle school expressive arts program and enhanced music offerings within a restructured expressive arts program.

Implementation Steps

1. Seek administrative approval.
2. Review changes with staff.
3. Finalize schedules.
4. Provide summer workshop time for staff.
5. Update student handbooks and communication.
6. Conduct a mid-year review of the recommendation to determine any minor adjustments for the following school year. It will be necessary to continue to pilot the implementation adjustments over several years to determine overall effectiveness on student enrollment, student feedback, and course enrollment at the high school.
7. Collect informal feedback from students, parents/guardians, and teachers as part of the ongoing review. In addition, teachers will provide feedback related to student skills (strengths and needs) for the District to evaluate quality of the restructuring for students while also reviewing quantity related to student enrollment.
8. After ongoing review, determine the development of a curriculum recommendation finalizing the program structure.

Cost

3 teachers at 6 hours each=18 hours x \$34.71=\$624.78

Administrative Reaction

Approved. It is wonderful that creative solutions for improving the scheduling for instrumental music have been reached. Monitoring of the effectiveness of the schedule change will be important.

1 Year in Review

Business

Pilot College in High School Courses in Business



RECOMMENDATION:

Pilot two Robert Morris University Business Academy College in High School (CHS) courses with the intention of developing an Upper St. Clair High School Business Program for the spring of 2024.

Name: Dr. Tim Wagner and Mrs. Amy Pfender	Level: High School	Subject Area: Other/Business	Curriculum Recommendation Period: Spring 2023
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Reason(s) for Recommendation

1. A 2021 fast track curriculum recommendation initiated a research process intended to make recommendations for reimagined business course offerings.
2. Research was conducted by (a) meeting with high school faculty (spring 2022), (b) learning from local higher education institutions (spring 2022), (c) reviewing student data from Naviance, the school counseling tool used to support students' post-secondary planning (spring/fall 2022), and (d) meeting with high school students who are involved in the *Future Business Leaders of America Club* (spring 2023).
 - a. A team of teachers convened and discussed current offerings and potential needs related to business education. An articulated list of possible course offerings and a series of programmatic next steps was an outcome of this collaboration.
 - b. Faculty from Robert Morris University and Washington & Jefferson Colleges were interviewed in order to understand how to best prepare our students for postsecondary education. Robert Morris University faculty identified critical content for our students. Washington & Jefferson College faculty identified key skills and dispositions that might be honed in preparation for business-related training.
 - c. Cohort data from Naviance continues to indicate that 20% or more of Upper St. Clair High School graduates report that they would pursue a business-related major in college. This includes, but is not limited to, majors in accounting, business administration, economics, finance, and marketing.
 - d. An in-person student focus group and a survey (sent to 57 students) collected feedback regarding student perspective on desired course and experiential/programmatic offerings. The survey emphasized what a current student would see as meaningful preparation for college and/or career aspirations. This student feedback represented the ideas of those who had an expressed interest in business (*Future Business Leaders of America* participants).
3. Based on research and an expressed needs assessment, Financial Accounting was identified as a course to pilot as part of the Robert Morris University Business Pathway Program. Based on follow-up in summer 2023 with students and families, a second course may include: Law Business, & Society, Management Theory & Practice, Managerial Accounting, or Creating Workplace & Personal Value. Providing these courses would expand our existing and already successful CHS programming. Our existing CHS courses have been beneficial for students, and these courses would give students who want to earn college credit additional opportunities.
4. Each of these Robert Morris University CHS courses transfers as three credits at RMU and many other colleges and universities. The RMU School of

Business is accredited by The Association to Advance Collegiate Schools of Business (AACSB). AACSB accreditation is nationally recognized as highly rigorous and is looked favorably upon by employers.

5. Per recent legislation, all public school districts are required to engage in dual credit agreements with institutions of higher education and such agreements should serve a wide range of students and student interests. Dual credit coursework agreements will be reflected in the District's comprehensive plan and such courses are required to be weighted as other higher-level (AP, IB) coursework.

Implementation Steps

1. Seek administrative approval.
2. Update the *Program of Studies*.
3. Update Rubicon Atlas to include modifications.
4. Seek approval for Memorandum of Understanding with Robert Morris.
5. Review staffing and scheduling; approve and train one teacher to teach the CHS courses through Robert Morris University.
6. Provide summer hours for course development.
7. Purchase textbooks approved by Robert Morris University.
8. During the summer of 2023, meet with counselors to review student schedules and identify students who may be interested in enrolling in the pilot CHS elective courses in spring of 2024.
9. Subsequently, communicate with students and parents about the new CHS offerings and how to enroll in the courses for elective credit and/or elective/college credit.

Cost

1. Summer workshop: no more than 60 hours x \$34.71 per hour = no more than \$2,082.60
2. Approved textbooks: 25 students x 2 courses = 50 textbooks = \$8,900.00

Administrative Reaction

Approved. It is important to utilize data to evaluate and implement educational programming in order to provide students with opportunities that prepare them for post-secondary experiences.

1 Year in Review

Leadership

Study Leadership Academy Phase IV, to include a University of Pittsburgh College in High School (CHS) leadership course.



RECOMMENDATION:

Study Leadership Academy Phase IV, to include a University of Pittsburgh College in High School (CHS) leadership course.

Name: Administration	Level: High School	Subject Area: Other	Curriculum Recommendation Period: Spring 2023
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Reason(s) for Recommendation

1. The High School Leadership Academy has been a credit-bearing summer enrichment experience since 2010. The Upper St. Clair Leadership Academy welcomes all students, embracing a philosophy that students are leaders because at the very least, they lead their own lives.
2. At the high school, students may earn up to three elective credits by completing one Leadership Academy phase each summer over three summers (Leadership Academy Phases 1, 2, and 3).
3. Leadership Academy Phase 4 was originally launched in 2013 with the partnership of St. John's Memorial School, located in Placencia, Belize. Phase 4 has served as a capstone experience that has included local, regional, and international partnerships, several of which included overnight travel. The nature of the four-year course sequence, and in particular its capstone, warrant a study. Partnership opportunities, as well as the ways that students apply their learning from Phases 1, 2, and 3 during a Phase 4 capstone, continue to evolve. Gauging faculty and student needs through program evaluation is valuable at this time.
4. It is our expectation to provide a strong, yet equitable, culminating experience for all students. University of Pittsburgh offers a *Theories of Leadership* 3-credit CHS course that is designed to acquaint students with multiple theories and practices associated with effective leadership. It examines such theories as situational, participative, transformational, and servant leadership - all of which should be familiar to students that complete Phases 1-3. University of Pittsburgh grades earned in CHS courses appear on an official University of Pittsburgh transcript, and the course credits are likely to be eligible for transfer to other colleges and universities.
5. Ultimately, a revised phase IV experience that includes college credit may be connected to existing school year programs, including but not limited to The Certificate of Global Fluency, the STEAM Pathway Program, and the Business Program (to be launched in spring 2024).

Implementation Steps

1. Examine course enrollment over time and look for patterns within and across all four phases.
2. Review the current curriculum for Phase 1, 2, and 3 summer Leadership Academy.

3. Review the past and current Phase 4 partnerships, and study other potential partnerships in the future.
4. Review the College in High School (CHS) *Theories of Leadership* course at the University of Pittsburgh and connect with peer districts that offer the course.
5. Per recent legislation, all public school districts are required to engage in dual credit agreements with institutions of higher education and such agreements should serve a wide range of students and student interests.
6. Propose pilot or implementation adjustments for the 2024 summer Leadership Academy experience, including an update of the *Program of Studies* (if warranted) for any of the respective phases that include significant course or curricular adjustments.

Cost

Summer Study — 4 teachers x 12 hours x \$34.71 = \$1,666.08

Possible CHS Course Development — 1 teacher x 30 hours x \$34.71 = \$1,041.30

Administrative Reaction

Approved. This is a unique and thoughtful way to potentially refine and enhance the leadership academy programming by giving students a wide variety of experiences and theories on leadership.

1 Year in Review

Wellness

High School Wellness Education



RECOMMENDATION:

As part of a multi-year revision of health and wellness curriculum and programming, a revision to the curriculum and programming will integrate health and physical education through a standardized wellness curriculum that includes a pilot of *Glencoe Health 9-12* and supplemental materials.

Name: Amy Pfender, Brad Wilson, Judy Bulazo, Dan Beck, Lauren Madia, Betsy Hess	Level: High School	Subject Area: Wellness Education	Curriculum Recommendation Period: Spring 2023
Reason(s) for Recommendation <ol style="list-style-type: none">1. As identified with the Spring 2020 curriculum recommendation, the Upper St. Clair School District has recognized the need for enhanced and increased programming related to health and wellness. The landscape of student well being, locally and societally, has changed significantly since the existing structure and curriculum were put into place. As a District, we are committed to being responsive to student needs, as well as delivering on the expectation of providing a quality, impactful curriculum in all content areas. Since the Spring 2020 recommendation, extensive research has been completed to identify the best ways to provide high quality and impactful curriculum and programming for students. This research included consideration of current programming, mandates, and standards.2. The Pennsylvania State Department of Education is set to release updated Academic Standards for Health, Safety, and Physical Education. Proposed Standards include outcomes in the following areas: <i>Alcohol and Other Drugs, Nutrition, Personal Health, Mental/Emotional Health, Physical Health, Healthy Relationships/Sexual Education, Tobacco Education, Violence Prevention, and Safety/Injury Prevention</i>. These nine areas provided a framework for considering course design and curricular resources. While specific Academic Standards are not official, these topics are recognized by the District as crucial components of responsive health programming for our students.3. In addition to proposed updated Academic Standards, the High School's adoption of a block schedule has provided an opportunity to examine the structure and delivery of the Health and Wellness courses. It is logical to structure the course in a manner that best utilizes the block schedule. It has been determined that the integration of health and physical education into a combined course will best utilize students' time while meeting students' instructional needs in Health, Safety, and Physical Education. Students will benefit from integrated courses that show connections between classroom learning and lifelong wellness and fitness. In this yearlong integrated course model, students will have the opportunity to enhance the strong connections with their health and physical education teachers.4. Foundational Health Education programming will take place in 9th grade Wellness Education courses, while subsequent topics will be strategically placed and explored in more depth in tenth and eleventh grade to meet the developmental needs of the students as they enter young adulthood. As such, the first phase of this recommendation includes a scope and sequence of instruction for 9th grade, with grades 10 and 11 to follow in the next two school			

years, respectively. While the amount of instructional time in Wellness Ed will not change across 9th-11th grade, there will be increases in the amount of time spent on Health Education in grades 10 and 11 in the future.

5. In order to ensure consistent and high quality instructional experiences for students, research was done to identify a textbook that could be used as a primary curricular source. The textbook identified for piloting is [*Glencoe Health \(2022\)*](#), a market-leading textbook used by many peer districts and noted for its age-appropriate, standards-aligned content. A thorough review of this textbook revealed many strengths in terms of content, standards-alignment, usability, and instructional resources. Teachers have begun to identify the content that will be used in each grade level and have identified topics which will necessitate the use of additional, supplemental instructional materials in alignment with the supplemental materials administrative regulation.
6. Given the rapidly evolving nature of some health topics (i.e., vaping/e-cigarettes), high-quality, age-appropriate supplemental resources are needed for some content. Identified supplemental materials include but are not limited to: *Stanford Tobacco Toolkit* and *Everfi Health and Wellness*.
7. Upon identifying *Glencoe Health* as a core text, a scope and sequence of instruction was developed with regards to the 9th grade integrated wellness course. In addition, thoughtful consideration has been given to the physical education lessons/units that will be taught in 9th grade. Each class meeting will include time for both health and physical education, and, when possible, connections will be made between both components. Updated physical education lessons will engage students and expose them to a variety of ways to incorporate life-long wellness into their lives.

Implementation Steps

1. Seek administrative approval.
2. Convene a summer work project to develop lessons that include core and supplemental instructional materials and build out the 9th grade Integrated Health and Wellness Canvas course.
3. Update Rubicon Atlas.
4. Purchase books.
5. Continue to identify unique opportunities and school wide programming that will reinforce curricular topics for all students.
6. Begin analysis and development of 10th grade Q1 lessons during the 2023-2024 school year..

Cost

Summer Work Project to develop lessons [3 teachers x 12 paid hours each x \$34.71] = \$1,249.56 (36 hours)
80 copies of textbook (2 class sets of 40 each) + student licenses + 4 teacher textbooks and licenses + 2 hours of PD = \$3310.82

Administrative Reaction

Approved. Meeting the health and wellness needs of our students has become increasingly more important as we work to help our students navigate a post-pandemic world.

1 Year in Review