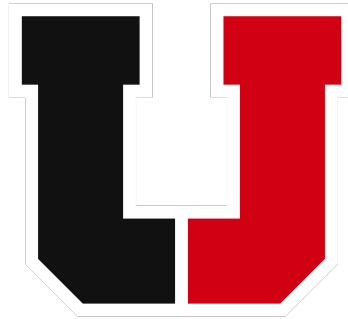# Upper St. Clair School District
Spring 2022 Curriculum Recommendations
June 6, 2022

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

	BOARD APPROVAL	FOR YOUR INFORMATION
ENGLISH LANGUAGE ARTS		
Revise the grade 3 spelling curriculum.	√	
Revise the grade 4 Text-Dependent Analysis (TDA) curriculum.	√	
Adopt *Frankenstein* by Mary Shelley as a core text for AP English Literature and Composition.	√	
Adopt *Just Mercy (Young Adult Adaptation)* by Brian Stevenson as an option in the Honors English 9/MYP Honors English 9 Supplemental Reading Program.	√	
MATHEMATICS		
Begin a comprehensive selection process and evaluation of programming for the elementary mathematics curriculum.		√
Investigate the expansion of the pilot of the MAP Accelerator program for 5th, 6th, and 7th grade for students who need math intervention services.		√
Pilot select *Illustrative Math* Geometry and Algebra II resources for the geometry and algebra II courses.		√
SCIENCE		
Pilot *Discovery Education TechBook* as a textbook resource for Biology, Chemistry and Conceptual and Academic Physics for the 2022-23 school year.		√
SPECIAL EDUCATION / GIFTED EDUCATION		
Review and revise the K-4 gifted curriculum and identify potential new program offerings.	√	
Offer *Integrated Math I* course for special education students.	√	

STEAM		
Further refine and develop the STEAM Academy Framework to prepare students for utilization of this tool for guidance in planning a comprehensive high school STEAM experience.	√	
WORLD LANGUAGE		
Revise the Spanish 3 *Preterit Verbs Grammar Unit* to focus on context grammar instruction utilizing a pilot of short texts from *Fluency Matters*.		√
Adopt the AVANT testing as a way of officially assessing student proficiency.	√	
Pilot the usage of *Denk Mal!* for the Honors German 5 course.		√

Table of Contents

English Language Arts

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2022-2023

Name: Jessica Kenny

Area: English Language Arts

Level: 3rd Grade

Date: Spring 2022

Curriculum Recommendation

Revise the grade 3 spelling curriculum.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Our knowledge of the PA Core and the expectations necessary for the upper elementary levels continues to grow. Data from student performance and evidence-based information gained through professional development experiences has prompted a need and desire for continued refinement of this curricular area. 2. The ability to spell correctly is an essential trait of literate people. It is our curricular responsibility to best educate our students how to spell effectively and accurately within their writing based on their needs and reading levels. 3. Spelling instruction needs to be systematic and explicit. Research supports that word study needs to be an integral part of a spelling program in order for students to derive patterns within words. 4. Teachers have expressed a need to revise the existing spelling curriculum to incorporate word study and developmentally appropriate materials in order to better meet the needs of their learners. 5. Grade 4 spelling curriculum was board-approved and revised for the 2021-2022 school year. Revising the grade 3 spelling curriculum will provide cohesive and successive spelling instruction from grade 3 through grade 4.	1. Seek administrative approval. 2. Research best practices in spelling and word study instruction. 3. Convene a team of teachers with representation from each building to begin the curriculum revisions and create differentiated spelling lists during the summer. 4. Implement and provide professional development surrounding the revised curriculum before and during the 2022-2023 school year.	Summer workshop time for 6 teachers at $30.20 per hour for 2 days = $2,174 Professional materials for 15 teachers at $40.00 per PD book = $600	Approved. This logical and great next step given the success of change at fourth grade.

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Name: Jessica Kenny

Area: English Language Arts

Level: 4th Grade

Date: Spring 2022

Curriculum Recommendation

Revise the grade 4 Text-Dependent Analysis (TDA) curriculum.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Our knowledge of the PA Core and the expectations necessary for the upper elementary levels continues to grow. Data from state testing has prompted a need and desire for continued refinement of this curricular area. 2. Close reading is an important skill when reading and analyzing any text. It allows readers to understand texts more deeply. When writing a TDA, students must read and reread the text closely. The PA Core Standards emphasize the reading and rereading of texts with a purpose, as well as require students to produce evidence-based analysis of texts. This skill is necessary within and across content areas. 3. Writing is an important skill for communication. Writing is critical to expressing ideas and sharing information with others. Students must write to express learning and show application of skills in all academic areas. The PA Core Standards emphasize writing within and across content areas. 4. TDA instruction needs to be explicit and provide strategies to analyze texts and convey student analysis in writing.	1. Seek administrative approval. 2. Research best practices for instructional strategies to teach close reading, analyzing, and writing based on research and instructional strategies shared at TDA Workshop at AIU. Outline the important curricular and instructional elements of the process. 3. Convene a team of teachers with representation from each building to begin the curriculum revision process during the summer. 4. Review and update the scope and sequence to align with curriculum revisions. 5. Implement and provide professional development surrounding the revised curriculum before and during the 2022-2023 and 2023-2024 school years. 6. Provide training for teachers through staggered enrollment in Text-Dependent Analysis Workshop at AIU. All 4th grade staff training to be completed within 2 school years. Possible third year of training for itinerant staff.	Summer workshop time for 6 teachers at $30.20 per hour for 2 days = $2,174 Text-Dependent Analysis: Effective Instructional Practices @ AIU: 6-7 teachers at $600 each = $3,600-$4,200 per year	Approved. Committing to training that helps teachers to instruct students in the important skill of analyzing text is worth time, effort, and support from the District.

Name: Jessica Kenny

Area: English Language Arts

Level: 4th Grade

Date: Spring 2022

Curriculum Recommendation

Continued - (2/2) Revise the grade 4 Text-Dependent Analysis (TDA) curriculum.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
5. Teachers have acknowledged the challenge for students when writing TDAs and see the need for updated curriculum in order to better meet the needs of their learners.			

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2022-2023

Name: Melissa Tungate

Area: English Language Arts (ELA)

Level: High School

Date: Spring 2022

Curriculum Recommendation

Adopt *Frankenstein* by Mary Shelley as a core text for AP English Literature and Composition.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The College Board Course and Exam Description for AP English Literature and Composition advisees including works of literature from a variety of time periods and authors, and *Frankenstein* was written by Mary Shelley in 1819. There are no other full-length texts (and very few texts) from the early 19th century in the course, and this time period is cited as the most challenging for students on the AP Literature Exam. 2. *Frankenstein* provides students with an opportunity to identify and describe point of view in a narrative and examine how narrative perspective impacts the story while also allowing students to examine a fragmented and framed narrative plot structure. Analyzing and discussing these characteristics are essential AP English Literature skills. 3. Because of its variety of themes, characters, and structure, *Frankenstein* is one the most cited works on the literary argument analysis essay on the AP English Literature exam. 4. This core text can be added without removing any other core materials for the course by adjusting the length of second semester units.	1. Seek administrative approval. 2. Update Rubicon Atlas. 3. Develop an instructional unit, including assessments. 4. Purchase books for implementation in the Fall of 2022.	Cost of books: Approx 20 X $18 = $360	Approved. Attention to AP requirements and that which helps students to be successful is a critical and driving force of this recommendation.

Name: Melissa Tungate

Level: High School

Area: English Language Arts (ELA)

Date: Spring 2022

Curriculum Recommendation

Adopt *Just Mercy (Young Adult Adaptation)* by Brian Stevenson as an option in the Honors English 9/MYP Honors English 9 Supplemental Reading Program

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The current list of 32 books in the Honors English 9 Supplemental Reading Program has been reorganized into the thematic units of Justice/Prejudice, Identity/Relationships, and War/Peace. These units intentionally tie the student-selected supplemental texts to the topics and discussions of the core texts *To Kill a Mockingbird*, *Romeo and Juliet*, *A Long Way Gone*, and *Lord of the Flies*. 2. *Just Mercy (Young Adult Adaptation)* by Brian Stevenson is a 2014 nonfiction text examining the author's personal experiences as a lawyer advocating for the wrongfully accused on death row. The book examines themes closely associated with *To Kill a Mockingbird* and will serve as an optional text in the Justice/Prejudice unit.	1. Seek administrative approval. 2. Purchase copies of *Just Mercy*. 3. Update Rubicon Atlas. 4. Offer as an option in Fall 2022.	85 copies at $21.00 = $1,785	Approved. The ongoing process of enhancing the supplemental reading program by matching texts thematically to core selections is helpful in providing students with the opportunity to make meaningful analytic connections between texts. Communication of text content to support student selection of supplemental texts should continue.

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Name: Melissa Tungate

Area: English Language Arts (ELA)

Level: High School

Date: Spring 2022

Curriculum Recommendation

Continued - (2/2) Adopt *Just Mercy (YA)* by Brian Stevenson as an option in the Honors English 9/MYP Honors English 9 Supplemental Reading Program

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
3. The addition of *Just Mercy,* a thematically complex text, reinforces the curricular goal of rigorous analysis and provides students the opportunity to synthesize concepts across different pieces of literature. This text also provides a nonfiction option for students interested in further developing informational-analysis skills through a contemporary work.			

Math

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2022-2023

Name: Shannon Dominick

Area: Mathematics

Level: Elementary

Date: Spring 2022

Curriculum Recommendation

Begin a comprehensive selection process and evaluation of programming for the elementary mathematics curriculum.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. 1. The current elementary math curriculum consists of the *2012 enVisionMATH* (Pearson/SAAVAS) program in grades 2-4, *2016 enVisionMATH* in grade 1, and the *2012 Investigations* (TERC) program in kindergarten. 2. While the current math curriculum is not strongly textbook driven, it does provide a structure for coverage of all PA Standards, framework for pacing, and a consistent foundation from which to customize and build upon. 3. Beginning in the 2019-2020 school year, elementary teachers participated in extensive professional development trainings focusing on the instructional techniques of math consultant, Greg Tang. These strategies specifically target foundational math skills in visualization, number sense, critical reasoning, and problem solving. A team of elementary teachers and the Math Curriculum Leader developed district pacing calendars and instructional guides that integrate key strategies and techniques into the established set of objectives for each grade level. This blended mathematical approach drives the math curriculum and instruction at the elementary level.	1. Seek administrative approval. 2. Appoint Math Curriculum Selection committee which includes representatives of each grade level and a balance of members from the 3 elementary buildings. 3. Provide summer workshop and curriculum time necessary to support the preliminary stages of this recommendation. 4. Research and review potential math programs which will include, but are not limited to: • *enVisionMATH* 2020 (SAAVAS) •*Into Math* 2020 (Houghton Mifflin) •*Reveal Math* 2022 (McGraw Hill) •*TangMath* 2021 (TangMath.com) •*EngageNY* 2015 (NYSED) •*Eureka Math* 2015 (Great Minds)	Summer and school year workshop pay for teachers at $30.20 per hour.	Approved. The age of the current text along with recent professional development for teachers makes this a timely recommendation. As with all comprehensive text recommendations, a careful and detailed review process will be utilized.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2022-2023

Name: Shannon Dominick

Area: Mathematics

Level: Elementary

Date: Spring 2022

Curriculum Recommendation

Continued - (2/2) Begin a comprehensive selection process and evaluation of programming for the elementary mathematics curriculum.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. It should be noted that many digital components of the publisher's core curriculum are outdated and, in some instances, non-operational due to updates in software platforms. 5. The Math Curriculum Committee recommends initiating a comprehensive selection process for a new core math program and conducting an overall review of the scope and sequence and existing USC framework.	5. Narrow down selection to two programs and conduct an in-depth analysis with program consultants. 6. Select highest ranking programs for piloting in the spring of 2023 through a fast-track curriculum recommendation in the fall of 2022. 7. Curriculum recommendation for adoption - Spring 23		

Name: Andrew Lucas

Area: Mathematics

Level: Middle School

Date: Spring 2022

Curriculum Recommendation

Investigate the expansion of the pilot of the MAP Accelerator program for 5th, 6th, and 7th grade for students who need math intervention services.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. This is the third school year in which our district has been utilizing the MAP Math assessment from NWEA to measure student learning in 5th, 6th, and 7th grade and the first year we have utilized the test in 8th grade. The MAP assessment provides regular benchmark measurements of what students currently know and are ready to learn. The MAP data also shows us how students are achieving relative to other students in Pennsylvania and nationally and gives us a measurement of their actual growth as it compares to their expected growth.	1. Seek administrative approval.	$7.50 each for 175 students at Boyce and Fort Couch = $1312.50	Approved. Finding ways to meet the individual needs of students through the use of data and providing remediation that not only supports current learning but fills in learning gaps is crucial.
2. Each year NWEA conducts a linking study for each state that provides correlations between the RIT scores that students earn on the MAP test and their probabilities for proficiency on the PSSA test. We can use this data to determine which students need more intensive interventions and remediations.	2. Utilize curriculum meeting and PLC time to train the Math Resource Teacher and the classroom math teachers at Boyce and Fort Couch in how to use the program.		
3. The MAP assessment can also identify gaps in each student's learning continuum that need to be filled. Teachers can work to address those gaps, but this can prove difficult at times as they are also responsible to teach these students the current content as well.	3. Send an email at the start of the year to the parent(s)/guardian(s) of the students who will be participating in the pilot that will describe the program and explain what we expect to gain by using it. 4. Utilize PLC and curriculum meeting time to review collected data in order to determine the effectiveness of the program.		

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UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATION FOR 2022-2023

Name: Andrew Lucas

Area: Mathematics

Level: Middle School

Date: Spring 2022

Curriculum Recommendation

Continued - (2/4) Investigate the expansion of the pilot of the MAP Accelerator program for 5th, 6th, and 7th grade for students who need math intervention services.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. MAP Accelerator is a new tool from NWEA that creates a customized Khan Academy dashboard for each student that is based on their results on the MAP assessment. This dashboard includes only Khan Academy instructional videos and activities that are within each child's zone of proximal development (ZPD). The ZPD is determined by data collected on the MAP Growth Assessment. 5. These dashboards are created automatically without any effort from our teachers, so our math resource teacher at Boyce has been able to put her full focus into instructing students within these prescribed topics. 6. Since these prescribed activities relate directly to students' performances on the MAP assessment, we expect to see more significant growth for theses students as we work to fill mathematical gaps. More time is needed to gather local data to confirm or disprove this hypothesis.			

Name: Andrew Lucas

Area: Mathematics

Level: Middle School

Date: Spring 2022

Curriculum Recommendation

Continued - (3/4) Investigate the expansion of the pilot of the MAP Accelerator program for 5th, 6th, and 7th grade for students who need math intervention services.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
7. NWEA recommends that students work in MAP Accelerator for at least 30 minutes each week in order to show growth. NWEA will be releasing findings from a new research study this summer. Preliminary feedback from this study have been positive. These 30 minutes can be achieved at Boyce and Fort Couch by pulling these students from Team Time and Panther Time once per rotation.			
8. Khan Academy is a resource that has been well-vetted and utilized by USC teachers for both enrichment and remediation. MAP Accelerator will provide our math resource teacher with ready-made materials that will allow them to instruct students at their current level.			
9. Free training materials are provided by NWEA for the implementation of the MAP accelerator program. These trainings can easily be accomplished during PLC and curriculum meeting time. The Boyce resource teacher was able to easily utilize this course to prepare for program implementation.			

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Name: Andrew Lucas

Area: Mathematics

Level: Middle School

Date: Spring 2022

Curriculum Recommendation

Continued - (4/4) Investigate the expansion of the pilot of the MAP Accelerator program for 5th, 6th, and 7th grade for students who need math intervention services.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
10. Students have the opportunity to work on the MAP accelerator program both in and out of school since the student dashboard will provide them only with content that they are ready to learn.			

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Name: Steve Miller

Area: Mathematics

Level: High School

Date: Spring 2022

Curriculum Recommendation

Pilot select *Illustrative Math* **Geometry and Algebra II resources for the geometry and algebra II courses.**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Many of the curricular resources that are currently used in the honors and regular levels of Geometry and Algebra II are older and were written prior to recent advances in both technology and pedagogy. For instance, our current textbooks do not take advantage of the possibilities for engagement and exploration afforded by the Chromebooks from the 1:1 initiative. 2. Recent studies (e.g. Effect of Problem Based Pedagogy on Learning and Problem-Based Learning: An Overview of its Process and Impact on Learning) have demonstrated the effectiveness of problem-based learning. Allowing teachers to utilize curricular materials specifically designed to promote problem-based learning would enable students to learn in such a way that exercises their creativity and improves long-term retention. 3. Several curriculum providers were evaluated in the search to find mathematical resources that fit the needs of our geometry and algebra II students, including The Art of Problem Solving, Carnegie Learning, and Illustrative Mathematics.	1. Seek administrative approval. 2. Summer workshop time for teachers of Geometry and Algebra II to implement the curriculum. 3. Evaluation of the experience with those materials after teaching and potentially write a follow-up recommendation.	4 teachers * 12 hours * $30.20 = $1449.60 Curriculum is free	Approved. Conceptual development is key to student understanding. Finding materials to support meaning-making in math is commendable.

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Name: Steve Miller

Level: High School

Area: Mathematics

Date: Spring 2022

Curriculum Recommendation

Continued - **(2/3) Pilot select *Illustrative Math* Geometry and Algebra II resources for the geometry and algebra II courses.**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
3. (cont.)The Illustrative Mathematics curriculum was the only research-based curriculum reviewed to achieve a perfect score on for all areas (focus, rigor, and usability) on EdReports Summary of Alignment and Usability. Carnegie Learning scored highly, but slightly lower and The Art of Problem Solving was not evaluated by EdReports. Additionally, materials from The Art of Problem Solving were deemed to be at a reading level that was not accessible for all students. 4. The Illustrative Math curriculum is designed to be a problem-based curricula centered around mathematical modeling and prioritizing the acquisition and use of mathematical language by students. Activities are structured using Five Practices for Orchestrating Productive Mathematical Discussions (Smith & Stein, 2011). 5. Lessons in the Illustrative Math curriculum are designed to use digital tools where appropriate to enable students to produce representations to support their understanding, solve problems, and communicate their reasoning.			

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATION FOR 2022-2023

Name: Steve Miller

Level: High School

Area: Mathematics

Date: Spring 2022

Curriculum Recommendation

Continued - (3/3) Pilot select *Illustrative Math* Geometry and Algebra II resources for the geometry and algebra II courses.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
6. The Illustrative Math curriculum is free for all schools, created by a non-profit organization funded through numerous philanthropic partners. As such, this pilot would incur no external costs.			

Science

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATION FOR 2022-2023

Name: Lynn Kistler

Area: Science

Level: High School

Date: Spring 2022

Curriculum Recommendation

Pilot *Discovery Education TechBook* **as a textbook resource for Biology, Chemistry and Conceptual and Academic Physics for the 2022-23 school year.**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Reading comprehension is a critical skill that occurs beyond the English classroom. Transferring reading skills into other settings can be a challenge for many students and can limit student achievement. According to the Strategic Education Research Partnership Institute (SERP), *"Reading is not only a crucial way for students to learn science content, it is also an important part of what professional scientists actually do. One study found that scientists and engineers spend over half of their working time reading, interpreting, and producing text."* As our district continues to promote and encourage students in STEAM fields, the skill of reading and understanding scientific texts is needed to encourage student growth. 2. Textbooks within our core science courses of biology, chemistry and physics (non-AP/IB) range from 13-22 years old. The books are seldom used within the classroom as due to age, condition, and the lack of appeal to students as none of these texts have any online components or features. As the department has worked over the last two years in developing online resources, access to a digital textbook has become increasingly more important in making content accessible to students in and beyond the classroom.	1. Seek administrative approval. 2. Complete agreement with Discovery Education for a 1-year site license and begin work to establish single sign-on process. 3. Provide Summer Workshop time for Science Teachers to receive training through Discovery Education. 4. Provide in-service training to other High School staff at the beginning of the 2022-23 school year on how to access and use Discovery Education. 5. Use Department Curriculum Meetings to share questions and concerns as well as an ongoing evaluation of the Discovery Education Techbook and resources. 6. Evaluate the resource and determine if a recommendation for adoption should be made.	$5500/year for Techbook access $1.58/ student for Platform access ($2111/year) $6000 teacher training (virtual through Discovery Ed all HS staff)	Approved. Having a curated resource that provides updated information, matches the curriculum for these courses, and allows for differentiation will be powerful in the teaching and learning process.

Name: Lynn Kistler

Area: Science

Level: High School

Date: Spring 2022

Curriculum Recommendation

Continued - (2/2) Pilot *Discovery Education TechBook* as a textbook resource for biology, chemistry and Conceptual and Academic Physics for the 2022-23 school year.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
3. The *Discovery Education Techbook* includes texts for biology, chemistry, physics and earth & space science. The Techbook series provides standards-based alignment (currently NGSS with plans to include new PA Science Standards) which includes video, audio, text and interactives. Both in-person and virtual labs are included as well as STEM explorations. The Techbooks follow the 5E model of instruction - Engage, Explore, Explain, Elaborate and Evaluate. Various portions of the online readings are available at two different reading levels allowing differentiation to occur. 4. In addition to the Techbook, the Discovery Education platform integrates with Canvas and Clever to allow easy access to students and teachers. The school-wide site license will allow teachers in any content area to explore, use and assign the digital content and lessons from a highly respected educational provider.			

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Special Education / Gifted Education

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2022-2023

Name: Cassandra Doggrell & Lauren Madia

Level: K-4

Area: Gifted Education

Date: Spring 2022

Curriculum Recommendation

Review and revise the K-4 gifted curriculum and identify potential new program offerings.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
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 K-4 gifted curriculum/programming offerings have been developed collaboratively between gifted teachers, based on students' goals and individual needs. 3. As other curricular areas have made adjustments to their curricula, some units that have been part of the gifted enrichment experience are now part of general education. 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.	1. Seek administrative approval 2. Review each of the K-4 gifted units for usefulness with consideration to students' strengths and areas of interest. 3. Articulate the K-4 gifted curriculum for the 2022-23 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 state technical assistance team as needed. 6. Develop additional curriculum recommendations as needed.	Three days of workshop rate for three elementary teachers (6 hours/day x 3 days x 3 teachers x $30.32 workshop rate = 1637.28)	Approved. Continuing to assure that our programs are meeting student needs and interests is alway a beneficial practice.

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Name: Colleen Czekaj/Christine Pierskalla

Area: Special Education

Level: High School - 11th grade

Date: Spring 2022

Curriculum Recommendation

Offer *Integrated Math I* course for special education students.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The current special education math course is comprised of two different classes taught simultaneously: Algebra Part A and Algebra Part B. The courses are taught by a special education teacher with paraprofessional support. 2. Based on a review of the current general education high school math offerings, the current special education math course is in alignment with what is being taught in the general education Algebra Part A and Algebra Part B classes. As a result, a need to reexamine special education math course offerings was identified. 3. The reexamination of math courses identified a need for a special education math course after Part A and Part B have been completed. *Integrated Math I* would provide a math offering to for special education students to best meet the needs of students with direct teacher instruction in a small group setting.	1. Seek administrative approval 2. Adopt the Cengage Math curriculum, *Integrated Math I* 3. Provide summer workshop time/change of assignment for organization and understanding of program.	$860 (10 student text books) $160 total for student resources $90 total for teacher resources 24 hours x $30.20 = $724.80	Approved. Meeting the needs of every student through appropriate programming is a worthy and appreciated goal.

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Name: Colleen Czekaj/Christine Pierskalla

Area: Special Education

Level: High School - 11th grade

Date: Spring 2022

Curriculum Recommendation

Continued - (2/2) Offer *Integrated Math I* course for special education students

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. For the 22-23 school year, special education students would enroll in the teacher recommended general education Algebra Part A, Algebra Part B, courses respectively. The classes are not combined and provide more direct instructional time. For students who have completed Algebra Part B, they would be eligible based upon student data for enrollment in the special education *Integrated Math I* course. 5. *Integrated Math I* is a research-based curriculum featuring a continual development of concepts including algebra, geometry, probability, and statistics.			

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STEAM

Name: Ms. Kistler, Mr. Miller, Dr. Wagner, Dr. Bulazo, Mrs. Pfender

Area: STEAM

Level: High School

Date: Spring 2022

Curriculum Recommendation

Further refine and develop the **STEAM Academy Framework** to prepare students for utilization of this tool for guidance in planning a comprehensive high school STEAM experience.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction

1. The District remains committed to reviewing and developing curriculum, courses, and programs that prepare students for post-secondary life. According to the U.S. Department of Labor, by 2030 employment in STEM occupations will increase by 10.5%. Therefore, a study recommendation was made in November 2021 to investigate further development of STEAM programming at the High School level.
 	
2. In implementing the study, a STEAM core committee met to begin to review and answer the following research questions identified in the fall.
   a. What are the best practices and essential components of effective courses and curriculum within a STEAM framework?
   b. What are the current course offerings and related program options for students currently at USCHS?
   c. Based on the research and review, what is the most effective program framework for USCHS to include:
	1. Seek administrative approval.
	
	2. Continue to review framework with students to receive additional feedback for clarity and implementation, particularly those who are at the outset of their four-year high school planning.
	
	3. Further develop components of the framework during summer and fall 2022, including input from other stakeholder groups. This tool will be introduced to 9th grade students in the second semester of the 2022-2023 school year.
	
	4. Continue to focus on research and development questions from November 2021 curriculum recommendation. A portion of the research and development is in alignment with District feasibility study currently being conducted. Specifically:
	
	   ➢ What additional resources are needed related to staffing, materials, and facilities?
	   ➢ What is/are the "optimal" classroom arrangement(s) to support Innovation Hubs and STEAM instruction?
		Summer Workshop hours 30 hours @$30 = $900	Approved. This recommendation is a logical next step in District STEAM programming. Changes and evolution of the framework will be needed based on student interest. The intentionality of the development process used and involvement of stakeholders is commendable.

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Name: Ms. Kistler, Mr. Miller, Dr. Wagner, Dr. Bulazo, Mrs. Pfender

Level: High School

Area: STEAM

Date: Spring 2022

Curriculum Recommendation

Continued - (2/4) Further refine and develop the **STEAM Academy Framework** to prepare students for utilization of this tool for guidance in planning a comprehensive high school STEAM experience.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
➢ What additional curriculum/courses need to be considered for further recommendation, adoption, and/or revision for enhanced STEAM programming? ➢ What additional resources are needed related to staffing, materials, and facilities? What is/are the "optimal" classroom arrangement(s) to support Innovation Hubs and STEAM instruction. 3. In the initial attempts to address the research questions, it was determined that students interested in STEAM programming, at a variety of interest levels, need direction and encouragement in the best ways to choose courses and to be provided with experiences outside of the classroom. This led to the development of a draft of a framework that could be used to guide students in planning for a comprehensive high school STEAM experience.	5. Further refine and develop the STEAM Academy Framework (hot link) to prepare students for utilization of this tool for guidance in planning a comprehensive high school STEAM experience.		

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Name: Ms. Kistler, Mr. Miller, Dr. Wagner, Dr. Bulazo, Mrs. Pfender

Area: STEAM

Level: High School

Date: Spring 2022

Curriculum Recommendation

Continued - (3/4) **Further refine and develop the** **STEAM Academy Framework** **to prepare students for utilization of this tool for guidance in planning a comprehensive high school STEAM experience.**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. Three specific areas of STEAM programming were identified as important to allowing students to engage in a holistic STEAM experience. These core areas are: ➢ Coursework ➢ Career Exploration ➢ Experiences beyond the Classroom The committee then explored the current opportunities that exist in these areas, as well as where further development and additions are needed. 5. The core committee is recommending to further review and refine the framework that allows students to plan for a comprehensive STEAM experience and to earn appropriate designations in recognition of their work. This framework recommendation incorporates the committees initial findings and provides the outline for additional programming that is needed. 6. The framework provides guidance in all areas of STEAM at all levels of interest - from explorer to apprentice and master. It can provide students with a broad understanding of STEAM opportunities or, in later years, become more specialized as students hone their interests.			

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UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2022-2023

Name: Ms. Kistler, Mr. Miller, Dr. Wagner, Dr. Bulazo, Mrs. Pfender

Level: High School

Area: STEAM

Date: Spring 2022

Curriculum Recommendation

Continued - (4/4) - Pilot a **STEAM Academy Framework** in the 2022-2023 school year as part of the multi-year research and development process to expand STEAM programming at the High School.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
7. After further refinement, the goal is for the framework to be piloted with a group of ninth grade students in the 2022-2023 school year. Continued refinements will be made as a result of student experiences and further research and development.			

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World Languages

Name: Kelly Lee, Marc-André Clermont

Area: World Language

Level: High School - Spanish 3 & MYP Spanish 3

Date: Spring 2022

Curriculum Recommendation

Revise the Spanish 3 *Preterit Verbs Grammar Unit* to focus on context grammar instruction utilizing a pilot of short texts from *Fluency Matters*.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Currently, much of past tense grammar is taught as stand-alone, grammar-focused units in Spanish 3. The World Language program at USC has been steadily modifying current teaching approaches to be more proficiency-focused. Incorporating research-based teaching techniques requires a shift in pedagogy from teaching grammar in isolation to contextualizing content and exposing students to more text-based activities. Research around proficiency-focused classes shows increased language retention from which our students will benefit. 2. Recent curriculum recommendations have stressed the Comprehensible Input (CI) methodology in grades K- 9. The CI approach focuses heavily on reading and acquiring grammar and vocabulary through exposure to texts. Adopting novels in Spanish 3 as a way to contextualize the past tense in Spanish will align more closely to the methodology students are becoming accustomed to during their K-9 language experiences.	1. Seek administrative approval. 2. Allow summer workshop time to investigate and evaluate *Fluency Matters* books that provide the right level of challenge and incorporates the past tense. 3. Plan units for instruction utilizing *Fluency Matters*. 4. Review information collected to determine if adoption of materials is recommended for the 23-24 school year.	Robo en la noche Text - $7.20/text (30 books) = $216.00 Problemas en Paraíso Text - $7.20/text (30 books) = $216.00 Total = $432.00	Approved. Continuing to find ways and materials to deliver grammar instruction in context will be of great benefit to student learning and proficiency.

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Name: Kelly Lee, Marc-André Clermont

Area: World Language

Level: High School- Spanish 3 & MYP Spanish 3

Date: Spring 2022

Curriculum Recommendation

Continued - **(2 / 2)** Revise the Spanish 3 *Preterit Verbs Grammar Unit* to focus on context grammar instruction utilizing a pilot of short texts from *Fluency Matters*.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
3. Reading is paramount to language acquisition and one of the key components of both the IB and AP exams. Both tests require students to interpret texts. Students have already been exposed to texts from Fluency Matters in the form of "Free Reading" activities. Moving towards a reading-based approach for teaching and reinforcing the past-tense usage in Spanish 3 will give students extended practice and allow for more strategic vertical articulation between courses and content.			
4. The World Language department has used a lot of materials by *Fluency Matters*. These texts are included in Free and Voluntary Reading libraries at the high school and middle schools, as well as used in levels 2 and 3 of French, Spanish, and German classes. Texts from *Fluency Matters* are written for language learners to minimize the number of unfamiliar grammar and vocabulary. There is also a glossary of words included with each book so students can have an easier time keeping up with the vocabulary of the novel they are reading. Lastly, the texts are written in the past tense and incorporate both the preterite and imperfect tenses giving students a preview of the other past tense that is to come.			

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Name: Marc-André Clermont

Level: High School - IB Level 4

Area: World Language

Date: Spring 2022

Curriculum Recommendation

Adopt the AVANT testing as a way of officially assessing student proficiency.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. For years, the World Language department has been assessing student proficiency in order to inform students of their skill level as well as to guide instruction and strengthen the vertical articulation in the language program. 2. In the past, teachers have conducted a shortened version of an OPI (Oral Proficiency Interview) conducted by their language teacher. While the tests were informative, they were at times subjective and also interruptive in the student and teacher schedule. Students have to sign up for a time slot and the teacher would spend multiple days assessing students outside of their class time. We have never had the opportunity to run proficiency interviews in Japanese and Chinese due to the part time status of these teachers. 3. Through free testing, we were able to test the AVANT assessment with students and found the information invaluable to the department. The AVANT test measures student oral, written, reading, and listening proficiency in various languages. We no longer have one point of data (an oral assessment), but multiple data points to help us address specific possible deficiencies that we see in our language program.	1. Seek administrative approval 2. Update the IB and Rubicon Assessments, as well as the Chinese 4 and Japanese 3 classes. 3. Order the assessment 4. Schedule and administer the assessment 5. Investigate the use for assessing all level 4 students both Honors and IB.	$25 a student. For 2023, that would be a total cost of **$1775**.	Approved. Focusing on objective proficiency data will provide meaningful feedback to students and teachers that will promote students taking a stronger responsibility in improving their language skills as well as support teachers in course and program analysis.

Name: Marc-André Clermont

Area: World Language

Level: High School - IB Level 4

Date: Spring 2022

Curriculum Recommendation

Continued - (2 / 2) Adopt the AVANT testing as a way of officially assessing student proficiency.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. The avant testing guarantees that every teacher that officially rates our students is professionally trained to determine student proficiency. 5. At the IB level, students would get specific feedback on multiple facets of their proficiency halfway through their IB program. This will provide valuable information for them and their teacher regarding their strengths and weaknesses in the language. 6. Using the AVANT testing will allow us to test all of our students at once. With this assessment, students can use the pre-existing High School schedule (Class Time and ART) in order to be assessed in the language. One teacher can supervise every student, and the teacher to student ratio doesn't need to be 1:1. This test is also offered in our non-traditional languages (Chinese and Japanese). We will be able to compare student progress across 5 of the languages we offer, and not only on the traditional 3 languages. Unfortunately, there is no AVANT test equivalent for Latin.			

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATION FOR 2022-2023

Name: Jacob Reis, Marc-André Clermont

Area: World Language

Level: High School - Honors German 5

Date: Spring 2022

Curriculum Recommendation

Pilot the usage of *Denk Mal!* for the Honors German 5 course.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. In line with other world language courses, the curriculum for Honors German 5 should utilize resources that are adapted to research-driven best practices while preparing students for a variety of language-use needs post-high school. 2. The current materials described in the curriculum are outdated both from a linguistic standpoint as well as a cultural one. While materials have been updated to match cultural changes that have occurred, it is time to refresh the base of the curriculum for the Honors German 5 students. 3. Pedagogically, the current materials represent an openly dichotomous view of grammar and communication as separate linguistic aspects, while current thinking would rather view language and language use holistically. The teaching implication, therefore, should be to teach whole language in the CI style, as other courses in our department are doing.	1. Seek administrative approval. 2. Allow summer workshop time to develop a new curriculum based on the new texts. 3. Change the course on Rubicon. 4. Update the Program of Studies.	Textbooks for Honors 5 students (5) and 6 year license **($184.95)** = **$924.75**	Approved. These new and updated materials should enhance the instructional experience for students.

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UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATION FOR 2022-2023

Name: Jacob Reis, Marc-André Clermont

Area: World Language

Level: High School - Honors German 5

Date: Spring 2022

Curriculum Recommendation

Continued - **(2/2) Pilot the usage of *Denk Mal!* for the Honors German 5 course.**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. The adoption/piloting of the textbook *Denk Mal!* by Vista Higher Learning will represent a shift toward a more holistic view of language learning, including comprehensible texts, while simultaneously providing access to a fully-integrated year-long review of grammatical concepts that especially college-bound students will need. 5. *Denk Mal!* includes, as part of its licensure, a full suite of online learning resources, including activities, assessment, e-book access, and films. This will help not only to continue to prepare students for an increasingly online world, but also will serve future remote students well while taking this course. 6. The materials for Denk Mal! Fits well with the current curriculum presented in Deutsch Aktuel! The progression from one book to another would fit naturally based on the subjects covered in both textbooks.			