

# MEMO

To: The Board of School Directors  
From: Sharon Suritsky, Amy Pfender, Judy Bulazo  
Date: June 11, 2020  
RE: Spring 2020 Curriculum Recommendations

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Enclosed you will find the curriculum recommendations for the 2020-21 school year. Due to the impact of the unique nature of this school year on the curriculum development process, a thorough explanation of the processes used to create and analyze these recommendations is being provided.

## **MODIFIED PROCESS**

The curriculum review had just begun when the pandemic forced school closures in mid-March. As you are aware, all staff efforts then shifted to developing, and ultimately delivering, remote programming for our students.

The curriculum recommendation and review process resumed in May, in a condensed and remote format. At this time, the impact of the pandemic on school programming and the economy had become very clear. These realities required us to look at our proposals with a new perspective related to time and budgetary challenges. These obstacles did not paralyze us. Our commitment to excellence has remained firmly intact during this crisis as we worked diligently to determine the best ways to move programming forward in these uncertain times. Challenges were analyzed and adjustments made to bring forward meaningful and achievable recommendations. Our focus has remained on sustaining our strong programs despite these challenges.

## **CHALLENGES**

Significant efforts will be needed to prepare for a new school year which may look logistically different and will be one in which instructional adjustments will need to be determined and implemented. As a result, time for curricular change has been impacted. The economic downturn and its effect on our District's budget also challenged us to make difficult decisions in the area of curriculum, instruction, and learning. Careful analysis was completed related to that which could be accomplished within the restrictions we are facing, along with consideration of those things we could not afford to abandon.

## ADJUSTMENTS

The following are some adjustments that were made to recommendations in light of reductions in time and funding.

- MAP Assessment for Reading and Math
  - reduced pricing was able to be secured for one school year (*budget implications*)
- Middle School Science Books
  - recommendation to adopt was pulled and the pilot of these books will continue into next school year; publisher is willing to provide pilot pricing for one more school year (*budget implications*)
- World Language Curriculum and Assessment
  - two recommendations will be moved to the fall fast-track panel and work will continue at that time (*time implications*)
- Elementary Spelling Recommendation
  - recommendation was removed and will be addressed next spring (*time implications*)
- High School STEM Academy
  - changed from implementing this program to a study due to reduced time and staffing implications (*budget and time implications*)
- New Elementary Science Program
  - changed from the complete adoption of a new program to a hybrid approach that will utilize current units in the first semester and piloting new units in the second semester (*budget and time implications*)
- Elementary Robotics
  - a grade level phase-in approach may be used (*budget and time implications*)

## HIGHLIGHTS

Within the recommendations being presented for your review and potential approval, we would like to highlight a few important areas that support the District's commitment to diversity, customizing learning, wellness, and STEAM.

*Diversity* – four novel recommendations for high school and middle school provide students with new perspectives and insights on diversity:

- *Song of Solomon* - provides students with insight into the African American experience during the late 20<sup>th</sup> century highlighting the legacy of slavery and racial discrimination and the resulting challenges on culture, politics, economics, and family;

- *The Kite Runner* - explores the challenges of citizens in Afghanistan from the fall of the Monarchy to the fall of the Taliban and the impact this had on characters choices and subsequent life in the United States;
- *Refugee* - exposes students to the plights of refugees seeking freedom from different countries at different time periods and explores the life and death choices they make for freedom;
- *We Are Displaced* - explores the experience of girls from the Middle East, South America, Africa, and Asia who are forced or choose to leave their homes for different reasons, allowing students to come to understand the complexities of the lives of refugees.

*Customizing learning through assessment* – two recommendations provide the ability to collect data needed to make instructional decisions that help customize learning for all levels of students in reading and math throughout the school year

*Holistic Wellness* – recommendations provide for a comprehensive review of high school wellness programing, the revision of freshman seminar, and the integration of mindfulness and yoga into the physical education curriculum

*STEAM* - recommendation to study the creation of a high school STEM Academy will potentially provide students with knowledge and experiences to make better informed career decisions; recommendation to provide robotics programming at the elementary level

## **BOARD MEETING PRESENTATION**

Since significant time will be spent deliberating difficult budget decisions and because of the remote nature of the board meeting, the curriculum recommendation presentation will be condensed this year. Curriculum Leaders will not be presenting their recommendations. A high-level explanation of recommendations will be provided along with a review of some of the information presented in this memo. If you have any questions after considering all of this information please feel free to reach out to us if you would like to discuss any recommendations in detail, or have information you would like to see highlighted at the meeting.

## **BOARD APPRECIATION**

The continued and long-standing support of the Board in the curriculum development process is one of the cornerstones of our District. We thank you for the time and effort you put into ensuring that programs are supported and that innovation and thoughtful change remain paramount as we commit to improving the lives of our students.

Below is a list of the recommendations being presented and indication of those that will require Board approval.

	<b>BOARD APPROVAL</b>	<b>FOR YOUR INFORMATION</b>
<b>INTERDISCIPLINARY – HIGH SCHOOL</b>		
Study current Leadership Academy phases at HS & determine improvements and/or additions to course offerings.		√
<b>COUNSELING</b>		
Revise the scope, sequence, and instructional delivery of Freshman Seminar.	√	
<b>ENGLISH LANGUAGE ARTS</b>		
Adopt the MAP Growth Reading assessment for use among all students in grades 3-8.	√	
Formally adopt <i>Refugee</i> and <i>We Are Displaced</i> as core texts for grade 7.	√	
Adopt the <i>Perrine’s Literature Structure, Sound, &amp; Sense</i> 13th edition anthology as a core text for the AP Literature & Composition 12 course.	√	
Adopt <i>March</i> by Geraldine Brooks as a supplemental book option for Honors English 11 students.	√	
Adopt <i>Song of Solomon</i> by Toni Morrison for IB English HL course.	√	
Pilot <i>The Kite Runner</i> by Khaled Hosseini in the second semester of MYP Honors English 10.		√

<b>MATHEMATICS</b>		
Pilot Greg Tang web-based math materials and instructional strategies.		√
Expand the pilot of the math portion of the MAP assessments in grades 5-7.		√
<b>SCIENCE</b>		
Extend the selection of new (elementary) science curricula through the 2020-2021 school year.		√
Study the creation of a STEM Academy that promotes coursework and career exploration in STEM careers.		√
Develop intermediate level coursework in robotics, engineering, and computer science for the 2021-22 school year.	√	
Provide to IB students the option to enroll in IB SL Physics – 1 or 2 year offering.	√	
<b>SOCIAL STUDIES</b>		
Adopt curriculum for 7th Grade Social Studies based on 2018 Board-approved scope and sequence for Social Studies grades 5-11.	√	
Pilot <i>World History</i> , 9th edition, for the Shaping the Modern World I & II courses (grades 9 & 10) – 2020-21 school year.		√
<b>LIBRARY</b>		
Replace and enhance the current coding curriculum at the elementary level with robotics.	√	

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**HSLT**

# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATIONS FOR 2019-2020



**Name:** Dan Beck

**Level:** High School

**Area:** Leadership

**Date:** June 15, 2020

### Curriculum Recommendation

Study the structure, curriculum, and pedagogical approaches to the current implementation of the Leadership Academy phases at the high school and determine possible improvements to implementation and/or additions to course offerings.

#### Reason(s) for Recommendation

#### Implementation Steps

#### Cost

#### Administrative Reaction

1. On January 13, 2013, the Leadership Academy transitioned from piloting the courses in the summer to formally offering students the opportunity to earn credit. Each phase has been offered as course credit since then.
2. Interestingly, each phase enrollment has also shifted to distribute predominantly by grade. This does make it challenging for students who move into the high school from other school districts to be with their grade-level peers or students who were unable to attend due to circumstances out of their control.
3. Teachers have worked together by phase level teams over the past four years. While there has been intentional time and resources devoted to this process, scope and sequence could be more thoroughly reviewed to track which core values and principles of professionalism are addressed per phase. Thus, names of the courses do not specifically address which theories of leadership are specifically addressed.

1. Seek administrative approval.
2. Review Phase 1-4 curriculum scope and sequence of offerings. Map the curriculum via Rubicon.
3. Research college/university courses & instructional models for best practices.
4. If warranted, rename Leadership Phases.
5. Prepare proposal for student to audit a course vs. enrolling for credit.
6. Determine which phase(s) could become (1) an elective course offered at the high school during the school year, or (2) an elective course offered in hybrid of online format to more effectively deliver instruction and support scope & sequence between all four phases.
7. Propose modifications for Fall, 2020, Fast-Track to prepare implementation in 2021/2022 school year.

Approved.

Seeking to improve and broaden leadership education at the high school level will provide more students with the opportunity to access this growth-oriented programming. Availability of time and funding may impact the timeline for this study and future recommendations.



# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATIONS FOR 2019-2020



**Name:** Dan Beck

**Level:** High School

**Area:** Leadership

**Date:** June 15, 2020

### Curriculum Recommendation

Continued (2 of 2)

Study the structure, curriculum, and pedagogical approaches to the current implementation of the Leadership Academy phases at the high school and determine possible improvements to implementation and/or additions to course offerings.

#### Reason(s) for Recommendation

#### Implementation Steps

#### Cost

#### Administrative Reaction

4. Our [phase enrollment numbers](#) notably seem to plateau as opposed to dropping off. Over the past three year period, Phase 4 enrollment has increased 29 percent. It is fair to assume that students entering the program commit to enrollment for each phase. One could presume that this is due to the intentional improvements to the local experience of Phase 4. Additionally, while the enrollment trend is a positive one, it does make the fidelity of implementation of Phases 3 & 4 more challenging.
  
5. Colleges and universities, including the University of Pittsburgh, do offer *Theories of Leadership* undergraduate courses, as well as College in High School 3 credit courses. This trend also promotes the importance of offering this at our high school, but it also emphasizes the growing focus on leadership skills for college- and career- readiness.

# Counseling

# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATIONS FOR 2020-2021



**Name:** Lauren Madia and Jennifer Kirk

**Level:** High School

**Area:** HS Counseling

**Date:** June 15, 2020

### Curriculum Recommendation

Revisit and revise the scope, sequence, and instructional delivery of Freshman Seminar.

#### Reason(s) for Recommendation

#### Implementation Steps

#### Cost

#### Administrative Reaction

1. Freshman Seminar commenced in the 2014-2015 school year.
2. Re-configuration of the HS Counseling Department for 20-21 and beyond allows for more comprehensive and targeted transitional supports.
3. Formal and informal data indicates need for continual transitional support for 9th grade students throughout their freshman year.
4. Given the recent development of a Ninth Grade Teaching Team, further collaboration with the Counseling Department is warranted to provide cohesive and timely programming.
5. Adjustment to existing structure will provide opportunity to address all variety of student needs (academic, career, social-emotional) through a consistent delivery of service.
6. This recommendation is aligned with continued district focus on student well-being.

1. Seek administrative approval.
2. Program review in consultation with HSLT, ninth grade teachers, counselors, and with input from students to identify needed updates.
3. Articulate a revised plan of instruction and programming, with consideration to potential scheduling implications.
4. Share revised plan with HSLT, ninth grade teaching team, and counseling department.
5. Evaluate the effectiveness of changes made.
6. Potential for future recommendation based on evaluation.

1. Counselor summer work hours (15 hours x 2 counselors=30 hours at workshop rate)
2. Summer work hours (20 total workshop hours for teacher participation)
3. Needed resources up to \$500. (academic resource books, access to curriculum, etc)

Approved.

The continual evaluation and improvement of programming during transitional years is critical.

# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATIONS FOR 2020-2021



**Name:** Lauren Madia and Jennifer Kirk

**Level:** High School

**Area:** HS Counseling

**Date:** June 15, 2020

### Curriculum Recommendation

Continued (2 of 2)

Revisit and revise the scope, sequence, and instructional delivery of Freshman Seminar.

#### Reason(s) for Recommendation

#### Implementation Steps

#### Cost

#### Administrative Reaction

7. Research supports the critical role that formal **transition** programming plays in the middle to high school **transition**. This programming promotes connectedness to the school community, supports a school culture that is nurturing and caring, and provides clear expectations. Roybal, V., Thornton, B., & Usinger, J. (2014). Effective ninth-grade transition programs can promote student success. *Education (4)*, 475-487.

English

# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATION FOR 2020-2021



**Name:** Melissa Tungate

**Level** High School

**Area:** English Language Arts

**Date:** June 15, 2020

### Curriculum Recommendation

Adopt the *Perrine's Literature Structure, Sound, & Sense* 13th edition anthology as a core text for the AP Literature & Composition 12 course.

#### Reason(s) for Recommendation

#### Implementation Steps

#### Cost

#### Administrative Reaction

1. During the 2019-2020 school year, AP Literature and AP Language were offered as two separate courses for the first time, leading to a redesign of both courses to meet the requirements of College Board. In addition, College Board redesigned curriculum for AP Literature, focusing on a genre study.
2. Currently the course uses *Perrine's Sound and Sense 8th edition*. The proposed anthology for adoption includes an updated version of the existing resource and includes short fiction and drama units.
3. This anthology includes an online component to supplement the content.
4. The anthology is on the approved list of AP College Board recommended texts.

1. Seek administrative approval.
2. Purchase copies of the book and the online tool.
3. Update resources in Rubicon Atlas.

\$3,525 (25 copies + 6 years of online licenses)

Approved.  
  
This is an expected and important next step resulting from the recent change to this course. Providing students with exposure to varied and enriching literature is always a positive approach to enhancing learning.

# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATION FOR 2020-2021



**Name:** Melissa Tungate

**Level:** High School

**Area:** English Language Arts

**Date:** June 15, 2020

### Curriculum Recommendation

Adopt *March* by Geraldine Brooks as a supplemental book option for Honors English 11 students.

#### Reason(s) for Recommendation

#### Implementation Steps

#### Cost

#### Administrative Reaction

1. This book is a contemporary choice for students because it was published in 2005, and the supplemental book list does not currently include many options published after 1970.
2. Geraldine Brooks is a female author, and the supplemental book list lacks many options written by female authors.
3. The text features scenes which include noted figures of the American Transcendentalism movement, a core unit in the Honors English 11 curriculum; this book covers topics relevant to the American literature curriculum.
4. The book is an epistolary novel with a complex narrative form which is appropriate for readers at the Honors level.
5. The protagonist is a character in classic work of American literature, *Little Women*, which allows students to make connections between texts.

1. Seek administrative approval.
2. Purchase books.
3. Create an assessment for the novel.

\$250 (20 copies)  
  
1 day summer workshop pay for 1 teacher to create an assessment for the novel. (\$30.20 x 6 hours = \$182.20)

Approved.  
  
Increasing students' opportunities to self-select quality literature will allow for more meaningful engagement with text.

# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATIONS FOR 2020-2021



**Name:** Melissa Tungate

**Level:** High School

**Area:** English Language Arts

**Date:** June 15, 2020

### Curriculum Recommendation

Adopt *Song of Solomon* by Toni Morrison for IB English HL course.

#### Reason(s) for Recommendation

#### Implementation Steps

#### Cost

#### Administrative Reaction

1. Global changes in the IB curriculum have necessitated a review of USC's HL English courses. New international foci, include: readers, writers, and texts; time and space; and, regional representation.
2. Further, the changing nature of IB's assessments reinforces the need for a greater variety of texts than is currently in place. Students will now have options for which texts they want to use for IB assessments, all of which must address more modern and global issues
3. Given the shifts in curriculum and external assessments, *Song of Solomon* serves as strong instructional tool to meet students' needs. *Song of Solomon* is replete with themes concerning aspects of American and world cultures that are not presently addressed in either year of IB English and are now a focus of the newly-redesigned IB curriculum. These include important, modern perspectives of both female and African-American identity that are largely absent from the current curriculum. Expanding the scope of our cultural studies/awareness will dovetail nicely with the new IB English curriculum and benefit our students during their HL exams and presentations.

1. Seek administrative approval.
2. Purchase copies of the text.
3. Create unit plan and update Rubicon Atlas.
4. Begin implementation Spring 2021.

\$19.55 x 110  
copies =  
\$2,150.50

Approved.  
  
It is important to provide students with literature that allows them to be successful in their coursework but that which also exposes them to thought-provoking themes which will challenge them to better understand others, themselves, and their place in this world.



# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATIONS FOR 2020-2021



**Name:** Melissa Tungate

**Level:** High School

**Area:** English Language Arts

**Date:** June 15, 2020

### Curriculum Recommendation

Continued (2 of 2)

Adopt *Song of Solomon* by Toni Morrison for IB English HL course.

### Reason(s) for Recommendation

### Implementation Steps

### Cost

### Administrative Reaction

4. Toni Morrison would represent the first female author in IB English HL. She would also be the only African-American author (save some poetry) in either year of IB English. Upon winning the Nobel Prize for Literature in 1993, the Academy (with special emphasis on *Song of Solomon*) noted that her novels “are characterized by visionary force and poetic import, giv[ing] life to an essential aspect of American reality.” IB includes Morrison on the Prescribed Reading List of authors who fulfill curricular goals.
  
5. Our research has indicated that other local districts, as well as other I World Schools, have successfully used Morrison’s work in fulfillment of course goals.

# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATIONS FOR 2020-2021



**Name:** Melissa Tungate

**Level:** High School

**Area:** English Language Arts

**Date:** June 15, 2020

### Curriculum Recommendation

Pilot *The Kite Runner* by Khaled Hosseini in the second semester of MYP Honors English 10.

#### Reason(s) for Recommendation

#### Implementation Steps

#### Cost

#### Administrative Reaction

1. The MYP Honors 10 course is intended to be a survey of world literature that develops “internationally-minded young people who help to create a better world [...] through intercultural understanding and respect.” *The Kite Runner*, written by an Afghani-American author and set in modern-day Afghanistan, would fill a void and introduce students to a culture, country, and perspective not previously covered in the course.
  
2. *The Kite Runner* centers around key themes of betrayal and forgiveness, appreciating differences and the dangers of stereotyping, self-identity and growth, and moral courage. Guided discussion of and grappling with these themes will increase empathy and support students’ social and emotional development. In addition, the MYP Honors 10th grade History course redesign, *Shaping the Modern World 2*, includes a study of the regions of the world discussed in *The Kite Runner*; allowing for cross-curricular connections and providing students with background knowledge that will enhance understanding of the novel.

1. Seek administrative approval.
2. Purchase books.
3. Create/revise unit in Rubicon Atlas.
4. Implement in Spring 2021.
5. Review and revise as necessary in Summer 2021.

100 copies x  
\$19.45 =  
\$1,945.00

Approved.  
  
This compelling and sophisticated novel is a great match for the goals of the MYP program. Monitoring student response to the novel should be an important part of the pilot process.

UPPER ST. CLAIR SCHOOL DISTRICT  
CURRICULUM RECOMMENDATIONS FOR 2020-2021



**Name:** Melissa Tungate

**Level:** High School

**Area:** English Language Arts

**Date:** June 15, 2020

**Curriculum Recommendation**

(Continued 2 of 3)

Pilot *The Kite Runner* by Khaled Hosseini in the second semester of MYP Honors English 10.

**Reason(s) for Recommendation**

**Implementation Steps**

**Cost**

**Administrative Reaction**

3. *The Kite Runner* is an exemplar of literary fiction that contains crucial literary elements such as strong themes and motifs, settings, symbols, foreshadowing, character development, similes and metaphors that can be discussed at length. At the same time, the book is extremely engaging, and would reinforce for students the idea that quality literature can also be enjoyable. According to Dr. Michele Borba, high quality novels can peak students' empathy and reduce hatred bullying, exposing young people to people and places that are different, while at the same time instill a habit for reading for pleasure.

UPPER ST. CLAIR SCHOOL DISTRICT  
CURRICULUM RECOMMENDATIONS FOR 2020-2021



**Name:** Melissa Tungate

**Level:** High School

**Area:** English Language Arts

**Date:** June 15, 2020

**Curriculum Recommendation**

(Continued 3 of 3)

Pilot *The Kite Runner* by Khaled Hosseini in the second semester of MYP Honors English 10.

**Reason(s) for Recommendation**

**Implementation Steps**

**Cost**

**Administrative Reaction**

4. Since its publication in 2003, *The Kite Runner* has earned numerous awards and has garnered a reputation as a modern classic. Significantly, in 2009, The Young Adult Library Services Association and the American Library Association named *The Kite Runner* an “Outstanding Book for the College Bound and Lifelong Learners.” It also received an Alex Award in 2004, an honor given to adult novels that have a particular appeal to young adult readers. It was nominated for the Pennsylvania Young Reader’s Choice Award, received starred reviews in the 2003 Library Journal, 2003 Publisher’s Weekly, and 2003 Kirkus Review, and spent over two years on the New York Times Bestseller List, along with many other accolades.
  
5. *The Kite Runner* is taught in schools around the country and is in many high schools in the Pittsburgh region, and it is highly praised by teachers and students alike.

# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATIONS FOR 2019-20



**Name:** Kate Ruth

**Level:** Middle School

**Area:** English Language Arts

**Date:** June 15, 2020

### Curriculum Recommendation

Formally adopt *Refugee* and *We Are Displaced* as core texts for grade 7.

#### Reason(s) for Recommendation

#### Implementation Steps

#### Cost

#### Administrative Reaction

1. This current recommendation is an adoption of this winter's pilot recommendation to: *Continue textual evaluations for grades 5-8 based on reading level, interest level, big ideas, genre, age appropriateness, representation of diversity and inclusivity, promotion of empathy, and modern day interdisciplinary connections.*
2. While there will be continued efforts to seek out titles and pairings appropriate for additional grade levels, teachers in grade 7 piloted two titles in Q3: *Refugee* by Alan Gratz and *We Are Displaced* by Malala Yousafzai.
3. Based on student performance and feedback, along with teacher input, the department would like to adopt these two titles for use as core reading texts at Fort Couch:  
  
*Refugee* (Gratz, 2017)  
*We Are Displaced* (Yousafzai, 2019)

1. Seek administrative approval.
2. Refine materials and determine cross curricular potential.

\$500 for additional copies of books

Approved.  
  
These books provide students with a rich understanding of world events and have engaged and motivated students in the area of reading comprehension and in understanding of world affairs.

# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATIONS FOR 2019-20



**Name:** Kristy Berrott and Kate Ruth

**Level:** Grades 3-8

**Area:** ELA

**Date:** June 15, 2020

### Curriculum Recommendation

Adopt the MAP Growth Reading assessment for use among all students in grades 3-8.

#### Reason(s) for Recommendation

#### Implementation Steps

#### Cost

#### Administrative Reaction

1. This current recommendation is an adoption of last year's pilot recommendation to: *Expand the literacy assessment pilot to include the use of the MAP assessment with all teachers and students in grades 3-8.* This pilot ran for two full school years.
2. Teachers across content areas have found the data provided by this assessment to be a valuable snapshot of a student's achievement and growth at three points in the year (fall/winter/spring). This data demonstrates a student's achievement and growth in comparison to national norms for students of the same age at the same time of the year.
3. While decisions regarding family and student communication regarding testing and results need to be finalized, it will be crucial for communication to be consistent across all buildings and teachers.
4. With clear and consistent data sharing, it is hoped that teachers will have a better grasp of students' strengths and needs as readers.

1. Seek administrative approval.
2. Work with Administrators and Curriculum Leaders to finalize parent communication prior to and following testing.
3. Provide summer work time for a group of teachers to determine protocols for sharing data with students, as well as to continue to refine best practices regarding data analysis.

Grades 3 & 4:  
600 students @  
\$8/student =  
\$4,800  
Grades 5-8: 1300  
students @  
\$8/student =  
\$10,400  
Total:  
\$15,200

Required PD  
Fees: \$750

Total 3-8 ELA  
and Math MAP  
Costs:  
\$15,950

Approved.

The data from this assessment have proved to be informative and impactful in instructional planning. A commendable amount of time and effort were put into ensuring smooth administration and effective use of data.

# Math

# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATION FOR 2019-2020



**Name:** Andrew Lucas

**Level:** Middle School

**Area:** Mathematics

**Date:** June 15, 2020

### Curriculum Recommendation

Expand the pilot of the math portion of the MAP diagnostic assessments in 5th, 6th, and 7th grades to gain a better understanding of students' mathematical growth and achievement.

#### Reason(s) for Recommendation

#### Implementation Steps

#### Cost

#### Administrative Reaction

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 math to align our curriculum and instructional practice to allow our students to reach and exceed these standards.
2. PVAAS data provided by the state measures students' growth in their knowledge and understanding of the PA Core Standards. Teachers and schools are assessed according to these growth measures. Middle School math teachers having been using this data to inform and refine instruction each year since the scores were released.
3. Unfortunately, since these scores are only released once each year, any changes that are driven by these data points are reactionary. Teachers have found it difficult to use PVAAS data to help plan instruction and intervention for individual students.

1. Seek administrative approval.
2. Schedule training times over the summer and/or during the first in-service days to teach teachers how to administer the assessment.
3. Provide additional training during the school year on how to interpret and utilize data that is collected.
4. Continue to determine how to utilize our Buzzmath, Sumdog, and Khan Academy programs in more effective ways by using MAP data results.
5. Over the summer of 2021, compare predictive growth and achievement data from the MAP assessment to actual student results on the PSSA. This will help us to determine if the MAP assessment is a useful tool for us in helping students to perform better on the PSSA.

Grades 3 & 4:  
600 students @  
\$8/student =  
\$4,800  
Grades 5-8: 1300  
students @  
\$8/student =  
\$10,400  
Total:  
\$15,200

Required PD  
Fees: \$750

Total 3-8 ELA  
and Math MAP  
Costs:  
\$15,950

Approved.

The positive results of this pilot provide strong rationale for this adoption. The data provided by this assessment are useful in making instructional adjustments throughout the school year as well as providing information for future planning and decision-making for students.



# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATION FOR 2019-2020



**Name:** Andrew Lucas

**Level:** Middle School

**Area:** Mathematics

**Date:** June 15, 2020

### Curriculum Recommendation

Continued (2 of 3)

Expand the pilot of the math portion of the MAP diagnostic assessments in 5th, 6th, and 7th grades to gain a better understanding of students' mathematical growth and achievement.

#### Reason(s) for Recommendation

#### Implementation Steps

#### Cost

#### Administrative Reaction

4. Tools like EasyCBM have been used at Boyce in the past to help plan RtI support, however teachers always felt that the information provided by this assessment provides minimal feedback regarding students' strengths and needs.
5. Last year, one seventh grade team, two sixth grade teams, and three fifth grade teams piloted the math portion of the MAP assessments. The data produced was robust and provided a more immediate view of what students know and are able to do. Teachers who piloted the test was able to make adjustments at the midway point of the year for individual students. In addition, teachers were able to compare math performance with ELA and differentiate whether student struggles came from difficulties with reading comprehension or mathematical understanding.
6. Expanding the pilot to all teachers in these three grades will allow us to get a more holistic and immediate view of our progress as a department. It will also allow us to be more strategic about placement of students within homerooms so we can offer targeted and more effective interventions.

# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATION FOR 2019-2020



**Name:** Andrew Lucas

**Level:** Middle School

**Area:** Mathematics

**Date:** June 15, 2020

### Curriculum Recommendation

Continued (3 of 3)

Expand the pilot of the math portion of the MAP diagnostic assessments in 5th, 6th, and 7th grades to gain a better understanding of students' mathematical growth and achievement.

### Reason(s) for Recommendation

### Implementation Steps

### Cost

### Administrative Reaction

7. Assessing all students in grades 5 through 7 will allow us to determine each child's readiness for Algebra 1 in 8th grade.
8. Administering the math MAP assessment in the fall of 2020 will allow us to determine if students learned and retained the concepts that were taught via remote learning in the spring 2020. This data will also help us to measure student growth during this unusual period in time.

# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATION FOR 2019-2020



**Name:** Shannon Dominick

**Level:** Elementary

**Area:** Mathematics

**Date:** June 15, 2020

### Curriculum Recommendation

Pilot Greg Tang web-based math materials and instructional strategies.

#### Reason(s) for Recommendation

#### Implementation Steps

#### Cost

#### Administrative Reaction

1. In the fall of 2018, elementary curriculum leaders participated in a training conducted by Greg Tang at the National Council of Teachers of Mathematics (NCTM) conference. His workshop focused on building strong, foundational math skills related to visualization, number sense, reasoning skills, and problem solving.
2. Private funding was secured to provide 3 years of intensive professional development of the K-5 faculty. The trainings will:
  - deepen teacher understanding of the conceptual and technical progression of mathematics skills that begin in elementary school and build through middle and high school;
  - strengthen specific instructional strategies needed to leverage foundational math skills in a systematic and sensible way;
  - hone skills that generalize well when problems get harder, and develop the abstract thinking and reasoning skills students need to be successful mathematicians as they grow older.

1. Seek administrative approval.
2. Augment *enVisionMATH* and *Investigations* at grade K-4 with Greg Tang's instructional practices and resources through the 2020-2021 school year.
3. Continue to participate in professional development provided by Greg Tang both through in person workshops and virtual trainings.

Approved.

As the elementary math program takes this critical shift, significant time and attention should be provided to both training and implementation direction and support of recommended curriculum and practices.

# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATION FOR 2019-2020



**Name:** Shannon Dominick

**Level:** Elementary

**Area:** Mathematics

**Date:** June 15, 2020

### Curriculum Recommendation

Continued (2 of 2)

Pilot Greg Tang web-based math materials and instructional strategies.

#### Reason(s) for Recommendation

#### Implementation Steps

#### Cost

#### Administrative Reaction

3. New web-based materials and resources developed by Greg Tang will be piloted during the 2020-21 school year. These resources will be integrated into and supplement the current math curriculum. The USC Pacing Guides will be updated to reflect this integration and provide cohesion of instructional practices.
4. Extensive professional development specific to the new materials, online toolkit, and other resources will be provided. Modeled techniques, C-R-A learning progressions, manipulatives usage, and assessment practices are examples of the specific training experiences.
5. The customized scope and sequence is under development and is to be determined.

Science

# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATION FOR 2019-2020



**Name:** Miller, Kistler

**Level:** High School

**Area:** Science, Math, Technology

**Date:** June 15, 2020

### Curriculum Recommendation

To study the creation a STEM Academy that promotes coursework and career exploration in STEM careers and recognize students accomplishments in STEM programming.

#### Reason(s) for Recommendation

#### Implementation Steps

#### Cost

#### Administrative Reaction

1. The need for a STEM workforce has been recognized for many years and continues to be a demand for the future. According to Steve Koppi, executive director of the Career Development Center at Worcester Polytechnic Institute, "We live in a world that is entirely dependent on technology and the need for workers to be technologically fluent. That need will continue to increase over time."
2. Enrollment in STEM coursework at Upper St. Clair High School shows that students have a great interest in science and math with many students taking advanced science and math courses well beyond the state graduation requirements of three credits. This reflects positively on the attitudes towards science and math in the community. Improvement could be made, however, by providing experiences to students to become aware of the new careers in STEM fields and encouraging students to understand the importance of technology demands in future careers of all types.

1. Seek administrative approval.
2. Explore the role of a coordinator for the STEM Academy to serve as organizer, promoter, and point person for the Academy.
3. Begin exploration and possible trial implementation of the following:
  - A. in-school speakers
  - B. off-site field trips
  - C. coordination of STEM related events and competition
  - D. develop relationships with business partners who would work with the the district in job shadowing opportunities.
  - E. investigate and develop future STEM courses based on robotics, AI, engineering, programming, web/app design, etc.
4. Work with a committee of stakeholders including teachers, administrators and students to establish requirements for STEM Academy recognition.

Approved.

It is hoped that this study and resulting recommendations and programming will provide students with STEM pathways that include information, skills, experiences, and knowledge that promote critical thinking and encourage informed pursuit of STEM careers. Staffing will be an important component to the success of this initiative.

# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATION FOR 2019-2020



**Name:** Kistler and Miller

**Level:** High School

**Area:** Science, Math, Technology

**Date:** June 15, 2020

### **Curriculum Recommendation**

Continued (2 of 2)

To study the creation a STEM Academy that promotes coursework and career exploration in STEM careers and recognize students accomplishments in STEM programming.

#### **Reason(s) for Recommendation**

#### **Implementation Steps**

#### **Cost**

#### **Administrative Reaction**

3. A STEM Academy would serve as a responsive, engaging, and systematic method to provide experiences and understanding to students of the ever changing landscape of STEM careers. As a complement to coursework, in-school speakers, extra-curricular events and competitions, off-site field trips, and job shadowing opportunities will expose USC students to the vast array of career options.
  
4. While many may initially think of STEM careers as requiring a college degree, USC recognizes that many lucrative and in-demand STEM careers have less stringent academic requirements and students can be highly successful with vocational education, certification programs, apprenticeships, and 2-year degrees. The STEM Academy would seek to become an inclusive program that encourages the skills and talents of a wide range of students.

# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATION FOR 2019-2020



**Name:** Miller, Kistler

**Level:** High School

**Area:** Math, Science, and Technology

**Date:** June 15, 2020

### **Curriculum Recommendation**

Develop intermediate level coursework in robotics, engineering, and computer science in preparation for the 2021-22 school year.

#### **Reason(s) for Recommendation**

#### **Implementation Steps**

#### **Cost**

#### **Administrative Reaction**

1. During the 2020-21 school year, the Technology Now and Tomorrow class will be in place offering 12-week experiences in robotics, engineering and computer sciences. With this new course, the introductory level courses in these areas were eliminated.
2. It is expected that after completion of the Technology Now and Tomorrow course, students will elect to advance their studies in one or more of these areas of focus. The development of intermediate levels of these focus areas is the logical next step in the restructuring and promotion of these important STEM career skills and understanding.

1. Seek administrative approval.
2. Approve Summer Workshop time to develop the course framework for intermediate robotics, intermediate engineering, and intermediate computer science.
3. Craft curriculum recommendations to be presented at the Fall 2020 Fast Track. These courses would then be offered and available for student selection during course registration in February 2021 for enrollment in the 2021-22 school year.

3 teachers at 12 hours each @ \$30.20/hr = \$1087.20

Approved.  
  
This is the necessary next step resulting from a previous recommendation. Enrollment numbers are one data point that indicate early success of these programmatic changes.



# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATION FOR 2019-2020

**Name:** Kistler

**Level:** High School

**Area:** Science

**Date:** June 15, 2020

### Curriculum Recommendation

Provide the option to IB students to enroll in IB SL Physics as either a one-year or a two-year option of study.

#### Reason(s) for Recommendation

#### Implementation Steps

#### Cost

#### Administrative Reaction

1. The IB Physics curriculum is a highly rigorous program that requires students to study 9 topics to a great depth in addition to a Group 4 (Science) project and an Internal Assessment. As juniors at USC, this is the first exposure students have to the field of physics and most students find the course very challenging as an introduction to physics.
2. IB Physics is currently offered as Standard Level (SL) which includes juniors and is a one year course. Another option is to enroll in IB Physics Higher Level (HL) which is a two year program that explores the same 9 topics (plus an addition 4 topics) but to a greater depth of understanding.
3. Many students who enroll in the SL program are electing to take the course as their required science but struggle with the pace of the instruction that is necessary to meet the requirements during the needed time frame.

1. Seek administrative approval.
2. Update the Program of Studies to reflect the change effective for the 2020-21 school year.
3. Inform IB students of this option. Students would need to determine how taking the course impacts their overall IB course plan. Students would need to make a decision prior to test sign-up and payment for IB test in October.
4. Provide Summer Workshop time to integrate the second-year SL content within the HL course.

12 hours x 1  
teacher @  
\$30.20/hr =  
\$363.40

Approved.  
  
This recommendation supports the long-term goal of providing more science choices for IB diploma students and those seeking course work at the diploma level.

# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATIONS FOR 2020-2021



**Name:** Kistler

**Level:** High School

**Area:** Science

**Date:** June 15, 2020

### Curriculum Recommendation

Continued (2 of 2)

Provide the option to IB students to enroll in IB SL Physics as either a one-year or a two-year option of study.

#### Reason(s) for Recommendation

#### Implementation Steps

#### Cost

#### Administrative Reaction

4. Permitting the SL students the option of taking the course as either 1 or 2 years will provide support for those who might struggle with the content and pace of the course.
  
5. The majority of IB schools across the globe teach both the SL and HL as 2-year programs. This puts our SL students at a disadvantage for the IB exams when they are compared to students who are provided instruction over two years to learn the content.

# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATIONS FOR 2020-2021



**Name:** Pamela Dillie

**Level:** Elementary K-4

**Area:** Elementary Science

**Date:** June 15, 2020

### Curriculum Recommendation

Extend the selection and implementation of a new science curricula through the 2020-2021 school year to minimize cost and student/staff disruptions as we work through the Covid-19 issues.

#### Reason(s) for Recommendation

#### Implementation Steps

#### Cost

#### Administrative Reaction

1. After learning that ASSET was being dissolved at the end of the 2018-2019 school year, we began a comprehensive evaluation of programming options for K-4 elementary science.
2. Throughout this process we need to be cognizant of changes being made through NGSS (currently being adopted by PDE). NGSS places more importance on developing scientific thinkers, apply cross cutting concepts, and deep understanding of core ideas.
3. The process began by researching our best possibilities through PDE and their latest evaluation rubric. During several curriculum meetings, teachers heard presentations from Smithsonian, Full Option Science System and Amplify Science. Teachers completed individual surveys on all 3 programs and then a reflection comparing all 3 programs. Next a committee of teachers and administrators looked at all 3 programs in depth and completed a science resource evaluation.

1. Seek administrative approval.
2. Pilot two modules ( Smithsonian or Amplify) per grade level per building in 2021. Adopt a new program in the fall, 2021.  
  
TBD  
K  
1<sup>st</sup> grade  
2<sup>nd</sup> grade  
3<sup>rd</sup> grade  
4<sup>th</sup> grade
3. Schedule professional development in our district on several dates spaced throughout the school year.

No additional cost beyond the proposed elementary science budget.

1. Materials \$  
2. Professional development \$

\$60,000-\$80,00 per year over a 3 year roll out.

If needed:  
Summer workshop time for teachers paid at workshop hours.  
12 teachers  
6 hours per teacher.

Approved.

The comprehensive effort that was devoted to determining the best new elementary programming is commendable. Approaching the change with consideration for reduced time for study, implementation, and maximizing funding will allow for multiple goals to be achieved and ultimately the best programming decisions.

# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATIONS FOR 2020-2021



**Name:** Pamela Dillie

**Level:** Elementary K-4

**Area:** Elementary Science

**Date:** June 15, 2020

### Curriculum Recommendation

Continued (2 of 3)

Extend the selection and implementation of a new science curricula through the 2020-2021 school year to minimize cost and student/staff disruptions as we work through the Covid-19 issues.

#### Reason(s) for Recommendation

#### Implementation Steps

#### Cost

#### Administrative Reaction

4. Based on teacher input, the decision was narrowed down to either Amplify or Smithsonian.
5. The original intent was to select a new science curricula in the spring of 2020 to be purchased and implemented in the 2020-2021 school year. The disruption caused by COVID-19 has required the development of an alternative plan
6. The recommendation is to extend the selection and implementation of a new science curricula through the 2020-21 school year to minimize cost and staff disruption as we work through COVID-19 issues:
  - Fall 2020: Teach existing, unused units from Spring 2020.
  - Winter 2021: Teach existing Winter units. Units are partially used. Will require some restocking cost/effort.
  - Spring 2021: Pilot Amplify and Smithsonian units at each building and grade level. Combine resources from existing units to use in classes not involved in pilot.

# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATIONS FOR 2020-2021



**Name:** Pamela Dillie

**Level:** Elementary K-4

**Area:** Elementary Science

**Date:** June 15, 2020

### Curriculum Recommendation

Continued (3 of 3)

Extend the selection and implementation of a new science curricula through the 2020-2021 school year to minimize cost and student/staff disruptions as we work through the Covid-19 issues.

#### Reason(s) for Recommendation

#### Implementation Steps

#### Cost

#### Administrative Reaction

7. Pilot units from selected vendor will be purchased and reused for 2021-2022 school year. Cost of non-selected units will be offset from savings from not having to restock existing units. (Cost to stock existing units to use in Spring is approx. \$10K.)
8. We believe this recommendation will allow us to conduct a quality science curricula for our students in the coming school year with minimal cost and disruption to our staff and will also allow us to make the best long term decision for our Science program moving forward.

# Social Studies

# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATIONS FOR 2020-2021



**Name:** Doug Kirchner  
**Area:** Social Studies

**Level:** High School  
**Date:** June 15, 2020

### Curriculum Recommendation

*Pilot World History, 9th edition, a textbook/digital resource package for the Shaping the Modern World I & II courses (in 9th and 10th grade) during the 2020-21 school year.*

#### Reason(s) for Recommendation

#### Implementation Steps

#### Cost

#### Administrative Reaction

1. This recommendation serves as an implementation step from our Fall 2020 (fast-track) curriculum recommendation to “pilot a course for all 10th grade social studies students called “Shaping the Modern World II during the 2020-2021 school year.” ([See Implementation Step #3 on the Fall 2020 rec.](#))
2. After a multi-year investigation into various types of textbooks/digital resources, including world geography texts, our wisest investment for a core text is one that provides thorough historical foundations of the modern issues within and across major world regions. Students need a core text that provides detailed historical underpinnings and trends.
3. This textbook, accessible in both print and digital formats, along with its accompanied set of online resources, “present a balanced, compelling overview of world history that explores common challenges and experiences of the human past, and identifies key patterns over time.” Units such as “Modern Patterns of World History” and “Toward a Global Civilization? (The World Since 1945)” match the curricular focus of our Shaping the Modern World pilot courses. ([Click here](#) for an overview of the text.)

1. Seek administrative approval.
2. Purchase copies of the textbook and digital resource package for the 2020-21 school year.
3. Utilize summer workshop hours to plan for the implementation of the textbook’s and digital tools. This includes “MindTap” training provided by Cengage (free of charge) to learn its features and functionality. NOTE: These summer workshop hours were suggested previously in the Fall 2020 curriculum recommendation to pilot Shaping the Modern World II in 10th grade. Additional [flex] hours will need to be provided for 9th grade teachers as well.
4. Monitor the pilot during 2020-21 to determine potential full purchase/implementation for the 2021-22 school year and beyond.

6 class sets (180 print copies of the textbook) = \$2,700

700 student-access codes = \$2,100

S/H = \$0

Total = \$4,800

NOTE: This total price reflects the amount for the 1-year pilot phase.

Approved

Utilizing the text for two years will provide continuity and allow for the opportunity for students to gain both content knowledge and literacy skills.

# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATIONS FOR 2020-2021



**Name:** Doug Kirchner  
**Area:** Social Studies

**Level:** High School  
**Date:** June 15, 2020

### Curriculum Recommendation

Continued (2 of 3)

*Pilot World History, 9th edition, a textbook/digital resource package for the Shaping the Modern World I & II courses (in 9th and 10th grade) during the 2020-21 school year.*

#### Reason(s) for Recommendation

#### Implementation Steps

#### Cost

#### Administrative Reaction

4. The framework of the text syncs seamlessly with the thematic, issue-based approach to both Shaping the Modern World I (9th grade) and II (10th grade), as it seeks to “help students make comparisons and connections across cultures and time periods.” End-of-chapter “Upon Reflection” questions invite students to think critically and make modern connections, e.g. “What are some of the key reasons...to explain why democratic institutions have been slow to take root in the Middle East?” ([Click here](#) for a summary of the textbook’s “Features.”)
  
5. The “MindTap” digital package that is paired with the textbook provides a rich set of tools and resources with tiered supports for all students, including “ReadSpeaker” (audio narration), interactive timelines, and guided practice with using primary source documents. For instance, “Opposing Viewpoints” present two or more primary source documents representing differing perspectives on the same or related topics, providing students an opportunity for hands-on analysis.



# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATIONS FOR 2020-2021



**Name:** Doug Kirchner  
**Area:** Social Studies

**Level:** High School  
**Date:** June 15, 2020

### Curriculum Recommendation

Continued (3 of 3)

*Pilot World History, 9th edition, a textbook/digital resource package for the Shaping the Modern World I & II courses (in 9th and 10th grade) during the 2020-21 school year.*

#### Reason(s) for Recommendation

#### Implementation Steps

#### Cost

#### Administrative Reaction

6. Purchasing this textbook/digital package as a “pilot” will allow for experimentation in the use of other supplemental texts that are currently owned and utilized (e.g. Open-source world geography textbooks and our current American History course texts can be incorporated during this pilot phase to determine the most effective combination of resources.)
7. The authors of the textbook, William J. Duiker and Jackson J. Spielvogel, are both Professors Emeritus at Penn State University, and both have received multiple awards for their teaching and research.

# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATION FOR 2019-2020

**Name:** Josh Tobin

**Level:** Grade 7

**Area:** Social Studies

**Date:** June 15, 2020

### Curriculum Recommendation

Adopt curriculum for 7th Grade Social Studies based on 2018 Board-approved scope and sequence for Social Studies grades 5-11

#### Reason(s) for Recommendation

#### Implementation Steps

#### Cost

#### Administrative Reaction

1. A primary goal of K-12 education is preparation for the future. Various entities have described this further to focus on college, career and life readiness (RedefiningReady.org). The National Council for the Social Studies (NCSS) has built upon this theme from the Social Studies lens by developing the [C3 Framework](#) which focuses on College, Career, and Civic Life.
  
2. The guiding principles of the C3 Framework (listed below) align w/ District mission, vision, and strategic planning:
  - Social Studies prepares the nation’s young people for college, careers, and civic life.
  - Inquiry is at the heart of Social Studies.
  - Social Studies involves interdisciplinary applications and welcomes integration of the arts and humanities.
  - Social Studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social Studies emphasizes skills and practices as preparation for democratic decision-making.
  - Social Studies education should have direct and explicit connections to the Common Core State Standards for English Language Arts.

Approved.

An incredible amount of thought, study, and revisions have been put into making this curriculum sound, meaningful, and engaging for students. It serves as a cornerstone for the curriculum that will precede and proceed this course.

# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATION FOR 2019-2020



**Name:** Josh Tobin

**Level:** Grade 7

**Area:** Social Studies

**Date:** June 8, 2020

### Curriculum Recommendation

Continued (2 of 2)

Adopt curriculum for 7th Grade Social Studies based on 2018 Board-approved scope and sequence for Social Studies grades 5-11

#### Reason(s) for Recommendation

#### Implementation Steps

#### Cost

#### Administrative Reaction

3. Along with these guiding principles, C3 emphasizes the need for foundational Social Studies understanding in the areas of civics, geography, economics, and history. These traditional backbones of social studies education will still be emphasized in any new iterations of Social Studies courses.
4. The High School Social Studies department is currently engaged in similar discussions as approved through a previous curriculum recommendation. All changes would align to create a more fluid scope/sequence grades 5-11.
5. Changes to the 7th Grade Social Studies course have been piloted and are ready for Board approval.

***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.*

## **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 7 Foundations of America**

### **HISTORICAL CONTENT**

*American history (Colonies through Reconstruction)*

### **POINTS OF EMPHASIS**

*Driven by authentic assessment*

*Focus on skill development*

*Connections between time periods, both historical and modern*

*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?*

**Wellness**

# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATIONS FOR 2020-2021



**Name:** Lauren Madia and Betsy Hess

**Level:** High School

**Area:** Wellness Education

**Date:** June 15, 2020

### Curriculum Recommendation

**Conduct a comprehensive review and multi-year revision of the current health and wellness curriculum and programming at the high school level.**

#### Reason(s) for Recommendation

#### Implementation Steps

#### Cost

#### Administrative Reaction

1. Across our world and nation, many significant health and wellness issues have been identified as needing crisis level attention and intervention. From the rise in addiction statistics and deaths from overdose and suicide, to a myriad of other significant physical and mental health issues, there is no denying that our students are facing incredible pressures and stresses related to their efforts to live healthy and well-balanced lives.
  
2. The Upper St. Clair School District has recognized the need for enhanced and increased programming related to health and wellness to promote the holistic development of our students. The beginning work resulting from this recommendation will be able to easily fold into and inform the Wellness arm of the District's strategic planning process.

1. Seek administrative approval.
  
2. Form a District team to begin the review process and provide research and information to the Strategic Planning process as well as a part of the curriculum development process.
  
3. Review mandates, standards, student feedback, data, and current programming to identify needs related to content and critical topics. Consider current delivery methods and determine ways to strengthen the dissemination of content in current coursework as well as finding new opportunities that span the 9-12 experience.
  
4. Review evidence-based research to assist in decision-making related to content, delivery, resources, materials and types of programming that have the greatest impact on students at the high school level.
  
5. If and where appropriate, establish partnerships with outside organizations to assist with study, development, resource selection, and delivery.

Summer workshop hours(3 teachersX 24 hours @\$30.20)  
Total:  
\$2174.40

Approved.  
  
The importance of adjusting programming to adapt to the changing landscape of students' wellness needs is of critical importance and emphasizes the District's value of programming for the whole child.



# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATIONS FOR 2020-2021



**Name:** Lauren Madia and Betsy Hess

**Level:** High School

**Area:** Wellness Education

**Date:** June 15, 2020

### Curriculum Recommendation

Continued (2 of 4)

Conduct a comprehensive review and multi-year revision of the current health and wellness curriculum and programming at the high school level.

#### Reason(s) for Recommendation

#### Implementation Steps

#### Cost

#### Administrative Reaction

3. Research shows that when students are engaging in healthy behaviors, they are more likely to experience academic success and higher levels of academic attainment (Health-Related Behaviors and Academic Achievement Among High School Students - United States, 2015, CDC). According to the CDC, health education has been identified as a key contributor to helping young people engage in healthy behaviors and avoid risky behaviors.
  
4. As society's concern about these public health crises has risen, new mandates have been issued in recent years, requiring schools to offer specific programming. Examples include Act 55 of 2017, which requires that students in grade levels 6-12 receive opioid prevention instruction every year, and Act 71 which permits and encourages the delivery of suicide prevention education for students in grades 7-12.
  
5. PDE has indicated that the existing Health and Physical Education standards are in the process of being revised, which would be taken into account during this multi-year review the revision.

6. Collaborate with middle school personnel to assure streamlined programming and determine any needs resulting from changes at the high school level.

# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATIONS FOR 2020-2021



**Name:** Lauren Madia and Betsy Hess

**Level:** High School

**Area:** Wellness Education

**Date:** June 15, 2020

### Curriculum Recommendation

Continued (3 of 4)

Conduct a comprehensive review and multi-year revision of the current health and wellness curriculum and programming at the high school level.

#### Reason(s) for Recommendation

#### Implementation Steps

#### Cost

#### Administrative Reaction

6. Changes to other courses have impacted the delivery of 7-12 health standards as previously articulated; for example: changes in the 8th grade expressive arts courses. *Maybe we do not need this*
  
7. Local survey data including the PA Youth Survey and Natural Helper survey indicate that our students are using alcohol, tobacco/nicotine products, and other drugs and are experiencing depressive symptoms, suggesting that additional universal prevention methods are warranted. Additionally, Safe2Say reports indicate that students are experiencing mental health concerns.
  
8. One manner in which formal health programming occurs at the high school level is through the ninth grade Health course. It is critical that a course review is conducted as one means to assure that the curriculum is comprehensive and responsive to the needs of today's students. The delivery methods should also be examined to assure that topics are presented, discussed, and assessed in ways that are appropriate for the subject matter being addressed.

# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATIONS FOR 2020-2021



**Name:** Lauren Madia and Betsy Hess

**Level:** High School

**Area:** Wellness Education

**Date:** June 15, 2020

### Curriculum Recommendation

Continued (4 of 4)

Conduct a comprehensive review and multi-year revision of the current health and wellness curriculum and programming at the high school level.

#### Reason(s) for Recommendation

#### Implementation Steps

#### Cost

#### Administrative Reaction

Though additional health and wellness content is covered in physical education classes in ninth through eleventh grades, it remains important to look for additional ways that topics can be presented and revisited, beyond these courses, throughout the high school experience in ways that are explicit, systematic, and responsive to the developmental needs of students as they progress through high school.

9. The wide variety of topics needed in comprehensive wellness programming require the involvement of professionals with specialized areas of expertise. Maximizing District personnel and with specialized training and accessing appropriate community resources should be addressed through this recommendation.

10. Upper St. Clair High School students are provided with a variety of ways to offer feedback on programming and needs and have found the confidence to approach appropriate personnel about issues and changes they would like through enhanced wellness programming. Student voice plays an important role in this type of endeavor.

# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATION FOR 2019-2020



**Name:** Lisa Cain, Betsy Hess

**Level:** Grades 5-8

**Area:** Wellness

**Date:** June 15, 2020

### Curriculum Recommendation

**Pilot the implementation of basic mindfulness and yoga practices into the physical education curriculum.**

#### Reason(s) for Recommendation

#### Implementation Steps

#### Cost

#### Administrative Reaction

1. This recommendation directly supports several components of our District's mission, including:
2. The District's goal to promote happiness and success for each child.
  - a. The District's belief that "effective education develops the whole person-ethically, intellectually, emotionally, socially, and physically- and promotes self-esteem and happiness."
  - b. Mindfulness and yoga has many benefits, both short-term and long-term, including reducing stress, increasing positive emotions, increasing focus and attention, creates compassion and empathy, helps fight anxiety and depression, and reduces anger and aggression.
3. Nationwide many schools are implementing mindfulness programming to help combat student stress.

1. Seek administrative approval.
2. Provide summer workshop time and flex hours for up to 4 teachers to investigate a variety of resources
3. Partner with South Hills based Himalayan Institute for training the middle school PE staff in August on in-service days.
4. Investigate best programming and scheduling for both middle schools.
5. Continue the work during first semester using inservice days and department meetings.
6. Pilot the strategies and lessons at each building during second semester.

12 Flex Hours each.  
  
Himalayan Institute  
Instructor: 2 hours @ \$120  
hour=\$240

Approved.  
  
It is a worthy effort to teach students productive ways to manage stress and anxiety so as to have a positive impact on how students feel and perform in all areas of their life.

# Library

# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATION FOR 2019-2020



**Name:** Ginny Husak and Judy Bulazo

**Level:** Elementary

**Area:** Library

**Date:** June 15, 2020

### Curriculum Recommendation

Replace and enhance the current coding curriculum at the elementary level with robotics.

#### Reason(s) for Recommendation

#### Implementation Steps

#### Cost

#### Administrative Reaction

1. As the world around us becomes more automated, understanding robotics and related computer science concepts is quickly becoming an important skill for today's students. Robots are a powerful way to introduce young students to coding and programming. Students are able to immediately test out coding concepts and visually see the cause and effect nature of their programming.
2. Currently a national coding curriculum, *code.org*, is delivered during the student's library class and through computer lab time. Once a month, the Librarians teach a computer coding concept "offline". This is followed by a session in the computer lab that same month as scheduled by the classroom teacher. The lag time in the offline and online lessons has been somewhat problematic in the transfer of knowledge for the students.
3. The concepts of the *code.org* curriculum are still very valuable and important concepts. The goal would be to replace the "online" portion of the concepts learned from a computer to robots.. Many of the concepts such as algorithms, loops, debugging, etc. can still be taught, with the immediate and engaging use of robots.

1. Seek administrative approval.
2. Explore types of robots and match with coding concepts in the current curriculum. Make appropriate selections.
3. Determine best robot placement given the current coding curriculum concepts and developmental appropriateness for each age and grade level. Choose a grade level phase-in approach if funding is limited.
4. Write curriculum and units for each grade level.

Materials:  
Approximately \$1,200 per grade level per building depending on robots selected.

Summer Workshop Time:  
3 librarians x 2 summer work days (12 hours) x \$30.20 = \$1,087.20

Approved.

This change seems to accomplish many objectives and will be helpful in advancing STEAM programming at the elementary level.

# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATION FOR 2019-2020



**Name:** Ginny Husak and Judy Bulazo

**Level:** Elementary

**Area:** Library

**Date:** June 15, 2020

### Curriculum Recommendation

Continued (2 of 2)

Replace and enhance the current coding curriculum at the elementary level with robotics.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>4. There has been an influx of many types of robots into the field of educational materials, ranging from simple to highly complex. The wide variety of options currently available allows for the introduction of robots at the elementary level to be implemented in a developmentally appropriate way for each grade level with a sequential and spiraling curriculum that gets progressively more involved.</p> <p>5. The same amount of instructional time would be utilized, allowing students to experience 9 lessons each year and potentially work with 4 different types of robots throughout their elementary school years.</p>			