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# Upper St. Clair School District Fast Track Curriculum Recommendations 2019-2020



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



TO: Board of School Directors

Date: January 13, 2020

FROM: Dr. Sharon Suritsky  
Dr. Judy Bulazo

Subject: 2019-2020  
Fast Track Recommendations

	Requires Board Approval	For Your Information
<b>All Curricular Areas</b>		
Adjust year-long, credit-bearing course integrating service learning and social entrepreneurship to a semester-long course.	✓	
<b>English Language Arts - HS</b>		
Adopt <i>The Turtle of Oman</i> by Naomi Shihab Nye and <i>Before We Were Free</i> by Julia Alvarez as supplemental texts for ESL Strategies in the second semester.	✓	
Revise the core resources for the Spring semester of AP Literature & Composition 12 to align with the newly released AP College Board unit recommendations.	✓	
Formalize a supplemental reading program in Academic English 9 by adopting the novels <i>Lord of the Flies</i> , <i>Animal Farm</i> , and play <i>A Raisin in the Sun</i> .	✓	
Pilot a revision of core resources in the Writing for Self-Reflection Unit in Academic English 11.		✓
Adopt <i>Hit Makers: The Science of Popularity in an Age of Distraction</i> for second semester of AP English Language.	✓	
Offer a new online video communication course, Video Media Essentials.	✓	



TO: Board of School Directors

Date: January 13, 2020

FROM: Dr. Sharon Suritsky  
Dr. Judy Bulazo

Subject: 2019-2020  
Fast Track Recommendations

	Requires Board Approval	For Your Information
<b>English Language Arts - MS</b>  Continue textual evaluations for grades 5-8 based on reading level, interest level and big ideas.	✓	
Pilot use of supplemental grammar resource.		✓
<b>Expressive Arts</b>  Examine the Family and Consumer Science Program at Boyce to determine potential content enhancements and changes.		✓
<b>Guidance</b>  Utilize the College Board established Wednesday testing date.	✓	
<b>Math</b>  Offer College in HS Statistics through University of Pittsburgh.	✓	
<b>Music</b>  Redesign Jazz Course by piloting two new courses, <i>Jazz Lab Ensemble</i> and <i>Honors Jazz</i> .	✓	
<b>Science</b>  Pilot new STEAM course called <i>Technology Now and Tomorrow</i> .	✓	



TO: Board of School Directors

Date: January 13, 2020

FROM: Dr. Sharon Suritsky  
Dr. Judy Bulazo

Subject: 2019-2020  
Fast Track Recommendations

	Requires Board Approval	For Your Information
Adjust <i>Introduction to Architecture</i> and <i>Advanced Architecture</i> from full year to semester courses.	✓	
Research PBL course. Credits for Science and English Language Arts.		✓
<b>Social Studies</b>  Pilot a 10 <sup>th</sup> grade course, " <i>Shaping the Modern World</i> ".	✓	
Study potential for semester-long, elective dedicated to teaching the Holocaust.		✓
<b>Student Support Services</b>  Pilot the SMARTS program with students that have been identified.		✓
<b>World Language</b>  Rename International Studies I and II to Intercultural Studies I and II.	✓	
Offer an AP Chinese course as an independent study option.	✓	
Provide honors designation to the Chinese 4 course.	✓	



<b>Table of Contents</b>	
<b>PAGE</b>	<b>CONTENT AREA</b>
1-2	HS All Areas
3-12	HS English Language Arts
13-14	MS English Language Arts
15-16	MS Expressive Arts
17-18	HS Guidance
19-20	HS Mathematics
21-24	HS Music
25-31	HS Science
32-36	HS Social Studies
37-42	HS Student Support Services
43-46	HS World Language



# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATION FOR 2019-2020



**Name:** HSLT **Level:** High School

**Area:** HSLT / Interdisciplinary Studies **Date:** January 6, 2020

### Curriculum Recommendation

Adjust the year-long, credit-bearing course integrating service learning and social entrepreneurship to a semester-long course.

### Reason(s) for Recommendation

### Implementation Steps

### Cost

### Administrative Reaction

1. This recommendation follows a study conducted in the summer of 2018 to research the potential for a service learning course at the secondary level.
2. A revision to the length of the course (from yearlong to semester) reflects (a) expressed and perceived need in terms of student scheduling and (b) alignment with other electives of a similar nature.
3. This recommendation supports the approved HSLT goal to “inject an entrepreneurial spirit of innovation, collaboration, and problem-solving in student programs including leadership academies, STEAM, and more.”

1. Seek administrative approval.
2. Update the *Program of Studies*.

Approved



# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATION FOR 2019-2020

**Name:** HSLT **Level:** High School

**Area:** HSLT / Interdisciplinary Studies **Date:** January 6, 2020

### Curriculum Recommendation

(Continued 2 of 2) Adjust the year-long, credit-bearing course integrating service learning and social entrepreneurship to a semester-long course.

### Reason(s) for Recommendation

### Implementation Steps

### Cost

### Administrative Reaction

4. This recommendation coincides with the current high school initiative to incorporate Project-Based Learning (PBL) into classroom curriculum. High-quality PBL enables students to master academic content and skills, develop skills necessary for future success, and build personal agency needed to tackle life's and the world's challenges. The course framework would be designed around the six elements of successful PBL: intellectual challenge and accomplishment, authenticity, public product, collaboration, project management, and reflection.

1. Seek administrative approval.
2. Update the *Program of Studies*.



# UPPER ST. CLAIR SCHOOL DISTRICT

## FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2019-2020



**Name:** Lauren Madia and Melissa Tungate

**Level:** High School

**Area:** English Language Arts

**Date:** November 19, 2019

### Curriculum Recommendation

1. Adopt a *The Turtle of Oman* by Naomi Shihab Nye and *Before We Were Free* by Julia Alvarez as supplemental texts for ESL Strategies in the second semester.

### Reason(s) for Recommendation

### Implementation Steps

### Cost

### Administrative Reaction

1. *The Turtle of Oman* and *Before We Were Free* engage students in high-interest reading, examining pre-immigration stories. These texts also serve as models in writing immigration stories.
2. These books are appropriate reading level for students, increasing the amount of reading completed in English. Students will also be exposed to highly utilized Tier 2 vocabulary words in the texts.
3. Adding these two texts as supplemental options allows for flexibility in designing appropriate instruction for ESL students.
4. *Before We Were Free* received the Pura Belpre Award in 2004.
5. *The Turtle of Oman* received many awards, including the Kirkus Reviews Best Books of 2014, IRA Notable Books for a Global Society 2015, NCTE Charlotte Huck Award for Outstanding Fiction for Children in 2015, and Horn Book Fanfare List: Best Books of 2014, Fiction.

1. Seek administrative approval.
2. Purchase copies of the texts.
3. Implement teaching these texts in the second semester.

None-Title III funds used to purchase texts.

Approved.  
  
Adding texts that are accessible to ESL students and align with the English curriculum should create both meaningful and rigorous learning opportunities.



# UPPER ST. CLAIR SCHOOL DISTRICT

## FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2019-2020



**Name:** Melissa Tungate

**Level:** High School

**Area:** English Language Arts

**Date:** November 19, 2019

### Curriculum Recommendation

**2. Revise the core resources for the Spring semester of AP Literature & Composition 12 to align with the newly released AP College Board unit recommendations**

### Reason(s) for Recommendation

### Implementation Steps

### Cost

### Administrative Reaction

1. The current curriculum includes five long fiction/drama units, two short fiction units, and three poetry units. The College Board recommends three poetry units, three short fiction units, and three long fiction/drama units.
2. Move *Macbeth* from a core text to a supplemental option.
  - The AP Literature & Composition 12 course should expose students to fiction from different time periods, and there is already one work by Shakespeare as a core text.
  - Students in the AP Literature & Composition 12 class read *Hamlet* by William Shakespeare as a core text and write a short thematic analysis paper on the play. *Hamlet* is also more complex than *Macbeth*, and therefore *Hamlet* is more appropriate to the AP Literature curriculum.
  - By moving this play to a supplemental option, students have time to read short fiction, which is an essential part of the AP Literature & Composition course.

1. Seek administrative approval.
2. Revise Rubicon Atlas.
3. Add *Macbeth* and *Heart of Darkness* to the supplemental reading list.
4. Print free online copies of "A Temporary Matter."
5. Begin implementation in Spring 2020.

No cost

Approved.  
  
This is the logical next phase in the separation of the AP Literature and AP Language courses.



# UPPER ST. CLAIR SCHOOL DISTRICT

## FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2019-2020



**Name:** Melissa Tungate

**Level:** High School

**Area:** English Language Arts

**Date:** November 19, 2019

### Curriculum Recommendation

**(Continued 2 of 3) - Revise the core resources for the Spring semester of AP Literature & Composition 12 to align with the newly released AP College Board unit recommendations**

### Reason(s) for Recommendation

### Implementation Steps

### Cost

### Administrative Reaction

3. Move *Heart of Darkness* from a core text to a supplemental option.
- The course currently has five core works of long fiction/drama and only two units of short fiction. Moving *Heart of Darkness* to a supplemental option allows more time for another short fiction unit.
  - *Heart of Darkness* was published in 1899, and the course already offers students two core works of literature from the late nineteenth century.

1. Seek administrative approval.
2. Revise Rubicon Atlas.
3. Add *Macbeth* and *Heart of Darkness* to the supplemental reading list.
4. Print free online copies of "A Temporary Matter."
5. Begin implementation in Spring 2020.



# UPPER ST. CLAIR SCHOOL DISTRICT

## FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2019-2020



**Name:** Melissa Tungate

**Level:** High School

**Area:** English Language Arts

**Date:** November 19, 2019

### Curriculum Recommendation

**(Continued 3 of 3) - Revise the core resources for the Spring semester of AP Literature & Composition 12 to align with the newly released AP College Board unit recommendations**

### Reason(s) for Recommendation

### Implementation Steps

### Cost

### Administrative Reaction

4. Adopt “A Temporary Matter” by Jhumpa Lahiri to a core short story unit.

- The AP Literature & Composition 12 course requires students to read and analyze short fiction and literature from a variety of time periods.
- Jhumpa Lahiri’s story is part of a Pulitzer Prize-winning collection of short stories, *Interpreter of Maladies*, and allows students to practice working on a number of skills the students must master in this course, provided by College Board.

1. Seek administrative approval.
  2. Revise Rubicon Atlas.
  3. Add *Macbeth* and *Heart of Darkness* to the supplemental reading list.
  4. Print free online copies of “A Temporary Matter.”
- Begin implementation in Spring 2020.



# UPPER ST. CLAIR SCHOOL DISTRICT

## FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2016-2017

**Name:** Melissa Tungate

**Level:** High School

**Area:** English Language Arts

**Date:** November 19, 2019

### Curriculum Recommendation

**3. Formalize a supplemental reading program in Academic English 9 by adopting the novels *Lord of the Flies* by William Golding, *Animal Farm* by George Orwell and the play *A Raisin in the Sun* by Lorraine Hansberry.**

### Reason(s) for Recommendation

### Implementation Steps

### Cost

### Administrative Reaction

1. Currently, students self-select texts to read as supplemental options throughout the course of the year. In order to ensure that students have exposure to the literary canon as well as self-selected texts, restructuring provides balance.
2. As Academic English 9 is a genre study, adding the two novels exposes students to additional genres of fiction, including satire and parody. These texts expand reading opportunities.
3. Both novels appear on the College Board's list of Recommended Books for College-Bound Readers.
4. Further, as a genre study, adding a 20th century play allows students to compare and contrast a modern dramatic piece with a Shakespearean work (*Romeo and Juliet*).
5. Playwright Hansberry diversifies the curriculum with a multicultural, female voice.

1. Seek administrative approval.
2. Revise Rubicon Atlas.
3. Coordinate sharing of books with Honors English 9.
4. Collaborate with the Social Studies Department to discuss opportunities for cross-curricular work.

Order additional texts as necessary

Approved.  
  
Refining this part of the ninth grade academic English programming will provide significant benefits to students.



# UPPER ST. CLAIR SCHOOL DISTRICT

## FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2016-2017



**Name:** Melissa Tungate

**Level:** High School

**Area:** English Language Arts

**Date:** November 19, 2019

### Curriculum Recommendation

*(Continued 2 of 2) - Formalize a supplemental reading program in Academic English 9 by adopting the novels **Lord of the Flies** by William Golding, **Animal Farm** by George Orwell and the play **A Raisin in the Sun** by Lorraine Hansberry.*

### Reason(s) for Recommendation

### Implementation Steps

### Cost

### Administrative Reaction

6. Adding varied, full-length works will help deepen student experience with themes relevant to the core English curriculum and provide opportunities for cross-curricular exploration with Social Studies.
7. The three texts have already been approved for Honors English 9 in either core or supplemental and will provide Academic learners with a more thorough foundation for college and career success.
8. Some of these texts also provide ability for cross-curricular work with Social Studies and the newly-created Shaping the Modern World course for ninth graders.

1. Seek administrative approval.
2. Revise Rubicon Atlas.
3. Coordinate sharing of books with Honors English 9.
4. Collaborate with the Social Studies Department to discuss opportunities for cross-curricular work.



# UPPER ST. CLAIR SCHOOL DISTRICT

## FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2019-2020



**Name:** Melissa Tungate

**Level:** High School

**Area:** English Language Arts

**Date:** November 19, 2019

### Curriculum Recommendation

**3. Pilot a revision of core resources in the Writing for Self-Reflection Unit in Academic English 11.**

#### Reason(s) for Recommendation

#### Implementation Steps

#### Cost

#### Administrative Reaction

1. The inclusion of the genre of poetry creates a more comprehensive curriculum. Poetry is a more accessible vehicle than the novel for the unit's objectives for students to study and to write with an emphasis on resiliency. Also, the current curriculum does not include poetry as core content.
2. Reading and writing poetry fosters higher level literacy, critical thinking, emotional intelligence, and abstract thinking. Contemporary poetry can introduce diverse voices and content and so has the potential to engage more students.
3. The current core resource, *The Catcher in the Rye* by J.D. Salinger, contains themes, subject matter, and language that carry less relevance for today's learners. Poetry provides an open-ended opportunity for students to acquire content as well as to engage in substantive self-reflection.

1. Seek administrative approval.
2. Create unit plan and update Rubicon Atlas.
3. Select poems from various free online sites that address the unit objectives.
4. Begin implementation Spring 2020.

No cost

Approved.  
  
Continuing to refine resources to meet student needs and interests is a worthy goal.



# UPPER ST. CLAIR SCHOOL DISTRICT

## FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2019-2020



**Name:** Melissa Tungate

**Level:** High School

**Area:** English Language Arts

**Date:** November 19, 2019

### Curriculum Recommendation

**4. Adopt *Hit Makers: The Science of Popularity in an Age of Distraction* by Derek Thompson for the second semester of AP English Language.**

#### Reason(s) for Recommendation

#### Implementation Steps

#### Cost

#### Administrative Reaction

1. The second semester of AP English Language currently includes no longer texts to supplement the study of shorter nonfiction pieces from the approved textbook.
2. *Hit Makers: The Science of Popularity in an Age of Distraction* supports the goal of the course and fits into a planned unit on Popular Culture. The author Derek Thompson explores the history and psychology behind why and how things become popular, lending itself to a focused study of how he shapes his argument and the evidence he uses to do so, fulfilling standards set by AP College Board.
3. This contemporary text is written in an engaging style and appeals to student interests. The text also earned Book of the Year Selection by the Library Journal.

1. Seek administrative approval.
2. Purchase copies of the text.
3. Create unit plan and update Rubicon Atlas.
4. Begin implementation Spring 2020.

\$10.39 X 30  
copies =  
\$311.70

Approved.  
  
This text fits well with the thematic unit for which it is being recommended and should be of high interest to students.



# UPPER ST. CLAIR SCHOOL DISTRICT

## FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2019-2020



**Name:** Melissa Tungate

**Level:** High School

**Area:** English Language Arts

**Date:** November 19, 2019

### Curriculum Recommendation

**5. Offer a new online video communications course, *Video Media Essentials*, that will appeal to students interested in learning skills needed to enhance academic, personal, public service, and/or professional presentations.**

### Reason(s) for Recommendation

### Implementation Steps

### Cost

### Administrative Reaction

1. Video skills have become critical to professional presentations and to enhancing general communications in academics, business, and everyday life. Student access to simple video tools has increased their use of and interest in integrating video into their communications.
2. Creating an online option would allow for students with scheduling conflicts or fuller schedules to take a course that would allow them to gain the video communication and presentation skills that have become increasingly important in our digital world. Offering this course in an online format, with an option for self-pacing, also provides students with flexibility related to overall academic demands. This offering would also fulfill the technology content requirement for MYP students.

1. Seek Administrative approval.
2. Create course unit plans and update Rubicon Atlas.
3. Revise the current Intro to Video course objectives, assignments, and assessments (rubrics) to reflect an online course and the personalization described in the rationale.
4. Create the course in Canvas in an online format.
5. Purchase related video software package compatible with student Chromebooks and provide teacher training on the software.
6. Include *Video Communication Essentials* in the program of studies and plan to promote course to students.
7. Implementation of the course in the Fall of 2020.

WeVideo,  
\$6,000 yearly  
subscription

Teacher  
training  
\$1400

Total \$7,400

Approved.

Providing an online option for this course should provide more students with the option to take this course and develop these increasingly important skills.



# UPPER ST. CLAIR SCHOOL DISTRICT

## FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2019-2020



**Name:** Melissa Tungate **Level:** High School

**Area:** English Language Arts **Date:** November 19, 2019

### Curriculum Recommendation

*(Continued 2 of 2 )* Offer a new online video communications course, *Video Media Essentials*, that will appeal to students interested in learning skills needed to enhance academic, personal, public service, and/or professional presentations.

### Reason(s) for Recommendation

### Implementation Steps

### Cost

### Administrative Reaction

3. Assignments in the online version of the course would be those that could be completed individually or with a partner. Though the skills required in each project would remain consistent for each student and progress accordingly, the topics of the projects would be centered around student choice with flexibility on due dates. This would allow students to use their assignments in presentations for other classes, MYP projects, clubs, activities, student council promotions or for any personal projects of interest to the student.

1. Seek Administrative approval.
2. Create course unit plans and update Rubicon Atlas.
3. Revise the current Intro to Video course objectives, assignments, and assessments (rubrics) to reflect an online course and the personalization described in the rationale.
4. Create the course in Canvas in an online format.
5. Purchase related video software package compatible with student Chromebooks and provide teacher training on the software.
6. Include *Video Communication Essentials* in the program of studies and plan to promote course to students.
7. Implementation of the course in the Fall of 2020.



# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATIONS FOR 2017-2018

**Name:** Kate Ruth **Level:** Middle School

**Area:** English Language Arts **Date:** November 21, 2019

### Curriculum Recommendation

Continue to evaluate and select core texts in grades 5-8 in order to address needs related to reading levels, interests, genre, developmentally appropriate topics, representation of diversity and inclusivity, promotion of empathy, and contemporary and classic interdisciplinary connections.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<ol style="list-style-type: none"> <li>Numerous texts have been piloted and adopted since spring 2013 in grades 5-8. Selection and sequencing of these texts has occurred over the past years, most recently as a component of a spring 2017 curriculum recommendation.</li> <li>The pairing and sequencing of titles has led to the identification of potential needs to adjust pairings and/or sequencing in order to expose students to a range of genres through rigorous and engaging texts. In addition, there has been an identified need for titles that represent diverse characters and promote inclusivity.</li> <li>This process has led to the need for continued review of some novels and pairings in grades 5-8.</li> <li>To this end, teachers in grade 7 have reviewed two novels they would like to pilot in Q3: <i>Refugee</i> by Alan Gratz and <i>We Are Displaced</i> by Malala Yousafzai.</li> </ol>	<ol style="list-style-type: none"> <li>Seek administrative approval.</li> <li>Conduct pilot.</li> <li>Continue ongoing discussion about and reading of potential new titles.</li> <li>If new titles are identified to pilot in Q1 and/or Q2 of SY 2020-2021, present them as part of a Spring 2020 Curriculum Recommendation.</li> <li>Evaluate additional titles to pilot and approve for use through a summer work project.</li> </ol>	<p>Up to 12 hours of summer work time.</p> <p>7th grade teacher work day to develop materials = 3 substitutes x \$100 each = \$300</p> <p>Cost of new novels for Q3: \$3800</p>	<p>Approved for pilot and evaluation.</p> <p>Consideration of the rigor of text, match with curriculum objectives, and developmentally appropriate content should be the critical components of this evaluation. Consultation with the School Counseling Department and Student Support Services staff should be utilized in this process.</p>



# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATIONS FOR 2018-2019

**Name:** Kate Ruth

**Level:** Middle School

**Area:** English Language Arts

**Date:** November 21, 2019

### Curriculum Recommendation

**Pilot the use of a supplemental grammar resource.**

### Reason(s) for Recommendation

1. As teachers continue to look for ways to customize students' learning experiences based upon their individual needs, grammar instruction has been identified as an area that is well suited to students' independent practice and mastery at their own individual levels.
2. Numerous programs and applications have been used to enhance grammar instruction and practice, though many have not met the needs of students. Teachers have expressed great interest in finding applications that allow for customization and engaging and effective independent practice.
3. As part of a Spring 2016 curriculum recommendation, NoRedInk was piloted. NoRedInk's premium paid version contains components that offer practice, remediation, and assessment of grammatical concepts. (Grades 5-8)

### Implementation Steps

1. Seek administrative approval.
2. Implement a pilot from January - June of 2020 to determine if NoRedInk meets students' and teachers' needs.
3. Based upon the 2020 pilot, determine if a Spring 2020 Curriculum Recommendation to continue program use is warranted.

### Cost

Cost of NoRedInk Premium access for all students in grades 5-8 = \$9,600

### Administrative Reaction

Approved.  
  
Resources that address and match content needs and provide for differentiation are those that meet District goals.



# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATION FOR 2019-2020

**Name:** Dan O'Rourke, Carolyn Cusick, Judy Bulazo

**Level:** Middle School

**Area:** Family and Consumer Science

**Date:** Fall 2019

### Curriculum Recommendation

**Examine the Family and Consumer Science Program at Boyce to determine potential content enhancements and changes.**

### Reason(s) for Recommendation

### Implementation Steps

### Cost

### Administrative Reaction

1. The PA Academic Standards for Family and Consumer Science (FACS) include a broad range of areas that are important to enhancing students' abilities to live and work. These areas include Financial and Resource Management, Balancing Family, Work, and Community Responsibilities, Food Science and Nutrition, and Child Development. The skills addressed in each of these areas focus on building stronger families, communities, careers, and lives.
2. The standards include developmentally appropriate skills for elementary, middle school, and high school levels. In our District, Family and Consumer Science is only taught to all students at the middle school level with electives offered at the high school. In the recent past, middle school instructional staff has been reduced. Both of these factors contribute to the timeliness of reexamining and determining the critical content to be offered at the middle school level.

1. Seek administrative approval.
2. Establish a small committee to examine the standards, interdisciplinary connections, and the ways in which FACS programming can support District goals. Determine the general content that should be addressed at the middle school level.
3. Based on identified content, student needs, and scheduling parameters, determine the best placement for FACS coursework at the middle school level.
4. Develop course outlines and begin to develop units using the Understanding by Design framework.
5. Make recommendations for change through the spring curriculum development process.

Approved.

This is a necessary and exciting step in updating and advancing programming in this area.



# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATION FOR 2019-2020

**Name:** Dan O'Rourke, Carolyn Cusick, Judy Bulazo

**Level:** Middle School

**Area:** Family and Consumer Science

**Date:** Fall 2019

### Curriculum Recommendation

*(Continued 2 of 2)* Examine the Family and Consumer Science Program at Boyce to determine potential content enhancements and changes.

### Reason(s) for Recommendation

### Implementation Steps

### Cost

### Administrative Reaction

3. The standards for FACS curriculum provide the opportunity for an incredible amount of interdisciplinary connections with core subject areas. In addition, the District's continued focus on college and career readiness skills, as well as student wellness, provides further rationale for the importance of this coursework, determining the best placement for the course at the middle school level, and the critical content that should be addressed.

1. Seek administrative approval.
2. Establish a small committee to examine the standards, interdisciplinary connections, and the ways in which FACS programming can support District goals. Determine the general content that should be addressed at the middle school level.
3. Based on identified content, student needs, and scheduling parameters, determine the best placement for FACS coursework at the middle school level.
4. Develop course outlines and begin to develop units using the Understanding by Design framework.
5. Make recommendations for change through the spring curriculum development process.



# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATION FOR 2019-2020

**Name:** Jennifer Kirk **Level:** High School

**Area:** Counseling **Date:** 11/19/19

### Curriculum Recommendation

**Utilize the College Board established Wednesday testing date for the PSAT/NMSQT and test all junior students.**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<ol style="list-style-type: none"> <li>The PSAT/NMSQT is a practice version of the SAT. The online PSAT score reports provide detailed feedback for each question including the correct answer, the student answer, the difficulty level, and the subscore/cross-test scores related to that question. This information allows students to better prepare for both the SAT and ACT.</li> <li>PSAT/NMSQT scores (for juniors) are automatically sent to the National Merit Scholarship Corporation, the National Hispanic Recognition Program, the National Scholarship Service, and the Telluride Seminar Scholarships. In addition, College Board partners with groups such as the Asian &amp; Pacific Islander American Scholarship Fund, the Cobell Scholarship (awarded by Indigenous Education, Inc.), and The Jackie Robinson Foundation to connect test takers with scholarships based on their test scores.</li> <li>The College Board allows one testing PSAT/NMSQT date each school year.</li> </ol>	<ol style="list-style-type: none"> <li>Administrative Approval</li> <li>Manage registration of PSAT/NMSQT</li> <li>Manage schedule and additional logistics via a committee for testing on October 14, 2020.</li> <li>Test on October 14, 2020.</li> </ol>	<p>325 students x \$17= \$5,525</p>	<p>Approved.</p> <p>An analysis should be conducted after the first year to assess the extent to which this process meets the intended goals and the needs of students.</p>



# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATION FOR 2019-2020

**Name:** Jennifer Kirk **Level:** High School

**Area:** Counseling **Date:** 11/19/19

### Curriculum Recommendation

*(Continued 2 of 2) - Utilize the College Board established Wednesday testing date for the PSAT/NMSQT and test all junior students.*

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>4. The College Board identifies the Wednesday test date as the Primary test date.</p> <p>5. In 2019, 187 juniors and 158 sophomores took the PSAT/NMSQT.</p> <p>6. Each year, students are unable to take the PSAT/NMSQT due to conflicts with sports events and other extracurricular events on the Saturday test date.</p> <p>7. Senate Bill 1095, which was signed into law by Governor Tom Wolf on October 24, 2018, shifts Pennsylvania's reliance on high stakes testing as a graduation requirement to provide alternatives for high school students to demonstrate readiness for postsecondary success. Students can meet statewide requirements by: Earning a passing grade on the courses associated with each Keystone Exam, and satisfactorily complete one of the following: an alternative assessment (SAT, PSAT, ACT, ASVAB, Gold Level ACT WorkKeys)</p>	<p>1. Administrative Approval</p> <p>2. Manage registration of PSAT/NMSQT</p> <p>3. Manage schedule and additional logistics via a committee for testing on October 14, 2020.</p> <p>4. Test on October 14, 2020.</p>		



# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATION FOR 2019-2020

**Name:** Corey Langley and Steve Miller **Level:** High School

**Area:** Mathematics **Date:** 11/19/2019

### Curriculum Recommendation

**Offer College in High School Statistics (STAT 0200) credit through The University of Pittsburgh for students in Academic Statistics for the 2020-21.**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Statistical literacy is a growing need across a variety of disciplines. The ability to work with and understand data is very important in today's job market. Education Week published an article, "Calculus Is the Peak of High School Math. Maybe It's Time to Change That", which supports the need for more students taking statistics in high school.</p> <p>2. The content in Academic Statistics is college-level introductory statistics and students deserve to be given the opportunity to earn college credit for completing that work.</p> <p>3. Providing this course would expand our existing and already successful College in High School (CHS) programming. Our existing CHS courses have been beneficial for students and this course would give students who want to earn college credit for math courses other than Calculus an option.</p>	<p>1. Seek Administrative Approval</p> <p>2. Update the Program of Studies</p> <p>3. Update Rubicon Atlas to include modifications.</p> <p>4. Approve and train one math teacher to teach the CHS course through the University of Pittsburgh</p> <p>5. Provide summer hours for course modifications</p> <p>6. Purchase textbooks approved by Pitt.</p>	<p>12 hours * \$30.20 = \$362.40</p> <p>90 books * \$50/book = \$4500</p>	<p>Approved.</p> <p>This recommendation supports ongoing efforts to provide opportunities for students to receive college credits in high school.</p>



# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATION FOR 2019-2020



**Name:** Corey Langley and Steve Miller **Level:** High School

**Area:** Mathematics **Date:** 11/19/2019

### Curriculum Recommendation

*(Continued 2 of 2) - To offer College in High School Statistics (STAT 0200) credit through The University of Pittsburgh for students in Academic Statistics for the 2020-21.*

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. The existing curriculum in Academic Statistics correlates very well with the curriculum in the CHS course (STAT 0200 Basic Applied Statistics). The modifications required to offer Academic Statistics as a CHS course would be minimal and would not affect the profile of the student who is currently served by this course.	<ol style="list-style-type: none"> <li>1. Seek Administrative Approval</li> <li>2. Update the Program of Studies</li> <li>3. Update Rubicon Atlas to include modifications.</li> <li>4. Approve and train one math teacher to teach the CHS course through the University of Pittsburgh</li> <li>5. Provide summer hours for course modifications</li> <li>6. Purchase textbooks approved by Pitt.</li> </ol>		



# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATION FOR 2019-2020

**Name:** John Seybert **Level:** High School

**Area:** Music **Date:** November 2019

### Curriculum Recommendation

Redesign the jazz course trajectory for the 2020-21 school year by developing and piloting two new courses, *Jazz Lab Ensemble* and *Honors Jazz Ensemble* to replace Jazz Ensemble II and Jazz Ensemble I.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The current progression of courses in the area of jazz performance ensembles, is for students to progress through Jazz Ensemble II, the entry level course, to Jazz Ensemble I, the higher level jazz course, regardless of performance skills or level of commitment to advancement or future study of music. Creating a course to replace Jazz Ensemble I would provide rigor and challenge for students who have the desire to specialize in the area of music and have a strong desire and commitment to advancing their knowledge of music and their performance skills.	<ol style="list-style-type: none"> <li>1. Seek administrative approval.</li> <li>2. Share and revise course description and syllabus.</li> <li>3. Create units of study utilizing the Understanding by Design framework.</li> <li>4. Establish Audition protocol and assessment procedures.</li> <li>5. Develop a communication plan to inform students of these changes.</li> </ol>		<p>Approved.</p> <p>Providing opportunities for advanced coursework in the performing arts is an exciting endeavor and one that should be monitored to assure opportunities and success for all levels of students.</p>



# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATION FOR 2019-2020

**Name:** John Seybert **Level:** High School

**Area:** Music **Date:** November 2019

### Curriculum Recommendation

(Continued 2 of 4) Redesign the jazz course trajectory for the 2020-21 school year by developing and piloting two new courses, ***Jazz Lab Ensemble*** and ***Honors Jazz Ensemble*** to replace Jazz Ensemble II and Jazz Ensemble I.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>2. The Honors Jazz Ensemble course would target students with significant jazz experience (Grades 9-12) allowing them to become highly conversant with complex harmonic structures; the professional jazz scene and its icons; improvise over various forms, keys, and styles; and compose or arrange for chamber groups. As an Honors course, students undertake independent study that includes synthesis of learning and experience. Public performances would serve as a culmination of specific instructional goals. Students would be required to participate in rehearsals and performances outside of the school day to support, extend, and assess learning in the classroom.</p>	<ol style="list-style-type: none"> <li>1. Seek administrative approval.</li> <li>2. Share and revise course description and syllabus.</li> <li>3. Create units of study utilizing the Understanding by Design framework.</li> <li>4. Establish Audition protocol and assessment procedures.</li> <li>5. Develop a communication plan to inform students of these changes.</li> </ol>		



# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATION FOR 2019-2020

**Name:** John Seybert **Level:** High School

**Area:** Music **Date:** November 2019

### Curriculum Recommendation

(Continued 3 of 4) Redesign the jazz course trajectory for the 2020-21 school year by developing and piloting two new courses, ***Jazz Lab Ensemble*** and ***Honors Jazz Ensemble*** to replace Jazz Ensemble II and Jazz Ensemble I.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>3. Honors Jazz Ensemble would be an audition based course. Selection criteria would be based on standards established by.....Performance assessments would be used to assess skill development and would be based on growth, while other assessments would be used to measure understanding in the areas of aural skills, music theory, listening, and research. Rubrics used for assessments would be ones upon which students would be provided feedback related to national performance standards. Students would then have the ability to compare themselves to other performers on a national level.</p> <p>4. The lack of honors designation in the area of music has caused some talented musicians to <i>decide not to pursue music</i> coursework. They elect to take honors or AP courses in other areas to show a rigorous course schedule to create competitive college applications.</p>	<ol style="list-style-type: none"> <li>1. Seek administrative approval.</li> <li>2. Share and revise course description and syllabus.</li> <li>3. Create units of study utilizing the Understanding by Design framework.</li> <li>4. Establish Audition protocol and assessment procedures.</li> <li>5. Develop a communication plan to inform students of these changes.</li> </ol>		



# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATION FOR 2019-2020

**Name:** John Seybert **Level:** High School

**Area:** Music **Date:** November 2019

### Curriculum Recommendation

(Continued 4 of 4) Redesign the jazz course trajectory for the 2020-21 school year by developing and piloting two new courses, ***Jazz Lab Ensemble*** and ***Honors Jazz Ensemble*** to replace Jazz Ensemble II and Jazz Ensemble I.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>5. All Jazz students will not select to perform or study at a higher level of rigor, but will have the desire to participate in a Jazz performance course for more than one year. For this reason, the Jazz II (the current entry level course), will also be replaced by a course that will be able to support students' performance development and growth over the course of their high school experience.</p> <p>6. The creation of these courses will provide opportunity for a variety of music students' needs to be met.</p>	<ol style="list-style-type: none"> <li>1. Seek administrative approval.</li> <li>2. Share and revise course description and syllabus.</li> <li>3. Create units of study utilizing the Understanding by Design framework.</li> <li>4. Establish Audition protocol and assessment procedures.</li> <li>5. Develop a communication plan to inform students of these changes.</li> </ol>		



# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATION FOR 2019-2020

**Name:** Kistler/Miller **Level:** 9-12

**Area:** Science/Tech Ed/Math **Date:** November 19, 2019

### Curriculum Recommendation

**Pilot a new STEAM course called Technology Now and Tomorrow that will present a survey of robotics, computer science and engineering for students in grades 9-12.**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. One of the goals of public education is to provide students with the needed skills to succeed in the workplace. In our fast-paced world, knowing what skills students will need in the future is a very difficult task. The Future of Jobs Report, from the World Economic Forum, identifies key technologies that include data analytics, machine learning, virtual reality, 3D printing, and robotics as technologies that companies are most likely to incorporate in the near future. Providing exposure to these skills to a wide range of students will be one method to ensure that students are career ready.</p> <p>2. Current course offerings provide instruction on these topics including Robotics, Computer Programming and Introduction to Engineering. It is recognized that although students may have an interest in these classes, they may be reluctant to commit to a full semester or a full year for each of these courses. With a very busy schedule in grades 9-11, students may not be able to enroll in these courses to explore them as career options.</p>	<p>1. Administrative approval.</p> <p>2. Update the Program of Studies to describe the new survey course.</p> <p>3. Inform students, parents and counselors of the change in the technology and computer science offerings. The introductory level robotics, computer science, and engineering courses will be combined into the survey classes.</p> <p>4. Begin development of intermediate and advanced level courses in robotics, computer science and engineering to serve as next-level instruction following the Technology Now and Tomorrow survey class.</p> <p>5. Provide summer workshop as well as PLC time to develop the curriculum for the Technology Now and Tomorrow class.</p>	<p>Summer Workshop time: 3 teachers x 30 hours @\$30.20 = \$2718</p>	<p>Approved.</p> <p>Allowing students to experience each of these STEAM areas should provide exposure to content that can inform students' decision-making related to future course selection.</p>



# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATION FOR 2019-2020

**Name:** Kistler/Miller **Level:** 9-12

**Area:** Science/Tech Ed/Math **Date:** November 19, 2019

### Curriculum Recommendation

*(Continued 2 of 2)* - Pilot a new STEAM course called Technology Now and Tomorrow that present be a survey of robotics, computer science and engineering for students in grades 9-12.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>3. The Technology Now and Tomorrow class will provide an avenue for students to explore a series of mini-courses in technology including robotics, computer programming, and engineering. The survey class, with 12 weeks per topic, will serve as an introduction to each area and provide the base skills for further coursework.</p> <p>4. A survey course creates a comfortable entry point for those students who may be unsure if they would embrace a course related to technology. It is hopeful that this course would reach a wider number of overall school population and serve as a beginning level of technology education.</p> <p>5. The Technology Now and Tomorrow class would serve as a prerequisite for intermediate and advanced coursework in these topics.</p>	<p>1. Administrative approval.</p> <p>2. Update the Program of Studies to describe the new survey course.</p> <p>3. Inform students, parents and counselors of the change in the technology and computer science offerings. The introductory level robotics, computer science, and engineering courses will be combined into the survey classes.</p> <p>4. Begin development of intermediate and advanced level courses in robotics, computer science and engineering to serve as next-level instruction following the Technology Now and Tomorrow survey class.</p> <p>5. Provide summer workshop as well as PLC time to develop the curriculum for the Technology Now and Tomorrow class.</p>		



# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATION FOR 2019-2020



**Name:** Kistler/Peskorski **Level:** 9-12

**Area:** Science & Technology **Date:** November 19, 2019

### Curriculum Recommendation

**Adjust Introduction to Architecture and Advanced Architecture from full year courses to semester courses.**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<ol style="list-style-type: none"> <li>The architecture course has been offered at Upper St. Clair High School for decades. In the past, students completed hand-drawn designs and gradually added the construction of models that were cut with hand-held knives and assembled with glue. Today's students are using complex 3-dimensional computer-aided modelling programs, laser engravers and 3D printers, the use of which has had a significant impact on the structure of the architecture course. The same content can be completed in a much shorter time period with the addition of technology.</li> <li>Researching school districts around the greater Pittsburgh area has revealed that Upper St. Clair is the only district that still dedicates an entire year to each of these courses.</li> </ol>	<ol style="list-style-type: none"> <li>Administrative approval.</li> <li>Update the Program of Studies to reflect the change.</li> <li>Inform students, parents, and counselors of the change from full-year to semester offerings.</li> <li>Conduct a careful and critical analysis of current course to develop a streamlined approach to the necessary content while developing teaching supplements and revising the curriculum.</li> </ol>	<p>Summer workshop: 30 hours @ \$30.20 per hours = \$906</p>	<p>Approved.</p> <p>Technological advances have significantly impacted the way in which students interact with these course concepts. Adjusting the pacing, based on these advancements, should provide students with the opportunity to ultimately choose advanced coursework in this area or the ability to explore other semester course options.</p>



# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATION FOR 2019-2020

**Name:** Kistler/Peskorski **Level:** 9-12

**Area:** Science & Technology **Date:** November 19, 2019

### Curriculum Recommendation

*(Continued 2 of 2)* **Adjust Introduction to Architecture and Advanced Architecture from full year courses to semester courses.**

#### Reason(s) for Recommendation

#### Implementation Steps

#### Cost

#### Administrative Reaction

3. A semester course would give more students an opportunity to fit Architecture into their tight schedules. A portion of the student body does not have room in their schedule to take a full year elective, so they are forced into taking “free mods” instead of exploring architecture as a point of interest or possible career path.

1. Administrative approval.
2. Update the Program of Studies to reflect the change.
3. Inform students, parents, and counselors of the change from full-year to semester offerings.
4. Conduct a careful and critical analysis of current course to develop a streamlined approach to the necessary content while developing teaching supplements and revising the curriculum.

Summer workshop:  
30 hours @  
\$30.20 per  
hours =  
\$906



# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATION FOR 2019-2020

**Name:** Kistler/Tungate (DeWalt, Gouker, Hoburg) **Level:** High School

**Area:** Science/English **Date:** November 19, 2019

### Curriculum Recommendation

**Research and study a year-long, integrated Project-Based Learning (PBL) course combining Environmental Science and Literature for the 2021-2022 school year. This course would provide eleventh-grade students with credits for both Science and English Language Arts.**

### Reason(s) for Recommendation

### Implementation Steps

### Cost

### Administrative Reaction

1. In 2014, the US Department of Education unveiled the Employability Skills Framework, which outlined several skills important to the workplace, including soft skills that are not the traditional purview of any one academic discipline, such as “the ability to collaborate as a member of a team” and “systems thinking.” Similar soft skills also make up the College and Career Readiness component of Pennsylvania’s new Future Ready PA Index. Many of these skills, however, are only tangentially addressed by the district’s current curriculum. PBL targets many of these critical skills, while also encouraging in-depth knowledge of content.
2. The district also has, as part of its mission, the development of “life-long learners and responsible citizens for a global society,” which are values that PBL fosters.

1. Seek administrative approval.
2. Identify physical locations in the high school where the course will operate.
3. Research PBL and related instructional models for best practices.
4. Explore project ideas and driving questions and align them with academic and college and career readiness standards.
5. Draft a curriculum and instructional materials for the course including topics of study, rubrics, and other assessment tools with an eye toward meeting gold standards for PBL.
6. Create a course description for the *Program of Studies*.
7. Seek professional development opportunities for PBL best practices.

Approved.

The study related to this potential course focuses on the commendable instructional premises of content integration, study of real-world issues, and a problem-based approach to learning.



# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATION FOR 2019-2020

**Name:** Kistler/Tungate (DeWalt, Gouker, Hoburg) **Level:** High School

**Area:** Science/English **Date:** November 19, 2019

### Curriculum Recommendation

*(Continued 2 of 3)* Research and study a year-long, integrated Project-Based Learning (PBL) course combining Environmental Science and Literature for the 2021-2022 school year. This course would provide eleventh-grade students with credits for both Science and English Language Arts.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>3. Environmental science is an area of potentially high interest for students. Given current events and an increased awareness of human interaction with our environment, this course would offer students the opportunity to dig deeply into topics of present day and provide necessary skills to participate in conversations about our future.</p> <p>4. Studying literature through an Environmental Science lens allows students to explore themes of humans' interaction with and exploitation of nature, as well as provides opportunities to develop skills around research and writing on scientific topics.</p> <p>5. This course provides students with the opportunity to read more nonfiction texts, building on skills such as identifying viable information sources and interpreting scientific data.</p>	<ol style="list-style-type: none"> <li>1. Seek administrative approval.</li> <li>2. Identify physical locations in the high school where the course will operate.</li> <li>3. Research PBL and related instructional models for best practices.</li> <li>4. Explore project ideas and driving questions and align them with academic and college and career readiness standards.</li> <li>5. Draft a curriculum and instructional materials for the course including topics of study, rubrics, and other assessment tools with an eye toward meeting gold standards for PBL.</li> <li>6. Create a course description for the <i>Program of Studies</i>.</li> <li>7. Seek professional development opportunities for PBL best practices.</li> </ol>		



# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATION FOR 2019-2020

**Name:** Kistler/Tungate (DeWalt, Gouker, Hoburg) **Level:** High School

**Area:** Science/English **Date:** November 19, 2019

### Curriculum Recommendation

(Continued 3 of 3) Research and study a year-long, integrated Project-Based Learning (PBL) course combining Environmental Science and Literature for the 2021-2022 school year. This course would provide eleventh-grade students with credits for both Science and English Language Arts.

### Reason(s) for Recommendation

### Implementation Steps

### Cost

### Administrative Reaction

6. Two separate reviews of the literature on PBL found that the type of learning experiences offered by PBL have proven to be highly engaging for students of all ability levels ("*Project-Based Instruction: A Review of the Literature on Effectiveness in Prekindergarten through 12th Grade Classrooms*" by Margaret Holm, 2011 and "*A Review of Research on Project-Based Learning*" by John W. Thomas, 2000).

1. Seek administrative approval.
2. Identify physical locations in the high school where the course will operate.
3. Research PBL and related instructional models for best practices.
4. Explore project ideas and driving questions and align them with academic and college and career readiness standards.
5. Draft a curriculum and instructional materials for the course including topics of study, rubrics, and other assessment tools with an eye toward meeting gold standards for PBL.
6. Create a course description for the *Program of Studies*.
7. Seek professional development opportunities for PBL best practices.



# UPPER ST. CLAIR SCHOOL DISTRICT

## FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2019-2020



**Name:** Doug Kirchner

**Level:** High School

**Area:** Social Studies

**Date:** November 19, 2019

### Curriculum Recommendation

**Pilot a course for all 10th grade social studies students called “Shaping the Modern World 2” during the 2020-2021 school year.**

### Reason(s) for Recommendation

### Implementation Steps

### Cost

### Administrative Reaction

1. In the Spring of 2016, the district adopted a social studies curriculum recommendation, "Design and implement a skill and competency-based social studies framework" for students in grades 5-11. The newly proposed pilot course is the second in a planned roll out of three new core social studies courses at the high school level. It will serve as a continuation for students currently enrolled in Shaping the Modern World 1 in 9th grade.
2. Shaping the Modern World 2 reimagines our current 10th grade World History course by providing students with a more in-depth, year-long exploration of major world regions, interconnected systems, and global challenges.

1. Seek administrative approval.
2. Update the Program of Studies to reflect the course offering for the 2020-2021 school year.
3. If necessary, present a recommendation in the spring for the course's core text and supplemental resources.
4. Provide PLC/department meeting time this spring, along with summer workshop time for teachers.
5. Collaborate with colleagues from other disciplines (e.g ELA and World Language) to determine areas of overlap and potential interdisciplinary learning experiences.
6. Plan for additional curriculum recommendations for a subsequent “redesign” course 11th grade.

\$2,718\* (3 teachers X 30 Change of Assignment hours at \$30.20)

Approved.  
  
It is exciting to see the implementation of the next phase of the comprehensive redesign of social studies programming at the high school level.



# UPPER ST. CLAIR SCHOOL DISTRICT

## FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2019-2020



**Name:** Doug Kirchner

**Level:** High School

**Area:** Social Studies

**Date:** November 19, 2019

### Curriculum Recommendation

**(Continued 2 of 3) Pilot a course for all 10th grade social studies students called “Shaping the Modern World 2” during the 2020-2021 school year.**

### Reason(s) for Recommendation

### Implementation Steps

### Cost

### Administrative Reaction

3. In order to reach the mission of our USCSD social studies redesign to develop "civically engaged students" who "take an empowered role in their world," our students must know and understand the people, places, and cultures around them. Four essential questions will be addressed.

- Who are the people of this region?
- Why are the people of this region who they are?
- What are the modern challenges of this region?
- How are these regions interconnected?

4. Shaping the Modern World 2 is built on the multi-disciplinary approach of the C3 Framework, the curricular model of National Council for the Social Studies (NCSS). Students will explore the culture, history, physical geography, politics, and economics of major world regions.

1. Seek administrative approval.
2. Update the Program of Studies to reflect the course offering for the 2020-2021 school year.
3. If necessary, present a recommendation in the spring for the course’s core text and supplemental resources.
4. Provide PLC/department meeting time this spring, along with summer workshop time for teachers.
5. Collaborate with colleagues from other disciplines (e.g ELA and World Language) to determine areas of overlap and potential interdisciplinary learning experiences.
6. Plan for additional curriculum recommendations for a subsequent “redesign” course 11th grade.

\$2,718\* (3 teachers X 30 Change of Assignment hours at \$30.20)



# UPPER ST. CLAIR SCHOOL DISTRICT

## FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2018-2019



**Name:** Doug Kirchner

**Level:** High School

**Area:** Social Studies

**Date:** November 19, 2019

### Curriculum Recommendation

*(Continued 3 of 3)* Pilot a course for all 10th grade social studies students called “Shaping the Modern World 2 during the 2020-2021 school year.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>5. Creating a year-long, inquiry-based course will open up opportunities for new and more intentional cross-curricular collaboration among social studies, ELA and World Language, and other disciplines. In addition, the team-teaching model that has long been established by 10th grade social studies teachers could provide unique opportunities for customized lesson and unit design.</p> <p>6. Project-based learning (PBL) will serve as a focal point of the course. For instance, students will investigate 21st century global challenges and their historical roots in and across world regions (e.g. socioeconomic, ecological, ideological). Analyzing issues as global citizens in 10th grade will aide students as they learn about "taking informed action" on issues that matter to them as American citizens throughout the intended 11th grade Civic Engagement course in 2021-22.</p>	<ol style="list-style-type: none"> <li>1. Seek administrative approval.</li> <li>2. Update the Program of Studies to reflect the course offering for the 2020-2021 school year.</li> <li>3. If necessary, present a recommendation in the spring for the course’s core text and supplemental resources.</li> <li>4. Provide PLC/department meeting time this spring, along with summer workshop time for teachers.</li> <li>5. Collaborate with colleagues from other disciplines (e.g ELA and World Language) to determine areas of overlap and potential interdisciplinary learning experiences.</li> <li>6. Plan for additional curriculum recommendations for a subsequent “redesign” course 11th grade.</li> </ol>		



# UPPER ST. CLAIR SCHOOL DISTRICT

## FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2018-2019



**Name:** Leah Humes and Doug Kirchner

**Level:** High School

**Area:** Social Studies

**Date:** November 19, 2019

### Curriculum Recommendation

**Study the potential to offer a semester-long social studies elective dedicated to teaching about the Holocaust, Human Rights, & Genocide using the interdisciplinary Light Initiative model that fuses the humanities with STEAM.**

### Reason(s) for Recommendation

### Implementation Steps

### Cost

### Administrative Reaction

1. Multiple studies have established that learning about the Holocaust engages intellectual curiosity, promotes responsible citizenship, facilitates critical thought, cultivates empathy and leads to personal growth.
2. The LIGHT Initiative's model transcends just teaching content about the Holocaust, Human Rights & Genocide. It is designed to prevent future atrocities, while building highly valuable STEAM skills.
3. The PA General Assembly strongly encourages schools to offer instruction in the Holocaust, genocide and other human rights violations per the passage of Act 70 in 2014.
4. Despite the established importance of studying the Holocaust, there is evidence that American adults increasingly lack such knowledge.

1. Seek administrative approval.
2. Provide PLC/department meeting time this spring, along with summer workshop time to conduct the course study, which could also include:
  - identifying stakeholders and building partnerships with USC colleagues across various disciplines.
  - arranging visits for stakeholders to visit area LIGHT Centers, classrooms or events.
  - considering possible options for a space that could serve as USC's humanities makerspace.
  - continuing to collaborate with LIGHT, Classrooms without Borders and other local organizations for ideas.

TBD

Summer workshop hours at \$30.20 for interested teachers

Approved.

The learning concepts and ideas proposed are critically important to creating engaged global citizens. Careful consideration should be given to the options in which these experiences can be provided to students.



# UPPER ST. CLAIR SCHOOL DISTRICT

## FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2018-2019



**Name:** Leah Humes and Doug Kirchner

**Level:** High School

**Area:** Social Studies

**Date:** November 19, 2019

### Curriculum Recommendation

**(Continued 2 of 2) Study the potential to offer a semester-long social studies elective dedicated to teaching about the Holocaust, Human Rights, & Genocide using the interdisciplinary Light Initiative model that fuses the humanities with STEAM.**

### Reason(s) for Recommendation

### Implementation Steps

### Cost

### Administrative Reaction

5. The creation of a Holocaust, Human Rights & Genocide course under the LIGHT Initiative could align with multiple USCSd initiatives, including *No Place for Hate* and the need for empathy building as demonstrated by Michele Borba's recent professional development session, STEAM education, interdisciplinary teaching strategies, customized learning, and project-based learning. Conducting a study will allow for the exploration of potential collaborative opportunities and partnerships inside and outside of USCSd.

1. Seek administrative approval.
2. Provide PLC/department meeting time this spring, along with summer workshop time to conduct the course study, which could also include:
  - identifying stakeholders and building partnerships with USC colleagues across various disciplines.
  - arranging visits for stakeholders to visit area LIGHT Centers, classrooms or events.
  - considering possible options for a space that could serve as USC's humanities makerspace.
  - continuing to collaborate with LIGHT, Classrooms without Borders and other local organizations for ideas.

TBD

Summer workshop hours at \$30.20 for interested teachers



# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATION FOR 2019-2020



**Name:** Shannon Dressler, Jennifer Kirk, Dan Zelenski **Level:** High School

**Area:** Student Support Services **Date:** Fall 2019

### Curriculum Recommendation

**Pilot the SMARTS program with students who have been identified through a screening process as needing this Tier 2 intervention due to executive function deficits.**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<ol style="list-style-type: none"> <li>Based on data from the 2018-19 school year, 67% of S3 referrals included academic concerns, most often related to homework and assignment completion.</li> <li>In an effort to simplify the PLC/S3 student referral process, a new Student Concern Referral Form was created and is being utilized effective the 2019-20 school year.</li> <li>As a result, Tier 1 supports are implemented formally for students through the general education curriculum. These Tier 1 supports are documented on the new Student Concern Referral Form. All data is reviewed using the Triage Team Process.</li> </ol>	<ol style="list-style-type: none"> <li>Seek administrative approval.</li> <li>Purchase secondary SMARTS online curriculum</li> <li>Train SRC teachers to properly implement the SMARTS program and collect data for progress monitoring of these students.</li> <li>Continue professional development trainings of all staff on executive functioning and Tier 1 and 2 supports in this area.</li> <li>Attendance at MTSS Conference to continue professional developmental around using data to move students through the tiers.</li> <li>Bi-weekly Planning meetings of MTSS Team throughout school year (2019-20 and 2020-21).</li> <li>Attendance at MTSS webinar trainings as available.</li> </ol>	<p>SMARTS curriculum \$575 for full license</p> <p>Conference expenses approx \$1500</p> <p>BRIEF protocols \$8/kid</p>	<p>Approved.</p> <p>Addressing supports for students in the area of executive functioning is a significant need and a needed next step that capitalizes on the momentum that has been established in creating a tiered and comprehensive approach to student support at the high school level.</p>



# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATION FOR 2019-2020

**Name:** Shannon Dressler, Jennifer Kirk, Dan Zelenski **Level:** High School

**Area:** Student Support Services **Date:** Fall 2019

### Curriculum Recommendation

**(Continued 2 of 6) Pilot the SMARTS program with students who have been identified through a screening process as needing this Tier 2 intervention due to executive function deficits.**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>4. In order to provide additional Tier 1 support for student assignment and homework completion, the Structured Resource Center (SRC) was implemented during the 2019-20 school year. This has allowed assigned teachers to provide this support in a setting smaller than the Resource Center.</p> <p>5. There are students who continue to struggle despite these interventions though, requiring a more intense Tier 2 intervention. More specifically, many students have shown weaknesses in executive functioning.</p> <p>6. Implementing MTSS Tier 2 supports aligns with the USCSD Strategic Plan, specifically the High School Experience:</p>	<ol style="list-style-type: none"> <li>1. Seek administrative approval.</li> <li>2. Purchase secondary SMARTS online curriculum</li> <li>3. Train SRC teachers to properly implement the SMARTS program and collect data for progress monitoring of these students.</li> <li>4. Continue professional development trainings of all staff on executive functioning and Tier 1 and 2 supports in this area.</li> <li>5. Attendance at MTSS Conference to continue professional developmental around using data to move students through the tiers.</li> <li>6. Bi-weekly Planning meetings of MTSS Team throughout school year (2019-20 and 2020-21).</li> <li>7. Attendance at MTSS webinar trainings as available.</li> </ol>		



# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATION FOR 2019-2020

**Name:** Shannon Dressler, Jennifer Kirk, Dan Zelenski **Level:** High School

**Area:** Student Support Services **Date:** Fall 2019

### Curriculum Recommendation

**(Continued 3 of 6) Pilot the SMARTS program with students who have been identified through a screening process as needing this Tier 2 intervention due to executive function deficits.**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<ul style="list-style-type: none"> <li>Establish a systematic process for teachers to collaborate, plan, and deliver instruction that is responsive to the unique needs of all learners.</li> <li>Customize structures and learning opportunities to meet the academic and developmental needs of each learner by creatively using time, schedules, and resources.</li> <li>Provide a comprehensive school experience in which students feel healthy, safe, engaged, supported, challenged, and empowered.</li> </ul> <p>7. Research-based, data driven Tier 2 interventions are designed for a targeted population, typically about 15% of the student population, who are not successful with Tier 1 interventions. These students will be screened by the school psychologist to determine if true deficits exist in executive functioning.</p>	<ol style="list-style-type: none"> <li>Seek administrative approval.</li> <li>Purchase secondary SMARTS online curriculum</li> <li>Train SRC teachers to properly implement the SMARTS program and collect data for progress monitoring of these students.</li> <li>Continue professional development trainings of all staff on executive functioning and Tier 1 and 2 supports in this area.</li> <li>Attendance at MTSS Conference to continue professional developmental around using data to move students through the tiers.</li> <li>Bi-weekly Planning meetings of MTSS Team throughout school year (2019-20 and 2020-21).</li> <li>Attendance at MTSS webinar trainings as available.</li> </ol>		



# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATION FOR 2019-2020

**Name:** Shannon Dressler, Jennifer Kirk, Dan Zelenski **Level:** High School

**Area:** Student Support Services **Date:** Fall 2019

### Curriculum Recommendation

**(Continued 4 of 6) Pilot the SMARTS program with students who have been identified through a screening process as needing this Tier 2 intervention due to executive function deficits.**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>8. While there is an abundance of literature regarding MTSS implementation, “It is no surprise to secondary educators that implementation of Multi-Tier Systems of Supports (MTSS), still known in some places as Response to Intervention (RTI), lags behind their elementary counterparts.”</p> <p>9. Research conducted during the summer revealed minimal programs appropriate to address executive functioning skills at the secondary level. Nevertheless, the SMARTS program is evidence-based and does not require direct instruction from a teacher. This is important because teachers will be implementing this Tier 2 intervention as part of their assigned duty.</p>	<ol style="list-style-type: none"> <li>1. Seek administrative approval.</li> <li>2. Purchase secondary SMARTS online curriculum</li> <li>3. Train SRC teachers to properly implement the SMARTS program and collect data for progress monitoring of these students.</li> <li>4. Continue professional development trainings of all staff on executive functioning and Tier 1 and 2 supports in this area.</li> <li>5. Attendance at MTSS Conference to continue professional developmental around using data to move students through the tiers.</li> <li>6. Bi-weekly Planning meetings of MTSS Team throughout school year (2019-20 and 2020-21).</li> <li>7. Attendance at MTSS webinar trainings as available.</li> </ol>		



# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATION FOR 2019-2020

**Name:** Shannon Dressler, Jennifer Kirk, Dan Zelenski **Level:** High School

**Area:** Student Support Services **Date:** Fall 2019

### Curriculum Recommendation

**(Continued 5 of 6) - Pilot the SMARTS program with students who have been identified through a screening process as needing this Tier 2 intervention due to executive function deficits.**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
10. "SMARTS contains practical tools to teach executive function strategies, also known as executive function skills, for organization, time management, planning, prioritizing, flexible thinking, self-monitoring and checking, and memory."	1. Seek administrative approval. 2. Purchase secondary SMARTS online curriculum 3. Train SRC teachers to properly implement the SMARTS program and collect data for progress monitoring of these students. 4. Continue professional development trainings of all staff on executive functioning and Tier 1 and 2 supports in this area.		
11. "Students who successfully complete the SMARTS program show increased motivation to learn, stronger effort, and a desire to use executive function strategies in their school work, homework, and studying. Students also develop the self-understanding to know which strategies work best for them as well as why, where, when and how to use these strategies in their academic work."	5. Attendance at MTSS Conference to continue professional developmental around using data to move students through the tiers. 6. Bi-weekly Planning meetings of MTSS Team throughout school year (2019-20 and 2020-21). 7. Attendance at MTSS webinar trainings as available.		



# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATION FOR 2019-2020

**Name:** Shannon Dressler, Jennifer Kirk, Dan Zelenski **Level:** High School

**Area:** Student Support Services **Date:** Fall 2019

### Curriculum Recommendation

**(Continued 6 of 6)) Pilot the SMARTS program with students who have been identified through a screening process as needing this Tier 2 intervention due to executive function deficits.**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
12. Students will complete the screening again with the school psychologist after completion of the SMARTS program to provide data for decision making regarding next steps.	1. Seek administrative approval.		
	2. Purchase secondary SMARTS online curriculum		
	3. Train SRC teachers to properly implement the SMARTS program and collect data for progress monitoring of these students.		
13. This recommendation allows for movement toward an eventual seamless district-wide Tier 2 intervention as the SMARTS curriculum is designed for grade 2-12 implementation.	4. Continue professional development trainings of all staff on executive functioning and Tier 1 and 2 supports in this area.		
	5. Attendance at MTSS Conference to continue professional developmental around using data to move students through the tiers.		
	6. Bi-weekly Planning meetings of MTSS Team throughout school year (2019-20 and 2020-21).		
	7. Attendance at MTSS webinar trainings as available.		



# UPPER ST. CLAIR SCHOOL DISTRICT

## FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2019-2020



**Name:** Bethany Chase, Marc-André Clermont

**Level:** High School

**Area:** High School World Language

**Date:** November 19, 2019

### Curriculum Recommendation

**To rename the *International Studies I and II* courses to *Intercultural Studies I and II*.**

### Reason(s) for Recommendation

1. The current name is not reflective of the actual course content. International studies courses at the university level typically focus on governments and content related to specific locations in the world. The focus of this course is on cultures and international relations; therefore, the name should indicate this emphasis.
2. The new name will help to provide students with a clearer understanding of the goals of the course.

### Implementation Steps

1. Seek administrative approval
2. Update the program of studies to reflect the change in name.

### Cost

### Administrative Reaction

Approved.  
  
The course title change is representative of the course content.



# UPPER ST. CLAIR SCHOOL DISTRICT

## FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2019-2020



**Name:** Lixia Kang, Marc-André Clermont

**Level:** High School

**Area:** HS World Language

**Date:** November 19, 2019

### Curriculum Recommendation

**Offer an *AP Chinese* course as an independent study option for students.**

### Reason(s) for Recommendation

1. Chinese is not offered before high school, so the current sequence of programming finishes at the Chinese four level. Students who begin learning Chinese as freshmen can progress through the four levels of the language by the end of their senior year. Though this serves the majority of students' needs, a smaller number of students, who have had prior exposure to the Chinese language, are capable of progressing beyond level four.
2. Due to our middle school language program, most students begin languages in high school at level two allowing them to progress to an AP leveled language course by senior year. Currently, AP language courses are offered in French, German, and Spanish. Offering an AP language course in Chinese would help to ensure that students who choose to study this language have the same opportunities as students studying other languages.

### Implementation Steps

1. Seek board approval
2. Update program of studies
3. Update to an official curriculum for the AP Chinese course and update Rubicon.
4. Train the current Chinese teacher in AP Chinese Language and Culture..

### Cost

5 textbooks  
(Barron's AP Chinese @ \$30)  
**\$ 150**  
30 hours  
teacher new course  
summer @ workshop pay (\$30.20)  
**\$ 906**  
AP training for 1 Chinese teacher  
**\$2500**

### Administrative Reaction

Approved.  
Finding a streamlined way to meet the needs of this group of students is commendable.



# UPPER ST. CLAIR SCHOOL DISTRICT

## FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2019-2020



**Name:** Lixia Kang, Marc-André Clermont

**Level:** High School

**Area:** HS World Language

**Date:** November 19, 2019

### Curriculum Recommendation

*(Continued 2 of 2) Offer an AP Chinese course as an independent study option for students.*

### Reason(s) for Recommendation

3. The number of students for whom an AP Chinese offering is a viable option is small; therefore, there is not a need to create a stand-alone course. Providing students with the ability to access an AP course as an independent study would fulfill the need for the few students who would qualify each year.

### Implementation Steps

1. Seek board approval
2. Update program of studies
3. Update to an official curriculum for the AP Chinese course and update Rubicon.
4. Train the current Chinese teacher in AP Chinese Language and Culture.

### Cost

5 textbooks  
(Barron's AP Chinese @ \$30)  
**\$ 150**  
  
30 hours  
teacher new  
course  
summer @  
workshop pay  
(\$30.20)  
  
**\$ 906**  
  
AP training  
for 1 Chinese  
teacher  
  
**\$2500**

### Administrative Reaction



# UPPER ST. CLAIR SCHOOL DISTRICT

## CURRICULUM RECOMMENDATION FOR 2019-2020

**Name:** Lixia Kang, Marc-André Clermont

**Level:** High School

**Area:** HS World Language

**Date:** November 19, 2019

### Curriculum Recommendation

Provide honors designation to the *Chinese 4* course.

### Reason(s) for Recommendation

1. Currently, level four of every language (Spanish, French, German, and Latin) carries an “honors” designation.
2. Chinese is considered to be a category four language, meaning that the amount of time and stamina needed to become proficient in the language is significantly greater than that of any other language taught at USC, with the exception of Japanese.
3. Data from the Avant test shows that students taking Chinese 4 are performing similarly to those in the fourth level of other languages courses with honors designation. Over the last few years, only about 50% of students who start at Chinese level one progress to level four because of the increasing level of difficulty of the language and the intensity required to be successful in the language. The percentage of students taking level four in other languages is much higher.

### Implementation Steps

1. Seek board approval
2. Update the program of studies.

### Cost

### Administrative Reaction

Approved.  
  
This should create needed alignment and equitability with other language offerings.