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Delivering Excellence

Upper St. Clair School District

CURRICULUM DEVELOPMENT

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Mrs. Virginia Husak, Department Chair, Library
Mr. Donald Pickell, Curriculum Leader, Music
Ms. Lauren Madia, Department Chair, Guidance (Elementary and Middle School)
Mrs. Colleen Czekaj, Curriculum Leader, Special Education

Additional Curriculum Development Input

Community Staff Parents Students

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.

	Table of Contents	
	CONTENT AREA	PAGE
	All Areas (Middle School/High School)	5 - 7
	Guidance/Counseling/Student Support Services (All Levels)	8
	Language Arts (Elementary)	9 - 10
	Language Arts (Elementary/Middle School)	11 - 12
	Language Arts (Middle School)	13 - 15
	Language Arts (High School)	16 - 17
	Mathematics (Elementary)	18 - 19
	Mathematics (Middle School)	20 - 21
	Mathematics (Middle School/High School)	22
	Mathematics (High School)	23 - 24
	Physical Education/Wellness (Middle School)	25
	Science (Elementary)	26 - 31
	Science (Middle School)	32 - 33
	Science (High School)	34 - 37
	Social Studies/Language Arts (High School)	38 - 39
	Social Studies (Middle School)	40 - 41
	Social Studies (High School)	42 - 45
	STEAM (Elementary)	46
	STEAM (Middle School)	47 - 48
	Student Support Services (Elementary)	49 - 50
	World Languages (High School)	51 - 53

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Jennifer Kirk & Lauren Madia

Level: High School & Fort Couch

Area: All Areas

Date: March 27, 2017

Curriculum Recommendation

1. Pilot a Peer-Tutoring Program to assist with academic support during Period 7 at Fort Couch Middle School as a pass/fail elective course.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Peer Tutoring is an opportunity for students to connect with another student who has previously done well in a course. The Bureau of Student Council, from Harvard University, references reasons to engage in peer tutoring:</p> <ul style="list-style-type: none"> a. Discussing new information and concepts they are learning; b. Reviewing material they already know; c. Refreshing mastery of material they have forgotten; d. Preparing for an exam or presentation; e. Getting academic assistance in addition to the help provided by the course teacher. <p>2. Numerous research has supported the peer tutoring process:</p> <ul style="list-style-type: none"> a. Peer tutoring usually results in significant cognitive gains for both the tutor and the tutee. b. When students teach students, the result is marked improvement in student learning which increases the productivity of the school. c. Effects on both tutors and students were positive in the areas of learning, attitude toward subject matter, and self-concept. <p style="text-align: center;">(Cont'd.)</p>	<ul style="list-style-type: none"> 1. Administrative approval. 2. Determine credit worth, .5 (two days a week) or 1 (four days a week) per semester. Each day consists of the high school student leaving at dismissal for Fort Couch (2:20 P.M.) and being dismissed from Fort Couch at 3:15. 3. Identify the amount of need for tutors at Fort Couch Middle School with input from Fort Couch teachers. 4. Identify criteria that students must meet in order to be considered for peer tutoring. (i.e. GPA, disciplinary record, attendance, teacher recommendations, etc.). 5. Modify existing electronic Peer Tutoring Application. 6. Create portfolio-based assessment to be used as product each semester, based upon the ASCA Standards for Students, competencies & indicators. 7. Math, ELA, Science, and World Languages are areas of need for extra support during Period 7 at Fort Couch. Specific students that excel in these content areas would need to be selected. <p style="text-align: center;">(Cont'd.)</p>	<p>Substitute day this spring to complete Student Application & Portfolio Assessment.</p> <p>Substitute days (one per semester) to review portfolios.</p>	<p><u>Approved.</u></p> <p>This is a wonderful extension of the success of this programming at the high school level.</p> <p style="text-align: center; font-size: 24pt;">5</p>

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Jennifer Kirk & Lauren Madia **Level:** High School & Fort Couch
Area: All Areas **Date:** March 22, 2017

Curriculum Recommendation

1. Pilot a Peer-Tutoring Program to assist with academic support during Period 7 at Fort Couch Middle School as a pass/fail elective course. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>3. Peer tutoring is widely used in higher education in a variety of forms (writing center, Student Support Services, etc.). This process would further promote self-regulatory and self-assessment skill growth, and development for college preparation.</p> <p>4. Period 7 at Fort Couch Middle School has proven an invaluable asset for students seeking support and enrichment in certain subject areas, specifically from their team teachers. It is an environment conducive to academic support and enrichment. Providing additional individuals would allow students to receive more individualized attention at the conclusion of their school day.</p> <p>5. This year, the School Counseling departments, their intern, and volunteer students have partnered together for those in need of community service hours. Students who need extra support at Fort Couch are paired with a volunteer student who then serves as peer tutor. This serves as an opportunity to reinforce current volunteer students, as well as attract those interested in community learning and those who may not be able to tutor during the school day, by enrolling for credit and designating transcript recognition for an after school program. Additionally, the program engages high school students as positive role models to the Fort Couch students.</p> <p style="text-align: center;">(Cont'd.)</p>	<p>8. Share Application with Curriculum Leaders to spread awareness of program.</p> <p>9. Identify students to enroll as Peer Tutors.</p> <p>10. Coordinate with bus garage to identify a bus that is available for students to ride from the High School to Fort Couch.</p> <p>11. Distribute and collect passenger addendums for students who plan to ride with other peer tutors.</p> <p>12. Conduct peer tutoring training and awareness activity with identified students.</p> <p>13. Provide students with an elective credit.</p> <p>14. Consult with School Counseling Department to align process for student recruitment.</p>		6

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Jennifer Kirk & Lauren Madia **Level:** High School & Fort Couch
Area: All Areas **Date:** March 22, 2017

Curriculum Recommendation

1. Pilot a Peer-Tutoring Program to assist with academic support during Period 7 at Fort Couch Middle School as a pass/fail elective course. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>6. Fort Couch teachers were surveyed about this year's tutoring program, and their responses were positive.</p> <p>7. Some volunteer students have disengaged from the program after finishing their community service hours. This credit and transcript recognition would continue to motivate students to help their peers who need the extra support. Students have already begun to earn community-based credit as peer tutors in the High School, as well as technical support at the USCHS SmartDesk Initiative.</p> <p>8. This credit-based course will not replace teacher assistance during period 7; instead it will supplement the supports that are currently in place, especially when students require individualized assistance.</p>			7

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Lauren Madia & Jennifer Kirk **Level:** All levels

Area: Student Support Services - Counseling **Date:** May 2017

Curriculum Recommendation

1. Change the position title of “Guidance Counselor” to “School Counselor” for all counselors at all levels.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. State certification area is listed as “School Counselor”.</p> <p>2. The term “Guidance Counselor” is an outdated title that reflects a person who provides only vocational direction.</p> <p>3. The title “School Counselor” is used by all associated professional organizations and reflects a professional with a specific Master’s degree, who is trained in specific counseling skills, who provides a variety of services to all students, following a National Model of program delivery.</p> <p>4. The document “Who Are School Counselors” by the American School Counselor Association, quotes <i>An Examination of School Counselor Involvement in School-Family-Community Partnerships</i>, J. Bryan, C. Holcomb-McCoy, Professional School Counseling, June 2007.: “The school counselor is an integral system support for the school-family-community relationship that meet the personal/social, academic, and career needs of a large number of students through collaboration, coordination, and consultation with school and community stakeholders.” This quote reflects the role that USC counselors play in all buildings at all levels.</p> <p>5. The USCEA Collective Bargaining Agreement refers to the position as “counselor”; therefore, an adjustment from guidance counselor to school counselor can occur without additional dialogue between stakeholder organizations.</p>	<p>1. Administrative approval.</p> <p>2. Update terminology in publications and forms including titles for curriculum leader and department chair.</p>	<p>No cost associated other than time to update existing forms, etc. to reflect the change.</p>	<p><u>Approved.</u></p> <p style="text-align: center;">8</p>

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Kristy Berrott & Becky Kabala **Level:** Elementary (K-4)

Area: ELA **Date:** March 7, 2017

Curriculum Recommendation

1. Develop an updated framework for guided reading instruction based on best practices and explore related materials to align with the PA Core Standards and to allow for the development of reading comprehension skills in all students.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Pennsylvania adopted the PA Core Standards in July 2013. A recommendation was made in 2013 to begin the process of converting our curriculum to the PA Core. The District has been working in the area of ELA to align our curriculum and instructional practice to allow our students to reach and exceed these standards.</p> <p>2. Significant work has been completed in the area of phonics, grammar, comprehension, and writing. These areas continue to be refined. Addressing guided reading instruction is the next logical step.</p> <p>3. Guided reading is a main component of the balanced literacy framework our instruction is based. This instructional time allows for teachers to customize learning to focus on the comprehension needs of a small group of students. Maximizing this time is important for the continued growth and progress of all students in reading.</p> <p>4. Teachers have expressed a need for professional development in guided reading instruction in order to better understand the structure of this time and the expectations of students at the table and during independent application. This will provide consistency across classrooms and buildings.</p>	<p>1. Administrative approval.</p> <p>2. Research best practices in guided reading. Reference the work of Jan Richardson (professional book & video lessons).</p> <p>3. Convene a team of teachers with representation from each grade level and building. Begin the process of creating a structure for instructional time at each grade level.</p> <p>4. Study and consider the necessary resources to support teaching and learning. Review the fit of existing materials and the need for additional resources.</p> <p>5. Research new materials/texts that are needed. Make purchases and develop support material for teachers.</p> <p>6. Provide professional development for teachers.</p>	<p>Summer workshop time for 15 teachers at \$30.20 per hour for 1 day = \$2,718</p> <p>Professional materials for teachers</p> <p>Instructional materials</p>	<p><u>Approved.</u></p> <p>Effective reading instruction at the elementary level is critical to the future success of all students. This recommendation will also be helpful in supporting consistency of instruction across buildings and grade levels</p> <p style="text-align: center;">9</p>

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Kristy Berrott **Level:** Elementary

Area: ELA (Kindergarten) **Date:** March 14, 2017

Curriculum Recommendation

2. Revise and implement the English Language Arts writing curriculum to align with the PA Core Standards and to allow for the development of writing strategies for all students.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Pennsylvania adopted the PA Core Standards in July 2013. A recommendation was made in 2013 to begin the process of converting our curriculum to the PA Core. The District has been working in the area of ELA to align our curriculum and instructional practice to allow our students to reach and exceed these standards. This recommendation follows last year's recommendation to study the writing curriculum and best practices in writing instruction.</p> <p>2. Significant work has been completed in revising the writing curriculum within grades 1-4. Rewriting and implementing a new kindergarten writing curriculum is the next logical step.</p> <p>3. Writing is an important skill for communication. Writing is critical to expressing ideas and sharing information with others. Students must write to express learning and show application of skills in all academic areas. The PA Core Standards emphasize writing within and across content areas.</p>	<p>1. Administrative approval.</p> <p>2. Convene a team of teachers with representation from each building during the summer of 2017 to review the existing writing curriculum and develop a plan for revision.</p> <p>3. Convene the K teachers during the 2017-2018 school year to revise and develop the new writing curriculum.</p> <p>4. As the curriculum is developed, study and consider the necessary resources for implementation. Review the fit of existing materials and the need for additional resources.</p> <p>5. Research new materials/mentor texts that are needed. Make purchases and develop support material for teachers.</p> <p>6. Implement new writing curriculum during the 2018-2019 school year.</p>	<p>Summer workshop time for 6 teachers at \$30.20 per hour for 1 day = \$1,087</p> <p>Instructional materials</p>	<p><u>Approved.</u></p> <p>The attention given to strong writing instruction at the elementary level is to be commended.</p> <p style="text-align: center;">10</p>

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Elementary Curriculum Leadership Team, Kate Ruth

Level: Elementary / Middle

Area: ELA

Date: Spring 2017

Curriculum Recommendation

1. Research tier II intervention strategies in reading for grades K-6.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Over the course of the past several years, the District has realigned curriculum to meet the new PA Core Standards. These standards have raised the level of expectation for student performance in the areas of reading and math. It is natural for some students to require additional instruction, beyond the core classroom instruction, that may include additional exposure, or different methods.</p> <p>2. The District takes seriously its mission to meet the needs of all learners and to customize instruction. With reading being at the core of learning in all disciplines, it is important for us to examine the ways in which we provide additional instruction for those students who demonstrate a need. The field of reading and interventions continues to evolve, and the options for remediation have improved and increased, making it an optimal time to re-examine programs, resources, and delivery methods.</p>	<p>1. Administrative approval.</p> <p>2. Form a core team of representative professionals to begin an investigation and study in the spring of 2017.</p> <p>3. Analyze data to assess the type of student who could benefit from structured intervention and the types of reading needs that are frequently occurring in the population of students at-risk.</p> <p>4. Continue work over the summer researching and examining materials, programs, and delivery methods.</p> <p>5. Determine if pilots would be appropriate and make recommendations in the fall of 2017.</p>		<p><u>Approved.</u></p> <p>Continuing to find additional strategies for struggling learners is an important effort.</p>

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Becky Kabala & Kate Ruth **Level:** Grades 3-8

Area: ELA **Date:** March 7, 2017

Curriculum Recommendation

2. Research and pilot an alternative benchmark reading assessment tool to gain understanding of students' reading comprehension to use in planning small group instruction and interventions focused on growth of all students.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Pennsylvania adopted the PA Core Standards in July 2013. A recommendation was made in 2013 to begin the process of converting our curriculum to the PA Core. The District has been working in the area of ELA to align our curriculum and instructional practice to allow our students to reach and exceed these standards.</p> <p>2. DIBELS is the benchmark assessment tool used in grades K-2 to assess students' basic reading skills. This assessment provides information about a variety of reading skills and is used in planning small group instruction and interventions.</p> <p>3. DIBELS is used to monitor the progress of those students reading below grade level in grades 3 & 4. This assessment is given three times throughout the year.</p> <p>4. The district does not have a benchmark assessment tool to assess all students' reading comprehension in grades 3 & 4. This type of assessment tool is needed to gather data on students' grade level reading skills. This data will be used to plan for small group instruction and intervention.</p> <p>5. Teachers have expressed a need for tools to gather data on students' reading comprehension.</p>	<p>1. Administrative approval.</p> <p>2. Gather information from teachers about they type of data needed to better impact instruction.</p> <p>3. Convene a team of reading specialists and grade level teachers to explore assessments.</p> <p>4. Present assessment options to teachers for exploration, discussion, and feedback.</p> <p>5. Select an assessment program. The assessments need to be given with fidelity across grade levels and building.</p> <p>6. Purchase necessary materials.</p>	<p>Summer workshop time for 9 teachers at \$30.20 per hour for 1 days = \$1,630.80</p> <p>Materials for teachers</p> <p>Student materials</p>	<p><u>Approved.</u></p> <p style="text-align: center;">12</p>

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



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

Area: English Language Arts **Date:** March 21, 2017

Curriculum Recommendation

1. Formally adopt texts in grades 5-8 as options for reading instruction.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. This is a continuation of recommendations proposed and approved in spring of 2013 and 2014. This work was anticipated to be a multi-year endeavor and is the reason for the current recommendation to continue this process.</p> <p>2. The pairing and sequencing of titles for grades 5-8 has occurred as part of a spring 2016 recommendation, and in the process, it was found that some titles still needed approval.</p> <p>3. Based on previous pilots, the following titles have been identified to be adopted to the reading curriculum at this time:</p> <p><u>Boyce</u> <i>Rules</i> (Lord, 2006) <i>Homer P. Figg</i> (Philbrick, 2009) <i>When You Reach Me</i> (Stead, 2009) <i>Eleven</i> (Giff, 2008) <i>Zlata's Diary</i> (Filipovic, 1993) <i>Dead End in Norvelt</i> (Gantos, 2011)</p> <p><u>Fort Couch</u> <i>Claudette Colvin</i> (Hoose, 2009) <i>All the Broken Pieces</i> (Burg, 2009) <i>Nothing But the Truth</i> (Avi, 1991)</p>	<p>1. Administrative approval.</p> <p>2. From the list of adopted texts in grades 5-8, continue to examine current novel pairings, sequences, student data, and PA Core Comprehension standards to determine if moving novels to different grade levels or times of the year would be appropriate.</p> <p>3. Evaluate additional titles to pilot and approve for use through a summer work project.</p>	<p>Summer Work Project: 5 teachers @ \$30.20/hr. for 1 day = \$906</p>	<p><u>Approved.</u></p> <p style="text-align: center;">13</p>

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



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

Area: English Language Arts **Date:** March 21, 2017

Curriculum Recommendation

2. Continue textual evaluations for grades 5-8 based on reading level, interest level, big ideas, genre, age appropriateness, and interdisciplinary connections.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Numerous texts have been piloted and adopted since spring 2013 and spring 2014 in grades 5-8. Selection and sequencing of these texts has occurred over the past years, most recently as a component of a spring 2016 curriculum recommendation.</p> <p>2. 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, as well as to make interdisciplinary connections when possible.</p> <p>3. This process has led to the need for continued review of some 5th and 6th grade novel pairings.</p> <p>4. In addition, 8th grade teachers are interested in identifying a text of higher complexity and rigor related to the 3rd quarter Civil Rights Unit.</p>	<p>1. Administrative approval.</p> <p>2. Continue evaluation of texts for reading levels, interest levels, and age appropriateness based on established criteria and evaluation tool. Consideration will continue to be made for novels that tie to the social studies' curriculum or that offer a global perspective. A focus on nonfiction text will be held, as well.</p> <p>3. Work to continue mapping out novel pairings and sequences for grades 5 and 6 during curriculum meetings and PLCs.</p> <p>4. Identify texts to be piloted in order to allow for customization of instruction and increased use of nonfiction. Summer flex time will be needed in addition to curriculum time for the process.</p> <p>5. Pilot new 8th grade Q3 title(s) during the 2017-18 school year.</p> <p>6. Continue the process of moving novels that are beneficial for student learning and based on novel appropriateness.</p>	<p>Summer Work Project: 3 eighth grade teachers @ \$30.20/hr. for 1 day = \$543.60</p> <p>Money is included in the 2017-2018 budget to support the cost incurred by purchasing additional texts.</p>	<p><u>Approved.</u></p> <p>Text selection is a critical component to ELA programming at the middle school level.</p>

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



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

Area: English Language Arts **Date:** March 21, 2017

Curriculum Recommendation

3. Pilot an online Vocabulary Workshop program in 5th and 6th grade ELA classes.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. This recommendation is a follow-up to a pilot of a formal vocabulary program, which began in some 8th and 9th grade classes in 2015-16 and expanded to 7th through 10th grade in 2016-17.</p> <p>2. The PA Core standards are published in the English Language Arts (ELA) areas of reading, writing, and grammar. The new strands were studied by the USCSD ELA Common Core Committee (CCC) during the 2012-2013 and 2013-2014 school years.</p> <p>3. Teachers have provided positive feedback to the implementation of Sadlier Vocabulary Workshop at grades 7 and 8. Given the rigorous, multifaceted, and consistent instructional approach of Sadlier, teachers in grades 5 and 6 are interested in piloting Sadlier Vocabulary Workshop.</p>	<p>1. Administrative approval.</p> <p>2. Purchase Sadlier's Vocabulary Workshop license for the year.</p> <p>3. Support 5th and 6th grade teachers through a summer flex time offering as they plan for implementation of the program.</p> <p>4. Support 5th and 6th grade teachers throughout the year through webinar trainings and continued discussion of appropriate classroom use.</p> <p>5. Discuss and evaluate the program's effectiveness at the end of the 2017-2018 school year.</p>	<p>Money is included in the 2017-2018 budget to support the cost of Sadlier Vocabulary Workshop.</p>	<p><u>Approved.</u></p> <p>A consistent approach to vocabulary instruction in fifth through tenth grade will provide a cohesive experience in an essential area of literacy.</p>

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



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

Area: English Language Arts **Date:** March 27, 2017

Curriculum Recommendation

1. Adopt *I Will Always Write Back* by Caitlin Alifirenka and Martin Ganda as a supplemental text option in Academic and Honors English 10/MYP.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. The introduction of <i>I Will Always Write Back</i> will broaden the scope of the literature covered in the tenth grade curriculum, intended as a World Literature course, to include the continent of Africa.</p> <p>2. The themes throughout <i>I Will Always Write Back</i> are age appropriate and engaging for teen readers as the story teaches lessons about friendship, overcoming obstacles, diversity, commonality between cultures, poverty.</p> <p>3. <i>I Will Always Write Back</i> promotes global awareness as it addresses struggles facing families and students in rural Zimbabwe, and provides opportunities for incorporating current-events and nonfiction texts into the curriculum.</p> <p>4. <i>I Will Always Write Back</i> is written at a level appropriate for a supplemental text and can be easily read and understood by tenth grade students without additional support.</p> <p>5. <i>I Will Always Write Back</i> is co-authored by a female author and male African author (who are also the book's protagonists) adding racial and gender diversity to the curriculum. Both authors are active human rights advocates and numerous, current teaching materials exist to aid in instruction (essays, articles, videos, etc.).</p> <p style="text-align: center;">(Cont'd.)</p>	<p>1. Administrative approval.</p> <p>2. Create unit plan and update Rubicon Atlas.</p> <p>3. Collaborate with teachers in other departments to build awareness /make interdisciplinary connections.</p> <p>4. Begin implementation in the fall 2018-2019 school year.</p>	<p>Summer workshop for up to 3 teachers, up to 12 flex and up to 12 paid workshop hours (12 hours X \$30.20/hr = \$362.40 X 3 teachers = \$1,087.20)</p>	<p><u>Approved.</u></p> <p>Adding contemporary literature with a global focus can be challenging. This novel meets many of the needs and goals for this course.</p> <p style="text-align: center;">16</p>

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



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

Area: English Language Arts **Date:** March 27, 2017

Curriculum Recommendation

1. Adopt *I Will Always Write Back* by Caitlin Alifirenka and Martin Ganda as a supplemental text option in Academic and Honors English 10/MYP. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>6. <i>I Will Always Write Back</i> builds a platform for various pen-pal correspondence (international or local).</p> <p>7. Adjusting <i>The Odyssey</i> unit to teach excerpts as part of the Greek Mythology unit would allow time for this addition.</p> <p>8. <i>I Will Always Write Back</i> has won a number of awards, including the Parents' Choice Book Award, The Notable Social Studies Trade Book for Young People Awards, and the Cybils Awards Nomination for Young Adult Nonfiction.</p>			17

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Shannon Dominick **Level:** Elementary

Area: Mathematics **Date:** February 21, 2017

Curriculum Recommendation

1. Adopt the 2017 PA Core/Common Core edition of Pearson's *enVisionmath 2.0* at first grade.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. The proposed adoption of Pearson's <i>enVisionmath 2.0</i> mathematics program at first grade is supported for the following reasons:</p> <p>a. <i>enVisionmath</i> was successfully adopted and implemented beginning with the 2011-2012 school year. It is currently the mathematics curriculum for second through sixth grade.</p> <p>b. The <i>enVisionmath 2.0</i> edition is aligned to current PA Core Standards and Common Core Standards. The program also emphasizes process standards, called Mathematical Practices, such as abstract and verbal reasoning, critiquing, and modeling mathematics in a variety of ways.</p> <p>c. The program supports a mathematics environment that balances inquiry-based thinking and procedural knowledge through both content and instruction.</p> <p>d. <i>enVisionmath 2.0</i> will increase rigor and provide students with a broader foundation of mathematical knowledge. This foundation will allow for more authentic customization of skills and instruction to more effectively meet the diverse needs of first grade students.</p> <p style="text-align: center;">(Cont'd.)</p>	<ol style="list-style-type: none"> Administrative approval. Distribute instructional and supplemental materials purchased by the district as well as those provided by the publisher. Schedule summer and school year training to support adopting teams. Staff development sessions will be three-tiered and focus on program components, instructional techniques, and content differentiation development. Determine pacing and standards-lesson alignment needs at first grade. Update and distribute <i>USC Elementary Math Pacing Guide</i>. Develop a plan for sharing the new math programs with parents and the community. Review elementary report card to ensure alignment between the descriptors and the math objectives/standards. 	<p>Up to 13 teachers for 2 days @ \$30.20 workshop rate = \$785.20</p> <p>Up to 12 hours of Flex Time per teacher for training</p> <p><u>1st Grade:</u> \$10,396. (manuals, classroom manipulatives, digital components)</p> <p><i>Student workbooks not included as a "new" cost for the adoption.</i></p>	<p><u>Approved.</u></p> <p>Continuing to be responsive to student needs and performance is vital.</p> <p style="text-align: center;">18</p>

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Shannon Dominick **Level:** Elementary

Area: Mathematics **Date:** February 21, 2017

Curriculum Recommendation

1. Adopt the 2017 PA Core/Common Core edition of Pearson's *enVisionmath 2.0* at first grade.. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>e. The program does support the identified recommendations for expanding and enhancing excellence in mathematics education from the United States Department of Education <i>Report of the National Mathematics Advisory Panel</i> (March 2008). These include:</p> <ul style="list-style-type: none"> - inquiry-based mathematics instruction - increased balance of content and process standards - strong emphasis on number sense and place value development - enhanced instruction in algebraic reasoning - increased opportunity for alternative thinking and mental math strategies. <p>f. This math program has digital and technological capabilities that align with the <i>USC Strategic Plan</i> goals for educational technology.</p>			19

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Andrew Lucas **Level:** Middle School

Area: Mathematics **Date:** March 21, 2017

Curriculum Recommendation

1. Adopt the Buzzmath program for all 6th grade students as a resource for customizing and enriching instruction.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. A recommendation was made for the 2016-2017 school year to pilot the Buzzmath program for all 6th grade classrooms. The purpose of the recommendation was to provide students with both enrichment and remediation opportunities as well as opportunities for self-paced and self-directed learning. The other stated purpose of the pilot was to explore the feasibility of expanding this program to other grade levels.</p> <p>2. In addition to Buzzmath, we have explored the following programs, some of which were free and some of which were paid subscriptions:</p> <ul style="list-style-type: none"> • IXL Math • Ten Marks • Khan Academy • Sumdog <p>Teachers reported that Buzzmath was much more effective at meeting students needs and had fewer glitches with their programming. In addition, the data reported back to teachers was more robust and easier to apply to the students' everyday learning.</p> <p style="text-align: center;">(Cont'd.)</p>	<p>1. Administrative approval.</p> <p>2. Provide time for teachers to meet over the summer to share and coordinate best practices for implementing Buzzmath in the classroom. Identify and agree to expected practices for all teachers.</p> <p>3. Offer several webinar training sessions from Buzzmath over the summer so that teachers can be familiar with the program.</p> <p>4. Meet with RtI teachers to review how Buzzmath should be implemented for our RtI students.</p> <p>5. Provide time at curriculum and PLC meetings throughout the school year to collaborate on data that has been collected through the program and to share additional best practices.</p>	<p>Up to 12 hours of workshop pay each for 5 teachers = 60 hours x \$30.20 = \$1812.</p> <p>\$1890 for 420 licenses</p>	<p><u>Approved.</u></p> <p style="text-align: center;">20</p>

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Andrew Lucas **Level:** Middle School

Area: Mathematics **Date:** March 21, 2017

Curriculum Recommendation

1. Adopt the Buzzmath program for all 6th grade students as a resource for customizing and enriching instruction. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>3. Teachers further reported that Buzzmath has been very beneficial for our RtI and struggling learners. It has given them opportunities to fill in mathematical gaps and has proven to be a strong motivational tool. The program has already had a strong affect on mathematical mindsets, work ethic, and performance on local assessments.</p> <p>4. Buzzmath has also been helpful for our enrichment students. The program has provided them with additional learning opportunities as well as chances to drive their own learning further at their own pace.</p> <p>5. Finally, this program has provided our sixth grade teachers with another tool for helping our students to meet the rigors of the PA Core standards. All Buzzmath content is fully aligned with the standards and provides students additional opportunities to engage this content with authentic practice materials and assessments.</p>			21

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Andrew Lucas and Steve Miller **Level:** Middle and High School

Area: Mathematics **Date:** March 21, 2017

Curriculum Recommendation

1. Modify the current curricula for the Algebra, Part A and Part B courses to match the rigor and complete the alignment with the PA Core standards.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Since the 2010-2011 school year, students who struggled in Pre-Algebra have had the opportunity to take Algebra over the course of two years with half of the objectives being taught in 8th grade and the second half being taught in 9th grade.</p> <p>2. In 2013-2014, the middle school math department participated in a year-long project to rewrite our assessments and to realign our instruction to match the rigor of those assessments. In 2014-2015, we modified Algebra, Part A and B to more closely match our Algebra course.</p> <p>3. The PA Core Standards were adopted in 2014. Since then the middle school math department has been making adjustments to our instruction to match the rigor of the new assessments.</p> <p>4. Students in Algebra, Parts A and B have shown tremendous growth with the changes we have made. PVAAS data show that these students have exceeded or met the growth standard in each of the past two years.</p> <p>5. While mathematical growth has been outstanding, students are still not always reaching the achievement goal of proficient on the Keystone exams. Teachers would like to modify the curriculum they are currently using to increase the rigor of the current course. This project would involve revising the scope and sequencing of the curriculum and developing new materials where needed.</p>	<p>1. Administrative approval.</p> <p>2. Teachers will meet to determine which concepts within the current course need to be modified to complete the alignment with the Keystone eligible content.</p> <p>3. Pacing guides will be developed to finalize scope and sequencing for the revised courses.</p> <p>4. New materials will be developed for those concepts we do not yet teach. This process will take place over the summer and throughout the 2017-2018 school year.</p> <p>5. Teachers will work to modify the current summative assessments to match the new content this is developed.</p>	<p>Up to 12 hours of workshop pay each for two teachers = 24 hours x \$30.20 = \$724.80.</p>	<p><u>Approved.</u> Continuing to be responsive to student needs and performance in meeting the standards is vital.</p> <p style="text-align: center;">22</p>

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Steve Miller **Level:** High School

Area: Mathematics **Date:** March 27, 2017

Curriculum Recommendation

1. Develop a customized "Personalized Pathways in Computer Science" elective to be offered in the 2018-19 school year.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. The number of students taking computer science courses at the high school has dramatically increased over the past few years with an increasing number of students beginning their study of computer science in the freshman year. Many students complete all of our computer science offerings by the end of their sophomore or junior year. Often these students would like to study computer science further, but we currently offer no formal option for these students.</p> <p>2. The emergence of free online courseware from reputable institutions has opened up an opportunity for students to learn material that was previously unavailable to them at the high school level. Specifically, the Coursera and edX sites offer courseware from institutions such as MIT, Harvard, and Stanford to name a few. The large variety of specialized topics in this courseware allows students to choose the direction of their further studies in computer science. Offering a one semester, pass/fail "Personalized Pathways in Computer Science" course would give students the ability to create an individualized learning path within the computer science discipline.</p> <p style="text-align: center;">(Cont'd.)</p>	<p>1. Administrative approval.</p> <p>2. Research and evaluate a number of courses on courseware sites including edX and Coursera to create a set of curated online courses that could qualify for this course.</p> <p>3. Develop learning paths that would be combinations of these online courses, which are typically 4 to 6 weeks in length, that would suffice to earn a semester credit.</p> <p>4. Collaborate with other curriculum leaders to find opportunities to use this course to support related courses in other disciplines.</p> <p>5. Offer "Personalized Pathways in Computer Science" in the <i>Program of Studies</i> for the 2018-19 school year.</p>	<p>30 workshop hours x \$30.20 = \$906</p>	<p><u>Approved.</u> This is a phenomenal approach to meeting the needs and interests of the students who need to gain an introduction to the area of programming or who desire to challenge themselves at the highest levels.</p> <p style="text-align: center;">23</p>

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Steve Miller **Level:** High School

Area: Mathematics **Date:** March 27, 2017

Curriculum Recommendation

1. Develop a customized "Personalized Pathways in Computer Science" elective to be offered in the 2018-19 school year. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>3. Offering this computer science course as a one semester, pass/fail course would also open up entry points in computer science for students on the opposite end of the spectrum, who might be otherwise intimidated by taking a computer science course. Some of the topics offered could be introductory in nature and could cater to these students' individual interests.</p> <p>4. While the online courseware material and enrollment in these online courses are free, students can additionally choose to pay a fee (typically ~\$50) to receive an official certification of completion by the institution offering the course. These certifications could be of value to students with respect to college admissions and/or future employment.</p>			24

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Lisa Cain, John Rozzo, Judy Bulazo **Level:** Middle School

Area: PE/Wellness **Date:** March 27, 2017

Curriculum Recommendation

1. Pilot an 8th grade wellness course at Fort Couch Middle School as part of the expressive arts rotation.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. The Pennsylvania health standards address significant and extensive concepts that are important to students at this age level, given the choices that they face as they transition into adults. These standards are currently being addressed through instruction that occurs in physical education, guidance, family and consumer science, and science. Streamlining the instructional delivery by offering a comprehensive wellness course for eighth grade students would provide for a more cohesive instructional experience that would allow students to make connections between important topics.</p> <p>2. The new wellness course will allow for more comprehensive instruction in areas of nutrition, emergencies, first aid and safety, healthy living, systems of the body, and current events in the field of health.</p> <p>3. Recent changes in middle school expressive arts programming have provided the opportunity for a wellness course to be considered.</p>	<p>1. Administrative approval.</p> <p>2. Utilize personnel from all affected departments to conduct a thorough review of the current curriculum and the alignment with the PA standards.</p> <p>3. Develop a new curriculum that addresses the standards in a more comprehensive manner.</p> <p>4. Determine what units and/or objectives need to be removed from the areas of physical education, guidance, family and consumer science, and science that can be placed in the wellness course. Determine appropriate replacement topics based on the standards in these areas.</p> <p>5. Implement the course beginning in the fall of 2017.</p> <p>6. Determine successes and challenges and make recommendations for future programming.</p>	<p>Summer workshop time: 60 hours @ \$30.20 = \$1812.00</p>	<p><u>Approved.</u></p> <p style="text-align: center;">25</p>

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Pamela Dillie **Level:** Elementary

Area: Elementary Science **Date:** March 17, 2017

Curriculum Recommendation

1. Adopt the new FOSS (FULL OPTION SCIENCE SYSTEM) *Sound and Light* module in second grade to replace the existing *Balancing and Weighing* unit.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. The current <i>Balancing and Weighing</i> module is no longer available to rent from ASSET. ASSET is beginning to replace several existing modules with new and updated NGSS (Next Generation Science Standards) based science curriculum.</p> <p>2. FOSS'(Full Option Science System is a research based science curriculum provider); <i>Sound and Light</i> is our replacement choice. The <i>Sound and Light</i> unit reflects and captures essential conceptual learning that we currently do not teach. It also has an integrated engineering and technology component, as we continue to explore ways to integrate engineering into our current curriculum.</p> <p>3. The <i>Sound and Light</i> module supports our physical science strand and provides students with experiences to develop an understanding of how to observe and manipulate Sound and Light. The FOSS <i>Sound and Light</i> modules covers these four investigations: Sound and Vibrations; Changing Sounds; Light and Shadow; and Light and Mirrors.</p> <p>4. The module prepares all students to succeed with the NGSS performance expectations. NGSS are the common core standards of science and are aligned with national and state standards.</p> <p style="text-align: center;">(Cont'd.)</p>	<p>1. Administrative approval.</p> <p>2. ASSET will provide professional development for the 10 second grade teachers and the cost has been budgeted as part of our implementation plan in the science budget.</p> <p>3. Summer training for teachers will also be offered as an option and cost will be part of our summer workshop pay.</p> <p>4. Partner with the elementary music teachers to supplement this module during their music lessons (the engineering piece involves designing musical instruments).</p> <p>5. Study the IB-PYP Planners in order to determine appropriate alignment to updated science lessons and materials at 2nd grade. Make any appropriate revisions and updates to IB-PYP planners as needed.</p>	<p>No additional cost beyond the proposed elementary science budget.</p> <p>Summer Workshop pay for teachers at (\$30.20 per hour) who choose to attend summer training.</p>	<p><u>Approved.</u></p> <p>The positive results from the pilot are encouraging.</p> <p style="text-align: right;">26</p>

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Pamela Dillie **Level:** Elementary

Area: Elementary Science **Date:** March 17, 2017

Curriculum Recommendation

1. Adopt the new FOSS (FULL OPTION SCIENCE SYSTEM) *Sound and Light* module in second grade to replace the existing *Balancing and Weighing* unit. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>5. The feedback received from the pilot teachers was extremely positive. Teachers expressed that the unit engages all students with meaningful and active learning experiences. They stated that the module is inquiry based and has an engineering and technology component to deliver authentic learning experiences. <i>Sound and Light</i> also integrates robust reading and literacy strategies to support the Common Core ELA.</p>			27

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Pamela Dillie **Level:** Elementary

Area: Elementary Science **Date:** March 17, 2017

Curriculum Recommendation

1. Adopt the new FOSS (FULL OPTION SCIENCE SYSTEM) *Sound and Light* module in second grade to replace the existing Balancing and Weighing unit. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p><u>Overview of the Sound and Light module:</u></p> <p>Sound and Light</p> <p>Grade 1</p> <p>The Sound and Light Module provides students with experiences to develop an understanding of how to observe and manipulate sound and light. Students learn that sound comes from vibrating objects. They explore how to change sound volume and pitch, and develop simple models for how sound travels from the source to the receiver. With light, students also work with sources and receivers. They find out what happens when materials with different properties are placed in a beam of light, and explore how to create and change shadows and reflections.</p> <p>Investigation 1: Sound and Vibrations Students explore the production of sound with a door fiddle, tuning forks, a tone generator, cups, sticks, and rubber bands. Students look for vibrations at the sound source and come up with words to describe different sounds. As they learn how to discriminate between different kinds of sounds and what information sounds convey, students find out about sounds that different animals make.</p> <p>Investigation 2: Changing Sounds Students use simple instruments to investigate how to change the volume of sound and the pitch of sound. Using a spoon gong, students develop a model of how sound travels from a source to a receiver. They redesign the spoon gong to make a device to both send and receive sound. Students learn about sound receivers used by different animals.</p> <p>Investigation 3: Light and Shadows Students use flashlights, sunlight, and solid materials that block light to create and change shadows. Students investigate how light interacts with objects that are transparent, translucent, and opaque.</p> <p>Investigation 4: Light and Mirrors Students position mirrors to reflect images. They investigate how to direct light to different locations. They experience what they can see when there is no light, and learn that objects can be seen only when light is available. Students explore the shapes and location of eyes on different animals. Finally, they read about devices that use light to communicate information.</p> <p>✧</p>			28

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Pamela Dillie **Level:** Elementary

Area: Elementary Science **Date:** March 17, 2017

Curriculum Recommendation

2. Begin to examine our scope and sequence of existing USC framework of science modules in grades K-4. Explore making changes in our program matrix K-4 and perhaps replacing/updating current science modules.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. ASSET is beginning to replace several existing modules with new and updated NGSS (Next Generation Science Standards) based science curriculum. (See new program/module matrixes on the following pages).</p> <p>2. Continue to revise our curriculum to meet the needs of 21st century learners. We need to keep our focus on the NGSS and continue to produce viable curriculum. The new and current NGSS modules match and prepare students to succeed with their performance expectations. The modules are still inquiry based that offer hands-on investigations that teach core ideas in science.</p> <p>3. Continue to study any gaps in conceptual learning and discuss possible replacements or additions of science curriculum.</p> <p>4. S.T.E.A.M. education has become an important component in American education. Our District is committed to S.T.E.A.M. education. We need to continue to provide opportunities and to continue to evolve in sound and appropriate ways at the elementary level. These new modules emphasize engineering along with technology. They also focus on the BIG IDEAS of each unit.</p>	<p>1. Administrative approval.</p> <p>2. Provide summer workshop and curriculum time necessary to support this recommendation. Teacher input is imperative to this revision.</p> <p>3. Study any gaps in conceptual learning and discuss any necessary changes to the USC science framework.</p> <p>4. Study the IB-PYP Planners in order to determine appropriate alignment to updated science lessons and materials grades K-4.. Make any appropriate revisions and updates to IB-PYP planners as needed.</p>	<p>No additional cost beyond the proposed elementary science budget.</p> <p>Summer Workshop pay for teachers at (\$30.20 per hour.)</p>	<p><u>Approved.</u></p> <p>This is timely and relevant given the New Generation Science Standards and the District's strategic goal for STEAM.</p> <p style="text-align: right;">29</p>

FOSS K-8 Scope and Sequence

GRADE	PHYSICAL SCIENCE	EARTH SCIENCE	LIFE SCIENCE
6-8	Gravity and Kinetic Energy* ³ Waves*	Planetary Science ²	Human Systems Interactions* Heredity and Adaptation*
	Chemical Interactions ²	Earth History ²	Populations and Ecosystems ²
	Electromagnetic Force* Variables and Design* ³	Weather and Water ²	Diversity of Life
5	Mixtures and Solutions	Earth and Sun	Living Systems
4	Energy	Soils, Rocks, and Landforms	Environments
3	Motion and Matter	Water and Climate	Structures of Life
2	Solids and Liquids	Pebbles, Sand and Silt	Insects and Plants
1	Sound and Light	Air and Weather	Plants and Animals
K	Materials and Motion	Trees and Weather	Animals Two by Two

K-5 NGSS Carolina Biological Matrix

Building Blocks of Science Curriculum for Grades K–5

Teach the new standards in just 30 minutes a day!

	Physical Science	Life Science	Earth/Space Science
Kindergarten	<u>Push, Pull, Go</u>	<u>Living Things and Their Needs</u>	<u>Weather and Sky</u>
1st Grade	<u>Light and Sound Waves</u>	<u>Exploring Organisms</u>	<u>Sky Watchers</u>
2nd Grade	<u>Matter</u>	<u>Ecosystem Diversity</u>	<u>Earth Materials</u>
3rd Grade	<u>Forces and Interactions</u>	<u>Life in Ecosystems</u>	<u>Weather and Climate Patterns</u>
4th Grade	<u>Energy Works!</u>	<u>Plant and Animal Structures</u>	<u>Changing Earth</u>
5th Grade	<u>Structure and Properties of Matter</u>	<u>Matter and Energy in Ecosystems</u>	<u>Earth and Space Systems</u>

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Caren Falascino **Level:** Middle School

Area: Science **Date:** June 2017

Curriculum Recommendation

1. Offer “STEAM Survivor Camp”, a summer 2017 Engineering Camp, for incoming grades 7-8.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. This science summer camp will support our District’s current emphasis on S.T.E.A.M. (Science, Technology, Engineering, Arts, and Mathematics) and our S.T.E.A.M. initiative in Upper St. Clair.</p> <p>2. Our District is committed to S.T.E.A.M. education, and we need to continue to provide opportunities and to evolve in challenging and appropriate ways at the middle school level.</p> <p>3. A summer engineering experience would support key engineering processes listed in the The Next Generation Science Standards. Through the application of engineering principles, the students would solve numerous challenges and create solutions to real world issues.</p> <p>4. This camp will prepare our learners to enter the workforce and the many future careers that may not currently exist.</p> <p>5. The S.T.E.A.M. camp would continue to develop the 21st Century learning skills of creativity, innovation, problem solving, and collaboration.</p>	<p>1. Administrative approval.</p> <p>2. Conduct a pilot camp during the week of June 12-16 from 9:00-12:00, that is open to all District students entering grades 7-8. Cost is \$185.00.</p> <p>3. Incorporate a field trip to <i>Flight Trampoline Park</i> during the camp week. The camp participants will apply principles of physics during experience.</p> <p>4. Gather and review feedback from students/parents/staff at the conclusion of the 2017 camp. Continue to modify and development findings to improve upon the camp concept, content and activities.</p> <p>5. Make recommendations for spring 2018 based on the results from the pilot STEAM camp of 2017 school year.</p> <p>6. Continue to coordinate this S.T.E.A.M. camp with District’s strategic planning process.</p>	<p>Summer Workshop pay for camp teachers at (\$30.20 per hour.)</p>	<p><u>Approved.</u></p> <p>Summer is a great time to engage students in these experiences. The theme is clever and should be of high interest to middle school students.</p>

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Caren Falscino **Level:** Middle School

Area: Science **Date:** June 2017

Curriculum Recommendation

2. Review and revise the 5-8 middle school science curriculum.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Due to the Common Core Standards and District Initiatives, the middle school science department has been adding learning objectives to the curriculum. Examples of these learning objectives are engineering challenges, authentic assessments, nonfiction reading, and technical writing.</p> <p>2. All eighth grade students have a PSSA evaluation. The PSSA assessment anchors and eligible content are to be taught over grades five through eight and the students must show mastery on the PSSA.</p> <p>3. Hands on, student centered, inquiry-based instruction is valued and expected to ensure that all students are engaged in the curriculum.</p> <p>4. An examination of the curriculum is needed to eliminate repetition of objectives. Due to the reconfiguration of Boyce Middle School's teaching teams, there has been a decrease in the time for teaching science. With the addition of engineering challenges, authentic assessments, nonfiction reading and technical writing all grades would benefit from a review, and revision of objectives.</p>	<p>1. Administrative approval.</p> <p>2. Review and revise present middle school science curriculum and examine eligible content assessment anchors for the PSSA.</p> <p>3. Update Rubicon to reflect the revised objectives and to include engineering challenges, authentic assessments, nonfiction reading, and technical writing.</p>	<p>Summer Workshop pay for camp teachers at (\$30.20 per hour.)</p>	<p><u>Approved.</u> This is timely and relevant given the New Generation Science Standards, the District's strategic goal for STEAM, and the literacy standards for Science.</p> <p style="text-align: center;">33</p>

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Lynn Kistler **Level:** High School

Area: Science **Date:** March 27, 2017

Curriculum Recommendation

1. Adopt *Chemistry*, 10th edition text, including OWL Mastery Learning management software in order to customize support in AP Chemistry.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Students in AP Chemistry possess a variety of skills and knowledge when they begin the course. Most have had 1 year of chemistry while others have taken a full year of organic chemistry, while some others are taking the challenge of the AP Chemistry program as their first introduction to the content. Additionally, students possess a variety of math skills with some students taking Algebra 2, while others are in Functions, Statistics, and Trigonometry or Calculus.</p> <p>2. The Cengage Chemistry text combined with the OWL Mastery Learning combine to provide a learning platform that can be used for online homework, tutorials and assessments. The OWL program seeks to meet students where they are and include adaptive review modules to guide remediation, text-specific resources to support review and practice, and customized activities that allow students to work at their own pace until they understand each concept and skill. The OWL program was made specifically by chemistry professionals for chemistry students and has been developed with the sole focus of mastering chemistry content.</p> <p>3. The online text and OWL Mastery Learning are compatible with iPads, laptops, iPhones, and Android devices. This supports the district 1:1 initiative and also BYOD (bring your own device) initiative.</p> <p style="text-align: center;">(Cont'd.)</p>	<p>1. Administrative approval.</p> <p>2. Purchase the quoted Cengage package that includes the text (ISBN: 978-1-305-95772-2), access codes for each of the next 6 years, and supplemental materials.</p> <p>3. Update the course syllabus through the AP Course Audit.</p> <p>4. Provide Summer Workshop time for instructors to become familiar with all components of the Cengage Zumdahl/OWL program components to provide a customized learning experience for AP Chemistry students.</p>	<p>Summer Workshop: 2 teachers for 40 hours each @\$30.20 per hour = \$2416</p> <p>45 texts and licenses for 6 year access to Cengage Chemistry and OWL: \$7871</p>	<p><u>Approved.</u></p> <p style="text-align: center; font-size: 24pt;">34</p>

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Lynn Kistler **Level:** High School

Area: Science **Date:** March 27, 2017

Curriculum Recommendation

1. Adopt *Chemistry*, 10th edition text, including OWL Mastery Learning management software in order to customize support in AP Chemistry. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>4. The book currently used in the course is the 6th edition of Chemistry and Chemical Reactivity that was copyrighted in 2006. The College Board recommends that a school should make “every effort to acquire textbooks no older than ten years old for use in this course.” Additionally, the College Board revised the AP Chemistry curriculum for the 2014 exam and the new materials support the updated course content.</p> <p>5. The purchased package will include individual access for each student to the 10th edition ebook with Online Fast Track to a 5 Instant Access, Study Guide, AP Lab Manual, Solutions Guide, Inquiry Based Learning Guide, and access for the teachers to the AP Teacher’s Resource Guide, Teacher’s Resource Manual to AP Lab Manual, Annotated Teacher’s Edition text, and Test Bank.</p> <p>6. Other texts and digital resources considered include Chemistry: A Molecular Approach (Pearson) and Chemistry: The Molecular Nature of Matter (Wiley).</p>			35

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Lynn Kistler **Level:** High School

Area: Science **Date:** March 27, 2017

Curriculum Recommendation

2. Adopt *Forensic Science Fundamentals and Investigations* (Bertino & Bertino, 2016) for use in the Forensic Science course.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. The Forensic Science (formerly Forensic Chemistry) course began in 2003 as an elective at the high school. Upper St. Clair was one of the first high schools to offer forensic science as an elective. Books were purchased for the program in 2004 and at the time, only college level texts were available. As a college text, there were very few supplemental materials available and limited flexibility.</p> <p>2. In the time since the original purchase, practices and methodology in forensic science have developed and many of the techniques described in the text are out of date. Additionally, relevant current case studies are not provided in the text.</p> <p>3. The Forensic Science course is undergoing a restructuring of the delivery of the curriculum to include hybrid experiences for students. The goal is to provide customized supports for students as they explore criminal investigation.</p> <p style="text-align: center;">(Cont'd.)</p>	<p>1. Administrative approval.</p> <p>2. Purchase texts and online student registration license through the budget process.</p> <p>3. Provide professional development to attending training on the Bertino program.</p> <p>4. Provide summer workshop time to align new materials with curriculum.</p>	<p>Summer Workshop time: 40 hours at \$30.20 per hour = \$1208</p> <p>80 texts and online licenses for 6 year access: \$10542</p>	<p><u>Approved.</u></p> <p style="text-align: center;">36</p>

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Lynn Kistler **Level:** High School

Area: Science **Date:** March 27, 2017

Curriculum Recommendation

2. Adopt *Forensic Science Fundamentals and Investigations* (Bertino & Bertino, 2016) for use in the Forensic Science course. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>4. The selected text was written and prepared for the high school student and as such includes correlation to the Next Generation Science Standards (NGSS) and the Common Core Standards (CCS). The reading level is appropriate and allows customization through the online platform, MindTap. This platform includes readings, case studies, multimedia, assessments, and capstone (similar to PBA) projects. These can be customized for each student to maximize their learning experience. The program's virtual labs will permit real world investigations taking advantage of the hybrid experience format.</p> <p>5. Other texts considered (Criminalistics, Saferstein and Forensic Science, Siegel & Mirakovits) do not provide the online components and are not suitable for high school use.</p>			37

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Leah Humes and Daniela Buccilli

Level: High School

Area: English Language Arts & Social Studies

Date: May 9, 2017

Curriculum Recommendation

1. Research and develop a course that explores women's issues through focused literature and historical studies.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. As was acknowledged in a previously approved Women's Leadership Recommendation submitted by Dr. Angelo and Dr. Suritsky in 2014, adolescent girls face issues unique to their gender largely due to their exposure to intensified social media and implied cultural stereotypes and pressures.</p> <ul style="list-style-type: none"> http://www.care.org/sites/default/files/documents/EDU-GE-2012-Girls-Leadership-Development-in-Action.pdf http://www.aauw.org/research/crossing-the-line <p>2. Female leadership and contributions to history and literature have often been sidelined as peripheral classroom content. Students could benefit from learning about female leaders and their accomplishments. Additionally, there has been interest expressed by students about women and minorities in history and in literature.</p> <p>3. One goal in the USC Strategic Plan focuses on increasing female students in the STEAM courses. The efforts to include more girls in STEAM is similar to the efforts in many fields related to the humanities, as research continually shows that women in leadership roles is more profitable for businesses and that the U.S. has fewer women than others in government leadership positions.</p> <ul style="list-style-type: none"> http://www.pewresearch.org/fact-tank/2015/01/26/despite-progress-u-s-still-lags-many-nations-in-women-leadership/ https://hbr.org/2016/02/study-firms-with-more-women-in-the-suite-are-more-profitable <p style="text-align: center;">(Cont'd.)</p>	<p>1. Administrative approval.</p> <p>2. Conduct a summer workshop to study the most effective course content and delivery method to meet the needs noted in the reasons for recommendation, including reviewing best practices for implementation of women's and gender studies in high schools around the country.</p> <p>3. Consult with other committees to review other current studies that may impact this recommendation (Social Studies Department course redesign, Hybrid/online learning experiences, AP Seminar, 12th grade Redesign, etc.)</p> <p>4. Create relationships and partnerships with women leaders in the Pittsburgh community.</p>	<p>Two teachers x 2 sub days (2 X \$200) = \$400</p> <p>Up to 12 flex hours and up to 12 summer workshop hours for 2 teachers (2 teachers x 12 hours @ \$30.20) = \$724.80</p>	<p><u>Approved.</u></p> <p>This could be a unique offering with a cross-curricular approach that addresses the impact of history on today's women.</p> <p style="text-align: center;">38</p>

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Leah Humes and Daniela Buccilli

Level: High School

Area: English Language Arts & Social Studies

Date: May 9, 2017

Curriculum Recommendation

1. Research and develop a course that explores women's issues through focused literature and historical studies. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>4. According to the results of the 2016 Natural Helpers Survey, Upper St. Clair High School females indicated varying levels of stress in areas related to depression, loneliness, fitting in, body image, and drug use.</p> <p>5. The USCSD mission statement affirms the needs to develop responsible citizens for a global society, providing learning experiences that will promote success and nurture the potential of each student. USC's Strategic Plan also prioritizes social-emotional learning, which the study will also examine.</p> <p>6. This study could result in a future recommendation that proposes an expansion of diversity in curriculum that most effectively meets these social-emotional needs.</p> <p>7. The study is an effort to design an elective that continues to customize learning and prepare students for college, career, and life readiness.</p>			39

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: S. Levine, L. Ghilani, A. Bowers, J. Tobin, B. Wilson

Level: 7th Grade (Middle School)

Area: Social Studies

Date: March 21, 2017

Curriculum Recommendation

1. Pilot the development of customized, skill-based units in seventh grade social studies that provide students with opportunities for choice and individualized skill development.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. From our tagline to our mission statement, customizing learning and engaging all students in their learning are consistently included as priorities of the Upper St. Clair School District. To make each possible, student choice/agency is essential.</p> <p>2. To ensure that Social Studies experiences are meaningful and engaging for students, this approach will ensure that students master basic social-studies related objectives, but can dive deeper in content of interest with special emphasis on modern connections and all strands of social studies education. The content component, however, will be used as the lens through which essential college/career/life skills can be developed.</p> <p>3. Through the use of common “cognitive skill” vocabulary, students will be able to develop their critical thinking, writing, and communication skills in a clear and intentional manner. To customize learning experiences on these skills, each skill will be measured along a continuum of progress with specific expectations for children to develop one level at a time, with specific criteria for each level. This will allow for students to monitor their own progress, and will also provide teachers with specific details about the growth of their students on specific skills.</p> <p style="text-align: center;">(Cont’d.)</p>	<p>1. Administrative approval.</p> <p>2. Summer work time to re-organize content and establish appropriate learning goals within the social studies content area.</p> <p>3. Summer work time to finalize common vocabulary and performance levels for the various cognitive skills</p> <p>4. Meet at the beginning of the school-year with support staff to ensure understanding of the approaches that will be used in these courses.</p> <p>5. Develop a plan for communicating this new approach with parents at the beginning of the year and at Open House to provide clarity of goals and expectations for this new approach.</p> <p>6. Collaborate on an on-going basis throughout the year with other staff members (7th grade, Social Studies, and beyond) to seek feedback on progress, and begin considering the best practices for future expansion of these practices to other departments/grade levels.</p>	<p>3 teachers, 3 days of work (6 hours/day), \$30.20</p> <p>\$1,630.80</p>	<p><u>Approved.</u></p> <p style="text-align: center;">40</p>

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: S. Levine, L. Ghilani, A. Bowers, J. Tobin, B. Wilson

Level: 7th Grade (Middle School)

Area: Social Studies

Date: March 21, 2017

Curriculum Recommendation

1. Pilot the development of customized, skill-based units in seventh grade social studies that provide students with opportunities for choice and individualized skill development. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>4. Along with students being able to monitor their own progress, student progress data will be made available for teachers to use both in this current year, as well as in the future, which will enable continuation of progress from year to year with teachers having clear, actionable data to use related to cognitive skills. This data can be used in many ways, including to customize rubrics in a manner that will help students to be appropriately challenged on learning tasks that are common, including essay writing, conducting research, and analyzing primary and secondary source documents.</p> <p>5. Given the interdisciplinary nature of the cognitive skills that will be developed, the 7th grade social studies team will be able to pilot practices that will be transferable to not only 8th grade social studies, but also to all other subject areas in 7th grade and beyond. The lessons learned through this experience could inform future customized learning plans for all subject areas and grade levels.</p>			41

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Ben Edwards & Tanya Chothani **Level:** High School

Area: Social Studies (IB Diploma Program) **Date:** March 27, 2017

Curriculum Recommendation

1. Adopt *By the People: A History of the US*, a new resource package that aligns with programmatic changes to the IB History of the Americas course and supports customization.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. The current IB History of the Americas textbook (copyright 1993) is the same textbook that has been used since the first year the class was taught (2000-2001).</p> <p>2. The current IB History textbook does not cover the entirety of the IB History curriculum which extends until 2005. The current textbook ends in 1993 with Clinton's election.</p> <p>3. After a thorough vetting of numerous American history textbooks and supplemental materials, the Pearson textbook <i>By the People: A History of the US, AP Edition</i> by James W. Fraser, copyright 2015, was chosen.</p> <p style="text-align: center;">(Cont'd.)</p>	<p>1. Administrative approval.</p> <p>2. Purchase the 25 textbooks that include an e-Text, valid for up to six years. (ISBN: 9780131366183)</p> <p>3. Update the course syllabus to align with the new IB standards.</p> <p>4. Provide summer workshop time for instructor to become familiar with the new textbook and successfully implement it into the curriculum.</p>	<p>\$134.97 X 25 books = \$3374.25</p> <p>30 workshop hrs X \$30.20 per hr = \$906</p>	<p><u>Approved.</u></p> <p style="text-align: center;">42</p>

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Ben Edwards & Tanya Chothani **Level:** High School

Area: Social Studies (IB Diploma Program) **Date:** March 27, 2017

Curriculum Recommendation

1. Adopt *By the People: A History of the US*, a new resource package that aligns with programmatic changes to the IB History of the Americas course and supports customization. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>4. The text was selected for the following reasons:</p> <ul style="list-style-type: none"> the high reading level for the rigorous nature of the IB History class; a significant number of primary source materials integrated throughout the text; the depth of the content area while still covering all necessary material through Obama's presidency; an equal focus on all areas of the social studies: historical, intellectual, diplomatic, social, economic, etc.; the design is clear and easy-to-follow. <p>5. The book contains both a hardcover book plus an online eText edition to support customized learning.</p>			43

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: <u>Doug Kirchner</u> Area: <u>Social Studies</u>	Level: <u>High School</u> Date: <u>March 27, 2017</u>
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Curriculum Recommendation

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

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. While USCHS students experience social studies courses that meet our district's mission to develop "learned and responsible citizens for a global society," the curricular framework for our students needs a more intentional focus on developmentally appropriate scaffolding of content and skills. In essence, our 9-12 social studies courses are silos of excellent teaching/learning, yet they need a more cohesive scope and sequence.</p> <p>2. The National Council for the Social Studies (NCSS) recently designed a curricular model titled the "C3" framework (College, Career, and Civic Life) that aligns well with our intended goals. The C3 framework aims to:</p> <ul style="list-style-type: none"> a. enhance the rigor of the social studies disciplines; b. build critical thinking, problem-solving, and participatory skills to become engaged citizens; c. align academic programs to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies. <p style="text-align: center;">(Cont'd.)</p>	<ol style="list-style-type: none"> 1. Administrative approval. 2. Provide summer flex time, workshop hours for interested teachers, and PLC/departments meeting time in 2017-2018. 3. Collaborate with colleagues from other disciplines (e.g. ELA and Science) to determine areas of overlap and potential interdisciplinary learning experiences. 4. Work with colleagues teaching middle level social studies (grades 5-8) to determine the specific social studies content and skills students possess as they enter USCHS. 5. Determine specific scope and sequence, content/skills. Write curriculum during summer of 2017 and throughout 2017-18 school year during PLC and curriculum meetings. 6. Provide professional development for teachers related to the instructional strategies/best practices for the redesigned curriculum. 7. Plan for implementation of new framework in 2018-19. 	<p>\$2,355.60 (*13 teachers X 6 hours at \$30.20)</p> <p>*Each member of the HS Social Studies department)</p>	<p><u>Approved.</u></p> <p style="text-align: center; font-size: 1.5em;">44</p>

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Doug Kirchner
Area: Social Studies

Level: High School
Date: March 27, 2017

Curriculum Recommendation

2. Design and implement a skill and competency-based social studies framework for the 2018-19 school year. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>3. The C3 framework espouses a thematic, inquiry-based approach, which is developmentally appropriate for learners in grades 9-12. After experiencing a blend of thematically and chronologically taught social studies courses at the middle school level, high school students need opportunities to dig deeper into content and skills (e.g. research, writing, and speaking skills).</p> <p>4. A focus on modern America and the modern world, along with the cognitive skills necessary for civic mindedness (civic literacy and action) are integral components under this approach, and will build throughout grades 9-12 in which students will ultimately be required to “take informed action” (C3 framework).</p> <p>5. A more seamless 8-9 transition in social studies supports students becoming acquainted more quickly with the type of content, skills, and learning experiences necessary to succeed as social “scientists.”</p>			45

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Judy Bulazo and Pam Dillie **Level:** Elementary

Area: STEAM **Date:** March 17, 2017

Curriculum Recommendation

1. Study the feasibility and potential of creating a STEAM Lab (Maker Space /Innovation Hub) in each of the 3 elementary buildings.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. The District's Strategic Plan focuses on STEAM as one of five major areas of emphasis for the next five years. Action plans developed through the strategic of the Boyce Innovation Hub, made primarily possible through grant money and private funding, has been enthusiastically embraced by students and families. The early successes seen in the pilot of a design-thinking, problem based at the heart of this Innovation Hub, has created the impetus to consider this type of programming for students in grades K-4.</p> <p>2. We continue to look for ways to increase the depth and breadth of STEAM curriculum offerings and improve the integration of STEAM across the curriculum. Within the area of STEAM are embedded the concepts of creativity and innovation and are considered to be valued and need to be integrated into the curriculum and the educational experiences we provide to our students.</p>	<p>1. Administrative approval.</p> <p>2. Gather a team of representatives from all related areas. Conduct an idea generating and input session related to programming, needs, and uses for innovation spaces and programming. Discuss which design-thinking and Maker Space projects would be offered in this new space for all children K-4th (SWEP ?).</p> <p>3. Determine potential spaces that fit identified needs and ideas.</p> <p>4. Seek funding through several grant opportunities.</p> <p>5. Make programming and space recommendations in the spring of 2018.</p>	<p>No additional cost beyond the proposed elementary science budget.</p> <p>Summer Workshop pay for teachers at (\$30.20 per hour.)</p>	<p><u>Approved.</u></p> <p>This is in alignment with the goals of the District's Strategic Plan.</p>

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Judy Bulazo **Level:** Middle School

Area: STEAM/Expressive Arts **Date:** Spring 2017

Curriculum Recommendation

1. Adopt the STEAM Innovation and Design Course at Boyce Middle School and pilot an extension of this programming at grades 7 and 8.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. The District's Strategic Plan focuses on STEAM as one of the five major areas of emphasis for the course of this five-year plan. Action plans developed through this process have resulted in many recommendations including the addition of this type of programming. Community support for STEAM programming is strong.</p> <p>2. The STEAM course at Boyce Middle School has been well received by students and parents. Students have been highly engaged and enthusiastic about the learning. Reports from parents have been positive and supportive of the experiences provided through this course.</p> <p>3. The STEAM Innovation and Design Course has served as a beginning course in developing an Innovation Hub at the middle school level that can provide a bridge to high school programming. Exposing students to these experiences and thinking at an early age will potentially increase the number of students seeking these opportunities at the high school level.</p> <p>(Cont'd.)</p>	<p>1. Administrative approval.</p> <p>2. Make adjustments to the grades 5-6 curriculum based on the experiences in the pilot.</p> <p>3. Create curriculum for the pilot course for grades 7 and 8. Research and develop curriculum that includes design-thinking, fabrication, coding and robotics and provides a bridge between the fifth/sixth grade course and those offered at the high school level.</p> <p>4. Create design-thinking and maker space in the current tech lab space. Utilize pilot offerings in creating the design and furnishings in the lab.</p> <p>5. Implement pilot course at grades 7 and 8 in the fall of 2017.</p> <p>6. Determine successes and challenges and make recommendations for future programming.</p>		<p><u>Approved.</u></p> <p>The success of this programming has been overwhelming. Expansion to grades 7 and 8 is critical.</p> <p>47</p>

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



Name: Judy Bulazo **Level:** Middle School
Area: STEAM/Expressive Arts **Date:** Spring 2017

Curriculum Recommendation

1. Adopt the STEAM Innovation and Design Course at Boyce Middle School and pilot an extension of this programming at grades 7 and 8. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. It is natural for this programming to now be extended to grades 7 and 8. The technology lab space at Fort Couch Middle School is in alignment with some of the specifications of an MIT FabLab. The equipment, space, and programming can provide an opportunity for an introduction to the materials and processes used at the high school level. This course will allow for systemic and consistent integrated STEAM experiences during the formative middle school years.			48

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Jodi Mosler and Amy Pfender **Level:** K-3

Area: Student Support Services/Special Education **Date:** March 17, 2017

Curriculum Recommendation

1. Pilot the Foundations Reading Program in grades K-3 for the 2017-2018 school year.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. It is necessary to have a selection of programs that are appropriate to meet students' learning styles through a variety of different strategies, support teacher instruction, and provide effective progress monitoring in a learning support classroom. With the implementation of the Pennsylvania Common Core Standards, the USCSD Special Education Plan identified reading as an area of professional development in order to review the continuum of reading programs available to special education students. The PCI reading program was adopted in January 2017.</p> <p>2. The current reading program, SRA Reading Mastery, has a copyright date of 2007. As a result, the program is not PA Common Core Standard aligned.</p> <p>3. Teachers are designing supplemental materials to support the curriculum gaps in the current program.</p> <p style="text-align: center;">(Cont'd.)</p>	<p>1. Administrative approval.</p> <p>2. Throughout the fall of 2016, elementary special education teachers collaborated to identify what were essential components of an effective special education reading program. Next, they researched several reading programs to identify specific programs to explore.</p> <p>3. Foundations was one of the programs reviewed. Key components of the program met the essential criteria that special education teachers had identified.</p> <p>4. An observation of a Foundations lesson took place in February 2017.</p> <p>5. Purchase two classroom kits (levels to be determined) of the Foundations program and pilot throughout the fall of 2017.</p> <p>6. In the summer of 2017, identify staff to pilot and review program to identify next steps.</p> <p style="text-align: center;">(Cont'd.)</p>	<p>Teacher Kit- \$489.00 each = \$978</p> <p>Student Kit- \$52.00 each = \$104</p> <p>Additional components of durables and consumables: \$495.00 = \$990</p> <p>Total: \$2072</p>	<p><u>Approved.</u></p> <p>This is a reputable program that should address critical reading needs for this population of students.</p> <p style="text-align: center;">49</p>

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Jodi Mosler and Amy Pfender **Level:** K-3

Area: Student Support Services/Special Education **Date:** March 17, 2017

Curriculum Recommendation

1. Pilot the Foundations Reading Program in grades K-3 for the 2017-2018 school year. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>4. The need still exists for a scientifically research based program to support students outside of utilizing the general education curriculum programs and materials.</p> <p>5. When reviewing longitudinal data over grade level cohorts, a gradual decline in pass rates is evident.</p> <p>6. Foundations supports the reading, writing, and language standards through a multisensory, structured, and systematic, cumulative, and explicit program that is research based.</p> <p>7. The foundational skills of print concepts, phonological awareness, phonics and word study, and fluency are taught. Spelling, vocabulary, and comprehension are integrated.</p> <p>8. Progress monitoring is an area of need to report student progress or to identify additional interventions.</p>	<p>7. During 2017-2018 curriculum meetings, review the program and identify additional steps of implementation and determine if full adoption should occur.</p> <p>8. Spring 2018 identify if program should be fully adopted in grades K-3.</p> <p>9. Potentially look to review program for upper primary grades and middle school (grades 4-6).</p> <p>10. Identify staff who have completed or are in need of further LETRS professional development.</p>		50

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: L. Kopaz, J. Darakos, K. Lee, K. Sebastiao, C. Montgomery, M. Clermont

Level: High School

Area: World Language

Date: March 27, 2017

Curriculum Recommendation

1. Examine the current Intro to Spanish and Intermediate Spanish courses to determine ways to prepare students for transition from middle to high school Spanish.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Our current Spanish teachers have expressed a need to streamline the Spanish level 1 courses (Intro to Spanish and Intermediate Spanish) to make them more proficiency based and help prepare students to be successful at the Spanish 2 level.</p> <p>2. With the changing needs of our student population, we need to re-examine the placement of Spanish students from 8th to 9th grade. Currently, students with some background in Spanish are automatically placed into Intermediate Spanish and students who are new to the district are placed in Intro to Spanish. While this reasoning may make sense in most cases, it does not always result in best placement. Teachers have expressed a need to place students based on performance rather than exposure to the language.</p> <p>3. The High School 1:1 initiative may provide opportunities in these classes to customize learning in ways that were previously impossible.</p> <p style="text-align: center;">(Cont'd.)</p>	<p>1. Administrative approval.</p> <p>2. Provide summer flex hours for Spanish teachers to meet and review curriculum and resources.</p> <p>3. Make a further recommendation based on the findings of the summer team.</p>	<p>Summer workshop time for teachers.</p> <p>Flex time for teachers.</p>	<p><u>Approved.</u></p> <p style="text-align: right;">51</p>

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: L. Kopaz, J. Darakos, K. Lee, K. Sebastiao, C. Montgomery, M. Clermont

Level: High School

Area: World Language

Date: March 27, 2017

Curriculum Recommendation

1. Examine the current Intro to Spanish and Intermediate Spanish courses to determine ways to prepare students for transition from middle to high school Spanish. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>4. Our intro and intermediate courses are currently based on the <i>Paso y Paso</i> books which have become dated. The current <i>Paso y Paso</i> books were published in 2000 and contain currently irrelevant vocabulary such as postcard and cassette. The current book also has irrelevant information such as the Mexican school system in the 1990s and places that Europeans used to like to travel in the 90s. Our teachers want to explore whether the introduction and intermediate Spanish classes should be based on this book.</p> <p>5. While current teachers have inserted proficiency based teaching into the intro and intermediate courses, the overall presentation of the curriculum has to change in order to truly make these classes align with the proficiency focus our department shares.</p>			52

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Marc-André Clermont, Bethany Chase **Level:** High School

Area: World Language **Date:** March 27, 2017

Curriculum Recommendation

2. Establish a scope and sequence across all languages that both meet ACTFL writing proficiency benchmarks and reinforce a variety of writing styles.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. With the changes made by ACTFL, we are finding a need to align our curriculum to national and international standards in a sequence that reinforce the progression of written proficiency.</p> <p>2. At the higher levels, our students are required to have experience writing the following texts: article, blog, brochure, letters, critique, dissertation, press release, directives, interviews, report, news article, email. Currently, some students do not get much if any practice with some of these writing styles until they reach the upper levels.</p> <p>3. There is a need to establish a logical progression of developing and mastering writing styles across French, Spanish, and German. Currently, the curriculum does not associate specific writing formats with individual courses.</p> <p>4. We have found a need to strengthen the path and standardize the sequence to written proficiency in French, Spanish, and German so that every student across the three languages can be exposed to the same writing style in the same year.</p>	<p>1. Administrative approval.</p> <p>2. Provide flex hours for teachers to meet and create a sequence for the writing styles.</p> <p>3. Cooperate with the English department to align curriculum as much as possible.</p> <p>4. Implement the writing styles across the 9-12 French, Spanish, and German curriculums.</p>	<p>Summer Flex time</p>	<p><u>Approved.</u></p> <p>This recommendation addresses both rigor and relevance for our students in the crucial area of writing in a second language.</p>