



Customizing Learning,
Nurturing Potential...
Delivering Excellence

Upper St. Clair School District

Fast Track Curriculum Recommendations

2014 - 2015

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.

<u>PAGE</u>	<u>CONTENT AREA</u>
5 - 9	All Curricular Areas (High School)
10 - 13	Customized Learning (Middle School)
14	English/Language Arts (Middle School)
15	English/Language Arts (Middle and High School)
16	English/Language Arts (High School)
17 - 19	Guidance (High School)
20 - 21	IB (High School)
22 - 24	Leadership (High School)
25 - 29	Math (High School)
30 - 31	Music (High School)
32	Pupil Personnel (High School)
33 - 35	Science (High School)
36 - 37	Science/Math (High School)
38 - 41	Special Education (High School)
42 - 44	STEAM (Elementary/Middle School)
45 - 48	Summer School (High School)
49	Wellness/PE (High School)
50	World Languages (High School)
51 - 52	Appendix A
53	Appendix B
54 - 55	Appendix C

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2014-2015



Name: HSLT **Level:** High School
Area: All Curricular Areas **Date:** December 18, 2014

Curriculum Recommendation

1. Study and research alternative models to the traditional high school experience with consideration to ways to provide better means by which to develop the interests and meet the needs of 21st century high school students.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. We now live in an ever-changing world where content is abundant and able to be readily accessed and where technology can be leveraged to provide learning opportunities that previously did not exist. These changes are having significant impact on the competencies that students will need as they enter post-secondary education and in their careers. The limitations of the traditional high school model and schedule are often a hindrance to meeting the needs and interests of our students.</p> <p>2. As choices for students have increased along with mounting academic and extra-curricular demands, the current High School schedule places some limitations on allowing for students to fully access offerings that meet their needs and interests.</p> <p>3. Needs assessments conducted with parents, students, and teachers in the fall of 2014, indicate the following to be valued and high priority needs:</p> <ul style="list-style-type: none"> flexible scheduling real-world learning experiences meeting the needs of struggling and gifted learners developing business and community partnerships <p>The traditional high school schedule presents certain barriers to achieving the above to the extent that significant impact can be made.</p> <p style="text-align: center;">(Cont'd.)</p>	<ol style="list-style-type: none"> Administrative approval. Conduct further analysis of the data from the parent, student, and teacher surveys as a means to identify some of the needs and priorities for this process. Form focus groups of parents, students, teachers, and community members to gain input, and to identify needs, as well as to provide clarification related to the survey data. Conduct research and post-secondary and industry surveys to determine student attributes and skills that are most desirable for graduates. Identify goals or areas of focus related to a new High School model and form subcommittees to conduct research through such strategies as lit reviews, focus groups, interviews, ethnography, school visits, expert consultation, etc. Identify and define the possible key components of the new model. Write a spring curriculum recommendation to study the feasibility of implementing a new model and develop an implementation timeline. 	<p>This project was recently awarded a \$10,000 planning grant from the Pittsburgh Foundation to research and develop a new high school model.</p>	<p><u>Approved.</u></p> <p>This is one important component of a greater vision to reexamine the high school experience for students.</p>

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2014-2015



Name: HSLT **Level:** High School
Area: All Curricular Areas **Date:** December 18, 2014

Curriculum Recommendation

1. Study and research alternative models to the traditional high school experience with consideration to ways to provide better means by which to develop the interests and meet the needs of 21st century high school students. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. The beginning of the District's strategic planning process will allow for this recommendation to become a part of the District's larger vision for our students and a planning process that involves all stakeholders in advancing our District during the course of the next six years.			

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2014-2015



Name: HS Administration **Level:** High School
Area: All Curricular Areas: Assessment **Date:** December 18, 2014

Curriculum Recommendation

2. Study and potentially restructure high school assessment practices to better reflect those that promote student learning and deep understanding.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. The District and High School have recently engaged in the process of redesigning curriculum and units of study using the Understanding by Design framework (Wiggins and McTighe). This three-stage framework has a strong focus on designing curriculum and instruction for deep understanding and transfer of learning. In the first phase of redesign, the High School focused efforts on stage one, identifying desired results. It is now necessary to review stage two, determining acceptable evidence (assessment), with a focus on the alignment of assessment practices with the desired outcomes. Assuring that evidence of student knowledge and understanding is gathered from multiple sources and is done in a way that is consistent with research on best assessment practices, will be the focus of this work.</p> <p>2. The No Child Left Behind Act has placed a great deal of emphasis on high-stakes testing that measure student achievement on a limited amount of standards, at one point in time. Though these types of assessments have a place in the educational system, educators must assure that these tests do not dominate teachers' views on evaluation of student learning. In a culture of high-stakes testing, it is even more important that schools develop and maintain assessment practices that occur over time, promote learning, and continue to provide students with feedback and the motivation to learn.</p> <p style="text-align: center;">(Cont'd.)</p>	<p>1. Administrative approval.</p> <p>2. As part of the process of developing a new vision for the total high school experience, establish a subcommittee that will address the study of high school assessment practices. This subcommittee will:</p> <ul style="list-style-type: none"> • engage all stakeholders in the process • review data collected on student and teacher perceptions of current assessment practices and determine the need for additional information • conduct further research on effective assessment practices at the high school and post-secondary level • establish goals, recommendations and related timelines • use the curriculum development process as the vehicle for recommending and making change. 		<p><u>Approved.</u></p> <p>It will be essential to involve all stakeholders in this process.</p>

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2014-2015



Name: HS Administration **Level:** High School
Area: All Curricular Areas: Assessment **Date:** December 18, 2014

Curriculum Recommendation

2. Study and potentially restructure high school assessment practices to better reflect those that promote student learning and deep understanding. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>3. Effective school-wide assessment systems have been found to be those that:</p> <ul style="list-style-type: none"> • Assess the most important educational goals in appropriate ways • Provide the specific and timely feedback needed to improve learning • Support curriculum planning and instruction for meaningful learning (McTighe, 2011). <p>This study would allow for analysis of current practices in light of their effectiveness in meeting these goals. Plans for improvement would address and include practices that have been shown to be effective and support these three areas.</p> <p>4. Recent Professional development efforts at the high school level have focused on the creation of performance-based assessments. These types of assessments require authentic demonstrations of knowledge, skills and understanding in real world applications. The work and study in this area will be helpful in the development of an assessment system that takes into account multiple and varied measures of student learning.</p> <p style="text-align: center;">(Cont'd.)</p>			

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2014-2015



Name: HS Administration **Level:** High School
Area: All Curricular Areas: Assessment **Date:** December 18, 2014

Curriculum Recommendation

2. Study and potentially restructure high school assessment practices to better reflect those that promote student learning and deep understanding. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>5. The practice of administering final exams has come under study both at the secondary and post-secondary levels, nationally and internally in USC. Research studies and observations have revealed that final exams do not often follow what is suggested to be effective assessment practices, nor do the exams always function in a way that promotes learning and deep understanding. The introduction of Keystone Exams as end of course assessments has also put the concept of final exams in a unique light. This study will include examination of Upper St. Clair's practices in developing and administering final exams in grades 9-12.</p> <p>6. As the concept of the total high school experience is being examined, as per School Board goals and impending strategic planning, it will be important to include assessment practices as a component of this work.</p>			

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2014-2015



Name: Brad Wilson **Level:** 7th Grade
Area: Flexible Scheduling, Customized Learning **Date:** December 18, 2014

Curriculum Recommendation

1. Pilot a one-day/rotation flexible schedule that allows for teachers to provide more diverse academic and practical offerings that more effectively customize learning to meet the needs of unique individual students.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Our district tagline reads, “Customizing Learning, Nurturing Potential, Delivering Excellence...” As such, our systems and approaches should align toward this end in helping teachers and students to direct their efforts toward meeting the unique needs of every child, every day.</p> <p>2. Through professional development trainings over the course of our most recent strategic plans, professional staff members have received learning opportunities in the areas of formative and summative assessment, second-chance learning, authentic learning/assessments, effective data driven instruction, and instructional technology to facilitate efforts in each of these areas. Through these learning experiences, our teachers have gained the prerequisite skills needed to effectively customize learning for students, however limitations still exist.</p> <p style="text-align: center;">(Cont’d.)</p>	<ol style="list-style-type: none"> 1. Administrative approval. 2. Work with the Technology Department to further develop attendance/accountability supports. 3. Introduce idea to building-team to gain feedback and solicit membership from other teachers in the building. 4. Collaborate with team to develop a schedule for the first “Flexible Schedule” day. 5. Administrative observation of 3rd day with Customized Schedule to evaluate the progress of the pilot. 6. After 3rd day, formally meet with team and administration to discuss next steps for continuing or canceling further “Customized Schedule” days. 7. Make future recommendations based on study 		<p><u>Approved.</u></p> <p>We commend the creative use of flexible time to meet student needs in the new 1:1 learning environment.</p>

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2014-2015



Name: Brad Wilson **Level:** 7th Grade
Area: Flexible Scheduling, Customized Learning **Date:** December 18, 2014

Curriculum Recommendation

1. Pilot a one-day/rotation flexible schedule that allows for teachers to provide more diverse academic and practical offerings that more effectively customize learning to meet the needs of unique individual students. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>3. One of the “weight-bearing walls” that limits our ability to move toward fully customized learning at Fort Couch Middle School is a mostly traditional and inflexible, section-based classroom schedule. This can be limiting due to teachers not being able to effectively regroup with a great number of small groups on a given day due to the vast number of unique needs that students have. One period in the day, Panther Time, was created to address this concern by allowing for students to seek mastery support in one class, but this can be limiting as well given that many students have multiple courses in which they need support, and they are not able to get these supports due to competing needs of teachers in different curriculum areas. To remedy this limitation, a well-coordinated, day-long flexible schedule would open the door for students to receive appropriate support in all of their classes, and also has the potential to dramatically increase innovative practices beyond remedial learning, especially into individualized, enrichment, and interest-based learning.</p> <p>4. For three years, an interdisciplinary team at Boyce Middle School has experienced great success with a similar type of schedule that they have used with their 5th grade students. Along with traditional academic learning, teachers and students alike reported increased 21st Century skill acquisition and ownership of learning.</p> <p style="text-align: center;">(Cont'd.)</p>			

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2014-2015



Name: Brad Wilson **Level:** 7th Grade
Area: Flexible Scheduling, Customized Learning **Date:** December 18, 2014

Curriculum Recommendation

1. Pilot a one-day/rotation flexible schedule that allows for teachers to provide more diverse academic and practical offerings that more effectively customize learning to meet the needs of unique individual students. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>5. One of the greatest challenges to utilizing this type of scheduling is keeping track of children. The 5th grade setting required less coordination, due to the nature of two section teams being able to open a classroom divider, allowing students to flow freely between rooms without leaving the physical space of a teacher. Four teacher teams at Fort Couch would require creating greater supports to ensure accountability and attendance given that students would be traveling outside of classrooms. Greater numbers of teachers/students does create a challenge in terms of coordination, but also creates greater opportunities for customized learning with a greater number of teachers being able to provide innovative classroom offerings and learning strategies. To coordinate this type of schedule, efficient yet higher-level technology use on the student iPads, that were provided as a part of our 1:1 learning initiative, will be used. Scheduling prototypes have demonstrated effective and efficient sign-up approaches, yet more high-tech, programmed solutions have the potential to offer even greater opportunities to not only efficiently coordinate a system of accountability, but also to increase student engagement, ownership, and self-directed learning opportunities— a skill that will not only be essential in high school, but also throughout the remainder of all students' lives. Beyond this, increased communication between teachers and students as well as home and school are being researched to further increase the effectiveness of this approach to actively engage all stakeholders in the educational process.</p> <p style="text-align: center;">(Cont'd.)</p>			

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2014-2015



Name: Brad Wilson **Level:** 7th Grade
Area: Flexible Scheduling, Customized Learning **Date:** December 18, 2014

Curriculum Recommendation

1. Pilot a one-day/rotation flexible schedule that allows for teachers to provide more diverse academic and practical offerings that more effectively customize learning to meet the needs of unique individual students. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>6. Piloting of this recommendation would allow for early learning to occur with a group of willing teachers (Team 1) testing this type of schedule either 1 day per 6 day rotation or once every two weeks. From their experiences, these teachers will be able to guide future planning of flexible scheduling days by providing evidence and feedback to suggest either:</p> <ul style="list-style-type: none"> -continuing to improve this system prior to looking to expand to other teams -promoting immediate readiness for use on other teams -encouraging the team to discontinue this pilot until a more appropriate system is designed <p>7. Creating a more individually customizable schedule for our students is a necessary step in supporting every child to be able to meet their unique educational needs on a daily basis.</p>			

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2014-2015



Name: T. M. Wagner **Level:** Middle School (grades 5-6)
Area: English Language Arts **Date:** December 18, 2014

Curriculum Recommendation

1. Pilot a spelling and vocabulary program in grades 5 and 6 that specifically and meaningfully addresses etymology (Greek & Latin affixes and roots).

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. The PA Core standards are published in the English Language Arts (ELA) areas of reading, writing, and grammar. The new strands were studied by a USCSD ELA Common Core Committee (CCC) during the 2012-2013 and 2013-2014 school years.</p> <p>2. In previous standards proposed by PDE, there was emphasis on correctly spelling grade-appropriate words. In PA Core revisions, however, not only is spelling correctly addressed (E05.D.1.2.5), but using common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of words is emphasized (E05.B-V.4.1.1). This revision, including an emphasis on structural analysis, prompts students to not only spell words accurately, but also to develop a deep understanding of word meaning based on linguistic patterns.</p> <p>3. Concurrent to the USCSD ELA Common Core Committee studying the PA Core Standards, teachers and administrators at Boyce Middle School expressed that the spelling program does not provide sufficient depth given the time its implementation requires. The timing of this building level discussion provided an additional layer in identifying a need for curriculum revision.</p>	<p>1. Administrative approval.</p> <p>2. Study PA Core Standards (CC.1) to identify areas that piloting a new etymology (spelling / vocabulary) program address.</p> <p>3. Create a second semester scope and sequence using research based materials that address etymology.</p> <p>4. Work with colleagues in the special education department (both learning support and gifted) to create adapted materials that meet specific student needs.</p> <p>5. Coordinate with the 3rd & 4th grade elementary ELA curriculum leader to determine how this shift aligns with the elementary spelling and vocabulary instruction.</p> <p>6. Study the effectiveness of the pilot after the third quarter in order to assess the feasibility and value of moving to full implementation for the 2015-2016 school year (following a spring 2015 curriculum recommendation).</p>	<p>Total cost for materials = \$430</p> <p>(This cost is already accounted for in the 2014-2015 ELA budget.)</p> <p>One sub day for three teachers @ \$90/day = \$270</p> <p>Total cost = \$700</p>	<p><u>Approved.</u> Spelling and vocabulary are important components of the English Language Arts program. The K-12 articulation will be critical and is commendable.</p>

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2014-2015



Name: Melissa Tungate and Tim Wagner **Level:** Middle School and High School (grades 7-12)

Area: English Language Arts **Date:** December 18, 2014

Curriculum Recommendation

1. Study formal vocabulary programs for grades 7-12.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. The PA Core standards are published in the English Language Arts (ELA) areas of reading, writing, and grammar. The new strands were studied by a USCSD ELA Common Core Committee (CCC) during the 2012-2013 and 2013-2014 school years.</p> <p>2. In previous standards proposed by PDE, there was emphasis on correctly spelling grade-appropriate words. In PA Core revisions, however, not only is correctly spelling words addressed, but understanding vocabulary in fiction and nonfiction texts is featured. This revision, including an emphasis on root/affix structural analysis, prompts students to not only spell words accurately, but also to develop a deep understanding of word meaning based on linguistic patterns.</p> <p>3. The College Board has announced changes to the SAT for spring of 2016, including changes to the types of vocabulary words to be assessed. Common Core Tier Two words will be assessed, often in context, instead of esoteric words assessed in isolation. A committee of HS teachers met this summer to begin to study, survey, and research options for replacing current SAT vocabulary programs in grades 10 and 11.</p>	<p>1. Administrative approval.</p> <p>2. Convene a committee of teachers in grades 7-12 to discuss, survey, and research options.</p> <p>3. Draft a potential curriculum recommendation for pilot.</p>	<p>Up to 2 sub days for up to 5 teachers = \$900.</p>	<p>Approved. Vocabulary is an important component of the English Language Arts program. The K-12 articulation will be critical and is commendable.</p>

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2014-2015



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

Area: English Language Arts **Date:** December 18, 2014

Curriculum Recommendation

1. Pilot a new level of Multimedia Journalism, Multimedia Journalism 2, which will give students opportunities to gain more advanced skills in the field of communications.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. This recommendation is a follow-up to a fast-track curriculum recommendation made during the 2013-2014 school year to pilot the new Multimedia Journalism course.</p> <p>2. Several students currently developing skills in the Multimedia Journalism course are in 10th & 11th grade and may wish to develop more advanced communication skills.</p> <p>3. The new level of this course would allow students to explore beyond the core content of the first year course in areas of journalism and communication, such as producing, directing, advertising, social media, and documentary reporting. The course would be structured around individual project-based work, maintaining the flexible schedule of the first-level course and using Google sites to manage the course.</p> <p>4. Creating a new level of Multimedia Journalism will further customize student learning by giving students the opportunity to concentrate on an area of interest and develop more sophisticated skills.</p> <p>5. Multimedia Journalism 2 would enable students to continue to develop 21st century skills, not only with technology, but also with communications, project management, leadership, and collaboration.</p>	<p>1. Administrative approval.</p> <p>2. Create course unit plans and update Rubicon Atlas.</p> <p>3. Update <i>Program of Studies</i> for 2015-2016 to include the course.</p> <p>4. Inform counselors, students, and parents about the new course offering, its flexible scheduling, and its higher-level opportunities.</p> <p>5. Provide additional workshop time for teachers to continue to develop materials for the course and to continue to study possible development of the program beyond this second course.</p>	<p>Up to 2 days with substitutes X up to 3 teachers = \$540; up to 18 hours of summer workshop time X up to 3 teachers = \$1,630.80;</p> <p>Up to 12 hours of flex time X up to 3 teachers</p>	<p><u>Approved.</u></p> <p>The success of the first year of this innovative way to offer coursework, and the continued effort to sustain student interest, is admirable.</p>

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2014-2015



Name: Jennifer Kirk **Level:** High School
Area: Guidance **Date:** December 18, 2014

Curriculum Recommendation

1. Pilot an evening ACT preparation class.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Most colleges accept scores from both the ACT and SAT for admissions purposes. The counseling department often advises students to consider taking both tests, as one may yield higher performance for students with certain aptitudes. Since a supplementary SAT prep course is currently offered to our high school students, it follows suit that the addition of an ACT course would be beneficial to our students.</p> <p>2. Nationwide, statistics are showing that more students are now taking the ACT than the SAT and that there has also been an increase in students taking both tests. These statistics support the offering of this supplemental course.</p> <p><i>According to the NY Times (Aug 2013), "the ACT has pulled ahead for the first time: 1,666,017 students took the ACT last year; 1, 664, 479 took the SAT. More Students Are Taking Both the ACT and SAT".</i></p>	<p>1. Administrative approval.</p> <p>2. Develop curriculum.</p> <p>3. Establish course schedule, registration, and fees.</p> <p>4. Pilot program in the Spring semester of the 14-15 school year.</p> <p>5. Review, modify, and adjust, as needed.</p>	No cost.	<u>Approved.</u>

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2014-2015



Name: Jennifer Kirk Level: High School
Area: Guidance Date: December 18, 2014

Curriculum Recommendation

2. Pilot an extension of the 8th-9th grade transition program.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Currently, High School Counselors and Junior Mentors meet with 8th grade students in June before Simulation Day to discuss the transition to high school. The discussion covers a number of topics but doesn't always provide the time to field all questions. The pilot will include 5 presentations to the middle school students and will offer a more comprehensive method to discuss transition topics.</p> <p>2. Current 9th grade students have indicated a desire to have a connection with the high school earlier in their 8th grade year.</p> <p>3. The more connected students are to their new school, the better they will do in all the measures that are important in tracking their success: grades, test scores, attendance, and discipline. "Why Does High School Transition Matter?" <i>Link Crew Transition Programs.</i> http://www.boomerangproject.com/link/why-transition-matters</p> <p>4. Presentation topics will include: Scheduling, Academics at the HS, Getting Involved, Realities vs. Myths, Summation.</p>	<p>1. Administrative approval.</p> <p>2. Collaborate with the Middle School Counselors</p> <p>3. Select Junior/Senior Mentors.</p> <p>4. Train Junior/Senior Mentors to implement curriculum.</p> <p>5. Pilot program in the Spring semester of the 14-15 school year.</p> <p>6. Review, modify, and adjust, as needed.</p>	No cost.	<p><u>Approved.</u></p> <p>Preparing students for the high school experience is a valued practice.</p>

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2014-2015



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

Area: _____ Guidance _____ **Date:** _____ December 18, 2014 _____

Curriculum Recommendation

3. Implement a freshman seminar for all ninth grade students.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. The Middle-High transition team identified, via student surveys and anecdotal input, the need for a plan to provide freshmen with the skills necessary for success in the transition from Middle School to High School.</p> <p>2. In 2011, a Curriculum Recommendation was made to pilot a “Freshman FOCUS” transition course. Administrative reaction included narrowing topics and targets, thus it was not approved and further study was encouraged. The current recommendation further narrows the seminar into manageable pieces and provides a framework that fits into the existing master schedule.</p> <p>3. High School counselors have consistently received anecdotal feedback from students, parents, and teachers regarding the need to implement a formal program to support ninth graders skills for success.</p> <p>4. The Freshman Seminar, facilitated by High School Counselors and Assistant Principals, was piloted during the first nine weeks of the 14-15 school year. On a post Freshman Seminar survey, 9th graders indicated that their new learning included good study habits, Naviance, and how to balance the demands of high school. Students also reported that they liked meeting the counselors, learning organizational strategies and how to start off high school in a positive way.</p>	<p>1. Administrative approval</p> <p>2. Incorporate Freshman Seminar into the master schedule. (Seminar will be taught in the ninth grade students off day opposite Wellness Education 9.)</p> <p>3. Utilize Blended Schools to house content.</p> <p>4. Meet with freshman teachers to articulate seminar content.</p> <p>5. Add Freshman Seminar to the <i>Program of Studies</i>.</p> <p>6. Review, modify, and adjust, as needed.</p>	No cost.	<p><u>Approved.</u></p> <p>Continue to gather and analyze student and teacher feedback related to the effectiveness of the content and programming.</p>

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2014-2015



Name: Tanya Chothani, Lou Angelo, and Jen Kirk **Level:** High School

Area: IB Diploma Program **Date:** December 18, 2014

Curriculum Recommendation

1. Adopt as policy the present practice for admission to the IB Diploma Program.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. As an outcome of a self-study for program evaluation, we have identified the need to articulate an admissions policy.</p> <p>2. The student selection process in <i>The Diploma Programme: From Principles into Practice</i> published by IB in 2009 states:</p> <ul style="list-style-type: none"> The admissions process must be transparent, with the criteria used for admission clearly stated in an admissions policy that is available to the whole community. There should be multiple points of entry to, and different pathways through, the years leading up to the Diploma Programme, with access in mind. Within each pathway, schools should ensure that the key skills and knowledge needed for success in the programme are developed. Schools have an obligation to educate their entire school community about the philosophy of the IB and the benefits and demands of the programme. This will help students make an informed decision about enrolling in the Diploma Programme, taking their skills, interests and knowledge into consideration. <p style="text-align: center;">(Cont'd.)</p>	<p>1. Administrative approval.</p> <p>2. Instruct counselors on the new admissions policy and include it in the course selection for sophomores and juniors.</p> <p>3. Add admissions policy to the <i>Program of Studies</i>.</p> <p>4. Distribute policy to IB Diploma and course candidates through the IB Diploma Coordinator or counselors.</p>	<p>There is no cost associated with this policy.</p>	<p><u>Approved.</u></p>

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2014-2015



Name: Tanya Chothani, Lou Angelo, and Jen Kirk **Level:** High School

Area: IB Diploma Program **Date:** December 18, 2014

Curriculum Recommendation

1. Adopt as policy the present practice for admission to the IB Diploma Program. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<ul style="list-style-type: none"> When the student is transferring from another school to start the Diploma Programme, every effort must be made to ensure the transition is as smooth as possible, including clear and comprehensive communication between the schools, the student and parents. Ideally, students will be enrolled in a schedule of classes that is challenging, yet appropriate to their abilities. This requires effort on the part of teachers, counselors and the Diploma Programme coordinator to educate students and parents regarding assessment, expectations and content of courses. Students' current level of achievement, interests and future academic plans should guide this process. 			

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2014-2015



Name: Lou Angelo, Sharon Suritsky, and Jen Kirk **Level:** High School
Area: Leadership Academy **Date:** December 18, 2014

Curriculum Recommendation

1. Study the feasibility of establishing programming to foster and support the personal growth and development of our female students.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Adolescent girls face issues unique to their gender largely due to their exposure to intensified social media and implied cultural stereotype and pressure.</p> <p>http://books.google.com/books?id=bJsdTFm9cYC&printsec=frontcover&source=gbs_ge_summa ry_r&cad=0#v=onepage&q&f=false</p> <p>http://www.care.org/sites/default/files/documents/EDU-GE-2012-Girls-Leadership-Development-in-Action.pdf</p> <p>2. According to the 2014 Natural Helpers survey results, USCHS female students felt greater stress and or pressure than male peers in areas relating to academics, career choices, and social expectations.</p> <p>3. According to research conducted by the Collaborative Fund for Healthy Girls Healthy Women presented in <i>The New Girls' Movement: Implications for Youth Programs</i>, youth programs for girls should do the following:</p> <ul style="list-style-type: none"> • Create safe space for girls. • Expand the definition of and ensure girls' leadership. • Foster intergenerational relationships between girls and women. <p style="text-align: center;">(Cont'd.)</p>	<p>1. Administrative approval.</p> <p>2. Research the feasibility of developing and scheduling leadership programming for girls within the current scheduling confines.</p> <p>3. Research and design leadership programming strategies for girls.</p> <p>4. Draft potential curriculum recommendation for approval in March 2015.</p>	<p>There is no cost associated with the study.</p>	<p><u>Approved.</u></p>

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2014-2015



Name: Lou Angelo and Sharon Suritsky **Level:** High School
Area: Leadership Academy **Date:** December 18, 2014

Curriculum Recommendation

1. Study the feasibility of establishing leadership programming to foster and support the personal growth and development of our female students. (Cont'd.)

(Cont. 2)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<ul style="list-style-type: none"> Respect girls' cultures and communities. Provide girls opportunities for community building and social change work. <p>http://www.cpn.org/topics/families/pdfs/new_girls_movement.pdf</p> <p>4. According to the American Psychological Association's <i>A New Look at Adolescent Girls</i>, "Research findings recommend that organizations established to meet the needs of adolescent girls should practice the following:</p> <ul style="list-style-type: none"> Provide positive, caring, and consistent adult role models of both sexes. Promote high, yet realistic, expectations in skill development. Promote the development of relationships across class, gender, race, and ethnicity. Offer a range of experiences and topics that are of interest to girls and foster equality for girls. Encourage community involvement. Involve the girls in settings in which they can be themselves, speak their truths, and find their own sources of power." <p>http://www.apa.org/pi/families/resources/adolescent-girls.aspx</p> <p style="text-align: center;">(Cont'd.)</p>			

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2014-2015



Name: Lou Angelo and Sharon Suritsky **Level:** High School
Area: Leadership Academy **Date:** December 18, 2014

Curriculum Recommendation

1. Study the feasibility of establishing leadership programming to foster and support the personal growth and development of our female students. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>5. The National Alliance for Secondary Education and Transition endorses research-based national standards and quality indicators specific to youth development and leadership for all youth.</p> <p>6. The USCSD mission statement affirms the need to develop responsible citizens for a global society, provide learning experiences that will promote success, and nurture the potential of each student.</p> <p>7. The USCSD Strategic Plan specifies curriculum recommendations for academics offering twenty-first century skills. Leadership development programming is designed to grow and develop these necessary life-long skills.</p> <p>8. The development of student leadership programming is a goal of the District's Leadership Mission Team.</p>			

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2014-2015



Name: Steve Miller Level: High School
 Area: Mathematics Date: December 18, 2014

Curriculum Recommendation

1. Update the Programming Languages 1 and 2 curriculum to replace C++ with Python as the introductory language.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Programming/Coding is an increasingly important skill in today's increasingly technological society. C++ is a difficult language to learn, and replacing it with an easier-to-learn language (Python) would reduce some of the barriers students have to learning programming.</p> <p>2. Python is now the most popular language used by universities in introductory computer science classes. Specifically, 8 of the top 10 computer science programs and 27 out of the top 39 computer science programs use Python as their introductory language. By contrast, only 6 of the top 39 schools use C++ as an introductory language. Python would better prepare students for university computer science courses.</p> <p>3. Python is freely and widely available across operating systems. Students with computers at home would easily be able to continue learning at home using Python at no cost, while C++ is difficult to install and differs across platforms.</p>	<p>1. Administrative approval.</p> <p>2. Update the <i>Program of Studies</i> to reflect the change in language.</p> <p>3. Schedule summer workshop time to write new curriculum.</p>	<p>30x\$30.20= \$906</p>	<p><u>Approved.</u> Programming continues to be an important area of STEAM and one in which it is important to attend to new developments and changes.</p>

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2014-2015



Name: Steve Miller Level: High School
Area: Mathematics Date: December 18, 2014

Curriculum Recommendation

2. Offer dedicated IB Mathematics Standard Level 1 and 2 courses, separating them from Honor's FST and AP Calculus AB, respectively.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Recent changes in the IB curriculum have lessened the overlap between the IB curriculum and the Honors FST/AP Calculus AB curriculum to the point where it is not possible to cover both sets of objectives in the same course without compromising one or both curricula.</p> <p>2. Separate IB mathematics courses would provide a curriculum customized to the IB learners' needs, allowing them to focus on precisely those topics in the IB curriculum. This would improve our students' performance on IB assessments.</p> <p>3. IB Standard Level 2 students are currently embedded in one of the AP Calculus AB sections. The experience the AP students receive in that section is different from the experience students in the non-IB embedded section receive. In the IB embedded section, the teacher splits time between the two curricula, while in the non-IB section the teacher is able to focus solely on the AP curriculum.</p> <p>4. Results of the curriculum study performed this past summer as a result of a spring curriculum recommendation show that over 20 classroom hours of the recommended IB curriculum are not part of the FST/AP Calculus AB curriculum. The topics covered in these topics are taught on top of the regular curriculum for IB students.</p> <p style="text-align: center;">(Cont'd.)</p>	<p>1. Administrative approval.</p> <p>2. Update the <i>Program of Studies</i>.</p> <p>3. Review and purchase IB Standard Level textbooks.</p> <p>4. Provide IB Standard Level training for one teacher.</p> <p>5. Write the new curriculum for the IB Standard Level course.</p>	<p>20x~\$100 = \$2000</p> <p>\$729</p> <p>Summer workshop hours 30x \$30.20 = \$906</p>	<p><u>Approved.</u></p>

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2014-2015



Name: Steve Miller **Level:** High School
Area: Mathematics **Date:** December 18, 2014

Curriculum Recommendation

2. Offer dedicated IB Mathematics Standard Level 1 and 2 courses, separating them from Honor's FST and AP Calculus AB, respectively.
 (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
5. Recommendations from IB as a result of the most recent site visit were that IB math courses should be taught separately from AP courses as dedicated courses.			

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2014-2015



Name: Steve Miller Level: High School (9th and 10th)
Area: Mathematics Date: December 18, 2014

Curriculum Recommendation

3. Offer dedicated MYP courses in mathematics (9th and 10th grade) at the academic and honors levels.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Current practices of mixing MYP and non-MYP students limits the ability of teachers to consistently emphasize the principles of the Middle Years Programme. Dedicated MYP classes would allow for greater infusion of IB areas of interaction and cohesion across disciplines in the MYP curriculum.</p> <p>2. Separate sections for MYP students would enable math teachers to create a more cohesive MYP mathematics experience for students across grade levels.</p> <p>3. The MYP population is currently at a size where dedicated sections are possible without necessarily increasing the overall section count (approximately 118 freshman out of 329 and 100 sophomores out of 361 total students). The MYP population continues to increase each year.</p>	<p>1. Administrative approval.</p> <p>2. Make additions to <i>Program of Studies</i>.</p> <p>3. Further integrate MYP-specific methodologies, assessments, vocabulary, and rubrics into current MYP curriculum to better meet the goals of the MYP.</p> <p>4. Train 3-4 teachers in MYP, depending upon enrollment.</p>	<p>20 hours of summer flex/workshop time per teacher (20x \$30.20=\$604 per teacher) plus \$600 per teacher for online professional development through IB.</p>	<p><u>Approved conditionally.</u> These courses can be created and offered for the 2015-16 school year, but the feasibility of these offerings will need to be evaluated after student course registration. A follow-up spring recommendation may be needed to address these courses if scheduling problems arise.</p>

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2014-2015



Name: Steve Miller Level: High School
Area: Mathematics Date: December 18, 2014

Curriculum Recommendation

4. Implement the University of Pittsburgh's new policy requiring a placement test (through ALEKS) for students who wish to take College in High School Business Calculus.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. The CHS Business Calculus course offers students the opportunity to earn Pitt credit upon successful completion. In order to ensure that students who take this course are prepared to succeed, Pitt is requiring any student who wishes to take the course pass a pre-assessment through a software program called ALEKS (Assessment and LEarning in Knowledge Spaces).</p> <p>2. Students who successfully complete this assessment will be eligible to take the CHS Business Calculus course. Students who do not pass the assessment will be given the opportunity to remediate necessary material through ALEKS modules. After remediation, students may retake the assessment. The assessment may be taken up to five times. This process will ensure that any student who ultimately takes the course is prepared to succeed academically.</p> <p>3. Specific details related to the pre-assessment such as passing scores and remediation topics as well as deadlines for completion are pending from the University of Pittsburgh.</p>	<p>1. Administrative approval.</p> <p>2. Update the <i>Program of Studies</i> to reflect the new prerequisite of passing the ALEKS assessment.</p> <p>3. Implement the new policy, providing students the ability to take the assessment and complete the remediation, if necessary.</p>	<p>~\$25 per student to use ALEKS</p>	<p>Approved.</p>

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2014-2015



Name: Don Pickell/Ray Berrott **Level:** High School

Area: Music **Date:** December 18, 2014

Curriculum Recommendation

1. Change Music Theory course to full year Music Theory and Digital Production and a separate Digital Production course (three days/week), creating a Music Technology Lab in the High School.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Upper St. Clair High School has had a successful music theory program for quite some time, but have been limited in the technology available to students.</p> <p>2. With the District's current emphasis on STEAM education and the Innovation Hub, it is appropriate that music students have access to the music technology available on the market, allowing for real-world, hands-on experiences and learning.</p> <p>3. The abundance of Music Theory software available, including Finale Notation Software, make a Music Technology Lab vital to the development and continued success of our Music Theory and AP Music Theory programs. Some software, such as Garage Band and iMovie, are available at no cost.</p> <p>4. A High School Music Technology Lab will allow for increased continuity with the Ft. Couch General Music program. Ft. Couch currently has a small technology lab for general music.</p> <p style="text-align: center;">(Cont'd.)</p>	<p>1. Administrative approval.</p> <p>2. Budget for the cost of 6 iMac computers and 6 Presonus Music Creation Suites.</p> <p>3. Provide teacher training during summer on specific music programs which can be part of the Flex in-service time..</p> <p>4. Create course Unit Plans and update Rubicon Atlas.</p> <p>5. Update <i>Program of Studies</i> to remove Music Theory (811 and 812) and add Music Theory and Production.</p>	<p>6 iMac Computers - \$1,367 each/ \$8,202 total</p> <p>6 Presonus Music Creation Suites - \$399 each/\$2394 total</p> <p>12 hours summer workshop time for up to three teachers at \$30.20/hour - \$1087.20</p> <p>Total Cost: \$11,275.20</p>	<p><u>Approved.</u></p> <p>This course will be a great addition to the performing arts department and can become a wonderful segment of the High School's Innovation Hub.</p>

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2014-2015



Name: Don Pickell/Ray Berrott **Level:** High School
Area: Music **Date:** December 18, 2014

Curriculum Recommendation

1. Change Music Theory course to full year Music Theory and Digital Production and a separate Digital Production course (three days/week), creating a Music Technology Lab in the High School. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>5. Students interested in music production would be given the customized, hands on opportunity to learn about important software used in the field, such as <i>Cubase</i> and <i>Protools</i>.</p> <p>6. A Music Technology Lab could be used as a “center” for self-paced instruction in Music Theory, production, or any number of music technology related pursuits, allowing for increased Differentiated Instruction.</p> <p>7. In order to to increase the customization of learning for music, students will have access to the latest technology in music education, using 21st Century Skills - Self-paced, Self-directed, Access to Content, Creativity, Collaboration, and Communication.</p> <p>8. With the introduction of the 2014 National Core Arts Standards, Music Technology is now a key portion of the National Music Standards.</p>			

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2014-2015



Name: High School Administration/Ellie Stoehr **Level:** High School
Area: Pupil Personnel **Date:** December 18, 2014

Curriculum Recommendation

1. The graduation requirements of the Upper St. Clair School District are being updated to reflect the adoption of the revisions to Chapter 4 of the PA School Code (Keystone Exams requirement) in the late spring, 2014.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Revisions to Chapter 4 of the Pa. School Code contain specific details which are to be included in the establishment of graduation requirements for each school district.</p> <p>2. As specified in Chapter 4, the Board of each school district shall adopt the graduation requirements students must achieve in accordance with state regulations.</p> <p>3. Chapter 4 requires graduation requirements to be published and distributed to students and parents/guardians, and made available in each school building or on the district's website. All changes to graduation requirements shall be published and distributed to students and parents/guardians, and made available in each school building or on the district's website immediately following approval by the Board.</p> <p>4. The adoption by the State Board of Education of the Keystone Exams as an instrument of assessment and accountability, and the requirement as a condition of graduation from high school for the results of this exam to be used to demonstrate proficiency in the areas of Algebra 1, Biology, and English literature in the 2016/17 school year and beyond, necessitates that the graduation requirements for the Upper St. Clair School District be updated. (Appendix A)</p>	<p>1. Administrative approval.</p> <p>2. Present Attachment 1 to the Board for approval.</p> <p>3. After approval by the Board, distribute the graduation requirements to students and parents/guardians by publishing the USCSD Graduation Requirements on the website and in the USCHS Student - Parent Handbook and Program of Studies. Additionally, provide copies of the graduation requirements to each school.</p>	<p>There is no cost associated with this policy.</p>	<p><u>Approved.</u></p>

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2014-2015



Name: Lynn Kistler Level: High School
Area: Science Date: December 18, 2014

Curriculum Recommendation

1. Extend the current organic chemistry class to two (2) semesters to incorporate additional content and a laboratory component to our current lecture based class.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. A large number of students graduating from Upper St. Clair seek degrees in majors requiring organic chemistry.</p> <ol style="list-style-type: none"> Pre-Med, Pre-Vet, Pre-Dental Nursing Pharmacy Chemical Engineering, Biomedical Engineering, Petroleum Engineering, Polymer Engineering, Environmental Engineering, and others Biology (and any variants of a biology major – i.e. Biochemistry, Physiology) Forensic Science <p>2. Many students, at the college level, switch majors due to insufficient background in organic chemistry. An early exposure to organic chemistry will make later experiences more positive and rewarding.</p> <p>3. Organic chemistry labs provide the foundation for the study of organic chemistry, a science that mainly deals with the synthesis, extraction and analysis of organic compounds. While our current lecture based class discusses these vital components to organic chemistry, our current and former organic chemistry students requested the opportunity to experience labs first-hand.</p> <p style="text-align: center;">(Cont'd.)</p>	<ol style="list-style-type: none"> Administrative approval. Summer workshop time to extend the current curriculum to include Vial organic labs. Update Rubicon Atlas and prepare course materials for the additional content of organic reactions and functional groups. Monitor student progress and understanding of lab work and additional course content. Update the <i>Program of Studies</i>. 	<ol style="list-style-type: none"> 40 hours of summer workshop time @ \$30.20 = \$1208.00 Lab materials will be purchased through the regular science department budget. 	<p><u>Approved.</u></p> <p>It is encouraging to see expanded student interest in this area of science.</p>

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2014-2015



Name: Lynn Kistler **Level:** High School
Area: Science **Date:** December 18, 2014

Curriculum Recommendation

1. Extend the current organic chemistry class to two (2) semesters to incorporate additional content and a laboratory component to our current lecture based class. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>4. A background in organic chemistry will support student research in our STEM initiative.</p> <p>5. In the past, organic chemistry labs required expensive glassware and apparatus, expensive and hazardous chemicals, and three-hour lab periods. Vial Organic Chemistry labs overcome these hurdles. Designed specifically for introductory organic courses, the Vial kits:</p> <ul style="list-style-type: none"> a. create minimal waste which can be safely evaporated or disposed of using simple methods b. do not need expensive glassware and equipment c. are inexpensive d. are designed to be completed or have a convenient stopping point in 50-minutes. <p>6. The addition of a second semester to the course will provide the time to incorporate a laboratory component. The additional time will also permit an expansion of the curriculum from an introduction to the language of organic chemistry to include instruction of reactions and functional groups.</p> <p>7. The course content has been adjusted to promote student mastery, encouraging depth, not breadth of topics.</p>			

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2014-2015



Name: Lynn Kistler **Level:** High School
Area: Science **Date:** December 18, 2014

Curriculum Recommendation

2. Update the USC IB physics curriculum to reflect the 2014 IB Physics Curriculum changes and adopt a new text book that reflect these curriculum changes. The first year that IB will be assessing the new curriculum is the 2015/2016 school year.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. The IB Program typically updates its curriculum in 7 year cycles. 2014 was the release of the revised curriculum for IB Physics, both Standard Level (SL) and Higher Level (HL). It is necessary for USC to update to the most recent curriculum for the 2015/2016 school year.</p> <p>2. In this curriculum revision, IB has removed some topics and added others. The Internal Assessment requirements of the course have also drastically changed. Changes include:</p> <ul style="list-style-type: none"> a. SL students will cover less simple harmonic motion. b. All IB student will now study particle physics. c. Gases and heat transfer will be included. d. Application of Kirchhoff's laws to solve circuit problems along with application of capacitors and rectifiers. e. Waves, including thin films, double slits, and diffractions gratings will be covered in more detail. f. Each of the four options (students study one of the four) have been expanded in content. g. The Internal Assessment will be replaced by a single 10-hour investigation, assessed using more holistic criteria allowing for a wider range of possible activities. <p>3. Multiple other texts were reviewed. (Appendix C)</p> <p>4. The new curriculum will be assessed at the end of the 2015-16 school year.</p>	<p>1. Administrative approval</p> <p>2. Order new text book. (IB Physics: 2014 edition, Oxford IB Diploma Program, ISBN: 9780198307761)</p> <p>3. Summer workshop time to modify the current curriculum to align with the IB Physics 2014 curriculum release.</p> <p>4. Update Rubicon Atlas and prepare course materials for the additional content.</p> <p>5. Update the <i>Program of Studies</i>.</p>	<p>1. 40 hours of summer workshop time @ \$30.20 = \$1208.00</p> <p>2. New text books with online book access for 30 students @ \$80 each = \$2400</p>	<p><u>Approved.</u></p>

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2014-2015



Name: Lynn Kistler and Steve Miller **Level:** High School
Area: Science and Mathematics **Date:** December 18, 2014

Curriculum Recommendation

1. Research methods and develop an action plan to increase female enrollment in STEAM courses including higher level math, computer programming, science, and engineering courses.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. In 2009, the Federal Government launched the “Educate to Innovate” program whose goal is to encourage more U.S students to seek careers in the rewarding and highly paid fields of science, technology, engineering, and mathematics. This initiative is a cooperative effort between the government along with corporations, foundations, non-profits, and science and engineering societies.</p> <p>2. Women are typically under-represented in the STEM fields holding just 26% of the jobs in STEM despite comprising nearly 50% of the workforce. The involvement of women in these careers, despite some initial growth during the 1970’s, has remained fairly stagnant, increasing just 3% since 1990. This lack of representation is recognized by the Educate to Innovate initiative and the program is addressing the need to broaden the exposure of girls to STEM careers.</p> <p>3. Locally, the Pittsburgh region has a growing demand for employees with STEM skills including computing, engineering, and health care. Encouraging females to pursue these careers could help to address this need.</p> <p style="text-align: center;">(Cont’d.)</p>	<p>1. Further investigate current female enrollment in STEM courses and other STEM-related extra-curricular activities.</p> <p>2. Research initiatives and programs designed to increase female participation and interest in STEM careers including extra-curricular programs, mentor programs, and others.</p> <p>3. Research the educational literature on girls interest in STEM coursework and careers to gain insight as to why girls tend to not pursue these options.</p> <p>4. Survey USC High School and Middle School females regarding their knowledge, interest and participation in these courses and future careers.</p> <p>5. Develop and implement an action-plan to address the imbalance of female participation in STEM courses and widen the options for careers.</p>	<p>Summer workshop time for 12 hours with 4 teachers @ \$30.20 = \$1449.60</p> <p>Possible expense for substitutes and mileage to visit other schools or programs that are successful at encouraging female participation in STEM.</p>	<p><u>Approved.</u> Equalizing the experiences of males and females in STEAM is a critical area to be addressed.</p>

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2014-2015



Name: Lynn Kistler and Steve Miller **Level:** High School
Area: Science and Mathematics **Date:** December 18, 2014

Curriculum Recommendation

1. Research methods and develop an action plan to increase female enrollment in STEM courses including higher level math, computer programming, science, and engineering courses. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. An examination of enrollment figures at Upper St. Clair High School has revealed that there is a great disparity between male/female participation in STEM courses. Most significantly, there is minimal female enrollment in upper level mathematics (Calculus BC), AP Physics C, computer programming, engineering, and the newer STEM class. (Appendix B). Each of these courses would help to provide the background and skills needed to excel in the rewarding and well-paid STEM careers.			

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2014-2015



Name: Lou Angelo, Michelle Zirngibl, and Lynn Mulroy **Level:** High School

Area: Special Education **Date:** December 18, 2014

Curriculum Recommendation

1. Study the feasibility of implementing Leadership Academy curriculum into the SHOP@USC program to foster and support the personal growth and development of our Life Skills students.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. The USCSD mission statement affirms the need to develop responsible citizens for a global society, provide learning experiences that will promote success, and nurture the potential of each student.</p> <p>2. The USCSD Strategic Plan specifies curriculum recommendations for academics offering twenty-first century skills. The Leadership Academy curriculum is designed to grow and develop these necessary life-long skills.</p> <p>3. SHOP@USC serves as an appropriate framework for establishing, developing, and applying leadership skills. The leadership skills will better prepare our students for future endeavors post graduation.</p> <p>4. The National Alliance for Secondary Education and Transition endorses research-based national standards and quality indicators specific to youth development and leadership for all youth.</p> <p>5. The development of student leadership programming is a goal of the District's Leadership Mission Team.</p>	<p>1. Administrative approval.</p> <p>2. Research the practicality of scheduling Phase IV students to work with Life Skills students.</p> <p>3. Research and design the curriculum implementation strategy.</p> <p>4. Draft potential curriculum recommendation for approval in March 2015.</p>	<p>There is no cost associated with the study.</p>	<p><u>Approved.</u></p>

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2014-2015



Name: _____ Michelle Zirngibl, Jennifer Wagner, Theresa Stanek _____ **Level:** _____ High School _____

Area: _____ Special Education _____ **Date:** _____ December 18, 2014 _____

Curriculum Recommendation

2. Conduct a study of a therapeutic greenhouse for students in the Emotional and Life Skills Support programs at the High School.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Recently, there has been a rise in using an outdoor classroom/ greenhouse as a means to teach high-need students in special education who learn the skills taught in the academic classroom differently. Finding a way to reach these students is often a challenge but in this environment students often thrive in a low stress arena. Taking the fear out of learning by utilizing these hands on opportunities helps students learn skills such as Science, Technology, Engineering, Art, and Mathematics. The greenhouse would be used as an outdoor classroom to teach skills to the students in the program that is reflective of skills learned in the academic classroom. This would include an opportunity for the Emotional Support (ES) to work with, and mentor, the Life Skills Support (LSS) students in the outdoor classroom.</p> <p>2. This program would foster socialization, relationship building, respect for individual differences, and peer modeling, all of which would help facilitate friendships and partnerships throughout the school and community culture. (see Implementation Step #6)</p> <p>3. Students from the ES program would have the opportunity to work closely with the STEM teacher and classes to design and produce a model of the greenhouse which could then be built by the engineering students. This cross-curricular project would provide hands-on learning and serve as a model of project-based assessment.</p> <p style="text-align: center;">(Cont'd.)</p>	<p>1. Administrative approval.</p> <p>2. Study the feasibility of adding a therapeutic greenhouse component to the Emotional and Life Skills Support programs. Physical location needs to be studied considering all factors such as water and power supply options, room for growth, and proximity to the high school.</p> <p>3. Visit similar programs and possible partnerships such as Bidwell Training Center, Allegheny Valley School, Urban Gardens, Bedner's, and Wesley Spectrum High School.</p> <p>4. Explore grant and fundraising opportunities to purchase an expandable greenhouse, materials (pots, seeds), and supplies (wood, wheel/rain/compost barrels)</p> <p>5. Form connections with botanical gardens to gain information, participate in seed swapping, and build skills by providing community service in these facilities.</p> <p>6. Collaborate with content area teachers to share ideas about ways in which the greenhouse can be incorporated into their curriculum and opportunities for students without disabilities to work with students who have disabilities.</p>	<p>No costs at this time</p>	<p><u>Approved.</u></p> <p>This is a very innovative and interesting way to expand programming in order to support students with unique needs.</p>

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2014-2015



Name: Michelle Zirngibl, Theresa Stanek, Jennifer Wagner **Level:** High School
Area: Special Education **Date:** December 18, 2014

Curriculum Recommendation

2. Conduct a study of a therapeutic greenhouse for students in the Emotional and Life Skills Support programs at the High School. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>4. With cooperative efforts with the science department, the ES and LSS students will begin learning the basics of using the greenhouse and planting. Students will begin planting in the spring. Implementing this program would create an ongoing, hands-on, science-driven, inclusive environment in which the students in LSS could learn and practice functional, real-life skills that could be applied when they transition into adulthood.</p> <p>5. With cooperative efforts with the Foods teachers, the ES and LSS students will begin learning the basics of planting and growing produce that can then be used for the Foods classes at the high school. Not only would this save a little money for the district in the cost of produce, but it would also be a hands-on addition to the Health curriculum.</p> <p>6. Flowers and plants that students grow in the greenhouse could be used as ongoing fundraising efforts. Monies raised from these sales would then be applied to continued maintenance purposes. Any additional monies raised would be used to offset the cost of the ES community service activities. Planning for, growing & caring for, and eventually selling these plants and flowers will also expose students to career options in the future such a horticulture and business.</p> <p>(Cont'd.)</p>			

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2014-2015



Name: Michelle Zirngibl, Theresa Stanek, Jennifer Wagner **Level:** High School

Area: Special Education **Date:** December 18, 2014

Curriculum Recommendation

2. Conduct a study of a therapeutic greenhouse for students in the Emotional and Life Skills Support programs at the High School. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
7. Students from the ES program will work cooperatively with the Psychology students in using research to develop a Therapeutic Garden that the school and community could enjoy.			

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2014-2015



Name: Judy Bulazo **Level:** Elementary and Middle
Area: STEAM **Date:** December 18, 2014

Curriculum Recommendation

1. Conduct a study of the ways in which creativity and innovation can be fostered in our K-8 students through formalized curricular offerings within the context of STEAM programming.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. There has been an educational shift from acquisition of knowledge to the development of 21st century skills, specifically those of problem-solving, collaboration, creativity and innovation. This shift has been driven by both the current needs of industry and the fact that students need to be prepared for many careers that do not currently exist. Students need to develop a broader skill set that will allow them to be engaged and contributing citizens in our ever changing technological and global society.</p> <p>2. There is an emphasis on Science, Technology, Engineering, Arts and Mathematics (STEAM) as areas that hold promise in sustaining our economy and future career choices. Within the area of STEAM are embedded the concepts of creativity and innovation. Within the self-assessment of our recently developed STEAM programming, creativity and innovation were considered to be valued and need to be studied for ways in which they could be integrated into the curriculum and educational experiences.</p> <p style="text-align: center;">(Cont'd.)</p>	<p>1. Administrative approval.</p> <p>2. Form a study team to investigate the concepts of creativity and innovation related to the maker movement and connected learning and the ways in which educational programming can promote these concepts.</p> <p>3. Coordinate this study with District's strategic planning process.</p> <p>4. Consider visits to other districts or community entities who employ this approach to STEAM.</p> <p>5. Investigate and give consideration to the use of personnel, time, and space in future recommendations allowing for the implementation of these efforts.</p> <p>6. Pursue possible funding and grants and community partnerships and supports.</p> <p>7. Make recommendations in the spring, based on study and research for the 2015-16 school year.</p>		<p><u>Approved.</u> Continuing to improve our programming in this area remains a District priority.</p>

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2014-2015



Name: Judy Bulazo **Level:** Elementary and Middle
Area: STEAM **Date:** December 18, 2014

Curriculum Recommendation

1. Conduct a study of the ways in which creativity and innovation can be fostered in our K-8 students through formalized curricular offerings, within the context of STEAM programming. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>3. Recent information connected to the concepts of creativity and innovation related to STEAM have brought awareness to the “maker movement” and “connected learning”.</p> <ul style="list-style-type: none"> • The maker movement is a global community of inventors, designers, engineers, artists, programmers, hackers, tinkerers, craftsmen and DIY’ers. They utilize a design cycle in their processes that is all about planning and working on something again and again until it works, and once it does, making it better. This is the process that leads to learning and innovation. Adult makers fuel business with some \$29 billion poured into the world economy each year. This movement has made its way into the education systems where students learn to creatively design while learning from their mistakes, which leads to tenacity, the need for collaboration, and ultimately the skills needed to be an innovator in any field. • Connected learning is production centered in which digital tools provide opportunities for producing and creating a wide variety of media, knowledge, and cultural content in experimental and active ways. Connected learning provides three crucial contexts for learning: peer-supported, interest powered, academically oriented. <p style="text-align: center;">(Cont’d.)</p>			

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2014-2015



Name: Judy Bulazo **Level:** Elementary and Middle
Area: STEAM **Date:** December 18, 2014

Curriculum Recommendation

1. Conduct a study of the ways in which creativity and innovation can be fostered in our K-8 students through formalized curricular offerings, within the context of STEAM programming. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. A number of pilots have been established that have experimented with these concepts. These include a 21 Time in fifth grade and middle school expressive arts at Fort Couch. Results were positive and highlighted the need for a study to determine ways for all students to gain access to these experiences, given the constraints of time and space.			

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2014-2015



Name: High School Administration **Level:** High School
Area: Summer School (Keystone Exams) **Date:** December 18, 2014

Curriculum Recommendation

1. Design and implement an instructional framework supporting student access to Keystone Exam Project Based Assessments as a summer school offering.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. This recommendation is a result of the 2013-2014 curriculum recommendation to study the Project Based Assessment (PBA) and develop a plan for implementation (p. 11).</p> <p>2. Beginning with the class of 2017, students must show proficiency on the Algebra, Biology, and Literature Keystone exams in order to meet the newly adopted Chapter 4 regulations regarding graduation requirements. Those students who are unable to show proficiency after two attempts on a specific exam may choose to complete the Project Based Assessment instead of retesting.</p> <p>3. The programming will be annually accessible to the small number of students who were unsuccessful after two exam administrations.</p>	<p>1. Administrative approval.</p> <p>2. Identify and register the PBA tutors and test administrators within the appropriate SAS portal.</p> <p>3. Provide appropriate training to tutors and test administrators.</p> <p>4. Coordinate the PBA as a summer school offering.</p> <p>5. Notify and counsel families about the PBA.</p> <p>6. Register student participants.</p> <p>7. Track and document participant success rate.</p>	<p>45 total hours at \$34.59 per hour (\$30.20 per hour teacher workshop rate + additional costs to District) is \$1556.55</p>	<p><u>Approved.</u></p>

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2014-2015



Name: Deanna Baird **Level:** High School

Area: Summer School (World Languages) **Date:** December 18, 2014

Curriculum Recommendation

1. Offer a 1-credit elective summer course which expands upon student's international travel experiences gained through the USCHS travel partnerships.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. USCHS international travel experiences that include an immersion into daily life, culture and language afford students the same level of content, understanding and/or perspective that rivals or exceeds typical elective offering.</p> <p>2. Precedent has been set for offerings outside of the typical school schedule to receive elective credit. STEM and Leadership Academy currently offer summer school credit for experiences that focus on a summer school week of activities and/or a week-long service project.</p> <p>3. Time requirements are easily met. USCHS students who complete a partner exchange devote considerable time here to prepare for their experiences (evening meetings, group planning/learning for the experiences, hosting) and additional time to complete the experience abroad (10 – 21 days). Overseas they are immersed in the culture and language, both of which provide considerable learning experiences for 10 – 20 days. While overseas students also spend one – two weeks in school classes in the partnership programs. The summer school course here would add an additional week.</p> <p style="text-align: center;">(Cont'd.)</p>	<p>1. Administrative approval.</p> <p>2. Identify the USC trips that qualify.</p> <p>3. Provide workshop time for members of the Global Fluency Committee and/or exchanges to agree on common curricular goals for all experiences.</p> <p>4. Write a curriculum and assessments that address both the focus for each trip and the curricular follow-up for the summer course work.</p> <p>5. Offer the course during the summer of 2015 for those who choose this option. Students participating in the travel experiences will not be required to take advantage of the course credit option.</p> <p>6. Publicize this option to parents and students.</p> <p>7. Share appropriate course results with teachers/sponsors and students.</p>	<p>One workshop day during the school year with 5 subs (\$90 x 5) for \$450.</p>	<p><u>Approved.</u></p>

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2014-2015



Name: Deanna Baird **Level:** High School

Area: Summer School (World Languages) **Date:** December 18, 2014

Curriculum Recommendation

1. Offer a 1-credit elective summer course which expands upon student's international travel experiences gained through the USCHS travel partnerships. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>4. Many of the cultural activities during the exchanges align with and expand the curriculum taught within our WL Department (stereotypes of the country and its people, comparison of school systems, history, current events, music, energy and the environment, etc.). Research shows that learning about topics is not nearly as valuable as “doing” the learning. The depth and long-term memory storage of that learning cannot be gained through classroom study. Reflections during and after the trip help students to realize the trip goals and apply them to later life. The key is that students complete such a reflection; a summer school course would afford that opportunity.</p> <p>5. Students who focus on their language skills while abroad are often able to attain the next higher level on the national ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Scale. That same accomplishment usually takes a year or more within our 45-minutes a day school year.</p> <p>6. Although USCHS offers quality experiences in its partner exchanges and its foreign service projects, there is no written curriculum and assessments to standardize those culture and language goals and experiences. A common curriculum would streamline exchanges and turn the student/sponsor focus toward the knowledge to be gained. Finally, such a curriculum would provide the foundation for the summer school course.</p> <p style="text-align: center;">(Cont'd.)</p>			

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2014-2015



Name: Deanna Baird **Level:** High School
Area: Summer School (World Languages) **Date:** December 18, 2014

Curriculum Recommendation

1. Offer a 1-credit elective summer course which expands upon student's international travel experiences gained through the USCHS travel partnerships. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>7. Other school districts are starting to offer credit for foreign experiences that are offered within their districts. Travel companies are also starting to offer credit for travel-only trips. Our WL partner school exchanges and the school-wide service project in the Dominican Republic are of greater quality than many of those experiences.</p> <p>8. The summer school course would focus on personal reflection of knowledge gained, group comparison of experiences across exchanges, cultural orientation skills to organize the experiences, and various types of assessment to share within the group. Such a curriculum will support the district objectives of the whole child, customization and collaborative learning.</p>			

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2014-2015



Name: Dan Beck, Michelle Zirngibl, Betsy Hess, Lyn Mulroy

Level: High School

Area: SPED and Wellness Education (Physical Education)

Date: December 18, 2014

Curriculum Recommendation

1. Implement the Partners in Physical Education Program in grades 10-12.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. The pilot for the Partners in Physical Education Program during the school year 2014-2015 has been very successful.</p> <p>2. The Partners in PE Program is designed for Life Skills students (Athletes) to have the opportunity to partner with regular education students, (Partners) in a smaller and more specifically modified physical education classroom environment. This class is in addition to their inclusion in the traditional Physical Education class and takes the place the former adaptive PE class.</p> <p>3. This program fosters socialization, relationship building, respect for individual differences, and peer modeling, all of which help to bridge the friendships and partnerships throughout the school and community culture. (FRIENDS, Special Olympics, Partners School Districts)</p> <p>4. Regular education students (Partners) who may want to work in a career with special needs student greatly benefit from a class where they are given a leadership role. This class may also generate interest in careers related to working with students with special needs.</p> <p>5. Partners in PE classes have been extremely successful in other districts throughout Pennsylvania and we have already began to partner with several of other school districts already this year.</p>	<p>1. Administrative approval.</p> <p>2. Include this offering in the 2015/2016 <i>Program of Studies</i>.</p> <p>3. Formalize the credits earned for regular education students. The regular education student may use this class towards the regular Wellness requirement or may take this class in addition to their regular Wellness Ed class. If it is taken in addition to the regular class it will count as a Community Based Learning credit.</p> <p>4. Establish criteria for selection of regular education students, if necessary. The program works best with a 2 to 1 ratio. We may need to put a cap on regular education student enrollment depending on students that enroll.</p>	<p>Summer Workshop Time \$32.20 for 4 teachers 12 hours each</p> <hr/> <p>\$1545.60</p>	<p><u>Approved.</u></p> <p>It is exciting to see the success of this program.</p>

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2014-2015



Name: High School Leadership Team **Level:** High School

Area: World Languages **Date:** December 18, 2014

Curriculum Recommendation

1. Implement a Global Fluency Certificate for High School students who complete the requirements.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Global knowledge and experience are part of 21st century skills.</p> <p>2. Districts across the country and also locally are designing various forms of recognition for international cross-cultural learning experiences. We need to put a frame-work onto what we already do to make colleges and students aware of the USCHS opportunities. Many of our offerings are superior to the offerings of these other schools, but we are not highlighting them.</p> <p>3. Implementation of this Global Studies Certificate is a natural follow-up to last year's HS leadership team recommendation to research and establish a Certificate. A working committee met this past summer and fall to complete those approved implementation steps needed to introduce the Certificate in the 2014-2015 school year.</p>	<p>1. Administrative approval.</p> <p>2. Place the Certificate description and requirements into the <i>Program of Studies</i>.</p> <p>3. Work with the Guidance Department to investigate the use of a digital badge and/or a hard copy checklist to track student achievements and requirements for the Certificate.</p> <p>4. Share information about the Certificate with parents, students, and staff.</p>		<p><u>Approved.</u></p> <p>The offering of this certificate will provide interesting and beneficial dimensions to student course and activity selection in an area of interest.</p>

APPENDIX A

GRADUATION REQUIREMENTS

The following grading system is used by Upper St. Clair High School: A – Outstanding 100-90; B – Good 89- 80; C – Average 79-70; D – Below Average 69-60; F – Failing Below 60; I – Incomplete; and P/F – Pass Fail (60% achievement warrants a passing grade).

Semester grades are cumulative. The grades issued for Semester 1 and Semester 2 are those which will appear on the student's transcript and will be calculated into GPA (mid-semester grades are not included on the transcript and are not calculated into GPA). The highest possible cumulative un-weighted GPA for all students is 4.0. The highest possible year-end cumulative weighted GPA is as follows: freshmen 4.25; sophomores 4.50; juniors 4.75; and seniors 5.0. Students must complete 44.5 credits and the Graduation Project in order to earn an Upper St. Clair diploma and walk at Graduation.

COURSE WORK

Graduation from Upper St. Clair High School requires satisfactory completion of a cumulative minimum of 44.5 credits in grades 9,10,11 and 12 in order to participate in the graduation ceremony. The requirements by subject areas are listed below:

English	8 credits
Social Studies	6 credits
Mathematics	6 credits
Science	6 credits
Arts and/Humanities	4 credits
Wellness Education	3.5 credits
Electives	11 credits
TOTAL	44.5 credits

Any class which meets 10 or more modules per week will earn two credits per year or one credit per semester. Any class which meets fewer than 10 modules per week will earn one credit per year or one-half credit per semester.

GRADUATION PROJECT (CULMINATING PROJECT)

All students are required to complete a career-focused graduation project (culminating project) by May of their senior year as part of the graduation requirement. The project will be 3½ years worth of research stemming from school counselor meetings, class assignments, and the career development program. The USC High School Graduation Project provides students the opportunity to demonstrate what they have learned through career research and exploration and is completed using Naviance.

STATE TESTING PROFICIENCY REQUIREMENTS

Students graduating prior to the 2016/17 school year are required for federal accountability purposes to participate in the Keystone Exams in the areas of Algebra 1, Biology, and English Literature by the end of grade 11.

Students graduating in the 2016/17 school year and beyond must participate in the Keystone Exams in the areas of Algebra 1, Biology, and English Literature and demonstrate proficiency in these areas by achieving a score of Proficient or Advanced. Students who earn a score of Basic or Below Basic on a particular exam will be required to participate in supplemental instruction in that content area prior to retaking the exam. Students may retake the exam multiple times prior to the end of 11th grade if they have not scored above Basic. If they have not scored above Basic after two attempts on an exam or module, they qualify to participate in one or more project-based assessments as a means to demonstrate proficiency in that content area. Project-based assessments are developed by the Pa. Department of Education, administered by the school, and scored by Statewide panels. The Statewide review panels shall score student projects according to scoring protocols and rubrics developed by the Department.

ADDITIONAL PROVISIONS

Students with disabilities may meet the graduation requirements specified above or may graduate upon satisfactorily completing a special education program developed by an Individualized Education Program team under the Individuals with Disabilities Education Act.

Students who enter Upper St. Clair High School in their junior or senior year who have not had the opportunity to participate in the Keystone Exams prior to entering USCHS will meet with USCHS administrators and counselors to determine how proficiency in the areas of Algebra 1, Biology, and English Literature will be met subject to guidance from the Secretary of the Pennsylvania Department of Education.

The Superintendent may waive the requirements for meeting the proficiency requirements on a case-by-case basis for good cause based on the provisions of Chapter 4.51d of the Pa. School Code.

APPENDIX B

GENDER ENROLLMENT COMPARISON

	<u>2009-2010</u>		<u>2010-2011</u>		<u>2011-2012</u>		<u>2012-2013</u>		<u>2013-2014</u>		<u>2014-2015</u>	
COURSES	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
AP CALC AB	40	23	38	30	34	23	26	29	28	13	30	16
AP CALC BC	10	2	7	4	16	4	17	0	14	4	16	1
AP BIO	22	18	14	14	18	22	29	19	6	14	16	17
AP CHEM	17	18	44	26	38	32	21	23	27	21	17	15
AP ENV SCI	4	6			5	7	8	3	13	7	5	11
AP PHYSICS C	24	7	19	2	24	14	24	1				
AP PHYSICS C:MECHANICS									49	11	35	8
AP PHYSICS C: E&M									11	3	17	4
AP PHYSICS B OR 1							56	48	52	40	49	32
ENGINEERING	40	3	24	5	50	6	35	3	53	2	61	4
ARCHITECTURE	17	4	15	3	10	11	15	2	14	7	27	7
ROBOTICS									21	10	31	2
STEM											22	4
COMPUTER SCIENCE I.S.	1	0	1	0	1	0	4	0	1	0	2	0
AP COMPUTER SCIENCE	4	0	4	0	10	1	6	1	9	1	16	0
USC Student Enrollment	52.5	47.5	52	48	51.5	48.5	52	48	54	46	53.5	46.5
% of males/females												

APPENDIX C

New Textbook Adoption Recommendations

Recommended Text	Copyright Date	Publisher	Readability	Reasons for Recommending this Text
IB Physics Print and Online Course Pack: 2014 edition, ISBN 9780198307761	2014	Oxford	Appropriate	1. Pack includes Course Book in print and fully online format, for the most flexible support. 2. Accurately cover the new syllabus - the most comprehensive match, with support directly from the IB on the core, AHL and all the options. 3. Fully integrate the new concept-based approach, holistically addressing understanding, applications, skills and the Nature of science. 4. Tangibly build assessment confidence with assessment support straight from the IB. 5. Build confidence - data-based questions and focused practice support exceptional achievement. 6. Written by co-authors of the new syllabus and leading IB workshop leaders. 7. Online Course Book includes multiplatform access, compatible with PCs, Macs, iPads, tablets and more. 8. Online Course Book normally accessible for seven years from syllabus release date, to be used by a single student or teacher. 9. Supported by a fully comprehensive and updated Study Guide and Oxford Kerboodle Online Resources (possible future implementation).
Other Considered Texts	Copyright Date	Publisher	Readability	Reasons for Not Recommending this Text
Physics for the IB Diploma Sixth Edition, K.A. Tsokos, ISBN 9781107628199	2014	Cambridge	Appropriate	This book was not available for review
Higher Level Physics 2nd edition, ISBN 97814447959021	2014	Pearson	Appropriate	Text only useful to Higher Level Students. For the Higher Level year one, it is in a mixed class with Standard Level students. Would need two different text books in one class for students on various tracks. (This textbook includes 4-year access to the online book.)

Pearson Baccalaureate Physics Standard Level Print and eBook Bundle for the IB Diploma, Chris Hamper, ISBN 9781447959083	2014	Pearson	Appropriate	Text only useful to Standard Level Students. For the Higher Level year one, it is in a mixed class with Standard Level students. Would need two different text books in one class for students on various tracks. (This textbook includes 4-year access to the online book.)
Second Edition Physics, John Allum & Christopher Talbot, ISBN 9781471829048	2014	Hodder Education	Appropriate	This text only includes core material for Standard Level & Higher Level. The mandatory option information IS NOT included in the textbook, it is only available online. There is no support material included for Internal Assessments, Group 4 Projects, or Extended Essays (all requirements of the course). There are also no references to Theory of Knowledge connections with topics.
Physics, 4th Edition, Gregg Kerr, ISBN 9781921917219	2014	IBID Press	Appropriate	There is not an online resource to accompany this text book. There is no support material included for Internal Assessments, Group 4 Projects, or Extended Essays (all requirements of the course). The pages are dense with text. More graphics preferred.

NOTE: All IB textbooks are paperback. It is suggested to get them rebound with a hard cover prior to student use to prolong use of book. There are very few IB Physics textbooks available for the new 2014 curriculum changes.