UPPER ST. CLAIR TOWNSHIP SCHOOL DISTRICT

CURRICULUM AND INSTRUCTION RECOMMENDATIONS

JULY, 2014

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.

CURRICULUM DEVELOPMENT

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High School Administrators

Dr. Michael Ghilani, Principal

Dr. Lou Angelo, Associate Principal

Mr. Daniel Beck, Assistant Principal

Mrs. Christine Mussomeli, Assistant Principal

High School Curriculum Leaders/Department Chairs

Mrs. Betsy Hess, Department Chair, PE/Health

Mr. Doug Kirchner, Curriculum Leader, Social Studies

Mrs. Jennifer Kirk, Curriculum Leader, Guidance

Mrs. Lynn Kistler, Curriculum Leader, Science

Mr. Steve Miller, Curriculum Leader, Math

Ms. Melissa Tungate, Curriculum Leader, Language Arts

Middle School Administrators

Mr. John Rozzo, Supervisor of Middle Level Education

Mr. Joe Demar, Principal (Ft. Couch)

Mrs. Amy Pfender, Principal (Boyce)

Mrs. Erin Peterson, Assistant Principal

Middle School Curriculum Leaders/ Department Chairs

Mrs. Caren Falascino, Curriculum Leader, Science

Mr. Steve Levine, Curriculum Leader, Social Studies

Mr. Andy Lucas, Curriculum Leader, Math

Dr. Timothy Wagner, Curriculum Leader, Language Arts

Elementary Administrators

Dr. Patrick McClintock-Comeaux, Principal (Baker)

Dr. Claire Miller, Principal (Streams)

Mr. Mark Miller, Principal (Eisenhower)

Elementary Curriculum Leaders/Department Chairs

Mrs. Pam Dillie, Curriculum Leader, Science

Mrs. Shannon Dominick, Curriculum Leader, Math

Mrs. Rebecca Smith, Curriculum Leader, Social Studies

Additional Curriculum Development Input

Community   Staff   Parents   Students

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

Name: John Rozzo, Amy Pfender, and Erin Peterson

Area: Middle School Administration

Level: Middle School - Boyce

Date: May 8, 2014

Curriculum Recommendation

> **1. Change the interdisciplinary teaming structure at Boyce Middle School in which all teams will have one English Language Arts teacher and one Mathematics teacher and two teams per grade level will share a Social Studies and Science teacher.**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The current interdisciplinary teaming structure at Boyce Middle School has students placed onto a two teacher team. One team teacher is responsible for instruction in the areas of mathematics and science. The other team teacher is responsible for instruction in the areas of language arts and social studies. 2. The new structure of interdisciplinary teams will entail all team teacher to instruct in one content area. This is conducive to teachers strengthening their knowledge of content, pedagogy, and instructional practices by devoting time to one content area instead of two. This will also afford the ability to maximize teachers' time with respect to planning and professional development. Thus, teachers will be able to provide a more customized instructional experience for their students. 3. The Upper St. Clair School District was instrumental as a forerunner in the middle school movement. The recommended change is intended to enhance the instructional delivery at Boyce while preserving the unique components of middle level education that are developmentally appropriate. Such components include team size, common planning time for team teachers, total number of team teachers, advisory programming, and exploratory courses. (Cont'd.)	1. Administrative approval. 2. Middle School Administration has met with middle level curriculum leaders to collect input prior to finalizing the restructuring of the interdisciplinary teams. 3. Middle School Administration has met with Boyce Professional Learning Community facilitators to collect input prior to finalizing the restructuring of the interdisciplinary teams. 4. Middle School Administration has presented the newly recommended structure at the April 2014 faculty meeting. Subsequently, Boyce Middle School staff were provided opportunities to meet with administration to share their input moving forward with the structural change. 5. Middle School Administration is in the process of creating a new master schedule that will incorporate and address the new structure. 6. Middle School Administration has met with a representative group of middle school parents to collect input prior to finalizing the restructuring of the interdisciplinary teams. (Cont'd.)	All teachers will be given one transition day over the summer to plan with their new teammates. Twenty-six teachers for one day at $30.00 per hour. Total cost is estimated to be $6000.00 This number includes retirement and FICA costs.	**Approved.** This significant change addresses the evolving landscape of public education, as influence by the PA Core and Student Performance Profile, while maintaining the important tenants of Middle Level educational experiences.

5.

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

Name: John Rozzo, Amy Pfender, and Erin Peterson

Area: Middle School Administration

Level: Middle School - Boyce

Date: May 8, 2014

Curriculum Recommendation

1. Change the interdisciplinary teaming structure at Boyce Middle School in which all teams will have one English Language Arts teacher and one Mathematics teacher and two teams per grade level will share a Social Studies and Science teacher. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. The change in terms of interdisciplinary teaming will strengthen the professional collaboration with regard to curriculum and instruction. The current interdisciplinary teaming structure requires teachers to divide their weekly professional learning community and monthly curriculum time between two departments. The new structure will significantly increase teachers' time in their department professional learning community and their curriculum meetings by allowing for a singular focus. 5. Due to the regrouping practices that occur in the Upper St. Clair elementary schools, students are no longer in self-contained classrooms in elementary grades. The restructuring of the interdisciplinary teams at Boyce will provide for a more appropriate transition with regard to students continued acclimation to more teachers within a school day.	7. Middle School Administration will meet with Middle School Curriculum Leaders to determine teacher content placements, team configurations, and reporting practices for instructional responsibility under the new teacher evaluation guidelines.		6.

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

Name: John Rozzo, Amy Pfender, Joe DeMar, and Erin Peterson

Area: Middle School Administration

Level: Middle School

Date: May 8, 2014

Curriculum Recommendation

> **2. Establish consistency with respect to the middle school continuous progress report (report card) by ensuring that the daily performance reporting category is aligned for both Boyce and Fort Couch.**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The current continuous progress report (report card) includes five reporting categories i.e., daily performance, academic knowledge, attributes of a successful learner, skills specific to each subject, and an overall qualifier for performance. Daily performance for Boyce is reported with an E (Exceeds Expectations), M (Meets Expectations), or B (Below Expectations). Fort Couch also reports daily performance with these subjective qualifiers along with a percentage score. 2. To help mitigate the amount of subjectivity within the continuous progress report (report card) and to create one middle school continuous progress report (report card), daily performance will be reported with only a percentage score. 3. The current reporting of daily performance via subjective qualifiers does not provide adequate information in terms of student progress. Specifically, parents and students will have more clarity about a student's performance with regard to formative data. 4. Reporting daily performance with a percentage score continues to allow for formative and summative assessment data to be collected and reported separately. Moreover, formative data will continue to guide instructional decision making.	1. Administrative approval. 2. During the summer of 2014, the middle school report card will be revised to reflect the changes. 3. The revised template will be updated in the MMS grading portal. 4. Informational presentations will be given to staff members at the initial faculty meetings for the 2014-2015 school year. 5. At the onset of the 2014-2015 school year, middle school administration will utilize various systems of communication to share the changes with parents. Those systems will include open microphone sessions, back to school mailings, school webpages, and PTA meetings.		**Approved.** These modifications will provide additional feedback related to student progress.

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

Name: HS Administration, Lynn Kistler, and Steve Miller   **Level**:   High School

Area: Keystone Testing   **Date**:   May 8, 2014

Curriculum Recommendation

1. Develop and implement a remediation plan for students who have not shown proficiency on Keystone Algebra and Keystone Biology exams after one attempt.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Beginning with the class of 2017, students must show proficiency on the Keystone Exams in Algebra, Biology, and Literature in order to meet PDE graduation requirements per recently-revised Chapter 4 regulations. According to these regulations, students must be remediated after each Keystone exam attempt before re-taking the exam. 2. At the end of the 2013-2014 school year, almost all students in the class of 2017 and the class of 2018 will have taken the Keystone Exams in Algebra and Biology at least once. The scores from the May testing window should be available sometime in July. Any student who has not shown proficiency will need to be remediated before taking the exam again. 3. Once the scores become available, administrators and curriculum leaders will need to review them and determine the most effective plan for remediation. Staffing implications will have to be considered, and special provisions also may need to be considered for IEP students. 4. The options for remediation may include: a remediation class taught by a staff member, an online remediation program which may or may not be a scheduled elective, and an online remediation program administered by an outside provider.	1. Administrative approval. 2. Continue to study/review various online remediation programs; consider purchasing one-year license. Online programs range from a flat fee of $600 to a per student license of $250/student. 3. Determine remediation plan for fall of 2014, including informing students, parents, and counselors and adjust students' schedules as necessary. Enroll students in appropriate courses/ remediation for fall semester, monitor student progress, and administer Keystone exam when appropriate.	Up to $10,000	**Approved.** The concept of remediation at the high school level presents great challenges. This process will need to continue to evolve throughout the implementation process and into subsequent years.

8.

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

Name: HS Administration and Steve Miller

Area: Keystone Testing

Level: High School

Date: May 8, 2014

Curriculum Recommendation

2. Remediate students from class of 2017 who have not shown proficiency on Keystone Algebra Exam after two attempts.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Students in the class of 2017 must show proficiency on the Keystone Algebra Exam in order to meet PDE graduation requirements per recently-revised Chapter 4 regulations. According to these regulations, students must be remediated after each Keystone exam attempt before re-taking the exam. 2. In the current class of 2017, there is a mixed population of students. Some students have not shown proficiency after two test administrations, some students have not shown proficiency after one test administration, and some students have not taken the exam yet. This recommendation is specifically for the students who have not shown proficiency on the Keystone Algebra Exam after two test administrations. 3. This group currently consists of sixteen students: eight students with IEPs and eight regular education students. Those students with IEPs will first be evaluated through the IEP process to determine the appropriate course of action for each student. The IEP team will determine if the student should be remediated and should re-take the exam again, or if the student should be graduated based on his/her IEP goals. (Cont'd.)	1. Administrative approval. 2. Convene IEP and counselor meetings with students and parents to present and discuss options. 3. Enroll students in appropriate courses for summer/fall semester, monitor student progress, and administer Keystone exam when appropriate.		**Approved**. The concept of remediation at the high school level presents great challenges. This process will need to continue to evolve throughout the implementation process and into subsequent years.

9.

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

Name: HS Administration and Steve Miller   **Level**:   High School

Area: Keystone Testing   **Date**:   May 8, 2014

Curriculum Recommendation

2. Remediate students from class of 2017 who have not shown proficiency on Keystone Algebra Exam after two attempts. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. Those students who will be taking the Keystone Algebra Exam for the third time will be given the following two options for remediation: a. Complete the online Study Island remediation program through the HS Summer School credit recovery structure, coming to office hours at the HS as needed and retake the exam at the end of July. b. Complete the online Study Island remediation program or alternative remediation course in lieu of a first semester elective in the fall of 2014, reporting to the Resource Center during a scheduled time everyday and retake the exam in the December/January testing window.			

10.

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

Name: HS Administration

Area: Keystone Testing

Level: High School

Date: May 8, 2014

Curriculum Recommendation

3. **Study the Project Based Assessment (PBA) and develop plan for implementation.**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Under the newly-adopted Chapter 4 regulations, PDE requires students to show proficiency on the Keystone Exams in Algebra, Biology, and Literature in order to graduate (beginning with the class of 2017). Those students who are unable to show proficiency after two attempts on a specific exam may choose to complete the Project Based Assessments instead of retesting. 2. The current information from PDE indicates that the Project Based Assessments require significant resources at the District level for successful implementation. Therefore, further study is needed to research, discuss, and develop a plan for implementation.	1. Administrative approval. 2. Convene a committee of relevant administrators, curriculum leaders, and teachers to conduct the study. 3. Draft potential curriculum recommendations for fast-track in the 2014-2015 school year.		**Approved.** The District has serious concerns related to this state mandate based on our own research and feedback from educational entities from around the state. It is our goal that as few students as possible will need to fulfill this requirement. 11.

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2013-2014

Name: Jennifer Kirk

Area: Guidance

Level: High School

Date: December 18, 2013

Curriculum Recommendation

1. Study and formalize a framework for a comprehensive career interest program to cultivate career decision making skills in students.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The Strategic Plan indicates an academic standard that students will have an "Understanding of career options in relationship to individual interests, aptitudes and skills including the relationship between changes in society, technology, government and economy and their effect on individuals and careers." 2. Job shadowing and internships are considered a best practice and a critical component of any career development program. 3. USCHS students have expressed interest in exploring career interests outside of the school setting. A more formal program will give them greater access and more choices of potential sites. 4. We currently offer Internship opportunities through the Gifted Program and Community - Based Learning opportunities; both reaching a minimal number of students. A more extensive career interest program will provide accessibility to "in the workforce" opportunities for all students. <center>(Cont'd.)</center>	1. Administrative approval. 2. Complete a Needs Assessment that identifies career areas of interest. 3. Utilize local resources such as Community Foundation, Rotary, etc. for professional contacts. 4. Identify local companies, agencies, schools, etc. to serve as hosts for career exploration. 5. Develop resources to be utilized during a future pilot to include regulations, guidelines, and targets and participant feedback. 6. Review, modify, and adjust, as needed.	No cost.	**Approved.** This will be important in helping students to more accurately and effectively make career decisions. 12.

Name: Jennifer Kirk

Area: Guidance

Level: High School

Date: December 18, 2013

Curriculum Recommendation

1. Study and formalize a framework for a comprehensive career interest program to cultivate career decision making processing skills in students. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
5. The Community Foundation has established a collaborative relationship with the high school to pursue and support this endeavor through it's pilot year. 6. "Job shadowing and internships can help students figure out what they want to do with their lives-or, perhaps what they don't want to do." Adams, C. (2013). Job Shadowing and Internships Can Give Students College Direction. *Education Week*. Retrieved from: http://blogs.edweek.org/edweek/college_bound/2013/01/job_shadowing_and_internships_can_give_students_college_direction.html 7. "Job-shadowing is often touted as a career-exploration activity for middle-school and high-school students to help them determine a career path to follow. Shadowing also helps students see how their textbook learning can be applied to the real world." Hansen, K. (2013). Job Shadowing: An Overview. *Experience*. Retrieved from: https://www.experience.com/alumnus/article?channel_id=experience&soiurce_page=home&article_id=article_1196784952835			13.

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2013-2014

Name: Jennifer Kirk

Area: Guidance

Level: High School

Date: May 5, 2014

Curriculum Recommendation

1. Pilot a comprehensive career interest program to cultivate career decision making processing skills in students.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The Strategic Plan indicates an academic standard that students will have an, "Understanding of career options in relationship to individual interests, aptitudes and skills including the relationship between changes in society, technology, government and economy and their effect on individuals and careers." 2. Job shadowing and internships are considered a best practice and a critical component of any career development program. It will provide students the opportunity to experience, first hand, the current career demands and future market expectations. 3. USCHS students have expressed interest in exploring career interests outside of the school setting. A more formal program will give them greater access and more choices of potential sites. 4. We currently offer internship opportunities through the Gifted Program and Community Based Learning opportunities, both reaching a limited number of students. A more extensive career interest program will provide accessibility to "in the workforce" opportunities for all students. (Cont'd.)	1. Administrative approval. 2. Build relationships with professional contacts based on identified career areas of interest. 3. Utilize local resources such as Community Foundation, Rotary, etc. for professional contacts. 4. Identify local companies, agencies, schools, etc. to serve as hosts for career exploration. 5. Utilize resources to be utilized such as regulations, guidelines, and targets and solicit participant feedback through reflective activities. (See Appendix A) 6. Review, modify, and adjust, as needed.	No cost.	**Approved.** This recommendation represents an important start to addressing a significant need for our students.

14.

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2013-2014

Name: Jennifer Kirk

Area: Guidance

Level: High School

Date: May 5, 2014

Curriculum Recommendation

1. Pilot a comprehensive career interest program to cultivate career decision making processing skills in students. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
5. The Community Foundation has established a collaborative relationship with the high school to pursue and support this endeavor through it's pilot year. 6. "Job shadowing and internships can help students figure out what they want to do with their lives-or, perhaps what they don't want to do." Adams, C. (2013). Job Shadowing and Internships Can Give Students College Direction. *Education Week*. Retrieved from http://blogs.edweek.org/edweek/college_bound/2013/01/job_shadowing_and_internships_can_give_students_college_direction.html 7. "Job-shadowing is often touted as a career-exploration activity for middle-school and high-school students to help them determine a career path to follow. Shadowing also helps students see how their textbook learning can be applied to the real world." Hansen, K. (2013). Job Shadowing: An Overview. *Experience*. Retrieved from https://www.experience.com/alumnus/article?channel_id=experience&soiurce_page=home&article_id=article_1196784952835			15.

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

Name: Jennifer Kirk

Area: Guidance

Level: High School

Date: May 5, 2014

Curriculum Recommendation

2. Develop and pilot a freshman seminar for all ninth grade students.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. As outlined in the District's Strategic Plan, a freshman seminar will articulate a process to further assist in the transition of ninth graders as they move into their freshman year. 2. 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. (See Appendix B) 3. 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. 4. High School counselors have consistently received anecdotal feedback from students, parents, and teachers regarding the need to implement a formal program to provide ninth graders skills for success. (Cont'd.)	1. Administrative approval. 2. Incorporate into the master schedule. (Seminar will be taught opposite Wellness Education 9 in the ninth grade students' off-day.) 3. Curriculum development. 4. Add content to Blended Schools. 5. Update freshmen teachers. 6. Pilot the program to be implemented in the 2014-2015 school year. 7. Review, modify, and adjust, as needed.	No cost.	**Approved.** Addressing the transition to the rigors of high school is a necessary and important focus. Continuing to monitor and evolve this program will be critical to initial and continued success. Student and teacher feedback should be an important component of evaluation efforts.

16.

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

Name: Jennifer Kirk

Area: Guidance

Level: High School

Date: May 5, 2014

Curriculum Recommendation

2. Develop and pilot a freshman seminar for all ninth grade students. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
5. "Schools that have used such activities as these have reported decreased student absence in the first days and weeks of class, improved student behavior, and greater student success as measured by higher grades." Morgan, P. Lena and Hertzog, C. Jay. "Designing Comprehensive Transitions." Principal Leadership March 2001: 10-16. Topics to include: Strategies for high school success, Study Skills, Note-taking, organization, time management, learning style		No cost.	

17.

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

Name: Lisa Cain and John Rozzo

Area: Health and Physical Education

Level: Middle School

Date: May 3, 2014

Curriculum Recommendation

1. Pilot the inclusion of health and wellness topics to be taught each nine weeks in seventh grade Physical Education classes for the 2014/2015 school year.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The current structure at Fort Couch has Pennsylvania State academic standards in the area of health being met via a multifaceted approach which includes instruction in guidance, FACS, and physical education classes. 2. The spring 2013 curriculum recommendation called for investigation and research into the feasibility of increased health instruction at Fort Couch, through an examination of scheduling, staffing, and programming. 3. A review was conducted of the state standards in health, safety, and physical education, the high school wellness education curriculum, and guidance and FACS topics. That review demonstrated there was an opportunity for additional health instruction in the following areas; Safety and Injury Prevention, Nutrition, Healthful Living and Concepts, Principles, and Strategies Of Movement. 4. Although students do receive scheduled health lessons at the fifth grade level, there is an opportunity to provide some additional health instruction in seventh grade. Entering ninth grade students will participate in a required one semester health class.	1. Administrative approval. 2. Provide curriculum and summer workshop time for lesson development and planning. 3. Beginning with the 2014/2015 school year, dedicate time in seventh grade physical education classes each nine weeks to provide health instruction. 4. Each nine weeks will include sixteen physical education classes and two health lessons. In addition, Blended Schools will be utilized to provide students with additional follow-up, enrichment, and assessment on the various health topics being taught. 5. Review the pilot at the end of the 2014/2015 school year to determine whether to proceed with implementation, and if additional expansion into other grades may be a possibility. A dialogue and coordination with the ninth grade health instructor, as well as the high school and middle school counselors, should occur to review health topics being covered grades seven through twelve.	N/A Summer Workshop For Flex Hours	**Approved.** Attempting to address health instruction in unique ways, while encouraging the connection between health and physical education, is a commendable approach.

18.

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

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

Area: Special Education and Wellness Education (Physical Education)

Level: High School

Date: May 5, 2014

Curriculum Recommendation

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

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The Partners in PE Program is designed for Life Skills students to have the opportunity to partner with regular education students in a smaller and more specifically modified physical education classroom environment. This class would be in addition to their inclusion in the regular Physical Education class and would take the place of our current Adaptive PE class. 2. This program would foster socialization, relationship building, respect for individual differences, and peer modeling, all of which would help to bridge the friendships and partnerships throughout the school and community culture (FRIENDS, Special Olympics, Miracle Field). 3. Regular education students who may want to work in a career with special needs students would greatly benefit from a class where they are given a leadership role. This class may potentially generate interest in careers related to working with those with special needs Regular education students would be paired up with special education students to help facilitate the class and meet all of the various needs of the special education student. In the surveys many students responded with many other reasons as to how this unique opportunity would be so rewarding. (Cont'd.)	1. Administrative approval. 2. Teachers involved in this program need to continue the networking with other districts that have successfully implemented the Partners in PE Program. Professional development time and/or release time for observations and meetings so that Wellness Education teachers and Life Skill teachers are able to share best practices. 3. Creative scheduling will need to be achieved so that interested regular education students are able to fit the Partners in PE Program class into their schedule. Life Skills students are available in the early morning prior to leaving school for work related learning. 4. The Wellness Education teachers along with the Life Skills teachers will complete a list of students as possible participants in the program. The Guidance Office will work with the individual students who are interested in participating in order to fit this program into their schedules. (Cont'd.)	Summer workshop $32.20/hour for 4 teachers 12 hours each _____ $1545.60	**Approved.** This mutually beneficial experience for students meets many needs and is an exciting initiative.

19.

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

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

Area: Special Education and Wellness Education (Physical Education)

Level: High School

Date: May 5, 2014

Curriculum Recommendation

1. Pilot the Partners in Physical Education Program in grades 10-12. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. Partners in PE has been an extremely successful program in other districts throughout Pennsylvania. We have observed the program at Baldwin-Whitehall High School and will continue to work closely with them as well as other schools to develop a successful Partners in Physical Education Program at Upper St. Clair HS. 5. The students interest in the Partners in PE program has been tremendous. (refer to attached survey information given to students in Wellness Education classes)	5. This class would be offered to students in grades 10,11, and 12 as a pilot for the 2014-2015 school year. 6. In grade 12, the class would be offered as a Community Based Learning credit. In grades 10 and 11, it would be offered as either a Community Based Learning credit or a Wellness Education credit. Community Based Learning credit would be pass/fail.		

20.

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

Name: Judy Bulazo

Area: ELA

Level: Elementary

Date: May 8, 2014

Curriculum Recommendation

1. **Revise the elementary English/Reading and Language Arts comprehension curriculum and explore related materials to align with the PA Core Standards and to allow for the development of sophisticated comprehension strategies and text understanding for all students.**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Pennsylvania adopted the PA Core Standards in July 2013. A recommendation was made in 2013 to begin the process of converting our curriculum to the PA Core. The District has been working diligently in the area of ELA to align our curriculum and practices to allow our students to reach and exceed these standards. 2. Significant work has been completed in the area of phonics, grammar, and writing. These areas continue to be refined. Addressing comprehension of text is the logical next step. 3. The PA Core standards require students to read text at a higher level and in specified genres. Because our District does not use a basal series, we are able to continue to use some of our current collection of texts, but will need to analyze the appropriateness of the materials and the level at which they should be used. Non-fiction text will need to be increased as will short pieces of quality text. Novels that address specific elements of literature represented in the comprehension curriculum may be needed. Certain pieces of literature will need to be used by all students. This will require study and additional purchases. <center>(Cont'd.)</center>	1. Administrative approval. 2. Continue the research process of the ways in which students learn to comprehend text and the important curricular and instructional elements in this process. 3. Secure the assistance of professionals from the Reading Achievement Center at the Allegheny Intermediate Unit to assist with the beginning phases of development and in the revision phases of the process (early and late summer). 4. Convene a team of teachers with representation for each grade level and building. In collaboration with the AIU, begin the curriculum development process. Continue this work in the summer. 5. As the curriculum is developed, study and consider the necessary resources for implementation. Review the fit of existing materials and the need for additional resources. 6. Research new materials/texts that are needed. Make purchases and develop support materials for teachers.		**Approved.** This is an important and necessary next step in our conversion to the PA Core Standards.

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

Name: Judy Bulazo

Level: Elementary

Area: ELA

Date: May 8, 2014

Curriculum Recommendation

1. **Revise the elementary English/Reading and Language Arts comprehension curriculum and explore related materials to align with the PA Core Standards and to allow for the development of sophisticated comprehension strategies and text understanding for all students. (Cont'd.)**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. The process of creating and understanding the change in demands of these new standards on comprehension instruction has been initiated. Teachers have informally embraced these practices and now need to have a sequential and explicit curriculum plan to follow. Additional training will be needed.			

22.

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2013-2014

Name: T. M. Wagner

Area: English Language Arts

Level: Middle School

Date: December 18, 2013

Curriculum Recommendation

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1. Pilot new novels in grades 5-8 as additional options for customized reading instruction.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. This recommendation is a result of the Spring 2011 recommendation to evaluate novels for grades 5-8 based on reading level, interest level, genre, age appropriateness, and interdisciplinary connections. 2. Additional novel titles are needed for customized learning in the reading classroom. These titles will provide the ability to differentiate novel selection based on reading levels. 3. Identified pilot novels have been selected based on novel evaluation criteria. *10,000 Days of Thunder* (Caputo, 2005) – 8th grade *All the Broken Pieces* (Burg, 2009) – 6th grade *Flush* (Hiaasen, 2005) – 5th grade *Heartbeat* (Creech, 2004) – 6th grade *Crispin* (Avi, 2002) – 6th grade	1. Administrative approval. 2. Continue to provide training to teachers regarding customized reading instruction and best practices in middle school literacy. 3. Develop lessons appropriate for novels and grade levels, while also exploring resources that provide accessibility for students who require accommodations. 4. Pilot novels during the spring term, 2014. 5. Study the effectiveness of the pilots during the summer of 2014.	Total anticipated costs for novels is $1,657.80. This is already in the 2013-2014 ELA budget.	**Approved.** The ongoing efforts to enhance the middle school literature experience is important and beneficial.

23.

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2013-2014

Name: J. Bulazo & T. M. Wagner

Level: Elementary & Boyce (Grades K-6)

Area: English Language Arts

Date: December 18, 2013

Curriculum Recommendation

2. Pilot *Write Source* grammar support materials to supplement rigorous instruction and align with the PA Core grammar strands.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The PA Core standards are published in the English Language Arts (ELA) areas of reading, writing, and grammar. The new grammar strands were studied by a USCSD ELA Common Core Committee (CCC) during the 2012-2013 school year. 2. The CCC determined an appropriate instructional scope and sequence in grammar for grades K-12. In so doing, current grammar curriculum was aligned with the PA Core. While some new curricula was already aligned with current practice, many provisions for changes to alignment and pacing were necessary. 3. Following the realignment and pacing of grammar content in grades K-8 during the summer and fall of 2013, a need for additional instructional support materials arose. 4. Given the importance in leveraging technology and providing opportunities for customized instruction in grammar instruction, *Write Source*, a product of the Houghton Mifflin Company, was identified as meeting the needs of students in grades K-6. After reviewing a variety of potential instructional supplements, grades K-6 were selected by the curriculum leaders and the teaching staff to pilot *Write Source* because of its fit for learners at these ages.	1. Administrative approval. 2. Explore ways to implement customized grammar instruction using *Write Source* as an instructional tool. 3. Develop lessons with provisions for both core instruction and second chance learning opportunities. 4. Revise and/or develop assessments that call upon the content and skills identified by the PA Core grammar strand. Engage in discussion around how grammar assessment may integrate into a component of an authentic assessment. 5. Study the effectiveness of the *Write Source* pilot during the summer of 2014 and make provisions for the acquisition of additional materials for the 2014-2015 school year if warranted.	Total cost for Boyce materials is $2,670.56. Total cost for elementary materials is $7,231.80. This is already in the 2013-2014 ELA budgets.	**Approved.** The shift to the English and Language Arts Common Core Standards will continue to require us to research, develop and invest in appropriate materials.

24.

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

Name: T. M. Wagner

Area: English Language Arts

Level: Middle School

Date: April 8, 2014

Curriculum Recommendation

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

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Numerous texts have been piloted since 2011 as the middle school has worked to customize learning in the classroom. This work has been the result of study and curriculum recommendations in the past several years. 2. Each of these piloted texts was initially evaluated using the adopted middle school evaluation tool. This tool evaluates reading level, interest level, genre, age appropriateness, and interdisciplinary connections. Piloted texts were used by multiple teachers in their classrooms and subsequently reviewed. 3. Based on the pilots, a number of titles have been identified to be adopted to the reading curriculum at this time. Fort Couch *Code Orange* (Cooney, 2005) Boyce *Crispin* (Avi, 2002) *Flush* (Hiaasen, 2005) *Heartbeat* (Creech, 2004) *Savvy* (Law, 2008)	1. Administrative approval. 2. Purchase additional copies of texts. 3. Collaborate with special education department colleagues in order to ensure accessible materials are available for students who require accommodations. 4. From the list of adopted texts in grades 5-8, examine current novel pairings, sequences, student data, and PA Core Comprehension standards to determine if moving novels to different grade levels or times of the year would be appropriate.	Money is included in the 2014-2015 ELA budget to support the cost incurred by purchasing additional texts.	**Approved.** Adding additional reading selections gives teachers a greater ability to meet student needs.

25.

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2013-2014

Name: Michael Ghilani & Melissa Tungate

Level: High School

Area: English Language Arts

Date: December 18, 2013

Curriculum Recommendation

1. Pilot a new course, Multimedia Journalism, which will give students in grades 10-12 the ability to gain practical skills in the field of communications.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. This recommendation is a follow-up to a fast-track curriculum recommendation approved during the 2012-2013 school year to study possible changes to communications course offerings. 2. Currently, students who would like to take courses like video/media, newspaper journalism, and yearbook often are unable to do so because of scheduling conflicts. 3. This course would allow students to explore the core content in areas of journalism: copywriting, photography, videography, and broadcast journalism. The course would be structured around an introductory unit for all students and then project-based group assessments in a flexible meeting schedule. 4. Creating a course that allows flexible meeting times can enable more students to learn the skills involved in multimedia journalism and to take advantage of the media outlets available to them, truly customizing their learning. 5. Such a course would enable students to develop 21st century skills, not only with technology, but also with communications, project management, and collaboration.	1. Administrative approval. 2. Create course unit plans and update Rubicon Atlas. 3. Update *Program of Studies* for 2014-2015 to include the course and remove Mass Communications, Online Mass Communications, Journalism-Newspaper, and Journalism-Yearbook. 4. Inform counselors, students, and parents about the new course offering and its flexible scheduling. 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 first course.	Camera equipment = $1500 (approx) Up to 2 days with substitutes X up to 3 teachers = $540; up to 18 hours of summer workshop time ($30.20/hr) X up to 3 teachers = $1630.80 Up to 12 hours of flex time X up to 3 teachers	**Approved.** The efforts to customize this course and to provide relevant and practical experiences for students are phenomenal and provide a great way to address this content.

26.

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2013-2014

Name: Melissa Tungate

Level: High School

Area: English Language Arts

Date: December 18, 2013

Curriculum Recommendation

2. Change Video 1 from a full year course to a semester course.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Changing Video 1 from a full year course to a semester course would create more scheduling flexibility for students and enable more students to take advantage of the course offering. 2. The curriculum for Video 1 can be altered to offer students the opportunity to meet core objectives in one semester. 3. This change supports the restructuring of communications course offerings as proposed in the previous recommendation, enabling more students to access these course offerings.	1. Administrative approval. 2. Update Rubicon Atlas. 3. Update *Program of Studies* for 2014-2015 school year.	None	**Approved.**

27.

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2013-2014

Name: Melissa Tungate

Area: English Language Arts

Level: High School

Date: December 18, 2013

Curriculum Recommendation

3. Remove *The Mayor of Casterbridge* from the AP Language curriculum.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. As a result of the AP audit and the addition of Argumentation essays, the teacher may not have time to teach this novel, which is no longer necessary to fulfill the requirements of the curriculum. 2. Students read two novels, *Crime and Punishment* and *Heart of Darkness*, which satisfy the AP Language requirement for students to read complex works of prose. 3. *Crime and Punishment* and *Heart of Darkness* are works of psychological fiction, and *The Mayor of Casterbridge* does not fit this genre.	1. Administrative approval. 2. Update Rubicon Atlas.	None	**Approved.**

28.

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

Name: Melissa Tungate

Area: English Language Arts

Level: High School

Date: May 8, 2014

Curriculum Recommendation

1. Adopt *Bomb* by Steve Sheinkin as a core nonfiction text option in Academic English 9.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. This recommendation is the result of a two-year study aimed at selecting a text that is highly-engaging, an appropriate reading level, and informational nonfiction. *Bomb* meets these requirements as it is a young adult text that describes the intrigue, espionage, and action behind building the world's first atomic bomb. *Bomb* has also received many accolades, including a 2013 Newberry Honor Book, Sibert Award Winner, and YALSA Excellence Winner. 2. *Bomb* fulfills many of the newly-adopted PA Core Standards, specifically the inclusion of informational texts. Unlike other nonfiction texts in the curriculum, *Bomb* is not solely a narrative text, but rather it also contains information, including the science and process behind creating and testing the atomic bomb. In addition, the book contains elements important in building skills in reading nonfiction texts, including source notes, photographs, and captions. 3. *Bomb* opens possibilities for cross-curricular unit planning with both Social Studies and STEM courses. 4. Currently, the nonfiction unit contains the core text *Boy* by Roald Dahl, written as a series of short stories. The structure and breadth of *Bomb* may be more appropriate for some students in this course, allowing teachers the option to differentiate instruction for students by using either text.	1. Administrative approval. 2. Create/update unit plans in Rubicon Atlas. 3. Purchase 100 copies, and begin teaching in 2014-2015 school year.	Up to 12 hours of flex for 3 teachers = 36 hours; up to 12 workshop hours @ $30.20 per hour x 3 teachers = $1087.20 Purchase 100 copies @ $22.00 = $2200	**Approved.** Including this unique text within the core reading selections is an effective way to meet the new PA Core Standards while providing an engaging reading experience for students. 29.

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

Name: Melissa Tungate

Area: English Language Arts

Level: High School

Date: May 8, 2014

Curriculum Recommendation

2. Conduct a study of course/resource materials for Academic English 10.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The current textbook used for this course, *Elements of Literature*, fourth course, has a copyright date of 1993. Because the publication date is over twenty years old, it is difficult to find additional copies of this text when we need to replace copies. 2. Because of some previously-approved changes to the course over the past few years, many of the works included in the textbook are no longer used in the course. Students have been using more of a multi-text approach in this course. 3. Teachers would like to explore additional or possible replacement works in light of potential changes coming to the course due to PA Core Standards and changes with other courses.	1. Administrative approval. 2. Selected teachers will study the course in the summer of 2014. 3. Draft potential curriculum recommendations for 2015-2016 school year.	Up to 12 hours of flex for 3 teachers = 36 hours; up to 12 workshop hours @ $30.20 per hour x 3 teachers = $1087.20	**Approved.** This is a timely and important recommendation that will enhance the alignment of reading experiences between the middle and high school ELA programs. 30.

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

Name: Melissa Tungate

Area: English Language Arts

Level: High School

Date: May 8, 2014

Curriculum Recommendation

3. Conduct a study of potential supplemental novels for Honors English 10/MYP.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Honors English 10/MYP is a World Literature course, but many of the texts focus on classical Western Literature. This study will target more contemporary, multi-cultural texts in an effort to provide a different perspective. 2. Teachers would like to explore additional or possible replacement works in light of potential changes coming to the course due to PA Core Standards and changes with other courses.	1. Administrative approval. 2. Selected teachers will study the course in the summer of 2014. 3. Draft potential curriculum recommendations.	Up to 12 hours of flex for 3 teachers = 36 hours; up to 12 workshop hours @ $30.20 per hour x 3 teachers = $1087.20	**Approved.** Continuing to improve the quantity and quality of reading selections is an essential component of the customization process.

31.

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

Name: Melissa Tungate

Area: English Language Arts

Level: High School

Date: May 8, 2014

Curriculum Recommendation

4. Restructure Academic English 11.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. This survey course has been taught chronologically through American historical tempers. This format has become less engaging for students as a historical connection alone and is not enough to find relevancy in students' lives. In addition, the chronology of U.S. History classes no longer matches the original chronology of Academic English 11, which can be confusing for students. In an effort to create relevancy, the reorganized course will emphasize the reasons for reading and writing, using the traditional course texts. 2. While the historical connection to the core texts will still be discussed, this connection will not be the basis for the units. The newly-proposed units will organize texts and writing assignments around reasons why people read (to gather data, for entertainment, for new perspective, for research) and write (to inform, to reflect, to deal with trauma, to change society, to persuade, for research). This structure will also help students to make connections and develop skills for reading and writing beyond the English classroom. (Cont'd.)	1. Administrative approval. 2. Update Rubicon Atlas. 3. Begin teaching course in 2014-2015 school year. 4. Conduct mid-year review of course success. 5. Conduct an end-of-course reflection and possible revision in the summer of 2015.	Up to 12 hours of flex for 2 teachers = 24 hours; up to 15 workshop hours @ $30.20 per hour x 2 teachers = $906. Up to 2 sub days for 2 teachers @ $90/day = $360.	**Approved.** Finding unique ways to organize instruction to provide increased engagement and understanding on the part of the students is commendable.

32.

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

Name: Melissa Tungate

Area: English Language Arts

Level: High School

Date: May 8, 2014

Curriculum Recommendation

4. Restructure Academic English 11. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
3. The core texts will remain the same, but the order and manner in which they are presented will change to fit the new course units. However, as part of this recommendation, *The Great Gatsby* and *The Things They Carried* will move from independent, supplemental texts to guided supplemental texts in order to provide more depth and to make more sustained, relevant connections to the newly-proposed units. 4. This new organization will emphasize nonfiction texts and argumentation to meet the new PA Core Standards requirements and allow for more science and technology connections (for example: reading to gather data). 5. The new structure of this course will allow students to customize instruction to their needs and utilize their twenty-first century skills as they make relevant connections to the texts in their own lives.			33.

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

Name: Melissa Tungate

Area: English Language Arts

Level: High School

Date: May 8, 2014

Curriculum Recommendation

5. Move *Death of a Salesman* from a core text to a supplemental drama option for students in Honors English 11.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Currently, we study two plays by Arthur Miller in the core curriculum: *The Crucible* and *Death of a Salesman. The Crucible* is the core text in the Puritanism unit, while *Death of a Salesman* is one of two core texts in the American Dream Unit. The American Dream Unit, unlike the other units in the course, has two longer core texts (*Death of a Salesman* and *The Great Gatsby*) rather than one. Students relate better to the major themes in *The Great Gatsby* than themes in *Death of a Salesman.* 2. To streamline the American Dream Unit and allow more time for in-depth study, *Death of a Salesman* can easily be moved to a supplemental drama option in the Supplemental Drama Unit. This change will also allow more time for a more detailed study of the literary works in the Naturalism literary movement.	1. Administrative approval. 2. Update Rubicon Atlas. 3. Begin teaching the adjusted unit in the 2014-2015 academic year.		**Approved.** 34.

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

Name: Shannon Dominick

Level: Elementary

Area: Mathematics

Date: May 5, 2014

Curriculum Recommendation

1. **Investigate and pilot Tier II diagnostic tools for mathematics at the early elementary level.**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Current diagnostic methods of Tier II support and interventions include: pretest information, Terra Nova data, records from previous grade level teachers, and observational/anecdotal notes of on-going classroom performance. 2. Terra Nova testing does have components that assess students' knowledge of mathematics at grades 1 and 2. While some useful math data is gathered, there are drawbacks. This test is not yet aligned to the PA or Common Core Standards so it does not assess what USC students are learning. Teachers do not receive the data until the following school year. The data can be used for preliminary guidance at the beginning of 2nd and 3rd grade. After the first quarter however, the data is not as timely or relevant. 3. In the area of literacy, reliable and valid early screening measures have led to effective interventions and supports in reading. 4. The area of mathematics now has research available indicating early numeracy skills, specifically number sense, are a strong indicator of later mathematics proficiency. Diagnostic tools that specifically target and analyze number sense skills would aid teachers in identifying where a student's understanding breaks down. This information is then used to plan, modify, and customize a student's instruction. (Cont'd.)	1. Administrative approval. 2. Research the diagnostic tools that are currently available. Diagnostic tools that may be considered include, but are not limited to: *Dibels Math*, *NWEA* (Measures of Academic Progress), *NWREL*, *Early Years*, and *OnHands*. 3. Characteristics that have been identified as beneficial: • Accessible to all students • Brief (under 10 minutes), easy to administer and score • Quick data turn-around of aggregated and disaggregated data to the classroom teachers • Repeatable • Statistically reliable and valid 4. Acquire samples of the materials to gain a more in-depth look at features, implementation demands, data derived, and user-friendliness with students. 5. Narrow down choices to two diagnostic tools. Math resource teachers and the math curriculum leader will use the tools with targeted groups of students in grades K - 2. 6. Analyze data collected for usefulness, accuracy, and its ability to help teachers customize math instruction for identified students. (Cont'd.)	Summer workshop time for 2 teachers at $30.20 per hour for 1 day = $362.40 $1000 for purchase of recommended diagnostic tool	**Approved.** Increasing the amount of data available at an early stage in mathematics development will give teachers the ability to focus on critical areas related to student growth and achievement.

35.

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

Name: Shannon Dominick

Area: Mathematics

Level: Elementary

Date: May 5, 2014

Curriculum Recommendation

1. Investigate and pilot Tier II diagnostic tools for mathematics at the elementary level. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
5. A diagnostic tool would aid teachers and the math resource team in identifying specific children who would benefit from early intervention. The data collected will also pinpoint where a student's understanding breaks down. This information is then also used to plan, modify, and customize a student's instruction.	7. Make decisions regarding curriculum and instructional adaptations and how the supports available can best be utilized given the data collected. 8. Train classroom teachers in administering the tool and how to read the collected data. 9. Explore additional resource materials that may need to be purchased in order to provide more customized mathematics instruction. These materials/resources may be used to enhance instruction within the novice math group, small group reteaching opportunities, and/or by the math resource teacher.		

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

Name: Shannon Dominick

Area: Mathematics

Level: Elementary

Date: May 5, 2014

Curriculum Recommendation

2. Develop *enVisionMATH* projects for second, third, and fourth grade.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The *enVisionMATH* program creates the instructional foundation that ensures alignment to the PA and Common Core Standards. This program also gives assurance that students across the three elementary buildings are presented with the same core content. 2. Customization in the USC elementary math program is a high priority. The current methods of differentiation include: • Math acceleration • Flexible regrouping by topics/chapters (Enrichment to Novice) • Differentiated instructional practices • Differentiated pacing and class size • Varied materials and resources used for instruction, independent practice, and homework • Instruction provided by the Math Resource and Enrichment team members 3. Given some of the methods mentioned above, there is the opportunity to incorporate longer math "projects". These projects would be based in real-world scenarios, require students to apply the concepts being presented in that topic/chapter, incorporate various problem solving techniques, and recording skills.	1. Administrative approval. 2. Identify teachers interested in working on developing these type of math projects during the summer. 3. Generate preliminary ideas and resources that may be utilized on the development days. Also, gather any projects that may have already been created by staff members. 4. Develop the math projects. In a survey of third and fourth grade teachers, there was an expressed interest in two projects per topic for enrichment purposes. This would be the ending goal and may be a multi-summer recommendation to accomplish. 5. Post the math projects on the Blended Schools Elementary Math Curriculum page for easy access by all teachers. 6. At the beginning of the 2014-15 school year, send out information outlining and giving a brief overview of the projects that were developed over the summer. This letter would also contain implementation guidelines and customization ideas.	Summer workshop time for 6 teachers at $30.20 per hour for 2 days = $2,174.40	**Approved.** Addressing the enrichment needs of elementary mathematics learners is a needed and worthy area to pursue. This will promote consistent practices for learners and supports the elementary professional learning community model.

37.

Name: Shannon Dominick

Level: Elementary

Area: Mathematics

Date: May 5, 2014

Curriculum Recommendation

3. **Create an electronic portal for students and parents to access tutorials of Common Core and *enVisionMATH* strategies**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The full scale implementation and testing of the new PA and Common Core Standards in 2014-2015 will require an even stronger partnership between classroom and home. 2. The *enVisionMATH* math program is constructed with approximately 1/3 conceptual knowledge and 2/3 traditional skills. Many of the techniques and mental math strategies taught are new to families versed in more traditional math. This discrepancy in understanding can make it difficult for families to assist children with their homework or reviewing classroom work. 3. The exponential growth of online resources such as Khan Academy indicate that video tutorials are specifically focused on a single skill, easily accessible, and user friendly. The Elementary Math Committee believes that this is an instructional avenue that would strongly benefit our students and parents. 4. A "Panther Academy" would house video tutorials specific to the skills and strategies presented in *enVisionMATH* and be narrated by USC teachers in that grade level. This will allow the videos to closely mirror the "language of mathematics" used within the mathematics classroom. (Cont'd.)	1. Administrative approval. 2. Identify teachers interested in developing tutorial videos for their grade level. 3. Identify and select the specific math strategies for each grade that may involve new learning for students and parents (i.e. bar diagrams, partial products). 4. Determine the best software or app for creating tutorial videos. Train teachers in using the selected software/app. 5. Create tutorial videos. 6. Develop Blended Schools "class" to house video information. Resources will be housed in one central location for all elementary families to access. This will allow coherent access for families, allow for consistent updates and additions, and provide families with a consistent message about the math program. 7. Publicize the availability of this new resource. Some methods may include, but are not limited to: PTA meetings, building principal newsletters, eBlast messages, small notes stapled to specific homework, and refrigerator magnets with access information. (Cont'd.)	Summer workshop time for 4 teachers at $30.20 per hour for 2 days = $1,449.60 $100 for refrigerator magnets for families	**Approved.** The conversion to the PA Core Standards has created the need for a new level of parent communication and understanding of conceptual development in mathematics. This should be an effective way to meet this need and to enhance parent involvement.

38.

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

Name: Shannon Dominick

Level: Elementary

Area: Mathematics

Date: May 5, 2014

Curriculum Recommendation

3. Create an electronic portal for students and parents to access tutorials of Common Core and *enVisionMATH* strategies. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
5. In addition to these USC created tutorial videos, links to the Pearson Learning Bridge videos and other appropriate classroom tools (i.e. printable fraction strips, two hundred charts, place value manipulatives) will be available.	8. Create and administer an online or paper survey at the end of the school year to determine future needs, revisions, or reflections of how this online tool could be enhanced. Students, parents, and teachers will be included in the survey.		

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

Name: Andrew Lucas

Area: Mathematics

Level: Middle School

Date: May 5, 2014

Curriculum Recommendation

1. **Adopt the following series for 6th grade mathematics: - Charles, Randall I., Janet H. Caldwell, and Mary Cavanaugh. EnVision Math Common Core Grade 6. Glenview, IL: Pearson Education, 2012. Print.**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction

1. A curriculum recommendation was made and approved during the 2012-2013 school year to pilot the recommended series in three of the six sixth grade classes and to contrast its effectiveness with our current text.
 	
2. Prior to this pilot the following texts were also considered:
• Bennett, Jennie M., Edward B. Burger, and David J. Chard. Holt McDougal Mathematics Grade 6. Orlando, FL: Holt McDougal, 2012. Print.
• Dixon, Juli K. Go Math! Orlando, FL: Houghton Mifflin Harcourt, 2012. Print.
• Fong, Ho Kheong, Kee Soon Gan, Wee Leng. Ng, Richard Bisk, and Andy Clark. Math in Focus. Singapore Math. Singapore: Marshall Cavendish Education, 2012. Print.
• Fuson, Karen C., Marilyn Burns, Rebecca Weber, Joan D'Amico, Ann Whitehead Nagda, Judith Bauer Stamper, Wendy Isdell, Steve Jenkins, David Macaulay, and Scott Gifford. Math Expressions. Orlando, FL: Houghton Mifflin Harcourt, 2011. Print.
• Larson, Ron, and Laurie Boswell. Big Ideas Math: A Common Core Curriculum. Erie, PA: Big Ideas Learning, 2012. Print.
• On Core Mathematics: Grade 6. Orlando, FL: Houghton Mifflin Harcourt, 2012. Print.
 	
(Cont'd.)
	1. Administrative approval.
	
	2. Purchase the following materials from the series:
	
	  a. 2012 student edition textbooks with a six-year license for the digital component.
	
	  b. One center kit for each teacher.
	
	  c. A class manipulatives kit for each teacher.
	
	3. The following are a few of the items that are being provided free of charge: three teacher's edition kits, three diagnosis and intervention kits, three reteaching and practice workbooks, two differentiation center kits, three digital resource packages, three teacher's editions on CD-ROM, and three Examview Pro licenses for generating assessments.
	
	4. Begin working on stages one and two of unit planning for our Understanding by Design initiative over the summer and during the 2014-2015 school year.
	
	(Contd.)
		240 books with digital access x $65.97 each = $15,832.80
		
		90 Standalone Digital Access Licenses x 60.97 each = $5,487.30
		
		1 differentiation center kit for $371.97
		
		3 class manipulatives kits x $411.97 each = $1,235.91
		
		Shipping and Handling = $1,395.25
			Approved. Providing consistent materials and programming for students in grades 2-6 will be of great benefit to student progress in mathematics.

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

Name: Andrew Lucas

Area: Mathematics

Level: Middle School

Date: May 5, 2014

Curriculum Recommendation

1. Adopt the following series for 6th grade mathematics: - Charles, Randall I., Janet H. Caldwell, and Mary Cavanaugh. EnVision Math Common Core Grade 6. Glenview, IL: Pearson Education, 2012. Print. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
3. During the pilot study of the recommended series, the following strengths were identified: - This series supports the teaching of the 21st Century Skills as defined by a recent staff development initiative through the many center, group, and instructional activities it provides. - The Upper St. Clair Strategic Plan specifically outlines educational technology goals and strategies. The enVision math series provides diverse student and teacher instructional technology resources such as online assistance students can receive from home, digital access to the textbook, and ready-made formative assessments that students can take online to check their own understanding of concepts. These resources directly support several of the goals outlined in the Strategic Plan. - Diagnosis, test prep, and intervention tools provided in this series are customized to the Pennsylvania Core Standards. - The series also provides guided problem solving workbooks that foster the critical and creative thinking skills outlined in goals of the USC Strategic plan and defined in the District's 21st Century Skills initiative. <p align=center>(Cont'd.)</p>	5. Provide project, workshop, in-service, and/or curriculum time needed to support the recommendation. The sixth grade math teachers will all be part of the adoption project over the summer. 6. Pearson has offered to send a representative to meet with our teachers to review the different components of the program and to answer specific teacher questions about the resources the series offers for differentiation, remediation, and enrichment. They have offered to provide this training free of charge.	Workshop pay for up to 12 hours for 4 Teachers = 48 hours x $30.20 per hour = $1,449.60 Total Cost = $25,772.83	41.

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

Name: Andrew Lucas

Area: Mathematics

Level: Middle School

Date: May 5, 2014

Curriculum Recommendation

1. **Adopt the following series for 6th grade mathematics: - Charles, Randall I., Janet H. Caldwell, and Mary Cavanaugh. EnVision Math Common Core Grade 6. Glenview, IL: Pearson Education, 2012. Print. (Cont'd.)**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
- This series provides an assessment tool that will allow teachers to create quality assessments for and of learning. Each question in the assessment bank gives the alignment information for the Common Core standards. Daily quick checks are also provided by the series to gauge each student's understanding of each lesson. - Chapters in the recommended series are broken into smaller sections called "topics." These smaller groupings make it easier for teachers to spiral back and give teachers greater flexibility with assessments for and of learning. They also provide teachers with greater flexibility in fitting the series to the scope and sequence of our own curriculum. - The enVision series provides big ideas and enduring understandings for each topic. While we will certainly need to revise some of these statements, these will certainly assist us in completing stage one of our Understanding by Design curriculum writing initiative. (Cont'd.)			

42.

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

Name: Andrew Lucas

Area: Mathematics

Level: Middle School

Date: May 5, 2014

Curriculum Recommendation

1. Adopt the following series for 6th grade mathematics: - Charles, Randall I., Janet H. Caldwell, and Mary Cavanaugh. EnVision Math Common Core Grade 6. Glenview, IL: Pearson Education, 2012. Print. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
- More resources are provided for differentiation. Each teacher would receive one differentiation center kit as part of the adoption. These kits contain ready-made differentiation activities that can be assigned based on each student's performance on that lesson's daily quick check. Teachers have more options when it comes to interventions as well. - The recommended series provides documented evidence of alignment to the Pennsylvania Core Standards. The 2012 edition is also aligned to the current National Common Core standards. - The adoption of this series in sixth grade would be in coordination with the adoption of the same series in second, third, fourth, and fifth grade. This would provide consistency over a four year period for students and make their transition to mathematics at the middle level much more seamless.			

43.

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

Name: Andrew Lucas and John Rozzo

Level: Middle School

Area: Mathematics

Date: May 5, 2014

Curriculum Recommendation

2. Refine all summative assessments in mathematics for grades five through eight so that they primarily consist of open ended questions. Modify all remaining multiple choice questions to increase the complexity of each question and the validity and reliability of the overall assessment for determining student understanding.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction

1. Currently, multiple choice summative assessments are being used in 5th grade and in parts of 6th grade. Summative assessments at Fort Couch are primarily open ended.
 	
2. Open ended summative assessments provide greater opportunities for students to demonstrate their depth of knowledge on a given topic.
 	
3. Using summative assessments that are primarily open ended will provide teachers with further opportunities to measure each child's growth in the mathematical practices as outlined by the Common Core. In particular, the first six Standards for Mathematical Practice could be addressed by a student's working of an open ended question.
  -Standard for Mathematical Practice 1: make sense of problems and persevere in solving them
 	
  -Standard for Mathematical Practice 2: reason abstractly and quantitatively
 	
  -Standard for Mathematical Practice 3: construct viable arguments and critique the reasoning of others
 	
  -Standard for Mathematical Practice 4: model with mathematics
 	
           (Cont'd.)
	1. Administrative approval.
	
	2. Include the proposed work from this recommendation in the project catalog for this summer and next year. Provide workshop pay for teachers who are doing other projects.
	
	3. Revise summative assessments over the summer.
	
	4. Use curriculum meeting and PLC time during the 2014-2015 school year to critique the new summative assessments and make final revisions.
		Workshop pay for up to 10 teachers at $30.20 Per hour for 12 hours = $3624.00	**Approved.** Assessing for deep understanding is the most appropriate way to gain data on student needs and progress.

44.

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

Name: Andrew Lucas and John Rozzo

Level: Middle School

Area: Mathematics

Date: May 5, 2014

Curriculum Recommendation

2. Refine all summative assessments in mathematics for grades five through eight so that they primarily consist of open ended questions. Modify all remaining multiple choice questions to increase the complexity of each question and the validity and reliability of the overall assessment for determining student understanding. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
-Standard for Mathematical Practice 5: use appropriate tools strategically -Standard for Mathematical Practice 6: attend to precision 4. Keeping some multiple choice questions but increasing their complexity will help us to prepare our students for standardized testing while still monitoring their knowledge of the content. For instance, students could be asked to show their work on a multiple choice problem and select the answer that matches theirs. 5. Modifying these summative assessments will be necessary for completing our work on stage two of our UbD initiative.			

45.

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2013-2014

Name: Steve Miller

Area: Mathematics

Level: High School

Date: December 18, 2013

Curriculum Recommendation

1. Offer College in High School Calculus through the University of Pittsburgh in place of our current Calculus class and change the name of the Introduction to Calculus course to Calculus.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The current Calculus course closely matches the curriculum for the University of Pittsburgh's "Math 0120 Business Calculus" course (see attachment). No change in textbook is required and there is no cost to the District to be part of the University of Pittsburgh's College in High School (CHS) Program. 2. Students taking the CHS course would have the option of taking the course for college credit (4 credits at a current total cost of $225 per student) or taking the course for high school credit only. Providing students the option to receive college credit along with their high school credit would give students greater flexibility in their future academic decisions. 3. Every year, a significant number of students who are recommended for the Introduction to Calculus course do not follow the recommendation because they mistakenly believe that the Introduction to Calculus course is a pre-calculus course. Changing the name of the Introduction to Calculus course to Calculus better communicates the true nature of the course, increasing the likelihood that students will take the course that is most appropriate for them. This should allow students to experience greater success at the beginning of the year, alleviating the stress and difficulties that arise from changing course schedules after the school year has begun. 4. No curriculum changes would be made to the current AP Calculus AB and AP Calculus BC courses	1. Administrative approval. 2. Change the names of the Introduction to Calculus to Calculus in the *Program of Studies*. 3. Replace the current Calculus course with College in High School Calculus in the *Program of Studies*. 4. Update the curriculum for the current Calculus course to match the University of Pittsburgh's Math 0120 Business Calculus course. 5. Have the appropriate teachers apply to teach the course through the University of Pittsburgh's application process. 6. Provide training time through the University of Pittsburgh for 2-3 teachers. Training is one orientation day in June and one day per year thereafter in the fall.	12 summer flex hours* 2 teachers = 24 hours and 18 workshop hours * 2 teachers * $30.20 = $1087.20 3 teachers * 2 days * $90 per substitute = $540.	**Approved.** This provides a great opportunity for our students.

46.

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2013-2014

Name: Steve Miller and Lou Angelo

Level: High School

Area: Mathematics

Date: December 18, 2013

Curriculum Recommendation

2. Study the possibilities available for remediating ninth-grade students who were not proficient on the Algebra I Keystone in eighth grade.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Proficiency on the Algebra I Keystone (or completion of a project-based assessment) is a graduation requirement beginning with the class of 2017. Successful remediation is an important step in helping students that are not proficient to fulfill their graduation requirement. 2. It is widely understood that success in Algebra I is an essential building block for further mathematical study and a strong predictor of college success. A remediation program focusing on student success with Algebra I material is necessary for students to meet their potential in future academic pursuits. 3. In order to make the most informed recommendation regarding the need for remediation in Algebra I, it is important to compare the data resulting from the Keystone examinations with our internal data. The results of that evaluation could provide the potential needs that exist for an Algebra I remediation.	1. Administrative approval 2. Gather data including 8th-grade algebra scores, Keystone examination scores, Keystone retest examination scores, IEP and 504 student data, and progress through the current Study Island remediation program. 3. Analyze the data gathered to find opportunities for improvement in our remediation program. 4. Make a recommendation in the spring of 2014 for any changes to the remediation resulting from the study.		**Approved.** Deep data analysis will hopefully provide greater insight into needs and delivery systems. The practical challenges of secondary remediation and the varying levels of individual need require careful study.

47.

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2013-2014

Name: Steve Miller and Todd Ollendyke

Area: Technology Education

Level: High School

Date: December 18, 2013

Curriculum Recommendation

3. Convert the year-long Introduction to Robotics course into a semester course offered both in the fall and spring.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. In the current format, we are able to accommodate 32 students due to equipment constraints. Turning the course into a semester course offered twice a year would allow us to double the number of students able to take this course. 2. The current year-long format prohibits the from offering of a next level robotics course because of equipment constraints. A semester long course would open up greater possibilities in this regard. 3. The current school year is the first year that Introduction to Robotics has been offered. Experience with the students currently taking the course indicates that the content of an introductory curriculum naturally fits into a single semester. 4. A single semester course would enable students to take other electives in the opposite semester.	1. Administrative approval. 2. Update the description of the course in the *Program of Studies*. 3. Update the curriculum in Rubicon Atlas to reflect that it is a semester course.		**Approved.** Monitoring course content and pacing during the first year of this course was important. Semester courses should allow more students to access this opportunity.

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

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

Area: Mathematics   **Date**:   May 5, 2014

Curriculum Recommendation

1. Study the alignment between the IB Standard Level/Higher Level Diploma Programme courses and the traditional junior- and senior-year math courses.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Currently, the junior and senior level math IB course work is embedded into non-IB courses. Recent changes to the IB Standard Level and Higher Level curriculum have reduced the extent to which our non-IB curriculum aligns with the IB curriculum creating a need for this study. 2. Our current alignment of the two-year IB Standard Level curriculum delivers most of the significant topics in the first year, requiring IB students to learn at a faster pace than is dictated by the Standard Level curriculum. Students must be able to handle this rigorous pace. IB students that transition into USC often have difficulty with the rigor of this Standard Level coursework pace. This study will allow for other course configurations to be considered. An adjustment to the structure of the IB curriculum could make the Diploma Programme accessible to a larger group of students.	1. Administrative approval. 2. Provision for summer workshop time (12 hours each for 2 teachers) to examine the both the IB curriculum and all versions of the Functions, Statistics, and Trigonometry and calculus courses in order to determine the best possible alignment. 3. Findings and recommendations will be presented at fall curriculum panel.	12 workshop hours * 2 teachers * $30.20 = $724.80 or 12 summer flex hours * 2 teachers	**Approved.** Results and recommendations should continue to address and meet the standards and rigor of IB Diploma level mathematics.

49.

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

Name: Pam Dillie and Judy Bulazo

Level: Elementary

Area: Science

Date: May 8, 2014

Curriculum Recommendation

1. Pilot the *Engineering is Elementary (EIE)* units as a supplemental science component to enhance our existing science curriculum in grades 1-4.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction

1. The Next Generation Science Standards, which are in the process of being studied and adopted, represent significant content changes in both topics and the depth of topics to be developed with K-12 students. A strong component of these standards are engineering concepts. Materials and activities in the area of engineering and design are not a part of our current curriculum.
 	
2. STEAM education (Science, Technology, Engineering, Arts, and Math) has become an important component in American education. As the economy changes, these areas will be the keys to innovation and career success. The District's commitment to STEAM education requires a continuance of a strong science curriculum and the development of sound and appropriate delivery of the STEAM fundamentals at the elementary level.
 	
3. The EIE units are available through ASSET and have been made available by FOSS (Full Option Science System), a research-based science curriculum developed at the Lawrence Hall of Science, at the University of California, Berkeley and by STC (Science and Technology Concepts Program) which is an organization supported by the Smithsonian Science Education Center. These reputable organizations produce high quality, inquiry-based materials.
 	
(Cont'd.)
	1. Administrative approval.
	
	2. Pilot one supplement per grade level per building:
	   1st grade-Designing a Windmill extension of ASSET Weather
	   2nd grade-Designing a Hand Pollinator extension of ASSET Butterflies
	   3rd grade-Designing a Knee Brace extension of ASSET Human Body
	   4th grade-Designing a Marvelous Machine extension of ASSET Motion and Design
	
	3. Study and adjust the pacing of current social studies and science units in order to allow for implementation of these units.
	
	4. Schedule professional development through ASSET on the Foundations of Engineering and the Design Process (Ask, Imagine, Plan Create, Improve) for pilot teachers. Consider training all elementary teachers by bringing the professional development to our school district.
	
	(Cont'd.)
		No additional cost beyond the proposed elementary science budget.
		
		Cost per EIE kit per grade level- $174.00 each.
		
		$174.00 x 12= $2,088.00
		
		(included in science budget)
			Approved. Extending engineering concepts to the elementary level is in strong alignment with the District's evolving STEAM vision.

50.

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

Name: Pam Dillie and Judy Bulazo

Area: Science

Level: Elementary

Date: May 8, 2014

Curriculum Recommendation

1. Pilot the *Engineering is Elementary (EIE)* units as a supplemental science component to enhance our existing science curriculum in grades 1-4. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. The Engineering is Elementary (EIE) program is designed to partner lessons in engineering with science curricula already in place. The program makes engineering fun and engaging for students by introducing them to children from a variety of cultures and backgrounds who are facing a variety of engineering problems. Students work in teams to apply their knowledge of science and mathematics and use their inquiry and problem-solving skills to design, create and improve possible solutions. 5. The EIE units coordinate with ASSET units of study that currently exist at each grade level. The EIE units take our current science topics to the next level by providing the students with opportunity to use their newly acquired scientific content knowledge while applying the engineering design process. The end result, as the EIE Web site states: "Students realize that everyone can engineer!" 6. The foundations of engineering and the design cycle used in these units *(Ask, Imagine, Plan, Create, Improve)* provide a strong model for students and teachers that can be applied to any design challenge. This allows for the opportunity to create additional "design challenge" units that allow students to gain skills in both design and innovation in areas outside of the science curriculum. (Cont'd.)	5. After training, provide design challenge units to non-pilot teachers for exploration, application of learning, and feedback on the challenges. 6. Determine a design(s) or a design challenge(s) that would be the best to take to a culminating production in the FAB Lab. Consider the appropriate amount of students and teacher to involve in this pilot process. Consider the training and/or orientation that teachers would need in order to make the time before and during the LAB visit most productive. 7. Study IB-PYP Unit Planners in order to determine appropriate alignment to updated science lessons and materials at each grade level. Make any appropriate revisions and updates to IB-PYP Unit Planners as appropriate after this examination.	Staff development covered under professional development portion of Science budget. (If needed: Summer Workshop Time for teachers at $30.20 per hour.)	

51.

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

Name: Pam Dillie and Judy Bulazo

Level: Elementary

Area: Science

Date: May 8, 2014

Curriculum Recommendation

1. Pilot the *Engineering is Elementary (EIE)* units as a supplemental science component to enhance our existing science curriculum in grades 1-4. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
7. The projected implementation of the MIT FAB Lab at the high school in September of 2014 provides the potential for students to follow the design cycle to engineer a product that could be produced in the FAB Lab. Allowing students to experience a real engineering and design process result in a commercial-grade product from the elementary through the high school level could have a powerful impact on students' design skills and motivation to study or excel in these areas.			

52.

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

Name: Pamela Dillie

Level: Elementary

Area: Science

Date: May 8, 2014

Curriculum Recommendation

2. Develop and pilot a science notebooking approach that utilizes iPad technology.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Science notebooking is an instructional strategy that allows for students to record and monitor thinking and learning in an investigative, inquiry-based program. Currently, all elementary students keep a notebook of their learning for all science units. 2. Utilizing technology, rather than traditional notebooks, could provide students with a richer and more effective learning experience. Technology would allow for video and pictures to be taken that could be repeatedly reviewed and reflected upon. Currently, notebooking occurs "in the moment" and can, at times, interrupt the investigative process. 3. ASSET Science, Inc., the District's science provider, has produced a notebooking application for the iPad that is costly and lacks some desirable features. Preliminary investigation of the "Explain Everything" app for the iPad, for which the District currently has licenses, has proven to provide promise as a technological alternative to traditional notebooking. It has an easy-to-use design, screen casting and interactive whiteboard tools that allow students to annotate, animate, narrate, import, and export almost anything to and from almost anywhere. 4. Modification of this existing app would support the 21st century learner skills of critical thinking, problem solving, communication, collaboration in groups, active engagement and interaction, and connection to the real world.	1. Administrative approval. 2. Gather a design team to for this initiative, including collaboration with Middle School personnel. 3. Determine the parameters of the transition of the existing paper science notebooks to the application of the new science notebooking app. 4. Develop and pilot the new USC notebooking process in various grade levels. Gather feedback and determine the usefulness as well as the capacity for this process to be implemented at designated grade levels. 5. Study IB-PYP Unit Planners in order to determine appropriate alignment to updated science lessons and materials at each grade level. Make any appropriate revisions and updates to IB-PYP Unit Planners as appropriate after this examination.	No initial cost to the development of the USC Note booking APP. Initial cost of the Explain Everything APP per site. Accessibility of iPads for the students to utilize during science (10 per class). If needed: Summer Workshop Time for teachers at $30.20 per hour.	**Approved.** Investigating the ways in which technology can enhance student learning is always valuable.

53.

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

Name: MS Curriculum Leaders (Falascino, Lucas, Levine, Wagner) **Level**: Middle School

Area: Science, Math, Social Studies, and ELA **Date**: May 5, 2014

Curriculum Recommendation

1. **Research, develop, and implement the LEED (Leadership in Energy and Environmental Design) curriculum in the middle school.**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. LEED, Leadership in Energy and Environmental Design, is a certification program that recognizes the the best sustainable buildings and practices. LEED-certified buildings cost less to operate, reducing energy and water bills. 2. There are four LEED certification levels that can be achieved (Certified, Silver, Gold and Platinum). 3. Fort Couch Middle School and Boyce Middle School have been awarded Silver LEED-certified schools. 4. The buildings were designed and built to be teaching tools to promote LEED education. Solar panels, daylight lighting, and water saving design are some of the building features that will be used for environmental data collection and analysis. 5. As a Silver LEED-certified school each middle schools is required to teach 10 hours per year using the school building as a teaching tool. (Cont'd.)	1. Administrative approval. 2. Create an interdisciplinary committee of curriculum leaders and teachers to review the proposed LEED curriculum. 3. The committee will meet with David McLean of McLean Architects, LLC, about the design of Fort Couch Middle School and Boyce Middle School. 4. Research and develop interdisciplinary lessons that will be added to the LEED curriculum. 5. Provide training for the teachers in grades fifth through eighth grade about the LEED curriculum. 6. Implement the curriculum in the 2014-2015 school year in grades five through eight.	Possible summer workshop time. 3 teachers for 6 hours @ $30.20 = $181.20	**Approved.** Involving students in real-world issues using data from their daily environment supports learning in powerful ways.

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

Name: MS Curriculum Leaders (Falascino, Lucas, Levine, Wagner)

Level: Middle School

Area: Science, Math, Social Studies, and ELA

Date: May 5, 2014

Curriculum Recommendation

1. **Research, develop, and implement the LEED (Leadership in Energy and Environmental Design) curriculum in the middle school. (Cont'd.)**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
6. The middle school math and science curriculum leader developed a proposed LEED curriculum that focused on the relationship among ecology, the building and the curriculum. The purpose of the fifth through eighth grade curriculum is to foster environmental awareness of the physical environment and the corresponding curricular objectives. The LEED curriculum is 10 hours for each school year. 7. The proposed curriculum will be researched, and developed to integrate the subjects of math, science, social studies and ELA.			55.

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

Name: Caren Falascino

Area: Science

Level: Middle School

Date: May 5, 2014

Curriculum Recommendation

2. Review and revise the current eighth grade science objectives and units to provide additional physics and engineering experiences.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The middle school science department examined the PA Core Standards and the Next Generation Science Standards (NGSS). After examination it was determined that there is a need for more engineering experiences. 2. The District has a commitment to STEAM education. STEAM is a curriculum that focuses on educating students in science, technology, arts, engineering and technology in an interdisciplinary and applied approach. 3. The current eighth grade curriculum is Astronomy, Chemistry, Physics and Oceanography. After examination, the Oceanography objectives are taught in the seventh grade Earth unit and the sixth grade Ecology unit. Eliminating the Oceanography unit and extending the Physics unit will allow for more engineering labs and problem solving. (See Appendix C) 4. The high school is creating a FAB lab. This proposed unit will be an integral part of the K-12 experience for students. 5. This will also provide an intense engineering experience for students who may not take Physics at the high school. 6. Further exposure to Physics and engineering may increase student interest in sciences.	1. Administrative approval. 2. Review and revise the present eighth grade objectives. 3. Develop STEAM engineering experiences that promote interdisciplinary learning. 4. Asset will be used for training. 5. Explore technology as a tool to supply resources for the unit. 6. The changes will be implemented for the 2014-2015 school year.	Possible summer workshop hours. 3 teachers for 12 hours @ $30.20 = $362.40	**Approved.** This recommendation assures that students are appropriately exposed to all strands of science, including engineering, and improves the K-12 science curriculum articulation. 56.

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

Name: Caren Falascino

Area: Science

Level: Middle School

Date: May 5, 2014

Curriculum Recommendation

3. **Pilot the STC (Science, Technology and Concepts) program, Exploring Planetary Systems in eighth grade science.**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction

1. The department reviewed the anchors that are tested on the PSSA science test. After examination during our 3 year study, it was determined that there is a need for more current content and resources in the astronomy unit.
 	
2. This pilot would allow us to improve labs, use technology advances, and give consideration to the PA State Standards and the Next Generation Science Standards (NGSS).
 	
3. STC (Science, Technology and Concepts) units emphasize STEM (Science, Technology, Engineering , and Mathematics) initiatives to develop 21st century skills in science, technology, engineering and mathematics.
 	
4. The STC unit, Exploring Planetary Systems,
   a. reflects the objectives of the 8th grade astronomy unit.
   b. supports the District's literacy initiative.
   c. provides updated information and resources on space.
 	
5. At present we use *Prentice Hall, Exploring the Universe*. New Jersey: Prentice Hall, Inc., 1992. There have been significant discoveries in the field of astronomy in the past twenty years.
	1. Administrative approval.
	
	2. Teachers will attend an Asset training with the prepaid Asset coupons.
	
	3. Pilot the STC unit, *Earth in Space*.
	
	4. Explore technology as a tool to supply resources for the unit.
	
	5. At the conclusion of the 2014-2015 school year, a review of the unit will be completed to determine if the unit is adopted.
		Possible Summer Workshop Time
		
		3 Teachers for 12 hours @ $30.20 - $360.20
		
		Kit for Pilot (There have been no cost listed for the kit at this time).
			Approved. Creating systematic, hands-on opportunities for inquiry-based instruction is an effective way to improve learning and understanding.

57.

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2013-2014

Name: Lynn Kistler

Area: Science

Level: High School

Date: December 18, 2013

Curriculum Recommendation

1. Replace AP Physics B curriculum with the new AP Physics 1 curriculum as per changes in the course dictated by the College Board.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. This recommendation is a follow-up to a previous curriculum recommendation during the 2013/2014 school year to continue to study the differentiated offering of AP Physics B. 2. After review of the AP Physics B course by the National Research Council and the National Science Foundation, the College Board has agreed that the present course encourages a "cursory treatment of important topics in physics" rather than foster deeper understanding of physics concepts. To encourage an in-depth, student-led, inquiry approach to physics, the College Board has decided to replace the AP Physics B with two separate courses. AP Physics 1 will be a year-long course that will cover Newtonian mechanics, including rotational motion (absent in the present course), work, energy, mechanical waves and sound. AP Physics 2 will be a year-long course taken after AP Physics 1 that will include fluid mechanics, thermodynamics, electricity and magnetism, optics, nuclear and atomic physics. 3. The curriculum framework for the new course aligns with present USC curriculum framework including big ideas, essential questions, knowledge and skills, following the Understanding by Design model.	1. Administrative approval. 2. Update the *Program of Studies*. 3. Submit course syllabus to the College Board for approval. 4. Update Rubicon Atlas. 5. Provide separate course sections for AP Physics 1, and IB SL & IB HL year 1 as the courses no longer align. 6. Provide Summer Workshop time for teachers to develop inquiry-based learning opportunities to align with the curriculum. 7. Provide opportunity for AP Physics training for teachers. 8. Survey students in Fall 2014 to determine interest in offering AP Physics 2.	24 hours @ $30.20 = $724.80 (2 teachers for 12 hours each) AP Training: $2000	**Approved.** The AP requirements need to be adhered to for integrity to content and in the best interest of our students. Staffing will be monitored.

58.

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2013-2014

Name: Lynn Kistler

Area: Science

Level: High School

Date: December 18, 2013

Curriculum Recommendation

2. Adopt the IB Computer Science SL curriculum and implement as a Group 4 Science elective for students.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The International Baccalaureate Organization has revised the curriculum of IB Computer Science course and moved it from Group 5 Mathematics to Group 4 Science. 2. The addition of another option for IB students to meet the science requirement for the Diploma Program will allow the IB student to customize their coursework to meet their interests and talents.	1. Administrative approval. 2. Update and re-structure the *Program of Studies* so that IB students are aware of the additional Group 4 course. 3. Provide IB Computer Science training to appropriate staff. 4. Continue to offer the course as an independent study as has been past practice since 2004-05.	Summer Workshop Time 30 hours @ $30.20 = $906	**Approved on the condition that the course remains an independent study.** Continuation of the course should be considered during the fall curriculum panel process. 59.

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

Name: Lynn Kistler

Area: Science and others

Level: High School

Date: May 5, 2014

Curriculum Recommendation

1. **Develop collaborative lesson and activities that will incorporate STEAM instruction into the current curriculum.**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. U.S. economic growth relies on innovation and technology and experts report that careers of the future will require some background in science, technology, engineering and math. However, other reports show that the U.S. students lag behind other countries in science and technology. A recent study completed by Bayer Corporation found that only 50% of the Fortune 1000 firms have enough qualified candidates with STEAM degrees for available positions. 2. To adequately prepare students for this changing workforce, discussion and understanding of STEAM and it's components is vital in order to implement appropriate lessons, activities, and programs for students. Teachers will need to work together to develop a definition and picture of what is meant by STEAM and how best to implement it into our current curriculum. 3. The Next Generation Science Standards have placed increased emphasis on research and application of science principles. These include higher order skills such as develop and use models, plan and conduct investigations, provided evidence with explanation, and refine design of systems to name a few. The NGSS emphasizes thorough understanding of concepts through application and analysis. (Cont'd.)	1. Administrative approval. 2. Invite staff from a variety of disciplinary areas to participate. 3. Research methods that are used by others to incorporate STEAM into the classroom. 4. Develop lessons that will provide exposure to STEAM careers and/or authentic, real-world application of classroom content. 5. Explore the ability to make the lessons cross-curricular. 6. Provide Summer Workshop time for research and lesson development. 7. Update Rubicon Atlas if necessary.	Summer workshop time: 8 teachers for 12 hours (some may choose as Flex); 96 hours @ $30.20 = $2899.20	**Approved.** This supports the District's evolving vision of STEAM.

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

Name: Lynn Kistler

Area: Science (and others)

Level: High School

Date: May 5, 2014

Curriculum Recommendation

1. Develop collaborative lesson and activities that will incorporate STEAM instruction into the current curriculum. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. Integration of STEAM lessons and activities within the current curriculum will be effective in providing the largest number of student exposure to STEAM careers, authentic application of classroom concepts, and cross-curricular connections.			

61.

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

USC
Customizing Learning,
Nurturing Potential...
Delivering Excellence

Name: Rebecca Smith

Area: Social Studies

Level: Elementary (K – 4)

Date: May 5, 2014

Curriculum Recommendation

1. **Integrate the student atlases and corresponding teacher and student materials published by Herff Jones Nystrom into geography units at the kindergarten, first, second, and third grade levels.**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. First, Third, and Fourth Grade levels are currently utilizing core lessons from the *Map Essentials* program, published by National Geographic, as a supplement to teach geography literacy skills within elementary geography units. In August of 2013, during a study of these materials for addition to the geography unit at the second grade level, the company discontinued this program, and it went out of print at the first, second, and third grade levels. 2. Atlases, teacher lessons, and student materials published by Herff Jones Nystrom support common core standards in English Language Arts & Literacy in History/Social Studies as well as selected common core math standards at the elementary grades. Nystrom materials are also aligned to Pennsylvania State and National Social Studies Standards, specifically in the area of geography literacy and world geography. 3. Nystrom student atlases are already being utilized for map skill building at grades 2, 3, and 4. Study of the Nystrom student atlases, teacher and student materials, and common core lessons within the Nystrom materials, is needed to determine how use of these atlases could be refined to support structured geography literacy instruction at the kindergarten, first, second, and third grade levels. This alignment has already occurred at the fourth grade level. (Cont'd.)	1. Administrative approval. 2. Provide time needed to support the recommendation through curriculum meeting time throughout the school year and summer workshop time. 3. Establish a core representational group of teachers from each grade level to examine the instructional materials for effectiveness and correlation to PA and Common Core Standards and USC objectives. 4. With this representational group at each grade level, determine effectiveness of materials, and prioritize and sequence lessons for most effective instruction. 5. Determine updated lessons and inquiry experiences to develop within new units that would utilize these materials most effectively, while considering connections to the common core in English and Language Arts. Interweave common core lessons into these newly updated units. 6. After making revisions and updates needed to the unit, communicate results of study and tasks completed to the grade level teams for further review and discussion. Make revisions based on feedback obtained from this communication. (Cont'd.)	Summer Workshop Time for 6 Teachers at $30.20 per hour for 2 days = $2,174.40 Cost of Nystrom Herff Jones Materials = $4,976.00 (already included in line items for 2014-2015 budget)	**Approved.** Thorough and comprehensive research is evident. This will provide students with a strong foundation for their continued K-12 study of our interconnected world. 62.

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

Name: Rebecca Smith

Area: Social Studies

Level: Elementary (K – 4)

Date: May 5, 2014

Curriculum Recommendation

1. Integrate the student atlases and corresponding teacher and student materials published by Herff Jones Nystrom into geography units at the kindergarten, first, second, and third grade levels. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. Study of the geography units at these grade levels is needed to determine how instruction can be refined to support a local to global progression, to implement integrated instructional experiences, and to include elements of the Understanding by Design process (UbD, Wiggins & McTighe) to ensure instruction is focused on enduring understandings for students. 5. Throughout this study, USC Objectives, Pennsylvania State Standards in Geography & World Geography, NCSS curriculum standards and practices, and Common Core Standards in English/ Language Arts and Literacy in History/Social Studies will be reviewed for alignment to geography units.	7. Study IB-PYP Unit Planners in order to determine appropriate alignment to updated geography lessons and materials at each grade level. Make any appropriate revisions and updates to IB-PYP Unit Planners as appropriate after this examination.		

63.

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

Name: Levine

Area: Social Studies

Level: Middle School (6th Grade)

Date: May 8, 2014

Curriculum Recommendation

1. **Adopt the Holt McDougal multimedia textbook *World History: Ancient Civilizations* (ISBN: 9780547485829) for 6th grade social studies.**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. This recommendation is a result of a previously approved recommendation to study new strategies and materials for teaching reading in the content area at 6th grade. 2. With an increased emphasis on reading in the content area this new resource will appeal to a variety of different reading levels and learning styles. More specifically, the resources contain both online and hardcopy leveled readers which allow teachers to better match reading content with student readiness and ability. 3. This resource is available online and works easily with both BlendedSchools and IPads. 4. The teachers who piloted the resource reported that it allowed them to better differentiate instruction for the students. In addition they indicated that the audio feature was particularly helpful to struggling readers. 5. Students reported that they preferred the engaging style of the textbook to the prior text. They reported that they found it to be better organized, easier to understand and more visually engaging. 6. Student surveys also revealed that they found the supplementary online resources to be beneficial in preparing for assessments.	1. Administrative approval. 2. Purchase the text and accompanying online resources. 3. Train teachers to use the resources.	210 books*69.95 =$14,700	**Approved.**

64.

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

Name: Levine

Area: Social Studies

Level: Middle School (6th Grade)

Date: May 8, 2014

Curriculum Recommendation

2. Implement the revised Ancient Civilization units of study based on the five characteristics of a civilization (Stable Food Supply, Social Levels, System of Government, Specialization of Labor, Highly Developed Culture).

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The new units represent the completion of a previous curriculum recommendation to re-develop the 6th grade units. 2. While the content is the same (Ancient Civilizations), the Units are now based around the five characteristics of a civilization. This unifying feature will allow students to better compare, contrast and evaluate the different civilizations they will study. 3. The new units are based on the Understanding by Design (UbD, Wiggins and McTighe) curriculum and instructional design process which has been emphasized throughout the District. 4. The new units of study will allow for more in depth investigation of Ancient Civilizations. 5. The new unit design will allow the students to explore specific areas of interest.	1. Administrative approval. 2. Develop common authentic assessments and unit exams. 3. Provide summer workshop time to finalize units of instruction.		**Approved.** Reorganization of content to provide a more engaging and meaningful learning experience reflects the goals of our curriculum recommendation process.

65.

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2013-2014

Name: Douglas Kirchner

Level: High School

Area: Social Studies

Date: December, 17, 2013

Curriculum Recommendation

1. Formally adopt the one-semester "21st Century Global Affairs" course for students in grades 9-12.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. This recommendation is a result of a fast track recommendation to pilot "21st Century Global Affairs" in the 2012/2013 school year. The pilot resulted in clear student interest with 55 students currently enrolled in two sections of the course. 2. The course fits with the goals of USCSD's strategic plan to challenge students to achieve success in an interconnected world. 3. The course is dedicated solely to 21st century global affairs and their historical roots. By formally adopting this course into the curriculum, students will be continually challenged to analyze the ever-shifting problems and events that shape the world. The course establishes habits of mind for ongoing learning and analysis of world affairs. 4. The close partnership between USCHS and the World Affairs Council of Pittsburgh has already led to video conferencing and seminar opportunities for our students, e.g. "Facing the Threat of Nuclear Terrorism" and the U.S. Army War College's "National Security Briefing." Future collaborations will incorporate in-person and virtual student summits and speakers.	1. Administrative approval. 2. Update the *Program of Studies* book to offer 21st Century Global Affairs in the Fall semester *and* Spring semester (Currently only offered in the Fall semester). 3. Work with the World Affairs Council of Pittsburgh to explore opportunities for further collaboration.		**Approved.** It is exciting that the pilot was successful and that our students are interested in exploring this type of coursework. 66.

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2013-2014

Name: Douglas Kirchner

Area: Social Studies

Level: High School

Date: December 17, 2013

Curriculum Recommendation

2. Formally adopt the year-long "AP World History" course for students in grades 10-12.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. This recommendation is a result of a fast track recommendation to pilot "AP World History" in the 2012/2013 school year. The pilot resulted in clear student interest with 35 students currently enrolled in two sections of the course. 2. The course creates an array of options for students in 10th grade and an additional AP option for students in 11th and 12th grade, which matches the district's focus on customizing based on LSI (level of learning, style of learning, and interest).	1. Administrative approval. 2. Update the *Program of Studies* book to include AP World History.		**Approved.** Increasing the variety and type of AP courses for students adds to the District's customized approach to instruction.

67.

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2013-2014

Name: Douglas Kirchner and Michael Ghilani

Level: High School

Area: Social Studies

Date: December 17, 2013

Curriculum Recommendation

3. Adopt the *World Civilizations: The Global Experience 6th Ed. AP* Edition* multimedia package for the AP World History course.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. This hybrid package of resources (text, e-text, supplemental materials) is designed to directly align with the 5 themes and 6 historical periods of the College Board's AP World History curriculum. It was created specifically for AP World History. 2. The structure and content of the text encourages students to grasp concepts and patterns across a huge breadth of time (8,000 B.C.E. to the present), therefore matching the course's chronological *and* thematic ("big picture") approach to world history. This book helps students understand the ways in which facts and events fit into the larger context. The other texts reviewed failed at this very important concept. 3. The quantity and quality of supplemental materials (both print and digital) for teachers and students are vastly superior to the other textbook supplements that were reviewed. For example, the MyHistoryLab eText resources are extensive and student-friendly.	1. Administrative approval. 2. The Social Studies Department has obtained 45 copies of the textbook for use as a classroom supplement for the purpose of evaluation and review. Upon administrative approval, students will be given a copy of the textbook for use at home, along with an access code for the eText. 3. Purchase 33 copies of the textbook (12 free textbooks have been negotiated). The eText* version, MyHistoryLab*, and other supplemental materials are included in the price of the book. * = 6-year license	33 textbooks @ $122.97 = $4,058.01 + $324.64 for shipping and handling = $4,382.65	**Approved.**

68.

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2013-2014

Name: Douglas Kirchner and Michael Ghilani

Level: High School

Area: Social Studies

Date: December 17, 2013

Curriculum Recommendation

4. Pilot a one-semester "Experimental Psychology" course for students in grades 11-12 during the 2014-2015 school year.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. A course in Experimental Psychology not only directly aligns with USCSD's critical and growing commitment to STEM initiatives, but expands upon them. 2. As a social studies offering, the course extends STEM opportunities for students beyond science, mathematics, and technology education into a underrepresented, yet essential content area. 3. The large number of students currently enrolled in AP/IB Psychology (7 sections), Intro to Psychology (3 sections each semester), and Sociology (2 sections each semester) illustrates considerable student interest in the behavioral sciences. 4. The course will be designed to study psychology as a laboratory science, using entry-level (descriptive) statistics and lab procedures to collect and analyze experimental data. All ethical guidelines established by the APA will be followed. (Cont'd.)	1. Administrative approval. 2. Update the *Program of Studies* book to include the new course name and description. 3. Before taking a course in Statistics, students must pass Algebra II. Therefore, Experimental Psychology will only be offered to students in 11th and 12th grade. 4. Write curriculum/units of study and incorporate them into Rubicon Atlas (See Appendix D). 5. Work with members of the Mathematics and Science departments to plan for intentional interdisciplinary initiatives. 6. Provide summer workshop time for teacher(s) to develop the course curriculum and materials. 7. Pilot the new course offering in 2014-2015.	30 summer workshop hours @ $30.20 per hour X 1-2 teachers = $906 to $1,812.00	**Approved.** Exposing students to the research process and design will be of benefit to future work in any content area.

69.

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2013-2014

Name: Douglas Kirchner and Michael Ghilani

Level: High School

Area: Social Studies

Date: December 17, 2013

Curriculum Recommendation

4. Pilot a one-semester "Experimental Psychology" course for students in grades 11-12 during the 2014-2015 school year. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
5. As a STEM course, it will be inquiry/project-based and career focused. Learning opportunities will have real-world, authentic applications. 6. Initial discussions with members of the Mathematics and Science departments have generated support for the course, along with ideas for interdisciplinary collaboration. 7. A survey of students (grades 9-11) currently in AP/IB Psych, Intro to Psych, and Sociology found that 93 students would be either "Highly Likely" or "Likely" to enroll if the course was offered. 91 seniors said they would have enrolled had the course been offered this year.			

70.

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

Name   Douglas Kirchner

Level: High School

Area: Social Studies

Date: May 5, 2014

Curriculum Recommendation

1. Formally adopt a Local Government Meeting project into the 9th grade Academic American Civics/World Geography curriculum.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. This project, which requires students to attend and reflect on a government meeting at the local or county level, matches the overarching purpose of the American Civics course: Prepare students to become enlightened citizens who understand the nature and functioning of government, who make informed decisions, who can effectively express themselves, and who actively participate in the world around them. 2. Observing and analyzing government in action provides an authentic learning experience for students, and it promotes USCSD's mission to develop "…responsible citizens." 3. This project directly correlates with PA Civics and Government standards and assessment anchors; e.g. "Analyze how the opinions and beliefs of various groups influence policy making at the federal, state, and local levels."	1. Administrative approval. 2. Provide summer workshop time for up to 2 American Civics teachers to coordinate project targets, assessment, and requirements. 3. Update the course curriculum on Rubicon Atlas prior to implementation in the fall of 2015.	Up to 6 hours of workshop hours @ $30.20 per hour X 1-2 teachers = $181.20 to $362.40	**Approved.** This experience will encourage students to be engaged citizens at the grass-roots level.

71.

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

Name: Judy Bulazo

Area: STEAM

Level: All Levels

Date: May 5, 2014

Curriculum Recommendation

1. **Develop a K-12 District vision of STEAM instruction and create a three-year plan for implementation of STEAM practices, focusing on the ultimate goal of providing all students with the opportunity to have significant and meaningful experiences in these areas.**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. STEAM education (Science, Technology, Engineering, Arts, and Math) has become an important component in American education. As the economy changes, these areas will be the keys to innovation and career success. Our District has made a conscious choice to be committed to STEAM education. 2. USCSD has made meaningful progress in bringing STEAM experiences to our students. Some of these experiences are in the pilot phase and need support to be taken to the next level. Other experiences are offered outside of the regular school timeframe or are in the form of courses that are only accessed by those students who show an interest and choose to take a certain course. While these efforts will and should continue, we have a strong belief in the benefit of STEAM experiences for all students. For this reason, it is necessary for us to determine our vision for STEAM education in USC and to plan for ways in which all students are systemically provided with meaningful learning experiences and opportunities in these areas. (Cont'd.)	1. Administrative approval. 2. Form a committee to create our district's definition of, and vision for, STEAM education. 3. Outline strengths and gaps in our current practices. Determine the status of new or existing STEAM initiatives and the students they are impacting. 4. Continue to work with the Carnegie Science Center to assess the current status of our practices at each level in areas designated by their rubric and devise a K-12 plan with attention to, but connections between, each level's needs (elementary, middle, high). 5. As a result of the analysis, set goals and design a three year plan for STEAM integration. Include existing projects and plans for their continuation, as well as the addition of new programs and practices. 6. Seek grant funding. 7. Begin implementation of plan.		**Approved.** This comprehensive process will help to provide definition and consistency of language for the District while outlining an appropriate continuum of experiences in areas that are highly valued. 72.

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

Name: Judy Bulazo

Level: All Levels

Area: STEAM

Date: May 5, 2014

Curriculum Recommendation

1. Develop a K-12 District vision of STEAM instruction and create a three-year plan for implementation of STEAM practices, focusing on the ultimate goal of providing all students with the opportunity to have significant and meaningful experiences in these areas. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
3. Grant opportunities continue to be made available for STEAM initiatives. A District vision and plan will allow for us to focus our grant-writing efforts on "big picture" initiatives that will have the greatest benefit to our students and that have the ability to connect some of our individual efforts into cohesive programming. 4. USC has begun to work with the Carnegie Science Center on a process for evaluating current practices and strategically planning for the implementation of STEAM practices in all areas of educational planning. The CSC has expressed extreme interest in continuing this partnership. The potential for a STEAM designation by the Science Center is being considered as a part of this process. 5. The new generation science standards, which are in the process of being studied and adopted by states, represent significant content changes in both topics and the depth of topics to be developed with K-12 students. A strong component of these standards are engineering concepts. Instructional experiences in the area of engineering remain a need in our curriculum.			

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2013-2014

Name: Mike Ghilani, Fred Peskorski, Clayton Yonker, and Steve Miller

Level: High School

Area: STEM

Date: December 18, 2013

Curriculum Recommendation

1. Pilot a year long project based STEM course during the 2014-2015 school year for students in grades 10, 11, and 12.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. This recommendation continues the expansion of formal STEM opportunities for students. During the 2011/2012 school year the STEM week-long summer academy pilot was approved and implemented. 2. The purpose of this course is to expose students to real-world problem-solving using Human Centered Design. Students will solve tasks generated by industry partners and students themselves, and work in teams to engineer solutions to these problems. Students will be required to collaborate creatively in order to design, develop, test, and improve their solutions. Students will present, explain, and defend their rationale to instructors and clients. This course will be run in conjunction with a team of students and teachers at South Fayette High School. The Common Core, The Next Generation Science Standards, and current state and federal education reform all focus on the importance of authentic, unpredictable, real-world problem solving that requires students to apply learned knowledge from STEM related coursework. 3. The Luma Institute's concept of human centered design has been embraced by all sectors of industry and education as an effective approach to problem solving and innovation. As the underlying framework for the course students would gain a skill that is not only portable but extremely attractive to colleges and future employers.	1. Administrative approval. 2. Arrange for teacher training through the Luma Institute 3. Collaborate with South Fayette to design scope and sequence of the course as well as the industry partnerships. 4. Develop a course application that would be communicated and distributed to students. 5. Create course unit plans and update Rubicon Atlas. 6. Update *Program of Studies* for 2014-2015 to include the course. 7. Inform counselors, students, and parents about the new course offering and its flexible scheduling.	$1,000 Training for 3 teachers by the Luma Institute. 30 summer workshop hours @ $30.20 per hour X 1-2 teachers = $906 to $1,812.00	**Approved.** This will be a unique and powerful experience for students. Careful monitoring of staffing needs will be necessary.

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2013-2014

Name: Mike Ghilani, Fred Peskorski, Clayton Yonker, and Steve Miller

Level: High School

Area: STEM

Date: December 18, 2013

Curriculum Recommendation

1. Pilot a year long project based STEM course during the 2014-2015 school year for students in grades 10,11,and 12. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. Engaging students in real world projects provided by industry partners gives students an authentic experience of what it is like to work in a STEM related career. 5. Industry partnerships could lead to extremely rich and robust internship opportunities. 6. A student driven application based course that has students solve real world problems could increase the number of students who decide to pursue STEM related majors in college.			

75.

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

Name: Judy Bulazo, Ellie Stoehr, Ray Berrott

Level: Elementary, Middle School, HS

Area: Interdisciplinary/Technology

Date: May, 2014

Curriculum Recommendation

1. Refine and revise the District's curriculum and practices related to the use of media, technology and digital activities in partnership with the Common Sense Media Organization.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Technology and media play significant roles in the lives of our students, both in and outside of school. As technology and related applications continue to change at an exponentially fast pace, our need to provide students with the most up-to-date information related to to judging, evaluating and safely using what is available to them becomes significantly important. 2. As we embark on a potential one-to-one iPad initiative, it is important for us to utilize the best resources to assist in this process. Planning, training, implementation and student awareness and safety are key areas in which both internal and outside resources are critically important. Proactively accessing the best resources possible will enhance our transition to and increase our success with our continued one-to-one technology programs. (Cont'd.)	1. Administrative approval. 2. Establish a partnership and membership with Common Sense Media 3. Form a committee of administrators and teachers (including librarians and counselors) to investigate available resources in areas of: • Digital literacy and Citizenship: *Classroom Curriculum* • Education of Families: *Home-to-School Program* • 1-1 Essentials: *Roll-Out and Implementation Plans* • Graphite: *Best Apps* • Professional Development 4. Establish goals and timelines for areas of need and focus related to the categories listed above. Develop a multi-year plan that would focus on the areas identified as priorities. Determine the leadership and departments who will be responsible for each priority area. 5. Begin development of the areas identified according to the established plan and timeline. 6. Begin the training and implementation process where and when needed.		**Approved.** Any programming that allows students to become more aware of the impact of their technological footprint fills a valuable and critical need.

76.

Name: Judy Bulazo, Ellie Stoehr, Ray Berrott

Level: Elementary, Middle School, HS

Area: Interdisciplinary/Technology

Date: May, 2014

Curriculum Recommendation

1. Refine and revise the District's curriculum and practices related to the use of media, technology and digital activities in partnership with the Common Sense Media Organization. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
3. Families play a significant role in monitoring and providing support in the appropriate use of technology for their children. This includes but academic and social uses. Due to the pace of change, many parents and caregivers do not have the knowledge or experiences to assist their children in being academically supportive and/or monitoring socially appropriate uses of technology. USC has always valued strong family partnerships. It is timely to consider a systemic way to consistently and effectively provide families with the necessary information to support and protect their children. 4. Common Sense Media is a non-profit organization that provides free, research-based resources for media digital literacy and citizenship. The organization has recently chosen Pittsburgh as one of it's few national and international city bases. Their resources are utilized by more than 70,0000 schools world-wide. Access to free resources as well as professional consultation exists all critical areas related to media and technology. Common Sense Media states: *"We believe that digital literacy is a baseline requirement of education today, and together we make certain that every school can provide it."*			77.

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2013-2014

Name: Brad Wilson

Area: Customization/Instructional Technology

Level: All Boyce 5th grade and ELA/WL/Sp. Ed

Date: December 18, 2013

Curriculum Recommendation

1. Research and develop a model of instructional delivery that most effectively utilizes one-to-one mobile technology at the middle school level, with consideration that a one-to-one model could be established for all students in the near future.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. In this information age, society continues to have an increasingly stronger reliance on technology to support the ways in which we function in everyday life. It is natural that technology has had a similar impact in the area of education. 2. To prepare our students to function in this technology-fueled environment, the District has invested significant time and resources over the past three years into researching the opportunities that can be afforded to students through the use of mobile technology. A number of pilots at the middle school level have yielded positive feedback, supporting the need for continued investments in this area. 3. Specific benefits highlighted by 1:1 iPad participants (students and teachers) in these pilots include: the benefit of immediate feedback to students, improved access to content (24/7), increased opportunities for customization of learning materials, and improvements in the quantity and quality of authentic assessment opportunities. In addition, high levels of student satisfaction and engagement have been reported, supporting the need for all students to have the advantage of this mobile technology. (Cont'd.)	1. Administrative approval. 2. Formation of a core planning team that includes: administrators, curriculum-specific iPad users and a non-user that will be able to meet on a monthly basis. 3. The core planning team can establish a system for oversight of the early planning phase and develop a related budget to support this early process. Future recommendations will address the budget in more detail as a result of the work of this team. 4. In addition to the core planning team, a larger development team would be created. The responsibilities of this team would include: • researching, developing , and ultimately determining the best uses of the iPad for content-specific purposes, • developing training sequences for teachers that range from basic to more complex, content-specific uses over the course of one or more school years. • developing and recommending protocols for technology considering best practices and infrastructure challenges.		**Approved.** Working off of the successes of the pilot classrooms will help this process. Assuring equity in access to tools and information is a worthy goal. 78.

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2013-2014

Name: Brad Wilson

Level: All Boyce 5th grade and ELA/WL/Sp. Ed

Area: Customization/Instructional Technology

Date: December 18, 2013

Curriculum Recommendation

> **1. Research and develop a model of instructional delivery that most effectively utilizes one-to-one mobile technology at the middle school level, with consideration that a one-to-one model could be established for all students in the near future. (Cont'd.)**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. The possibility of moving from a pilot phase to one-to-one technology for all middle school students presents new challenges which will require intensive planning and preparation. This includes the ability for key personnel to plan and collaborate and to create and evaluate extensive training and support programs for teachers. Identification of effective practices that should be replicated in all classrooms in each content area will also need to be identified.			79.

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

Name: Dr. Michael Ghilani & Ray Berrott

Level: High School

Area: Technology

Date: May 5, 2014

Curriculum Recommendation

1. Pilot a student-run SMART desk to assist with technology support at the High School as a pass/fail, one-credit, elective course.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. With the advent of BYOD and the increase of technology being implemented throughout instruction, the demands for technical support have grown exponentially in the last few years. 2. The capacity and capabilities of our students has continued to grow, resulting in a number of students who already have knowledge of coding, software development, networks, web development, and hardware. Our students have become a great resource in the area of technology support. This could give students the opportunity to earn community learning credit and gain valuable experience working with coding, networks, software, and hardware. 3. Other districts have experienced great success with this type of student-led, support approach. Leydon High School in Franklin Park , IL collected data over a three year period after the implementation of a student run help desk. Their finding indicated that students were able to solve over 98% of all help desk tickets during that period. This drastically alleviated the stress put onto the tech staff and increased the amount of turnaround time for teachers. 4. Students could also be a great enhancement to our professional development program in the area of technology. Students could not only help teachers develop apps but could also assist in leading professional development sessions on how to use them.	1. Administrative approval. 2. Develop a curriculum, skills continuum, and qualifications in collaboration with the the technology staff and the librarians for students who would potentially enroll in this SMART desk course. 3. Publicize the opportunity to students and recruit qualified students for the pilot. 4. Examine scheduling options considering a maximum of three students per period into the library to work the SMART desk. 5. Implement the program on a small scale for the 2014-2015 school year. 6. Require students to attend periodic trainings to gain understanding of the systems and equipment used at the high school.		**Approved.** This is an exciting and "out-of-the-box" recommendation that is a great approach to curriculum development. The significant investment of time and effort to allow this to work is recognized and encouraged.

80.

Name: Deanna Baird

Level: Middle School

Area: World Languages

Date: May 5, 2014

Curriculum Recommendation

1. Connect with other disciplines to create interdisciplinary global activities and enhance student global awareness.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. This recommendation helps to fulfill the District's strategic plan on global awareness and global competence for students. 2. Developing global themes fits with the Global Context that is part of the newly revised Middle Years Program. Meeting with other departments to determine globally oriented curricular components would formalize this MYP approach throughout the middle school. 3. World Language teachers have been implementing the theme of "Growing Up Global" among students. It is a natural next step to meet with other departments and to develop similar global themes or curricular connections. 4. The Guidance Department and the MYP Coordinator will be offering The Student Ambassador Program through the World Affairs Council of Pittsburgh (http://bit.ly/1iWAcxz). The opportunity to meet and partner with the Guidance Department and MYP coordinator would further reinforce the information among students and serve as a model for this proposed cross-curricular collaboration. 5. World Language teachers can learn about global connections in other disciplines and also offer their expertise in regard to viewing curricula through a global lens.	1. Administrative approval. 2. Meet with other departments to review curriculum and determine areas of possible collaboration (in-service/summer FLEX time). 3. Incorporate cross-curricular connections into the World Languages curriculum during summer FLEX time. 4. Continue to meet with departments during the 2014-15 school year to refine the connections within the curriculum. 5. Adjust Rubicon to reflect the additions/adaptations.		**Approved.**

81.

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

Name: Deanna Baird

Area: World Languages

Level: High School /Middle School

Date: May 5, 2014

Curriculum Recommendation

1. Offer the MYP program components into the Passport to French, Passport to German, and Intermediate Spanish courses.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. All academic and honors level courses are available and accessible to MYP students and have an MYP designation. It follows suit that these newly implemented language courses, Passport to French, and Passport to German, in addition to Intermediate Spanish, be made available to MYP students as well. 2. These courses have been designed to support ninth grade students who have experienced difficulty in their world language coursework and acquiring a second language. Offering the MYP components in these courses would allow these students to complete the IB requirement of two years of a second language. Without this change, these students would not be able to participate in the MYP program and obtain an MYP certificate. 3. This process has been successfully implemented in other levels and subject areas.	1. Administrative approval. 2. Review and revise the curriculum to be able to meet the standards of both MYP and the regular core curriculum. Distinguish the differences in requirements for each group of students. Adapt the MYP rubrics to fit the curriculum of these courses. 3. Implement the MYP components in the 2014-15 school year and grant MYP credit to those students for whom it is needed. Communicate with parents and students so that course schedules can be adjusted for those students who may have wanted to continue with MYP, but could not access the program due to the language requirements. 4. Include MYP Passport to French, MYP Passport to German, and MYP Intermediate Spanish in the 2015-2016 *Program of Studies*.		**Approved.** Removing this barrier provides a wider choice of programming for students. 82.

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

Name: Deanna Baird

Level: High School and Middle School

Area: World Languages

Date: May 5, 2014

Curriculum Recommendation

2. Review and revise World Language assessments to continue to enhance the curricular alignment between the 8th and 9th transition grades.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Previous work has been completed related to the alignment of oral proficiency expectations between these transition grades. This work resulted in changes to oral proficiency objectives and some realignment of content. It is now necessary to continue this work in the area of assessment. 2. The collaborative nature of this work between middle school and high school has been positive in providing coherent and consistent experiences between middle and high school world language programs. 3. Over the last several years there has been new staff at both 8th and 9th grade levels which makes this a timely review of the 8th – 9th grade alignment.	1. Administrative approval. 2. Review and analyze current assignments given at both levels. 3. Revise assessments to match the current expectations and content during summer workshop time.		**Approved**. Assuring and refining the World Language instructional and assessment continuum should continue to improve the ability to provide a coherent and meaningful language experience for students. 83.

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

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

Area: World Languages   **Date**: May 5, 2014

Curriculum Recommendation

3. Study and incorporate newly published proficiency-based benchmarks for speaking and writing from NCSSFL (National Council of State Supervisors of Foreign Languages) into the WL e-folios.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The NCSSFL "Can-Do Statements" are the newest proficiency-based benchmarks that are related to practical language ability in speaking and writing. They are used to measure student progress along a proficiency continuum and to give students concrete feedback about that progress. 2. Although the benchmarks that are currently being used are based on the ACTFL Proficiency Guidelines and solidly based on proficiency principles, the new benchmarks are more descriptive and organized in ways that would communicate clearer and more detailed expectations to students. This would allow students to more effectively use these benchmarks in the learning process.	1. Administrative approval. 2. Study the benchmarks during summer FLEX in-service and recommend action to the department in the fall of 2014. 3. Study the recommendations as a department and then incorporate appropriate components into e-folios used department-wide. 4. Instruct students on usage of the benchmarks within their e-folio analyses. 5. Begin to use the Can-Do Statements during the 2014-2015 school year.		**Approved.** Meaningful and clear benchmarks, along with related feedback, should increase students' abilities to meet rigorous language goals. 84.

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

Name: Deanna Baird

Level: High School

Area: World Languages

Date: May 5, 2014

Curriculum Recommendation

1. Research and establish an interdisciplinary Certificate of Global Fluency (for students that meet academic criteria in the areas of coursework, international field work, international activities, and international travel beginning in the 2015-16 school year; investigate ways to allow all students to have at least one significant international experience before graduation.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. International programs have been developed and highlighted in schools across the U.S. Our District provides many of the same components whose availability may not be apparent to students. The need to further develop global components between the disciplines has significant importance in exposing students to international experiences. It is critical for our students to be able to showcase their experiences in a way that allows for recognition by outside entities. 2. The high school currently has a large number of program components that provide an international focus for students. Giving these components a framework would enhance and further encourage students to increase their skills and global perspectives needed to compete successfully in today's economy. 3. Increasing the coordination of cross curricular programs would benefit students by increasing global awareness in various areas of study. Coordinating events that cross disciplines for student exchange visits would facilitate and promote continued collaboration among staff. In addition, a summer school course is being developed that allows students to participate in sharing events and experiences from trips abroad.	1. Administrative approval. 2. Determine components of a global fluency certificate and list in the 2015-16 *Program of Studies*. 3. Develop a certificate checklist for students in order to streamline the guidance office component. 4. Offer students a certificate starting in 2015-16, including retroactive credit for work previously done. 5. Form a committee of teachers involved in exchanges/service trips/research trips to promote administration and standardization of programs and stronger collaboration and sharing of best practices. (FLEX and summer in-service time) 6. Offer a summer school course relating to students' international experiences. 7. Strongly encourage other departments to include international components within their curriculum, research, and/or technology activities. (See Appendix E) 8. Plan and offer in-service time to all departments in order to define global competency in a cross-disciplinary way and to incorporate global contributions into the curriculum.		**Approved.** Considerable effort and careful considerations will need to be given to this unique and cutting-edge recommendation.

85.

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

Name:	Deanna Baird	**Level**:	High School
Area:	World Languages	**Date**:	May 5, 2014

Curriculum Recommendation

1. Research and establish an interdisciplinary Certificate of Global Fluency for students that meet academic criteria in the areas of coursework, international field work, international activities, and international travel beginning in the 2015-16 school year; investigate ways to allow all students to have at least one significant international experience before graduation. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. It is important for all disciplines to incorporate some form of global experience for students, whether it be research, field experience, guest speakers, or collaboration through technology. Having such a broad range of international offerings will allow all students to have a global experience before graduation. 5. Our strategic plan requires us to further address internationally oriented options for the District. Our Global Task Force which grew out of that strategic plan has studied and developed new offerings and is ready to move forward with these ideas.			86.

APPENDIX A

USCHS Career Exploration Opportunity (CEO)
Guidelines for Participating Hosts

Those hosting USCHS students have the opportunity to provide a plethora of knowledge and wisdom. Our students are eager to glean as much as they can from professionals in their area of career interest. Please tell students what you *personally* get from your job and why you chose your line of work. Talk about the other people you work with and how your job relates to the community, who depends on your work and why. Mention other people in the community who do similar kinds of work.

CEO Hosts can follow a rotation schedule allowing students to be broken down into small groups and experience 3 separate sessions each:

A: Tour Facilities

B and C: Presentation by/Panel discussion with Professionals covering a variety of topics:

TASKS/ACTIVITIES
Job description:
> Major tasks
> Equipment or tools you use
> Description of your typical day
> What you like and dislike about the job
> What you would change if you could

JOB ENTRY
> How did you get started in this position?
> What other jobs have you held and how did they contribute to the securing of your current position?

WHAT YOUR WORK IS LIKE
> Working hours
> Salary range, fringe benefits (health insurance, retirement, credit unions, etc.
> Communication skills you use—reading, writing, and speaking
> Kinds of thinking you do (critical thinking, problem solving, decision making)
> History of this kind of work
> Why you chose this type of work
> Underlying attitudes and values important to your job
> Interpersonal skills you find most important and why

IMPACT ON YOUR PERSONAL LIFE
> Family time
> Leisure time

General health, tension-fatigue vs. stimulation-fulfillment-increase in energy
Job-related skills you use
Jobs/products/industries
Where else in the community your kind of work is done

THE FUTURE IN YOUR FIELD

Degree of opportunity for women and men
Opportunities for advancement
Personal qualities needed
Employment projections; effects of technology and new knowledge on your work
Effects of the country's economic condition on your job
Other jobs you could do with the same skills

Show students examples of what your job requires you to read, write and compute. Students will be interested in seeing the practical application of what they are learning to what different people do for a living. For example, here's how one occupation, a chef or baker, can be related to different school subjects and skills. **Analyze your own job in a similar way:**

School Subjects and Skills	Job Skills of Chef/Baker
Reading	Interpret recipes
Mathematics	Weigh/measure (fractions, equivalents)
Communications	Take orders
Science	Understand yeast growth, food properties
Social Studies	Regional foods, interest; history of foods; market value or product
Humanities	Gourmet foods, foreign terms
Health/PE	Nutritional values, lift heavy items
Industrial/Technical	Kitchen design
Business/Office	Balance budgets
Human Relations	Deal with customers

USCHS Career Exploration Opportunity (CEO)
Student Participant Reflection

What CEO did you attend and why?

What I learned about my career area of interest:

1. What are the academic and/or professional experiences needed?
2. What daily tasks/activities are performed?
3. What interests relate to this field?
4. What skills should you be able to utilize?
5. What can you expect in the working conditions?
6. What is the salary range?
7. What is the employment outlook?
8. What is the advancement potential?
9. What are other related career fields?
10. What experiences or exposure have you had with this career previously?

What I liked most about my CEO was…

What I liked least about my CEO was…

Do you still plan to follow this career path? Yes or no, where do you go from here?

APPENDIX B

Freshman Seminar

I. Strategies for High School Success (Assistant Principals) – Days 1 and 2
             School behavior
             Attendance/Tardies
             School Policies
             Class Cuts
             Open Use(Technology)
             Substance use
             Bullying (Olweus)

II. Study Skills
    A. Preparation Strategies – Day 3
        1. Attention and listening skills, basic health needs (sleep, diet, physical conditions, fitness, mental health), eliminating internal and external distractions, time management
    B. Note-Taking – Day 4
        1. Oral Presentations
            a. Alertness (rest, self-advocate, keep actively involved, engage in class)
            b. Distinguishing between important and unimportant information (key words, key points, cues, and clues)
            c. Forms of organization (Cornell method, Two-column method, outlining, mapping, charting, sentence)
            d. Note-management (binders, color-coding, Evernote)
        2. Written Sources/Text
            a. Define and clarify assignment
            b. Read before taking notes
            b. Divide and conquer (be strategically selective)
            c. Effective study area
            d. Concentration (use your own words)
            e. Evaluate (look, think, understand, paraphrase, write)
    C. Test Preparation – Day 5
        1. Prep Tips
            a. Preparation begins the first day of class
            b. Budget your time
            c. Go to review sessions
            d. Ask your teach for areas of emphasis
            e. Go over any material from practice tests, HW's, sample problems, review material, the textbook, class notes...
            f. Make sure you eat breakfast/lunch
            g. Don't try to pull an all nighter. SLEEP!
            h. Put the main ideas/information/formulas onto a sheet that can be quickly reviewed many times,
            i. Get to class on time

2. Test Taking Tips
   a. Bring at least two pens/pencils with good erasers, a calculator with enough batteries and any other resources that your instructor allows you to.
   b. Bring a watch to the test so that you can better pace yourself. (You won't be able to use your phone!)
   c. Keep a positive attitude throughout the whole test and try to stay relaxed.
   d. When you first receive your test, do a quick survey of the entire test so that you know how to efficiently budget your time.
   e. Do the easiest problems first. Don't stay on a problem that you are stuck on, especially when time is a factor.
   f. Do the problems that have the greatest point values first.
   g. Pace yourself, don't rush.
   h. Ask the instructor for clarification if you don't understand what they are asking for on the test.
   i. Write legibly.
   j. If you don't know an answer, skip it. Go on with the rest of the test and come back to it later. Other parts of the test may have some information that will help you out with that question.
   k. Don't worry if others finish before you. Focus on the test in front of you.

D. Organization and Time Management – Day 6
   1. School work
      a. Make a to-do list each day
      b. Keep your work with you
      c. Find your most productive time to complete work
      d. Create this time as a dedicated time to study
      e. Budget your time
      f. Stay focused, don't get sidetracked
      g. Be sure to get your rest!
   2. In your every day (school, extra-curriculars, work, family)
      a. Sort your life
      b. Prioritize those pieces out
      c. Keep a calendar of events, dates, times, homework, tests, etc.
      d. Set time parameters for activities
      e. Be sure to get your rest!
      f. Stay active
      g. Utilize a fixed timetable
      e. Ask for help! Self-advocate!

E. Time management and organization in Action – Day 7
   1. Students will reflect on their own commitments and life.

    2. Utilizing the skills they have learned/reviewed, they will create a personal plan customized to themselves to help them realize their own potential.

III. My Learning Style– Day 8
    A. Naviance – Inventory to be completed when they arrive
    B. Students will review their own learning style and connect it to strategies for success in USCHS.

IV. Putting it all together – Day 9
    1. Review
    2. Goal-setting

We would also like to follow-up with any high need students identified through teacher referral of S3 to provide further support. This small group setting allows for a more customized approach looking at the individual needs of students. We will monitor and adjust as needed given this pilot.

APPENDIX C

Upper St. Clair Middle School Science Units (2013-2014)

	First nine weeks	**Second nine weeks**	**Third nine weeks**	**Fourth nine weeks**
5th	Microorganisms	Chemistry	Earth	Space
6th	Plants	Weather	Magnets and Motors	Ecology
7th	Light	Cells	Genetics	Earth
8th	Astronomy	Chemistry	Physics	Oceanography

Proposed Upper St. Clair Middle School Science Units (2014-2015)

	First nine weeks	**Second nine weeks**	**Third nine weeks**	**Fourth nine weeks**
5th	Microorganisms	Chemistry	Earth	Space
6th	Plants	Weather	Magnets and Motors	Ecology
7th	Light	Cells	Genetics	Earth
8th	Astronomy	Chemistry	**Physics and Engineering**	

APPENDIX D

[DRAFT]

Experimental Psychology Course Description

This course is designed to introduce students to the techniques of research employed in the study of human behavior. As an activity centered course, basic principles of statistics, research design, formal APA presentations, and areas of psychological study will set the foundation for student exploration. Students will learn how to plan, conduct, and analyze their own experimental research, and how to communicate the results of their research to others. Non-experimental (descriptive) research techniques also will be covered for purposes of comparison and breadth, and because they are often incorporated into experiments.

Course Outline [DRAFT]

1st 9 Weeks: Foundations of Research Design
2nd 9 Weeks: Authentic Student Experimentation

Possible Psychological Areas of Study:
    Development
    Memory/Cognition
    Conditioning
    Sensation & Perception
    Social
    States of Consciousness (Dreaming)

Intro to Scientific Reasoning
   Psychology is a Way of Thinking
    Theoretical Perspectives
   Possible Psychological Areas for Student-Designed Research
    Development
    Memory/Cognition
    Conditioning
    Sensation & Perception
    Social
    States of Consciousness (Dreaming)
      Exploration of Research Question
        What question about behavior do you want to answer (or what hypothesis do you have about behavior that you want to test)?
    Research Foundations for Any Claim
    Ethical Guidelines for Psychology Research
    Populations & Samples
    Validity & Reliability
Tools for Evaluating Frequency Claims
    Non-Experimental (Descriptive) Research
    Surveys
    Observations
Tools for Evaluating Association Claims

Correlational Research
Correlation does not equal Causation
Use of Statistics
Effect Size
Tools for Evaluating Causal Claims
Intro to Simple Experiments
Experimental Variables
Independent Measures
Repeated Measures
Experiments with One Independent Variable
Experiments with More Than One Independent Variable
Writing Research Reports
APA Writing Style
Organization of the Report
Intro to Lit Reviews
Citing and Referencing Sources
Applying Statistical Tests
Descriptive Statistics
Statistical Significance Tests

Sample of overarching course goals:
1. Learning to review the primary literature (improving library research skills, increase familiarity with scientific writing and reading scientific journals);
2. Getting a research idea (specification of a testable research idea, develop hypotheses on several topics in psychology);
3. Development and execution of a research plan (choosing appropriate research method to test specific hypotheses, ethical guidelines, how to collect data);
4. Basic analysis of research results;
5. Presentation of the results (including verbal, written, and poster presentations).

Sample of Course Objectives:
1. Identify the and explain the principles of empiricism, including how these are applied to implementation of research.
2. Identify and describe the fundamental components of published research papers.
3. Describe the principles and procedures of data acquisition and the application of methods of experimental control.
4. Describe the distinct differences and distinguish between the goals of basic vs. applied scientific research.
5. Describe the fundamental differences between the methods of carrying out an experiment vs. systematic observation and their effect on questions of causation.
6. Describe the fundamentals of sampling methods and how representative samples are obtained.
7. Identify the different research designs and their appropriate application to hypothesis testing.
8. Differentiate between the distinct methods of experimental control of extraneous variables, and determining their appropriate application in research design.
9. Identify sources of confounding and data contamination in published research.
10. Demonstrate skills in research criticism by identifying errors in experimenter's conclusions given the data gathered.
11. Identify and apply appropriate statistical tests with respect to measurement scales and experiment characteristics.

APPENDIX E

CURRENT OPPORTUNITIES TO SATISFY GLOBAL COMPETENCY CRITERIA

The items listed below are current options that students have during their high school years to earn a Certificate for Global Leadership and/or to complete a significant international experience before graduation. Additional items will be added/explored by a committee of teachers.

Students will choose from the items listed below for the Certificate. (Students who complete the IB Diploma also qualify for the Certificate.)

Course Work (6 areas):
World Language-full sequence
World Language-partial sequence in a second W.L.
International Studies I
International Studies II
World History
Asian and Middle Eastern Studies
21st Century Global Affairs
IB History of the Americas
IB World Literature
AP Environmental Science
MYP Certificate
Summer School Travel Reflection Course

International Field Work (1 item):
German Partnership/Exchange
French Partnership/Exchange
Spanish Partnership/Exchange
Thai Partnership/Exchange
Kids Helping Kids Trip
Spain Trip
Italy/Greece Trip
Leadership Academy Phase 4 / Trip to Belize
China Trip
Thai Ambassador Program
Cultural Communications Alliance international marketing project completed
Hosting of a student from a partner school/exchange

International Activities (3 items, each with 50% or more attendance):
World Language Club
Leadership Academy Phase 3
Multicultural Club
Thai Club/Thai Ambassadors (if not completed as part of field work above)
CCA International Marketing Project (if not completed as part of field work above)
Model U.N.
World Quest
Stand Up for Darfur
Girl Child Network
Invisible Children
World Affairs Participant
Student Worker for International Education Week

The following items are examples of international experiences that students could have in class as part of a philosophy that promotes "one international experience per student" before graduation.

Science:
Caribbean trip for marine life research
Collaboration on experiments with students in other parts of the world
Inclusion of research in other countries
Famous international scientists
Environmental projects/research in other countries

Math:
Statistics involving international research
Map search on international scale-8 Wonders of the World etc.
Distance Exercises
Expansion of calculations of U.S. geographical features to world wide geographical ones
Famous international mathematicians

English:
Headlines around the World (and in the U.S.!) on the morning news show
Partnering with partner school on piece of literature

Art:
Foreign artists/landscapes/artistic movements or eras/styles

Phys Ed:
International dance
International games/sports
Martial Arts

Consumer Sciences:
International foods/recipes

All Subjects:
Use of international sources for research