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



Name: Dr. Judy Bulazo

Level: Elementary K-4

Area: All Areas

Date: March 2013

Curriculum Recommendation

1. Begin to explore, plan, and make recommendations for changes to the elementary report card as a result of the adoption of the common core standards.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Pennsylvania school districts are expected to implement the Common Core Standards in July 2013. The timeline for a completely revised curriculum by this date is somewhat aggressive considering the lack of clarity that has been provided to Districts during the introductory phase of the Common Core Standards. The USC school district has attended carefully to these changes and to preparing teachers and developing processes to address the changes. One area that will need attention, in addition to curriculum revisions, will be reporting to students and parents, particularly at the elementary level where a criterion-referenced report card system is used.</p> <p>2. The content of the common cores standards is supported by research and represents strong and rigorous instructional goals. USC School District will used this as a basis for a redesigned, research-based curriculum. The redevelopment of our curriculum, the rewriting of which will become intense this spring and summer, will likely impact the categories on which we report student progress at each grade level.</p> <p style="text-align: center;">(Cont'd.)</p>	<p>1. Administrative approval.</p> <p>2. Due to the unique nature of converting to national standards and rewriting a significant portion of our curriculum in critical academic areas, the revision process may take a different look than that of a typical report card revision. A multi-year process is probable with changes occurring gradually as areas of the curriculum become ready. Important stake-holders would be consulted at important points in this process.</p> <p>3. Continue to study the changes in scope and sequences of content, skills and processes prescribed in the common core standards for mathematics, English Language Arts, and Literacy in the Content areas as the curriculum rewriting process evolves.</p> <p>4. At the point in the process that changes are ready to occur, parent communication should begin. Since this will be a process where changes may be made in increments, a communications plan should be developed. This could include a parent portal on each school's website which tracks and explains revisions as they occur. Communications from the principals can refer parents to this link as changes are made.</p> <p style="text-align: center;">(Cont'd.)</p>	<p></p>	<p>Approved.</p> <p>It is a good time to begin this process given the changing standards, unit redesigns, and our progressive assessment practices.</p>

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



Name: Dr. Judy Bulazo

Level: Elementary K - 4

Area: All Areas

Date: March 2013

Curriculum Recommendation

1. Begin to explore, plan, and make recommendations for changes to the elementary report card as a result of the adoption of the common core standards. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>3. In mathematics, related changes include the shift in some topics between and among grade levels. In addition, the standards emphasize both content and mathematical practices. These changes in topics emphasized at each grade level as well as the concentration on mathematical practices is not reflected on the current report card.</p> <p>4. The areas of English (reading) and language arts also presents some significant shifts in the types of texts students will be expected to read and comprehend as well as in increased expectations for writing at an earlier grades and changes in the sequence and/or pacing of grammar instruction.</p> <p>5. Literacy in the content areas is also a part of the Common Core Standards. Further work with the elementary staff is needed in this area but would most likely result in creating reporting categories on the report card.</p> <p>6. The Next Generation Science standards have been drafted and are under review. It is expected that these will become a part of the national Common Core Standards.</p> <p style="text-align: center;">(Cont'd.)</p>	<p>5. As a part of this process, the current elementary report card will be put into an electronic format (in our MMS student database system). This will allow for a more professional presentation of the report card, improved record-keeping, and improved data entry for teachers. It will also allow for gradual changes to be made, as revision can be more easily made in this format. Though electronic, at this point it will continue to be sent to parents as a hard copy.</p>		

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



Name: Dr. Judy Bulazo

Level: Elementary K - 4

Area: All Areas

Date: March 2013

Curriculum Recommendation

1. Begin to explore, plan, and make recommendations for changes to the elementary report card as a result of the adoption of the common core standards. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>7. Report cards for the special content areas have always been separate from the core academic areas. This process will allow for an integrated report card that includes all areas of student learning.</p> <p>8. The elementary report card has not undergone significant holistic review for many years. Assessing whether changes beyond those necessitated by the Common Core should be examined.</p> <p>9. The study will potentially allow for the exploration of how 21st century skills could be represented when describing student performance and progress.</p> <p>10. The current elementary report card is filled in by hand by each teacher for every student. Investigating the move toward the ability to produce the report card electronically is needed. This should be considered along with the investigations currently in process related to data warehousing and the ability to record student progress consistently and electronically.</p>			

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



Name: Ellie Stoehr

Level: Middle School

Area: Guidance Counseling

Date: April, 2013

Curriculum Recommendation

1. Explore options for revising the guidance curriculum at the middle school level.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. The guidance curriculum is intended to be responsive to the developmental, social, and emotional needs of students.</p> <p>2. If a proposed change in the delivery of the health education occurs at Ft. Couch in the 2014/15 school year, there will be a need to examine the topics covered through both the health and guidance curriculum to ensure that required topics are addressed by either the health program or the guidance program. These shared topics include but are not limited to substance use/abuse, safety and responsible decision-making, human growth and development, healthy relationships, and conflict resolution.</p> <p>3. Further examination of the guidance curriculum is necessary to ensure that the distribution of the guidance topics provides adequate coverage of topics including but not limited to career education and work, cybersafety, bullying and harassment, communication, resiliency, wellness, goal setting and academic planning and transition.</p> <p>4. The increasing demands of the coordination and administration of the PSSA and Keystone (and NAEP when requested by USDOE) testing which typically have fallen on the middle school guidance counselors have impacted the time available for teaching the guidance curriculum.</p> <p style="text-align: center;">(Cont'd.)</p>	<ol style="list-style-type: none"> 1. Administrative approval. 2. Collaborate with CO and middle school building level administrators to prioritize needs regarding guidance counseling services and the curriculum. 3. Collaborate with the health educators at Ft. Couch regarding the proposed health education curriculum to determine how all necessary topics regarding health, safety, and development are addressed and by whom. 4. Review the curriculum to identify topics that will continued to be addressed by the guidance counselors as well identify new topic areas for curriculum development. 	<p>No cost is anticipated at this time. Work will be done during curriculum meetings.</p>	<p>Approved.</p> <p>This is timely considering the personnel changes and the evolving needs of students at this stage of life.</p>

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



Name: Ellie Stoehr

Level: Middle School

Area: Guidance Counseling

Date: April, 2013

Curriculum Recommendation

1. Explore options for revising the guidance curriculum at the middle school level. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>5. The mental health needs of students are of concern and guidance counselors serve as an important resource to students, staff and parents. At Boyce Middle School, one of the guidance counselors has served as the intervention specialist to the emotional support classroom for a significant amount of her assignment. It is important to evaluate the effectiveness, efficiency, and equity of this model in delivering a system of support to all students at Boyce.</p>			

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



Name: Erin Peterson

Level: Middle School

Area: English Language Arts

Date: March 21, 2013

Curriculum Recommendation

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

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. This is a continuation of recommendations proposed and approved in the spring of 2010, 2011, and 2012. This work was anticipated to be a multi-year endeavor and is the reason for the current recommendation to continue this process.</p> <p>2. Great strides have been made in this area, but through the 2012-2013 school year, it has become apparent that there is a need for additional titles in order to customize learning in the classroom and to best meet students' needs.</p> <p>3. The Pennsylvania Common Core has placed an emphasis on increased text complexity, rigor, and the need for nonfiction text. In addition, the middle schools have identified common big ideas and concepts at each grade level. Additional titles are necessary in order to work toward these needs.</p>	<ol style="list-style-type: none"> 1. Administration approval. 2. Continue evaluation of texts for reading levels, interest levels, and age appropriateness based on established criteria and the evaluation tool. Consideration will continue to be made for novels that tie to the social studies' curriculum or that tie to the big ideas or content area concepts. A focus on nonfiction text will be held as well. 3. Identify texts to be piloted in order to allow for customization of instruction, connection to big ideas, and increased use of nonfiction. Summer flex time will be needed in addition to curriculum time for this process. 4. Pilot new titles during the 2013-2014 school year. 5. Continue the process of moving texts as is beneficial for student learning and based on text appropriateness. 6. Updated text placement list for administrative approval. 	<p>\$19,000 requested in budget for pilots and adopted texts</p>	<p>Approved. Significant progress has been made in this area and the continued efforts are to be commended.</p>

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



Name: Erin Peterson

Level: Middle School

Area: English Language Arts

Date: March 21, 2013

Curriculum Recommendation

2. Continue pilot of EasyCBM program at grades 5-8 to provide additional screening and progress monitoring data for determining reading percentiles and in comprehension and fluency.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. This is a continuation of a recommendation proposed and approved in the spring of 2011 and 2012.</p> <p>2. One of the ongoing goals of the 5-8 language arts department is to provide customized instruction for all students. We started this pilot to allow for additional screening and progress monitoring to help with this customization.</p> <p>3. EasyCBM will help with the customization of learning by providing reading percentiles to teachers. This information will assist in determining appropriate instructional materials.</p> <p>4. Both the reading and the math components of the new Common Core aligned EasyCBM test have been used to gauge student progress in Common Core aligned content.</p> <p>5. The EasyCBM pilot has been effective thus far in assisting with customization of instruction for students in the language arts classroom. However, we have recently learned of additional assessments that will be available through other venues. For this reason, we would like to pilot the program for one more year in order to continue to study the effectiveness in relation to other data and other options before formal adoption.</p>	<p>1. Administrative approval.</p> <p>2. Continue purchase of district access for EasyCBM. The district version has provided screening measures as well as additional progress monitoring measures. It has also provided data analysis and interpretation. This data has helped to customize instruction as we strive to meet the needs of our students.</p> <p>3. Continue administration of benchmark tests to all students at Boyce and Fort Couch.</p> <p>4. Continue using resulting data to assist in guiding instruction and differentiating within the classroom as well as promoting consistency between classrooms.</p> <p>5. Investigate other assessment options in comparison to EasyCBM.</p> <p>6. Evaluate program use and effectiveness in the spring of 2014 in comparison to other options and make recommendation based on results.</p>	<p>\$3 per student = \$4,200 requested in budget</p>	<p>Approved.</p> <p>It is a wise choice to continue this pilot in order to make a firm determination as the data from this type of assessment is important in identifying student needs and growth.</p>

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



Name: Erin Peterson

Level: Middle School

Area: English Language Arts

Date: March 21, 2013

Curriculum Recommendation

3. Investigate the use of a supplemental reading program for grades 7 and 8.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Currently the students in grades 7 and 8 read four major texts each year. These texts are assigned by the English Language Arts teachers based on student reading level.</p> <p>2. We would like to increase the amount of reading students do during the school year. It is also important for students to be exposed to a variety of genres.</p> <p>3. Research has shown that reading comprehension improves when students have dedicated time to read, interesting reading choices, and expert reading instruction. Adding text requirements in a supplemental reading program would add both time and choices.</p> <p>4. An increase in both time reading and types of reading is in keeping with the Pennsylvania Common Core Standards.</p>	<p>1. Administrative approval.</p> <p>2. Investigate supplemental reading program options for reading requirements and accountability.</p> <p>3. Identify texts that would be used at grades 7 and 8 for program from current text lists.</p> <p>4. Pilot program during the 2013-2014 school year as appropriate.</p>		<p>Approved. Expanding students' reading repertoire and encouraging independent reading is a good course of action. Helping students to learn to balance independent reading along with their entire academic workload may need to be a part of this process/study.</p>

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



Name: Erin Peterson

Level: Middle School

Area: English Language Arts

Date: March 21, 2013

Curriculum Recommendation

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

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Numerous texts have been piloted in the 2010-2011, 2011 2012, and 2012-2013 school years as the Middle School has worked to customize learning in the classroom.</p> <p>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.</p> <p>3. Based on the pilots, a number of titles have been identified to be adopted to the reading curriculum at this time.</p> <p><i>Al Capone Does My Shirts</i> by Gennifer Choldenko <i>Schooled</i> by Gordon Korman <i>Stargirl</i> by Jerry Spinelli <i>Last Shot</i> by John Feinstein <i>The Devil's Arithmetic</i> by Jane Yolen <i>The Watsons Go to Birmingham</i> by Christopher Paul Curtis <i>The Westing Game</i> by Ellen Raskin <i>Surviving Antarctica: Reality TV 2083</i> by Andrea White <i>The Wednesday Wars</i> by Gary Schmidt <i>Chasing Lincoln's Killer</i> by James Swanson <i>The Boy in the Striped Pajamas</i> by John Boyne</p> <p style="text-align: center;">(Cont'd.)</p>	<p>1. Administrative approval.</p> <p>2. Purchase additional copies of texts.</p>	<p>\$19,000 in budget for pilots and texts</p>	<p>Approved.</p>

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



Name: Erin Peterson

Level: Middle School

Area: English Language Arts

Date: March 21, 2013

Curriculum Recommendation

4. Formally adopt texts in grades 5-8 as options for reading instruction. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p><i>Hotel on the Corner of Bitter and Sweet</i> by Jamie Ford <i>The Giver</i> by Lois Lowry <i>Trapped: How the World Rescued 33 Miners from 2,000 Feet Below the Chilean Desert</i> by Marc Aronson <i>Freedom Walkers: The Story of the Montgomery Bus Boycott</i> by Russell Freedman</p>	<ol style="list-style-type: none"> 1. Administrative approval. 2. Purchase additional copies of texts. 	<p>\$19,000 in budget for pilots and texts</p>	

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



Name: Steve Levine, Caren Falascino, Erin Peterson

Level: Middle School

Area: Social Studies, Science, English Language Arts

Date: March 21, 2013

Curriculum Recommendation

1. Investigate the use of authentic assessments as summative assessments in Social Studies, Science, and English Language Arts.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Current summative assessments are based on traditional assessments that test skills and content. Mastery of these skills and content material is necessary, but it may be possible to demonstrate mastery through alternate measures.</p> <p>2. Authentic summative assessments would be in keeping with the movement toward the Pennsylvania Common Core as the Core demands more rigor, additional writing, and higher level thinking.</p> <p>3. Authentic summative assessments would also push students to look at skills and content as part of a bigger picture. This movement would be in keeping with the Understanding by Design big idea model.</p>	<p>1. Administrative approval.</p> <p>2. Review the skills and content material currently tested in summative assessments. Examine ways that authentic assessments could assess the same skills and material in an authentic manner. Summer workshop time will be used in addition to curriculum time.</p> <p>3. Develop authentic assessments to be piloted during the 2013-2014 school year. Pilot assessment during the school year.</p> <p>4. Review and evaluate assessments throughout the school year and the summer of 2014.</p>		<p>Approved.</p> <p>This recommendation plays a strong role in and supports the Understanding by Design process, which is a current initiative. Using assessment to promote learning is a commendable practice.</p>

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



Name: Andrew Lucas and John Rozzo

Level: Middle School

Area: Mathematics

Date: March 20, 2013

Curriculum Recommendation

1. Pilot the following series for possible adoption for 6th grade mathematics: Scott-Forsman-Addison Wesley, *enVision Math Common Core, Grade 6*. Upper Saddle River, New Jersey; Pearson, 2012.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Our current 6th grade textbook is not aligned to the Common Core Standards. Many of our current resources focus on topics that are not emphasized in the CCSS. For instance, many examples dealing with fractions also include negative numbers, something that is not a strong focus until 7th grade. This misalignment makes it difficult to avoid gaps in conceptual understanding and lends itself more to procedural knowledge.</p> <p>2. We are currently using the Pearson's <i>enVision Math</i> series in 2nd through 5th grade. Implementing <i>enVision Math Common Core, Grade 6</i> in 6th grade will build a stronger continuity with the elementary program and allow for greater collaboration between the 5th and 6th grade levels at Boyce. This more coherent scope and sequencing will provide our students with a stronger conceptual base for Algebra and higher-level math courses.</p> <p>3. The <i>enVision Math</i> curriculum offers the following improvements over our current curriculum:</p> <p style="margin-left: 20px;">a. Chapters are broken into smaller sections called "topics." These smaller groupings make it easier to spiral back and give the teachers greater flexibility with assessments for and of learning. Assessments are shorter and can be administered more frequently to ensure mastery of content.</p> <p style="text-align: center;">(Cont'd.)</p>	<p>1. Administrative approval.</p> <p>2. Pilot the text with three teachers during the 2013-2014 school year. Two of these teachers will be on partner teams to take full advantage of the learning opportunities for students that this program offers.</p> <p>3. Time during curriculum and 6th grade Professional Learning Community meetings will be taken to compare and contrast our current text with the new program and to discuss how each textbook meets our USC objectives.</p> <p>4. Pearson has agreed to provide three class sets with all the included resources at no cost to the district.</p>	<p>No Cost</p>	<p>Approved.</p> <p>This is a logical step given both curriculum changes and the progression of materials used in grades 2-5.</p>

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



Name: Andrew Lucas and John Rozzo

Level: Middle School

Area: Mathematics

Date: March 20, 2013

Curriculum Recommendation

1. Pilot the following series for possible adoption for 6th grade mathematics: Scott-Forsman-Addison Wesley, *enVision Math Common Core, Grade 6*. Upper Saddle River, New Jersey; Pearson, 2012. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>b. More resources are provided for differentiation and intervention. Regular quick checks allow teachers to diagnose each student's level of understanding of a topic and prescribe an activity that matches their readiness. Such tools will certainly assist our 6th grade teachers in their endeavors to customize instruction for their students. Diagnosis, test prep, and intervention tools customized specifically for PA Core Standards are part of the program.</p> <p>c. The series includes guided problem solving workbooks to promote higher-level thinking skills. This will assist our teachers in their work to improve and augment our enrichment options for students.</p> <p>d. Access to the textbook online as well as other online learning tools and assessments is provided. The online access for our current series does not provide nearly the same level of interaction and support for our students and teachers. This online component will be a great benefit to teachers as they seek new ways to customize instruction for their students.</p> <p>4. The teachers would like to pilot these texts to determine these improvements are worth the price of purchasing and implementing this program in every 6th grade class during the 2014-2015 school year.</p>			

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



Name: Lynn Kistler/Steve Miller

Level: High School

Area: Science/Math

Date: April 2, 2013

Curriculum Recommendation

1. Explore possible cross-curricular coursework and integration of STEM connections within the current science and math course offerings and areas for expansion of STEM programs.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Science and math are fundamental components of STEM careers. Studies reveal that there is a deficit of students in the United States pursuing careers in these fields, many due to lack of preparation in high school.</p> <p>2. Communication between the math and science departments could provide authentic learning opportunities for students. Math teachers will learn what types of math skills are needed in various science courses and science teachers will learn the skills and expectations of students in math courses.</p> <p>3. Math is a vital part of STEM education and has, thus far, not been directly involved in the district planning for a STEM program. Science, engineering and technology could not exist without mathematics and the inclusion of math is necessary for a successful STEM program.</p> <p>4. Next steps for a STEM program need to be established as well as the content of possible courses and integration of STEM into existing courses must be determined.</p>	<p>1. Administrative approval.</p> <p>2. Begin dialogue between the science and math departments to determine the skills needed across grade-levels.</p> <p>3. Identify areas where there is overlap in the curriculum and determine best-practice to apply concepts across the curriculum, integrating authentic STEM learning.</p> <p>4. Identify areas of potential growth and cooperation within science and math course offerings.</p> <p>5. Investigate areas of expansion for math and science.</p>	<p>8 teachers for 2 days summer workshop time 96 hours @\$30.20/hr = \$2899.20</p>	<p>Approved. This is an important and necessary step in the process of integrating STEM experiences at the High School level.</p>

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



Name: Administration

Level: High School

Area: Physical Education/Pupil Services

Date: June, 2013

Curriculum Recommendation

1. Eliminate 12th grade Wellness Education as a graduation requirement.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. As a result of a January 2013 curriculum recommendation, the School District has been studying various approaches for better customizing the High School Wellness Education curriculum.</p> <p>2. Many students participate in athletics and activities throughout their high school career. Additionally, students receive wellness education through their elementary and middle school experience.</p> <p>3. Seniors would benefit from having more flexibility in their schedule to complete other courses and/or internship/work experiences.</p>	<p>1. Update the <i>Program of Studies</i> for the 2013/14 school year.</p> <p>2. Change the overall wellness education credit requirement from 4 to 3.5 credits resulting in the change of the overall graduation credit total from 45 to 44.5 credits for at least the next school year.</p> <p>3. Continue to study the best ways to customize Wellness Education programming at the high school.</p> <p>4. Counselors will work with rising seniors to adjust their course schedules as needed.</p>		<p>Approved.</p>

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



Name: Barbara Williams

Level: K - 12

Area: Science

Date: March 19, 2013

Curriculum Recommendation

1. Continue to examine the recommendations of the Science K-12 Curriculum Alignment Process Team for future adjustments to the USC Science Framework.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. After completing the Curriculum Alignment K-12, teacher feedback reflected gaps in conceptual learning in the technology and environment and ecology science strands when aligning our USC Science curriculum to the PA State Standards.</p> <p>2. Keeping in mind the science framework and the articulation of our spiraled curriculum K-12, some core standards need to be addressed as shifts in the units we teach.</p> <p>3. By keeping our focus on the Next Generation Science Standards and their approval process while continuing to revise our curriculum towards STEM choices at all levels we can continue to produce a viable curriculum for the 21st Century learner.</p>	<ol style="list-style-type: none"> 1. Administrative approval. 2. Science curriculum leaders K-12, science teachers and administrators explore next steps as indicated by team after examining science curriculum. 3. Determine priority and timeline for next steps once Pennsylvania endorses the document that will inform the Science standards. 4. Discuss/communicate through curricular process any necessary shifts or changes to USC science framework. 5. Investigate needs for professional development. 6. Continue the process as an organic function of curriculum development. 		<p>Approved. Coordinating this effort with K-12 teachers will be a critical part of this process.</p>

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



Name: Barbara Williams

Level: Elementary

Area: Science

Date: March 19, 2013

Curriculum Recommendation

1. Develop a locally designed summative assessment for third grade science unit *Rocks and Minerals*.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Locally designed assessments are necessary to align district curriculum expectations with Common Core Standards and PA State Standards to ensure rigor and relevance with regard to student achievement.</p> <p>2. This science module is a core unit in third grade in all elementary buildings and is the only unit needing a locally designed summative assessment. All first through fourth grade units have locally designed summative assessments in place.</p> <p>3. Staff developed essential vocabulary and essential questions documents from in-service and curriculum sessions will inform the process and be used to embed collective thinking throughout the assessment.</p> <p>4. Research supports using the Understanding by Design Model (UbD, Wiggins and McTighe) template to create unit assessments and teachers are familiar with this tool as it has been used to inform the curriculum and instructional design process in other curricular areas as well as science.</p>	<p>1. Administrative approval.</p> <p>2. Provide in-service and curriculum time necessary to support recommendation.</p> <p>3. Develop unit assessment using valid and reliable essential questions/vocabulary supported by Bloom's taxonomy and Webb's Depth of Knowledge and research based best practice assessment design strategies.</p> <p>4. Allow teachers to implement the Rocks and Minerals assessment and give feedback using the USC Assessment Tool to inform any needed revisions.</p>	<p>3 teachers x \$30.20 for 6 hrs. = \$543.60</p> <p>\$543.60 x 2 days = \$1087</p>	<p>Approved.</p>

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



Name: Barbara Williams

Level: Elementary

Area: Science

Date: March 19, 2013

Curriculum Recommendation

2. Using Understanding by Design (UbD, Wiggins and McTighe) to inform the curriculum and instructional design process, continue to extend level of staff expertise using Rubicon Atlas as a curriculum warehousing tool and unit organizer.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Using the “Backwards Design” template (UbD, Wiggins and McTighe) facilitates deeper content knowledge and translates into more intentional instruction within a unit of study.</p> <p>2. In-depth examination of core enduring understandings, essential questions, key vocabulary, conceptual and factual knowledge while placing the components of the unit within an organized structure contributes to greater fidelity of delivery.</p> <p>3. Focusing on identified enduring understandings deepens content knowledge and develops specificity of learning intentions resulting in greater student achievement.</p> <p>4. Creating aligned documents facilitates the journey of the novice teacher towards skillful instruction and supports cohesive learning and thinking for students across buildings.</p>	<p>1. Administrative approval.</p> <p>2. Provide in-service and curriculum time necessary to support the recommendation.</p> <p>3. Develop expertise using the UbD template through modeling and discussion.</p> <p>4. Begin work on specified unit with grade level team.</p> <p>5. Provide time for teachers to apply template to existing units using Rubicon and report results to improve practice.</p> <p>6. Future experiences for staff conversations/ in-service meetings/curriculum work will afford opportunities to teachers to build leadership capacity within curriculum development.</p>	<p>2 teachers x \$30.20 x 6 hours = \$362.40</p> <p>\$362.40 x 2 days= \$724.80 at each grade level k-4</p> <p>Grade level participation at each grade is desired</p>	<p>Approved.</p> <p>The strong process that has been put into place for these unit redesigns should allow this work to continue in an effective manner, possibly at a faster pace.</p>

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



Name: Caren Falascino

Level: Middle School

Area: Science

Date: March 19, 2013

Curriculum Recommendation

1. Extend the two year study exploring core materials for the 8th Grade Astronomy unit.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Since the study began, significant changes at the national and state level have necessitated the extension of this exploratory time.</p> <p>2. The department reviewed the anchors that are tested on the PSSA science test. After examination, it was determined that there is a need for more current content and resources in the astronomy unit.</p> <p>3. After examination of the PA Core Standards, it was determined that reading in the content area is emphasized. This study could provide an opportunity to include nonfiction text.</p> <p>4. This study would allow us to improve labs, use technology advances, and give consideration to the Next Generation Science Standards (NGSS). The NGSS standards will not be released until the Spring Of 2013. Pennsylvania will be making adaptations to the standards, so we intend to incorporate these changes.</p> <p>5. At present we use <i>Prentice Hall, Exploring the Universe</i>. New Jersey: Prentice Hall, Inc., 1992. There have been significant discoveries in the field of astronomy in the past twenty years.</p>	<p>1. Administrative approval.</p> <p>2. Investigate texts or resources to align to the USC objectives and PA standards. These texts must:</p> <ul style="list-style-type: none"> a. reflect the objectives of the 8th grade astronomy unit; b. support the District’s literacy initiative; c. provide updated information and resources on space. <p>3. Explore technology as a tool to supply resources for the unit.</p> <p>4. Examine the STC unit, <i>Earth in Space</i>. Teachers will attend an Asset training with the prepaid Asset coupons.</p> <p>5. At the conclusion of the 2013-2014 school year, a review of the resources will be completed to determine a pilot for the following year.</p>	<p>No costs for the 2013-2014 school year.</p> <p>Possible cost of new texts or resources during the 2014-2015 school year.</p>	<p>Approved. Given the changing science standards and variety of resources available, it is wise to delay this decision.</p>

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



Name: Caren Falascino

Level: Middle School

Area: Science

Date: March 19, 2013

Curriculum Recommendation

2. Study the Next Generation Science Standards and potential impact to the Middle School Science Curriculum.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. The Next Generation Science Standards (NGSS) are being released in final draft during the Spring of 2013. The state of Pennsylvania will modify the NGSS standards and the state implementation is expected to begin in Spring 2014.</p> <p>2. The NGSS will include Scientific and engineering practice, crosscutting concepts that unify the study across science discipline, and core ideas in four disciplines. The four disciplines include (1) physical sciences, (2) life sciences, (3) earth and space sciences, and (4) engineering, technology and applications of science.</p> <p>3. This curriculum recommendations will allow us to study the Next Generation Science Standards and potential impact to the USC Middle School Science Curriculum.</p>	<ol style="list-style-type: none"> 1. Administrative approval. 2. Analyze the present fifth through eighth grade curriculum to determine if changes need to be made in the scope and sequence. 3. Identify cross-cutting concepts within current subject topics. Explore technology as a tool to supply resources for the unit. 4. Analyze current curriculum in fifth to eighth grade to determine how content aligns with the Disciplinary Core Ideas. 5. Identify potential changes to the USC curricular scope and sequence. 6. Collaborate with the elementary and high school curriculum leaders for K-12 articulation. 	<p>Possible NGSS Training</p> <p>Possible summer workshop time.</p> <p>8 teachers for 6 hours @ \$30.20 = \$1449.60</p>	<p>Approved.</p> <p>Coordinating this effort with K-12 teachers will be a critical part of this process.</p>

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



Name: Lynn Kistler

Level: High School

Area: Science

Date: April 2, 2013

Curriculum Recommendation

1. Continue to study the differentiated offering of AP Physics B with IB SL and HL (I) Physics.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. After completion of a 1 year pilot of the differentiated, flipped-classroom approach, an evaluation of it's effectiveness is needed. There has been both praise and criticism regarding the course and reflection of the instruction practice is a logical part of the process.</p> <p>2. The College Board has announced that AP Physics B will become a 2-year program beginning with the 2014-15 school year. Time to study the changes and the effect on our program is needed.</p> <p>3. The IB program is scheduled to revise the physics curriculum in 2014-2015.</p>	<p>1. Administrative approval.</p> <p>2. Administer a survey of students currently enrolled in the course regarding aspects of the course including instruction, homework, assessment, lab work, AP and IB test preparation. Evaluate results of the survey.</p> <p>3. Explore available changes to the AP and IB programs and determine the amount of overlap of the 2 courses.. Determine the feasibility of continuing the integration of the courses.</p> <p>4. Prepare possible curriculum changes for the 2014-15 school year.</p>	<p>2 teachers for 2 days summer workshop: 24 hours @\$30.20 = \$724.80</p>	<p>Approved. It is advisable and commendable to make adjustments to this course based on the first year's experience, the outcomes, and feedback from the students.</p>

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



Name: Rebecca Smith

Level: Elementary

Area: Social Studies

Date: March 19, 2013

Curriculum Recommendation

1. Continue examination and revision of the Mexico social studies unit at the fourth grade level using the Understanding by Design (UbD, Wiggins & McTighe) curriculum and instructional design process.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Examination and revision of the Mexico Unit is a continuation of a fourth grade unit study that was begun in the summer of 2010 with revision of the Pennsylvania Unit Using the “Understanding by Design” curriculum and instructional design process for revision of curriculum will help teachers focus on core enduring understandings within the unit and within their instruction.</p> <p>2. The UbD process is supported by research and is compatible with any range of educational programming philosophies. The focus of this method of curriculum design is on student understanding with an emphasis on enduring understandings as the focus of a curriculum unit of study. Utilizing this process to revise curriculum will ensure that instructional experiences are aligned around essential questions, updated and refined content, and Pennsylvania Standards.</p> <p>3. The revision process of the Mexico Unit was begun in the summer of 2012, and Elementary Spanish teachers teamed with Elementary teachers to help begin this process. Continuing this revision process would allow for further cross-correlation with Elementary Spanish curriculum, encouraging students to see the connections between the study of social studies and world geography and the study of languages through the Elementary Spanish program.</p> <p style="text-align: center;">(Cont’d.)</p>	<p>1. Administrative approval.</p> <p>2. Provide time needed to support the recommendation through curriculum meeting time throughout the school year and summer workshop time.</p> <p>3. Establish a core representational group of fourth grade teachers and Elementary Spanish teachers to examine the Mexico Unit for elements of the Understanding by Design framework, PA Core Standards, and PA Standards in social studies, specifically history and world geography, to determine the most appropriate and effective updates within instructional tasks for the unit. Also continue to determine cross correlations that can occur with the Elementary Spanish curriculum.</p> <p>4. Determine developmentally appropriate non-fiction texts needed to support the updated lessons within the unit.</p> <p>5. After making revisions and updates needed to the unit, communicate results of study and tasks completed to the fourth grade team for further review and discussion. Make revisions based on feedback obtained from this communication.</p> <p style="text-align: center;">(Cont’d.)</p>	<p>Summer Workshop Time for 4 teachers at \$30.20 per hour for 2 days = \$1,449.60</p>	<p>Approved.</p> <p>The thorough process used should result in a strong instructional design for this unit.</p>

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



Name: Rebecca Smith

Level: Elementary

Area: Social Studies

Date: March 19, 2013

Curriculum Recommendation

1. Continue examination and revision of the Mexico social studies unit at the fourth grade level using the Understanding by Design (UbD, Wiggins & McTighe) curriculum and instructional design process. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>4. Examination of this curriculum unit will also allow for opportunities to explore alignment of instructional experiences and materials to the PA Core Standards in English/Language Arts, released in March, 2012, specifically the section entitled, "Literacy in Social Studies".</p> <p>5. This examination will ensure that nonfiction texts of the appropriate complexity paired with the appropriate instructional strategies are included within the unit that support these PA Core Standards.</p> <p>6. Study of updates needed to the Mexico Unit will also allow for opportunities for teachers to explore the Pennsylvania World Geography standards with detail to determine instructional strategies that will encourage students to study elements of culture through the lens of studying Mexico and how its history and geography have affected its culture over time.</p>	<p>6. Implement revised and updated unit within instruction at the fourth grade level. Obtain feedback during this implementation in an ongoing manner to determine further revisions and updates needed.</p> <p>7. Continue examination of units as needed within the UbD framework for alignment with PA Standards in social studies and PA Core Standards in order to determine further revisions.</p>		

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



Name: Rebecca Smith

Level: Elementary

Area: Social Studies

Date: March 19, 2013

Curriculum Recommendation

2. Continue examination and revision of the Japan unit at the second grade level using the Understanding by Design (UbD, Wiggins and McTighe) curriculum and instructional design process.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Examination of the Japan Unit in order to determine updates and revisions needed is a continuation of the second grade unit study that was begun in the summer of 2010. The “Understanding by Design” curriculum and instructional design process will be used for this study, which helps teachers to focus on enduring learnings, essential questions, and refined content and lessons within instruction.</p> <p>2. The UbD process is supported by research and is compatible with any range of educational programming philosophies. The focus of this method of curriculum design is on student understanding with an emphasis on enduring understandings as the focus of a curriculum unit of study.</p> <p>3. Examination of this unit was begun in the summer of 2012, and enduring understandings and essential questions were developed for the focus of the unit. Further examination of the unit will help to determine refined and accurate content to emphasize with students.</p> <p style="text-align: center;">(Cont’d.)</p>	<p>1. Administrative approval.</p> <p>2. Provide time needed to support the recommendation through curriculum meeting time throughout the school year and summer workshop time.</p> <p>3. Establish a core representational group of second grade teachers to examine the units for elements of the Understanding by Design framework, PA Core Standards, and PA Standards in social studies to determine the most appropriate and effective updates within instructional lessons.</p> <p>4. Take advantage of already existing connections to resources within and outside of the school district that already support our instruction, such as the Japan-America Society, world language teachers at the high school, and connections within the community to consult with us on lesson development and content.</p> <p>5. After making updates to lessons, communicate results of this study to the whole second grade team for further review and revision. Make revisions based on feedback obtained from this communication.</p> <p style="text-align: center;">(Cont’d.)</p>	<p>Summer Workshop Time for 3 teachers at \$30.20 per hour for 2 days = \$1,087.20</p>	<p>Approved.</p> <p>The thorough process used should result in a strong instructional design for this unit.</p>

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



Name: Rebecca Smith

Level: Elementary

Area: Social Studies

Date: March 19, 2013

Curriculum Recommendation

2. Continue examination and revision of the Japan unit at the second grade level using the Understanding by Design (UbD, Wiggins and McTighe) curriculum and instructional design process. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>4. This study will also determine content to emphasize that is aligned with Upper St. Clair objectives and that also will help students in their exploration of the Pennsylvania World Geography standards to determine instructional strategies that will encourage students to study elements of culture through the lens of studying Japan and how its history and geography have affected its culture over time. Study of Japan will also help students compare their own culture to that of Japan.</p> <p>5. Examination of these curriculum units will also allow for opportunities to provide alignment of instructional experiences and materials to the PA Core Standards in English/Language Arts, released in March, 2012, specifically the section entitled, "Literacy in Social Studies".</p> <p>6. This examination will ensure that non-fiction texts of the appropriate complexity are included within the unit and also that the content within the texts is accurate and developmentally appropriate for second grade students.</p>	<p>6. Continue examination of units as needed within the UbD framework and for alignment with PA standards in social studies, USC objectives, and PA Core Standards to determine further revisions as needed.</p>		

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



Name: Rebecca Smith

Level: Elementary

Area: Social Studies

Date: March 19, 2013

Curriculum Recommendation

3. Investigate the *Map Essentials* comprehensive map skills program, published by National Geographic, to determine the effectiveness of its lessons for second grade students and to study correlations to the Pennsylvania Standards and Upper St. Clair objectives at the second grade level.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Study of the geography unit at the second grade level has been ongoing in order to determine how instruction could be refined to support at 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.</p> <p>2. Throughout this study, USC objectives, PA Standards, and NCSS curriculum standards were reviewed to determine core literacies needed at the second grade level in the area of geography.</p> <p>3. Lessons within the <i>Map Essentials</i> program, published by National Geographic, were reviewed at the first and third grade levels for effectiveness and alignment to the PA standards, USC objectives, and NCSS curriculum standards. Areas of repetition and cross over between grade levels were also examined during this study.</p> <p style="text-align: center;">(Cont'd.)</p>	<ol style="list-style-type: none"> 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 second grade teachers to examine the instructional materials for effectiveness and correlation to USC objectives. 4. With this representational group, determine effectiveness of materials, and prioritize and sequence lessons for most effective instruction in core geography literacy skills. 5. After this study, communicate results and feedback to the second grade team in order to determine decision to purchase for the 2014-2015 school year. 	<p>Summer Workshop Time for 3 teachers at \$30.20 per hour for 1 day = \$543.60</p> <p>Cost of <u>Map Essentials</u> sample student books and sample teacher guides for study = \$500 (Already included in line items for 2013-2014 budget)</p>	<p>Approved. Consideration of these materials is logical given the success at the other grade levels.</p>

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



Name: Rebecca Smith

Level: Elementary

Area: Social Studies

Date: March 19, 2013

Curriculum Recommendation

3. Investigate the *Map Essentials* Comprehensive Map Skills program, published by National Geographic, to determine the effectiveness of its lessons for second grade students and to study correlations to the Pennsylvania Standards and Upper St. Clair objectives at the second grade level. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>4. First, Third, and Fourth Grades are all currently utilizing core lessons from the <i>Map Essentials</i> program to teach geography literacy skills within Upper St. Clair. After review of the lessons within the program at the first and third grade levels and examination of the current unit for inclusion of core enduring understandings using the “Understanding by Design” process, it has been determined that it is critical to study the program at the second grade level to determine its effectiveness at providing instruction in this area for second grade students.</p> <p>5. The <i>Map Essentials</i> program lessons, published by National Geographic, are all aligned to PA standards in the area of geography literacy skills.</p>			

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



Name: Rebecca Smith

Level: Elementary

Area: Social Studies

Date: March 19, 2013

Curriculum Recommendation

4. Examine the Colonial Times History Unit and Economics lessons at the first grade level to determine updates and revisions needed using the Understanding by Design (UbD, Wiggins & McTighe) curriculum and instructional design process.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. The “Rules” and “Family” Units were merged into an integrated unit of study around the PA social studies standards of civics & government and cultural geography standards during the summer of 2012 using the “Understanding by Design” framework for curriculum and instructional design.</p> <p>2. Using the “Understanding by Design” framework, this new unit now allows for integrated unit design and enhances deeper student understanding of identity within various groups and responsibilities to themselves and others within those groups, including following rules and being a good citizen.</p> <p>3. Examination of the “Colonial Times” Unit and Economics lessons at the first grade level is a continuation of this first grade unit study, and will help teachers focus on emphasizing “Understanding by Design” elements within their instruction, including essential questions, enduring learnings, and refined content and lessons according to the research by Grant, Wiggins, and McTighe in this area.</p> <p style="text-align: center;">(Cont’d.)</p>	<p>1. Administrative approval.</p> <p>2. Provide time needed to support the recommendation through curriculum meeting time throughout the school year and summer workshop time.</p> <p>3. Establish a core representational group of first grade teachers to examine units and lessons for elements of the Understanding by Design framework, PA Core Standards, PA Standards in social studies, and NCSS curriculum standards to determine the most appropriate and effective updates to instructional lessons.</p> <p>4. Determine developmentally appropriate non-fiction texts and primary resources of the appropriate text complexity needed to support instructional lessons within the unit.</p> <p>5. After making revisions and updates needed to the unit, communicate results of this study to the whole first grade team for further review and revision. Make revisions based on feedback obtained from this communication.</p> <p>6. Implement revised and updated lessons within instruction at the first grade level. Obtain feedback during this implementation in an ongoing manner in order to determine further revisions needed.</p> <p style="text-align: center;">(Cont’d.)</p>	<p>Summer Workshop Time for 3 teachers at \$30.20 per hour for 2 days = \$1,087.20</p>	<p>Approved.</p> <p>The thorough process used should result in a strong instructional design for this unit.</p>

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



Name: Rebecca Smith

Level: Elementary

Area: Social Studies

Date: March 19, 2013

Curriculum Recommendation

4. Examine the Colonial Times History Unit and Economics lessons at the first grade level to determine updates and revisions needed using the Understanding by Design (UbD, Wiggins & McTighe) curriculum and instructional design process. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>4. Examination of these units will enable teachers to examine kindergarten USC objectives and PA Standards in social studies, as was done previously with the “We Belong” Unit, in order to determine areas of cross over with kindergarten and areas of emphasis at the first grade level in order to prioritize objectives and standards at the first grade level.</p> <p>5. The UbD process is supported by research and is compatible with any range of educational programming philosophies. The focus of this method of curriculum design is on student understanding with an emphasis on enduring understandings as the focus of a curriculum unit of study.</p> <p>6. Examination of these curriculum units will also allow for an opportunity to review resources and ensure that non-fiction texts containing accurate and developmentally appropriate content and complexity are utilized within these units.</p> <p>7. This examination will also allow for opportunities to provide alignment of instructional experiences and materials to the PA Core Standards in English/Language Arts, released in March 2012, specifically the section entitled, “Literacy in Social Studies”.</p>	<p>7. Continue examination of units as needed within the UbD framework and for alignment to PA standards in social studies, PA Core Standards, and NCSS curriculum standards to determine further revisions as needed.</p>		

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



Name: Steve Levine

Level: Middle School

Area: Social Studies

Date: March 17, 2013

Curriculum Recommendation

1. Develop a 5-8 social studies writing continuum.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Writing in the content area of social studies is a necessary skill for a person to function effectively in this field of study and provides a way to learn as well as to demonstrate content knowledge.</p> <p>2. Evaluating the writing experiences in social studies at each of the designated grade levels by determining needs and developing and implementing intentional and appropriate extended writing assignments, will ensure that each student has experience with the necessary types of writing in order to be a scholar in this content.</p> <p>3. Creating this aligned system will ensure that students are consistently challenged. This process will also allow our students to meet the PA Common Core Academic Standards for Writing in History and Social Studies.</p>	<ol style="list-style-type: none"> 1. Administrative approval. 2. Assess the writing that is currently being done at each level. 3. Collaborate with teachers in each grade (5-8) and develop writing assignments/opportunities that will be common at each level. 4. Create common rubrics to ensure writing is assessed consistently. 5. Meet together grades 5-8 to ensure that writing gets progressively harder as the students advance in grades. 6. Evaluate and align writing standards with the Pennsylvania Academic Standards for Writing in History and Social Studies. 7. Form a representative group to begin creating a social studies writing framework. This group should include both LA and Social Studies teachers. 	<p>2 teachers @ \$30.20 for 2 days each = \$724.80</p>	<p>Approved. This fits well with the Common Core initiative, will provide consistency for students, and is sound instructional practice.</p>

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



Name: Steve Levine

Level: Middle School (6th Grade)

Area: Social Studies

Date: March 17, 2013

Curriculum Recommendation

2. Study, evaluate and potentially pilot new core materials for 6th grade Ancient Civilizations.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Current resources are over 13 years old and much of the content is out dated. Furthermore, because the materials are so old, they are no longer in ideal condition.</p> <p>2. The current resources are not developmentally appropriate for many of the students. Specifically, the text is quite difficult for both average and struggling readers. According to the reading specialist, the text is not well suited to a 6th grade audience.</p> <p>3. Current resources are only in paper version and are incompatible with BlendedSchools. As such, students don't have access to the materials at home.</p> <p>4. With an increased emphasis on reading in the content area, new materials need to be found that will appeal to a variety of different reading levels and student learning styles.</p>	<p>1. Administrative approval.</p> <p>2. Evaluate and pilot new texts that are engaging, current, and compatible with BlendedSchools.</p> <p>3. Explore and research open source materials to supplement the current curriculum.</p>	<p></p>	<p>Approved.</p>

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



Name : Deanna Baird Level: High School
 Area: World Languages Date: March 13, 2013

Curriculum Recommendation

1. Study the option of offering student credit for departmental exchanges with our partner schools.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Students spend a significant amount of time learning new global skills regarding language and culture during the exchanges.</p> <p>2. The completion of an in-depth analysis would enhance both student learning and also appreciation of the target culture and language.</p> <p>3. Some students have made significant progress in the target language because they have had the opportunity to be immersed in the country where the language is spoken. As a result, some students may advance as much as a semester's worth of coursework. The ACTFL oral proficiency interviews can indicate if a student has sufficiently increased his language learning. These students should be rewarded accordingly.</p> <p>4. Our students would use time even more effectively at our partner schools if they completed academic projects and worked toward this academic credit.</p>	<p>1. Administrative approval.</p> <p>2. Construct possible options for proof of student learning. (blogs, journals, oral proficiency interviews, etc.)</p> <p>3. Present research to Fast Track Panel in the fall.</p>		<p>Approved for study.</p> <p>A critical examination of the impact this recommendation might have on the overall instructional program and High School offerings will be necessary. An administrator and a representative from the guidance department should participate in the study process.</p>

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



Name: Deanna Baird

Level: High School

Area: World Language

Date: June, 2013

Curriculum Recommendation

3. Offer MYP World Languages at the Academic Level to replace the Honors Level MYP World Language courses.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. During the previous IB visit, the recommendation that MYP courses be accessible to all students was made. A subsequent curriculum recommendation was then made in 2009-10 that addressed offering the core academic courses at the academic level. Previously, all MYP designated courses were honors level only. World languages should also have been included in this 2009 recommendation.</p> <p>2. Due to the number of offerings and types of world languages, scheduling does not allow for both honors and academic level courses in all languages at levels II and III.</p>	<p>1. Assure clarity in the High School <i>Program of Studies</i> and related GPA calculations.</p>		<p>Approved.</p>