

<u>PAGE</u>	<u>CONTENT AREA</u>
1 - 5	Administration
6 - 8	Art
9 - 10	Guidance
11 - 12	Language Arts (Elementary)
13 - 14	Language Arts (Middle School)
15 - 16	Language Arts (High School)
17 - 19	Math (Elementary)
20 - 25	Math (Middle School)
26 - 27	Math (High School)
28 - 29	Music
30	PE/Wellness
31 - 32	Pupil Services
33 - 34	Science (High School)
45 - 46	Social Studies (K - 12)
47 - 50	Social Studies (High School)
51	Summer School
52 - 56	World Language
57 - 61	Appendix A-B

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2012-2013



Name : Middle School Leadership Team **Level:** Middle School

Area: All **Date:** January 3, 2013

Curriculum Recommendation

1. Research and determine the best ways to expand and integrate the use of mobile technology and related 21st century skills at the Middle School level in order to customize learning.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Educational and technological research indicates that the applications for mobile devices will continue to expand exponentially. Most textbooks will be created as an application for a mobile device within the next five years. The development of applications for mobile devices currently exceeds that of laptop or desktop computers. By the end of 2014, it is predicted that mobile browsing/applications will surpass desktop Internet usage. These applications have been found to allow students to work with and manipulate and understand information in meaningful, creative, and innovative ways.</p> <p>2. The 21st century pilot at Boyce Middle School has been successful in both using 1:1 mobile technology as well as the integration of 21st century skills. Practices from this pilot have been documented for future replication by other classrooms. The experiences have been meaningful and significant for the students in this pilot, warranting an expansion of this initiative for all middle school students. Lessons learned from this pilot support the need for mobile technology.</p> <p style="text-align: center;">(Cont'd.)</p>	<p>1. Conduct research related to mobile technology use and 21st century learning, including but not limited to:</p> <ul style="list-style-type: none"> organization and analysis of data from the Boyce 21st Century Classroom consideration of data from the High School's "bring your own device" pilot continued consultation with community partners in the area of innovation, creativity, collaboration, real-world problem solving and connections to technology use. considerations of optimal options for mobile devices (iPad, iPod, iPad mini, etc.). continued research of related educational applications for mobile devices <p>2. Consider ways to expand 1:1 mobile technology initiative in pilot teams at Boyce and Fort Couch.</p> <p>3. Research funding and financing opportunities and present multiple year plan for a 1:1 initiative.</p> <p>4. Develop appropriate training modules related to both 21st century learning and mobile device usage to all appropriate staff where and when needed.</p>		<p>Approved.</p> <p>This will be an important study in helping us to leverage technology in ways that support and enhance learning opportunities for students.</p>

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2012-2013



Name: Middle School Leadership Team **Level:** Middle School

Area: All **Date:** January 3, 2013

Curriculum Recommendation

1. Research and determine the best ways to expand and integrate the use of mobile technology and related 21st century skills at the Middle School level in order to customize learning. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>3. The National Education Technology Standards (NETS) emphasize student demonstration of creative thinking, constructing knowledge, and developing innovative products and processes using technology. A mobile technology initiative supports these recommendations. In addition, the school district's strategic plan goals as well as the goals of the Board of School Directors support the need for this recommendation in both the areas of technology and 21st century learning.</p> <p>4. The use of 1:1 mobile technology is a key to customizing learning and more research and development is needed. Our current experiences with customizing learning have shown the important role that frequent access to technology by individual students is a key component to expanding our efforts in this area in meeting individual needs.</p> <p>5. Demonstration of various 21st Century Skills requires mastery of "technology" concepts, which are best learned through continuous practice and integration of skills through mobile technology. There is a need to enhance this "continuum of learning" at the middle schools, as student acquisition of various technology skills can be learned and mastered at a younger age.</p>			

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2012-2013



Name: Lou Angelo **Level:** High School

Area: Leadership/Administration **Date:** January 3, 2013

Curriculum Recommendation

2. Pilot the USCHS Leadership Academy Phase IV, Leadership Challenge in order to culminate the successful programming of Phases I, II, and III . Phase IV will be offered as a week-long international summer workshop experience for students to continue their leadership growth and development beyond Phases I, II, and III by developing and facilitating a student leadership academy for children in another country.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. The USCSD mission statement affirms the need to develop responsible citizens for a global society, provide learning experiences that will promote success, and nurture the potential of each student.</p> <p>2. The USCSD Strategic Plan specifies curriculum recommendations for academies offering twenty-first century skills. Phase IV creates another academy specifically dedicated to growing and developing these necessary life-long skills.</p> <p>3. Leadership skills are necessary to ensure success in our global society for twenty-first century students. Furthermore, these skills will better prepare our students for the collegiate environment and eventually the global workforce.</p> <p>4. Participating in the USCHS Leadership Academy will make our students more marketable to colleges and universities.</p> <p>5. The vision for the USCHS Leadership Academy is to offer four phases of leadership experience to our students. Due to the successful implementation of Phases I, II, and III, the timing is appropriate to create and implement Phase IV.</p> <p>6. The development of student leadership programming is a goal of the District's Leadership Mission Team.</p>	<p>1. Administrative support and approval.</p> <p>2. Select instructional staff for curriculum development.</p> <p>3. Develop Phase IV curriculum, lesson plans, and assessments based on the instructional framework that was successfully developed and implemented during the previous two phases.</p> <p>4. Have curriculum reviewed by the High School Principal.</p> <p>5. Develop community resources and business partnerships.</p> <p>6. Create evaluative criteria for the academy.</p> <p>7. Evaluate connections between leadership development and formal leadership opportunities within the high school and community for our students.</p>	<p>12 hours planning time @ \$32.20 = \$386.40</p> <p>Cost to travel and conduct academy will be offset by fundraising and tuition.</p>	<p>Approved.</p> <p>Culminating the previous academies in a way that expands the programming beyond the walls of USC is unique and will provide a global experience for students from both countries. Capturing and recording the results of this experience in order to evaluate its sustainability will be necessary.</p>

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2012-2013



Name: Lou Angelo **Level:** High School

Area: Leadership/Administration **Date:** January 3, 2013

Curriculum Recommendation

3. Transition the curricular status of the Student Leadership Academy Phase I from pilot summer programming to formal academic offering.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. The USCSD mission statement affirms the need to develop responsible citizens for a global society, provide learning experiences that will promote success, and nurture the potential of each student.</p> <p>2. The USCSD Strategic Plan specifies curriculum recommendations for academies offering twenty-first century skills. The Student Leadership academies are specifically dedicated to growing and developing these necessary life-long skills.</p> <p>3. Leadership skills are necessary to ensure success in our global society for twenty-first century students. Furthermore, these skills will better prepare our students for the collegiate environment and eventually the global workforce.</p> <p>4. Participating in the USCHS Leadership Academy will make our students more marketable to colleges and universities.</p> <p>5. The vision for the USCHS Leadership Academy is to offer four phases of leadership experience to our students. Due to the successful implementation of Phases I, II, and III, the timing is appropriate to transition from pilot programming to formal offering.</p> <p>6. Continuous development of student leadership programming is a goal of the District's Leadership Mission Team.</p>	<p>1. Administrative support and approval.</p>	<p>No cost associated with this recommendation</p>	<p>Approved.</p>

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2012-2013



Name: Lou Angelo **Level:** High School

Area: Leadership/Administration **Date:** January 3, 2013

Curriculum Recommendation

4. Award one general elective credit to High School students participating in the summer Student Leadership Academy for each Phase completed with a passing grade.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. The USCSD mission statement affirms the need to develop responsible citizens for a global society, provide learning experiences that will promote success, and nurture the potential of each student.</p> <p>2. The USCSD Strategic Plan specifies curriculum recommendations for academies offering twenty-first century skills. Awarding credit creates another formalized academic option dedicated to growing and developing these necessary life-long skills.</p> <p>3. Leadership skills are necessary to ensure success in our global society for twenty-first century students. Furthermore, these skills will better prepare our students for the collegiate environment and eventually the global workforce.</p> <p>4. Participating in the USCHS Leadership Academy will make our students more marketable to colleges and universities.</p> <p>5. The vision for the USCHS Leadership Academy is to offer four phases of leadership experience to our students. Due to the successful implementation of Phases I, II, and III, the timing is appropriate to formally offer elective credit.</p> <p>6. Continuous development of student leadership programming is a goal of the District's Leadership Mission Team.</p>	<p>1. Administrative support and approval.</p> <p>2. Write a description of each phase for the Program of Studies.</p> <p>3. Follow protocol to award credit for each student completing the Student Leadership Academy.</p>	<p>No cost associated with this recommendation</p>	<p>Approved.</p> <p>The process used to determine credit is consistent with awarding credit for the summer STEM academy. This also meets our need to expand opportunities for students during the summer.</p>

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2012-2013



Name: Robyn Smigel/Michele L. Scureman **Level:** High School

Area: Fine Arts **Date:** December 14, 2012

Curriculum Recommendation

1. Pilot a customized 21st century blended hybrid course for Art History called "Art Appreciation".

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<ol style="list-style-type: none"> 1. An Art Appreciation course would enhance the current curriculum of studio courses as well as the IB Studio Art and MYP Art courses, while opening the subject to any students who may otherwise never take a studio art course. 2. Offering a course with three days of independent work and two days of in-class flexible schedule will help students fit an art class into their schedules. 3. The course will replace the current Art History class that is being offered and create a more student-friendly course. 4. Students who plan careers in studio art, art history or art education will need this background to enhance their studies in college. 5. Many students are interested in art but all are not in favor of taking a studio course. 6. This Art Appreciation course would replace the current Art History online course recommendation. 7. The class could be taught in two semester sections, with Fall covering Prehistoric-Medieval Art and Spring covering Renaissance to Modern OR the class could be one semester Prehistoric-Modern. 	<ol style="list-style-type: none"> 1. Administrative approval. 2. Add this course information to the 2013 <i>Program of Studies</i>. 3. Re-develop/adapt the existing Art History curriculum for Blended Schools using summer workshop/ flex hours and department meeting times. 4. Schedule a pilot class for the Fall Semester of 2013. Ideally, this class should be scheduled opposite the existing IB Art courses so that students can take both courses simultaneously. 		<p>Approved.</p> <p>Monitoring student enrollment will be important.</p>

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2012-2013



Name: Robyn Smigel /Michele L. Scureman Level: High School
Area: Fine Arts Date: December 14, 2012

Curriculum Recommendation

2. Pilot a digital art based studio course that utilizes pre-existing technologies in the school.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. This semester long, introductory class to digital based studio art will help to enhance the current art curriculum while bringing it into the 21st century.</p> <p>2. This course offers basic skills in digital photography and video, and instruction on the use of Photoshop to enhance existing work. This, along with the instruction of basic animation fundamentals to create individualized works of art will provide the visual art students with the knowledge of the processes of digital art media in the 21st century.</p> <p>3. Computer art is taught at middle school levels with no continuation at the high school level.</p> <p>4. A computer-based art class has been strongly suggested by the Middle States committee.</p> <p>5. This class would teach many of the concepts that were taught in the Graphic Design courses that are no longer being taught at the high school level.</p> <p>6. Students who are continuing on to art school, graphic design, or animation, will benefit from the skills taught in this course.</p> <p>7. Many students have expressed an interest in this type of course, based on information from incoming 8th grade survey.</p>	<p>1. Administrative approval.</p> <p>2. Place the course information into the <i>Program of Studies</i>.</p> <p>3. Develop the curriculum using summer workshop/ flex times and curriculum meeting times.</p> <p>4. Schedule class into existing Graphics Lab at the high school.</p> <p>5. Purchase three draw pads and stylus' for students. We can use the existing Graphics Lab and Photo Shop software, and color printer.</p> <p>6. Pilot a course for the Spring of 2014.</p>	<p>3 draw pads @ \$150=\$450</p>	<p>Approved.</p> <p>Utilizing technology may engage a new and different group of students in the arts.</p>

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2012-2013



Name: _____ Robyn Smigel /Michele L. Scureman _____ **Level:** _____ High School _____

Area: _____ Fine Arts _____ **Date:** _____ December 14, 2012 _____

Curriculum Recommendation

3. Pilot a year long customized studio art course for juniors and seniors that allows students to create an individualized learning plan using the media from three studios (painting and drawing, ceramics and 3D art).

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Students have expressed an interest in a class that allows them to sample different courses at their own discretion. An open studio approach encourages more personalized exploration and allows students to customize their studio art experiences to their interest.</p> <p>2. Full class schedules may not permit students to take a variety of art courses. This course offers a sample of media from each aspect of the art courses (painting, drawing, ceramics, sculpture, metals).</p> <p>3. A higher level art course for students continuing on to art school can be instrumental in the development of an art portfolio.</p> <p>4. This open studio style approach will encourage students who desire to take an advanced course but may not otherwise be interested in the rigor of the IB Studio Art requirements.</p>	<p>1. Administrative approval.</p> <p>2. Develop the curriculum during summer workshop/ flex times and in-service days, developing an online Blended Schools aspect.</p> <p>3. Place this course information in the <i>Program of Studies</i> in Spring of 2014.</p> <p>4. Pilot a class in the 2014-2015 school year.</p> <p>5. Develop the scheduling of classes to include open studios access.</p> <p>6. Chart student progress through independent projects and weekly virtual portfolios.</p>		<p>Approved on condition that space and staffing are available.</p>

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2012-2013



Name: Dr. Michael Ghilani and Jennifer Kirk **Level:** High School

Area: Guidance **Date:** January 3, 2013

Curriculum Recommendation

1. Eliminate the Related Elective Program and open introductory level electives to include freshman students.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Currently, freshman students have access to only five Related Electives. Under the new structure freshman students will have access to 27 electives across the curriculum.</p> <p>2. Through Career Exploration in the Middle School Counseling Program students have identified areas of career interest that exceed our current Related Elective offerings.</p> <p>3. This recommendation will not require additional staff and is anticipated to maintain level staffing and offer a more flexible schedule.</p> <p>4. Extending course offerings to freshman students allows them to have access to curriculum earlier in their career.</p> <p>5. This model allows for more career exploration in the freshman and sophomore years leading to a focused schedule during the junior and senior year to include research, independent studies, internships, community based learning, dual enrollment, etc.</p> <p>6. This design was discussed and received positively by the Principal Advisory Council.</p>	<p>1. Administrative approval.</p> <p>2. Make adjustment to the <i>Program of Studies</i>.</p> <p>3. Communicate student interest between Middle and High School Counselors.</p> <p>4. Communicate the information to rising freshman families.</p> <p>5. Evaluate success and impact of the change for future planning.</p>		<p>Approved.</p> <p>This will provide more and enhanced choices for students as well as more efficient scheduling for staff and students. Early communication with students and parents will be critical. due to the significant change that this will create in the scheduling process for eighth grade students.</p>

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2012-2013



Name: Jennifer Kirk & William Rullo **Level:** High School

Area: Guidance **Date:** January 3, 2013

Curriculum Recommendation

2. Open enrollment at Parkway Career and Technology Center for all freshman students

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Students attending Parkway an extra year will allow students more time to explore their career interest which would allow more time to select a career choice.</p> <p>2. Parkway reports that the past trend has been that students are less likely to attend Parkway if they don't start in their freshman year.</p> <p>3. Since the curriculum is competency based at Parkway, the longer a student is enrolled, the more opportunities the student has to earn multiple industry certifications.</p> <p>4. With the students starting one year earlier in their educational career, they will have their co-op experience much sooner (half way through most programs).</p> <p>5. This is approved by the Pennsylvania Department of Education for programs of study that allow for greater secondary articulation opportunities.</p> <p>6. This allows for customized learning based on the individual needs of each student.</p> <p>7. Districts allowing ninth graders to attend Parkway have provided positive feedback regarding the experience. (Chartiers Valley, Keystone Oaks, Quaker Valley)</p>	<p>1. Administrative approval.</p> <p>2. Reflect in the <i>Program of Studies</i> that students can begin classes in the freshman year at Parkway CTC.</p> <p>3. Communicate to current 8th grade students by high school counselors during the scheduling process.</p> <p>4. Establish collaboration between Fort Couch Middle School and High School Guidance and Special Education Staff.</p>	<p>Average cost per pupil is \$8200.00. Currently there are 7 students enrolled at Parkway.</p>	<p>Approved.</p> <p>A plan for introducing this opportunity to incoming ninth-grade students will be crucial in creating awareness of this opportunity.</p>

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2012-2013



Name: Mary Quinn **Level:** Elementary

Area: English Language Arts **Date:** December 14, 2012

Curriculum Recommendation

1. Revise Kindergarten and first grade phonemic awareness and phonics curriculum, instruction and practice.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Common Core and Pennsylvania Core Standards reflect fundamental changes that impact the scope, sequence, and rigor of currently existing curriculum, practice, and assessment.</p> <p>2. Research in the field of ELA offers revised and refined findings on phonemic awareness and phonics that support changes to our current program.</p> <p>3. Best practices in ELA and new professional development opportunities have presented more effective and efficient means of instruction and data gathering.</p> <p>4. The Harcourt series used in kindergarten was published in 2008 and first grade was published in 2003, and is not as comprehensive as our curriculum needs indicate.</p> <p>5. Changes in staffing at kindergarten and first grade present a need for systematic and meaningful professional development in crucial areas of literacy instruction and practice.</p>	<p>1. Administrative approval.</p> <p>2. During the winter of 2012-13, provide time and substitutes for a Kindergarten and first grade ELA team that includes reading resource teachers from all three buildings elementary, as well as an ELL and special ed representative, to analyze current materials with Common Core/ PA Standards and new research.</p> <p>3. Provide time and substitutes for ELA team to develop a scope and sequence for phonemic awareness curriculum and instruction, as well as complimentary assessment measures during the spring of 2013.</p> <p>4. Assess material and professional development needs as a piece of the 2013-14 budget during the winter-spring of 2012-13.</p> <p>5. Provide training to Kindergarten and first grade teachers to introduce revised curriculum and instructional practices during the late spring of 2013.</p> <p>6. Provide summer workshop time for Kindergarten and first grade teachers to further refine expectations and practices.</p> <p style="text-align: center;">(Cont'd.)</p>	<p>2 days x 10 teachers = \$3624.00 at \$30.20 per summer workshop hour.</p> <p>2 days x 10 teachers = \$3624.00 at \$30.20 per summer workshop hour.</p> <p>1 day x 24 teachers = \$4348.80 at \$30.20 per summer workshop hour</p>	<p>Approved.</p> <p>Research has shown this to be a vital area in reading success.</p>

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2012-2013



Name: Mary Quinn **Level:** Elementary
Area: English Language Arts **Date:** December 14, 2012

Curriculum Recommendation

1. Revise Kindergarten and first grade phonemic awareness and phonics curriculum, instruction and practice. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
	7. Consider additional professional development opportunities for kindergarten and first grade teachers, including RAC training through the AIU as well as in-house training in the 2013-14 school year.		

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2012-2013



Name: Erin Peterson **Level:** Middle School

Area: English Language Arts **Date:** December 14, 2012

Curriculum Recommendation

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

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>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.</p> <p>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.</p> <p>3. The Common Core requires an increase in nonfiction text. Four of the identified titles are nonfiction and work to fulfill that requirement.</p> <p>4. Identified pilot novels have been selected based on novel evaluation criteria.</p> <p>5th and 6th Grades: <i>The Mostly True Adventures of Homer P. Figg</i> by Rodman Philbrick <i>When You Reach Me</i> by Rebecca Stead <i>Rules</i> by Cynthia Lord <i>Eleven</i> by Patricia Reilly Giff <i>Zlata's Diary</i> by Zlata Filipovic (Nonfiction) <i>Dead End in Norvelt</i> by Jack Gantos <i>Savvy</i> by Ingrid Law (Cont'd.)</p>	<p>1. Administrative approval.</p> <p>2. Continue to provide training to teachers regarding customized reading instruction and best practices in middle school literacy.</p> <p>3. Develop lessons appropriate for novels and grade levels.</p> <p>4. Pilot novels during the 2012-2013 school year.</p> <p>5. Study the effectiveness of the pilots during the summer of 2013. Dependent on these results, follow up with curriculum recommendation to formally adopt novels.</p>	<p>Total cost for novels \$6,174.05. This is already in the 2012-2013 budget.</p>	<p>Approved.</p> <p>This continues the goal of further customizing learning at the middle school level.</p>

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2012-2013



Name: Erin Peterson Level: Middle School
Area: English Language Arts Date: December 14, 2012

Curriculum Recommendation

1. Pilot new novels in grades 5-8 as additional options for customized reading instruction. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>7th and 8th Grades:</p> <p><i>Trapped: How the World Rescued 33 Miners from 2,000 Feet Below the Chilean Desert</i> by Marc Aronson (Nonfiction)</p> <p><i>Code Orange</i> by Caroline Cooney</p> <p><i>Freedom Walkers: The Story of the Montgomery Bus Boycott</i> by Russell Freedman (Nonfiction)</p> <p><i>Claudette Colvin: Twice Toward Justice</i> by Philip Hoose (Nonfiction)</p> <p><i>Nothing But the Truth</i> by Avi</p>			

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2012-2013



Name: Melissa Tungate Level: High School
Area: Language Arts Date: December 14, 2012

Curriculum Recommendation

1. Adopt *The Glass Castle* by Jeannette Walls into the Academic English 12 curriculum.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. This recommendation is part of an ongoing study of the Academic English 12 curriculum. This adoption continues the revision of the course to engage second semester seniors in an effort to make them lifelong readers and learners.</p> <p>2. This adoption adds rigor to the course by including another complete work to the curriculum and aligning with the appropriate twelfth grade reading level.</p> <p>3. This nonfiction/memoir piece fulfills many of the newly-adopted PA Common Core Standards (specifically in 1.2, Reading Informational Text). The substantive nature of the text provides opportunities for meeting objectives in reading, writing, and speaking.</p> <p>4. The text is engaging and relevant for second semester seniors through its contemporary structure and themes. The topics lend themselves to a cross-curricular approach with emphasis on connections beyond the text.</p>	<p>1. Administrative approval.</p> <p>2. Create unit plan for Rubicon Atlas.</p> <p>3. Purchase 135 copies.</p> <p>4. Begin teaching in the second semester of 2012-2013 school year.</p>	<p>135 copies x \$18.96 per copy = \$2559.60 total</p>	<p>Approved.</p> <p>The addition of this living and contemporary author to the required readings should prove interesting for students at this point in their study of literature.</p>

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2012-2013



Name: _____ Michael Ghilani & Melissa Tungate _____ **Level:** _____ High School _____

Area: _____ Language Arts _____ **Date:** _____ December 14, 2012 _____

Curriculum Recommendation

2. Study possible changes to communications course offerings.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. This recommendation is a result of recent changes to staffing, enrollment, and elimination of related electives.</p> <p>2. This study will focus on streamlining and enhancing the communication courses currently offered (various levels of video, journalism-newspaper, eBlast, video news show, yearbook).</p> <p>3. This study will lead to a proposed change in course offerings that will be customized to meet students' needs and interests in various communication fields. This study may also yield potential internship opportunities for interested students.</p>	<p>1. Administrative approval.</p> <p>2. Create a committee of teachers and other personnel to research and study over the 2012-2013 and 2013-2014 school years, resulting in additional curriculum recommendations.</p>	<p>Up to 2 days with substitutes X up to 5 teachers = \$900; up to 18 hours of workshop time X up to 5 teachers = \$ 2718</p> <p>Up to 12 hours of flex time X up to 5 teachers</p>	<p>Approved.</p> <p>This is a creative direction to pursue. Administrative support will be needed.</p>

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2012-2013



Name: Shannon Dominick **Level:** Elementary

Area: Mathematics **Date:** December 14, 2012

Curriculum Recommendation

1. Study and research effective instructional strategies and technology products that will strengthen computational fluency in the elementary classroom.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. As of the 2012-2013 school year, all elementary classrooms will be at full implementation of the <i>Investigations</i> and <i>enVisionMATH</i> programs. Both programs are strongly rooted in building number sense, utilizing mental math strategies, and a deeper conceptual understanding of mathematical content.</p> <p>2. The <i>Mastery of Math Facts</i> program (Rocket Math) is currently utilized in second through fourth grade classrooms to help foster students' automaticity of basic math fact skills.</p> <p>3. The Elementary Math Curriculum Committee has voiced concern about <i>Rocket Math's</i> level of effectiveness over the past two years. Elementary teachers have expressed interest in seeing if these needs might be met in a different manner.</p> <p>4. According to the Common Core Standards, the following computational fluency expectations are as follows:</p> <ul style="list-style-type: none"> • K – Add and subtract within five • Grade 1– Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. • Grade 2– Add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers. Add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. <p style="text-align: center;">(Cont'd.)</p>	<p>1. Administrative approval.</p> <p>2. Identify a team of teachers who are interested in researching and studying online programs for math fact practice as well as integrating Number Talk techniques into their math class or homeroom.</p> <p>3. Train selected teachers in Number Talks via educational articles, video training sessions, and other resources that will be included in a Blended Schools training class.</p> <p>4. Set up a timeline and clear expectations for training, integration, data collection, and final analysis.</p> <p>5. Simultaneously research what technology software/online programs/websites might partner with Number Talks to enhance fact fluency and automaticity skills.</p> <p>6. Present study and findings to the Elementary Math Curriculum Committee for discussion in the spring of 2013.</p> <p>7. Committee recommendation for the 2013-14 school year regarding the <i>Mastery of Math Facts</i> program, math fact technology resources, and Number Talks.</p>	<p>\$500 – Subscription for Greg Tang's math website for 3,500 students</p>	<p>Approved.</p> <p>This area of the curriculum remains important along with the recent changes to the mathematical standards.</p>

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2012-2013



Name: Shannon Dominick **Level:** Elementary

Area: Mathematics **Date:** December 14, 2012

Curriculum Recommendation

1. Study and research effective instructional strategies and technology products that will strengthen computational fluency in the elementary classroom. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<ul style="list-style-type: none"> • Grade 3 – Multiply and divide within 100. By the end of Grade 3, know from memory all products of two one-digit numbers. Add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. • Grade 4 – Add and subtract multi-digit whole numbers • Grade 5 – Multiply multi-digit whole numbers <p>5. The National Council for Teachers of Mathematics states that “Computational fluency refers to having efficient and accurate methods for computing. Students exhibit computational fluency when they demonstrate flexibility in computational methods they choose, understand and can explain these methods, and produce accurate answers efficiently. The computational methods that a student uses should be based on mathematical ideas that the student understands well, including the structure of the base-ten number system, properties of multiplication and division, and number relationships.” <i>Principal and Standards for School Mathematics</i>, NCTM, 2000.</p> <p style="text-align: center;">(Cont'd.)</p>			

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2012-2013



Name: Shannon Dominick **Level:** Elementary

Area: Mathematics **Date:** December 14, 2012

Curriculum Recommendation

1. Study and research effective instructional strategies and technology products that will strengthen computational fluency in the elementary classroom. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>6. The staff has participated in two math staff development sessions with trainers from the AIU who have supported a classroom strategy called Number Talks. Number Talks are designed to increase a student's computational fluency. Number Talks are short, daily routines that provide students with meaningful ongoing practice with computation. A Number Talk is a tool for helping students develop computational fluency because the expectation is that they will use number relationships and the structures of numbers to add, subtract, multiply, and divide. Fluency, as opposed to rote memorization, also strengthens mental math strategies, use of place value knowledge, and requires a deeper level of number sense to work through math problems.</p> <p>7. There are numerous technology avenues that will be researched and explored. Some may include, but are not limited to, <i>Greg Tang's World of Math</i>, <i>Reflex</i>, <i>SkillsTutor</i>, <i>MathMastery</i>, <i>FASTT Math</i>, <i>K5 Learning</i>, <i>MathFacts Pro</i>, and <i>Aleks Quicktables</i>.</p>			

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2012-2013



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

Area: Mathematics **Date:** December 14, 2012

Curriculum Recommendation

1. Continue to research and explore the benefits of the ALEKS (Assessment and Learning in Knowledge Spaces) program in customizing instruction to meet the needs of students requiring acceleration or remedial services.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. The ALEKS program is a web-based, artificially intelligent teaching tool that allows teachers to customize instruction, as stated in the district's mission statement. This program formatively assesses a student's current level of knowledge in the different domains of a particular course (referred to as "knowledge spaces" by ALEKS). After an initial assessment, students are presented with topics for exploration for which they demonstrate readiness.</p> <p>2. Some basic lessons are given to familiarize the students with each topic before providing them with practice problems on that concept. Teachers are provided with data on each student enrolled under that teacher's name and can provide one-on-one or group instruction on these topics as well. The lessons provided in ALEKS promote students' procedural and computational knowledge of these concepts while providing the teacher with the data they need to support their conceptual knowledge. While the program can certainly be used during the school day, students are also able to access the program at any time of day at home.</p> <p style="text-align: center;">(Cont'd.)</p>	<p>1. Administrative approval.</p> <p>2. Purchase licenses for those students who used the program during the first semester of the 2012-2013 school year. These licenses will provide students with access for the remainder of the school year.</p> <p>3. Meet with the resource teachers from both buildings and the classroom teachers to determine how to most efficiently and effectively customize support to meet the needs of the RTI students using the ALEKS program.</p> <p>4. Meet with the accelerated teachers from both buildings to determine how to most efficiently and effectively customize support to meet the needs of the accelerated students using the ALEKS program.</p> <p>5. Gather parent feedback about student use of the program at school and at home at the conclusion of the school year.</p> <p>6. Determine whether or not the cost of the program warrants our continued use of this teaching tool. Write a curriculum recommendation this spring if necessary.</p>	<p>70 licenses at Boyce + 80 licenses at FC = 150 licenses @ \$27.50 each = \$4,125</p>	<p>Approved.</p> <p>The addition of on-line resources is a good direction to pursue.</p>

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2012-2013



Name: Andrew Lucas Level: Middle School
Area: Mathematics Date: December 14, 2012

Curriculum Recommendation

1. Continue to research and explore the benefits of the ALEKS (Assessment and Learning in Knowledge Spaces) program in customizing instruction to meet the needs of students requiring acceleration or remedial services. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>3. Each student is given a pie that shows their current level of mastery in the ALEKS course they are taking (see Figure 1 in Appendix A). This pie also provides links to new concepts that the students are ready to study. Students can either choose for themselves which domain to study, or the teacher can direct the students to focus on a particular domain to support learning that is occurring in the students' regular classroom. Either way, each student receives instruction and practice that is customized to his or her current level of readiness.</p> <p>4. Teachers can easily track each student's progress, communicate with them, and release customized worksheets through the ALEKS reporting dashboard. They can also get a quick snapshot of each student's growth and where the class as a whole stands within each domain (see Figure 2).</p> <p>5. As each student progresses through a course, they are periodically reassessed on both new and old material to ensure retention of concepts and growth. These assessments require students to fill in their answers and are not multiple choice. Each student also uses a notebook in which they show all of their work.</p> <p style="text-align: center;">(Cont'd.)</p>			

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2012-2013



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

Area: Mathematics **Date:** December 14, 2012

Curriculum Recommendation

1. Continue to research and explore the benefits of the ALEKS (Assessment and Learning in Knowledge Spaces) program in customizing instruction to meet the needs of students requiring acceleration or remedial services. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>6. Since the beginning of the year we have been using this program with the students in our accelerated math courses and with our students who have been identified for our RTI (Response To Intervention) programs at both Boyce and Fort Couch. The accelerated students have used this program slightly differently in the two buildings based on age-appropriateness, but the general philosophy has been to provide students with a customized way to explore new concepts before they are taught in class. Both of our accelerated teachers have reported that this has increased both the pace and the depth of what they teach in the regular class. Both teachers relate that they have been able to spend less time in class focusing on procedures and computation and more time focusing on conceptual understanding. Many of the students have shared stories of how when they did not understand a concept or the explanation given in ALEKS, they went to another website such as Khan Academy to explore the concept further. More time is needed to investigate the truth growth of these students over the course of the entire year and to experiment with the best possible implementation of this program for this group of students.</p> <p style="text-align: center;">(Cont'd.)</p>			

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2012-2013



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

Area: Mathematics **Date:** December 14, 2012

Curriculum Recommendation

1. Continue to research and explore the benefits of the ALEKS (Assessment and Learning in Knowledge Spaces) program in customizing instruction to meet the needs of students requiring acceleration or remedial services. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>7. Our RTI students have primarily used this program at school so that we do not add to their current course load (although some choose to use it at home as well). At Fort Couch, these students usually come to the math resource teacher during Panther Time three days each week. At Boyce, these students meet with the teacher during the last twenty-five minutes of their math class on predetermined days. The math resource teacher provides them with a focus for the day and works with small groups of students while the rest work on their pie. The teacher will usually choose a sector for the students to work on based on what the students are learning in class. We have seen significant growth in the learning of these students in the short time that we have been using this program (see Figure 3). We would like more time to experiment with how best to implement this support for these students.</p>			

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2012-2013



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

Area: Mathematics **Date:** December 14, 2012

Curriculum Recommendation

2. Update the current middle school mathematics acceleration criteria to match the criteria listed in Appendix B.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Since our current accelerated placement criteria were written, both our curriculum and the placement tests administered to students over that curriculum have changed substantially in the shift from the Chicago Math curricular approach that occurred several years ago and to meet the more recent demands of the Common Core Standards.</p> <p>2. The Common Core Standards now place more emphasis on mathematical thinking and conceptual understanding than our previous standards. Our current criteria focus more on procedural knowledge. The new criteria listed in Appendix B will allow us to more objectively examine a student's conceptual understanding as well as their rate of acquisition and aptitude. These new criteria will allow us to more fully customize our procedures for placement in the acceleration program. This will help us to continue to ensure that all students who have a need for acceleration will receive this opportunity.</p> <p>3. Currently, there are 69 students (ten fifth grade students, fifteen sixth grade students, twenty-two seventh grade students, and twenty-two eighth grade students) in the accelerated programs at Boyce and Fort Couch. This represents about five percent of the student population. Of the 69 students, five of them are currently accelerated two years.</p> <p style="text-align: center;">(Cont'd.)</p>	<p>1. Administrative approval.</p> <p>2. Share the new accelerated criteria with teachers in the middle school math department and with the fourth grade teachers. Clearly communicate to all teachers the expectations for an accelerated student so that they can more accurately recommend students for this program.</p> <p>3. Post the new accelerated criteria on a USC Middle School Mathematics curriculum website that is to be developed this summer.</p> <p>4. Secure the appropriate SCAT testing licenses needed for assessing students. Establish an annual line item in the mathematics budget for these licenses.</p> <p>5. Use the new criteria beginning this spring when assessing fourth, fifth, and sixth grade students to determine placement for the fall of the 2013-2014 school year.</p> <p>6. Review placement results following the first wave of testing in May and June of 2013. Determine if any revisions should be made to the new criteria for future testing.</p>	<p>\$60 per year for a packet of 20 tests.</p> <p>\$60 x 3 grades (4th, 5th, and 6th) = \$180 each year.</p>	<p>Approved.</p> <p>Taking into consideration all aspects of a student's ability and achievement strengthens this recommendation process.</p>

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2012-2013



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

Area: Mathematics **Date:** December 14, 2012

Curriculum Recommendation

2. Update the current middle school mathematics acceleration criteria to match the criteria listed in Appendix B. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>4. While our current criteria does provide a good standard for ensuring that students have mastered the concepts from a particular course before accelerating past it, our current assessment model does not take into account the aptitude of each student except to ask the student's teacher about their class performance. The SCAT test is a widely recognized nationally norm-referenced assessment offered through Johns Hopkins University that is used at the elementary level and will fill this need.</p> <p>5. Our current written procedures do not contain provisions for testing at the end of fifth grade. The new criteria listed clearly state these procedures and provide a continuum of opportunities for students to customize their learning through the accelerated program at any time in their middle school career.</p>			

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2012-2013



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

Area: Mathematics **Date:** December 14, 2012

Curriculum Recommendation

1. Formally pilot the ALEKS (Assessment & LEarning in Knowledge Spaces), a web-based, artificially intelligent assessment and learning system as the core materials for the Differentiated Math course.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. The goal of the Differentiated Math course is to enable students to find success in math by presenting them with material when they are ready to learn it. To this end, the ALEKS program provides a diagnostic test to analyze students' abilities so that there is a clear picture of what the student is ready to learn and what the student already knows.</p> <p>2. There is a great variance in knowledge between students who are enrolled in Differentiated Math. Any tool or curricular materials used in the course must be able to accommodate the variety in students' needs mathematically. ALEKS uses the results of the diagnostic test to prescribe an individual learning plan for each student so that each student works on only what he/she needs at the point that he/she is ready for it.</p> <p>3. The rate of progression in gaining math skills varies from student to student. ALEKS allows students to progress through a course as quickly as a student is able, and if a student completes a given course of study, he or she can progress to the next course without incurring an additional cost.</p> <p>4. Current exploration with the program indicates high levels of student engagement, satisfaction with the learning environment, and success in mastery of individualized objectives. Formalizing this to a pilot will allow for a more informed decision-making process in determining the use of this system for future instruction.</p>	<p>1. Administrative approval.</p> <p>2. Order 40 week subscriptions of ALEKS for 2013-14 school year.</p> <p>3. Establish criteria by which effective and successful use of the system will be determined.</p> <p>4. Evaluate the success of the pilot using the established criteria.</p> <p>5. If the pilot has been found to be effective, develop and present a curriculum recommendation for an adoption of this product.</p>	<p>\$35 per student enrolled</p>	<p>Approved.</p>

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2012-2013



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

Area: Mathematics **Date:** December 14, 2012

Curriculum Recommendation

2. Open the Academic Statistics class to any student who has successfully completed Algebra II.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Currently, only students who have completed or are concurrently enrolled in Functions, Statistics, and Trigonometry, or who are seniors that have completed Algebra II may enroll in Academic Statistics. Allowing any student who has completed Algebra II to take Academic Statistics would further the District's goal of customized learning and give students greater choice in their path through the math curriculum.</p> <p>2. A major reason that students other than seniors who had not taken Functions, Statistics, and Trigonometry were not permitted to enroll in Academic Statistics was that there were topics on the PSSA that were covered in FST. It was therefore important that any student who had not yet taken the PSSA take that course and not substitute it with Academic Statistics. With the elimination of the PSSA in 11th grade, this is no longer a concern.</p>	<p>1. Administrative approval.</p> <p>2. Modify the prerequisites in the <i>Program of Studies</i> to say that completion of Algebra II is the only prerequisite.</p>		<p>Approved.</p> <p>Allowing students to have access to more and varied math opportunities is valuable.</p>

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2012-2013



Name: Paul Fox **Level:** High School

Area: Performing Arts **Date:** January 3, 2013

Curriculum Recommendation

1. Pilot a customized 21st Century learning “blended-hybrid” class combining the existing HS Music Theory Independent Study and HS Music Theory Advanced Placement courses to be formally scheduled and taught by two instructors.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. It is recommended that students who plan to major or minor in music need a background in music theory (fundamental and advanced levels) in order to be successful in college.</p> <p>2. For the first time in its six-year history, during the 2012-13 school year, HS Music Theory AP was offered only as independent study. The scope/sequence, breadth, and rigor of the AP Music Theory curriculum require increased time and more consistent direct contact with teachers on a regular schedule.</p> <p>3. The choice of a 3-5 day/week “flex-scheduled” class for both sections of music theory will provide more access to music students who have time constraints.</p> <p>4. The “blended-hybrid” approach will organize the instruction based on the customization of the student’s achievement levels and past experiences, learning styles, and interests, as well as the ability to break out into small groups working on collaborative and independent projects.</p> <p>5. Continuing (best) past practice with AP Music Theory, the pilot course would be co-taught by two music teachers, the choral director focusing on aural music theory, sight-singing, and web-based training, and the band director focusing on written music theory, dictation, AP test taking, and composition skills. This will facilitate high AP scores and a continuation of 80% or better pass rate.</p>	<p>1. Administrative approval.</p> <p>2. Revise of the High School <i>Program of Studies</i>.</p> <p>3. Offer both sections of AP and IS Music Theory at the same time for three to five days a week for the entire year.</p> <p>4. Develop “blended-hybrid” class procedures, activities, and materials that will take advantage of flex-scheduling of the students, differentiated groupings, self-paced take-home text packets (previously introduced to Music Theory IS by Mr. Eisenreich), and web-based and/or computer software units to complement face-to-face work.</p> <p>5. Assign two teachers (Milovac and Eisenreich) two mods per day (preferable mods 1-2 due to avoid conflicts on the itinerant teacher’s schedule).</p> <p>6. Allow for summer Act 48 flex and Performing Arts department time to explore web-based and computer software resources (such as Ricci Adams and Think-Quest Music Theory) sites for independent drill and assessment.</p> <p>7. Warehouse music theory units on Blended Schools.</p> <p style="text-align: center;">(Cont’d.)</p>	<p>No additional staffing requirements</p> <p>Summer flex professional development and during department meetings = \$0.</p> <p>Purchase of three iPads II with Tenuto software (to be used with fourth iPad purchased in 2012 for choirs) and ear-phone accessories = total \$1500</p>	<p>Approved if scheduling of teachers can be managed.</p>

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2012-2013



Name: Paul Fox **Level:** High School
Area: Performing Arts **Date:** January 3, 2013

Curriculum Recommendation

1. Pilot a customized 21st Century learning “blended-hybrid” class combining the existing HS Music Theory Independent Study and HS Music Theory Advanced Placement courses to be formally scheduled and taught by two instructors. (Cont’d.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
	<p>8. Set-up practice room 311-A with Dell Computer and printer (already purchased by the HS musical), music theory and ear-training software, and ear-phones, with some technology assistance for installation and management of the media.</p> <p>9. Continue the use of <i>Music in Theory and Practice</i> 7th Edition Volume I (Benward & Saker).</p>		

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2012-2013



Name: Betsy Hess **Level:** High School

Area Wellness Education **Date:** December 14, 2012

Curriculum Recommendation

1. Study various approaches for better customizing learning in the Wellness Education curriculum.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Students have various individual needs based on other course work and scheduling limitations. 2. All students come to us with different goals and motivations for their own wellness. 3. Students interests need to be taken into consideration when offering various approaches to meeting the Wellness Curriculum State Standards.	1. Administrative approval. 2. Research different approaches to delivering Wellness Education to students. 3. Visit area schools that are currently using other options to deliver Wellness Education to students. 4. Investigate the possibility of piloting one class in the fall for seniors using new methods of delivering Wellness Education.		Approved. New approaches to instructional delivery continue to be vital in this area.

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2012-2013



Name: Ellie Stoehr/HS and MS administration **Level:** Secondary

Area: Pupil Personnel **Date:** January 3, 2013

Curriculum Recommendation

1. Redefine the graduation requirements for students graduating in the 2013-14, 2014-15, and 2015-16 school years.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. The Pennsylvania Department of Education has recently revised Chapter 4 regarding graduation requirements. Requirements through the 2015/16 school year include course completion and grades, completion of a culminating project, results of local assessments aligned with the academic standards, and a demonstration of proficiency in English Language Arts and Mathematics on the State assessments administered in grade 11 or 12.</p> <p>2. The PDE has informed school districts of the plan to transition from the use of the PSSA to the Keystone exams at the secondary level for the purpose of determining whether or not a school has made Adequate Yearly Progress (AYP). In addition, to meet the requirements of No Child Left Behind (NCLB), students must be assessed with a high stakes test in the area of science as well as reading/language arts and mathematics at least once at the secondary level. Starting with the 2012/13 school year, the Keystone exam in English Literature and the Keystone exam in Algebra 1 will be used for determining AYP. The Keystone Exam in Biology will be used to meet the mandate of NCLB for a science assessment at the secondary level.</p> <p>3. The current graduation requirements for the USCSD are no longer valid given the revised assessment plan, particularly due to the elimination of the PSSA at 11th grade and change in timetable for and quantity of Keystone Exams.</p>	<p>1. Establish a committee of administrators from the central office, middle school and high school level to review the current graduation requirements for USCSD, the future graduation requirements for students graduating in 2017 and beyond, and the expectations of Chapter 4 to develop recommendations for the graduation requirements for students graduating in 2014, 2015, and 2016.</p> <p>2. Determine from whom additional input should be sought.</p> <p>3. Include persons who are familiar with the needs of special education students, English Language Learners, students with 504 service agreements, and any other populations which require special consideration when determining the requirements.</p> <p>4. Prepare the recommendations for the graduation requirements and present at a special curriculum panel in January/February 2013 and to the Board of School Directors so that this information can be included in the <i>Program of Studies</i> for 2013/14. This document is typically prepared in January/February of each year so that students and their families can make informed decisions regarding course selection.</p>	<p>no cost beyond meeting time is anticipated for this recommendation.</p>	<p>Approved.</p> <p>This is a necessary but challenging task that has been imposed by the Pennsylvania Department of Education.</p>

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2012-2013



Name: Ellie Stoehr/HS and MS administration **Level:** Secondary

Area: Pupil Personnel **Date:** January 3, 2013

Curriculum Recommendation

2. Examine the impact of the revisions in the Chapter 4 Regulations and the transition plan for statewide assessments on the Upper St. Clair requirements for graduation; curriculum objectives, pacing and sequence; and administration of the Keystone Exams and Pa System of School Assessment (PSSA).

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. The Pennsylvania Department of Education (PDE) has recently revised Chapter 4 regarding graduation requirements and the adoption of the Pa. Common Core Standards.</p> <p>2. The PDE has revised the grade levels at which the PSSA is offered and is changing the content of the exams to more closely aligned with the Common Core Standards.</p> <p>3. The PDE has informed school districts of the plan to transition from the use of the PSSA to the Keystone exams at the secondary level for the purpose of determining whether or not a school district has made Adequate Yearly Progress (AYP) beginning with the 2012/13 school year.</p> <p>4. PDE has revised the timetable and content areas for the Keystone Exams to be implemented over the next 5 years.</p> <p>5. Keystone Exams and PSSA exams are now available in an online version but best practice advises that students need to be familiar with this type of testing prior to administration in this format.</p>	<p>1. Administrative approval.</p> <p>2. Determine whether curriculum will need to be revised to meet the common core standards in regard to content, pacing, and sequence.</p> <p>3. Establish a committee to examine the potential use of the online versions of the PSSA and Keystone Exams.</p> <p>4. Establish a plan for providing support for students who do not score proficient on the Keystone Exams as well as for the project that may be used in place of the Keystone Exams to demonstrate proficiency.</p> <p>5. Examine the logistical needs around the administration of the Keystone Exams, storing of scores, recording proficiency and determining when graduation requirements have been met so that recommendations can be made regarding the role of professional and support staff in this regard.</p> <p>6. Establish IEP team guidelines for determining when and how students with IEPs may use completion of their IEP to meet graduation requirements.</p>	<p>no cost beyond meeting time is anticipated for this recommendation.</p>	<p>Approved.</p> <p>A significant amount of effort will be necessary to address this time-consuming requirement.</p>

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2012-2013



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

Area: Science **Date:** January 3, 2013

Curriculum Recommendation

1. Study the Next Generation Science Standards and potential impact to the USC High School Science Curriculum.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. The National Academy of Science and the National Academy of Engineering have developed a <i>Conceptual Framework for New K-12 Science Education Standards</i> that will provide the expectations for students in science. This framework forms the basis of the Next Generation Science Standards (NGSS). The state of Pennsylvania is one of over 40 states working on these new standards which have undergone a review period and are expected to be adopting in the first quarter of 2013. Pennsylvania is expected to begin implementation in Spring 2014.</p> <p>2. The NGSS are built around three major dimensions including: (A) Scientific and engineering practice; (B) Crosscutting concepts that unify the study across science discipline; (C) Core ideas in four disciplines including physical sciences (chemistry and physics), life sciences, earth and space sciences, and engineering, technology and applications of science.</p> <p>3. The goal is to have students, by the end of 12th grade, “engage in public discussions on science-related issues, be critical consumers of science information related to their everyday lives, and continue to learn about science throughout their lives.” This goal is for ALL students, not just those who plan to pursue further education and careers in the sciences.</p> <p style="text-align: center;">(Cont’d.)</p>	<ol style="list-style-type: none"> Administrative approval. Analyze current course offerings to determine how content aligns with the Disciplinary Core Ideas. Identify cross-cutting concepts within current offerings. Determine core courses which will be required of all students to meet the goals of NGSS, keeping in mind the need to meet the learning abilities of all students. Identify weaknesses and limitations in current course offerings and make appropriate curriculum recommendations to correct these areas. Examine courses in other disciplines that may meet the goals of Engineering, Technology, and Application of Science. Develop curriculum recommendations to elevate the science requirement to meet the goals of NGSS. 	<p>NGSS training (to be determined)</p> <p>Summer workshop time: 6 teachers for 12 hours @ \$30.20/hr = \$2174.40</p>	<p>Approved.</p> <p>This will be helpful in informing future programmatic decision-making.</p>

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2012-2013



Name: Lynn Kistler Level: High School
Area: Science Date: January 3, 2013

Curriculum Recommendation

1. Study the Next Generation Science Standards and potential impact to the USC High School Science Curriculum. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>4. The current description in the <i>Program of Studies</i> book ("Science requirements are normally met with such courses as biology, chemistry and physics.") provides little guidance as to an appropriate selection of courses to meet either the current PA State Standards or the Next Generation Science Standards. The requirement is to obtain 6 credits in science but does not assure that students will receive the disciplinary core ideas.</p> <p>5. USC science, technology and engineering courses should be framed around the Scientific and Engineering Practices and the Crosscutting Concepts should be identified within each discipline.</p>			

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2012-2013



Name: Lynn Kistler **Level:** High School
Area: Science **Date:** January 3, 2013

Curriculum Recommendation

2. Pilot a change of the current AP Physics C Mechanics and Electricity & Magnetism course from a one-year long course to two one-year long courses, with each course meeting for 10 mods a week instead of 14 mods.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. The Mechanics and Electricity & Magnetism are separate AP exams. Each is worth four college credits for eight total credits. Currently to cover the content for both courses before the exam, Mechanics needs to be completed before Winter Break. This allows for approximately 240 mods of instruction. Students do not take the AP mechanics exam until five months after they finished Mechanics thereby likely affecting their AP score.</p> <p>2. Students who desire either a one year college mechanics or electricity & magnetism course only, are currently forced into both where it is difficult to reach full mastery of their desired material due to pacing constraints in covering areas of content. Each year more students have taken the Mechanics exam than the Electricity & Magnetism exam.</p> <p>3. This change will align with coming changes to the AP Physics B which will be separated into a two-year program as well in 2014-15.</p> <p>4. Many schools currently offer the AP Physics C as separate courses and/or offer just the Mechanics course.</p> <p style="text-align: center;">(Cont'd.)</p>	<p>1. Administrative approval.</p> <p>2. Update the <i>Program of Studies</i> to reflect the revised schedule.</p> <p>3. Review and revise lab activities to fit the 50 minute period.</p> <p>4. Analyze the change based on student feedback, course enrollment and AP scores.</p>	<p>12 hours of flex time for one teacher.</p>	<p>Approved.</p> <p>It will be important to evaluate student interest and enrollment to determine if this is a sustainable and necessary change to this course.</p>

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2012-2013



Name: Lynn Kistler Level: High School
Area: Science Date: January 3, 2013

Curriculum Recommendation

2. Pilot a change of the current AP Physics C Mechanics and Electricity & Magnetism course from a one year long course to two one-year long courses, with each course meeting for 10 mods a week instead of 14 mods. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>5. The instructional time increase from 240 to 350 mods for each course will provide the time needed to introduce essential concepts of calculus into the course.</p> <p>6. Offering the Mechanics course to juniors will permit those students who are planning for careers in engineering and the physical sciences a course that more closely aligns with their educational goals. These students would take AP Physics C in place of the AP Physics B.</p>			

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2012-2013



Name: Lynn Kistler Level: High School
 Area: Science Date: January 3, 2013

Curriculum Recommendation

3. Adjust the AP Chemistry and AP Biology class meeting time from 14 mods/week with alternating 4 mod lab days to 3 mods/day (15 mods/week) to allow for inquiry instructional practices.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Recently implemented changes to the AP Biology and 2013-14 changes to the AP Chemistry curriculum place more emphasis on inquiry which is more time-intensive. The change to inquiry is to foster enduring understandings and scientific reasoning skill, instead of an extensive amount of content.</p> <p>2. Currently, classes meet for labs on alternating M-W or T-Th schedules for a total of 14 mods. With in-service days, holidays, and other interruptions to the normal schedule, it is extremely difficult for all classes to maintain a consistent pace. For example, if there is no school on a Monday and it was a scheduled lab day, students would lose 28% of their weekly instructional time.</p> <p>3. Lab time will be available any day during the week and permit all students to do the lab and/or inquiry activity on the same day. This will allow the instructor to plan labs and activities when appropriate in the instructional process instead of on a particular designated lab day.</p> <p>4. It will be possible to adapt labs to the 75 minute time schedule or to design some labs to occur over two days.</p> <p style="text-align: center;">(Cont'd.)</p>	<p>1. Administrative approval.</p> <p>2. Update the <i>Program of Studies</i> to reflect the revised schedule and suggest that students enroll in the Summer Gym program to ease scheduling conflicts.</p> <p>3. Review and revise some labs to perform in the 75 minute time period.</p> <p>4. Investigate and pilot inquiry activities that are appropriate for AP level science content.</p> <p>(note: This change will not impact the number of teachers who currently teach over 50 mods/week as the AP teachers typically are over this amount already)</p>	<p>24 hours of Summer Workshop time: 2 teachers for 12 hours each = 24 x \$30.20 = \$724.80</p>	<p>Approved.</p> <p>Studying the impact on student enrollment and the quality of the lab experience will be important in determining if the reduction of time should be maintained.</p>

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2012-2013



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

Area: Science **Date:** January 3, 2013

Curriculum Recommendation

3. Adjust the AP Chemistry and AP Biology class meeting time from 14 mods/week with alternating 4 mod lab days to 3 mods/day (15 mods/week) to allow for inquiry instructional practices. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>5. A three-mod class will permit students one mod for lunch when class meets during the lunch mods without having to eat in the classroom. Reserving 1 mod/day for lunch and/or independent study time is suggested in the <i>Program of Studies</i>: "We believe that each student should have a minimum of one module daily for lunch/independent study." (p. 7)</p> <p>6. This model of scheduling instructional time will provide the classroom teacher with a consistent daily schedule which makes it easier to schedule time with students who need extra help.</p>			

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2012-2013



Name: Lynn Kistler Level: High School
Area: Science Date: January 3, 2013

Curriculum Recommendation

4. Adjust the course meeting time for AP Environmental Science from 14 mods/week to 10 mods/week for the 2013-14 school year.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. The AP Environmental course is the equivalent of a 3-credit college course, unlike other science courses which are 4-8 college credits. The additional instructional time that includes two, 4-mod lab periods twice per week is not needed to cover the content of the course as developed by the College Board.</p> <p>2. Students that have an interest in the course may have difficulty in scheduling due to the extra mods required for lab. Without this challenge, the course would better fit into a typical junior or senior schedule and could potentially increase enrollment.</p>	<p>1. Administrative approval.</p> <p>2. Update the <i>Program of Studies</i> book to reflect the change.</p> <p>3. Provide summer workshop time to adjust the course pacing to maximize class time and select the most appropriate course materials.</p>	<p>none</p>	<p>Approved.</p>

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2012-2013



Name: Lynn Kistler Level: High School
Area: Science Date: January 3, 2013

Curriculum Recommendation

5. Supplement the current IB SL and HL Physics text books with an IB test preparation book – *Physics for the IB Diploma*, K. A. Tsokos, Cambridge University Press, 2010 (ISBN 0521138213). This book would be available for all IB Physics Students including SL, HL1, and HL2.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Currently, IB Physics SL & HL1 are using the WileyPlus system which incorporates the Cutnell & Johnson Physics ebook. IB Physics HL2 is using a combination of a Cutnell & Johnson Physics textbook (fourth edition) and the Cutnell & Johnson Physics ebook (eighth edition). Though this text book covers the bulk of the IB topics, it does not present the material with IB terminology, problem structure, or with a global perspective.</p> <p>2. By adding the <i>Physics for the IB Diploma</i> by K.A. Tsokos, the students would gain an IB perspective on topics already covered in the Cutnell & Johnson Physics book, plus additional coverage of topics not included in the Cutnell & Johnson Physics book, and practice problems in an IB format that would better prepare them for their IB final assessment.</p>	<p>1. Administrative approval.</p> <p>2. Purchase books for current school year.</p> <p>3. Incorporate IB specific terminology, format, and additional review into current curriculum</p>	<p>25 books @ \$60 = \$1500 (funds are available through the Science Department budget due to fewer physics e-books purchased for AP Physics B)</p>	<p>Approved.</p>

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2012-2013



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

Area: Science and Technology **Date:** January 3, 2013

Curriculum Recommendation

6. Pilot a year-long Robotics course to students in grades 9-12 during the 2013-14 school year.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Robots are an ever increasing presence in our lives. They contribute to our lives in a variety of ways, from vacuuming our floors to assembling machines to delicate surgical procedures.</p> <p>2. The Robotics course would provide a greater understanding of the development of these robots, as well as a deeper appreciation for the impacts that robots have on our personal lives and on society as a whole.</p> <p>3. The course consist of three components: (1) build the robots virtually using existing drafting software; (2) physically building the robots, increasing complexity of mechanical systems; and (3) programming robots using EasyC v.4 programming. This will provide a relevant and exciting subject that incorporates essentials of science, technology, engineering and math (STEM).</p> <p>4. An introduction to robotics was a portion of the Science Department Summer STEM Academy and was well received by the students. A year-long course will maximize the use of the materials purchased for the summer program.</p> <p>5. The VEX robotics system is used in multiple national and international robotics competition including Project Lead the Way.</p> <p style="text-align: center;">(Cont'd.)</p>	<p>1. Administrative approval.</p> <p>2. Update the <i>Program of Studies</i> book to include the new course offering.</p> <p>3. Develop curriculum for the course using the robots previously purchased.</p> <p>4. Evaluate the course for possible permanent adoption into the Science and Technology curriculum and identify how the course meets the goals of the Next Generation Science Standards.</p>	<p>Summer Workshop time of 40 hours for 2 teachers at \$30.20/hour = \$2416</p>	<p>Approved.</p> <p>This will be a unique and engaging course addition to the technical education/science offerings.</p>

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2012-2013



Name: Lynn Kistler **Level:** High School
Area: Science **Date:** January 3, 2013

Curriculum Recommendation

6. Pilot a year-long Robotics course to students in grades 9-12 during the 2013-14 school year. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
6. The Next Generation Science Standard includes Engineering, Technology, and Applications of Science as a core content area. The Robotics class will provide a setting for students to meet this important 21 st Century skill.			

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2012-2013



Name: Lynn Kistler Level: High School
Area: Science Date: January 3, 2013

Curriculum Recommendation

7. Pilot a semester course in Honors Organic Chemistry for the 2013-2014 school year.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. A large number of students graduating from Upper St. Clair seek degrees in majors requiring organic chemistry.</p> <ol style="list-style-type: none"> Pre-Med, Pre-Vet, Pre-Dental Nursing Pharmacy Chemical Engineering, Biomedical Engineering, Petroleum Engineering, Polymer Engineering, Environmental Engineering, and others Biology (and any variants of a biology major – i.e. Biochemistry, Physiology) Forensic Science <p>2. Students who experience organic chemistry for the first time at the college level find the course to be very difficult and challenging, often leading them to abandon a science career. One study indicated that 55% of students in a traditional organic chemistry course earned a D or F.</p> <p>3. Our students are at a disadvantage to those students graduating from high schools offering organic chemistry.</p> <p>4. A background in organic chemistry will support student research in our STEM initiative.</p> <p style="text-align: center;">(Cont'd.)</p>	<ol style="list-style-type: none"> Administrative approval. Summer workshop time to select appropriate online resources and to develop curriculum that can be posted on Blended Schools. Update the <i>Program of Studies</i>. Schedule course based on student enrollment. Evaluate feasibility of offering the course as a summer enrichment program in the future. 	<p>Summer workshop time: 40 hours @\$30.20 = \$1208</p>	<p>Approved.</p> <p>Providing more options for students is always encouraged though monitoring of student interest and enrollment will be necessary to determine the feasibility of offering this course.</p>

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2012-2013



Name: Lynn Kistler Level: High School
Area: Science Date: January 3, 2013

Curriculum Recommendation

7. Pilot a semester course in Honors Organic Chemistry for the 2013-2014 school year. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>5. A survey of 489 USC high school students revealed 293 students would take organic chemistry while 196 would not take organic chemistry if offered. The results were as follows:</p> <ul style="list-style-type: none"> a. 161 students answered yes to both a one semester course and a full year course b. 12 students answered yes to only a full year course c. 120 students answered yes to only a one semester course d. 63 students planning on studying a major requiring organic chemistry said no e. 133 students planning on not studying a major requiring organic chemistry said no 			

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2012-2013



Name _____ R. Smith, S. Levine, D. Kirchner, J. Bulazo, R. Berrott **Level:** _____ K-12

Area: _____ Social Studies **Date:** _____ January 3, 2013

Curriculum Recommendation

1. Research and explore electronic resources in the area of social studies education for the following purposes: 1. To serve as a collection of primary resources for the delivery of Social Studies content in determined courses; 2. To be used in place of more traditional hard-copy resources; and 3. To serve as a model of primary electronic resource determination, organization, and usage for other content areas.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Within the next five years, most textbooks will be created as an application for mobile devices. Publishing companies are moving toward more interactive electronic textbooks. At the same time, additional mobile applications are also being produced at a rapid rate and have been found to allow students to work with, manipulate, and understand information in meaningful, creative, and innovative ways. The way in which content can be housed and delivered is quickly evolving.</p> <p>2. In addition to applications, content is being produced and made available electronically for free by many reputable sites and organizations. Some examples of open-source materials that hold promise are those included in iTunes University, Open Author - http://www.ck12.org/, http://www.oercommons.org/ Blended Schools and various Internet sources.</p> <p>3. Tools for organizing and housing electronic resources are expanding. iBook Author is one resource that can be used to create a comprehensive, customized and interactive text. The District has also experienced success with the use of the Blended Schools Network in housing "vetted" course related resources.</p> <p style="text-align: center;">(Cont'd.)</p>	<p>1. Administrative approval.</p> <p>2. Research on-line resources and determine areas of the social studies curriculum where these could best be piloted.</p> <p>3. Examine and explore ways to organize core materials for access by all teachers and students in a given course.</p> <p>4. Continue research and evaluation. Include assistance from District Reading Specialists to assure that resources are appropriate for the level of student for whom they are intended.</p> <p>5. Determine a vetting and/or approval process to be used for core electronic resources. Make a recommendation in this area.</p> <p>6. Determine equipment needs, feasibility and budget implications.</p> <p>7. If found to be practical, begin the process of resource organization and pilot the use of the materials in determined courses.</p>		<p>Approved.</p> <p>Developing a model for moving forward in this area is an important process in advancing the effective use of these tools.</p>

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2012-2013



Name: R. Smith, S. Levine, D. Kirchner, J. Bulazo, R. Berrott **Level:** K - 12

Area: Social Studies **Date:** January 3, 2013

Curriculum Recommendation

1. Research and explore electronic resources in the area of social studies education to accomplish the following: 1. serve as a collection of primary resources for the delivery of Social Studies content in determined courses; 2. be used in place of more traditional hard-copy resources; and 3. serve as a model of primary resource determination, organization, and usage for other content areas. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>4. With information evolving and changing at a record setting pace, resources that are organized in an electronic format can be easily updated and current as well as interactive presentation of content.</p> <p>5. The ultimate fulfillment of this recommendation will impact the need for electronic devices. It is recognized that electronic resources cause us to be more dependent on mobile devices for all students in order to promote the best use of both the resources and instructional time with the teacher. That being the case, it is felt that being prepared with how to best choose and use electronic resources as primary course resources should be one of the driving factors in determining the need for equipment. This will help to guide the choice and placement of electronic equipment.</p> <p>6. A formal vetting process for textbooks exists but not for core electronic resources that would be used with all students. This is not to say that every resource needs to be formally reviewed, but those that will serve as the formal "core" text for a course, should go through a similar process to assure accuracy of information free of bias.</p>			

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2012-2013



Name: Doug Kirchner **Level:** High School

Area: Social Studies **Date:** January 3, 2013

Curriculum Recommendation

1. Pilot a one-semester course called “21st Century Global Affairs” beginning in the 2013-2014 school year (open to all grade levels, 9-12).

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. USCHS currently lacks a course dedicated solely to 21st century global affairs and their historical roots. Students will be challenged to analyze the problems and events shaping the world today. Contemporary topics such as U.S. foreign policy, terrorism, globalization, the global economy, immigration, international crime, international justice, and genocide represent some of topics that would be addressed. The course will be presented from an “issue-approach,” incorporating the impact of these issues on the existing cultures, countries, and regions.</p> <p>2. The 50% increase in the number of students enrolled in Asian and Middle Eastern Studies (A.M.E.S.) since 2011-12 is evidence of our students’ growing desire for a deeper understanding of the critical issues which face the United States and the world today. Creating a semester course gives students the flexibility to take Global Affairs and/or A.M.E.S.</p> <p>3. This is a course that will be organized to take advantage of the growing use of instructional technology and could also utilize a flexible/blended learning model. Some direct instruction will be online through recorded mini-lectures, the use of the growing amounts of online resources (iTunes University, ed.Ted, TeacherTube video instruction, etc.) and through other technological means as they emerge. (Cont’d.)</p>	<p>1. Administrative approval.</p> <p>2. Update the <i>Program of Studies</i> book to include the new course name and description.</p> <p>3. Write curriculum/units of study and incorporate them into Rubicon Atlas.</p> <p>4. Seek out professional development opportunities for creating a blended course. For example, blendedschools.net offers two courses: 1) Teaching Online Effectively, 2) Teaching in a Blended Learning Environment.</p> <p>5. Work with the World Affairs Council of Pittsburgh to explore opportunities for further collaboration.</p>	<p>Up to 12 hours of flex time for 1 teacher and up to 18 workshop hours @ \$30.20 per hour X 1 teacher = \$543.60</p>	<p>Approved.</p> <p>This fits with the goals of our strategic plan to challenge students to achieve success in an interconnected world.</p>

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2012-2013



Name: Doug Kirchner **Level:** High School
Area: Social Studies **Date:** January 3, 2013

Curriculum Recommendation

1. Pilot a one-semester course called “21st Century Global Affairs” beginning in the 2013-2014 school year (open to all grade levels, 9-12).
(Cont’d.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>4. USCHS already has a strong, collaborative relationship with the World Affairs Council of Pittsburgh (http://www.worldpittsburgh.org). Our partnership will allow for in-person and electronic “real-time” learning opportunities (forums, speakers, student summits, etc.).</p>			

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2012-2013



Name: Doug Kirchner **Level:** High School

Area: Social Studies **Date:** January 3, 2013

Curriculum Recommendation

2. Conduct a study of possible adaptations to the current scope, sequence, and format of Academic American History.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Our District's emphasis on customization has generated discussion about ways to best meet students' LSI: Level of learning, Style of learning, and interests. Academic American History is a course that could potentially serve as a laboratory for new approaches to teaching and learning. The study will explore the impact of modifying our current chronological approach to a thematic approach.</p> <p>2. A thematic approach would be closely aligned with PA Standards and NCSS Themes. Themes could include, among others, "Conflict and Cooperation" and "Power, Authority, and Governance."</p> <p>3. Precedent for a thematic approach has already been set in our 10th grade World History courses.</p> <p>4. An in-depth study of topics by theme as opposed to a cursory overview of events/eras also fits well with our District's efforts toward aligning social studies instruction with Common Core Standards in reading and writing. In turn, it also meshes well with the ongoing efforts of social studies and English teachers to provide more interdisciplinary opportunities.</p> <p>5. Since students already study American History, both thematically and chronologically, in 7th and 8th grade, they come with an understanding of the major events and eras that have shaped our nation.</p>	<p>1. Administrative approval.</p> <p>2. Provide selected high school teachers within social studies and English with flex time and summer workshop hours needed to support this recommendation.</p> <p>3. Selected committee members will gather information on the pros/cons of shifting to a thematic approach to American History. They will explore possible themes, essential questions, and learning targets. Student perception data regarding potential changes to American History can also be collected during the current school year.</p> <p>4. As a result of feedback and collaboration, the committee will determine the viability of adapting the curriculum, and will either recommend to pilot a new curriculum or proceed with the current curriculum.</p> <p>5. Draft new curriculum recommendations to revise curricula, as needed.</p>	<p>Up to 12 hours of flex time for 5 teachers and up to 18 workshop hours @ \$30.20 per hour X 5 teachers = \$2,718.00</p>	<p>Approved.</p> <p>Coordination with the high school English Department and the middle school Social Studies Department will be critical to this process.</p>

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2012-2013



Name: Doug Kirchner Level: High School
Area: Social Studies Date: January 3, 2013

Curriculum Recommendation

3. Pilot a year-long AP World History course for students in grades 10-12 during the 2013-2014 school year.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. An AP alternative to our current Academic, MYP, Honors, and MYP Honors World History options meshes well with our District's focus on customization and better meets students' LSI: Level of learning, Style of learning, and interests.</p> <p>2. There are multiple students in each section of World History that would benefit if given the opportunity to deepen their understanding of World History and its related skills with an AP alternative.</p> <p>3. Students who choose to take AP World History in 10th grade will be better prepared for additional AP coursework in social studies in grades 11 and 12. Students who choose to take AP World History in 11th or 12th grade will already have a foundation for the content and skills that they learned in MYP, Honors, or MYP Honors World History in 10th grade.</p> <p>4. Any 10th grade student who chooses to take AP World History will still be given the opportunity to complete the requirements for their MYP certificate.</p>	<p>1. Administrative approval.</p> <p>2. Update the <i>Program of Studies</i> book to include the new pilot course offering of AP World History as an option for 10th grade students as well as 11th and 12th grade students who maintained an A or B average in MYP, Honors, or MYP Honors World History 10th grade.</p> <p>3. Create a list of the distinction between AP World History and the other levels of World History currently available.</p> <p>4. Provide summer workshop time for teachers to develop the AP World History Pilot Curriculum and materials.</p> <p>5. Pilot the new course offering in 2013-14.</p>	<p>30 summer workshop hours @ \$30.20 per hour X 2 teachers = \$1,812.00</p>	<p>Approved.</p> <p>This creates a large number of different social studies options for tenth grade students. Scheduling and enrollment may impact the ability to offer this course.</p>

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2012-2013



Name: Deanna Baird Level: High School
Area: World Languages Date: January 3, 2013

Curriculum Recommendation

1. Expand the current one-semester International Studies course to two semesters with International Studies I (fall) and International Studies II (spring) beginning in the 2013-2014 school year.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. The number of course participants is increasing as students recognize more and more the importance of international components to their education.</p> <p>2. Students have expressed interest in a longer course that expands upon units presented in the current semester-long course and that also adds additional cross-cultural and cross-disciplinary topics.</p> <p>3. These courses will continue to provide non-IB students with international course options.</p> <p>4. The provision of a fall course and a spring course allows for flexibility in student schedules. Students have the option of taking the first course in the fall of any year, and they can take the follow-up course in the spring semester of any following year.</p> <p>5. This also still gives students the flexibility to include the Asian and Middle Eastern Studies class at some point in their high school career.</p>	<p>1. Administrative approval.</p> <p>2. Include new course description in <i>Program of Studies</i> for 2013-2014.</p> <p>3. Write additional units and incorporate them into Rubicon.</p>		<p>Approved.</p> <p>Student interest and enrollment will need to be monitored in order to determine the feasibility of maintaining this course.</p>

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2012-2013



Name: Deanna Baird **Level:** High school
Area: World Languages **Date:** January 3, 2013

Curriculum Recommendation

2. Study ways to expand and enhance the assessment process in world languages using electronic portfolios in order to further customize learning for students.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Recently implemented use of electronic portfolios in world language courses have been successful in documenting student achievement and in involving students in the assessment process. Electronic portfolios allow for the ability to demonstrate and record listening and speaking skills. With checklists of skills and inclusion of language samples, electronic portfolios lend themselves to the “level of learning” component of customization that can and should be expanded.</p> <p>2. Self-assessment is a critical component of formative assessment and is a significant part of the assessment e-folio. Developing improved methods for self-assessment will maximize the benefit of these e-folios for students.</p> <p>3. Time to research and determine the best ways to expand the use of these portfolios and to reach consensus on critical components that should be in place for all students is needed. Information gathered in the study will facilitate the department’s practice on key components of e-folios and on common usages of the e-folios by both teachers and students.</p>	<p>1. Administrative approval.</p> <p>2. Research customization and self-assessment strategies during professional development time 2012-2013.</p> <p>3. Use summer FLEX time to complete the process.</p> <p>4. Pilot the improved electronic portfolio practices with all students in 2013-2014.</p>		<p>Approved.</p>

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2012-2013



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

Area: World Languages **Date:** January 3, 2013

Curriculum Recommendation

3. Pilot Passport to French and Passport to German to replace the current German 1 and French 1.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Though the vast majority of Upper St. Clair students begin their high school world language experience at level 2, there are some students who choose to take a level 1 language course due to difficulties experienced in acquiring second language skills. In addition, some students also choose to switch languages in ninth grade. The revision of these courses would provide a language learning experience that would not merely be a duplication of the courses which they experienced in middle school.</p> <p>2. Updating these courses, which are the foundation for the high school language course sequence will benefit students who need a more customized learning experience and will enhance students' ability to make cross-curricular connections through theme-based teaching. Proficiency benchmarks will remain the same but these new themes will give students a fresh approach for level 1.</p> <p>3. These courses could also be accessed by students who would like to begin a second world language course at any point in their high school studies. The option of a second world language course at the high school level has been a goal of the world language department since the implementation of Foreign Language at the Elementary School (FLES) and the K-12 reorganization of the department. Customization will help these students to not only progress more quickly but also in more depth on the proficiency scale.</p>	<p>1. Administrative approval.</p> <p>2. Revise course descriptions in the <i>Program of Studies</i>.</p> <p>3. Use professional development time and/or a work day during the 2012-2013 school year for initial research of resources and curriculum and materials development.</p> <p>4. Complete the curriculum writing and posting onto Rubicon during the summer FLEX time and some paid workshop time.</p> <p>5. Pilot the courses beginning with the 2013-2014 school year.</p>	<p>2 teachers for 2 days at \$30.20 an hour = \$724.80</p>	<p>Approved.</p> <p>The department is commended for providing customized learning options to students that experience difficulty in acquiring second language skills. Assuring that these students will be able to access and be successful in level two of the language will be an important component of this recommendation.</p>

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2012-2013



Name: Deanna Baird **Level:** High School
Area: World Languages **Date:** January 3, 2013

Curriculum Recommendation

3. Pilot Passport to French and Passport to German to replace the current German 1 and French 1. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. Course content, including vocabulary and grammar, will be at a level of rigor that will allow students to continue in level two of the language. The curriculum will also include cross-disciplinary and travel units to broaden the appeal of the course and to allow a more 21 st century approach.			

UPPER ST. CLAIR SCHOOL DISTRICT

FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2012-2013



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

Area: World Languages **Date:** January 3, 2013

Curriculum Recommendation

4. Pilot an instructional teaming approach to facilitate a customized delivery of Spanish 3.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. The large number of sections and of teachers of this course facilitates the scheduling of common teaching and planning time within a traditional schedule. The common scheduling of the sections of this course would then allow for students to be flexibly grouped and regrouped among teachers giving consideration to style of learning, level of learning, interests and achievement related to the skills being taught.</p> <p>2. As with any type of course, students may excel or require additional time with different skills. This approach would allow teachers to address the reading, writing, listening, and speaking skills in a manner matched to student need, interest, and or rate of acquisition.</p> <p>3. This approach also utilizes the various areas expertise and strengths of the teachers. Capitalizing on instructional strengths in this collaborative approach will not only benefit the students but will also allow teachers to learn and develop from this collaboration with their colleagues.</p>	<p>1. Administrative approval.</p> <p>2. Schedule the courses at same time and provide common planning time.</p> <p>3. Use professional development time during the 2012-2013 school year for initial curriculum customization.</p> <p>4. Complete the curriculum/materials writing and posting onto Rubicon during summer FLEX time and some paid workshop time.</p> <p>5. Pilot the courses beginning with the 2013-2014 school year.</p>	<p>2 days for 3 teachers at \$30.20 an hour = \$1087.20</p>	<p>Approved.</p> <p>This is a unique and creative concept that has the potential to provide a very customized learning experience for students.</p>

Appendix A

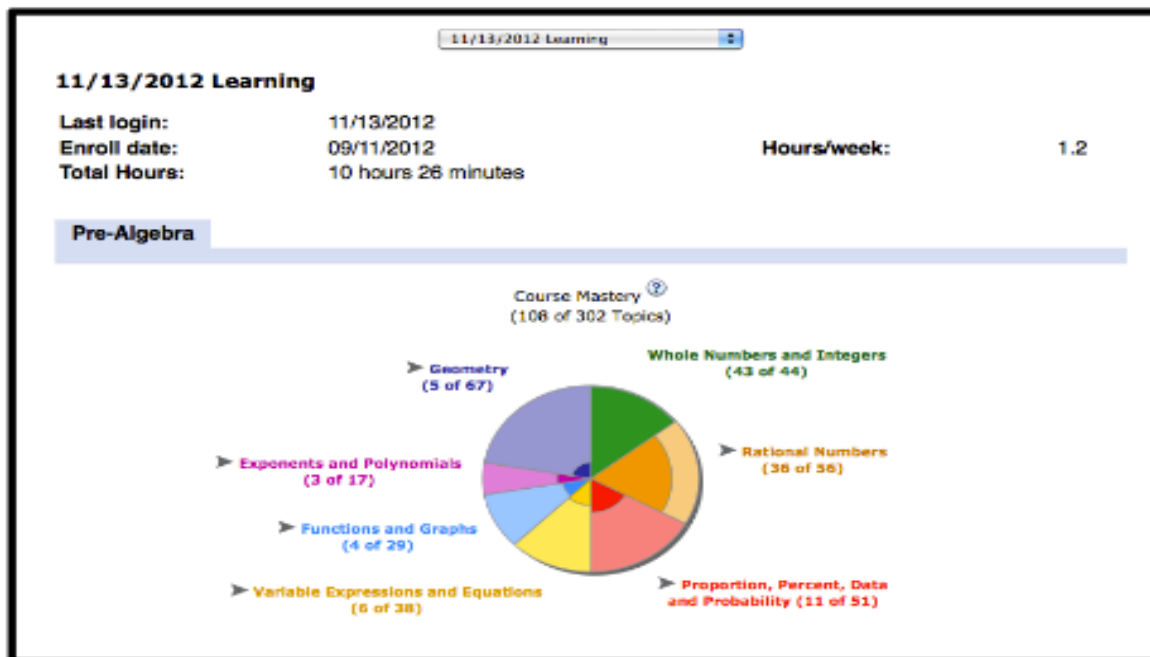
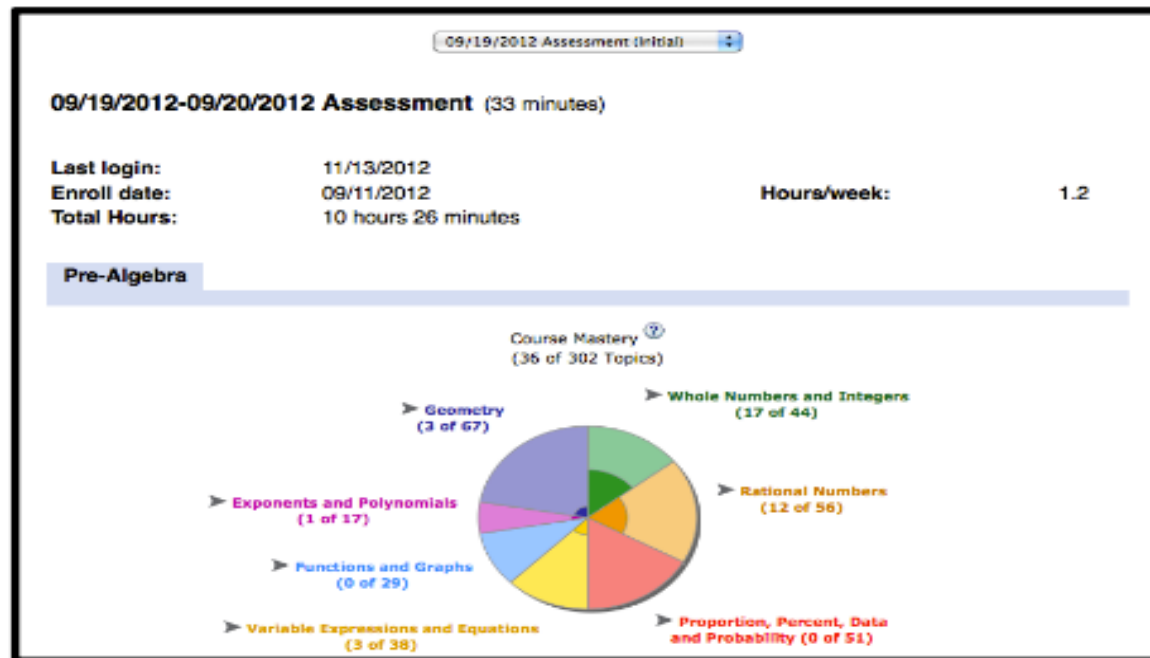


Figure 1: Sample student pie showing growth from the beginning of the semester (top) to present (bottom).

Appendix A Continued

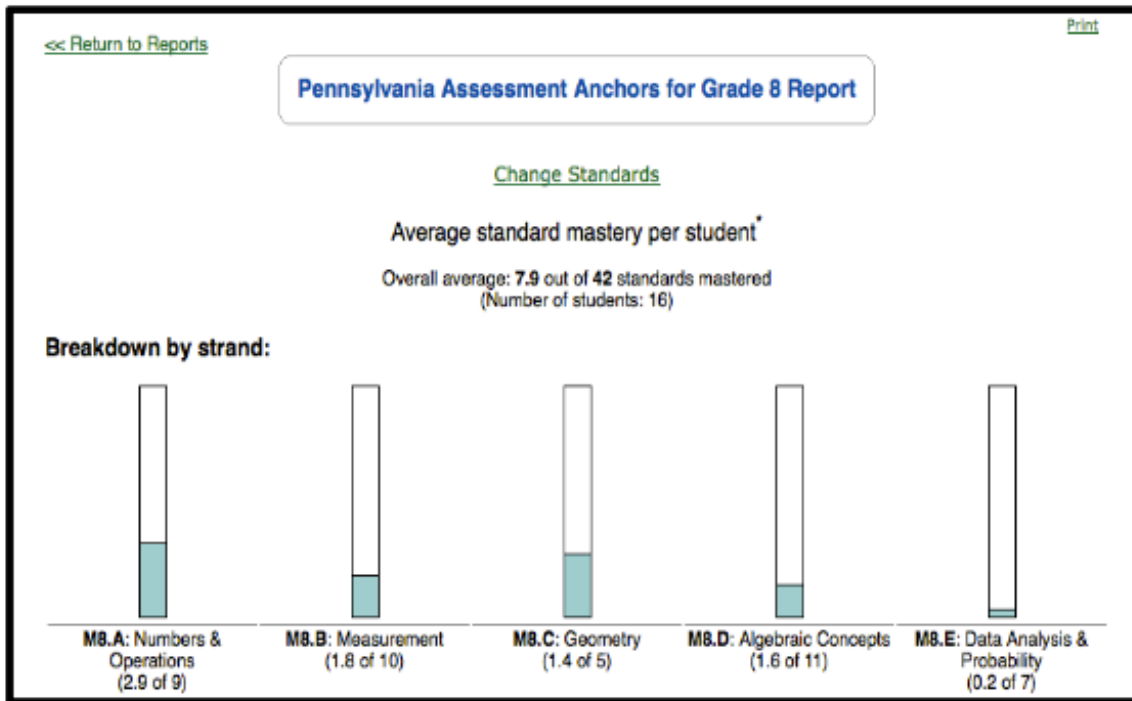


Figure 2: The dashboard allows teachers to, among other things, view a quick snapshot of how the class is progressing in their mastery of each assessment anchor for the upcoming PSSA (above). Teachers can also view which students have mastered a particular strand and which students have not (right). This view can be switched to see an individual's student progress as well.

Breakdown by standard: (You can switch this to [Breakdown by student.](#))

M8.A: Numbers & Operations (2.9 out of 9 standards mastered)

M8.A.1.1.1: Represent numbers using scientific notation and/or exponential forms.

12% mastery

There are **2 ALEKS topics** that correspond to this standard.

The mastery criterion is currently set at 50%. So a student is considered to have mastered this standard when she has mastered at least 1 of these 2 ALEKS topics.

2 students out of 16 (12%) have mastered at least 1 of these 2 ALEKS topics.

- (1 topic)
- (1 topic)

14 students out of 16 (88%) have not mastered 1 of these 2 ALEKS topics.

- (0 topic)
- (0 topic)
- (0 topic)
- (0 topic)
- (0 topic)

Appendix A Continued

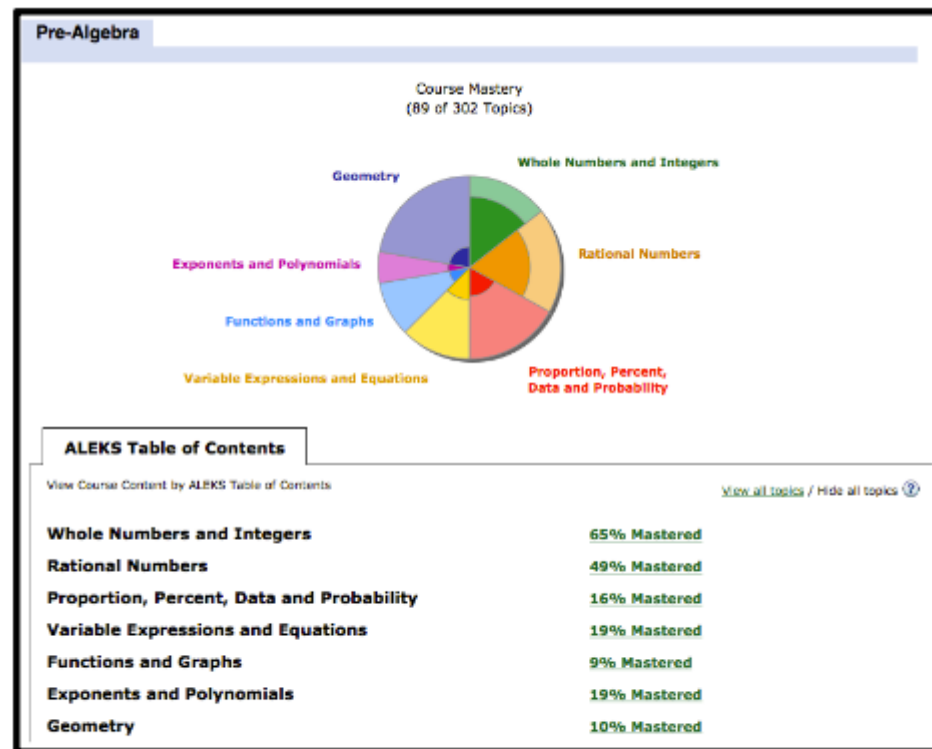
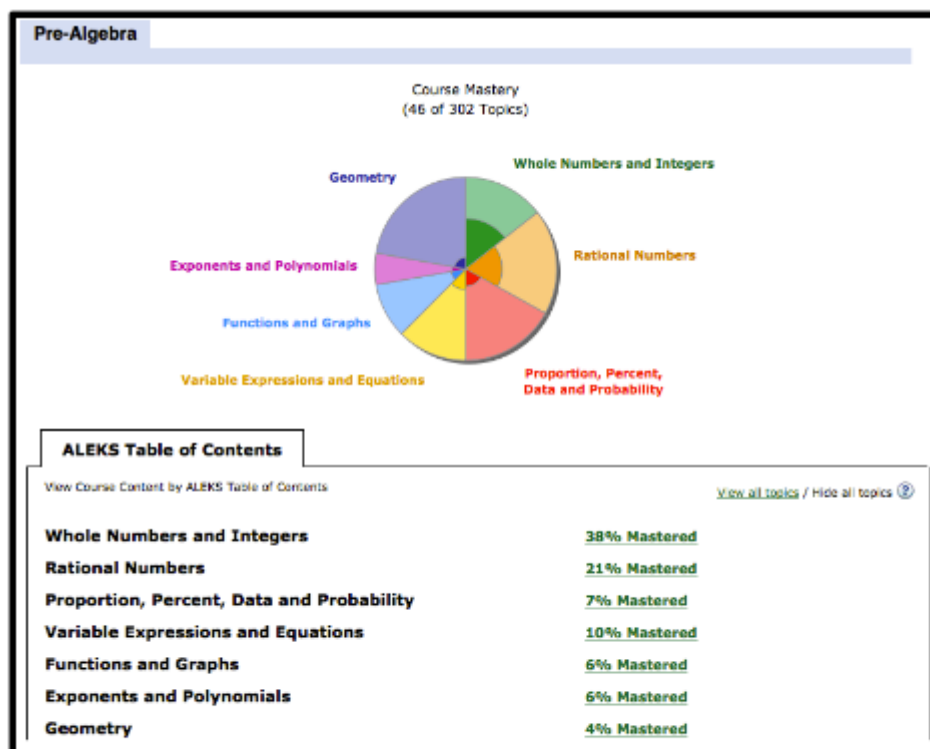


Figure 3: Pie demonstrating growth shown through the ALEKS program being used with our 7th grade remediation program.

Appendix B: Middle School Mathematics Accelerated Placement Criteria

Criteria for Acceleration Past 5th Grade Math and Placement in 6th Grade Mathematics as a 5th Grade Student

- Students must score at least 80% on an assessment over the 5th grade math course in order to demonstrate procedural mastery of these concepts.
- Those students who meet the first criteria will take the SCAT test to determine their aptitude in comparison to other students their age. Students must score in at least the 90th percentile to be considered for acceleration.
- Students must be recommended by their fourth grade classroom teacher and other teachers that worked with them throughout the year. This recommendation will be based on the student's participation in enrichment, class performance, mathematical thinking skills, and the teacher's general belief that the child would thrive in the faster pace of the accelerated class. Other teachers who have worked with the student throughout the year will also be consulted.
- Data from PSSA (or other state assessments if the student has moved into the district), Terra Nova, or other external assessments the student has taken will be considered.

Criteria for Acceleration Past 6th Grade Math and Placement in Pre-Algebra as a 6th Grade Student

- Students must be recommended for testing by their fifth grade mathematics teacher. This recommendation will be based on the student's participation in enrichment, class performance, mathematical thinking skills, and the teacher's general belief that the child would thrive in the faster pace of the accelerated class. Other teachers who have worked with the student throughout the year will also be consulted.
- Students must score at least 80% on an assessment over the 6th grade math course in order to demonstrate procedural mastery of these concepts.
- Those students who meet the first criteria will take the SCAT test to determine their aptitude in comparison to other students their age. Students must score in at least the 90th percentile to be considered for acceleration.
- Data from PSSA (or other state assessments if the student has moved into the district), Terra Nova, or other external assessments the student has taken will be considered.

Criteria for Acceleration Past Pre-Algebra and Placement in Algebra as a 7th Grade Student

- Students must score at least 80% on an assessment over the Pre-Algebra math course in order to demonstrate procedural mastery of these concepts.
- Those students who meet the first criteria will take the SCAT test to determine their aptitude in comparison to other students their age. Students must score in at least the 90th percentile to be considered for acceleration.
- Students must be recommended by their sixth grade classroom teacher and other teachers that worked with them throughout the year. This recommendation will be based on the student's participation in enrichment, class performance, mathematical thinking skills, and the teacher's general belief that the child would thrive in the faster pace of the accelerated class. Other teachers who have worked with the student throughout the year will also be consulted.
- Data from PSSA (or other state assessments if the student has moved into the district), Terra Nova or other external assessments the student has taken will be considered.

Appendix B: Middle School Mathematics Accelerated Placement Criteria

Criteria for Two-Year Acceleration

- Students must already be accelerated one year. They must be recommended by their accelerated mathematics teacher to take the assessment. This recommendation should only be made for those students who are exceptional in their mathematical thinking and ability as evidenced by informal discussions in class, class work, and performance on assessments.
- Students must score at least 80% on an assessment over the course they are to accelerate through in order to demonstrate procedural mastery of these concepts.
- Data from PSSA (or other state assessments if the student has moved into the district), Terra Nova, or other external assessments the student has taken will be considered. The student's SCAT testing scores will also be reviewed and the test may be administered once more if this action is determined necessary.

Procedures for Testing and Notification of Placement

- All students will be assessed for acceleration at the end of their 4th and 6th grade years. This test will take place in May and will be administered by their regular 4th or 6th grade mathematics teacher.
- Those students who meet the 80% requirement will have the SCAT test administered by a resource teacher in the building.
- The final decision for placement in the accelerated program will be made by the Middle School Mathematics Curriculum Leader and the Middle School Academic Principal.
- Parents of those students who meet all requirements and are to be recommended for acceleration will be notified and must sign a consent form stating that they approve of their child's placement in the accelerated program.
- Students will only be allowed one opportunity to take each test. In other words, if a student does not qualify for acceleration in the spring, they may not be reassessed in the fall on the same material. Parents may obtain an item analysis of their child's performance on the placement test from the middle school mathematics curriculum leader upon request.
- Newly enrolled 5th and 7th grade students will be given the opportunity for assessment up to the end of their first nine weeks in the district. Newly enrolled 6th grade students will be assessed only if their past records indicate the need for potential acceleration.