

TO: Board of School Directors

DATE: June 3, 2019

FROM: Dr. Sharon Suritsky
Dr. Judy Bulazo

SUBJECT: 2019 – 2020
Curriculum Recommendations

Requires Board Approval

For Your Information

All Curricular Areas Explore possibilities for creating interdisciplinary Gold Standard project- or problem-based learning courses for students.		✓
Counseling Study Multi-Tier System of Supports (MTSS) Tier 2 interventions, supports, screeners, and progress monitoring measures to be implemented at the high school level.		✓
English Language Arts Develop new whole group comprehension lesson plans in grade 2.		✓
Continue the literacy assessment pilot of the MAP assessment with all teachers and students in grades 3-8.		✓
Move Antigone by Sophocles from a core text to a supplemental text in Academic and Honors English 10.	✓	
Restructure Honors English 11 American Literature.	✓	
Realign and adopt recommended resources in Honors English 11, Ap English Literature and Composition, and AP Language and Composition.	✓	

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Mathematics Pilot the math portion of the MAP diagnostic assessments in grades 5-7.		✓
Offer a full-year academic-level Algebra I course at the high school.	✓	
Science Begin a comprehensive evaluation of programming and material options in elementary science.		✓
Adopt one additional Engineering is Elementary (EIE) unit for grades 1-4.	✓	
Adopt the Pearson program, <i>Elevate Science: Course 3</i> in grade 8.	✓	
Pilot the Pearson program, <i>Elevate Science: Course 2</i> in grades 6 and 7.	✓	
Social Studies Implement new curriculum alignment, in grades 5-8.	✓	
World Language Develop assessments and unit plans to begin implementation of a Comprehensible Input based WL curriculum in grades 6 - 8.	✓	
Revise French II Course curriculum	✓	

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UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2019-2020



Name: _____ Caty DeWalt, Tim Wagner

Level: _____ High School

Area: _____ HSLT

Date: _____ March 26, 2019

Curriculum Recommendation

Explore the possibilities for creating interdisciplinary Gold Standard project- or problem-based learning (PBL) courses for students at the high school.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

1. In 2014, the US Department of Education unveiled the Employability Skills Framework, which outlined several skills important to the workplace, including soft skills that are not the traditional purview of any one academic discipline, such as “the ability to collaborate as a member of a team” and “systems thinking.” Similar soft skills also make up the College and Career Readiness component of Pennsylvania’s new Future Ready PA Index. Many of these skills, however, are only tangentially addressed by the district’s current curriculum. PBL targets many of these critical skills, while also encouraging in-depth knowledge of content.
2. The district also has as part of its mission the development of “life-long learners and responsible citizens for a global society,” which are values that PBL fosters.

1. Seek administrative approval.
2. Form an ad hoc team of teachers interested in this type of instruction.
3. Research PBL and related instructional models for best practices.
4. Develop a flexible organizational framework for PBL course offerings.
5. Brainstorm potential courses and interdisciplinary partnerships with an eye toward meeting gold standards for PBL.
6. Within smaller course teams, explore project ideas and driving questions and align them with academic and college and career readiness standards to create pilot curriculum.

Approved.

This process should help to inform the High School’s current Problem-Based Learning initiative.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2019-2020



Name: _____ Caty DeWalt, Tim Wagner

Level: _____ High School

Area: _____ HSLT

Date: _____ March 26, 2019

Curriculum Recommendation

Continued (2 of 2)...

To explore the possibilities for creating interdisciplinary Gold Standard project- or problem-based learning (PBL) courses for students at the high school.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

3. As part of the International Baccalaureate Organization's revamping of the Middle Years Programme curriculum, schools must now offer students at least one interdisciplinary unit for each year of the program. Offering PBL courses would help to fulfill this requirement at the high school.
4. Two separate reviews of the literature on PBL found that the type of learning experiences offered by PBL have proven to be highly engaging for students of all ability levels (*"Project-Based Instruction: A Review of the Literature on Effectiveness in Prekindergarten through 12th Grade Classrooms"* by Margaret Holm, 2011 and *"A Review of Research on Project-Based Learning"* by John W. Thomas, 2000).

7. Propose these curricula as pilot courses during fast track curriculum recommendations in the fall of 2019, for the 2020-2021 school year.

Approved.

This process should help to inform the High School's current Problem-Based Learning initiative.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2018-2019

Name: Shannon Dressler, Jennifer Kirk, Dan Zelenski **Level:** High School

Area: Counseling **Date:** 3/27/19

Curriculum Recommendation

Study Multi-Tier System of Supports (MTSS) Tier 2 interventions, supports, screeners, and progress monitoring measures to be implemented at the high school level.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Implementing MTSS Tier 2 supports aligns with the USCSD Strategic Plan, specifically the High School Experience: - Establish a systematic process for teachers to collaborate, plan, and deliver instruction that is responsive to the unique needs of all learners. - Customize structures and learning opportunities to meet the academic and developmental needs of each learner by creatively using time, schedules, and resources. - Provide a comprehensive school experience in which students feel healthy, safe, engaged, supported, challenged, and empowered. 2. Tier 1 supports have been implemented formally for students throughout the second semester in Collaborative Team Meetings..	1. Seek administrative approval. 2. Attendance at Fall 2018 MTSS Conference. 3. Bi-weekly Planning meetings of MTSS Team throughout school year (18-19 and 19-20) 4. Attendance at MTSS webinar trainings 5. Coordinate summer workshop for research, planning and school visits.	Conference expenses approx \$1500 Summer meeting days X 2 @ \$30.20/hr= \$362.40	Approved. Work should be completed in collaboration with the new Director of Pupil services and the middle school Student Support Services Teams.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2018-2019



Name: _____ Shannon Dressler, Jennifer Kirk, Dan Zelenski _____

Level: _____ High School _____

Area: _____ Counseling _____

Date: _____ 3/27/19 _____

Curriculum Recommendation

Continued (2 of 3) ...

To study Multi-Tier System of Supports Tier 2 interventions, supports, screeners, and progress monitoring measures to be implemented at the high school level.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

3. Tier 1 Supports: Provide individual reteaching opportunities with content teacher (i.e. meeting before/after school, during free mods/duty time, etc., Facilitate academic learning accommodations within the classroom setting (i.e differentiated lessons, formative assessments, small-group instruction, long-term project breakdown etc.), Assign to Resource Center, Assign Peer Tutor, Facilitate Schedule change, Refer to Study Skills Group, Refer to Counseling, Coordinate parent meeting with teachers, Make Parent contact (email or phone), Retest for mastery, Assign to Office Hours, Change assigned seat, Offer specific positive praise, Provide clear and consistent expectations (re: classroom behavior; homework completion.
4. Research-based, data driven Tier 2 interventions are designed for a targeted population, typically about 15% of the student population. These targeted students are those who do not demonstrate success from Tier 1 intervention.

Approved.

Work should be completed in collaboration with the new Director of Pupil services and the middle school Student Support Services Teams.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2018-2019



Name: _____ Shannon Dressler, Jennifer Kirk, Dan Zelenski _____

Level: _____ High School _____

Area: _____ Counseling _____

Date: _____ 3/27/19 _____

Curriculum Recommendation

Continued (3 of 3) ...

To study Multi-Tier System of Supports Tier 2 interventions, supports, screeners, and progress monitoring measures to be implemented at the high school level.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

5. While there is an abundance of literature regarding MTSS implementation, “It is no surprise to secondary educators that implementation of Multi-Tier Systems of Supports (MTSS), still known in some places as Response to Intervention (RTI), lags behind their elementary counterparts.”

Retrieved from <https://medium.com/inspired-ideas-prek-12/the-who-and-how-of-mtss-in-secondary-schools-fc5b31485ba8>
(McGraw Hill)

6. This recommendation allows for movement toward an eventual seamless K-12 MTSS.

Approved.

Work should be completed in collaboration with the new Director of Pupil services and the middle school Student Support Services Teams.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018

Name: _____ Kristy Berrott _____

Level: _____ Grades 2 _____

Area: _____ ELA _____

Date: _____ April 5, 2019 _____

Curriculum Recommendation

Develop new whole group comprehension lesson plans to support reading comprehension and vocabulary instruction in second grade.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

1. This current recommendation is a result of the 2017-2018 guided reading curriculum recommendation to *study best practices in guided reading and explore related materials to align with the PA Core Standards and to allow for the development of reading comprehension skills in all students.*
2. Through the work centered upon guided reading instruction, research supported the importance of teacher modeling comprehension strategies for young readers.
3. As a result, teachers reflected upon their current whole group comprehension lesson plans and identified the need to develop new plans that align with student needs within the PA Common Core Standards.
4. These lessons will model, for students, the application of various comprehension skills within informational text and literature. Students will then apply these skills to their independent reading level during the guided reading instructional time.

1. Administrative approval.
2. Provide summer work time for a core group of teachers to identify skills, genres, and texts to be utilized within the lessons plans. They will also write the lesson plans for instruction.
3. If needed, teachers will continue development during the 2019-2020 school year.

Summer workshop time for 6 teachers at \$30.20 per hour for 2 days = \$2,174.40

New books: 36 weeks of instruction x 15 books = 540 books.
540 books * \$10 per book = \$5,400 total

Approved.

Continuing to attend to alignment and instructional moedling will provide for effective reading programming.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018

Name: _____ Becky Kabala, Kate Ruth, Kristy Berrott _____ **Level:** _____ Grades 3-8 _____

Area: _____ ELA _____ **Date:** _____ March 14, 2019 _____

Curriculum Recommendation

Continue the literacy assessment pilot of the MAP assessment with all teachers and students in grades 3-8.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
- This current recommendation is a continuation of last year's recommendation to: <i>Expand the literacy assessment pilot to include the use of the MAP assessment with all teachers and students in grades 3-8.</i> - In SY 2018-19, all Elementary and Middle School ELA teachers, as well as most of the Special Education teachers, received formal training on MAP assessment process and data analysis. While teachers have used this data in meaningful ways to inform instruction, there are still many considerations for the implications of this data. - In addition, teachers would like to observe the consistency of the data over time in terms of its correlation with student performance in the classroom and on standardized tests. There is need to develop a protocol for analyzing this data and implementing changes. Time is needed for conversations and planning to occur.	- Administrative approval. - Provide summer work time for a core group of teachers to consider a protocol for data analysis and use. - Schedule meetings to review end of year data for the purpose of planning instruction and adjusting student groups for SY 2019-20.	\$12.50 per student <u>Grades 3 & 4:</u> 600 students = \$7,500; <u>Grades 5-8:</u> 1300 students = \$16,250 - 5,200 (shared cost w/ 5-8 Math Dept. = \$11,050 Total: \$18,550	Approved. Careful consideration of the cost/benefit of assessments is always in the best interest of our students.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: _____ Becky Kabala, Kate Ruth, Kristy Berrott _____ **Level:** _____ Grades 3-8 _____

Area: _____ ELA _____ **Date:** _____ March 14, 2019 _____

Curriculum Recommendation

Continue (2 of 2) ...

Continue the literacy assessment pilot of the MAP assessment with all teachers and students in grades 3-8.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

4. Lastly, because of the time and resources needed for this assessment to be given three times per year, an additional year long pilot is being recommended.

Summer workshop time for 8 teachers at \$30.20 per hour for 1 days = \$1,449.60

Approved.

Careful consideration of the cost/benefit of assessments is always in the best interest of our students.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2019-2020

Name: Melissa Tungate

Level: High School

Area: English Language Arts

Date: March 26, 2019

Curriculum Recommendation

Move *Antigone* by Sophocles from a core text to a supplemental text in Academic and Honors English 10.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

1. The current 10th grade curriculum includes an extensive study of Greek Mythology. Shifting *Antigone* to a supplemental offers more versatility within the Mythology Unit and provides students more choice in exploring their interests in the supplemental program.
2. *Oedipus Rex* was moved from core to supplemental in the AP curriculum and was removed from the IB Diploma Program Curriculum. Therefore, students no longer benefit from the direct instruction of the Oedipus cycle.
3. *Antigone* is appropriate for a 10th grade independent reading study. Because students are able to read and comprehend this text with minimal teacher support, it would more effectively be offered as a choice for interested students.

1. Seek administrative approval.
2. Update Rubicon Atlas for Honors and Academic English 10.
3. Begin teaching *Antigone* as a supplemental text in the 2019-2020 school year.

Approved.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2019-2020



Name: Melissa Tungate

Level: High School

Area: English Language Arts

Date: March 26, 2019

Curriculum Recommendation

Continued (2 of 2)...

Move *Antigone* by Sophocles from a core text to a supplemental text in Academic and Honors English 10.

Reason(s) for Recommendation

Implementation Steps

Cost

**Administrative
Reaction**

4. Provisions for additional instructional time creates opportunities for teachers to effectively and thoroughly complete Project Based Learning (PBL) experiences. Transitioning *Antigone* to a supplemental text will provide students with more opportunity and class time to develop project based learning.

Approved.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2019-2020

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

Area: English **Date:** March 26, 2019

Curriculum Recommendation

Restructure Honors English 11 American Literature from a study of literature in chronological sequence to an historical themed approach.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
- This survey course has previously been taught in a chronological manner through the use of American historical tempers that aligned with the structure of the junior year American History course. The restructuring of the high school social studies curriculum, in a manner in which historical sequence is no longer the central organizing factor, provides the opportunity for a similar revision to this course. - The restructuring of Honors English 11 will allow for a focus on relevant and engaging themes that promote connections between current American issues and their historical roots. In contrast to the study of a series of texts in an historical timeline, this course will now emphasize literary themes that promote thoughtful consideration of historical issues allowing students to make relevant connections to their own lives.	- Seek administrative approval. - Realign resources (see recommendation 3.) - Update Rubicon Atlas. - Convene a team of teachers for summer workshop to update Rubicon and revise assessments. - Begin teaching new course in 2019-2020 school year.	Up to 12 hours for up to 2 (\$30.20 x 12 x 2 = \$724.80)	Approved. Coordinating initiatives that are interdisciplinary in nature as well as continuing to enhance instructional programming to engage students are commendable reasons and approaches to curriculum change.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2019-2020



Name: _____ Melissa Tungate _____

Level: _____ High School _____

Area: _____ English _____

Date: _____ March 26, 2019 _____

Curriculum Recommendation

Continued (2 of 2) ...

Restructure Honors English 11 American Literature from a study of literature in chronological sequence to an historical themed approach.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

3. Most of the texts will remain the same with a few changes, including the order and manner in which they are presented. The recommendation to offer AP Literature and Language as separate courses in the senior year beginning in the 2019-20 school year, has also provided the opportunity to evaluate the relevance of texts in each of these three courses. Therefore, thoughtful recommendations are being made for some text changes (*see next recommendation*).

Approved.

Coordinating initiatives that are interdisciplinary in nature as well as continuing to enhance instructional programming to engage students are commendable reasons and approaches to curriculum change.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2019-2020

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

Area: English Language Arts **Date:** March 26, 2019

Curriculum Recommendation

Realign and adopt recommended resources in Honors English 11, AP English Literature and Composition, and AP Language and Composition.
(see chart for specific revisions.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. A curriculum recommendation was approved to offer the AP Literature, Language and Composition course as two separate courses beginning in the 2019-20 school year. This change requires both curriculum adjustments and text alignment. In addition, modifications to the Honors English 11 curriculum are currently being recommended, providing the opportunity for consideration of text adjustments within and between all three of these courses. 2. Adjustments to texts and resources will allow each course to more effectively meet the desired outcomes. The AP College Board guidelines have been considered as well as the goals of each of these courses, student interest, level of rigor, and exposure to a variety of genres and seminal works of literature. (access the link below for resource recommendations). https://docs.google.com/document/d/1pm37nT2vOXtj2p23rV7idD1fB0lJcD4y2JMm3YZmAQY/edit?usp=sharing	1. Seek administrative approval. 2. Update Rubicon Atlas for Honors English 11, AP English Literature and Composition, and AP English Language and Composition. 3. Begin teaching the new curriculum in all three courses in the 2019-2020 school year. 4. Purchase additional books. 5. Conduct summer workshop for teachers to make the changes in Rubicon, create unit plans, and develop lessons and materials.	Total book budget: \$6810.00 (budgeted for 2019-2020 year) Up to 2 teachers up to 18 hours paid @ \$30.20 = 1,087.20 for summer workshop	Approved. Given the changes to these courses, it is timely, efficient, and prudent to realign resources in this manner.

Addendum: Course/Text Revisions for
Honors English 11, AP English Literature & Composition, and AP English Language & Composition

Course	Text/Units	Change	Rationale
<i>AP Language & Composition</i>	<i>The Language of Composition Anthology</i> (BFW Publishers, 3rd edition)	Core text adoption	This anthology provides a collection of thematically organized nonfiction essays/texts that align with the framework of the course.
	<i>Grit: The Power of Passion and Perseverance</i> by Angela Duckworth	Core text adoption	<i>Grit</i> provides for the addition of a full-length, contemporary, nonfiction text with relevant, real-life themes and applications.
	Non-Fiction Texts on Rationalism	Move from Honors English 11	Due to the thematic change to Honors English 11, these shorter, nonfiction texts now become a better fit in the AP Language & Composition course.
<i>AP Literature & Composition</i>	<i>A Connecticut Yankee in King Arthur's Court</i> by Mark Twain	Core text adoption	This text provides a full-length piece of comedy, a Horatian satire, that provides a balance with the core Juvenalian text, <i>A Modest Proposal</i> by Swift.
	<i>Crime and Punishment</i> by Fyodor Dostoevsky	Core to supplemental/research option	In addition to <i>Crime and Punishment</i> , students read <i>Heart of Darkness</i> , which is also a work of psychological fiction that deals with similar

			themes; <i>Crime and Punishment</i> requires up to 6 weeks of instructional time, leaving little time for a satire unit, the content of which is assessed on the AP Literature and Composition exam.
Honors English 11	<i>The Things They Carried</i> by Tim O'Brien	Supplemental option to core text	This contemporary text addresses the theme of conflict including content related to the Vietnam War, PTSD, the past, internal and external conflicts. It also pairs with the Monuments and Memorials unit in this course.
	<i>Our Town</i> by Thornton Wilder	Supplemental option to a core text	This play fits in the themes of Community and replaces <i>The Crucible</i> as a core drama for students in Honors English 11.
	<i>Ethan Frome</i> by Edith Wharton	Core to supplemental/research option	The Realism unit does not fit thematically with the redesign.
	<i>The Crucible</i> by Arthur Miller	Core to supplemental/research option	The Puritanism unit does not fit thematically with the redesign.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020

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

Area: Mathematics **Date:** March 14, 2019

Curriculum Recommendation

Pilot the math portion of the MAP diagnostic assessments in 5th, 6th, and 7th grades to gain understanding of students' mathematical growth and achievement to use in planning small group instruction and interventions.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
- Pennsylvania adopted the PA Core Standards in July 2013. A recommendation was made in 2013 to begin the process of converting our curriculum to the PA Core. The District has been working in the area of math to align our curriculum and instructional practice to allow our students to reach and exceed these standards. - PVAAS data provided by the state measures students' growth in their knowledge and understanding of the PA Core Standards. Teachers and schools are assessed according to these growth measures. Middle School math teachers having been using this data to inform and refine instruction each year since the scores were released. - Unfortunately, since these scores are only released once each year, any changes that are driven by these data points are reactionary. Teachers have found it difficult to use PVAAS data to help plan instruction and intervention for individual students.	- Administrative approval. - Schedule training times over the summer and/or during the first in-service days to teach teachers how to administer the assessment. - Provide additional training during the school year on how to interpret and utilize data that is collected. - Schedule meetings to review data for the purpose of planning instruction and adjusting student groups. Determine how programs like Buzzmath, Sumdog, and Khan Academy can be used to meet these needs. - Purchase necessary materials. - Compare released PVAAS data to the predictive data that MAP provides to determine the efficacy of the program.	\$4.50 per student for approx. 600 students = \$2700. \$1000 for training Summer workshop time for 6 teachers at \$30.20 per hour for 1 days = \$1,087.20	Approved. The value of the data should be considered along with the administration time and coordinated with the use of the MAP reading assessment.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020

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

Area: Mathematics **Date:** March 14, 2019

Curriculum Recommendation

Continued (2 of 3)...

Pilot the math portion of the MAP diagnostic assessments in 5th, 6th, and 7th grades to gain understanding of students' mathematical growth and achievement to use in planning small group instruction and interventions.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

4. Tools like EasyCBM have been used at Boyce in the past to help plan RtI support, however teachers always felt that the information provided by this assessment provides minimal feedback regarding students' strengths and needs.
5. The math portion of the MAP test was piloted one on 7th grade team this year. The data produced was robust and provided a more immediate view of what students know and are able to do. The teacher who piloted the test was able to make adjustments at the midway point of the year for individual students.
6. Teachers in 5th and 6th grade have expressed an interest in participating in the MAP assessment pilot for the coming school year. Since MAP data travels with each individual student from grade to grade, expanding the pilot to other grades will allow us to get a more accurate picture of student growth.

Approved.

The value of the data should be considered along with the administration time and coordinated with the use of the MAP reading assessment.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020

Name: _____ Andrew Lucas _____

Level: _____ Middle School _____

Area: _____ Mathematics _____

Date: _____ March 14, 2019 _____

Curriculum Recommendation

Continued (3 of 3)...

Pilot the math portion of the MAP diagnostic assessments in 5th, 6th, and 7th grades to gain understanding of students' mathematical growth and achievement to use in planning small group instruction and interventions.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
7. MAP data could potentially assist us in being more effective in determining which students we target for intervention and will provide more immediate feedback about what specific PA Core strands these students are struggling with. These data could be used in concert with our Sumdog and Buzzmath programs to provide additional practice and instruction on these concepts. 8. Correlations between math and reading ability can be established by comparing MAP reading and math scores. This will help to determine which students are struggling with mathematical concepts and which are struggling with reading comprehension.			Approved. The value of the data should be considered along with the administration time and coordinated with the use of the MAP reading assessment.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2019-2020



Name: Steve Miller, Shannon Strayer **Level:** High School

Area: Mathematics **Date:** March 26, 2019

Curriculum Recommendation

Offer a full-year academic-level Algebra I course at the high school.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
- Currently the Algebra I offerings at the high school include Conceptual Algebra I, Part A and Conceptual Algebra I, Part B. Part A is a year-long course, for students who have completed pre-algebra in 8th grade. Part B is a year-long course for students who have completed Part A. Together these courses represent a complete Algebra I curriculum for students who would benefit from learning Algebra over two years. This two-year course is not designed for students who are able to learn Algebra at the more traditional one-year pace. - Students who move into the district who haven't had Algebra I in 8th grade due to their school's curriculum sequence have no option other than to take the two-year approach that we currently offer, even though that may not be appropriate for them. - Students who are in the district taking pre-algebra in 8th grade who show developmental gains that would enable them to successfully complete Algebra 1 in one year do not have that opportunity in 9th grade. - The curriculum for this course would mirror the one-year course that is currently taught to the majority of the 8th grade students.	- Seek administrative approval. - Update the Program of Studies. - Provide summer workshop time/ change of assignment time for organization and development of course materials	1 teacher x 30 hours @ \$30.20 = \$906	Approved. The addition of this course will need to be considered and implemented within the scope of all Algebra I course offerings, giving careful consideration to and monitoring enrollment and staffing.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018

Name: Pamela Dillie **Level:** Elementary

Area: Elementary Science **Date:** March , 2019

Curriculum Recommendation

Begin a comprehensive evaluation of programming and material options in elementary science.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
- ASSET is the organization through which we currently receive our elementary science materials as well as professional development services related to the units we have chosen. Teachers receive a kit of materials for each science unit, allowing for students to have a very hands-on, inquiry-based science experience. ASSET serves as an organization that provides the professional development, consultation services, and a materials rental program that work together to assure smooth and effective science programming for area school districts. - ASSET is discontinuing their materials leasing program beginning in the 2019-20 school year. Our current plan is to continue the same science programming over the next few years allowing time to fully and extensively study other options. - A comprehensive evaluation of available options for our science programming will be conducted. During this evaluation, current strengths as well as gaps or needs will be determined.	- Gain Administrative approval. - Provide summer workshop and curriculum time necessary to support this recommendation. - Gather a group of teachers from each level and each building to explore options. Teacher input is imperative to this revision.	No additional cost beyond the proposed elementary science budget. Summer Workshop pay for teachers at (\$30.20 per hour.) Science kit replenishment resources.	20

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Pamela Dillie **Level:** Elementary

Area: Elementary Science **Date:** March , 2019

Curriculum Recommendation

Continued (2 of 2)...

Begin a comprehensive evaluation of programming and material options in elementary science.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

4. The curriculum will continue to be revised to meet the needs of of 21st century learners through the examination of the scope and sequence of the existing USC framework. Consideration of the Next Generation Science Standards will continue to guide our curriculum development and materials selection.
5. S.T.E.A.M. education has become an important component in American education. Our District is committed to S.T.E.A.M. education. We need to continue to provide opportunities and to continue to evolve in sound and appropriate ways at the elementary level within and beyond our core science curriculum.

FOSS K-8 Scope and Sequence

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

K-5 NGSS Carolina Biological Matrix

Building Blocks of Science Curriculum for Grades K–5

Teach the new standards in just 30 minutes a day!

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

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2015-2016

Name: Pamela Dille

Level: Elementary

Area: Science / S.T.E.A.M.

Date: March, 2019

Curriculum Recommendation

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

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

1. We currently have one Engineering is Elementary (EIE) unit integrated into our science curriculum. The EIE units provide design challenges and lessons that partner with our existing science curricula, and are an important component of our STEAM initiative. We are proposing the purchase of one additional EIE unit (Grades 1-4).
2. The EIE units support USC's S.T.E.A.M. focus as well as Next Generation Science Standards. The expansion of the EIE program will help our students to apply their knowledge and develop the skills of creativity, inquiry, innovation, problem solving and collaboration. The EIE units take our current science topics to the next level by providing the students with opportunity to use their newly acquired scientific content knowledge while applying the engineering design cycle.

1. Gain Administrative approval.
2. Adopt one additional supplement per grade level per building:
3. Tentative:
 - 1st - Designing Plant Packages /extension of New Plants
 - 2nd - Improving a Playdough Process / extension of Changes
 - 3rd grade-Cleaning an Oil Spill / extension of Chemical Testing
 - 4th grade-Designing an Earthquake Proof building / extension of Land & Water
4. Provide summer workshop and curriculum time necessary to support this recommendation. Schedule professional development for the new Engineering is Elementary modules.
5. Study and adjust the pacing of current social studies and science units in order to allow for implementation of these units.

No additional cost beyond the proposed elementary science budget.

Cost per EIE kit- \$50 each manual per teacher and \$100 for the materials per grade level. (included in the science budget).

Approved.

Continuing to enhance STEAM Programming at the elementary level will provide students with the opportunity to learn critical thinking skills and demonstrate creativity.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2015-2016



Name: _____ Pamela Dille _____

Level: _____ Elementary _____

Area: _____ Science / S.T.E.A.M. _____

Date: _____ March, 2019 _____

Curriculum Recommendation

Continued (2 of 2)...

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

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

3. The EIE program was developed at the Boston Museum and is an awarding winning program recognized transforming education by introducing engineering concepts and practices at the elementary level. The first EIE unit was purchased and introduce in 2015 following a complete evaluation of available resources. It has been well received by students, teachers and administrators.

Staff development covered under professional development portion of Science budget.
(If needed: Summer Workshop Time for teachers at \$30.20 per hour.

Approved.

Continuing to enhance STEAM Programming at the elementary level will provide students with the opportunity to learn critical thinking skills and demonstrate creativity.

EiE Curriculum Units

20 hands-on engineering design challenges! Choose the EiE unit that complements the science topics you teach.

You can use EiE curriculum units at the same time as your science units—or afterwards. Browse the units below to see which EiE units will work best in your classroom.

Electricity

An Alarming Idea: Designing Alarm Circuits
Physical Science 1-5 Grades Classroom
Electrical Engineering

Rocks

Solid as a Rock: Replicating an Artifact
Earth & Space Science 1-5 Grades Classroom
Materials Engineering

Balance & Forces

To Get to the Other Side: Designing Bridges
Physical Science 1-5 Grades Classroom
Civil Engineering

Insects

The Best of Bugs: Designing Hand Pollinators
Life Science 1-5 Grades Classroom
Agricultural Engineering

Human Body

No Bones About It: Designing Knee Braces
Life Science 1-5 Grades Classroom
Biomedical Engineering

Landforms

A Stick in the Mud: Evaluating a Landscape
Earth & Space Science 1-5 Grades Classroom
Geotechnical Engineering

Light

Lighten Up: Designing Lighting Systems
Physical Science 1-5 Grades Classroom
Optical Engineering

Magnetism

The Attraction is Obvious: Designing Maglev Systems
Physical Science 1-5 Grades Classroom
Transportation Engineering

Organisms

Just Passing Through: Designing Model Membranes
Life Science 1-5 Grades Classroom
Bioengineering

Ecosystems

A Sticky Solution: Cleaning an Oil Spill
Life Science 1-5 Grades Classroom
Environmental Engineering

Astronomy

A Long Way Down: Designing Parachutes
Earth & Space Science 1-5 Grades Classroom
Aerospace Engineering

Plants

Thinking Inside the Box: Designing Plant Packages
Life Science 1-5 Grades Classroom
Package Engineering

Solids & Liquids

A Work in Progress: Improving a Play Dough Process
Physical Science 1-5 Grades Classroom
Chemical Engineering

Simple Machines

Marvelous Machines: Making Work Easier
Physical Science 1-5 Grades Classroom
Industrial Engineering

Energy

Now You're Cooking: Designing Solar Ovens
Physical Science 1-5 Grades Classroom
Green Engineering

Sound

Sounds Like Fun: Seeing Animal Sounds
Physical Science 1-5 Grades Classroom
Acoustical Engineering

Floating & Sinking

Taking the Plunge: Designing Submersibles
Physical Science 1-5 Grades Classroom
Ocean Engineering

Earth Materials

A Sticky Situation: Designing Walls
Earth & Space Science 1-5 Grades Classroom
Materials Engineering

Water

Water, Water Everywhere: Designing Water Filters
Earth & Space Science 1-5 Grades Classroom
Environmental Engineering

Air & Weather

Catching the Wind: Designing Windmills
Earth & Space Science 1-5 Grades Classroom
Mechanical Engineering

Next

Engineering Adventures Curriculum Units

Choose from ten units with fun, hands-on engineering design challenges based on real events around the world!

Electrical

Light Up the Night: Designing Light Displays
Electrical Engineering

Avalanche

A Slippery Slope: Designing Avalanche Barriers
Avalanche Engineering

Acoustic Devices

Made to My Ears: Designing Hearing Aids
Acoustical Engineering

Flying Technologies

The Sky's the Limit: Designing Aircraft
Aeronautical Engineering

Rockets and Reverses

Lift Off: Designing Rockets
Aerospace Engineering

Bubble Worlds

Bubble Bonanza: Designing Bubble Machines
Materials Engineering

Art Drop Packages

To the Rescue: Designing Art Drop Packages
Package Engineering

Earthquakes

Shake Things Up: Designing Earthquake Resistant Structures
Earthquake Engineering

Recycled Racers

Go Green: Designing Recycled Racers
Green Engineering

Invasive Species

Stop to It: Designing Invasive Species Barriers
Mechanical Engineering

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020

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

Area: Science **Date:** March 14, 2019

Curriculum Recommendation

Adopt the Pearson resource, *Elevate Science: Course 3* in 8th grade.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

1. The science department piloted the program, *Elevate Science: Course 3*, during the 2018-2019 school.
2. During the pilot the teachers used the readings, the critical thinking questions, labs, activities, demonstrations engineering challenges and real life examples. These resources were aligned with the USC Objectives, and the PA State Standards.
3. The hands on labs that previously have been adopted as part of the USC curriculum are still valued and these experiences were integrated into the new program.
4. This program includes a consumable workbook that provides non-fiction reading opportunities and reading in the context area to support the District and and State literacy standards.
5. The Pearson program will continue to be updated each year to expose our students to new discoveries in science, PA State Standards and the Next Generation Science Standards (NGSS).

1. Administrative approval.
2. Teachers will continue training during the summer by a Pearson representative.
3. Adopt the Pearson program, *Elate Science: Course 3*.
4. Explore technology as a tool to supply resources for the program..

Expensive of the program.
340 @ \$93.97 = \$31,949.80 (\$5,324.97/ year)
(These funds have been budgeted during the 2018-19 school year.)

Summer workshop training: 2 Teachers for 6 hours
@\$30.20 = 362.40

Approved.

The match of these resources to the current curriculum is very strong and should enhance to the middle school science program.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020



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

Area: _____ Science _____ **Date:** _____ March 14, 2019 _____

Curriculum Recommendation

Continued (2 of 2) ...

Adopt the Pearson resource, *Elevate Science: Course 3* in 8th grade.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

6. The Elevate series' technology component allowed students to complete readings at grade level. This online component enhanced our use of the technology in the middle school.
7. The Pearson, *Elevate Science: Course 3* will supplement the present USC Objectives and the teaching philosophy of Upper St. Clair School District.

Approved.

The match of these resources to the current curriculum is very strong and should enhance to the middle school science program.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2018-2019

Name: Caren Falascino

Level: Middle School

Area: Science

Date: March 14, 2019

Curriculum Recommendation

Pilot the Pearson resource, *Elevate Science: Course 2* in 6th and 7th grade.

Reason(s) for Recommendation

1. The department continuously reviews the anchors and student performance that are tested on the PSSA science test. After examination of the curriculum and evaluating student scores there is a need for additional content to supplement the labs, activities, and hands on experiences.
2. This pilot would allow us to continue using our labs and technology advances, but will enhance the use of nonfiction reading to support the District and and State literacy standards. This resource will be updated each year to expose our students to new discoveries in science, PA State Standards and the Next Generation Science Standards (NGSS).
3. The Pearson Elevate series has a technology component that provided students with movies, engineering challenges
4. In the program the students will be given a new workbook each year. This book will organize the student's learning for the year and allow a review for the PSSA test. The cost provided for the program is for a subscription for six years.

Implementation Steps

1. Administrative approval.
2. Teachers will be trained during the summer by a Pearson representative.
3. Pilot the Pearson program, *Elevate Science: Course 2*, during the first semester in 7th grade and the second semester in 7th grade.
4. Explore technology as a tool to supply resources for the program.
5. At the conclusion of the first nine weeks during the 2019-2020 school year, a review of the unit will be completed to determine if the program should be adopted.

Cost

Possible
Summer
Workshop
Time

4 Teachers
for 6 hours
@\$30.20 =
\$724.80

Administrative Reaction

Approved.

The match of
these resources
to the current
curriculum is
very strong and
should enhance
to the middle
school science
program.

Course 1, continued

Disciplinary Core Idea	Science Standard	Elevate Science Topics
ESS2.A – Earth Materials and Systems ESS2.B – Plate Tectonics/Large-Scale System Interactions ESS2.C – Roles of Water in Earth's Surface Processes ESS1.C – History of Planet Earth ESS3.B – Natural Hazards	MS-ESS2-2 MS-ESS2-3 MS-ESS3-2	Topic 8: Plate Tectonics Lesson 1: Evidence of Plate Motions Lesson 2: Plate Tectonics and Earth's Surface Lesson 3: Earthquakes and Tsunami Hazards Lesson 3: Volcanoes and Earth's Surface
ESS2.B – Plate Tectonics/Large-Scale System Interactions ESS1.C – History of Planet Earth ESS3.B – Natural Hazards	MS-ESS2-3 MS-ESS3-2	Topic 9: Earth's Surface Systems Lesson 1: Weathering and Soil Lesson 2: Erosion and Deposition Lesson 3: Water Erosion Lesson 4: Glacial and Wave Erosion
LS1.A – Structure and Function LS4.A – Evidence of Common Ancestry and Diversity	MS-LS1-1 MS-LS1-2 MS-LS1-3 MS-LS4-2	Topic 10: Living Things in the Biosphere Lesson 1: Living Things Lesson 2: Classification Systems Lesson 3: Viruses, Bacteria, Protists, and Fungi Lesson 4: Plants and Animals

Course 2

Disciplinary Core Idea	Science Standard	Elevate Science Topics
LS1.A – Structure and Function LS2.B – Cycles of Matter and Energy Transfer in Ecosystems LS1.C – Organization for Matter and Energy Flow in Organisms PS3.D – Energy in Chemical Processes and Everyday Life	MS-LS1-1 MS-LS1-2 MS-LS1-3 MS-LS1-6 MS-LS1-7 MS-LS2-3	Topic 1: The Cell System Lesson 1: Structure and Function of Cells Lesson 2: Cell Structures Lesson 3: Obtaining and Removing Materials Lesson 4: Cell Division Lesson 5: Photosynthesis Lesson 6: Cellular Respiration
LS1.A – Structure and Function LS1.D – Information Processing	MS-LS1-3 MS-LS1-8	Topic 2: Human Body Systems Lesson 1: Body Organization Lesson 2: Systems Interacting Lesson 3: Supplying Energy Lesson 4: Managing Materials Lesson 5: Controlling Processes
LS1.B – Growth and Development of Organisms LS3.A – Inheritance of Traits LS3.B – Variation of Traits	MS-LS1-4 MS-LS1-5 MS-LS3-2	Topic 3: Reproduction and Growth Lesson 1: Patterns of Reproduction Lesson 2: Plant Structures for Reproduction Lesson 3: Animal Behaviors for Reproduction Lesson 4: Factors Influencing Growth
LS2.A – Interdependent Relationships in Ecosystems LS2.B – Cycles of Matter and Energy Transfer in Ecosystems	MS-LS2-1 MS-LS2-3	Topic 4: Ecosystems Lesson 1: Living Things and the Environment Lesson 2: Energy Flow in Ecosystems Lesson 3: Cycles of Matter

continued...

Course 2, continued

Disciplinary Core Idea	Science Standard	Elevate Science Topics
LS2.A – Interdependent Relationships in Ecosystems LS2.B – Cycles of Matter and Energy Transfer in Ecosystems LS2.C – Ecosystem Dynamics, Functioning and Resilience LS4.D – Biodiversity and Humans ETS1.B – Developing Possible Solutions	MS-LS2-1 MS-LS2-2 MS-LS2-4 MS-LS2-5 MS-LS2-3	Topic 5: Populations, Communities, and Ecosystems Lesson 1: Interactions in Ecosystems Lesson 2: Dynamic and Resilient Ecosystems Lesson 3: Biodiversity Lesson 4: Ecosystem Services
ESS3.A – Natural Resources ESS3.C – Human Impacts on Earth Systems	MS-ESS3-1 MS-ESS3-3 MS-ESS3-4	Topic 6: Distribution of Natural Resources Lesson 1: Nonrenewable Energy Resources Lesson 2: Renewable Energy Resources Lesson 3: Mineral Resources Lesson 4: Water Resources
ESS3.C – Human Impacts on Earth Systems	MS-ESS3-4	Topic 7: Human Impacts on the Environment Lesson 1: Population Growth and Resource Consumption Lesson 2: Air Pollution Lesson 3: Impacts on Land Lesson 4: Water Pollution
PS4.A – Wave Properties PS4.B – Electromagnetic Radiation	MS-PS4-1 MS-PS4-2	Topic 8: Waves and Electromagnetic Radiation Lesson 1: Wave Properties Lesson 2: Wave Interactions Lesson 3: Sound Waves Lesson 4: Electromagnetic Waves Lesson 5: Light
PS2.B – Types of Interactions PS3.A – Definitions of Energy PS3.C – Relationships Between Energy and Forces	MS-PS2-3 MS-PS2-5 MS-PS3-2	Topic 9: Electricity and Magnetism Lesson 1: Electric Force Lesson 2: Magnetic Force Lesson 3: Electromagnetic Force Lesson 4: Electric and Magnetic Interactions
PS4.C – Information Technology and Instrumentation	MS-PS4-3	Topic 10: Information Technologies Lesson 1: Electric Circuits Lesson 2: Signals Lesson 3: Communication and Technology

Course 3

Disciplinary Core Idea	Science Standard	Elevate Science Topics
PS1.A – Structure and Properties of Matter	MS-PS1-1	Topic 1: Atoms and the Periodic Table Lesson 1: Atomic Theory Lesson 2: Periodic Table Lesson 3: Bonding and the Periodic Table Lesson 4: Types of Bonds Lesson 5: Acids and Bases

continued...

Course 3, continued

Disciplinary Core Idea	Science Standard	Elevate Science Topics
PS 1.A – Structure and Properties of Matter PS 1.B – Chemical Reactions ETS1.B – Developing Possible Solutions ETS1.C – Optimizing the Design Solution	MS-PS1-2 MS-PS1-3 MS-PS1-5 MS-PS1-6	Topic 2: Chemical Reactions Lesson 1: Mixtures & Solutions Lesson 2: Chemical Change Lesson 3: Modeling Chemical Reactions Lesson 4: Producing Useful Materials
PS 2.A – Forces and Motion PS 2.B – Types of Interactions PS 3.A – Definitions of Energy PS 3.C – Relationship Between Energy and Forces	MS-PS2-1 MS-PS2-2 MS-PS2-4 MS-PS3-2	Topic 3: Forces and Motion Lesson 1: Describing Motion and Force Lesson 2: Speed, Velocity, and Acceleration Lesson 3: Newton's Laws of Motion Lesson 4: Friction and Gravitational Interactions
LS 3.A – Inheritance of Traits LS 3.B – Variation of Traits LS 1.B – Growth and Development of Organisms LS 4.B – Natural Selection	MS-LS3-1 MS-LS3-2 MS-LS4-4 MS-LS4-5	Topic 4: Genes and Heredity Lesson 1: Patterns of Inheritance Lesson 2: Chromosomes and Inheritance Lesson 3: Genetic Coding and Protein Synthesis Lesson 4: Trait Variations Lesson 5: Genetic Technologies
LS 4.A – Evidence of Common Ancestry and Diversity LS 4.B – Natural Selection LS 4.C – Adaptation	MS-LS4-1 MS-LS4-2 MS-LS4-3 MS-LS4-4 MS-LS4-5 MS-LS4-6	Topic 5: Change Over Time Lesson 1: Early Study of Evolution Lesson 2: Natural Selection Lesson 3: The Process of Evolution Lesson 4: Evidence in the Fossil Record Lesson 5: Other Evidence of Evolution
ESS1.C – History of Planet Earth	MS-ESS1-4	Topic 6: History of Earth Lesson 1: Determining Ages of Rocks Lesson 2: Geological Time Scale Lesson 3: Major Events in Earth's History
ESS2.C – Roles of Water in Earth's Surface Processes ESS2.D – Weather and Climate	MS-ESS2-6	Topic 7: Energy in the Atmosphere and Ocean Lesson 1: Energy in Earth's Atmosphere Lesson 2: Patterns of Circulation in the Atmosphere Lesson 3: Patterns of Circulation in the Ocean
ESS2.C – Roles of Water in Earth's Surface Processes ESS2.D – Weather and Climate ESS3.D – Global Climate Change	MS-ESS2-6 MS-ESS3-5	Topic 8: Climate Lesson 1: Climate Factors Lesson 2: Climate Change Lesson 3: Effects of a Changing Climate
ESS1.A – The Universe and Its Stars ESS1.B – Earth and the Solar System	MS-ESS1-1	Topic 9: Earth-Sun-Moon System Lesson 1: Movement in Space Lesson 2: Earth's Movement in Space Lesson 3: Phases and Eclipses
ESS1.A – The Universe and Its Stars ESS1.B – Earth and the Solar System	MS-ESS1-2 MS-ESS1-3	Topic 10: Solar System and the Universe Lesson 1: Solar System Objects Lesson 2: Learning About The Universe Lesson 3: Stars Lesson 4: Galaxies

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020

Name: Josh Tobin **Level:** Middle School 5-8

Area: Social Studies **Date:** March 14, 2019

Curriculum Recommendation

Implement new curriculum alignment, in grades 5 through 8, based on the C3 Framework and in coordination with recently recommended changes to high school coursework and curriculum.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. A primary goal of k-12 education is preparation for the future. Various entities have described this further to focus on college, career and life readiness (www.RedefiningReady.org). The National Council for the Social Studies (NCSS) has built upon this theme from the Social Studies lens by developing the C3 Framework which focuses on College, Career, and Civic Life. 2. The guiding principles of the C3 Framework (listed below) align w/ District mission, vision, and strategic planning: • Social Studies prepares the nation's young people for college, careers, and civic life. • Inquiry is at the heart of Social Studies. • Social Studies involves interdisciplinary applications and welcomes integration of the arts and humanities. • Social Studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social Studies emphasizes skills and practices as preparation for democratic decision-making. • Social Studies education should have direct and explicit connections to the Common Core State Standards for English Language Arts.	1. Administrative approval 2. Continued investigation of print and electronic resources for classroom/teacher use 3. Continued teacher collaboration and development of specific units and assessments within scope of proposed curriculum changes	Up to 12 hours of flex time for up to 9 teachers Up to 12 hours of paid time for up to 5 teachers (\$30.20 x 12 x 5 - \$1,812) Purchase of sample print materials (\$500)	Approved. Significant time, effort, thought, and study have gone into this recommendation and should result in sound and engaging programming for students that leads well into the changes in social studies at the high school level.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020

Name: _____ Josh Tobin _____ **Level:** _____ Middle School 5-8 _____

Area: _____ Social Studies _____ **Date:** _____ March 14, 2019 _____

Curriculum Recommendation

Continued (2 of 2)...

Implement new curriculum alignment, in grades 5 through 8, based on the C3 Framework and in coordination with recently recommended changes to high school coursework and curriculum.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
3. Along with these guiding principles, C3 emphasizes the need for foundational Social Studies understanding in the areas of civics, geography, economics, and history. New curriculum changes, particularly in grade 5, will be based on these disciplines. 4. The High School Social Studies department is currently engaged in similar discussions as approved through a previous curriculum recommendation. All changes would align to create a more fluid scope/sequence grades 5-11. A point of particular emphasis will be the transition from Grade 8 to Grade 9.		Teacher planning days (1 per semester)	Approved. Significant time, effort, thought, and study have gone into this recommendation and should result in sound and engaging programming for students that leads well into the changes in social studies at the high school level.

***As a Social Studies department, our mission is
to develop students who are:***

**Civic-
minded and
engaged with the
democratic process**

and take an empowered role in their world.



**Able to confront
complex, modern challenges**

leveraging an understanding and appreciation of our nation's and world's past.



Critical users of information

through open-mindedness and cultural literacy.

GRADE 5 Social Studies Foundations

COURSE GOAL

Understanding of basic social studies concepts

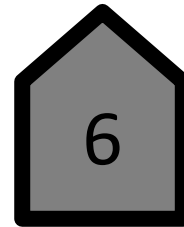
ANTICIPATED CONTENT

Entry level Civics, History, Geography, and Economics

HOW IT'S DIFFERENT

Heavy and intentional emphasis on social studies disciplines

What are the basics of human civilization?



COURSE CONNECTIONS

GRADE 8 America on the World Stage

COURSE GOAL

Understanding America's development into a global power

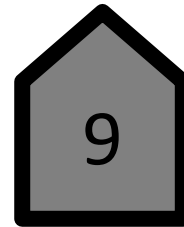
ANTICIPATED CONTENT

American history (Industrial Revolution to end of World War II)

HOW IT'S DIFFERENT

Emphasis on comparing events through international lens (3 views)

What is our interconnected world like?



COURSE CONNECTIONS



How has our country grown and changed over time?

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020

Name: Angie Tena **Level:** Middle School

Area: World Language **Date:** March 2019

Curriculum Recommendation

Develop assessments and unit plans to begin implementation of a Comprehensible Input based WL curriculum in grades 6-8 in accordance with the Fall 2018 Fast Track Recommendation and a suggested timeline.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
- In keeping with current pedagogy and best practices in World Language education, findings from the congressional Commission on Language Learning and piloted initiatives begun in the 2018-2019 school year, the Middle School World Language programs are ready for the next step towards implementing curricula rooted in Comprehensible Input across the languages. - Effective instruction for lasting acquisition uses rich language that students can understand from the first day (90% target language, 100% comprehension). A model grounded in proficiency-based assessments and comprehensible listening/reading input will allow for a unique and customized curriculum that more specifically meets the needs of USC students. - Proficiency-based best practices are reflected in the ACTFL standards, redesigned AP and IB testing as well as across the discipline nationwide.	- Present the recommendation for approval including suggested timeline for implementation. 6th Grade: Pilot full curricular changes in French, German and Spanish (2019-2020) 7th Grade: Prepare for full implementation in 2020-2021, including piloting of lessons, units and assessments in 2019-2020 8th Grade: Prepare for implementation in 2021-2022 along with review of the 8th grade proficiency assessment - Consider what we have done so far: - Explored, discussed and presented extensive research - Piloted stand alone lessons, assessments and units at Boyce in all three languages - Collaborated among MS Spanish teachers during workshop time to develop preliminary curriculum.		Approved. Implementing change that will provide for lasting acquisition of the language is highly commendable.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATION FOR 2019-2020

Name: Angie Tena **Level:** Middle School

Area: World Language **Date:** March 2019

Curriculum Recommendation

Continued (2 of 2) ...

Develop assessments and unit plans to begin implementation of a Comprehensible Input based WL curriculum in grades 6-8 in accordance with the Fall 2018 Fast Track Recommendation and a suggested timeline.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
	3. Develop classroom practices that align with CI methodology and allow for instruction to occur 90% in the Target Language with 100% comprehension. 4. Define instructional guidelines grounded in high-frequency language patterns, particularly the first and third person forms of the 'Super 7/Sweet 16 Verbs' across languages. 5. Develop common assessments with an emphasis on: a. Proficiency based listening comprehension b. Free Choice Reading/Reading for pleasure in the TL c. Writing for Proficiency 6. Provide professional development through conference/workshop attendance and during department meetings, summer workshops and staff development days.	Summer workshop time for up to 24 hours at \$30.20 per hour for 8 teachers. Substitute Days, 1 per semester for 8 teachers, possibly to visit CI classrooms in the area. Conference attendance for staff in grades 6-8 and/or onsite trainers not to exceed \$5000.	Approved. Implementing change that will provide for lasting acquisition of the language is highly commendable.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2019-2020



Name: Marc-André Clermont

Level: High School

Area: High School World Language

Date: 3/22/19

Curriculum Recommendation

Revise the French II course curriculum to create a framework and model for future WL curriculum and course development.

Reason(s) for Recommendation

1. As evidenced by recommendations over the course of the past several years, the world language department continues to be responsive to student needs and relevant developments in the field of World Language instruction. Practices related to cultural proficiency, vertical articulation, integrated performance assessment, and the consistent use of a common proficiency scale between levels and languages are just a few of the enhancements that have been recommended and implemented.
2. In addition to program enhancements at the department level, the goals of the District's Strategic Plan related to reimagining the high school experience have also provided the opportunity for additional instructional improvements for world language courses.

Implementation Steps

1. Administrative Approval
2. Allow for summer time to assess the current course and restructure according to student needs and district initiatives as well as time throughout the year to plan and adjust coursework.
3. Develop appropriate assessments and units for the course.
4. Update Rubicon Atlas to highlight the new changes to the course.
5. Use the redesigned course to update the German and Spanish level 2 courses in the future.

Cost

2 teachers
workshop
time for 30
hours
(\$1807.20)

Administrative Reaction

Approved.

Streamlining the best instructional practices into a replicable framework will provide for effective and consistent experiences in all world language courses.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2019-2020



Name: Marc-André Clermont

Level: High School

Area: High School World Language

Date: 3/22/19

Curriculum Recommendation

Continued (2 of 3) ...

Revise the French II course curriculum to create a framework and model for future WL curriculum and course development.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

3. Given the complexities and importance of these changes, it is both timely and critical to consider the best ways to incorporate these important elements into a comprehensive world language course framework. This course can then serve as model for the effective integration of the most important practices, with the ability to provide increased consistency in the use of best-practices between language courses..
4. Changes in the course framework would reflect the ACTFL (The American Council on the Teaching of Foreign Languages) recommendations of 90% use of target language within the WL classroom. The emphasis on content and message rather than mastery of individual grammar topics allows for sustained use of the target language, which most often translates to improvements in mastery and retention.
5. Recent **CI (Comprehensible Input)** curriculum recommendations at the lower level have shifted the approach taken towards language acquisition. In order to provide for a smooth 8th to 9th grade transition, the level 2 curriculum must be flexible enough to provide opportunities for CI integration

Approved.

Streamlining the best instructional practices into a replicable framework will provide for effective and consistent experiences in all world language courses.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2019-2020

Name: Marc-André Clermont

Level: High School

Area: High School World Language

Date: 3/22/19

Curriculum Recommendation

Continued (3 of 3) ...

Revise the French II course curriculum to create a framework and model for future WL curriculum and course development.

Reason(s) for Recommendation

Implementation Steps

Cost

**Administrative
Reaction**

6. A successful redesign of the French 2 curriculum would be used as a template for changes in the German and Spanish level 2 courses.

Approved.

Streamlining the best instructional practices into a replicable framework will provide for effective and consistent experiences in all world language courses.