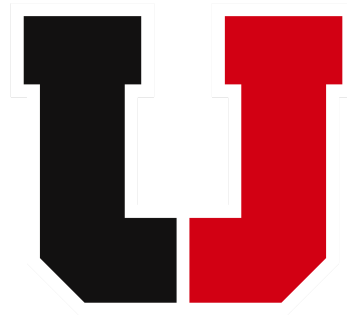


Upper St. Clair School District  
Fall 2024  
Curriculum Recommendations  
January 13, 2025



All approved recommendations are subject to budget constraints. Administrative approval of any recommendation should not be considered as tacit approval for the related expenditures or summer workshops. Workshop could include Flex time, Act 48 hours, and/or paid workshop hours.

# English Language Arts

# Pilot *Fish in a Tree* by Lynda Mullaly Hunt as a core text in 5th grade



## RECOMMENDATION:

Pilot *Fish in a Tree* by Lynda Mullaly Hunt as a core text in 5th grade

<b>Name:</b> Kate Ruth	<b>Level:</b> Middle School	<b>Subject Area:</b> ELA	<b>Curriculum Recommendation Period:</b> Fast Track Fall 2024
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## Reason(s) for Recommendation

1. To meet the wide range of abilities and interests among middle school students, teachers have continued to seek novels that can engage and challenge readers. The core texts used in middle school are a combination of long-standing classics and more modern novels, all of high rigor.
2. In searching for additional titles to offer students, teachers have spent time reading and evaluating various texts. Many of the texts teachers have read and evaluated have been interesting or entertaining, while others have had engaging themes and characters. It continues to prove challenging to identify core texts worthy of instruction in middle school.
3. The novel *Fish in a Tree* by Lynda Mullaly Hunt has been identified as a novel worthy of piloting with a group of our 5th graders. Multiple teachers read and found this novel to be a text worthy of instruction. *Fish in a Tree* tells the story of a girl with dyslexia who faces the struggles of not being able to read and the resulting challenges. This book is high quality and would allow for strong and meaningful discussion and writing opportunities.

## Implementation Steps

1. Seek administrative approval.
2. Convene teachers and develop materials.
3. Pilot *Fish in a Tree* with a section of students in Q3 of fifth grade this school year.
4. Complete an evaluation of the pilot, and if successful, consider the adoption of the title in the fall of 2025.

## Cost

35 copies @ \$16.75 each = \$586.25

(Note: Funds are accounted for in the 2024-25 MS ELA Budget)

**Administrative Reaction**

Approved. Adding additional texts that are relatable for students is always our goal. Providing accurate information about the condition of Dyslexia will need to be an important part of this novel study.

**1 Year in Review**

# Pilot *Catching Fire* by Suzanne Collins as a supplemental text in 8th grade



## RECOMMENDATION:

Pilot *Catching Fire* by Suzanne Collins as a supplemental text in 8th grade

<b>Name:</b> Kate Ruth	<b>Level:</b> Middle School	<b>Subject Area:</b> ELA	<b>Curriculum Recommendation Period:</b> Fast Track Fall 2024
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## Reason(s) for Recommendation

1. The Supplemental Reading program for 8th graders at Fort Couch is designed to encourage independent reading among 8th-grade students in between quarterly instructional novel units. Over the past years, the titles have evolved to include a combination of classics and more modern selections. The current iteration includes the following units: mystery, science fiction/dystopian, and student choice.
2. In an ongoing search for both core and supplemental middle school novels, teachers continue to read well-reviewed, engaging, and rigorous novels each summer. This past summer, multiple teachers read *Catching Fire* by Suzanne Collins. This is the second book in the *Hunger Games* series, the first of which is already an approved 8th-grade title.
3. This text will be able to be read independently by many students, while also allowing for rich discussion and promoting students' enjoyment of reading.

## Implementation Steps

1. Seek administrative approval.
2. Pilot *Catching Fire* as an option for the science fiction/dystopian or student choice units for the second semester of the 2024-25 school year.
3. Complete an evaluation of the pilot, and if successful, consider adopting the title in the fall of 2025.

## Cost

40 copies @ \$21.98 each = \$879.20

(Note: Funds are accounted for in the 2024-25 MS ELA Budget)

## Administrative Reaction

Approved. The attention provided to enhancing the supplemental reading program will hopefully contribute to a life-long love of reading for enjoyment and learning.

**1 Year in Review**

# Pilot *I Must Betray You* by Ruta Sepetys in Tenth grade English



## RECOMMENDATION:

Pilot *I Must Betray You* by Ruta Sepetys as a core text in Academic/MYP Academic English 10 and as a supplemental in Honors/MYP Honors English 10

**Name:**  
Melissa Tungate

**Level:**  
High School

**Subject Area:**  
ELA

**Curriculum Recommendation Period:**  
Fast Track Fall 2024

## Reason(s) for Recommendation

1. Upper St. Clair tenth-grade English courses are intended to be a survey of global literature. *I Must Betray You*, written by female Lithuanian-American writer Ruta Sepetys, is set in 1990s Romania, and introduces students to a culture, country, and perspective not previously covered in the course.
2. Currently, in Academic English 10 and MYP Academic English 10, all other core texts are nonfiction. This novel would help to diversify the core curriculum at the academic level and provide critical experience in literary analysis. Students take the Keystone Literature exam at the end of their sophomore year, and this exam assesses skills in both fiction and nonfiction texts.
3. Honors English 10 and MYP Honors English 10 have a limited number of supplemental texts. This novel will be accessible for honors students to read independently, while also offering opportunities for analysis and discussion.
4. *I Must Betray You* will replace the current mythology unit that is composed of short, non-literary pieces that repeat content studied at the middle level; the study of mythology no longer aligns with the Social Studies curriculum and the areas of the world covered in Shaping the Modern World II. Additional short pieces of fiction and nonfiction will be layered in support of this text to support the unit Culture and Experience.

## Implementation Steps

1. Seek administrative approval.
2. Purchase books.
3. Update *Program of Studies*.
4. Update Rubicon Atlas.
5. Implement in spring 2025.
6. Review and revise as necessary in summer 2025.

**Cost**

225 books x \$21 = \$4,725.00

**Administrative Reaction**

Approved. This novel complements and enhances the English 10 framework and provides a compelling and engaging read for students.

**1 Year in Review**

# To merge Honors English 11 with AP English Literature



## RECOMMENDATION:

To merge Honors English 11 and AP English Literature and Composition, offering AP English Literature and Composition for 11th graders

<b>Name:</b> Melissa Tungate	<b>Level:</b> High School	<b>Subject Area:</b> ELA	<b>Curriculum Recommendation Period:</b> Fast Track Fall 2024
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## Reason(s) for Recommendation

1. This recommendation is a follow-up to the 2024 spring recommendation to study the feasibility of merging these two courses. The implementation steps of this study included:
  - a. Reviewing and studying Honors English 10/MYP Honors English 10 content and objectives in Rubicon Atlas for the scaffolding of skills. Writing and reading skills are appropriately scaffolded from tenth-grade honors-level English classes to an eleventh-grade AP Literature course.
  - b. Consulting with the Counseling Office regarding student trends in course registration and college requirements. Feedback from the counselors supports offering the two AP courses in separate years.
2. Currently, AP English Literature and AP English Language are offered only to twelfth graders. As a result, students must either choose one or the other or in a few cases, take two English classes in their senior year. Therefore, students currently have limited access to earning AP college credit as eleventh graders. Data from the summer study revealed a significant drop in the number of students taking both the AP Literature and AP Language exams. When both AP English courses were offered in a single year course, an average of 27 students took both the AP Literature & AP Language exams from 2008-2019. From 2020 - 2024, after the courses were separated into two full-year courses offered in the senior year, an average of 1.6 students took both AP English exams.
3. Currently, Honors English 11 is a study of American Literature; AP English Literature is a skills-based course with no prescribed texts from the College Board. AP English Literature contains many American poems, short stories, and full-length works of fiction, making the merging of these courses in content and objectives seamless. Honors English 11 texts such as *The Great Gatsby* by F. Scott Fitzgerald and *Our Town* by Thornton Wilder will remain in the AP English Literature and Composition 11 course.
4. Offering AP English Literature in eleventh grade maintains a consistent focus on literature for students in grades 9-11. Leaving AP English Language as the twelfth-grade option shifts students' focus to nonfiction, building off the skills they will garner as juniors in AP English Literature.
5. Presently, the *Program of Studies* offers no Honors English 12. Therefore, merging AP English Literature with Honors English 11 offers students a more consistent pathway after their tenth-grade year. In addition, Honors English 11, AP English Literature and Language, and IB English 11 and 12 are all offered the same weight toward students' GPA, validating a consistent level of rigor among the courses.

**Implementation Steps**

1. Seek administrative approval.
2. Update *Program of Studies* and inform students of this new course offering.
3. Approve summer workshop time for teacher(s) to revise Rubicon Atlas, develop materials, and create assessments geared toward AP skills.

**Cost**

Summer workshop (1 teacher X up to 30 hours at workshop rate of \$36.33 per hour) = 30 hours X \$36.33 = \$1,089.90

**Administrative Reaction**

Approved. This creates a more logical pathway for juniors and seniors and a more cohesive experience.

**1 Year in Review**

# Revise Communication Arts Offerings



## RECOMMENDATION:

Revise communications offerings, including the addition of a new intermediate-level communications course, to create a clear pathway for students interested in electives in media, communications, and public speaking

<b>Name:</b> Melissa Tungate	<b>Level:</b> High School	<b>Subject Area:</b> ELA	<b>Curriculum Recommendation Period:</b> Fast Track Fall 2024
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## Reason(s) for Recommendation

1. Part of a multi-year process of revising and providing a variety of pathways for students to update our current offerings and add courses that create a cohesive sequence for students. Currently, students interested in pursuing a study or career in communications have no clear pathway of elective courses to support this interest. Additional courses/curriculum changes will allow for a clearer sequence for students (see attachment). These courses can also complement other careers as effective communication is an essential component of all careers.
2. Mastering Media: From the Page to the Digital Age was offered as a yearlong elective in communications in the 2024-2025 school year. This course contains three 12-week rotations: media, video, and presentation techniques. It is designed as an introductory-level course for communications but now necessitates a clear pathway for students interested in pursuing electives in the communication strand.
3. The current *Program of Studies* contains electives in Mass Communications and Speech, which are outdated and need to be revised to include more contemporary topics relevant to the changing world of communication with the goal of making our students better consumers and producers of communication content.
4. To create a clearer sequence for students, courses will be updated as follows:
  - Revise the semester Speech elective to become a semester communication elective entitled Intro to Communication Arts: The curriculum for this course is updated to include elements from the first and third rotations of Mastering Media and include an intro to print broadcast, and digital media and presentation techniques.
    - i. There is no prerequisite for this course.
  - Revise Multimedia Journalism from a yearlong elective to a semester elective, offered in person. This course will focus on the production of news packages for print, broadcast, and digital media, generating content on building-wide events and people.
    - i. One of the following electives must be completed as a prerequisite: Mastering Media: From the Page to the Digital Age, Intro to Video, OR Intro to Communication Arts.

- Create a semester elective for students to explore more advanced topics in communications entitled Intermediate Communication Arts: The curriculum for this course will include more advanced work in media and presentation techniques:
  - Personal and Interpersonal
  - Digital/Social Media Communication
  - Broadcasting - podcasting
- i. One of the following electives must be completed as a prerequisite: Mastering Media: From the Page to the Digital Age OR Introductory Communication Arts.

**Implementation Steps**

1. Seek administrative approval.
2. Update *Program of Studies*.
3. Offer Intro to Communication Arts and Intermediate Communication Arts in the 2025-2026 school year.
4. Conduct summer workshops to revise and update the curriculum, including Rubicon Atlas.
5. Continue to study potential courses for the communications pathway.
6. Study potential for certificates or badges to recognize students' successful completion of a communications pathway.

**Cost**

Summer Workshop: Up to 3 teachers - up to 18 hours each = up to 54 hours X \$ 36.33 = \$ 1,961.82

**Administrative Reaction**

Approved. Communication skills remain critical to student success in all fields of study. Creating updated and relevant experiences will hopefully encourage students to engage in this coursework and influence continued study in this area.

**1 Year in Review**

# Mathematics

# Remove Intermediate Programming from the Program of Studies



## RECOMMENDATION:

Remove Intermediate Programming from the Program of Studies.

**Name:**  
Steve Miller

**Level:**  
High School

**Subject Area:**  
Math

**Curriculum Recommendation Period:**  
Fast Track Fall 2024

## Reason(s) for Recommendation

1. The curricular content currently covered in this course will be covered in the contexts of the two new courses, Cybersecurity and Artificial Intelligence and Machine Learning.
2. The topics in the Intermediate Programming course, including data structures, file access, algorithms, and object-oriented programming, that are currently addressed in a game creation context, will be addressed in cybersecurity and artificial intelligence contexts in the new courses instead. This ensures that students are still learning the same underlying programming concepts that they are currently learning.
3. Currently, Intermediate Programming is a prerequisite for AP Computer Science. Each year there are several students who have the experience and ability to take AP Computer Science without having taken Intermediate Programming. Special consideration is given to these students to bypass this course. The removal of Intermediate Programming will cause Technology Now and Tomorrow to be the only prerequisite course for AP Computer Science allowing greater access to AP Computer Science.

## Implementation Steps

1. Seek administrative approval.
2. Remove Intermediate Programming from the *Program of Studies*.

**Cost**  
None

## Administrative Reaction

Approved. The replacement of this course with more relevant content is responsive to the changing landscape of computer programming.

**1 Year in Review**

# Develop and offer a one-semester Artificial Intelligence course



## RECOMMENDATION:

Develop and offer a one-semester (spring) "Artificial Intelligence and Machine Learning" course in the 2025-26 school year.

**Name:**  
Steve Miller

**Level:**  
High School

**Subject Area:**  
Math

**Curriculum Recommendation Period:**  
Fast Track Fall 2024

## Reason(s) for Recommendation

1. AI and ML are transforming industries, from healthcare to finance to entertainment. Offering this course equips students with cutting-edge skills to succeed in a rapidly evolving job market.
2. AI and ML encourage analytical thinking and creativity, as students learn to tackle real-world challenges by designing models, analyzing data, and solving complex problems.
3. The development of AI/ML integrates concepts from diverse fields including math, computer science, statistics, ethics, and philosophy, providing cross-curricular learning opportunities. Additionally, the application of AI and ML encourages cross-disciplinary thinking, as students may explore uses in fields such as medicine, climate change, and economics.
4. As the potential for AI to impact the future increases, the importance of training the next generation in ethical development and the use of AI increases, both for the employment prospects of our students individually and for the prospects of solving critical issues facing society at large. This course would serve as a starting point for that training.
5. Develop and provide units to be updated in the spring.

## Implementation Steps

1. Seek administrative approval.
2. Update the *Program of Studies*.
3. Develop curriculum for Spring 2025 recommendation.
4. Update Rubicon Atlas.
5. Implement course in the 2025-26 school year second semester.

**Cost**

Up to 30 hours for course development/change of assignment  
 $30 \times \$36.33 = \$1089.90$

**Administrative Reaction**

Approved. As this field continues to evolve, so must the coursework we offer to our students. This recommended course will make this experience more relevant and interesting and potentially encourage more students to engage in this important field of study.

**1 Year in Review**

notes: Penn State Readiness Institute: AI Bootcamp. Include that TNT is the prerequisite

# Develop and offer a one-semester Cybersecurity course



## RECOMMENDATION:

Develop and offer a one-semester (fall) course on Cybersecurity for the 2025-26 school year.

**Name:**  
Steve Miller

**Level:**  
High School

**Subject Area:**  
Math

**Curriculum Recommendation Period:**  
Fast Track Fall 2024

## Reason(s) for Recommendation

1. The [cybersecurity job market is rapidly expanding](#), with a [critical shortage of skilled professionals](#). By offering this course, USC will equip students with in-demand skills that can lead to lucrative career opportunities.
2. In today's increasingly technology-driven world, students must learn how to protect themselves and their data online. This course would provide opportunities for learning these essential skills.
3. Understanding cybersecurity concepts fosters responsible digital citizenship, which benefits students in both personal and professional environments.
4. Cybersecurity introduces concepts in coding, networking, critical thinking, and problem-solving, preparing students for college programs in computer science and technology.
5. Students will gain exposure to certification pathways (e.g., CompTIA Security+, CyberPatriot, or Cisco CyberOps), which will support them in career readiness for employment opportunities in cybersecurity.

## Implementation Steps

1. Seek administrative approval.
2. Update the *Program of Studies*.
3. Train one teacher in cybersecurity concepts and pedagogy.
4. Develop curriculum for Spring 2025 recommendation.
5. Work with the Tech Department on technology usage.
6. Update Rubicon Atlas.

7. Implement course in 2025-26.

**Cost**

Up to 30 hours for course development/change of assignment  
30 x \$36.33 = \$1089.90

20 Raspberry Pi 400 Kits @ \$100 each = \$2000

20 Monitors @ \$100 each = \$2000

**Administrative Reaction**

Approved. This, along with the machine learning recommendation, will provide students with the opportunity to gain an understanding of these critical fields that will significantly impact their futures.

**1 Year in Review**

Science

# Change the name of “Honors Bioinformatics” course to “Honors Genetics and Bioinformatics”



## RECOMMENDATION:

Change the name of “Honors Bioinformatics” to “Honors Genetics and Bioinformatics”

**Name:**  
Colin Syme

**Level:**  
High School

**Subject Area:**  
Science

**Curriculum Recommendation Period:**  
Fast Track Fall 2024

## Reason(s) for Recommendation

1. The completion of the Human Genome Project in 2003 transformed modern biology and led to the rapid advancement of the field of Bioinformatics. Bioinformatics is a field of study that analyzes biological information associated with genetic code using computer databases. Careers specializing in Bioinformatics are on a steady rise and projected to have continued growth in the future.
2. Bioinformatics is not typically described in content area classes, so students tend to lack knowledge or have misconceptions about the course. The term “Bioinformatics” is not commonly used colloquially. This potentially has a negative impact on course enrollment. In contrast, students have familiarity with DNA, genetics, and genetic technology after completing 9th grade Biology courses.
3. In a survey of the students that took the course in the 2023-24 school year, 70% of the students enrolled in the HN Bioinformatics class cited a “lack of knowledge” of the course as the primary reason for the small enrollment.
4. Updating the course name to reflect the association with genetics will allow students to better understand the nature of the course content. Having better-informed students will hopefully generate increased interest in the course.

## Implementation Steps

1. Administrative approval.
2. Update the *Program of Studies* to reflect the name change.
3. Meet counselors and then with 10th and 11th-grade students during course registration to better define and explain the course offering.

**Cost**  
None

**Administrative Reaction**

Approved. This course presents a relevant and unique opportunity for students. Attempts to increase enrollment are appreciated.

**1 Year in Review**

# Social Studies

# Offer College in High School (CHS) Social Studies course options through Robert Morris University



## RECOMMENDATION:

Offer three existing Social Studies electives (21st Century Global Affairs, American Law & Justice, and Sociology) as College in High School (CHS) course options through Robert Morris University.

<b>Name:</b> Doug Kirchner	<b>Level:</b> High School	<b>Subject Area:</b> Social Studies	<b>Curriculum Recommendation Period:</b> Fast Track Fall 2024
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## Reason(s) for Recommendation

1. Our current curricula for several social studies courses align with related course offerings at Robert Morris University (RMU), these include:

<b>USCHS Social Studies Elective</b>
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21st Century Global Affairs
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American Law & Justice
------------------------

Sociology
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2. By offering these classes as CHS courses, students will have the opportunity to earn college credit.
3. Partnering with Robert Morris University on these social studies courses would expand Upper St. Clair's existing relationship with RMU in other content areas, and adheres to the high school's goal of making more CHS courses available to our students.
4. Per recent legislation, all public school districts are required to engage in dual credit agreements with institutions of higher education and such agreements should serve a wide range of students and student interests. Dual credit coursework agreements will be reflected in the District's comprehensive plan and such courses are required to be weighted as other higher-level (Hn, AP, IB) coursework.
5. Providing a CHS option for these courses could serve as a springboard for additional social studies CHS courses in the future.

## Implementation Steps

1. Seek administrative approval
2. Update the *Program of Studies*.

3. Update Rubicon Atlas to include modifications.
4. Submit textbook information for acceptance (NOTE: Teacher credentials have already been approved by RMU).
5. Communicate with students and parents about the new CHS offerings and how to enroll in the courses for elective credit and/or elective/college credit.
6. Provide summer workshop time for teachers who are approved to teach these courses.

**Cost**

1. 18 summer workshop hours x 3 teachers (at \$36.33 per hour) = \$1979.64.

**Administrative Reaction**

Approved. Allowing students to choose to earn college credit for these electives is a positive enhancement to these offerings. The local control regarding the curriculum and assessment match makes this an even more desirable change.

**1 Year in Review**

# World Language

# Pilot the IB Language & Culture Course



## RECOMMENDATION:

Pilot the IB Language & Culture Course

**Name:**  
Marc-André Clermont

**Level:**  
High School

**Subject Area:**  
World Languages

**Curriculum Recommendation Period:**  
Fast Track Fall 2024

## Reason(s) for Recommendation

1. This curriculum recommendation is a follow-up to the [Spring 2024 feasibility study](#).
2. After corresponding with the Curriculum Manager at the IB Organization, the IBO has invited Upper St. Clair to join the Pilot Program for the IB Language & Culture course, which examines topics from the areas of sociology, anthropology, and linguistics. The current IB Pilot Program has about 20 schools worldwide offering the IB Language & Culture course. This makes it an exciting opportunity to offer a truly original course to students.
3. A survey of current USCHS 10th and 11th grade world language students was conducted, in which information about the course was presented and students were asked how interested they would be in the course and why. We have found that a [sizable percentage of the student population](#) showed interest in the potential course with potential scheduling conflict as the biggest reason not to take IB Language & Culture.
4. For reasons why the course would make an attractive offering, student survey responses highlighted the positive optics of having an IB course on their transcripts as well as the opportunity to earn college credit by taking the IB examination at the end of the course. The course will be offered as a year IB course with the Standard Level (SL) assessment.
5. The [documentation provided to USCHS WL faculty](#) by the IBO shows that the topics to be studied in the course are not exclusively or extensively covered by other courses already available in the USCHS program of studies.
6. IB Language & Cultures fulfills requirements in two of the six areas in which DP students must take courses. The areas addressed would be Group 1: Studies in Language and Literature and Group 3: Individuals and Societies. An additional option in these domains may help strengthen the number of learners who graduate as full IB students.
7. Additionally, the externally assessed examination structure aligns with USC's commitment to academically rigorous and intellectually engaging coursework.

**Implementation Steps**

1. Seek administrative approval.
2. Add the course to the Program of Studies, and offer the course during the registration period for the 2025-2026 academic term as an elective in the USCHS World Language Department.
3. Prepare a USC-specific course description and syllabus based on the Curriculum Model Overview provided by the IB Organization.
4. Prepare a list of primary texts to be approved in the Spring 2025 curriculum recommendation process.
5. Inform students and families who express interest in the course of the “pilot” status and what that entails.
6. Develop secondary source materials in alignment with the IB-provided curriculum model overview (syllabus).
7. Update Rubicon to incorporate the course and its curriculum.

**Cost**

- 1-2 teachers x 30 hours to develop materials in a summer workshop - 2 teachers x 30 hours x \$.36.33 = \$2,179.80.
- Course materials - TBD

**Administrative Reaction**

Approved. This course includes unique learning not currently offered in our World Language Department. Providing courses that allow for more pathways to achieving the IB diploma is always desirable. Enrollment will need to be monitored.

**1 Year in Review**

Other

**Study and develop an education career pathway to offer fundamental courses, experiences, and career development opportunities in the field of education.**

**Pilot CHS Foundations of Education during the 2025-2026 school year.**



**RECOMMENDATION:**

Study and develop an education career pathway to offer fundamental courses, experiences, and career development opportunities in the field of education. Pilot CHS Foundations of Education during the 2025-2026 school year.

<b>Name:</b> Dr. Mike Funfar & Dr. Tim Wagner	<b>Level:</b> High School	<b>Subject Area:</b> Other	<b>Curriculum Recommendation Period:</b> Fast Track Fall 2024
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**Reason(s) for Recommendation**

1. *Need:* Currently, there is a state-level and national conversation about the importance of excellent training and support for future educators. Because many USCHS Seniors are interested in a career working with young people (in 2024, approx. 13% of the graduating class), the importance of exposure and strong preparation is highlighted by current trends in the field.
2. *Career Exploration and Support Future Educators:* An education career pathway offering at USCHS would offer students interested in education early exposure to fundamental concepts in the field. A pathway may encourage students considering a career in education to pursue their interests and gain relevant knowledge early.
3. *Expand CHS Offerings:* Related to piloting a new course (EDUC 1500 Foundations of Education), this offering would enhance the variety of college-level courses available to USCHS students. To date, the High School offers a number of CHS courses in the areas of mathematics and business.
4. *Postsecondary Support:* High school students who participate in college in high school courses may gain significant advantages in their path to postsecondary education. These courses provide early exposure to college-level content, supporting students to build academic confidence and skills that ease the transition to higher education. Access to these programs may also positively impact college admission, as universities recognize the rigor of such coursework as evidence of a student's preparedness. Additionally, students who perform well may earn transferable college credits, potentially reducing their time and financial costs of postsecondary education.
5. *Partnership & Course Availability:* Leverages the expertise and resources of Robert Morris University to enrich the curriculum. Strengthens ties between the Upper St. Clair School District and Robert Morris University, fostering a collaborative educational environment. RMU currently offers three education courses for CHS credit, creating a solid foundation upon which a USCHS education pathway program may be built.

6. *Hands-On Experiences*: Provides opportunities for students to engage in classroom observation and field experiences. Currently, our Community-Based Learning course is most often selected with an education emphasis. This course would provide different and varied experiences, both in setting & level of commitment.

### **Implementation Steps**

1. Seek administrative approval.
2. Select instructional staff for course development (a current staff member has received preliminary approval from RMU to teach the course).
3. Meet with RMU staff members to develop and execute a partnership agreement.
4. Meet with RMU staff members for curriculum discussion and alignment.
5. Update the *Program of Studies*.
6. Develop course by placing, unit plans, and assessment tools in Rubicon. Integrate CHS textbook and additional readings *Teachers, Schools, and Society* by Sadker Zittleman, Koch 2022.
7. Share pathway and course goals with USC K-8 administrators and faculty to assess where collaborative opportunities exist.
8. Pending a successful pilot and student interest, additional CHS education courses are available, including educational psychology & classroom management and technology for teachers.

### **Cost**

#### **Preparation of Teaching costs:**

12 flex hours for one teacher (course instructor) and 6 flex hours for three teachers (course collaborators)

18 paid workshop hours (\$36.33 x 18 = \$653.94)

#### **Operational costs:**

\$5,000 for course resources, including the University textbook

### **Administrative Reaction**

Approved. Adding this course to the hands-on teaching experiences students are able to engage in will allow them to understand the “why” behind what they see in school buildings and classrooms as well as give them a foundation for making a career choice in education. Enrollment will need to be monitored.

### **1 Year in Review**