

Upper St. Clair School District
Spring 2026
Curriculum Recommendations
June 1, 2026



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.

Counseling

Adopt MaiaLearning Platform at HS / Pilot MaiaLearning Platform in Fort Couch School Counseling curriculum



RECOMMENDATION:

Pilot MaiaLearning Platform in Fort Couch School Counseling curriculum in 7th and 8th grade.

Name: Dr. Lauren Madia, Dr. Jennifer Kirk	Level: 7-12	Subject Area: School Counseling / Career Education & Work Standards	Curriculum Recommendation Period: Spring 2026
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Reason(s) for Recommendation

1. USCHS piloted MaiaLearning (from Naviance) in the 2025-2026 school year. MaiaLearning is used 9-12 for career exploration, as well as postsecondary application submission.
2. The Postsecondary College Planning and Career Readiness Program for all 11th-grade students pilot has been successful, indicated by 100% career and education work standard artifact completion rate, career portfolio with postsecondary pathway indicators, and informal feedback from stakeholders (students, parents in Junior meetings).
3. Students have had an in-depth career unit in 8th grade in the school counseling curriculum historically.
4. The career unit has included using multiple supplementary resources to lead students in inventories and exploration activities.
5. Given the recent updates to PA's CEW Standards, the opportunity to revise existing career education activities is timely.
6. A pilot of MaiaLearning in 7th and 8th grade provides an opportunity to align practices and primary resources 7-12, including the collection of some required artifacts (including artifacts from other disciplines).
7. MaiaLearning provides PA Standard-aligned inventories and exploration activities that are appropriate for middle level, that spiral to high school. Using the same platform as USCHS at Fort Couch will enable students, families, and counselors to better track a student's development and post-secondary planning over time.

Implementation Steps

1. Administrative approval
2. Confer with the technology department regarding the integration of the application with student accounts (SSO)
3. Implementation training with school counselors and interested content teachers
4. Curricular planning through summer workshop time for the use of the platform in 7th and 8th grade counseling curriculum

Cost

1. Platform Application (\$4500)
2. Summer workshop time (up to 12 hours x 2 counselors x \$37.09 = \$890.16)

Administrative Reaction

The MaiaLearning platform is a strategic step toward centralizing our career and work standards, providing students with a sophisticated tool for pathway exploration while streamlining the collection of digital artifacts required for state compliance.

1 Year in Review

English Language Arts

Adopt a resource to support AP English Literature



RECOMMENDATION:

Adopt *The Norton Guide to AP Literature* as a resource for AP English Literature

Name:
Melissa Tungate

Level:
High School

Subject Area:
ELA

Curriculum Recommendation Period:
Spring 2026

Reason(s) for Recommendation

1. This text contains a compilation of old and new AP Literature & Composition exam free-response writing prompts, model student essays, and new sample multiple-choice questions to help students build their writing and reading comprehension skills.
2. This text offers students analysis of the model essays, tips on how to understand the language of the AP writing scoring guidelines, a balance of guided and independent practice, and strategies for success in the AP Literature & Composition course and college-level reading and writing.

Implementation Steps

1. Seek administrative approval.
2. Purchase the books.
3. Update *Atlas Curriculum Management*.
4. Begin using the text in the 2026-2027 school year.

Cost

Approx. 80 copies (with shipping & handling) = \$2,080

Administrative Reaction

Continuing to identify worthy resources for courses is an important venture. Specific to this resource adoption, when exemplars are used to guide learning, the quality of student work increases.

1 Year in Review

Digital Resources Study for Middle School ELA



RECOMMENDATION:

Study various digital resources that can be used to supplement MS ELA instruction

Name: Sherri Garvey	Level: Middle School	Subject Area: ELA	Curriculum Recommendation Period: Spring 2026
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Reason(s) for Recommendation

1. As our Middle School English Language Arts program continues to evolve, it is essential that our instructional resources reflect both current student needs and state expectations.
2. There are two key factors driving the need to research and evaluate new digital resources: the transition of the PSSA to an online format and the recent conclusion of our use of NewsELA.
3. With the PSSA now administered fully online, students must be proficient not only in reading and writing skills but also in digital literacy skills. This includes navigating digital texts, using online tools for technology enhanced questions, typing extended responses, and managing screen-based stamina. In order to prepare students for this format, classroom instruction must provide regular opportunities to engage with high quality digital texts and practice responding in an online environment.
4. Additionally, the discontinuation of Newsela has created a gap in our instructional resources. Newsela provided differentiated, leveled nonfiction texts aligned to standards that could be assigned to students.
5. Today's middle school students are digital natives who benefit from engaging, interactive, and multimodal learning experiences. Thoughtfully selected digital resources can increase student motivation, promote independent reading, and allow for personalized learning pathways.
6. Taking the time to research new digital instructional resources will ensure that we are selecting resources that are pedagogically sound, data-secure, cost effective, and aligned with district goals.
7. Researching new digital resources will also allow us to reevaluate programs like NoRed Ink and Sadlier that we have been using for almost a decade.

Implementation Steps

1. Research what digital resources are being used by neighboring districts for middle school ELA.
2. Compile a list of potential programs to research (e.g., IXL, Actively Learn, Study Island, Freckle).
3. Form a committee of teachers, preferably one from each grade level.
4. Design a criteria sheet to be used for evaluating digital resources.
5. During the summer, set up demonstrations for the committee from potential digital programs.
6. Use the criteria sheet to facilitate discussion about potential pilot programs.

Cost

At this point, there is no cost associated with this study, should the committee decide to move forward with a Fall Fast Track recommendation to pilot, there would most likely be a cost to pilot.

Administrative Reaction

Studying various digital resources to supplement Middle School ELA instruction is a vital step in creating a dynamic, blended learning environment that enhances student engagement and provides differentiated support for diverse learners.

1 Year in Review

Adoption of the novel *Fish in a Tree* as a Core Text in 5th Grade ELA



RECOMMENDATION:

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

Name: Sherri Garvey	Level: Middle School	Subject Area: ELA	Curriculum Recommendation Period: Spring 2026
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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.
4. In the Spring of 2025, instructional materials for *Fish in a Tree* were created. The text was piloted with a small group of 5th grade students. The overall response was positive and prompted discussion of piloting the text with a larger group of 5th graders the following school year.
5. During the Summer of 2025, instructional materials were enriched and adjusted to meet first quarter curriculum objectives.
6. In the Fall of 2025, *Fish in a Tree* was piloted with a larger group of 5th grade students. The response to the text was overwhelmingly positive.
7. A survey giving feedback on the pilot was completed. [The results](#) indicate that teachers felt that this was a solid addition to the Core Texts for 5th grade.

Implementation Steps

1. Seek administrative approval
2. Continue to refine the timeline and instructional materials for use during the 1st quarter.

Cost

None at this time.

Administrative Reaction

Continuing to identify novels that are engaging and rigorous is an important component for sustaining a curriculum that balances academic challenge with the high level of student interest necessary for deep learning.

1 Year in Review

Mathematics

IXL Pilot Extension



RECOMMENDATION:

Extend the pilot of the IXL Math Program with all Fort Couch students as a resource for customizing and enriching instruction and assessment.

Name: Andrew Lucas	Level: Middle School	Subject Area: Math	Curriculum Recommendation Period: Spring 2026
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Reason(s) for Recommendation

1. In the spring of 2025, a recommendation was made to pilot the IXL math program for all students at Fort Couch.
2. Teachers report that the program has been successful, but note that more time is needed to fine-tune best practices during the 2026-2027 school year. An extended pilot phase would allow staff to meet over the summer to debrief and ensure a more streamlined implementation this fall.
3. Initial external data indicates that the IXL program has been effective. Specifically, MAP data shows that average IXL growth by quintile correlates with significant increases in student MAP test achievement scores (see Appendix A, 'Correlative Data for IXL Growth'). This data also suggests that IXL usage drives growth for students in the lower quintiles, with particularly strong progress noted among students in the 1st and 2nd quintiles (see Appendix A, 'Correlative Data for Questions Answered' and 'Growth by Team 1 Quintiles').
4. Extending the pilot will allow us to gather PSSA and PVAAS data, as well as additional MAP data, to establish a stronger correlation between IXL implementation and student growth.

Implementation Steps

1. Seek administrative approval.
2. Purchase IXL licenses for all Fort Couch students.
3. Provide summer project work time and curriculum meeting time for teachers to debrief on best practices and plan implementation for their classrooms.
4. Gather data throughout the 2026-2027 school year.
5. Determine if IXL should be adopted for Fort Couch at the end of the 2027 school year.

Cost 680 licenses at \$13.25 each = \$9,010 Summer Workshop Time for up to 7 teachers for 12 hours each at \$37.09 = \$3,115.56 Total cost = \$12,125.56
Administrative Reaction Extending the IXL pilot allows for a more comprehensive evaluation of the platform's effectiveness on impacting student achievement and growth while gathering additional feedback from staff.
1 Year in Review

Appendix A

Correlative Data for Questions Answered			Correlative Data for IXL Growth			Correlative Data for Skills Mastered		
Group	Average Ques Answered	Average MAP Growth	Group	Average IXL Growth	Average MAP Growth	Group	Avg Skills Mastered	Average MAP Growth
A (most answered)	1885	5.8	A (5th Quintile for IXL)	77	4.6	A (most mastered)	91	4.9
B	1359	4.6	B (4th Quintile for IXL)	79	6.8	B	64	5.8
C	1101	2.2	C (3rd Quintile for IXL)	50	2.7	C	54	2.3
D	849	5.2	D (2nd Quintile for IXL)	59	7.1	D	45	5.2
E (least answered)	627	4.9	E (1st Quintile for IXL)	48	3	E (least mastered)	32	4.9

Growth by Team 1 Quintiles			
Group	Average RIT Growth	Average IXL Growth	Average Questions Answered
A (5th Quintile)	3.7	89	1543
B (4th Quintile)	2.9	66	1098
C (3rd Quintile)	3.1	45	1027
D (2nd Quintile)	5.8	60	1038
E (1st Quintile)	6.8	52	738

Exceeds Average

Below Average

Average

Team 1 Averages	
RIT Growth	4.6
Questions Answered	1114
IXL Growth	62
Skills Mastered	55

Adopt the new IB Computer Science SL curriculum



RECOMMENDATION:

Adopt the new IB Computer Science curriculum for the 2026-27 school year.

Name:
Steve Miller

Level:
High School

Subject Area:
Math

Curriculum Recommendation Period:
Spring 2026

Reason(s) for Recommendation

1. The IBO has rewritten the computer science curriculum for first implementation during the 2025-26 school year. As our IB Computer Science SL course runs every other year, we will be using the new curriculum for the first time in the 2026-27 school year. This new curriculum represents the first change in the IB Computer Science curriculum since 2014.

Implementation Steps

1. Update *Atlas Curriculum Management*
2. Train one computer science teacher
3. Implement the new curriculum.

Cost

Summer workshop hours for 1 teacher, 30 hours x \$37.09 = \$1,112.70

IB training for one teacher - cost TBD (already budgeted for in IB-DP conference/travel)

Administrative Reaction

Remaining aligned with the objectives of the IBO remains critical for program authorization and student success on internal and external assessments.

1 Year in Review

Music

Study High School Choral Curriculum and Program Structure



RECOMMENDATION:

Study High School Choral Curriculum and Program Structure

Name: Dr. John Seybert	Level: High School	Subject Area: Music	Curriculum Recommendation Period: Spring 2026
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Reason(s) for Recommendation

The high school choral program provides several ensemble opportunities for students, including Men's Ensemble, Clarion Choir, Pantheon Choir, and the extra-curricular Chanteclairs ensemble. These courses offer students opportunities to participate in vocal performance and develop foundational singing skills. As part of ongoing district curriculum review processes, the high school choral program is recommending to undergo a formal review to evaluate course structure, ensemble alignment, and student learning pathways. The purpose of this review is to ensure that the program continues to provide the highest-quality musical experiences for students while maintaining clarity in course offerings.

1. Program Sequencing and Student Pathways: A clear study sequence from Grade 9 through Grade 12 is not currently articulated in the USCHS *Program of Studies*. Developing a structured pathway may help ensure progressive development in: Vocal technique, Music literacy, Ensemble performance, and Artistic interpretation.

2. Alignment with Best Practices in Choral Education: Many high school choral programs structure ensembles according to one of the following models: Mixed choir progression (Concert Choir → Advanced Choir), Voice-part ensembles with defined instructional roles, and advanced ensembles with preparatory ensembles. A review will allow the district to evaluate how the current structure compares to established best practices in secondary choral education.

3. Student Learning Experience: The ultimate goal of the review is to ensure that students receive: meaningful musical growth, appropriate repertoire challenges, clearly defined ensemble identities, balanced rehearsal structures, and engaging and rewarding performance opportunities.

Implementation Steps

1. Seek Administrative Approval

2. Program Review and Data Collection (Summer 2026): Conduct a review of the current choral course offerings, including enrollment trends, student retention across grade levels, ensemble structure, rehearsal structure, and repertoire responsibilities.

3. Curriculum Mapping (Summer 2026): Develop a curriculum map identifying the learning objectives associated with each ensemble, including: vocal pedagogy, musicianship development, performance expectations, and repertoire.

4. Benchmarking (Summer 2026/Fall 2026): Review choral program structures at comparable high-performing secondary school music programs to identify effective models for ensemble organization and student progression.

5. Stakeholder Feedback (Summer/Fall 2026): Collect feedback from current students, choir program alumni, parents, music faculty, and building administration.

6. Program of Studies Alignment (Fall 2026): Review and update course descriptions to ensure accurate representation of all ensemble offerings within the Program of Studies.

7. Curriculum Recommendation Report (Spring 2027): Based on the review process, a report will be prepared outlining program strengths, areas for improvement, possible structural adjustments, and recommendations for long-term program development.

Cost:

Summer Workshop Hours

6 hours per teacher x 3 teachers = \$667.62

18 hours per teacher x 1 teacher = \$667.62

Total cost: \$1,335.24

Administrative Reaction

It is commendable that a K-12 team of general music and vocal music teachers will collaborate on this study, ensuring that our choral programs are well-articulated across the District and in alignment with current best practices/research in this area of study.

1 Year in Review

Science

Adopt *Experience Chemistry* by Moore and Wyssession for 10th grade Chemistry



RECOMMENDATION:

Adopt *Experience Chemistry* by Moore and Wyssession for 10th grade Chemistry.

Name: Dr. Colin Syme	Level: High School	Subject Area: Science	Curriculum Recommendation Period: Spring 2026
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Reason(s) for Recommendation

1. Statewide implementation of the Pennsylvania Science, Technology & Engineering, and Environmental Literacy & Sustainability (STEELS) standards began with the 2025-26 school year. These standards were adapted from the existing Next Generation Science Standards (NGSS), but with some adjustments. This has led to a significant shift to 3-Dimensional, phenomena-based instruction.
2. To support the transition to STEELS, the School District's Comprehensive Plan for 2025-2028 includes a 3-year plan for curriculum development, unit planning, and assessment alignment with STEELS. A major component of this plan has been an emphasis on identifying resources that will help support teachers with STEELS implementation.
3. During the infancy of STEELS, there have been limited available curricular resources for grades 9-12, particularly in the Physical Sciences, and teachers were limited to NGSS-aligned resources only. Recently, there has been a concerted effort by publishers to provide STEELS-aligned resources. As a result, teachers identified *Experience Chemistry* as the best support for our 10th grade Chemistry classes.
4. The [Textbook Evaluation Form](#) provides additional details regarding the selection of this text versus the other texts reviewed. Many of the strengths of the *Experience Chemistry* textbook include: a 3-Dimensional learning platform, built-in differentiation to support diverse learners, an integrated digital platform providing interactive simulations, differentiated labs (in-person and virtual), formative assessments, progress monitoring, and data-informed instruction.

Implementation Steps

1. Seek administrative approval.
2. Purchase *Experience Chemistry* textbooks.
3. Update *Atlas Curriculum Management*
4. Provide Summer Workshop time to explore text resources and best practices for implementation.

Cost

Total *Experience Chemistry* textbook cost = \$36,340.44 (includes 60 physical textbooks plus 3-year licenses for access to online textbooks and resources for 350 students)

Summer Workshop Time for 3 teachers at \$37.09/hr for 12 hours/each = $36 \times \$37.09 = \$1,335.24$

Administrative Reaction

Ensuring that students' content and skill development is grounded in a core resource/textbook is helpful. It will be important to continue to evaluate how this text supports formative assessment data/feedback so that students are aware of their progress through course content.

1 Year in Review

Social Studies

Civic Engagement Study



RECOMMENDATION:

Study ways to enhance exposure to more civics/government content and service opportunities for students enrolled in 11th grade social studies courses.

Name:
Doug Kirchner

Level:
High School

Subject Area:
Social Studies

Curriculum Recommendation Period:
Spring 2026

Reason(s) for Recommendation

1. Since the implementation of our [American Civic Engagement \(ACE\)](#) course at USCHS, hundreds of students have demonstrated mastery of essential content and skills related to civic processes and U.S. governmental systems. These same students have designed authentic and meaningful Civic Action Projects (CAPstones), and they've successfully met PA's [Act 35](#) requirement, pertaining to assessment of civic knowledge.
2. While the ACE course has developed over time, so too has our AP U.S. History (APUSH) course, both in terms of number of sections and class size. Our 11th grade students who elect to take APUSH instead of ACE have the chance to earn college credit, yet their history coursework doesn't fully or directly capture the objectives and experiences of a class geared toward modern civics/government issues and opportunities.
3. Since only 3 years of social studies are required for USCHS students, this recommendation not only seeks to explore ways to maximize student exposure to state civics/government requirements ([Civic Knowledge, Civic Skills, and Civic Action](#)), it will also study opportunities for increased and impactful community service.
4. This recommendation also directly connects to the [C3 Framework](#), espoused by the [National Council for Social Studies \(NCSS\)](#), which aims to prepare learners for "College, Career, and Civic Life," which in turn, may connect with PA's Career Education and Work Standards.
5. A study of this sort will attempt to answer the following questions?
 - a. To what degree do the learning targets, content, and skills of ACE and APUSH align vs. diverge?
 - b. Which courses should continue to serve as our core USCHS social studies curriculum, and which ones might fit more appropriately as electives?
 - c. How can we continue to bolster the quality of our Civic Action Project (CAPstone)? In addition to the CAPstone, what other essential projects can help our students examine/engage with local, regional, state, and national issues? How can we collaborate with ELA teachers to support instruction regarding Generative AI use?
 - d. How might coursework and new community service projects connect with the [vision/goals of USCHS's new Panther Pack initiative](#), with its mission toward "Unified, Impactful, Ongoing Civic Engagement?"
 - e. What opportunities can we design for USCHS students to work with and/or mentor USCSD elementary and middle school students? (e.g. Day(s) of Service, civil discourse workshops, and understanding media bias)

Implementation Steps

1. Seek administrative approval.
2. Provide summer workshop time for USCSD social studies teachers, along with interested ELA teachers and a school counselor representative to conduct the study.
3. Determine potential curriculum recommendations for the fall of 2026.

Cost

Up to 12 summer workshop hours x 6 teachers (at \$37.09 per hour) = \$2670.48

Administrative Reaction

Studying ways to increase civic engagement among students, particularly students in their final required social studies course, is a valuable use of time. It will be interesting to hear recommendations related to infusing civics education into new & existing courses and how civics education might appear in school-wide programming and extracurriculars.

1 Year in Review

Special Education

Pilot Math180 for Middle Level Special Education Math



RECOMMENDATION:

Pilot Math180 as the curricular resource for Middle Level Special Education Math

Name: Dr. Rachel Andler Plovic	Level: Middle School	Subject Area: Special Education	Curriculum Recommendation Period: Spring 2026
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Reason(s) for Recommendation

1. Currently, the curricular resource for Resource Math (Special Education) is TransMath. The expectation is that students will have made enough growth that they will be prepared for Algebra in High School. Over the course of the last three years, student data has not shown sufficient academic growth utilizing the TransMath resource to support successful Algebra readiness at the high school.
2. Math180 is an intensive intervention program designed to rebuild foundational numerical understanding and multiplicative reasoning for students. It utilizes a blended learning model, combining teacher-led instruction with an adaptive software platform that provides personalized practice and immediate feedback. Specifically for special education, the program breaks down complex concepts into manageable "blocks" to reduce cognitive load and foster a growth mindset through visible progress tracking.
3. For 2026-2027, the pilot will begin with grades 5 and 6, fully using Math180 in resource math. Students entering grades 7 and 8 have already begun the TransMath program. Students at Fort Couch (7/8) will be able to utilize the flex license option of Math180 to supplement TransMath.

Implementation Steps

1. Seek administrative approval.
2. Purchase curricular resources.
3. Provide professional development time for select special education teachers (summer workshop hours).
4. Identify and recommend appropriate students through the IEP process, driven by student data and IEP team decisions.
5. Review student NWEA MAP data at the beginning, middle, and end of the first school year.

Cost

1. Curriculum resources (Materials including student and teacher - \$1,315; Shipping/tax - \$27) - Total \$1,342
2. Summer workshop hours will cover the time needed for teachers.

Administrative Reaction

Implementing a data-driven, personalized framework to accelerate student progress and close achievement gaps is a critical step in providing the targeted intervention necessary to move students forward.

1 Year in Review

Pilot S.P.I.R.E Reading Intervention for K-4 Special Education



RECOMMENDATION:

Pilot S.P.I.R.E. Reading Intervention in the elementary K-4 for students in special education receiving Resource ELA.

Name: Dr. Rachel Andler Plovic	Level: Elementary	Subject Area: Special Education	Curriculum Recommendation Period: Spring 2026
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Reason(s) for Recommendation

1. In 2018, the district adopted Foundations to support students in special education as a Tier 2 (target small-group) reading intervention. It supports the reading, writing, and language standards through a multisensory, structured, systematic, cumulative, and explicit program that is research based. A need exists to deliver intensive, targeted intervention at the Tier 3 level.
2. S.P.I.R.E. is also a multisensory, structured, and systematic, explicit program that is research based and will support “non-responders” of a Tier 2 intervention. It supports students who struggle with processing speed and working memory through the use of repetition through mastery, and also intensifies the multi-sensory approach. Using S.P.I.R.E. in addition to Foundations ensures that our most vulnerable readers aren't just "exposed" to grade-level phonics, but are actually mastering the mechanics of reading at their own pace.
3. This supports the continued work of K-12 Reading alignment across the district, strengthening the special education component of our program.

Implementation Steps

1. Seek administrative approval.
2. Purchase curricular resources.
3. Provide professional development time for select special education teachers (summer workshop hours).
4. Identify and recommend appropriate students through the IEP process, driven by student data and IEP team decisions.
5. Review student STAR data at the beginning, middle, and end of the first school year of the pilot.

Cost

1. Curriculum resources (Teaching materials - \$4,995; Student materials - \$5,950; Shipping/tax - \$995.) - Total \$11,935
2. Summer workshop hours will cover the time needed for teachers.

Administrative Reaction

1 Year in Review

Other

Adopt / Integrate Pennsylvania's Revised Career Education and Work Standards



RECOMMENDATION:

Adopt Pennsylvania's [revised Career Education and Work standards](#) and align them to districtwide interdisciplinary content to meet statewide requirements.

Name: Dr. Lauren Madia, Mr. Mark Miller, Dr. Dan O'Rourke, Dr. Tim Wagner	Level: K-12	Subject Area: Other	Curriculum Recommendation Period: Spring 2026
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Reason(s) for Recommendation

1. Pennsylvania has had Career Education and Work standards in place since 2006. These standards were recently revised by PDE to reflect the current and anticipated career needs of K-12 students.
2. Beginning in 2016, schools have been required to maintain portfolios of artifacts as evidence of completion of benchmarks.

Implementation Steps

1. Administrative approval.
2. Establish a committee of interdisciplinary professional staff and administrators.
3. Crosswalk standards with curriculum and identify artifacts to be included in student portfolios.

Cost

1. Summer workshop (6 hours x up to 10 professional staff x \$37.09 = up to \$2225.4)

Administrative Reaction

Ensuring alignment with PDE's career education & work standards and considering these standards through an interdisciplinary lens is a best practice. Portfolios will be helpful ways for student reflection on growth in these areas.

1 Year in Review

Academic Standards for Career Education and Work

Grades K-12



Pennsylvania Department of Education

Overview

Pennsylvania's economic future depends on having a well-educated and skilled workforce. Career Education and Work standards reflect the increasing complexity and sophistication that students experience as they progress through school, focusing on the skills and continuous learning and innovation required for students to succeed in a rapidly changing workplace. The standards are written as grade-banded standards built around the concepts of career awareness and exploration, employability skills, growth and advancement, and personal interests and career planning.

Number	Areas
13.1	Career Awareness and Exploration
13.2	Employability Skills
13.3	Growth and Advancement
13.4	Personal Interests and Career Planning

Appendix E-1. Academic Standards for Career Education and Work

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
1. Career Awareness and Exploration				
Educational requirements and opportunities	13.1.K-2.A Identify that there are different ways to prepare for careers.	13.1.3-5.A Investigate how people prepare for different careers that may include various levels of education, experiences, and training.	13.1.6-8.A Analyze the relationship of school subjects, extracurricular activities, and community experiences to career preparation.	13.1.9-12.A Analyze the relationship between career choices and career preparation opportunities to choose a path.
Entrepreneurship	13.1.K-2.B Identify entrepreneurial character traits of historical and contemporary entrepreneurs and ways to integrate entrepreneurial traits into schoolwide activities and events (e.g., posters to advertise, create ideas).	13.1.3-5.B Define entrepreneurship and the types of entrepreneurship (e.g., social public service, small business) in the community; compare and contrast the risks and rewards of entrepreneurship as a career through self-employment, in for-profit or non-profit organizations; practice entrepreneurial traits in schoolwide activities and events.	13.1.6-8.B Compare and contrast entrepreneurship and other self-employment opportunities to other employment types; evaluate how entrepreneurial character traits influence career opportunities in any type of job; identify how the 4 P's (product, price, place, and promotion) play a role in entrepreneurial branding.	13.1.9-12.B Analyze entrepreneurship and other self-employment opportunities as they relate to personal career goals and corporate opportunities; evaluate successful entrepreneurs in both non-profit and for-profit organizations and how the 4 P's play a role in branding.

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
Factors in career decisions	13.1.K-2.C Describe the work done by community helpers and business owners.	13.1.3-5.C Describe external factors that influence career choices, such as, but not limited to: - Geographic location - Salaries/benefits - Work schedule - Working conditions	13.1.6-8.C Compare and contrast multiple careers using a variety of career research resources.	13.1.9-12.C Analyze external factors that impact employment opportunities, such as, but not limited to: - Competition - Global influences - Job growth - Job openings - Labor supply - Potential advancement - Potential earnings
Local, national, and global labor market	13.1.K-2.D Describe what a job is and the reasons people may have jobs.	13.1.3-5.D Identify the range of jobs available in the community.	13.1.6-8.D Use multiple resources or tools to research the job availability in a local, national, and global job market.	13.1.9-12.D Describe employment outlook, organized by in-demand occupations, clusters, pathways, or other methods.
Resources in school and community	13.1.K-2.E Participate in school and community events that share career awareness opportunities.	13.1.3-5.E Describe the benefits of participating in hands-on career awareness/preparation activities.	13.1.6-8.E Identify, participate in, and evaluate school- and community-based opportunities for career awareness/preparation experiences.	13.1.9-12.E Utilize school- and community-based opportunities for career awareness/preparation.
Rights of workers	Intentionally blank	13.1.3-5.F Explain why employers pay people for their labor.	13.1.6-8.F Understand what labor laws are and how they impact worker wages and safety.	13.1.9-12.F Examine basic labor laws to determine the rights and responsibilities of both employers and employees.
2. Employability Skills				

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
Critical thinking and problem solving	13.2.K-2.A Practice solving problems individually and in groups.	13.2.3-5.A Develop the traits needed to solve problems.	13.2.6-8.A Apply critical thinking to solve real-life problems.	13.2.9-12.A Identify solutions to existing conditions or problems using critical thinking skills.
Oral and written communication	13.2.K-2.B Use context clues to identify how communication varies within different social situations in varied environments.	13.2.3-5.B Use context clues to determine how communication varies within different social situations in varied environments.	13.2.6-8.B Develop formal communication that demonstrates professional etiquette and observes social protocols when communicating verbally, nonverbally, and in writing.	13.2.9-12.B Use professional etiquette and observe social protocols when communicating verbally, nonverbally, and in writing.
Teamwork and collaboration	13.2.K-2.C Demonstrate cooperation and positive interactions with classmates, recognizing that people have different backgrounds, experiences, beliefs, and ideas.	13.2.3-5.C Demonstrate the ability to work well in group or team interactions, recognizing that people have different backgrounds, experiences, beliefs, and ideas.	13.2.6-8.C Practice effective group interactions, acknowledging people's different backgrounds, experiences, beliefs, and ideas.	13.2.9-12.C Demonstrate shared responsibility for collaborative work and the value of contributions made by team members with various perspectives.
Technology	13.2.K-2.D Demonstrate proper and safe Internet and instructional technology use.	13.2.3-5.D Demonstrate proper and safe Internet and instructional technology use.	13.2.6-8.D Demonstrate proficient use of technologies by using various types of technology.	13.2.9-12.D Use job-specific technologies to accomplish work responsibilities in a productive manner.
Time and project management	13.2.K-2.E Discuss how time is structured at home and school.	13.2.3-5.E Develop a personal schedule based on activities and responsibilities at both home and school.	13.2.6-8.E Demonstrate effective time and project management strategies.	13.2.9-12.E Evaluate time and project management strategies and their application to both personal and work situations.

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
Entrepreneurial mindset	Intentionally blank	13.2.3-5.F List and describe several characteristics of the Entrepreneurial Mindset characteristics.	13.2.6-8.F Explain how Entrepreneurial Mindset characteristics and skills can help one be successful in their career.	13.2.9-12.F Apply Entrepreneurial Mindset characteristics and skills to school, work, and extracurricular environments.
3. Growth and Advancement				
Career growth	13.3.K-2.A Communicate an original opinion and describe the justification for that opinion.	13.3.3-5.A Identify situations that may require self- advocacy, such as: personal preference, values, etc.	13.3.6-8.A Identify factors that may inform decisions for career changes, such as loss of employment, lifestyle changes, workplace conflicts, work value changes, and job market changes.	13.3.9-12.A Develop strategies for navigating career and life transitions, such as coping with loss of employment, resigning from a job, negotiating a raise or promotion, and employing transferable skills.
Lifelong learning	13.3.K-2.B Recognize the importance of improving skills and learning new ones.	13.3.3-5.B Reflect on skill improvement and identify opportunities to build new skills.	13.3.6-8.B Explain how decisions regarding education, skill building, and work impact other major life decisions.	13.3.9-12.B Identify sources of lifelong learning to strengthen existing skills, develop new skills, and maximize career growth.
Strategic goals	13.3.K-2.C Set and achieve a goal.	13.3.3-5.C Set and achieve S.M.A.R.T. goals.	13.3.6-8.C Practice feedback and personal reflection to evaluate success towards setting and completing goals.	13.3.9-12.C Incorporate feedback and personal reflection to evaluate success towards completing goals and determine a next course of action.

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
Work ethic	13.3.K-2.D Build an awareness of the importance of a positive work ethic as a means to learn and grow.	13.3.3-5.D Identify attributes of a positive work ethic.	13.3.6-8.D Demonstrate a positive work ethic.	13.3.9-12.D Analyze and reflect upon the efficacy of your work ethic.
4. Personal Interests and Career Planning				
Develop a personal brand	13.4.K-2.A Describe qualities of people who are successful.	13.4.3-5.A Identify personal strengths and successes.	13.4.6-8.A Identify ways to market yourself as a job candidate.	13.4.9-12.A Strategically market yourself as a job candidate.
Identify personal interests	13.4.K-2.B Identify current interests and skills.	13.4.3-5.B Connect personal interests and abilities to potential career choices.	13.4.6-8.B Relate careers to personal interests, abilities, and aptitudes.	13.4.9-12.B Evaluate career options based on personal interests, abilities, aptitudes, achievements, and goals.
Research careers	13.4.K-2.C Explore career choices and identify the knowledge and skills associated with different types of careers.	13.4.3-5.C Discuss resources available in researching career opportunities.	13.4.6-8.C Evaluate a variety of methods to research careers that align with personal interests, values, strengths, and career goals.	13.4.9-12.C Use a variety of methods to research careers that align with personal interests, values, strengths, and career goals.

Substrand	Kindergarten to Grade 2	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
Understand a career path	13.4.K-2.D Explain how workers in their careers use what is learned in the classroom.	13.4.3-5.D Document personal interests, abilities, and academic strengths.	13.4.6-8.D Build a career plan to describe planned action steps that may include, but not be limited to: • Electives • Extracurricular activities • Coursework • Career interests • Strengths and abilities • Educational and training opportunities	13.4.9-12.D Evolve career plan to enact additional action steps that may include, but not be limited to: • Electives • Extracurricular activities • Coursework • Career interests • Strengths and abilities • Educational and training opportunities • Work-based learning • Industry-recognized credentials

Evaluate AI Tutoring Tools



RECOMMENDATION:

Conduct an in-depth review of AI tutoring tools (such as Google NotebookLM and BriskAI) through a structured evaluation over the summer of 2026 to inform staff training in the fall of 2026 based on the results of that review.

Name: Brad Wilson, Director of Strategic Initiatives	Level: K-12	Subject Area: Other	Curriculum Recommendation Period: Spring 2026
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Reason(s) for Recommendation

1. **Improves instructional alignment:** AI tutoring tools like NotebookLM and BriskAI can ground responses in teacher-provided materials, helping ensure that student support stays aligned with the language, expectations, and learning outcomes of a specific class rather than drifting toward inaccurate or unrelated information from the open internet.
2. **Supports responsible AI use for students:** Evaluating tools designed for guided academic support allows the district to move students away from unstructured use of general AI or web searches, reducing the risk of misleading information, off-task exploration, or responses that deviate from the instructional purpose.
3. **Builds on two years of foundational AI training:** Staff have already received basic AI training over the past two years, which creates a strong foundation for moving from general awareness and experimentation toward more targeted instructional applications like AI-supported tutoring.
4. **Deepens the use of tools already introduced to staff:** Teachers have already been exposed to a range of AI tools, including general chatbots, and this initiative represents the next step—focusing specifically on tools that support curriculum-connected learning rather than broad, open-ended AI use.
5. **Allows for thoughtful adoption before districtwide implementation:** A summer evaluation period provides time to test effectiveness, identify best practices, and gather teacher feedback so that fall professional development can be focused, practical, and aligned with classroom needs.

Implementation Steps

1. **Gather Feedback on Current AI Use:** Collect feedback from teachers on how AI tools are currently being used in instruction and tutoring, and gather student input on the perceived effectiveness of tools already in use (e.g., NotebookLM, BriskAI).
2. **Identify Priority Learning Outcomes:** Work with instructional leaders and teachers to identify specific course learning outcomes and academic

language that AI tutoring tools should reinforce to ensure alignment with classroom instruction.

3. **Develop and Pilot Tutoring Resources:** Create sample notebooks or tutor bot environments using actual course materials to test how effectively the tools support targeted learning outcomes.
4. **Evaluate Tools and Build Internal Expertise:** Conduct a structured summer evaluation of the tools to deepen understanding of their capabilities, strengths, and limitations, while identifying best practices for classroom use.
5. **Document Best Practices and Implementation Guidelines:** Establish clear guidance for how AI tutoring tools should be designed and used to keep student support aligned with curriculum rather than open-ended internet responses.
6. **Develop a Focused Professional Development Plan:** Use findings from the pilot and evaluation to design targeted fall training that helps staff effectively implement AI tutoring tools aligned with course content and learning goals.

Cost

TBD

- potential for workshop pay for some teachers who already have flex projects
- potential for additional tool subscription fees

Administrative Reaction

Conducting a structured evaluation of AI tutoring tools like NotebookLM and BriskAI is a strategic next step that builds upon our foundational training to ensure AI implementation is curriculum-aligned, instructionally grounded, and introduced to staff through focused professional development that directly supports personalized student learning.

1 Year in Review

Wellness

K-8 Study of Academic Standards for Health, Safety, and Physical Education



RECOMMENDATION:

To conduct a comprehensive review of the Academic Standards for Health, Safety, and Physical Education, and make necessary revisions to the K-8 curriculum to support student well-being, safety, and the overall development of lifelong wellness.

Name:
Dana Mellinger

Level:
K-8

Subject Area:
Wellness

Curriculum Recommendation Period:
Spring 2026

Reason(s) for Recommendation

1. The Commonwealth of Pennsylvania has not updated the Academic Standards for Health, Safety, and Physical Education since July 18, 2002. These standards no longer fully reflect current research, best practices, or the evolving health and wellness needs of today's students.
2. Revised standards are anticipated during the 2026-2027 school year, pending review and approval through the Pennsylvania Department of Education, the Pennsylvania Department of Health, the Governor's Office, and legal counsel. Proactive district planning will ensure readiness for timely implementation once the updated standards are finalized.
3. Creating a crosswalk between Science standards and Health, Safety, and Physical Education standards will help identify overlapping concepts, show alignment and connections, highlight gaps or duplication, and support coordinated planning.
4. Investing in health instruction at the elementary and middle school levels supports long-term student wellness, strengthens health literacy, and reinforces academic success through whole-child development.
5. SAS (Standards Aligned System) will support implementation by providing aligned resources, curriculum tools, and professional development to ensure effective instructional delivery.

Implementation Steps

1. Administrative approval.
2. Data collection to determine standards needs and realignment based on an anonymous survey of Science teachers, Health and PE teachers, and counselors.
3. Conduct a rigorous evaluation of local K-8 health curricula and instructional practices, utilizing survey data to identify regional trends and opportunities for alignment with state wellness standards.
4. Evaluate the feasibility of a multidisciplinary wellness model by mapping existing lessons and exploring new opportunities for nurses, school counselors, and support staff to embed their specialized expertise within the K-8 health standards.
5. Summer workshop time for teacher teams to explore the proposed standards.
6. Continued curriculum work and training throughout the 2025-2026 and 2026-2027 school years to learn and develop best practices.

7. Facilitate cross-disciplinary collaboration among K–8 science educators, counselors, nurses, and physical education staff to move beyond curriculum coverage toward a model of deep, authentic implementation.
8. Determine the need for additional curriculum recommendations through teacher collaboration to support resource adoption and implementation.
9. Ensure any supplemental materials are supported through the review of 109 AR 1 Supplemental Materials Selection and Approval.
10. Update Rubicon as needed.

Cost:

Administrative Reaction

Studying the newly anticipated standards in Pennsylvania is a proactive approach to ensure curriculum alignment and provide our students with a modern framework for lifelong health and wellness.

1 Year in Review

World Language

Adopt the *Adventures in Japanese 2* text for the Japanese 3 course



RECOMMENDATION:

Adopt the *Adventures in Japanese 2* text for the Japanese 3 course

Name: Marc-André Clermont	Level: High School	Subject Area: World Language	Curriculum Recommendation Period: Spring 2026
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Reason(s) for Recommendation

1. Currently, the Japanese language program at the high school uses a combination of two textbook series. Students use the *Kimono* series in levels 1–3 before transitioning to *Adventures in Japanese* in level 4. Specifically, Japanese 3 uses the *Kimono* 3 book ([chapters 1 - 6](#)).
2. The *Kimono* series, first published in 1992, has been a valuable resource for many years but is now outdated and officially discontinued. It does not reflect important cultural, historical, and technological developments. For example, it includes references to traditional cultural norms and outdated technology (boom boxes, cassette tapes, Walkmans, etc.). Although efforts have been made to supplement and update the curriculum, adopting a more current textbook series would better reflect modern society.
3. When the Honors Japanese 4 course was introduced in fall 2023, several textbooks were evaluated. *Adventures in Japanese* was selected due to its academic rigor and accessibility. Since the 2024–2025 school year, students have used this series successfully at level 4, and its structure and instructional design have proven more effective than those of the *Kimono* series.
4. This recommendation proposes updating the Japanese 3 curriculum to align with the *Adventures in Japanese* progression by adopting Volume 2 of the series. Currently, Honors Japanese 4 uses the second half of this text; this change would position [Japanese 3 to cover the first half](#), creating a more coherent sequence between levels 3 and 4.
5. With the adoption of this recommendation, *Adventures in Japanese* would serve as the primary instructional resource, though not the sole component of the curriculum. Japanese 3 will continue to incorporate a variety of supplementary materials in alignment with the textbook to meet course objectives and address all four pillars of language acquisition: reading, writing, speaking, and listening, as well as cultural understanding.

Implementation Steps

1. Seek administrative approval
2. Provide summer hours to create resources for the change in resources
3. Update *Atlas Curriculum Management*
4. Study the possibility of making further changes to Levels 1 and/or 2.

Cost

Summer Workshop Time: 24 hours @ \$37.09 = \$890.16

Administrative Reaction

Aligning resources across course objectives in a purposeful and engaging way is a laudable goal of this recommendation.

1 Year in Review

Implement the Vamos Curriculum in 5th Grade Exploratory Spanish



RECOMMENDATION:

To implement the Vamos Curriculum from The Comprehensible Classroom in 5th Grade Exploratory Spanish

Name: Angie Tena	Level: Middle School	Subject Area: World Language	Curriculum Recommendation Period: Spring 2026
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Reason(s) for Recommendation

1. The USC Middle School Spanish courses have shifted to a comprehension-based curriculum over the past 8 years, with SOMOS (from The Comprehensible Classroom) being a primary source of materials for grades 6-8.
2. Grade 5 Spanish is a 12 week course that is unique in that it serves as a bridge between elementary courses where the language is first introduced, and Grade 6 Spanish, where the path to developing second language proficiency begins for all students.
3. The Comprehensible Classroom has recently released an exploratory curriculum (Vamos) geared towards younger students that precedes SOMOS. Five units were available ahead of the 2024-2025 pilot. The full curriculum of 10 units is now available.
4. Two elementary and one middle school teacher worked in the summer and fall of 2024 to adapt and implement one unit per grade level (Unit 2 in Grade 4 and Unit 5 in Grade 5). On reconvening for reflection and discussion in our December curriculum meeting, all teachers agreed that the curriculum change is a positive one for USC students, and the decision to move forward with more in-depth implementation was made.
5. Offering the Vamos curriculum in Grades 3, 4, and 5 will smooth the transition to middle school and acquaint students with instruction through 'comprehended input' with a goal of language acquisition, while also providing the opportunity to begin building language proficiency in Spanish with age appropriate resources and curriculum.
6. Providing an updated curriculum for a new teacher stepping in to replace our veteran Exploratory Spanish teacher, who is retiring this year, will encourage a continuation of the high standards of instruction for students entering our Spanish course progression.

Implementation Steps

1. Purchase a Vamos teaching license for the new hire (\$275)
2. Compare Elementary curriculum/pilot of Vamos with the new materials available to determine the starting point for all 5th grade Exploratory Spanish rotations
3. Compare old curriculum to new Vamos materials to determine what should be kept, adapted, updated, or discarded
4. Allow summer workshop time, PD time, and curriculum meeting time to review the ten units in depth to determine articulation in grades 3-5 Spanish
5. Determine how these instructional changes will impact Grade 6-8 Spanish curriculum and make recommendations for the 2027-2028 school year, should curriculum updates be needed
6. Reconvene as a Spanish department (Elementary-Middle School)
 - a. reflect on articulation and determine next steps, including assessments and grading
 - b. align goals of 5th grade course with the other exploratory courses at that grade level
 - c. compare exit goals of Grade 4/5 Spanish with entry expectations for Grade 6 Spanish to determine if curriculum updates are needed in the MS curriculum, taking into consideration the 'gap' in consistency that occurs during the exploratory year due to 12 week rotations between three languages
 - d. determine the curriculum map for Elementary Spanish and Exploratory Spanish courses, and update Rubicon accordingly

Cost

\$275 for the purchase of a license
Summer hours (FLEX or paid)

\$1,335.24 = Summer workshop time at \$37.09 (for 3 teachers for 12 hours)
Alternatively: Professional development time in the fall semester

Administrative Reaction

Adopting the Vamos curriculum for 5th Grade Exploratory Spanish is a sound instructional decision that ensures vertical alignment with our Middle School program while providing a high-quality, research-based framework to support a seamless transition for both students and new staff.

1 Year in Review

Study the Elementary Spanish Program



RECOMMENDATION:

To study the needs in the Elementary Spanish program in grades 1-4 for the purposes of determining a program model, curricular best practices, and a sustainable schedule that will best provide a foundation for building proficiency in a second language for all USC students.

Name:
Angie Tena

Level:
Elementary

Subject Area:
World Language

Curriculum Recommendation Period:
Spring 2026

Reason(s) for Recommendation

1. Current and long-standing research supports the fact that early language learning improves cognitive abilities and enhances academic performance across disciplines.
 - a. *“Research has shown that foreign language study in the early elementary years improves cognitive abilities, positively influences achievement in other disciplines, and results in higher achievement test scores in reading and math.”*
 - i. Foreign language study in elementary schools: Benefits and implications for achievement in reading and math. *Early Childhood Education Journal*, 33(1), 11-16. Stewart, J.H. 2005
 - ii. As posted in PsychINFO database and [ACTFL](#) resources
 - b. *“In general it is asserted that the earlier the language is introduced, the more rapidly children stand to reap the benefits. FLES & FLEX instruction programs are considered as models, & content-based instruction is cited as most effectively transmitting the communicative & semantic nature of a foreign language to children. It is further suggested that both immersion & FLES learning programs may provide the best vehicles for producing research data on the effectiveness of primary school foreign-language study.”*
 - i. Elementary school foreign languages: What research can and cannot tell us. *Critical issues in foreign language instruction*, (pp. 63-79). New York: Garland Publishing. Met, M 1991.
 - ii. As posted in [ACTFL](#) resources
 - c. *“Research suggests that foreign language study enhances both cognitive development and academic achievement. While it is certain that people familiar with more than one language and culture can communicate more effectively...it is also possible that through learning another language and culture, people become more effective problem-solvers, closer to achieving solutions to pressing social problems because of an increased awareness of a wider set of options.”*
 - i. *Personal benefits of foreign language study.* ERIC digest. US; District of Columbia. Weatherford, J.J. (1986).
 - ii. As posted in [ACTFL](#) resources
2. The Elementary Spanish program has been modified significantly since 2012 due to changes in instructional minutes, programming, and staffing

adjustments.

3. The District has implemented various models of lesson instruction to provide face to face instructional time along with a technology based Spanish lesson. This model has worked to find a balance of reduced face to face instructional time while also providing instruction in a manner that was appropriate for students.
 - a. Currently, one Spanish teacher provides instruction in the Elementary Spanish Program across three buildings.
 - b. Reduction in staffing and instructional time has required a shift in goals/objectives from a proficiency driven FLES program to one that would be considered a FLEX model by national (ACTFL) and international standards
 - c. “FLEX (Foreign Language Experience) programs are designed to introduce students to one or more foreign languages and cultures and to motivate them to pursue further language study. FLEX programs are set apart from other foreign language programs because language proficiency is not a goal.” ([Curtain & Pesola](#))
4. In addition, at the middle school level in recent years, changes and adjustments have impacted instructional minutes. As a result, every minute across the grade levels is more essential to continue to build proficiency.
 - a. It takes years of continuous study of a single language to build functional proficiency in a second language.
 - b. This exposure to a second language (comprehension, reading, and writing) reinforces and builds skills in native language literacy.
 - c. The Elementary Spanish program is an essential foundation for all USC World Language programs, with early exposure having far-reaching effects in later years, including on AP and IB success.
5. Due to curriculum recommendations and adjustments at the middle school level to incorporate Comprehensible Input(CI), it is necessary to also study the elementary programming and curriculum to bridge the transition to middle school and increase curricular vertical articulation.
6. [Addendum: Research and Program History](#) (For additional elementary Spanish programming background)

Implementation Steps

1. Brainstorm ideas for program options and updates
2. Determine one to two general recommendations for administration on how to best implement the elementary Spanish
3. Meet with principals and administration to determine a path forward that most benefits students in the long term
4. Finalize staffing availability and create a sustainable teaching schedule and course load
5. Continue to revisit and revise the current curriculum to enhance and update it to meet the needs of student learners
 - a. Determine the need for resources that require additional curriculum recommendations for pilot or adoption
 - b. Select supplemental materials in line with 109 AR 1-Supplemental Materials Selection and Approval
 - c. Determine if curriculum recommendations are necessary
6. Update Rubicon as needed to reflect curricular revisions

Cost

Administrative Reaction

A comprehensive study of the elementary Spanish program to ensure it meets contemporary needs is a valuable undertaking.

1 Year in Review