

Upper St. Clair School District
Fall 2022-23
Curriculum Recommendations
Januray 9, 2023



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

Statewide Graduation Pathways Protocol



RECOMMENDATION: Update District protocols and practices to reflect revised statewide graduation requirements per Act 158 and Act 55 of 2022.

Name: Dr. Lauren Madia, Dr. Timothy Wagner, Ms. Cara Senger, Mrs. Jennifer Kirk	Level: High School	Subject Area: Counseling	Curriculum Recommendation Period: Fall 22/23
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Reason(s) for Recommendation

1. [Act 158](#) establishes new statewide graduation requirements for all Pennsylvania students beginning with the graduation Class of 2023.
2. [Act 55 of 2022](#) amended the Pennsylvania School Code to further assist students in meeting statewide high school graduation requirements recognizing the non-numerical proficient score.
3. New graduation pathways still require that students demonstrate proficiency in Algebra I, Biology, and Literature, but provide multiple methods by which students can demonstrate proficiency.
4. Each year, the Upper St. Clair School District enrolls a number of new students in varied grades. Many of these students will need access to the alternate graduation pathways to fulfill graduation proficiency requirements.
5. Due to these new pathways ([see flow charts with Appendix](#)), some previous practices around remediation and re-testing have been updated to include test-taking strategies in preparation for the PSAT and remediation for the Winter Keystone (re-test).
6. In the event that students do not earn proficient scores on the Keystone Exams, students can meet statewide requirements by satisfying locally established, grade-based requirements for Keystone content in which the student did not score proficient, and by obtaining a qualifying score on one of the following alternative assessments (SAT, PSAT, ACT, ASVAB). If qualifying scores are not obtained in this pathway, students may also submit an acceptance letter into an accredited, non-profit institution of Higher Ed (HE) 4-year-program for college-level coursework.
 - Students are currently able to access SAT, PSAT, and ACT assessments at Upper St. Clair.
 - The ASVAB (Armed Services Vocational Aptitude Battery) will be available to Upper St. Clair students beginning the fall of 2023 and as needed for the classes of 2024 and 2025, after an evaluation of the spring 2023 pilot.

7. Additional pathways represent a more holistic approach to post-secondary planning, including opportunities for students enrolled in ParkwayWest Career and Technical Center to demonstrate proficiency through industry-based certifications.
8. In conjunction with completing Keystone course content for which the student was not proficient on the exam, students may also satisfy graduation requirements through a combination of an industry-recognized credential and any two artifacts listed. (Please refer to the flowchart).
 - All students receive an industry-recognized credentialization (CPR) in their 10th grade Wellness Ed course.
9. Students and their parents will need to be informed about these pathway options to assist in decision-making for the student.

Implementation Steps

1. Seek administrative approval.
2. Update Program of Studies and District website with details of graduation pathways.
3. Update standard procedures related to post-Keystone actions when a passing score is not attained.
4. Plan to expand opportunities for students to complete alternate assessments; ie - Armed Services Vocational Aptitude Battery, (ASVAB) that meet statewide graduation requirements.
5. Create and disseminate communication to students and parents about the changes related to Act 158.

Cost

30 10th grade students taking PSAT x \$18/test = \$540

90 PSAT Test Prep Book x \$15/per book = \$1,350

Administrative Reaction

Approved. Ensuring that students meet graduation requirements and are ready for the next phase of learning and/or work is important and necessary.

1 Year in Review

English Language Arts

Leveled Literacy Intervention (Gold Kit) Adoption



RECOMMENDATION: Adopt the *Leveled Literacy Intervention Gold* (Heineman, 2018), a research-based reading intervention program, in grades 3-4.

Name: Jessica Kenny & Megan Wiesemann	Level: Elementary	Subject Area: ELA	Curriculum Recommendation Period: Fall 22/23
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Reason(s) for Recommendation

1. Pennsylvania adopted the PA Core Standards in July 2013. A recommendation was made in 2013 to begin the process of converting our curriculum to the PA Core. The District has been working in the area of ELA to align our curriculum and instructional practice to allow our students to reach and exceed these standards. Significant work has been completed in the area of phonics and comprehension instruction.
2. Despite having a solid core curriculum, the data from our district guided reading comprehension assessments and running records indicate that there are students who need supplemental instruction in addition to the core curriculum.
3. Administrators have established a master schedule at all three buildings that affords the opportunity for common intervention and second chance learning time.
4. With the availability of common intervention time and the data indicating that there are students reading below benchmark, the district piloted and adopted the K-2 Leveled Literacy Intervention during the 2017-2018 and 2018-2019 school years respectively.
5. Leveled Literacy Intervention has been successful in bringing students in grades 1 and 2 closer to or up to their appropriate benchmark reading level. Data showing students' growth can be seen in the [linked spreadsheet](#).
6. Adopting the 3-4 Leveled Literacy Intervention would allow for a consistent and systematic intervention program at the elementary level. Data from the intervention can be used in determining if students need additional levels of instructional services.
7. Leveled Literacy Intervention was designed by Fountas & Pinnell and supplements our core guided reading instruction. It is a short-term intervention. It is implemented daily within a small group setting.

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Implementation Steps

1. Seek administrative approval now that all titles ([*LLI Gold Kit Book Titles*](#)) were reviewed and approved during the pilot year.
2. Provide further professional development for resource teachers involved in implementation and instruction of the Leveled Literacy Intervention as needed. Resource teachers are already familiar with the framework from the K-2 Leveled Literacy Intervention and 3-4 Leveled Literacy Intervention Pilot.
3. Adopt the 3-4 Leveled Literacy Intervention Program.


Cost

No cost - Product was purchased for Summer Reading Lab 2021 with COVID funding.

Administrative Reaction

Approved. It is wonderful to have found an intervention program that produces great results.

1 Year in Review

<p align="center">Adopt the novel <i>Where the Mountain Meets the Moon</i> in fifth grade</p>			
<p>RECOMMENDATION: Formally adopt the the novel <i>Where the Mountain Meets the Moon</i> by Grace Lin in fifth grade</p>			
<p>Name: Sherri Garvey</p>	<p>Level: Middle School</p>	<p>Subject Area: ELA</p>	<p>Curriculum Recommendation Period: Fall 22/23</p>
<p>Reason(s) for Recommendation</p> <ol style="list-style-type: none"> 1. This novel was initially recommended to be piloted based on the rationale that the Middle School ELA Department is striving to improve the novel selections at Boyce Middle School with the intent to provide students with exposure to a variety of genres, rigorous reading levels, and engaging and appropriate content and meeting the course objectives. This current recommendation is a formal adoption of the Winter 2021 pilot of <i>Where the Mountain Meets the Moon</i>. 2. Based on student performance and feedback, along with teacher input, the department would like to formally adopt this title for use as a core reading text. Students reported high levels of interest and teachers were pleased with student engagement and the delivery of curriculum objectives through this novel. 			
<p>Implementation Steps</p> <ol style="list-style-type: none"> 1. Seek administrative approval. 2. Refine materials and determine cross curricular potential. 			
<p>Cost No cost at this time.</p>			
<p>Administrative Reaction Approved. The positive student and teacher feedback is exciting and it seems that this novel will certainly meet the goal of enhancing students’ engagement with text.</p>			

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1 Year in Review

Upper St. Clair School District Fast-Track Curriculum Recommendations for 2022/2023

Pilot the novel *The Night Diary* in 6th grade



RECOMMENDATION: Pilot the novel *The Night Diary* by Veera Hiranandani in 6th grade.

Name:
Sherri Garvey

Level:
Middle School

Subject Area:
ELA

Curriculum Recommendation Period:
Fall 22/23

Reason(s) for Recommendation

1. The Middle School ELA Department has the long-term objective of continuing to improve the novel selections at Boyce Middle School with the intent to provide students with exposure to a variety of genres, rigorous reading levels, and engaging and appropriate content. The ultimate goal of new novel selections is always to align with the curriculum and instruction as well as to inspire a life-long love of reading. Adjustments to the current pairings and/or sequencing of novels is needed to continue to meet these goals at the highest level possible.
2. This novel meets the curriculum objectives of analyzing how particular sentences, chapters, scenes, or stanzas fit into the overall structure of a text and contributes to the development of the theme, setting, or plot.
3. To accomplish the goals above, several texts were read and reviewed by a team of teachers and administrators. The consensus of the review team was the selection of this novel as the best choice in meeting curricular objectives, aligning with cross-curricular objectives, and increasing student engagement.
4. *The Night Diary* is a fictional story that takes place in 1947 and centers around Nisha, a young girl whose deceased mother is Muslim and father is Hindu. Throughout the story, the theme of identity and acceptance is revealed through Nisha's diary entries to her deceased mother about her family's journey from the newly formed Pakistan to an independent India. Additionally, the story, written as a diary, is a new, engaging, and accessible format for students.
5. *The Night Diary* will offer opportunities for layering of non-fiction text, as well as cross-curricular connections with 6th grade Social Studies objectives.
6. *The Night Diary* has strong literary value, as indicated by receiving the 2019 John Newbery Medal of Honor, 2019 Walter Dean Myers Honor Award, and 2018 Malka Penn Award for Human Rights in Children's Literature.

Implementation Steps

1. Seek administrative approval.
2. Develop an instructional unit, including assessments that are in alignment with the ELA curriculum for this grade level.

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3. Conduct a 6th grade pilot of *The Night Diary* by Veera Hiranandanid in the fourth quarter of the 2022-23 school year.
4. Complete an evaluation of the pilot, and if successful consider adoption of the title in fall of 2023.
5. Continue ongoing discussion for appropriate placement and novel pairings after the adoption.

Cost

\$3,630.00 for 250 copies Perma-Bound books (\$2,247.50 for 250 copies of paperback-high quote)
6 substitutes for ELA team to work and create materials

Administrative Reaction

Approved. Finding literature that meets multiple goals is a difficult process. The time taken for research and development will hopefully be of great benefit to a successful pilot.

1 Year in Review

English 10 Course Revisions



RECOMMENDATION: Study and make recommendations for potential revisions to the tenth grade English courses.

Name:
Melissa Tungate

Level:
High School

Subject Area:
ELA

Curriculum Recommendation Period:
Fall 22/23

Reason(s) for Recommendation

1. Over the course of the past several years, attempts have been made to update the reading selections for this course in order to meet students' needs in terms of their interests and academic preparation as well as assisting them in becoming literate citizens who are college and career ready.
2. Past work on course enhancements has been singular in focus rather than comprehensive in nature. Looking holistically at this course and its purpose will provide a better opportunity for finding the most appropriate literary selections and making the most impactful and meaningful skill revisions.
3. Tenth grade English has traditionally been a world literature course, and reading selections were once closely tied to the social studies curriculum. As the social studies curriculum has changed and evolved, the alignment is not as strong as it once was, making it timely to consider changes and improvements to this course and the related reading selections.
4. Students in the Tenth Grade English courses are administered the Keystone Literature Exam. Mastery of this exam is a graduation requirement in the state of Pennsylvania. Tenth grade is the last year of English coursework that is consistent for students, therefore it is important that it creates a solid foundation in reading, writing, and research and exposure to seminal works of literature. After the tenth grade year, students select from a range of English course options.
5. English 10 offers a variety of levels for students including: Academic English 10, MYP Academic English 10, Honors English 10, and MYP Honors English 10. This study recommendation will provide the opportunity to clarify the desired and appropriate similarities and differences between these courses.
6. Feedback from students and parents has also indicated the desire for some changes to literary selections including themes and stories that would enhance student interest and engagement.

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7. As part of this study, the use of a literary anthology will be considered to support the layering of short pieces of texts with longer works, matching skills and themes and helping with consistency.

Implementation Steps

1. Seek administrative approval.
2. Consult with the Social Studies department to review the new scope and sequence.
3. Provide meeting time for teachers and curriculum leader to conduct research.
4. Examine literature anthologies.
5. Make revisions recommendations in the spring of 2023.

Cost

Summer Workshop time for teachers - 5 teachers @ 12 hours each @ \$33.82/hour = \$2,029.20

Administrative Reaction

Approved. Comprehensively improving and enhancing a core offering is due to the comprehensive nature of this recommendation, changes may need to occur over the course of a few years. The structure and connections to the social studies curriculum will provide guidance for literary selections and will allow students to make meaningful connections.

1 Year in Review

Expressive Arts

Middle School Expressive Arts Study



RECOMMENDATION: Study and make recommendations for potential revisions to the expressive arts programming at the middle school level.

Name:
Administration

Level:
Middle School

Subject Area:
Expressive Arts

Curriculum Recommendation Period:
Fall 22/23

Reason(s) for Recommendation

1. The expressive arts program at the middle school level has been comprised of various content over the course of its existence. Programming has included the following: Art, Music, Technical Education, Family and Consumer Science, Library/Research, Communications, STEAM, and Keyboarding.
2. Changes have occurred through the years based on student sectioning, staffing expertise, and adaptations to the changing landscape of meaningful educational experience for students. Some of the past study recommendations in expressive arts were begun but did not result in permanent change for a variety of reasons. Often recommendations were singular in nature. It is now timely to take a comprehensive look at programming in this area in order to provide students with the most meaningful and cohesive learning experiences.
3. Standards for students in the arts and academics are wide and deep. Examining the role of the expressive arts curriculum and cross-curricular connections could be helpful in assuring standards are met and that students receive a well-rounded educational experience.
4. When students complete middle school and transition to high school, electives become the sole choice of the student. Middle school is the last opportunity to expose students to content that can impact their future learning decisions. Experience in the expressive arts areas can spark an interest with students that they might not have known existed without this exposure.
5. It is important to ensure a cohesive continuum of developmentally appropriate experiences the expressive arts area. This comprehensive evaluation will allow for this to occur.

Implementation Steps

1. Seek administrative approval.
2. Form a committee of members representative of the expressive arts and begin to study and research the needs of students in this area.
3. Determine the purpose of expressive arts programming in Upper St. Clair.

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4. Conduct research.
5. Make recommendations in the spring of 2023 for implementation in the 2023-24 school year and beyond.

Cost

Summer workshop time for teachers to plan for curricular change and implementation.

5 teachers @ 12 hours each @ \$33.82/hour = \$2,029.20

Administrative Reaction

Approved. This is an important area that provides unique learning opportunities for students and holds great potential for creative programming. Research and implementation may require a multi-year process.

1 Year in Review

Mathematics

Add a prerequisite to Financial Literacy that students must be in 11th or 12th grade.



RECOMMENDATION: Add a prerequisite in the Program of Studies requiring that students enrolling in Financial Literacy be in either 11th or 12th grade.

Name: Steve Miller Jared Nicholson	Level: High School	Subject Area: Math	Curriculum Recommendation Period: Fall 22/23
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Reason(s) for Recommendation

1. Students in 11th and 12th grade are at a point in their development where the concepts of financial literacy and personal finance are relevant to them. Students in 9th and 10th grade generally are less able to personally connect with the subject matter because they have not had the experiences, such as employment, that make the course meaningful.
2. Due to limited space in the course, some 11th and 12th grader students have been unable to take the course. Limiting enrollment to 11th and 12th grade would allow more of these students to enroll.
3. Some of the topics in the course require understanding of mathematical concepts that are not taught until Algebra II, which is a 10th grade course. Limiting enrollment to 11th and 12th graders would ensure that students in the course would have learned the necessary mathematics.

Implementation Steps

1. Seek administrative approval.
2. Modify the Program of Studies to include the prerequisite.

Cost

None

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Administrative Reaction

Approved. It is always important to ensure that students are fully prepared to get the maximum benefit from a course and to provide optimal conditions for student success.

1 Year in Review

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Change the name of the Algebra I Part A and Part B courses.



RECOMMENDATION: Rename the *Algebra I Part A* course to *Introduction to Algebraic Concepts* and the *Algebra I Part B* course to *Algebra I*.

Name:
Steve Miller

Level:
High School

Subject Area:
Math

Curriculum Recommendation Period:
Fall 22/23

Reason(s) for Recommendation

1. The names *Algebra Part A* and *Algebra Part B* are not indicative of what students learn in these courses. This makes it difficult for outside organizations and institutions to determine the content of the course and the associated credits.
2. These courses provide students with two full years of math instruction which is often misrepresented by the titles.

Implementation Steps

1. Seek administrative approval.
2. Modify the Program of Studies to reflect the new names.

Cost
None

Administrative Reaction

Approved.

1 Year in Review

Special Education

Social Skills Pilot for Special Education



RECOMMENDATION: Pilot an evidence-based social competencies curriculum with identified elementary special education students that have individualized social development goals in their IEP.

Name: Jodi Mosler	Level: K-6 Special Education	Subject Area: Social Competencies-Special Education	Curriculum Recommendation Period: Fall 22/23
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Reason(s) for Recommendation

1. The development of social competencies lays a foundation for academic achievement and successful functioning in life. Developing social competencies is an important aspect of a young child’s learning experience. Gaining and generalizing social competencies positively influences conversation skills, social connections, executive functioning, friendship and relationship development, perspective taking, and self-regulation.
2. Students that have a deficit in the area of social development need explicit and structured teaching to acquire the skills. Specific goals are targeted through a student’s individualized education plan (IEP). This curriculum reinforces and supplements through the IEP the authentic learning that happens in schools while providing additional opportunities for targeted and direct support.
3. Implementing this curriculum strengthens the repertoire of what teachers offer to students with targeted social competency needs. The curriculum provides evidence-based strategies to guide the acquisition of social skills for students that benefit from specific instructional opportunities designed to improve social competencies.
4. This program has been determined to be developmentally appropriate for the targeted group of students. Other programs reviewed were specific to upper middle school and high school students.

Implementation Steps

1. Seek administration approval.
2. Determine the learning targets and scope and sequence from available materials.
3. Create individual and small group plans for instruction.

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Cost

You are a social Detective - \$29.99 and Superflex - \$59.99 X 4 buildings (Eisenhower, Streams, Baker, and Boyce) = \$359.92

Administrative Reaction

Approved. Addressing social competency needs of this select group of students is important to their academic and social progress and success.

1 Year in Review

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To Pilot a new course called Partners in Science.



RECOMMENDATION: Pilot the course *Partners in Science*

Name: Lynn Kistler	Level: High School	Subject Area: Science and Special Education	Curriculum Recommendation Period: Fall 22/23
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Reason(s) for Recommendation

1. The *Partners in Physical Education* and *Partners in S.H.O.P.* have proven to be two exemplary programs which have benefited students in the Life Skills program and the peer-mentors who work with them. These programs have fostered acceptance and understanding while providing long-lasting relationships and experiences. Expanding this “partners” format to include a science-based program would provide an opportunity for students to share their science and health knowledge with Life Skills students to promote both personal and job oriented skills.
2. A goal of the Life Skills program is to equip participants with the skills to gain meaningful work. A *Partners in Science* program would expand the work skills beyond what is experienced in the *Partners in S.H.O.P.* program to include an understanding of agriculture, recycling, animal care, and health.
3. Mentor students in the program would also benefit by learning how to design lesson plans and making accommodations and customizing the lessons to meet the needs for a diverse population of students. This program could provide a valuable career exploration opportunity for those students who are considering a career in working with students with diverse needs.
4. The course would be considered an elective class for the regular education students and would be open to students in grades 11-12. The class would be included in a student’s schedule and would be one block. Enrollment would be limited to no more than 20 students as the ideal partner ratio is 1:1.

Implementation Steps

1. Seek administrative approval.
2. Add the course to the Program of Studies for the 23-24 school year. Recruit mentor students for the program through the Counseling Department, science teachers, and those students currently in the *Partners in S.H.O.P.* and *Partners in P.E.*
3. Continue to [develop units](#) and job skills to be presented within the program as well as the best practices and skills for the mentor students in working with Life Skills students. Continue to refine this both during the 22-23 school year in addition to providing Summer Workshop time for development and

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refinement.

4. Permit 12th grade students the opportunity to enroll in the course as an elective or as a credit through the District's Community Based Learning Program.
5. Identify a certified science teacher to serve as the course instructor, assisting in the development and design of the lessons created by the mentor peers. Include this as a course within a teacher's daily schedule.

Cost

1. Summer workshop time for 2 teachers (science and Life Skills) to refine course content: 2 teachers x 24 hours x \$33.82/hour = \$1623.36
2. Materials for the course to be included within the regular school budget process - approximately \$5000.

Administrative Reaction

Approved. Continuing to broaden these opportunities that have provided multiple benefits for so many students is commendable.

1 Year in Review

World Language

Expand AVANT testing for Honors 5 students



RECOMMENDATION: Expand the administration of AVANT testing to HN level 5 French, German, and Spanish students.

Name: Marc-André Clermont	Level: High School	Subject Area: World Language	Curriculum Recommendation Period: Fall 22/23
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Reason(s) for Recommendation

1. The AVANT testing software has been used for our IB 4 students as well as upper level Japanese and Chinese students with great success. This benchmark assessment has provided us with valuable data to determine student proficiency in reading, writing, speaking, and listening comprehension.
2. The data obtained from the AVANT test has been used to guide instruction as well as to assist in the analysis of the strengths and needs of our language programming. It makes sense to now provide this assessment opportunity to every student that completes our language progression. The AVANT testing for all students will allow us to develop a more accurate picture of how every student is progressing in their language skills.
3. The World Language department has set the goal of graduating students at the Intermediate Mid Level of language proficiency. Internally created assessments are currently being used to determine if students have reached that goal, but they have limitations. Administering the AVANT testing to all honors 5 students will give every student an official rating that aligns with our department goals and philosophy and a national standard/benchmark.
4. In March of 2022, Pennsylvania became the 47th state to adopt the [Seal of Biliteracy](#). The Seal of Biliteracy is a nationally recognized award that is given to students who possess proficiency in a World Language (in addition to the English Language). The proposed AVANT testing is one of the pre-approved tests to measure student proficiency. Providing this test to all students would position our students with the assessment they need to earn the seal.

Implementation Steps

1. Seek Board approval.
2. Update the Honors 5 courses and Rubicon Assessments.
3. Order the assessment.
4. Schedule and administer the assessment.

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Cost

Avant Tests for next year HN 5 students:
66 tests (average of last 3 year enrollment) X \$25/test = \$1650

Administrative Reaction

Approved. The quality feedback from this assessment provided to students and teachers will be beneficial in the ongoing goal of improving students' proficiency in a second language.

1 Year in Review

Upper St. Clair School District Fast-Track Curriculum Recommendations for 2022/2023

Develop a new Honors Japanese 4 course at the High School



RECOMMENDATION:

Develop the curriculum and implement an Honors Japanese 4 course in the High School World Language Department.

Name: Chie Ramsey Marc-André Clermont	Level: High School	Subject Area: World Language	Curriculum Recommendation Period: Fall 22/23
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Reason(s) for Recommendation

1. Currently, USCHS offers Level 1 through to Level 3 in the Japanese language program. In order to foster our students' communication skills and cultural competence in the globalized world, the higher level course should be continued. Level 4 course will encourage the 9th-grade students to study the Japanese language and culture through to the Honors level.
2. Every other language offered at the Upper St. Clair High School has four or five levels (with Honors credit beginning at level 4). Non-Traditional languages currently have a four year progression so students can begin their language experience as a Freshman and have a chance to continue their studies through their Senior year. Traditional languages have a fifth level because most students come into the High School with prior knowledge and can begin their studies at level 2.
3. Since Japanese is a non-Roman alphabet language, the Standards of Learning (ACTFL) address the need for a longer time frame to achieve similar proficiency levels as those in the Roman-alphabet languages. The longer and continuous studies are recommended to achieve practical Japanese.
4. A higher interest in Japanese 1 has been seen in recent years. In addition, an increase in the Japanese teaching position from .4 to .6 provides the capability to offer a Japanese language progression through level four.
5. The textbook, *Adventures in Japanese Volume 2* (Cheng & Tsui) has been proposed for the course. This textbook acts as a natural continuation to the current Japanese 1-3 curriculum currently offered. The textbook will be used as the main resource for the course, but not as the actual curriculum. When compared with other textbooks, this text stood out as providing enough curricular rigor but still making concepts accessible and manageable to students. [Textbook Adoption Link.](#)

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Implementation Steps

1. Seek administrative approval.
2. Allow summer workshop time to investigate and research about the Japanese curriculums in the Pittsburgh area and other states, the standards of learning on the ACTFL website, to create supplementary materials for the Textbook.
3. Determine the learning targets and teaching materials.
4. Update the Program of Studies to include Honors Japanese 4.
5. Update Rubicon and implement it for the 23-24 school year.

Cost

Textbook Cost ($\$96.99 \times 5$ textbooks) = \$484.95

Workshop Time (30 hours \times \$33.82/hour) = \$1014.60

Administrative Reaction

Approved. The need for this course speaks to the strength of the current Japanese language offerings.

1 Year in Review