



Customizing Learning,  
Nurturing Potential...  
**Delivering Excellence**

# Upper St. Clair School District

## Fast Track Curriculum Recommendations

### 2017-2018

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.

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**UPPER ST. CLAIR SCHOOL DISTRICT**  
**FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2017-2018**



**Name:**           HSLT           **Level:**           High School            
**Area:**           All Content Areas           **Date:**           November 30, 2017          

**Curriculum Recommendation**

**1. Study and increase the opportunities for high school students to become empowered through programming that promotes an entrepreneurial spirit.**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. A current goal of the Upper St. Clair Board of School Directors is to to “inject an entrepreneurial spirit of innovation, collaboration, and problem-solving in student programs including leadership academies, STEAM, and more.”</p> <p>2. The High School Leadership Team considers the role of entrepreneurship programming to exist at the intersection of the concept of the “self made” entrepreneur and personal empowerment. Relatedly, a significant body of research suggests that personal empowerment, autonomy, and self-direction are all factors in student success and feelings of school belongingness (Osterman, 2000; Allen &amp; Bowles, 2012; Toshalis &amp; Nakkula, 2012; Lüftenegger et al., 2012).</p> <p>3. Current programming that strives to support the development of an entrepreneurial spirit in high school learners include Leadership Academy Phases I-IV, SHOP@USC, STEAM Innovation &amp; Consulting, Personalized Wellness, Financial Literacy, SMART Desk, Parkway Career &amp; Technical Education Center, and School Counseling’s post-secondary planning process.</p> <p style="text-align: center;">(Cont’d.)</p>	<ol style="list-style-type: none"> <li>1. Administrative approval.</li> <li>2. Convene an advisory council of outside experts to assess our current programming and to offer insights into how their personal experiences in entrepreneurship might shape our program design.</li> <li>3. Audit elective courses in order to ascertain the extent to which entrepreneurial, innovative, problem-based instruction occurs.</li> <li>4. Revisit the informed recommendations of the ad hoc 12th grade redesign committee (SY 2016-2017) and the District’s Chapter 339 School Counseling Plan in order to align past needs assessments to current work.</li> <li>5. Study effective high school models for infusing the entrepreneurial spirit in programming.</li> <li>6. Based on this work, provide future recommendations for (1) addition of electives, (2) curricular revision to existing electives, and (3) adjustment to the community based learning / internship experience.</li> </ol>	<p>None</p>	<p><b>Approved.</b>  This is an important step in achievement of the Board goal related to promoting entrepreneurship with our students. Connecting current offerings in this area will be helpful in creating effective experiences. Involving community resources and expertise is both important and valuable.</p> <p style="text-align: center;">4.</p>

UPPER ST. CLAIR SCHOOL DISTRICT  
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2017-2018



**Name:**           HSLT          

**Level:**           High School          

**Area:**           All Content Areas          

**Date:**           November 30, 2017          

**Curriculum Recommendation**

**1. Study and increase the opportunities for high school students to become empowered through programming that promotes an entrepreneurial spirit. (Cont'd.)**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>4. A study of current and potential future programming within and beyond the High School would identify ways to grow the entrepreneurial spirit in learners. Specifically, additions or revisions to the applied contexts of technical &amp; practical studies courses, STEAM &amp; Innovation Hub courses, and community-based partnerships (apprenticeships and internships) would offer access for a larger number of learners to hone skills that lead to an entrepreneurial spirit.</p>			5.

**UPPER ST. CLAIR SCHOOL DISTRICT  
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2017-2018**



**Name:** HSLT **Level:** High School  
**Area:** Counseling (All Content Areas) **Date:** November 30, 2017

**Curriculum Recommendation**

**1. Offer dual enrollment, college credit-bearing courses, across academic disciplines, through a partnership with the Community College of Allegheny County (CCAC).**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Many studies indicate that students who participate in dual enrollment programs or other college preparatory coursework increase both college readiness as well as enhance dispositions such as persistence.</p> <p>2. Upper St. Clair High School students have long-standing success with college level courses and assessments. The High School currently offers many Advanced Placement (AP) and International Baccalaureate (IB) courses. The average scores on end-of-course assessments in these classes consistently qualify students for credit or advanced standing as undergraduates.</p> <p>3. An additional pathway for earning college credit and experiencing undergraduate level coursework is through dual enrollment. Currently the USCHS math department offers dual enrollment College in High School (CHS) Business Calculus. This course is offered through an agreement with the University of Pittsburgh.</p> <p>4. There continues to be a demonstrated need for experiences that prepare <i>all</i> students for post-secondary learning. Access to earning college credits and/or advanced standing for USCHS students, however, is currently limited to AP, IB, and CHS designated courses.</p> <p align="center">(Cont'd.)</p>	<p>1. Administrative approval.</p> <p>2. Convene a meeting of representatives from the Community College of Allegheny County (CCAC) and the grades 9-12 curriculum leaders and department chairs for the purpose of determining which courses and faculty members are eligible to offer dual enrollment courses in SY 2018-2019.</p> <p>3. Approve a memorandum of understanding (MOU) between Upper St. Clair School District and CCAC.</p> <p>4. Update the <i>Program of Studies</i> to indicate those courses for which students will be eligible to earn undergraduate credits.</p> <p>5. In order to meet one of CCAC's criteria for offering dual enrollment courses, register designated teachers for College Board Summer Institutes. Additionally, compile a list of teachers who have attended a Summer Institute in the past.</p> <p>6. Plan and host a session at Upper St. Clair High School (spring 2018) to facilitate student enrollment in CCAC course(s) for the subsequent school year.</p>	<p>Summer Institute Tuition: \$440 per participant x 10 participants = \$4,400</p> <p>(divided across department budgets for SY 18-19)</p>	<p><b>Approved.</b> Administrative oversight of the pacing of implementation will be critical to this process.</p> <p align="center">6.</p>

UPPER ST. CLAIR SCHOOL DISTRICT  
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2017-2018



**Name:** HSLT  
**Level:** High School  
**Area:** Counseling (All Content Areas)  
**Date:** November 30, 2017

**Curriculum Recommendation**

**1. Offer dual enrollment, college credit-bearing courses, across academic disciplines, through a partnership with the Community College of Allegheny County (CCAC). (Cont.d)**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>5. Through an innovative new approach, the Community College of Allegheny County (CCAC) has developed a dual enrollment program that encourages learners of all abilities to access college-level course work through participation in existing high school courses and under the instruction of current high school faculty members. Though introduced in SY 2016-2017, the specific requirements of this program were finalized in the fall of 2017. Consequently, the timing to engage with CCAC at this point is appropriate.</p>			<p>7.</p>





UPPER ST. CLAIR SCHOOL DISTRICT  
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Melissa Tungate

Level: High School

Area: English Language Arts

Date: November 30, 2017

**Curriculum Recommendation**

**1. Adopt “Superman and Me” by Sherman Alexie, “My Zombie, Myself: Why Modern Life Feels Rather Undead” by Chuck Klosterman, and “The Great Game” by Caroline Alexander as part of the AP English 12 Argumentation Unit.**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Adding these essays to the existing unit will provide customized reading options for students and allow for some student choice.</p> <p>2. These essays also provide more diverse subject matter to appeal to a broader audience. The topics covered in these essays include the value of education, the relationship between modern life and technology, and the comparison of sports to war.</p> <p>3. These shorter essays reflect the reading material on the AP Language exam, ultimately giving students better practice for the exam, which requires students to analyze an argument.</p>	<p>1. Administrative approval.</p> <p>2. Seek author permission.</p> <p>3. Review and study <i>The Language and Composition</i> (2nd edition) collection as a possible resource.</p> <p>4. Begin teaching in the second semester of 2017-2018 school year.</p>	<p></p>	<p><b>Approved.</b> Selecting resources geared toward student interest and choice is essential for beneficial learning process.</p> <p style="text-align: center; margin-top: 20px;">9.</p>

UPPER ST. CLAIR SCHOOL DISTRICT  
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2017-2018



**Name:** Doug Kirchner and Melissa Tungate

**Level:** High School

**Area:** Social Studies and English

**Date:** December 18, 2017

**Curriculum Recommendation**

**1. Pilot an elective course entitled Integrated Studies: Women in History and Literature.**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. This recommendation is a follow up to a spring 2017 recommendation to research and develop a course that explores women’s issues through focused literature and historical studies.</p> <p>2. As cited by numerous studies, the benefits of a course surrounding the role of women in history and literature are far-reaching:</p> <ul style="list-style-type: none"> <li>• Empowers women to be agents in their lives and civically engaged in their communities</li> <li>• Fosters deep critical thinking skills, self-reflection and awareness</li> <li>• Greatly strengthens cognitive skills</li> <li>• Promotes leadership skills</li> <li>• Increases students’ understanding and appreciation of the value and perspectives of diverse groups</li> <li>• Develops a sharpened awareness of social inequities</li> <li>• Increases students’ confidence to achieve their career goals.</li> </ul> <p style="text-align: center;">(Cont’d.)</p>	<ol style="list-style-type: none"> <li>1. Administrative approval.</li> <li>2. Develop <i>Program of Studies</i> description.</li> <li>3. Continue collaboration and development of women in literature and history course content and materials. Seek approval for course materials (i.e., core texts) through a spring 2018 curriculum recommendation.</li> <li>4. Continue building relationships and partnerships with women leaders in the Pittsburgh community and elsewhere who would serve as mentors and leadership mentors.</li> <li>5. Seek professional development around co-teaching for the course instructors.</li> </ol>		<p><b>Approved.</b> This topic provides a great way to offer an integrated studies approach to courses and learning. Elective offerings and staffing should always be carefully considered when adding new courses.</p> <p style="text-align: center;">10.</p>

UPPER ST. CLAIR SCHOOL DISTRICT  
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2017-2018



**Name:** Doug Kirchner and Melissa Tungate

**Level:** High School

**Area:** Social Studies and English

**Date:** December 18, 2017

**Curriculum Recommendation**

**1. Pilot an elective course entitled Integrated Studies: Women in History and Literature. (Cont'd.)**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>3. The course would be designed around meaningful essential questions, such as:</p> <ul style="list-style-type: none"> <li>• Who am I? What is social identity and intersectionality?</li> <li>• How can we approach complicated ideas with dialogue?</li> <li>• What can we learn about women from literature and history?</li> </ul> <p>4. The content of the course draws on a wide variety of focused literature study and historical subjects. Multimedia resources (music, film, dance, journalism, etc.) will help to provide the benefits of an intersectional approach to women in literature and history.</p>			11.

UPPER ST. CLAIR SCHOOL DISTRICT  
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2017-2018



**Name:** Kevin Coffman, Steven Miller

**Level:** High School

**Area:** Math

**Date:** 11/30/2017

**Curriculum Recommendation**

**1. Pilot the University of Pittsburgh's College in High School Linear Algebra course as a hybrid course offering for the 2018-2019 school year.**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. This course would create an option for further study in mathematics for students who are highly motivated learners and who have completed AP Calculus prior to their senior year.</p> <p>2. The AP Statistics Course exists and can confer college credit for students who wish to study statistics, but may not interest students who plan to study engineering or a related field in college.</p> <p>3. The Advanced Math Topics course exists for students who want to deepen their understanding of math across a variety of strands, but does not confer college credit.</p> <p>4. This course provides an excellent opportunity for an experimental hybrid course offering due to both the number of students who would be eligible and the nature of the students who would be interested in such a course.</p>	<p>1. Administrative approval.</p> <p>2. Update the <i>Program of Studies</i> to include CHS Linear Algebra.</p> <p>3. Create the hybrid version of the course.</p> <p>4. Purchase textbooks for the number of students who enroll.</p> <p>5. Pilot the course in the 2018-19 school year.</p>	<p>Text cost</p> <p>Summer workshop cost</p>	<p><b>Approved.</b> Examination of staffing implications will be necessary in implementing this pilot.</p> <p style="text-align: center;">12.</p>

UPPER ST. CLAIR SCHOOL DISTRICT  
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2017-2018



**Name:** Kevin Coffman, Steven Miller **Level:** High School  
**Area:** Math **Date:** 11/30/2017

**Curriculum Recommendation**

**2. Adopt the text *Brief Applied Calculus* by Berresford and Rockett for the College in High School Business Calculus course.**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. This course is offered through the University of Pittsburgh college in high school program. This is the book that they use and the only book they recommend for this course.</p> <p>2. The textbook that is currently used is missing several topics that are taught in the course and covered in the proposed text, including: Marginal Analysis in Business, Elasticity of Demand, Optimization Problems in Business, Consumer and Producer Surplus, and Multivariable Calculus. These topics are currently addressed through supplementation of the existing text.</p> <p>3. The current textbook, Calculus (Finney &amp; Thomas) is from 1994 and in poor condition.</p>	<p>1. Administrative approval.</p> <p>2. Purchase 20 copies of <i>Brief Applied Calculus</i> by Berresford and Rockett.</p>	<p>\$200 - \$600 (used in good to very good condition)</p>	<p><b>Approved.</b></p> <p style="text-align: right; margin-top: 100px;">13.</p>



UPPER ST. CLAIR SCHOOL DISTRICT  
 FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Don Pickell/Lorraine Milovac

Level: High School

Area: AP Music Theory

Date: November 30, 2017

**Curriculum Recommendation**

**1. Adopt the text book for AP Music Theory - *Harmony in Context, 2nd Edition*, by Miguel A. Roig-Francoli (McGraw Hill) and *Harmony in Context: Workbook and Anthology, 2nd Edition*, by Miguel A. Roig-Francoli (McGraw Hill).**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. The AP Music Theory course at Upper St. Clair High School has been developing and expanding over the past few years.</p> <p>2. It is appropriate that students have a primary textbook in order to further their study and provide additional resources. The text used in prior years has become outdated.</p> <p>3. AP Music Theory encompasses a large amount of information which cannot be provided sufficiently from teacher created resources. A text adds essential explanation and development of key concepts in the AP Music Theory curriculum.</p> <p>4. <i>Harmony in Context, 2nd Edition</i> is listed as a recommended text by College Board.</p> <p>5. After evaluating multiple textbooks, including <i>Tonal Harmony</i> (McGraw-Hill) and <i>The Musician's Guide to Theory and Analysis</i> (Norton), <i>Harmony in Context, 2nd Edition</i> has proven to most closely mirror our current curriculum and provide additional enrichment for student success. <i>Harmony in Context, 2nd Edition</i> provides easy to understand discussions of key Music Theory concepts, along with excellent music examples and exercises.</p>	<p>1. Administrative approval.</p> <p>2. Budget for 6 copies of the textbook and workbook.</p> <p>3. Revise and submit AP Music curriculum with College Board.</p> <p>4. Purchase new workbook copies on a yearly basis for use by students (\$68.50, general class size is 4-8 students).</p>	<p>Text: \$128.79 x 6 = \$772.74</p> <p>Workbook: \$68.50 x 6 = \$411.00</p> <p>Total: \$1,183.74</p>	<p>Approved.</p> <p>15.</p>

UPPER ST. CLAIR SCHOOL DISTRICT  
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2017-2018



Name: Lynn Kistler

Level: High School

Area: Science

Date: November 30, 2017

**Curriculum Recommendation**

**1. Pilot a full-year course of Honors Forensic Science in the 2018-19 school year.**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. The Forensic Science course has been a very popular elective science for juniors and seniors since it's inception over 15 years ago. At the time, very few high schools, and even colleges, had programs related to forensic science. Since that time, the field and science has grown tremendously. Several local colleges now offer majors in forensic science and are interested in strong candidates for admission into their programs. Additionally, the science in the field has grown with improved technology and forensic techniques. In fact, a recent report by the National Institute of Justice clearly shows the impact of this growing scientific field and the impact it is having on the criminal justice system. (<a href="https://www.ncjrs.gov/pdffiles1/nij/248572.pdf">https://www.ncjrs.gov/pdffiles1/nij/248572.pdf</a>) An honors level Forensic Science class would meet the needs of students who have a high interest in the course and are exploring forensic career options.</p> <p>2. The honors level course would include topics not presently covered in the current course including:</p> <ul style="list-style-type: none"> <li>- Forensic Anthropology – determining the gender, age, ancestry and height of skeletal remains; skeletal trauma analysis</li> <li>- Forensic Entomology – calculating the ADD – Accumulated Degree Hours to determine approximate TOD – time of death</li> </ul> <p style="text-align: center;">(Cont'd.)</p>	<ol style="list-style-type: none"> <li>1. Administrative approval.</li> <li>2. Update the <i>Program of Studies</i>.</li> <li>3. Meet with counselors and inform other staff of the change.</li> <li>4. Allow for summer workshop time for planning and preparing curriculum as well as an update of Rubicon Atlas.</li> </ol>	<p>Summer Workshop time: 40 hours @ \$30.20/per hour = \$1208</p> <p>Additional teacher resources: \$500 (to be included in Science Department Budget)</p>	<p><b>Approved.</b> This course should not be intended to replace academic level forensic science. Due to the large enrollment in this course each year, providing differentiated learning levels may be beneficial to students.</p> <p style="text-align: center;">16.</p>



UPPER ST. CLAIR SCHOOL DISTRICT  
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2017-2018



**Name:** Lynn Kistler

**Level:** High School

**Area:** Science

**Date:** November 30, 2017

**Curriculum Recommendation**

**1. Pilot a full-year course of Honors Forensic Science in the 2018-19 school year. (Cont'd.)**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<ul style="list-style-type: none"> <li>- Blood Spatter Analysis – utilizing trigonometry and geometry to determine the area of convergence and angle of impact; blood velocity and spatter size</li> <li>- Ballistics – study of motion, dynamics, angular movement and effects of projectile units; estimate the location of a shooter using trajectory; determine the time it takes for a bullet to reach a target</li> <li>- Forensic Toxicology – Identifying drugs and toxins in system; determining BAC</li> <li>- Advanced Topics in DNA – DNA Fingerprinting; PCR; Mitochondrial DNA Analysis; Gel Electrophoresis; STR (Short Tandem Repeats) Analysis</li> <li>- Digital and Computer Forensic Science</li> </ul> <p>3. The Honors level Forensic Science course would require that students have completed biology and chemistry and have completed or are concurrently enrolled in physics.</p>			17.

UPPER ST. CLAIR SCHOOL DISTRICT  
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2017-2018



**Name:** Lynn Kistler

**Level:** High School

**Area:** Science

**Date:** November 30, 2017

**Curriculum Recommendation**

**2. Study textbook options for AP Environmental Science.**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Environmental science is an extremely important area of study as it relates so closely to our everyday life. Topics of clean air, a safe water supply, energy choices, and safe food are all vital to us each and every day.</p> <p>2. The current text used for the course was purchased when the course was first introduced at USC in 2006. There have been significant events in environmental science that are not currently presented in the text including the BP Deep Horizon oil spill, a major emphasis on climate change and the Paris climate accord, the discovery and drilling of natural gas in the Marcellus and Utica regions in the Northeast US, and vast policy changes from President Bush, to the Obama administration, to the current Trump administration. Although it is recognized that changes are inevitable in this field, a more up-to-date text is needed for students.</p> <p>3. The course is taught with a high-level of student-centered learning. Students are expected to read and take notes from the text and typical lectures are very seldom a part of the typical day. Instead, class time is used to present the concepts in a hands-on fashion and reinforce the content.</p>	<ol style="list-style-type: none"> <li>1. Administrative approval.</li> <li>2. Research possible texts based on suggested texts from the College Board.</li> <li>3. Investigate online options for texts and digital resources.</li> <li>4. Plan for potential purchase within the 2018-19 Science Department budget.</li> </ol>	<p>None until adoption recommendation</p>	<p><b>Approved.</b> It is assumed that the text will enhance the many online and supplemental resources used in this course.</p> <p style="text-align: center; margin-top: 20px;">18.</p>

UPPER ST. CLAIR SCHOOL DISTRICT  
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2017-2018



**Name:** Lynn Kistler

**Level:** High School

**Area:** Science and Tech Ed

**Date:** November 30, 2017

**Curriculum Recommendation**

**1. Designate LabRATS and STEAM Innovation and Consulting as Honors level courses.**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. For many in-demand careers, a thorough background in the sciences is a requirement for success. Despite the increased need for a science savvy work-force, the state of Pennsylvania still requires just 3 years of science as a graduation requirement.</p> <p>2. According to the <i>Program of Studies</i>, “Honors level courses have an increased level of rigor and cover content in more depth and breadth. Students should anticipate material being covered at a faster pace, a higher demand for outside of school work, and additional reading and writing assignments.” Each of the courses, LabRATS, and Innovation Studio, expect students to complete work at an honors level. Each course covers a wide range of material at both a great breadth and depth. The courses are run at a quick pace and students must complete work outside of class to be successful.</p> <p>3. LabRATS is a science research course in which students produce undergraduate level research by the end of the course. Students are challenged to read highly technical scientific journals, develop unique research projects, and report their results in a formal symposium style presentation. The course is highly rigorous, and students who complete the course are certainly prepared for college-level research.</p> <p style="text-align: center;">(Cont'd.)</p>	<ol style="list-style-type: none"> <li>1. Administrative approval.</li> <li>2. Update the <i>Program of Studies</i>.</li> <li>3. Inform the Counseling department of the changes and the impact on students.</li> <li>4. Inform students and parents of the new designation during course registration.</li> </ol>	<p>None</p>	<p><b>Approved.</b> These rigorous courses warrant honors level designation.</p> <p style="text-align: center;">19.</p>

UPPER ST. CLAIR SCHOOL DISTRICT  
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2017-2018



**Name:** Lynn Kistler

**Level:** High School

**Area:** Science and Tech Ed

**Date:** November 30, 2017

**Curriculum Recommendation**

**1. Designate LabRATS and STEAM Innovation and Consulting as Honors level courses. (Cont'd.)**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>4. Students in the Innovation Studio class have produced professional level work for a number of industry partners. Students must be very motivated and spend considerable time completing the research and preparing presentations required of the course. This amazing course has provided students real-world work experiences and certainly meets the qualifications of an honors-level course.</p> <p>5. Many Upper St. Clair High School students and their parents are focused and driven by the recognition of grade point average or GPA. According to the <i>Program of Studies</i>, “Our weighted grade point average system is reflective of the difficulty and workload of Honors, Advanced Placement, and International Baccalaureate courses.” As a result of the weighted GPA, some students and their parents do not see the value of enrolling in these rigorous and valuable courses because students do not receive Honors credit. Anecdotal evidence from students indicate that many prefer to take the honors designated courses specifically to boost the GPA. This, in some cases, results in highly qualified students selecting other less appropriate coursework.</p>			20.

UPPER ST. CLAIR SCHOOL DISTRICT  
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2017-2018



**Name:** Amy Pfender

**Level:** Grades 1 and 2

**Area:** Student Support Services

**Date:** November 2017

**Curriculum Recommendation**

**1. Study standardized assessment options in grades 1 and 2.**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Standardized assessments are periodically updated and revised to reflect changes in content and norms. With the implementation of the Pennsylvania Core Standards in 2010, it is necessary to review the current assessments at Grades 1 and 2 to determine if student participation in the assessments and data results are meeting the needs of stakeholders in the District.</p> <p>2. The Terra Nova Complete Battery (edition 3) is currently administered in grades 1 and 2. The results provide a comparison of how Upper St. Clair students perform to peers nationally based off of norms from 2011.</p> <p>3. Group assessments to provide measurement of individual student cognitive abilities are administered. In Grade 1, the Otis-Lennon School Ability Test (OLSAT) is administered. In Grade 2, the InView is administered.</p> <p>4. At grades 1 and 2, curriculum based measures are used in addition to the standardized testing to inform instruction and support student interventions/enrichment.</p>	<p>1. Administrative approval.</p> <p>2. Establish a committee of administrators, curriculum leaders, and resource teachers to:</p> <ul style="list-style-type: none"> <li>a. Identify current strengths and needs in the assessment data specifically at the early elementary years;</li> <li>b. Develop a timeline to review data, investigate potential assessment instruments, and any necessary transitional steps to be implemented during the 2018-2019 school year;</li> <li>c. Investigate potential assessment instruments.</li> </ul> <p>3. For the 2017-18 school year, Grade 2 will continue with the current assessment practices in order to have consistent assessment data for the students in grade 2. Grade 1 students will participate in the OLSAT only.</p> <p>4. Make a recommendation from the information gathered at fast track preliminary panel in November 2018 for further implementation.</p>	<p>TBD</p> <p>Costs for current assessments are in 2017-18 budget</p> <p>Future costs will be established through the recommendation/investigation process.</p>	<p><b>Approved.</b></p> <p>It is important to continue to provide the best possible data to inform instruction and to report to parents.</p> <p style="text-align: center; margin-top: 20px;">21.</p>

UPPER ST. CLAIR SCHOOL DISTRICT  
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2017-2018



**Name:** Lynn Kistler

**Level:** High School

**Area:** Technology Education

**Date:** November 30, 2017

**Curriculum Recommendation**

**1. Pilot a one-semester technology course called Home Repair and Maintenance.**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. The initiative “Redefining Ready” encourages high schools across the country to prepare students for college, career, and life. This program recognizes that students are more than a standardized test score and that students benefit by being exposed to multiple measures of success. One of the life ready skills promoted by Redefining Ready is a growth mindset and confidence. To reach this goal, it is expected that schools will provide students with experiences to enhance these life skills.</p> <p>2. As students move into adulthood, many will benefit from knowing general maintenance skills. Even today, many homeowners lack experience with common tools and skills. Having to hire contractors for simple repairs is costly and can add financial burden to first time homeowners. These would include basic plumbing, paint, electrical, drywall, and concrete patching/finishing.</p> <p>3. Several local districts offer a similar course including North Hills, South Butler, Freeport, and Woodland Hills. Each program also includes hand and power tool safety. Students will practice the skills in a lab setting, gaining confidence and self-reliance in a variety of common tasks.</p>	<ol style="list-style-type: none"> <li>1. Administrative approval.</li> <li>2. Update <i>Program of Studies</i> and inform counseling of the new course.</li> <li>3. Research and propose content and develop curriculum.</li> <li>4. Provide summer workshop time to develop content and write curriculum for Rubicon Atlas.</li> <li>5. Research/purchase curriculum guides and materials.</li> </ol>	<p>Summer Workshop Time (40 Hours)</p> <p>Course Materials and supplies (est. \$5000--to be included in Technology Education Budget)</p>	<p><b>Approved.</b> This will be a practical and interesting offering for students.</p> <p style="text-align: center;">22.</p>

UPPER ST. CLAIR SCHOOL DISTRICT  
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2017-2018



**Name:** Lynn Kistler

**Level:** High School

**Area:** Technology Education

**Date:** November 30, 2017

**Curriculum Recommendation**

**2. Research and develop integrated STEM projects for freshman taking the Biology, Civics & Geography, and Geometry courses.**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Jobs in the STEM fields are projected to increase considerably in the coming years; however, the pool of skilled workers is diminishing as not enough students are choosing to pursue these careers.</p> <p>2. One goal in the implementation of the FabLab was to use the space for multiple applications across disciplines. By developing cross-curricular projects, students will be exposed to the relevance of technology to academic areas that might not otherwise be realized.</p> <p>3. In addition to creating projects for existing curriculum, the experience of working in the FabLab could also provide the benefit of increasing enrollment in the Technical Education courses and also has the potential to increase female enrollment in Technology Education and STEAM courses. Increasing female participation in STEAM is one goal of the STEAM Strategic Plan.</p> <p>4. Currently, there is substantive vertical articulation between Boyce and Ft. Couch Middle Schools within the Technology Education curriculum. With the elimination of freshmen level electives, the articulation is absent and creates a void in the development of technology awareness and skills. To meet the goals of the Strategic Plan to provide STEAM instruction for all students, integrating STEAM projects into the existing curriculum is a natural solution to this fill this void.</p>	<ol style="list-style-type: none"> <li>1. Administrative approval.</li> <li>2. Review content covered in Civics, Biology &amp; Geometry courses via Rubicon Atlas.</li> <li>3. Meet with freshman teachers from each academic area to explain purpose and generate more ideas to brainstorm best areas of implementation.</li> <li>4. Develop plans and timeline for implementation.</li> <li>5. Submit curriculum for changes (if necessary).</li> </ol>	<p>None</p>	<p><b>Approved.</b> These experiences could have the potential to create a solid bridge from STEAM programing at the middle school level and may encourage students to continue to seek offerings in these areas throughout high school.</p> <p style="text-align: center;">23.</p>

UPPER ST. CLAIR SCHOOL DISTRICT  
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2017-2018



**Name:** J. Darakos, L. Kopaz, K. Sebastiao, M. Clermont      **Level:** High School  
**Area:** World Language      **Date:** 11/30/17

**Curriculum Recommendation**

**1. Combine the current high school Intro to Spanish and Intermediate Spanish classes into a newly designed Passport to Spanish class.**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Last summer, our Spanish teachers met to explore the current Intro to Spanish and Intermediate Spanish classes and determined that they no longer meet the purpose for which they were created. Intro to Spanish is no longer a class for students new to Spanish and Intermediate Spanish is simply a repetition of the middle school curriculum. For reasons outlined in this recommendation, it would be beneficial for students to rethink the way we currently view the level one Spanish course.</p> <p>2. The current introduction to Spanish and intermediate Spanish classes are essentially a repeat of the materials covered throughout the middle school and elementary school curriculum. For the vast majority of students, two years are not needed to prepare for Spanish 2. The repeat of materials assigned and covered in middle school and elementary school Spanish creates a lot of repetition.</p> <p>3. A more thematic and proficiency based course (like the Passport to French and German courses) would better fit our department philosophy and the need to prepare students for Spanish 2.</p> <p style="text-align: center;">(Cont'd.)</p>	<p>1. Administrative approval.</p> <p>2. Update the <i>Program of Studies</i> to reflect the curriculum changes. Replace Intro to Spanish with Passport to Spanish for 2018-2019. The Intermediate Spanish class would exist in 2018-2019 for students currently enrolled in the Intro to Spanish class.</p> <p>3. Design and Develop a proficiency focused thematic curriculum for the Passport to Spanish class (Summer of 2018).</p> <p>4. Remove the Intermediate Spanish Class for the 2019-2020 school year.</p> <p>5. Beginning in 2019-2020, it is appropriate at this point to remove the honors designation for Spanish 3 in order to align the world language courses that have a Passport course. Consequently, students involved in French, German, and Spanish will follow a coordinated sequence of courses and course designations.</p>	<p>Hours for curriculum development</p> <p>30 hrs. of workshop</p> <p>(30.20 X 30) \$906</p>	<p><b>Approved.</b> The progression of course offerings is now consistent in all areas of World Language.</p> <p style="text-align: center;">24.</p>



UPPER ST. CLAIR SCHOOL DISTRICT  
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2017-2018



**Name:** J. Darakos, L. Kopaz, K. Sebastiao, M. Clermont  
**Area:** World Language

**Level:** High School  
**Date:** 11/30/17

**Curriculum Recommendation**

**1. Combine the current high school Intro to Spanish and Intermediate Spanish classes into a newly designed Passport to Spanish class. (Cont'd.)**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>4. The current Intro and Intermediate split was created to meet the needs of students new to the language but we are finding that the overwhelming majority of students in the intro level class took Spanish in the middle and elementary school. For example, this year, there are 22 students enrolled in Intro to Spanish and of these students, only 3 have never actually had the language before. The same statistics held true for last year.</p> <p>5. With the enhancements made possible by the 1:1 initiative (mostly self-paced learning and hybrid experiences), the few students who have no background in Spanish now have supplementary sources they can use to catch up to the rest of the class. We now have the necessary tools to make the course accessible for the few students with no Spanish background.</p>			25.