

## Table of Contents

| PAGE    | CONTENT AREA                     |
|---------|----------------------------------|
| !"#\$   | %&'\$                            |
| ("!!\$  | ) *\$+, -./01\$23, -43-5\$%&'0\$ |
| !6"!7\$ | 840/9\$                          |
| !:"6!\$ | ) *\$*9/5, 95\$                  |
| 66"#;\$ | ) *\$* <9/3.\$*'4=/50\$          |
| #!"#\$  | > <&.= \$23, -43-5\$             |

**Art**

UPPER ST. CLAIR SCHOOL DISTRICT  
FAST TRACK CURRICULUM RECOMMENDATION FOR 2020-2021



**Name:** Erika Valentine & Matt Cosgrove

**Level:** High School

**Area:** Fine Art

**Date:** Fall 2020

**Curriculum Recommendation**

**Create a semester long advanced level ceramics course- Ceramics Studio Art.**

**Reason(s) for Recommendation**

**Implementation Steps**

**Administrative Reaction**

1. Upper St. Clair School District currently offers a high level course for Introductory Painting & Drawing, Introduction to Sculpture, and Digital Art.
2. Adding Ceramics Studio Art into the High School Art Curriculum enables students who excelled in Introduction to Ceramics to progress to a more in- depth ceramics class.
3. Ceramics Studio Art allows students to experiment with materials, take risks, and explore methods of production using clay as a medium. In addition to this exploration, an upper level course allows for instruction that would be more closely related to that of a higher education ceramics art course.
4. Ceramics Studio Art would allow for opportunities for cross curricular connections. (Eeg: Exploring such things as the chemistry of glaze.)

1. Seek administrative approval.
2. Create course description.
  - a. Prerequisite Introduction to Ceramics
3. Update the Program of Studies.
4. Adjust 3D Studio Art course description to reflect the differences between the 3D and Ceramics courses.
5. Provide summer hours to develop the course framework.

Summer Workshop  
time: 1  
teacher x 12  
hours @  
\$30.20 =  
\$362.40

UPPER ST. CLAIR SCHOOL DISTRICT  
FAST TRACK CURRICULUM RECOMMENDATION FOR 2020-2021



**Name:** Robyn Smigel & Matt Cosgrove

**Level:** High school

**Area:** Fine Art

**Date:** Fall 2020

**Curriculum Recommendation**

**Offer AP Art and Design as a culminating course to the higher-level art classes.**

**Reason(s) for Recommendation**

**Implementation Steps**

**Cost**

**Administrative Reaction**

1. The AP Art and Design program consists of three different courses and AP Portfolio Exams—AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing—corresponding to college and university foundations courses. Students may choose to submit any or all of the AP Portfolio Exams.
2. AP Studio Art is designed to be an equivalent to an introductory level college class in 2D, 3D or Drawing, respectively. Nearly all U.S colleges accept AP course credit.
3. This is a single year AP course designed to focus on studio practice and prepare a college ready art portfolio. This course is an excellent portfolio development class for students going on to study arts, design and architecture.

1. Seek Administrative approval.
2. Write course descriptions and revise the Program of Studies.
  - a. Prerequisite upper level studio course
3. Offer IB Art to those students who would need it as a graduation requirement for the IB Diploma Program.
4. Provide Summer Workshop time for teaching staff to fully develop the semester-long courses.
5. Provide opportunities for current art teachers to observe other local schools who are currently teaching AP Art and Design.

Summer Workshop time: 1 teacher x 84 hours @ \$30.20 = \$2,536.80

UPPER ST. CLAIR SCHOOL DISTRICT  
FAST TRACK CURRICULUM RECOMMENDATION FOR 2020-2021



**Name:** Robyn Smigel & Matt Cosgrove

**Level:** High School

**Area:** Fine Art

**Date:** Fall 2020

**Curriculum Recommendation**

*Continued* - Offer AP Art and Design as a culminating course to the higher-level art classes.

**Reason(s) for Recommendation**

**Implementation Steps**

**Cost**

**Administrative Reaction**

4. The focus of AP Studio Art and Design is designed for students who would like to further their knowledge in studio practice. It would enable the students who may be less inclined to take an AP class to feel successful in their own practice.

# Language Arts

UPPER ST. CLAIR SCHOOL DISTRICT  
FAST TRACK CURRICULUM RECOMMENDATION FOR 2020-2021



**Name:** Melissa Tungate

**Level:** High School

**Area:** English Language Arts

**Date:** Fall 2020

**Curriculum Recommendation**

**Pilot *Born a Crime* by Trevor Noah as a core text in the second semester of AP English Language and Composition.**

**Reason(s) for Recommendation**

**Implementation Steps**

**Cost**

**Administrative Reaction**

1. AP English Language and Composition, offered only to seniors, is an introductory college-level course that focuses on skills that ask students to analyze and practice writing rhetorical situation, claims and evidence, reasoning and organization, and style through nonfiction.
2. *Born a Crime* by Trevor Noah weaves together stories of his childhood in South Africa with history and cultural norms of life in South Africa. Structurally, the text thoughtfully pairs historical context with his narrative, allowing students the opportunity to study his organization, claims, and style.

1. Seek administrative approval.
2. Update Rubicon Atlas.
3. Purchase 60 copies of the book.
4. Develop/create instructional activities and assessments for the book.
5. Begin teaching the book in the second semester.
6. Reconvene and evaluate the pilot in the summer of 2021.

60 X \$22.00  
= \$1,320.00

UPPER ST. CLAIR SCHOOL DISTRICT  
FAST TRACK CURRICULUM RECOMMENDATION FOR 2020-2021



**Name:** Melissa Tungate

**Level:** High School

**Area:** English Language Arts

**Date:** Fall 2020

**Curriculum Recommendation**

*Continued - Pilot **Born a Crime** by Trevor Noah as a core text in the second semester of AP English Language and Composition.*

**Reason(s) for Recommendation**

**Implementation Steps**

**Cost**

**Administrative Reaction**

3. The current AP English Language and Composition curriculum consists of two full-length nonfiction texts, *Grit* and *HitMakers*, and many short nonfiction pieces from the textbook *Language of Composition*. This text would help to continue to develop students' skills and experience by adding an additional full-length core text. Thematically, this text complements the core unit on justice and explores mature themes centered around the cycle of poverty and domestic violence.

UPPER ST. CLAIR SCHOOL DISTRICT  
FAST TRACK CURRICULUM RECOMMENDATION FOR 2020-2021



**Name:** Melissa Tungate

**Level:** High School

**Area:** English Language Arts

**Date:** Fall 2020

**Curriculum Recommendation**

*Continued - Pilot **Born a Crime** by Trevor Noah as a core text in the second semester of AP English Language and Composition.*

**Reason(s) for Recommendation**

**Implementation Steps**

**Cost**

**Administrative Reaction**

4. *Born a Crime*, a *New York Times* Bestseller, won the 2017 NAACP Image Award for Biography/autobiography and was named one of *Paste's* Best Memoirs of the Decade. It was also named one of the Best Books of the Year by the *New York Times*, *USA Today*, *San Francisco Chronicle*, *NPR*, *Esquire*, *Newsday*, and *Booklist*. The young adult version of *Born a Crime* was also selected as October book of the Month through ProjectLIT, a national literary organization that promotes diverse texts in schools. The book is on their 2019 and 2020 list of recommended texts. Trevor Noah was also the Keynote Speaker for the National Council for Teachers of English Conference in November 2020.

UPPER ST. CLAIR SCHOOL DISTRICT  
CURRICULUM RECOMMENDATIONS FOR 2020-2021



**Name:** Melissa Tungate/ Caty DeWalt

**Level:** High School

**Area:** English Language Arts

**Date:** Fall 2020

**Curriculum Recommendation**

**Pilot a year-long, Project-Based Learning (PBL) English 9 course for the 2021-2022 school year.**

**Reason(s) for Recommendation**

**Implementation Steps**

**Cost**

**Administrative Reaction**

1. Project-Based Learning, generally understood to prioritize student voice, choice, and skills during instruction, is a research-based model for course development and delivery. This model is grounded in long-standing educational research, but has been on the leading edge of educational innovation in recent years.
2. Unlike Project-based assessment, which assesses students non-traditionally through various authentic projects, Project-Based Learning establishes a framework through which students will develop their own line of inquiry and explore related content. Content in a Project-Based Learning approach allows for comprehensive and sustained customized instruction.

1. Seek administrative approval.
2. Explore project ideas and driving questions and align them with selected English Language Arts, Employability Skills and college and career readiness standards.
3. Create a pilot curriculum and instructional materials for the course including project units, rubrics, and other materials and assessment tools with an eye toward meeting gold standards for PBL.
4. Create a course description for the *Program of Studies*. This description will include the nature of the course, including course weighting (this will be a weighted course) and application/recommendation process for pilot year (teacher recommendations and student interest forms will be required for enrollment).

BIE training and coaching = \$599  
  
Workshop Hours = 24 hours x \$30.20 = \$724.80

UPPER ST. CLAIR SCHOOL DISTRICT  
CURRICULUM RECOMMENDATIONS FOR 2020-2021



**Name:** Melissa Tungate/ Caty DeWalt

**Level:** High School

**Area:** English Language Arts

**Date:** Fall 2020

**Curriculum Recommendation**

*Continued* - **Pilot a year-long, Project-Based Learning (PBL) English 9 course for the 2021-2022 school year.**

**Reason(s) for Recommendation**

**Implementation Steps**

**Cost**

**Administrative Reaction**

3. The US Department of Education’s Employability Skills Framework outlines several skills important to the workplace, including soft skills that are not the traditional purview of any one academic discipline, such as “the ability to collaborate as a member of a team” and “systems thinking.” Similar soft skills also make up the College and Career Readiness component of Pennsylvania’s new Future Ready PA Index. Many of these skills, however, are only tangentially addressed by the district’s current curriculum. PBL targets many of these critical skills, while also encouraging in-depth knowledge of content.

4. The district also has as part of its mission the development of “life-long learners and responsible citizens for a global society,” which are values that PBL fosters.

- 5. Offer an informational meeting for families and an informational briefing for middle and high school English department colleagues.
- 6. Seek professional development opportunities for PBL best practices.
- 7. Use best practices and tools derived during the pilot of this course in order to enhance PBL units across traditionally designed courses.

UPPER ST. CLAIR SCHOOL DISTRICT  
CURRICULUM RECOMMENDATIONS FOR 2020-2021



**Name:** Melissa Tungate/ Caty DeWalt

**Level:** High School

**Area:** English Language Arts

**Date:** Fall 2020

**Curriculum Recommendation**

*Continued -Pilot a year-long, Project-Based Learning (PBL) English 9 course for the 2021-2022 school year.*

**Reason(s) for Recommendation**

**Implementation Steps**

**Cost**

**Administrative Reaction**

5. Studying literature through project-based learning provides students with opportunities to personalize their own learning, read more nonfiction texts on related topics and themes, and gain experience with real-world research and writing tasks.

6. Two meta-analyses of the research on PBL found that the type of learning experiences offered by PBL have proven to be highly engaging for students of all ability levels (*“Project-Based Instruction: A Review of the Literature on Effectiveness in Prekindergarten through 12th Grade Classrooms”* by Margaret Holm, 2011 and *“A Review of Research on Project-Based Learning”* by John W. Thomas, 2000).

UPPER ST. CLAIR SCHOOL DISTRICT  
CURRICULUM RECOMMENDATIONS FOR 2020-2021



**Name:** Melissa Tungate/ Caty DeWalt

**Level:** High School

**Area:** English Language Arts

**Date:** Fall 2020

**Curriculum Recommendation**

*Continued - Pilot a year-long, Project-Based Learning (PBL) English 9 course for the 2021-2022 school year.*

**Reason(s) for Recommendation**

**Implementation Steps**

**Cost**

**Administrative Reaction**

7. These meta-analyses also indicated that PBL fosters better self-reliance in students and improved attitudes toward learning, makes retention and transfer of knowledge and skills more likely, and is more effective in helping students learn complex processes, such as planning, communicating, problem solving, and decision making (Thomas, 2000).
  
8. Students demonstrate greater gains in content knowledge with PBL than in traditionally taught courses; students also demonstrate higher gains in processing and group skills, as well as greater information literacy skills (Holm, 2011; Sanchez-Romero, 2019).
  
9. Prolonged exposure to PBL, especially across multiple subject areas, is associated with increased improvement in student achievement (Geier, et al., 2008; Holm, 2011; Maddox & Saye, 2014; Thomas, 2000)

UPPER ST. CLAIR SCHOOL DISTRICT  
CURRICULUM RECOMMENDATIONS FOR 2020-2021



**Name:** Melissa Tungate/ Caty DeWalt

**Level:** High School

**Area:** English Language Arts

**Date:** Fall 2020

**Curriculum Recommendation**

*Continued* - Pilot a year-long, Project-Based Learning (PBL) English 9 course for the 2021-2022 school year.

**Reason(s) for Recommendation**

**Implementation Steps**

**Cost**

**Administrative Reaction**

10. Studies of high schools with extensive PBL curriculum demonstrate high levels of student success, including higher scores on the SAT and ACT tests (Behrend et al., 2014) and college perseverance rates (Arnold et al., 2015; Behrend et al, 2014; The Power of Us: New Tech Network school and student success, 2018).

**Music**

UPPER ST. CLAIR SCHOOL DISTRICT  
CURRICULUM RECOMMENDATION FOR 2020-2021



**Name:** John Seybert

**Level:** High School

**Area:** Music

**Date:** Fall 2020

**Curriculum Recommendation**

**Redesign the music course trajectory for the 2021-22 school year by developing and piloting a new course, Honors Wind Ensemble.**

**Reason(s) for Recommendation**

**Implementation Steps**

**Cost**

**Administrative Reaction**

1. The current progression of courses in the area of wind performance ensembles, is for students to progress through entry level course(s) ( Symphonic Band), the higher level performance course (Wind Ensemble), regardless of performance skills or level of commitment to advancement or future study of music. Creating a course with an Honors designation would provide rigor and challenge for students who have the desire and commitment to advancing their knowledge of music as well as performance skills.

1. Seek administrative approval.
2. Share and revise course description and syllabus.
3. Create units of study utilizing the Understanding by Design framework.
4. Establish Audition protocol and assessment procedures.
5. Develop a communication plan to inform students of these changes.

UPPER ST. CLAIR SCHOOL DISTRICT  
CURRICULUM RECOMMENDATION FOR 2020-2021



**Name:** John Seybert

**Level:** High School

**Area:** Music

**Date:** Fall 2020

**Curriculum Recommendation**

*Continued* - Redesign the music course trajectory for the 2021-22 school year by developing and piloting a new course, Honors Wind Ensemble.

**Reason(s) for Recommendation**

**Implementation Steps**

**Cost**

**Administrative Reaction**

2. The Honors course would promote significant engagement with and appreciation for music through performance of sophisticated wind and percussion literature. Study focuses on mastery of highly advanced music skills, techniques, and processes, as well as creativity through composition and/or arranging and use of current technology to enhance creativity and performance effectiveness. As an Honors course, students undertake independent study that includes synthesis of learning and experience. Public performances would serve as a culmination of specific instructional goals. Students would be required to participate in rehearsals and performances outside of the school day to support, extend, and assess learning in the classroom.

UPPER ST. CLAIR SCHOOL DISTRICT  
CURRICULUM RECOMMENDATION FOR 2020-2021



**Name:** John Seybert

**Level:** High School

**Area:** Music

**Date:** Fall 2020

**Curriculum Recommendation**

*Continued* - Redesign the music course trajectory for the 2021-22 school year by developing and piloting a new course, Honors Wind Ensemble.

**Reason(s) for Recommendation**

**Implementation Steps**

**Cost**

**Administrative Reaction**

3. The Honors designation in this performance course would target students with substantial experience in solo performance and larger performing ensembles. The student is expected to audition prior to enrolling in the Honors course. The students that decide not to enroll in the Honors course may participate in the current Wind Ensemble (academic) course designation for more than one year.
  
4. The lack of honors designation in the area of music has caused some talented musicians to *decide not to pursue music* coursework. They elect to take honors or AP courses in other areas to show a rigorous course schedule to create competitive college applications.

UPPER ST. CLAIR SCHOOL DISTRICT  
CURRICULUM RECOMMENDATION FOR 2020-2021



**Name:** John Seybert

**Level:** High School

**Area:** Music

**Date:** Fall 2020

**Curriculum Recommendation**

*Continued - Redesign the music course trajectory for the 2021-22 school year by developing and piloting a new course, **Honors Wind Ensemble**.*

**Reason(s) for Recommendation**

**Implementation Steps**

**Cost**

**Administrative Reaction**

5. Performance assessments would be used to assess skill development and would be based on growth, while other assessments would be used to measure understanding in the areas of aural skills, music theory, listening, and research. Rubrics used for assessments would be ones upon which students would be provided feedback related to national performance standards. Students would then have the ability to compare themselves to other performers on a national level.
  
6. The creation of these courses will provide opportunity for a variety of music students' needs to be met.

UPPER ST. CLAIR SCHOOL DISTRICT  
FAST TRACK CURRICULUM RECOMMENDATION FOR 2018-2019



**Name:** Amy Pfender, John Seybert

**Level:** K-12

**Area:** Performing Arts

**Date:** Fall 2020

**Curriculum Recommendation**

**Complete a multi-year comprehensive evaluation of the current K-12 music program in order to identify strengths and recommendations for adjustments to curriculum, instruction, programming, and delivery models.**

**Reason(s) for Recommendation**

**Implementation Steps**

**Cost**

**Administrative Reaction**

1. The District has continued to review methods to enhance our current offerings in the Performing Arts. Though many studies and adjustments have been completed through the years, a level of concern over instrumental programming continues to exist. This recommendation will provide an opportunity to complete a program review of the USC School District Performing Arts Program.
2. Previous survey data from parents of students participating in instrumental music programming indicate dissatisfaction with choices related to scheduling of pull-out instrumental lessons that occur during the school day.. Students in grades 4, 5, and 6, students must select between one elective arts course offering or small group instrumental lessons so as not to miss core academic learning.

1. Administrative Approval
2. Develop two sets of committees:
  - a. District level which includes district administrators, counselors, teachers, curriculum leaders/department chairs and students.
  - b. Building level to include principals, counselors and teachers.
3. Employing the National Association for Music Education (NAfME) Framework for Effective Ensembles, we will evaluate existing curriculum and programs to identify current needs and key areas to be addressed.
4. Identify specific curriculum and programs for review and analysis.
5. Create a timeline for program review and essential components of effective curriculum and programming.

To include purchase of programs/curriculum, workshop rate for teacher work during the 21-22 SY, and summer of 22-23 SY, and substitute teacher costs

Up to \$25,000 total

# UPPER ST. CLAIR SCHOOL DISTRICT

## FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2020-2021



**Name:** Amy Pfender, John Seybert

**Level:** K-12

**Area:** Performing Arts

**Date:** Fall 2020

**Curriculum Recommendation**

*Continued* - Complete a multi-year comprehensive evaluation of the current K-12 music program in order to identify strengths and recommendations for adjustments to curriculum, instruction, programming, and delivery models.

| Reason(s) for Recommendation  | Implementation Steps   | Cost | Administrative Reaction |
|---|--|------|-------------------------|
| <p>3. District music ensemble offerings at the elementary and middle school levels occur outside of the school day in order to preserve learning opportunities in other academic areas. This causes some participation difficulties due to student transportation needs.</p> <p>4. In order to accommodate instrumental lessons in grades 7 and 8, students must miss core academic classes on a rotating basis. This is done in order to limit the impact of missed learning opportunities in any one core academic class.</p> <p>5. Students that move into the District from other successful programs throughout the country or regional area are accustomed to opportunities for music performance within the school day. Based on our research, most of these talented students with diverse experiences do not participate in our music program because they either do not want to miss other academic classes or they do not have the requisite transportation.</p> | <p>6. Organize a community input group to provide feedback on Steps #3 through #5</p> <p>7. Based on findings, we will develop and implement more coordinated music programming from a K-12 perspective.</p> |      |                         |

UPPER ST. CLAIR SCHOOL DISTRICT  
FAST TRACK CURRICULUM RECOMMENDATIONS FOR 2020-2021



**Name:** Amy Pfender, John Seybert

**Level:** K-12

**Area:** Performing Arts

**Date:** Fall 2020

**Curriculum Recommendation**

*Continued* - Complete a multi-year comprehensive evaluation of the current K-12 music program in order to identify strengths and recommendations for adjustments to curriculum, instruction, programming, and delivery models.

**Reason(s) for Recommendation**

**Implementation Steps**

**Cost**

**Administrative Reaction**

6. Longitudinal data indicates decreased participation in instrumental music programming between middle school and high school. There are various reasons for this decline. The most significant is the lack of honors level course offerings. We are attempting to resolve this as per outlined in our most recent honor music recommendation course.
  
7. This recommendation provides an opportunity to examine these concerns and advance our current music course opportunities for all students.

Science

UPPER ST. CLAIR SCHOOL DISTRICT  
FAST TRACK CURRICULUM RECOMMENDATION FOR 2020-2021



**Name:** Kistler, Miller, Smith, Williams, Haas

**Level:** High School

**Area:** Science

**Date:** Fall 2020

**Curriculum Recommendation**

**Offer semester long intermediate-level courses in the areas of Engineering, Robotics, and Programming as the next level of programming to the introductory Technology Now and Tomorrow course.**

**Reason(s) for Recommendation**

**Implementation Steps**

**Cost**

**Administrative Reaction**

1. The Technology Now and Tomorrow course (TNT) was board approved during Fast Track Curriculum Panel in 2019, students registered for the course in February of 2020, and approximately 150 students comprising 3 sections are currently enrolled in the course for the 2020-21 school year.
2. TNT was introduced as a means to encourage more students to explore course offerings in STEM-related courses. The intent of the course was to provide the background for further study in any or all of the three areas of concentration; engineering, robotics, and programming.
3. Semester courses in engineering, robotics, and programming will provide additional development of the knowledge and skills in these areas. A semester course will provide more time for the student to gain further understanding in these courses while also providing flexibility for exploration and scheduling.

1. Administrative approval.
2. Write course descriptions and revise the Program of Studies.
3. Meet with High School Counselors to acquaint them with the new offerings along with prerequisite TNT and course expectations.
4. Advertise the new courses to currently enrolled TNT students to make them aware of next levels of coursework in these areas.
5. Pending enrollment, consider additional staffing to meet demand.
6. Provide Summer Workshop time for teaching staff to fully develop the semester-long courses.

Summer Workshop time: 5 teachers x 30 hours x \$30.20/hr = \$4530

Advanced robotics equipment; \$10,000 - 20,000 depending on enrollment; (some costs could be included as part of HS Science budget)

UPPER ST. CLAIR SCHOOL DISTRICT  
FAST TRACK CURRICULUM RECOMMENDATION FOR 2020-2021



**Name:** Kistler, Miller, Smith, Williams, Haas

**Level:** High School

**Area:** Science

**Date:** Fall 2020

**Curriculum Recommendation**

*Continued* - Offer semester long intermediate-level courses in the areas of Engineering, Robotics, and Programming as the next level of programming to the introductory Technology Now and Tomorrow course. *Continued*

**Reason(s) for Recommendation**

**Implementation Steps**

**Cost**

**Administrative Reaction**

4. Courses would be identified as Intermediate Engineering, Intermediate Robotics, and Intermediate Programming, so there is a clear message that previous coursework (TNT) would need to have been completed prior to enrolling in the second level courses.
  
5. These recommended courses would become the prerequisites for existing advanced courses in each of those areas of study (Advanced Engineering, and AP Computer Science), as well as serve as the foundation for a potential new advanced-level robotics course in the future.

UPPER ST. CLAIR SCHOOL DISTRICT  
FAST TRACK CURRICULUM RECOMMENDATION FOR 2020-2021



**Name:** Kistler

**Level:** High School

**Area:** Science

**Date:** Fall 2020

**Curriculum Recommendation**

**Investigate new texts and resources for use in *AP Physics C - Mechanics, Electricity and Magnetism* for adoption for the 2021-22 school year.**

**Reason(s) for Recommendation**

**Implementation Steps**

**Cost**

**Administrative Reaction**

1. The textbook currently in use for AP Physics C, University Physics was adopted in 2008 and as such has seen significant wear over that time.
2. The current text and publisher offer no online resources to accompany the text which has proven to be a challenge during in-person and remote-learning.
3. AP Physics 1, AP Biology, and AP Chemistry each have technology infused curriculum resources that provide teacher and student flexibility to customize instruction and learning. Each of these various programs are similar to what students would experience at the college-level and are excellent preparatory materials for the rigors of post-secondary science instruction.

1. Administrative approval.
2. Workshop time for teacher to investigate possible texts and resources, working along with technology to be certain resources are compatible with devices and capabilities within the High School.
3. Include approximate costs of new text and resources within the HS Science Budget for 2020-21.
4. Follow up with a recommendation for adoption of resources at Spring Curriculum Panel.

Teacher Workshop time: 10 hours x 1 teacher = \$30.20 = \$302

# Social Studies

UPPER ST. CLAIR SCHOOL DISTRICT  
FAST TRACK CURRICULUM RECOMMENDATION FOR 2020-2021



**Name:** Doug Kirchner

**Level:** High School

**Area:** Social Studies

**Date:** Fall 2020

**Curriculum Recommendation**

**Formally adopt the Shaping the Modern World 1 course for all 9th grade social studies students (enrolled in Academic, MYP, Honors, and MYP Honors), beginning in the 2021-2022 school year.**

**Reason(s) for Recommendation**

**Implementation Steps**

**Cost**

**Administrative Reaction**

1. This recommendation is designed to formally adopt 9th grade Shaping the Modern World 1, which is currently a pilot course (first implemented in the fall of 2019), and is a component of our overarching [USCSD social studies redesign](#) for students in grades 5-11.
2. Shaping the Modern World 1 will serve as the first half of two Shaping the Modern World courses (pending formal approval of 10th grade Shaping the Modern World 2 next year), which present in-depth, year-long explorations of major world regions and interconnected global systems.

1. Seek administrative approval.
2. Continue collaboration with teachers of the course (PLC/curriculum meeting time, along with summer workshop time for teachers, if applicable).
3. Collaborate with colleagues from other disciplines (e.g. ELA and World Language) to determine areas of overlap and potential interdisciplinary learning experiences.

\$906 to 1,812\* (1-2 teachers X 30 Change of Assignment hours at \$30.20)

\* This factors in the possibility that department members who are not currently teaching the course could teach it next year.

UPPER ST. CLAIR SCHOOL DISTRICT  
FAST TRACK CURRICULUM RECOMMENDATION FOR 2020-2021



**Name:** Doug Kirchner

**Level:** High School

**Area:** Social Studies

**Date:** Fall 2020

**Curriculum Recommendation**

*Continued* - Formally adopt the Shaping the Modern World 1 course for all 9th grade social studies students (enrolled in Academic, MYP, Honors, MYP Honors), beginning in the 2021-2022 school year.

**Reason(s) for Recommendation**

**Implementation Steps**

**Cost**

**Administrative Reaction**

3. In order to reach the mission of our social studies redesign to develop “civically engaged students” who “take an empowered role in their world,” our students must know and understand the people, places, and cultures around them. Four essential questions will be addressed:
- Who are the people of each region?
  - Why are the people of each region who they are?
  - How is each region interconnected?
  - What are the modern challenges of this region?

UPPER ST. CLAIR SCHOOL DISTRICT  
FAST TRACK CURRICULUM RECOMMENDATION FOR 2020-2021



**Name:** Doug Kirchner

**Level:** High School

**Area:** Social Studies

**Date:** Fall 2020

**Curriculum Recommendation**

*Continued* - Formally adopt the Shaping the Modern World 1 course for all 9th grade social studies students (enrolled in Academic, MYP, Honors, MYP Honors), beginning in the 2021-2022 school year.

**Reason(s) for Recommendation**

**Implementation Steps**

**Cost**

**Administrative Reaction**

4. Shaping the Modern World 1 is built on the multi-disciplinary approach of the [C3 Framework](#), the curricular model of the National Council for the Social Studies (NCSS). During the pilot phase of the course's implementation, students have explored the culture, history, physical geography, government/politics, and economics of several world regions, particularly the United States/North America, Europe, and Russia. Connecting several social sciences into one course has provided our students with the unique opportunity to explore modern issues in more depth and with more context. Our students are gaining a better understanding of the world around them, starting with the U.S.

UPPER ST. CLAIR SCHOOL DISTRICT  
FAST TRACK CURRICULUM RECOMMENDATION FOR 2020-2021



**Name:** Doug Kirchner

**Level:** High School

**Area:** Social Studies

**Date:** Fall 2020

**Curriculum Recommendation**

*Continued* - Formally adopt the Shaping the Modern World 1 course for all 9th grade social studies students (enrolled in Academic, MYP, Honors, MYP Honors), beginning in the 2021-2022 school year.

**Reason(s) for Recommendation**

**Implementation Steps**

**Cost**

**Administrative Reaction**

5. An additional way the course has benefited students is the seamless transition it provides freshmen students coming from our middle school. It intentionally builds on the content and skills that USCS D students learn in 8th grade. During the first semester in 9th grade, students will continue their prior investigation of U.S. history through an integrated study of the U.S. post-1945, literally picking up where they left off in 8th grade. Understanding the issues that impact the modern world begins with investigating the changes that WWII brought to America and to the world. Expanding on their prior knowledge, our students in the pilot phase have felt more confident in the historical narrative and timeline of the U.S, therefore applying what they learned in 8th grade to the domestic and global issues that are discussed every day in 9th grade.

UPPER ST. CLAIR SCHOOL DISTRICT  
FAST TRACK CURRICULUM RECOMMENDATION FOR 2020-2021



**Name:** Doug Kirchner

**Level:** High School

**Area:** Social Studies

**Date:** Fall 2020

**Curriculum Recommendation**

**Pilot an American Civic Engagement course for 11th grade social studies students during the 2021-2022 school year.**

**Reason(s) for Recommendation**

**Implementation Steps**

**Cost**

**Administrative Reaction**

1. As the next step of [previous curriculum recommendations](#) (beginning in the spring of 2016) to “Design and implement a skill and competency-based social studies framework” for USCSD students in grades 5-11, this course is the third in a planned roll out of three new core social studies courses at the high school level, which also includes Shaping the Modern World 1 in 9th grade, and Shaping the Modern World 2 in 10th grade.
2. American Civic Engagement (ACE) serves as the capstone course/culminating social studies experience of our [USCSD social studies redesign](#) that seeks to develop “civically engaged students” who “take an empowered role in their world.”
3. The course reimagine our semester-long American Civics course (taught prior to 2019 in 9th grade) by providing students with a more thorough, authentic, and dynamic year-long analysis of governmental structures and political processes in the United States.

1. Seek administrative approval.
2. Update the Program of Studies to reflect the course offering for the 2021-2022 school year.
3. If necessary, present a recommendation in the spring for the course’s core text and supplemental resources.
4. Provide PLC/curriculum meeting time this spring, along with summer workshop time for teachers.
5. Initiate contact with faculty at the University of Pittsburgh to learn more about ways to incorporate Improvement Science into the ACE course (see Reason for Recommendation #7).
6. Work with USCSD social studies colleagues at the middle school level to determine plans for our locally developed assessment, per Act 35 (see Reason for Recommendation #8).

UPPER ST. CLAIR SCHOOL DISTRICT  
FAST TRACK CURRICULUM RECOMMENDATION FOR 2020-2021



**Name:** Doug Kirchner

**Level:** High School

**Area:** Social Studies

**Date:** Fall 2020

**Curriculum Recommendation**

*Continued* - Pilot an American Civic Engagement course for 11th grade social studies students during the 2021-2022 school year.

**Reason(s) for Recommendation**

**Implementation Steps**

**Cost**

**Administrative Reaction**

4. Built on the multi-disciplinary approach of the [C3 Framework](#), the curricular model of the National Council for the Social Studies (NCSS), the ACE course will combine instruction on civics/government with history, culture, and economics. Ultimately, students will be challenged to apply their content knowledge and skills (learned throughout their grades 5-11 social studies experience) to take “[informed action](#)” on issues that matter to them as American citizens.

7. Collaborate with colleagues from other disciplines (e.g 11th grade Honors English) to determine areas of overlap and potential interdisciplinary learning experiences.

UPPER ST. CLAIR SCHOOL DISTRICT  
FAST TRACK CURRICULUM RECOMMENDATION FOR 2020-2021



**Name:** Doug Kirchner

**Level:** High School

**Area:** Social Studies

**Date:** Fall 2020

**Curriculum Recommendation**

*Continued* - Pilot an American Civic Engagement course for 11th grade social studies students during the 2021-2022 school year.

**Reason(s) for Recommendation**

**Implementation Steps**

**Cost**

**Administrative Reaction**

5. The Civic Action Project (CAPstone) will serve as the major project/performance-based assessment (PBA) of the course and will require students to apply each dimension of the C3 Framework:
- Dimension 1: Developing Questions and Planning Inquiries
  - Dimension 2: Applying Disciplinary Tools and Concepts
  - Dimension 3: Evaluating Sources and Using Evidence
  - Dimension 4: Communicating Conclusions and Taking Informed Action

UPPER ST. CLAIR SCHOOL DISTRICT  
FAST TRACK CURRICULUM RECOMMENDATION FOR 2020-2021



**Name:** Doug Kirchner

**Level:** High School

**Area:** Social Studies

**Date:** Fall 2020

**Curriculum Recommendation**

*Continued* - Pilot an American Civic Engagement course for 11th grade social studies students during the 2021-2022 school year.

**Reason(s) for Recommendation**

**Implementation Steps**

**Cost**

**Administrative Reaction**

6. While students will be expected to thoroughly understand fundamental content (e.g. the foundations of American democracy, the interactions among the branches of government, civil liberties/rights, and political ideologies), ACE will be designed as a PBA-centered, skill-based course, with authentic tasks meant not only to prepare students for their culminating capstone project, but for life after high school as civic-minded citizens who are engaged with the democratic process.

UPPER ST. CLAIR SCHOOL DISTRICT  
FAST TRACK CURRICULUM RECOMMENDATION FOR 2020-2021



**Name:** Doug Kirchner

**Level:** High School

**Area:** Social Studies

**Date:** Fall 2020

**Curriculum Recommendation**

*Continued* - Pilot an American Civic Engagement course for 11th grade social studies students during the 2021-2022 school year.

**Reason(s) for Recommendation**

**Implementation Steps**

**Cost**

**Administrative Reaction**

7. The CAPstone will seek to incorporate the Carnegie Foundation’s research-based strategies on [Improvement Science](#) as part of students’ planning processes. Faculty at the University of Pittsburgh have offered to partner with the USCHS social studies department on this endeavor.
  
8. Renewed emphasis on civics/government instruction has been growing at both the state and national levels for the last half decade. The implementation of PA [Act 35](#) (enacted in 2018) “requires that all school entities administer a locally developed assessment of U.S. history, government, and civics at least once to students in grades 7-12.” Act 35 contains three core pillars, which directly match the focus of ACE: Civic Knowledge, Civic Skills, and Civic Action. In the U.S. Senate and House of Representatives, there are bipartisan measures to significantly increase federal-level investment in civic and history education, with the [“Educating for Democracy Act of 2020”](#) currently under consideration.

# World Languages

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



**Name:** Lynne Kopaz, Marc-André Clermont

**Level:** High School

**Area:** High School World Language

**Date:** Fall 2020

**Curriculum Recommendation**

**Revise and update the Spanish 2 and MYP Spanish 2 course curriculums to adapt to the current need of incoming Freshmen and Passport to Spanish (Level 1) students in response to the Comprehensible Input (CI) changes that have been implemented at the Middle School.**

| Reason(s) for Recommendation  | Implementation Steps   | Cost   | Administrative Reaction |
|---|--|--|-------------------------|
| <p>1. This recommendation is a follow-up to the one made in 2019 for a revision of the French 2 class. The aim of the curriculum change was to modify the French 2 class to be more responsive to students who were coming to the high school with the CI (comprehensible input) methodology, as well as to change the coursework to adapt to the numerous curriculum changes that have occurred at the middle school and high school levels.</p> <p>2. The K-8 language progression has shifted toward a CI approach over the last four years. In the 2018-2019 school year, the 7th grade curriculum has changed to include the CI methodology with the inclusion of the SOMOS curriculum. In the 2019-2020 school year, the 8th grade curriculum has also shifted to reflect on based on the CI methodology.</p> | <p>1. Administrative Approval</p> <p>2. Allow for summer time to assess the current course and restructure according to student needs and district initiatives as well as time throughout the year to plan and adjust coursework.</p> <p>3. Develop appropriate assessments and units for the course.</p> <p>4. Update Rubicon Atlas to highlight the new changes to the course.</p> <p>5. Update the Program of Studies to reflect the changes that have been made to the course.</p> | <p>2 teachers workshop time for 30 hours (\$1807.20)</p> <p>Purchase of Somos II curriculum. (\$200)</p> |                         |

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



**Name:** Lynne Kopaz, Marc-André Clermont

**Level:** High School

**Area:** High School World Language

**Date:** Fall 2020

**Curriculum Recommendation**

*Continued* - Revise and update the Spanish 2 and MYP Spanish 2 course curriculums to adapt to the current need of incoming Freshmen and Passport to Spanish (Level 1) students in response to the Comprehensible Input (CI) changes that have been implemented at the Middle School.

**Reason(s) for Recommendation**

**Implementation Steps**

**Cost**

**Administrative Reaction**

3. A successful implementation of a redesigned Spanish 2 course will help the middle school to high school transition with a course that is more responsive to student needs and backgrounds.
4. Furthermore, the Passport to Spanish course was created to mirror the CI approach that is currently employed in the middle school. Whether students are coming from a level 1 Spanish course or the K-8 language progression, they are used to acquiring language through context, reading, and constant input in Spanish.
5. With the curriculum changes that have occurred over the last three years, the current Spanish course no longer acts as a transition between the middle school and High school. Many of the early units in the current curriculum are grammar focused and the current transition is difficult for many students.

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



**Name:** Lynne Kopaz, Marc-André Clermont

**Level:** High School

**Area:** High School World Language

**Date:** Fall 2020

**Curriculum Recommendation**

*Continued* - Revise and update the Spanish 2 and MYP Spanish 2 course curriculums to adapt to the current need of incoming Freshmen and Passport to Spanish (Level 1) students in response to the Comprehensible Input (CI) changes that have been implemented at the Middle School.

**Reason(s) for Recommendation**

**Implementation Steps**

**Cost**

**Administrative Reaction**

6. Changes in the course framework would reflect the ACTFL (The American Council on the Teaching of Foreign Languages) recommendations of [90% use of target language](#) within the WL classroom. The emphasis on content and message rather than mastery of individual grammar topics allows for sustained use of the target language, which most often translates to improvements in mastery and retention.

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



**Name:** Lynne Kopaz, Marc-André Clermont

**Level:** High School

**Area:** High School World Language

**Date:** Fall 2020

**Curriculum Recommendation**

*Continued* - Revise and update the Spanish 2 and MYP Spanish 2 course curriculums to adapt to the current need of incoming Freshmen and Passport to Spanish (Level 1) students in response to the Comprehensible Input (CI) changes that have been implemented at the Middle School.

**Reason(s) for Recommendation**

**Implementation Steps**

**Cost**

**Administrative Reaction**

7. The updated Spanish 2 course will keep the same language acquisition learning targets but change the context in which those targets will be delivered. The textbooks used for the class will be a combination of the *Paso a Paso* (currently used at the high school) and SOMOS (currently used at the middle school) in order to provide a smoother transition from the methodology and sources currently used at the middle school and the one currently employed at the high school. The new curriculum will be guided by the following guidelines.
- Language acquisition through authentic sources
  - Grammar and vocabulary introduced through natural exposure.
  - An approach geared towards meaning rather than form
  - An emphasis on fluency rather than accuracy